

Board of Governors, State University System of Florida Request to Offer a New Degree Program

University of Central Florida
University Submitting Proposal

Fall 2015
Proposed Implementation Term

College of Health and Public Affairs
Name of College(s) or School(s)

Criminal Justice
Name of Department(s)/ Division(s)

Criminal Justice
Academic Specialty or Field

PhD in Criminal Justice
Complete Name of Degree

43.0104, Criminal Justice and Corrections
Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

September 26, 2013
Date Approved by the University Board
of Trustees

John C. Hill
President

9/6/13
Date

Don M. Calvert
Signature of Chair, Board of
Trustees

9/26/13
Date

Debra J. Hill
Provost and Executive Vice
President

9/6/13
Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	5	3.75
Year 2	10	7.03
Year 3	15	8.91
Year 4	15	8.91
Year 5	15	8.91

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$50,699	\$190,121	\$0	\$0	\$190,121
\$39,704	\$353,614	\$124,579	\$0	\$478,193

Signature of Equal Opportunity
Officer

Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.**

Table 2 in Appendix A outlines the projected costs and associated funding sources for the first and fifth years of the proposed initiative. The total cost of the proposed initiative in the first year is estimated to be \$190,121. This cost is composed of \$111,121 of reallocated base E&G, \$4,000 non-recurring E&G, and \$75,000 from recurring E&G. In the fifth year, costs are projected at \$478,193, funded through \$201,325 continuing base E&G, \$124,579 contracts and grants (C&G), and \$152,290 E&G that will come from the College of Health and Public Affairs (labeled "Other E&G" in Table 2 in the appendix). Dean Michael Frumkin of COHPA has committed \$152,290 annually for student support, which will be in the form of recurring funding that has been allocated through the college's revenue distribution model. These funds were acquired by the college through enrollment growth and were reserved specifically for the proposed new criminal justice PhD program; they thus represent recurring funds. Appendix 1-2 contains a letter of financial commitment from Dean Frumkin.

Much of the funding necessary to support the new PhD students will be supplied by contracts and grants secured by CJ Department faculty members. C&G will support assistantship stipends and in-state tuition payments. The Department routinely supports between seven and 10 Master's and PAF PhD students from externally funded projects at varying levels of support. The expectation is that with the approval of this proposal, the department will have the capacity (in the form of advanced graduate students who will conduct research in collaboration with the faculty) to conduct significantly more research that will be competitive for extramural support.

Conservative projections in support of this initiative commit the Department to generate six stipends and payments by the fifth year (\$124,579; see Table 10.5 in Section

Board of Governors, State University System of Florida Request to Offer a New Degree Program

University of Central Florida
University Submitting Proposal

Fall 2014
Proposed Implementation Term

College of Health and Public Affairs
Name of College(s) or School(s)

Criminal Justice
Name of Department(s)/ Division(s)

Criminal Justice
Academic Specialty or Field

PhD in Criminal Justice
Complete Name of Degree

43.0104, Criminal Justice and Corrections
Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board
of Trustees

President

Date

Signature of Chair, Board of
Trustees

Date

Provost and Executive Vice
President

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	5	3.75	\$50,699	\$190,121	\$0	\$0	\$190,121
Year 2	10	7.03					
Year 3	15	8.91					
Year 4	15	8.91					
Year 5	15	8.91	\$39,704	\$353,614	\$124,579	\$0	\$478,193

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

a. Level. The Department of Criminal Justice requests approval of a doctoral program (PhD) in criminal justice with three applied concentration areas. The program will be open to applicants with an earned Master's degree in criminal justice or a closely-related discipline.

b. Emphases. The proposed program is composed of three basic parts: (i) a substantive core focused on criminal justice theory and institutions; (ii) a quantitative methods core that includes community-based research methods; and (iii) specializations in policing, corrections, or the juvenile justice system. An emphasis of the program will be the translation of criminal justice theory and research into practical application in urban places; the program will take advantage of the setting of the University of Central Florida (astride the Central Florida city-state) to examine criminal justice issues at the metropolitan, local (city and county), and neighborhood levels. Adoption of this proposed degree program will position the University of Central Florida to become a major contributor in the production of both basic and applied criminal justice scholarship, and will support the University's efforts to improve the health and wellbeing of the communities constituting the Central Florida city-state.

c. Credit Hours. The proposed program entails a minimum of 57 credit hours (42 coursework and 15 dissertation) beyond the Master's degree. The program is designed to be completed in as little as three years.

d. Overall Purpose. Criminal justice is the study of the people, organizations, and institutions that make up the American crime-control system. The scholarship produced by criminal justice researchers is relevant to both academic and applied settings, as this scholarship addresses a host of matters related to policy implementation, organizational behavior and adaptation to change, and the impact of external constraints on the actions of individuals.

The American criminal justice system is enormous by any standard; each year, U.S. federal, state, and local governments spend approximately \$191 billion for police, court, and corrections services. Florida, at nearly \$13 billion spent annually, ranks third in the nation for justice-related expenditures. Much of this money is not spent in the most efficient or effective way possible. For instance, according to the Florida Department of Corrections, Florida spends about \$2.3 billion annually for prison operations and administration; this number translates to \$19,473 per prisoner per year. Yet roughly one out of every three inmates that is released from prison returns to state custody within three years, and untold others are rearrested and held in local jails. How can parolees be monitored effectively? How can correctional resources be used strategically and efficiently? Are programs to help reintegrate offenders back into the community working as intended, and if not, what can be done? These are the types of questions that criminal justice researchers ask, and they are the types that criminal justice doctoral students in the program being proposed here will be taught to ask and answer.

Program graduates will be ready for employment in both academic and applied settings. They will be able to enter careers in universities, think tanks, policy institutions, and university-based policy centers where they will work to translate academic research into effective policy, and to use policy experiments to inform the existing body of research. Within academia, graduates may obtain positions in SUS institutions that offer criminal justice degrees at the undergraduate and/or graduate level. For instance, during the 2012 hiring season, Florida State University, the University of South Florida, the University of Florida, and the University of Tampa advertised tenure-earning assistant professorships. Private universities are also an option; Kaplan, Inc. sought applicants with PhDs in criminal justice for the position of Academic Department Chair, Graduate Criminal Justice. Graduates may also be hired at the many community and state colleges that currently offer Associate-level criminal justice courses and are increasingly looking to expand to the Bachelor's level. The Indian River State College's Fort Pierce campus – which offers Bachelor's degree programs – recently had an advertisement posted for a criminal justice instructor, and the requirements included possession of a PhD in criminal justice.

Nationwide, too, there were several universities with tenure-track positions advertised on the discipline's main employment exchange websites in the fall of 2012. The University of Cincinnati, Illinois State University, Rutgers University, Montana State University, George Mason University, Temple University, the University of Missouri at St. Louis, and the University of Colorado at Denver are just a few of the many institutions seeking PhD-holding applicants for assistant-level professorships.

Applied settings include organizations such as police agencies, prisons, and policy-oriented think tanks. The feedback between research and practice is being increasingly acknowledged in criminal justice. One example includes a partnership between the University of California at Los Angeles and the Los Angeles Police Department on a

federally-funded initiative called Predictive Policing, which involves highly sophisticated analyses of crime events and trends in order to discern offending patterns, predict where crimes will occur, and deploy officers accordingly. In addition to this being a university-police partnership, the lead LAPD officer on this project holds a PhD. Another example is the Robina Institute at the University of Minnesota, which is dedicated to reaching out to policymakers and practitioners to foster mutually-beneficial collaborations. The Robina Institute is currently advertising a visiting professorship for young scholars aimed at helping these new researchers launch careers in policy-oriented endeavors.

These important goals for efficiency and effectiveness can be achieved with a rigorous PhD program focused specifically on criminal justice, and UCF's Department of Criminal Justice is poised to do this. Both of the external reviewers praised the proposed program and expressed a belief that the criminal justice faculty is a productive, dedicated group capable of attracting good students and producing competitive graduates (these letters of support are located in Appendix 1-1). The College of Health and Public Affairs also backs this proposal fully (see Appendix 1-2).

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

i. SUS Goals

The State University System of Florida Board of Governors *Strategic Plan, 2005-2013* lists four goals:

- a. Access to and production of degrees
- b. Meeting statewide professional workforce needs
- c. Building world-class academic programs and research capacity
- d. Meeting community needs and fulfilling unique institutional responsibilities

The proposed criminal justice doctoral program at UCF directly addresses all four of these goals, as follows.

a. Access to and production of degrees. The University of Central Florida is located in the midst of the Central Florida city-state. This is an eleven-county area astride the I-4 corridor servicing nearly 4,000,000 Florida residents (20 percent of the state population). Each academic year, UCF produces more than 300 Bachelor's and approximately 80 Master's degrees that need the exposure to advanced research to improve the efficiency and effectiveness of the programs they will work in after graduation; moreover, many of those graduating with Master's degrees may desire to continue their graduate

education in criminal justice, which currently is not an option due to the absence of a CJ PhD program in Central Florida (indeed, as will be detailed later, in the entire state). Approval of the proposed program in the University of Central Florida will remedy that systemic deficiency.

b. Meeting statewide professional workforce needs. The proposed doctoral program will produce social scientists with expertise in criminal justice who will be capable of gathering, analyzing, and reporting high-quality data and findings to critically assess the status of practice and take advantage of evidence-based best practices and who, as teachers, will educate the future workforce. This emergent workforce will improve the capacity of the state of Florida to make wise and effective investments in its \$13-billion criminal justice industry.

As detailed later (see Section II), the program will help meet professional workforce needs by enhancing the supply of academics available to local and state agencies on a project-by-project basis. Agencies that want research services for a specific endeavor (e.g., an efficiency analysis, the implementation of a new program) often partner with one or more faculty members from a local university (examples of how UCF criminal justice faculty are currently assisting local agencies are provided in Table 2.8, in Section II). Using combinations of grants, contracts, and donated times, researchers provide these services.

Additionally, there is expanding need for undergraduate education (and, hence, an increasing need for university and college faculty) as a result of a growing preference in police agencies (which, at the county level, also staff jails and courts) for entry-level applicants who have taken college courses or who have degrees from accredited institutions. The importance of officer education to Florida police agencies is born out in the statistics: a recent survey showed that 98 percent of agencies offer employees education incentives, and 89 percent provide tuition reimbursement (Law Enforcement Management and Administrative Statistics, 2007). The criminal justice Bachelor's program is the 9th largest undergraduate major at UCF and, statewide, SUS institutions produced 2,166 criminal justice Bachelor's degrees in the 2009-2010 academic year. This translates into continued and expanding need for university faculty to ensure the teaching, research, and service infrastructure that will sustain existing and future criminal justice programs.

c. Building world-class academic programs and research capacity. World-class academic programs and research capacity are co-located within doctoral programs. Doctoral programs are where talent (both professorial and student) is concentrated, and among these concentrations are found both research capacity and discovery.

The proposed criminal justice doctoral program will set in motion ascendancy of criminal justice education at UCF to the top tier. This will occur because the already

productive faculty will have at their disposal additional resources in the form of talented and skilled graduate students who can support externally funded research. The establishment of a PhD program will attract talented students who, together with their faculty advisors and mentors, will sharpen already cutting-edge research questions and extend the capacity of faculty to secure and sustain external research support. Grants and contracts from local agencies, counties and the state, and from the federal government (e.g., the National Institute of Justice) will fund PhD students and help UCF become a leader in criminal justice research.

d. Meeting community needs and fulfilling unique institutional responsibilities. The intellectual foundation and research focus of the proposed criminal justice doctoral program is on developing information and understanding about the complex relationship between the criminal justice system, programs within that system, and the ways that communities affect and are affected by the formal mechanisms of social control. UCF, as an integral part of the Central Florida city-state, is well positioned to address societal issues and to engage this focus to the improvement of the quality of life in the Central Florida region. The course work will familiarize talented and skilled students with criminal justice issues confronting urban communities, while the dissertation research requirement will ensure that these burgeoning social scientists will be conducting research, much of it local, on salient concerns. The Central Florida city-state will benefit from having in its midst a corps of talented scholars and graduate students examining local criminal justice issues. Local agencies will also gain a reliable pool of capable graduate students ready to help them address research questions about their internal operations, community reputations, and resource management.

The characteristic that makes criminal justice a particularly useful discipline is its subject matter diversity. Criminal justice researchers focus on a variety of outcomes. Some relate directly to crime (e.g., creating research designs to measure the effectiveness of a certain program), while others tackle important questions about program adoption, program implementation, recruitment and retention of high-quality personnel, and overall agency efficiency in its use of resources. In other words, a criminal justice researcher is just as apt to study the cost-effectiveness of a certain policy as to study the impact of the policy on crime. This broad scope allows researchers – and, by extension, the practitioners their findings inform – to compare programs and policies in terms of overall usefulness. The criminal justice academic discipline is holistic and takes into account the myriad aspects of the administration and operation of criminal justice.

One of the gravest challenges currently facing criminal justice agencies in Florida and across the nation is the seemingly-endless decline in revenue. City, county, and state budgets continue either hovering near, or plunged entirely into, the red. In Florida, criminal justice activities account for approximately 10 percent of total annual expenditures at both the state and local levels (Morgan et al., 2010). Increases in

efficiency and effectiveness through evidence-based practices and research-practitioner partnerships can help local and state governments reduce costs. Cost reduction can often be achieved by doing more with less; smarter use of resources can achieve success at both cost savings and crime reduction, without the harmful side effects of cost-control measures such as layoffs of police, probation, or correctional officers.

One example was the substantial cost savings achieved when George Mason University's Center for Evidence-Based Crime Policy partnered with the Sacramento Police Department (SPD) for a 90-day period in 2011. Researchers worked with a SPD sergeant to design a methodologically sound experiment in hot spots policing. High-crime hot spots throughout the city were randomly assigned to either the treatment or control condition. Treatment hot spots received an increase in police visibility and proactivity, while activity in the control areas went on as usual. By the end of the 3-month period, serious crimes in the treatment areas had fallen 25 percent. The total cost savings to the Sacramento Police Department from this reduction in serious crime was estimated to be \$289,550 (http://cops.usdoj.gov/html/dispatch/06-2012/hot-spots-and-sacramento-pd.asp#_ftn3).

Doctorally trained researchers can also help cities and counties save money by serving as “translators” who bring academic research to bear on practices. For instance, closed-circuit television cameras (CCTVs) have become popular; it is commonly believed by police and local leaders that these devices deter crime and help police identify offenders. The purchase, installation, maintenance, and monitoring of CCTVs, however, constitutes a significant financial burden. This raises questions about whether CCTVs are worth the expense. A researcher familiar with the scholarly literature on CCTVs could summarize that literature for an agency or municipality that was considering undertaking a CCTV installation effort. One academic study, for example, compared CCTVs to the installation of additional street lighting and discovered that both reduced crime equally well, and that street lighting even appeared to possibly be more effective in some city areas. Both strategies' effectiveness was limited to property offenses; neither one had an impact on violent crimes (Welsh and Farrington, 2004). The limited effectiveness of CCTVs—especially given the substantial costs of these implements—is of key relevance to local agencies and municipalities.

ii. UCF Goals

The University of Central Florida, during its 2009 strategic planning effort, reaffirmed the University's strategic goals as they appeared in the 2005-2013 SUS Strategic Plan. They include:

- a. Offer the best undergraduate education available in Florida;
- b. Achieve international prominence in key programs of graduate study and research;
- c. Provide international focus to our curricula and research programs;

- d. Become more inclusive and diverse; and
- e. Be America's leading partnership university.

The proposed doctoral program expressly addresses all of these goals. Specifically:

a. Offer the best undergraduate education available in Florida. Undergraduates in the Criminal Justice major will benefit from the availability of class sections staffed by trained, PhD-level graduate teaching assistants (GTAs) who will each be an instructor of record for at least two courses. PhD students will become eligible to teach upon completion of the doctoral-level course CCJ 7xxx, Teaching Criminal Justice. By the time they are eligible to begin teaching (Summer semester of their first year), they will have completed their core coursework and will be well versed in contemporary criminal justice research and issues. These GTAs will then teach undergraduate courses. Doctoral students will be important sources of fresh ideas and new energy in the classroom. Their enthusiasm will engage undergraduates in the subject matter, and consistent feedback from faculty advisors will help them maximize their effectiveness. Additionally, as research activity associated with this proposed program increases, undergraduates with interests in research will see expanded opportunities to participate in the growing cadre of undergraduates participating in research at UCF. They will be exposed to the post-baccalaureate opportunities available. Moreover, establishing this PhD program will raise the national prestige of criminal justice study at UCF and enhance the value of all degrees associated with the Department of Criminal Justice.

Furthermore, as will be detailed later in Section IIIB, the Department of Criminal Justice will be expanding its coverage of undergraduate courses by tenured and tenure-earning faculty. These changes will result in a net increase of undergraduate sections per year taught by tenured and tenure-earning faculty who hold PhDs in criminal justice or a closely related discipline.

b. Achieve international prominence in key programs of graduate study and research. Adoption of the proposed doctoral program will establish a platform from which the department and UCF may become nationally and internationally known as a center of disciplinary excellence in criminal justice. This will occur as students are recruited from across the state, nation, and around the world, and, as graduates, are hired globally.

One key element of the proposed program that will help it build a reputation for excellence is the incorporation of three concentration areas (policing, corrections, and juvenile justice). Students will emerge with an expertise in one of these three areas and will be ready to engage in research, planning, or practice related to that area. Such a curriculum strategy is uncommon in criminal justice doctoral programs and will help UCF become known as a hub for doctoral training in these three core fields of criminal justice.

As demonstrated later in this proposal (see Section IX, Subsection Dii), the faculty of the Department of Criminal Justice have extensive grant and publication experience. The addition of doctoral students to the department will enhance research capacity; it will strengthen existing areas of study and introduce new ones as faculty members interact with students who have diverse interests, ideas, and goals.

c. Provide an international focus to our curricula and research programs. The department is active in international engagement. The forms of engagement include: study-abroad programming that has taken classes to Russia, Costa Rica, Barbados, and the United Kingdom; police training programs in St. Lucia; and research collaborations in Russia. In addition, the Department has a history of supporting international students from Russia, Turkey, the United Arab Emirates, and Iran. Faculty members have significant contacts and research opportunities in Russia, Turkey, the United Kingdom, Singapore, Namibia, Australia, the Caribbean, and Central America. These contacts and associations offer unique research opportunities that could come to fruition with the establishment of the proposed doctoral program and consequent availability of a robust student research agenda.

d. Become more inclusive and diverse. Recently, it was noted that a strength of the Department of Criminal Justice at UCF is that its undergraduate and graduate programs serve a racially- and ethnically-diverse student body that is in excess of UCF averages (see 2010 – 2011 Academic Program Review, Appendix 7-1). Further, the Department has actively recruited faculty from diverse backgrounds, and has twice successfully recruited under the Provost's "Diversity Enhancement" hiring program. Establishing the criminal justice doctoral program as proposed will enhance the University's capacity to become more inclusive and diverse in scholarly domains at the highest level.

Criminal justice studies appeal to a wide array of people, many of whom are disproportionately impacted by the actions of the criminal justice system. It is well established that people of color are more frequently engaged by the criminal justice system than are whites. Criminal justice academia, however, remains predominantly white (Association of Doctoral Programs in Criminology and Criminal Justice, 2011). The paucity of minority scholars is disadvantageous for multiple reasons, a primary one being that the topic of race in the criminal justice system is not adequately explored or appreciated in the classroom or in scholarly research (Brunson & Miller, 2011). The criminal justice faculty here at UCF would make a concerted effort to recruit students from underrepresented groups, including but not limited to race, as a means of helping to correct this situation both in Florida and nationwide.

e. Be America's leading partnership university. The Department of Criminal Justice has a long history of community engagement through partnerships with criminal justice agencies. Most prominent among these is FINDER, a law enforcement information

consortium. FINDER is an enduring partnership between the department, the university, and local law enforcement agencies that has developed information-sharing protocols designed to enhance law enforcement's ability to recover stolen property. Currently, 165 police agencies participate in the FINDER network. Other partnership enterprises have included program evaluations, embedding graduate students in agencies as research associates, and shared grantsmanship (see Table 2.8 for a detailed list). In addition to enduring relationships and long-term projects, criminal justice faculty have made themselves available for smaller and shorter-term services. For example, one person is currently serving on a community advisory board established by Cecil Smith, the new chief of police appointed to lead the Sanford Police Department in the aftermath of the Trayvon Martin shooting and mass unrest. Chief Smith has collected a variety of community stakeholders and experts to determine how the historically tense relations between Sanford police and the minority residents of that city might be improved. Another faculty member who recently received a federal grant to study the impact of recent anti-pill mill legislation in Florida has been requested by a College of Medicine faculty member to present initial findings at the annual convention of the Florida Medical Association in July of 2013.

iii. Program Uniqueness at UCF

The proposed PhD program is non-duplicative of and, indeed, notably unique from other doctoral programs here at UCF. The programs at UCF that are most similar to the one being proposed are the Public Affairs PhD program in College of Health and Public Affairs, the Security Studies PhD in the Political Science Department, and the Crime and Deviance and Domestic Violence PhD specialties in the Sociology Department. Table 1, below, provides an overview of each program, including each established program's self-description as posted on the university website. All four programs admit from the Master's degree and require similar quantities of coursework and dissertation hours. The programs differ markedly, though, in curriculum, focus, and the types of graduates they are intended to produce. The structure of the core curricula illustrates the distinctions between them (information about the other three programs comes from the 2012 - 2013 Graduate Catalog). The chairs/directors of all programs have provided letters of support, which are located in Appendix 2-1.

Table 1. Contrast between CJ PhD Program and other PhD Programs at UCF				
	<i>Proposed CJ Program</i>	<i>Public Affairs, CJ Track</i>	<i>Security Studies</i>	<i>Sociology of Crime/Deviant Behavior; Domestic Violence</i>
Program Description	An in-depth examination of the people, organizations, and institutions of the criminal justice system, with an emphasis on how research can be used to improve communities. Graduates will obtain positions in academia, in criminal justice agencies, and in the community.	"An interdisciplinary program drawing from the strengths of faculty in Criminal Justice, Health Management and Informatics, Public Administration, and Social Work."	"Designed to produce specialists capable of analyzing and communicating security issues ... [most] graduates will work in military and other governmental organizations, international corporations, and agencies that deal with security."	"Provides training in the skills necessary to secure research careers in academic and nonacademic professions and emphasizes applied research in community-based settings."
Substantive Core	<ul style="list-style-type: none"> • Seminar in the Nature of Crime • Seminar in Criminal Justice Theory • Seminar in Criminal Justice Systems • Teaching Criminal Justice • Criminal Justice Research in the Community • 9 credits in: policing; corrections; or juvenile justice 	<ul style="list-style-type: none"> • Foundations of Public Affairs • Ethics and Social Justice in Public Affairs • Strategic Change and Management in Public Affairs • Policy Analysis in Public Affairs • Public Policy: Microeconomic Applications • Advanced Seminar in Law Enforcement • Advanced Seminar in Corrections • Advanced Seminar in Court Processes and Procedures • Law and Social 	<ul style="list-style-type: none"> • Theoretical Approaches to Security Studies • Issues in Domestic Security • Issues in International Security • Advanced Quantitative Methods in Political Research • Advanced Qualitative Methods in Political Research 	<ul style="list-style-type: none"> • Advanced Sociological Theory • Advanced Sociological Research Methods • Advanced Data Analysis • Program Design and Evaluation • Social Policy and Research Analysis • 12 credits in either "Sociology of Crime/Deviant Behavior" or "Domestic Violence"

		Control		
Dissertation	15	15	18	15
Tot. Credits	57	57	62	60

The differences between the programs not only ensure a lack of redundancy, but, importantly, they offer unique opportunities each program to benefit from synergistic interactions with the others. Students in the CJ PhD program will be able to take courses from the other departments to experience a different perspective and gain an appreciation for interdisciplinary study; similarly, CJ PhD courses will be open to doctoral students in other programs. Cross-program mentorship and dissertation service will also strengthen students' educational experiences.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
 - Education
 - Health Professions
 - Security and Emergency Services
2. Economic Development:
 - Globalization
 - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

The SUS Strategic Plan highlights 'Security and Emergency Services' as a Critical Needs Area of Programmatic Strategic Emphasis. The 'Security and Emergency Services' is to address the needs of homeland security and disaster preparedness and would include degree programs associated with law enforcement and criminal justice (see June 19, 2008 minutes of the Board of Governors, State University System of Florida, page 4). The proposed PhD in Criminal Justice directly addresses this stated critical need placing curricular focus on both policing and criminal justice, and developing research capacity to service Central Florida police and criminal justice agencies.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The proposed CJ PhD program will be offered exclusively at the main UCF campus.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need:** Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

The criminal justice system has a glaring – and increasingly recognized – need for an infusion of trained researchers and analysts who can make the administration of justice more effective and efficient. Most of what goes on at the “ground level” on a day-to-day basis is unscientific and unsystematic – it is based on the best guesses of agency personnel who generally do not have access to scholarly, empirical research that would help inform policy and practice. To that end, there is a current trend toward evidence-based practices; this trend’s success, however, depends upon the existence of doctorally trained researchers with expertise in criminal justice and the ability to engage in translational research. The proposed program is designed to produce just such graduates. Additionally, there is an ever-growing demand for undergraduate CJ education, which translates directly into increased need for doctorally trained faculty to ensure the continued availability of high-quality education at the universities and colleges in Florida and nationwide.

The following subsections detail the need for the proposed CJ PhD program. First, it is demonstrated that the Florida criminal justice system is large and consumes substantial public resources. Evidence-based practices are a critical element to maximizing effectiveness and eliminating waste. Second, data are presented showing that CJ agencies in Florida and elsewhere are trending toward college and degree preferences for entry-level personnel, as well as those persons who are hired without degrees but are encouraged to obtain them during the course of their employment. This trend necessitates ensuring that the faculty infrastructure is in place to accommodate the growing popularity of criminal justice as an undergraduate major. Third, Central Florida CJ agencies have expressed a desire for the research services that would be made available by the proposed program. These agencies have existing research needs that are not being served, in part, because there is not currently sufficient faculty and student resources. Several Central Florida agencies have provided letters attesting to their desire for student researchers. Fourth, research institutes, think tanks, and non-

profits are in need of doctorally trained researchers and analysts capable of taking on research and directorship positions. Finally, there is a demonstrated need in universities for tenure-track CJ faculty. Criminal justice is a relatively new stand-alone academic discipline and is experiencing rapid growth; this combined with the second point, above, regarding the increase in the size of undergraduate CJ programs has created a need for PhDs that is not currently being met by existing programs. This phenomenon is evident not only nationwide, but here in Florida as well. The following subsections describe each of these needs.

i. The Florida Criminal Justice System: Size, Personnel, and Expenditures

Criminal justice is an enormous industry with a significant presence in the lives of citizens, and profound impacts on public budgets. The most recent data collected by the Bureau of Justice Statistics (BJS) and presented in their report, *2007 Justice Expenditure and Employment*, provides information as to the magnitude of public investment and the extent of employment in these public agencies (see Table 2.1). The total state and local justice system investment in the US is nearly \$200 billion and in Florida nearly \$13 billion. The employment figures are equally impressive with over 2 million people employed in full-time positions across the country and more than 140,000 employed in Florida.

Table 2.1 Justice System Expenditure, USA and Florida, 2007 (in \$1,000s)		
	USA	Florida
Total	190,663,377	12,685,242
State	74,325,804	4,269,920
County	57,752,345	5,585,106
Municipal	58,585,228	2,830,216
Source: BJS Justice Expenditure and Employment, Table 4		
Justice System Employment, USA and Florida, 2007		
	USA	Florida
Total	2,014,786	142,749
State	737,394	53,482
County	649,171	61,831
Municipal	628,221	27,436
Source: BJS Justice Expenditure and Employment, Table 5		

In addition, the organizational landscape of criminal justice is both massive and complex. The *2009 Criminal Justice Agency Profile*, developed from data collected by the Florida Department of Law Enforcement, notes that there are nearly 500 public agencies providing criminal justice services in Florida (see Table 2.2) and this figure does not include organizations supporting adjudication services (public defender agencies,

private legal agencies, state attorney's offices, etc.) to 20 judicial circuits and 67 county courts.

Table 2.2 Number of Justice System Agencies in Florida, 2009	
Law Enforcement (total, 408):	Number
Sheriff's	67
Municipal	270
Special District	36
State	35
Corrections (total, 78):	Number
Sheriff's	57
County	8
Private	10
State	3
Source: Florida Department of Law Enforcement, CJAP Survey	

In addition to the large absolute numbers, Florida ranks high when compared to other states. Florida is 2nd out of all 50 states in the total crime rate, and 5th in the violent crime rate. The state is 5th in the total arrest rate, 4th in arrest rates for serious offenses, and 5th for the violent crime arrest rate. Accordingly, it also ranks highly on justice system expenditures and employment at both the state and local levels. Overall, Florida is 5th nationwide in per capita local government expenditures for justice system activities, and the state's \$462 spent per resident is well above the national average of \$387 (Morgan et al., 2010). Table 2.3 shows Florida's ranking in activities and expenditures on several aspects of justice policy and employment.

Table 2.3 Florida's Ranking in Justice System Activities and Expenditures	
Activity	Rank
Justice System Employees per 10,000 Population	6 th
Rate of Judicial and Legal Employment	6 th
Police	
Rate of Police Officer Employment	10 th
Local Expenditures on Police Protection	4 th
Police Expenditures as Percent of Total Expenditures	6 th
Corrections	
State Imprisonment Rate	7 th
Local Expenditures on Corrections	10 th
Corrections Expenditures as Percent of Total Expenditures	10 th
Juveniles	
Rate of Arrest for Violent Crimes	4 th
Rate in Residential Custody	4 th
Private CJ Industry	
Rate of Private Detectives and Investigators	2 nd
Rate of Security Guards	5 th
Source: Morgan et al. (2010)	

ii. The CJ System's Impact on the Need for Undergraduate Education and the Faculty Infrastructure to Support it

The magnitude of criminal justice infrastructure in Florida has effects that spill over into the higher-education system; the field of criminal justice has created a large demand for undergraduate criminal justice programs. The consequence is an ever-increasing need for doctorate-holding faculty to support these programs. Criminal justice education is popular for several reasons. First, many police agencies and corrections facilities require Bachelor's degrees as prerequisites for internal promotion. People who are planning to go into or have already entered the field may seek a university education in anticipation of one day applying for a higher-ranking position.

Second, there is an increasing trend toward preferences, even requirements, for entry-level job applicants who have completed college coursework or earned a degree (Burns and Kinkade, 2008). Nationwide, for instance, 19 percent of law enforcement agencies require applicants to have taken at least some college classes; 51 percent of these agencies require a two-year degree, and 7 percent require a four-year degree (Law Enforcement Management and Administrative Statistics, 2007).

Third, many agencies formally encourage their employees to seek university education—nationwide, 45 percent of law enforcement agencies offer education incentive pay, and 51 percent provide tuition reimbursement. These numbers are even more impressive for Florida policing agencies—a full 98 percent offer education incentives and 89 percent give tuition reimbursement (Law Enforcement Management and Administrative Statistics, 2007).

These three forces translate into ever-growing numbers of faculty members needed to ensure widespread access to high-quality criminal justice education. Twenty-five years ago, there were more than 900 criminal justice programs across the country, employing in excess of 10,000 full- and part-time faculty, and serving over 140,000 students (Langworthy and Latessa, 1986). This same research demonstrated, however, that doctoral programming in criminal justice was falling far short of producing an adequate number of new PhDs to meet demand. Recent US Bureau of Labor Statistics data suggest that growth in the criminal justice higher education sector continues. BLS estimates show that in 2010, there were 13,860 criminal justice teachers employed in postsecondary education across the nation and that this was up from 9,880 in 2005, a 40 percent increase in just six years. In Florida, BLS estimates 1,190 criminal justice postsecondary criminal justice teachers were employed in 2010, up from the 2005 estimate of 790, a 50 percent increase.

iii. University-Agency Partnerships: Agencies' Need for Access to Faculty and Graduate Students who can conduct Applied Research

Criminal justice agency leaders and professional organizations are increasingly turning to academics and analysts for help in studying and implementing evidence-based practices. Jail administrators, for instance, face ever-growing inmate populations even as local budgets are slashed. Many have turned to research to find programs that will bring jail populations down by preventing recidivism among recently-released inmates (Christensen & Warwick, 2009; Jannetta, 2009), and to discover ways to more efficiently manage scarce resources while still ensuring adequate service provision to inmates (Goldstein, 2011). In the UCF CJ PhD program, students in the corrections concentration will be equipped to help answer these questions. In the field of policing, executives are employing geospatial and predictive analytics to develop scientifically sound strategies for crime reduction, patrol deployment, and officer safety enhancement (Dunaski & Talucci, 2012; Peet, 2012). These are issues to which UCF doctoral students in the policing concentration will be able to speak. Moreover, several independent think tanks (e.g., the National Research Council, the Campbell Collaboration's Crime and Justice Group) and university-based centers (e.g., the Center for Evidence-Based Policy at George Mason University) seek to make scientific research and knowledge about "what works" accessible to leaders in the field, and to build strong relationships between academics and practitioners.

The proposed program will contribute to the expansion of evidence-based practices in Central Florida, around the state, and nationwide. This program places emphasis on preparing social scientists capable of critically evaluating available evidence and of producing new research that can provide insight to inform existing practices. The training in research and quantitative methods, coupled with the involvement in original research, will equip a corps of scientists ready to work with agencies and communities on all manner of collaborative projects.

The proposed program will support an organized agency- and community-based research program focused on addressing agency concerns for best practices. The way it will do this is two-fold. First, skilled doctoral students, working together with faculty, will be a source of research expertise for local agencies. Second, the program will produce a cadre of graduates who are sensitized to the particular demands of agency research, experienced in conducting such research, and experienced in using research findings to help agencies reform.

Table 2.4 below lists agencies in the Central Florida region that the department has worked with during the past several years. Each was informed of the pending proposal and invited to comment on the proposed program; their letters of support are attached in Appendix 2-2. All responding agencies and organizations were supportive of the proposed doctoral program. For instance:

“The proposed doctoral program will produce the types of analysts and researchers that agencies such as mine will employ to meet the increasing demands for smarter types of data gathering, analysis, and inquiry.” (Jerry Demings, Orange County Sheriff) [The proposed program will offer a policing concentration to develop students’ expertise in this area, and will contain a strong statistical core to allow the types of data analysis cited by Sheriff Demings]

“The Volusia County Division of Corrections would have use for the services of this program’s graduates. I believe they would easily find employment within my agency, as well as in other correctional settings.” (Marilyn Chandler Ford, Director, Volusia County Division of Corrections) [The CJ PhD program will offer a corrections concentration area]

Several alluded to the emerging importance of evidence-based practice and how they would benefit from the proposed program. The leaders of local police, courts, and correctional agencies believe that a supply of PhD-holding criminal justice experts will make Central Florida criminal justice more effective and efficient. For example:

"I am acutely aware that the skills and knowledge needed to recognize, evaluate, and implement evidence-based practices are not readily available. The type of doctoral program proposed by the Department of Criminal Justice will address this..." (Sheriff Demings, Orange County)

"I can foresee numerous opportunities for this program to help law enforcement agencies conduct studies of crime trends and evaluate resource allocations toward solving crimes... Extensive research is paramount the success of the Intelligence Led Policing model that many state and local law enforcement agencies subscribe to. In order for this model to succeed, qualified research is necessary to evaluate the effect of law enforcement efforts toward evolving crime trends. Only through more extensive research will this be possible." (Daniel Banks, Chief of Investigations, Florida Department of Law Enforcement)

"The current economic state demands agencies utilize evidence-based practices. This [proposed PhD] program will help to provide the ability to recognize, evaluate, and implement these practices." (Michael Tidwell, Chief of Corrections, Orange County Corrections Department)

"Having a specialized program [with a corrections emphasis] that studies the criminogenic needs of those returning to the community will bring forth the following: Identify the needs of this population, allowing community providers to engage individuals; determination of the best practices for this population, therefore implementing the most effective and efficient programs; create community based prevention programs to reduce criminal behaviors, reducing dollars spent in incarcerating individuals and investing dollars in the community." (Donna Wyche, Manager, Orange County Family Services Department)

"The research capability within our own communities which could be offered by your faculty and students can greatly aid us in focusing our resources and methods on those offenders with the greatest needs, individually tailoring our supervision case plans to maximize offender success while reducing risk to the community. This evidence-based research will strengthen and validate our programs." (Derek Gallagher, Chief Probation Officer, Seminole County)

"This proposed program will provide research-trained future employees for the criminal justice field. Graduates of this program will be prepared to take leadership roles in criminal justice research and will be able to efficiently gather data, analyze and interpret results, and suggest appropriate changes. With the high level of importance placed on applied research to improve an organization's performance, graduates from the program will also become resources for our current employees." (Paul Rooney, Chief of Police, City of Orlando)

Table 2.4 Local Agencies' Support for a CJ PhD Program at UCF		
Organization	Agency Type	Contact & Title
Altamonte Springs Police Department	Police	Robert Merchant, Chief
Casselberry Police Department	Police	Bill McNeil, Chief
Central Florida Intelligence Exchange	Law Enforcement	David Ogden, Director
Florida Department of Law Enforcement, Orlando Regional	Police	Danny Banks, Chief of Investigations
Center for Law Enforcement Training, Tech. & Res.	Law Enforcement	Mark Strobridge, Executive Director
Nehemiah Education and Economic Development	Service Provider	James Keller, Director
Ninth Judicial Circuit of Florida	Judiciary	Belvin Perry, Chief Judge
Ninth Judicial District, State Attorney	Prosecution	Lawson Lamar, State Attorney
Orange County Corrections Department	Corrections	Michael Tidwell, Chief
Orange County Health and Family Services Department	Social Service	Donna Wyche, Manager
Orange County Sheriff's Office	Police	Jerry Demings, Sheriff
Orlando Police Department	Police	Paul Rooney, Chief
Seminole County Public Safety Dept. Probation	Corrections	Derek Gallagher, Chief
Seminole County Sheriff's Office	Police	Donald Eslinger, Sheriff
UCF, University Police Department	Police	Richard Beary, Chief
Volusia County Division of Corrections	Corrections	Marilyn Chandler Ford, Director

Another common reference was to the importance of locally relevant research and research partnerships. For example, Seminole County Sheriff Donald Eslinger noted:

“I recognize that research and analysis is a significant component of PhD studies. As a progressive criminal justice organization, the Seminole County Sheriff's Office welcomes a partnership with your institution to aid in the research of a variety of topics that affect crime, offender behavior and social order within our communities.”

And Lawson Lamar, former State Attorney for the Ninth Judicial Circuit of Florida commented:

“As an agency head with an extensive background in our research relationship with the University I see mutual benefits of importance to UCF and the community. The original research will assist us in charting a more efficient course for law enforcement and prosecution in this very dynamic region.”

Another theme that emerged in the letters was expressed interest in the opportunities that would be offered by having a steady, readily accessible supply of doctoral students available for working partnerships. This is especially important for agencies that are

struggling to manage tight budgets and cannot hire full-time analysts, but would be able to fund student research assistants:

“The Casselberry Police Department would be highly interested in partnering with and developing a strong working relationship with the Ph.D. program. Our department would directly benefit from the relationship and would seek to create, justify, modify, or eliminate services and/or procedures supported by evidence-based research gained through the Ph.D. program students.” (Bill McNeil, Chief of Police, Casselberry; noteworthy here is that the Casselberry Police Department is currently engaged in a research project with the Department of Criminal Justice, and the Police Department is funding one graduate student part-time to assist with the endeavor.)

“Student research would offer this division a much-enhanced ability to conduct quality research and analysis, under controlled conditions, without having to incur a major expense to our local government.” (Derek Gallagher, Chief Probation Officer, Seminole County Public Safety Department)

“Use of faculty-graduate student teams presents a cost effective means to secure rigorous research for a favorable investment.” (Marilyn Ford, Director, Volusia County Division of Corrections)

The proposed criminal justice doctoral program will both develop the evidence base and prepare scientists who can use that evidence base. The Department of Criminal Justice at UCF will become a research hub to which local (as well as state and national) agencies can turn for evaluations, consulting work, personnel studies, community studies, and much more. The program curriculum structure that requires students to specialize in policing, corrections, or juvenile justice will ensure that each of these three types of agencies will have a supply of knowledgeable students to draw upon, and will likewise help students gain real-world research experience. Graduates will be available to take full-time staff positions, as well.

The continuation and success of the efforts to bring data, research, and evidence to bear on criminal justice practice in Florida and across the nation requires a substantial investment in PhD-level criminal justice education. There must be enough new graduates to meet demands for both quantity and quality. The proposed doctoral program will contribute to the effort to bridge the divide between research and practice and to infuse science and evidence into every-day criminal justice activities.

iv. Need in Research Institutes, Think Tanks, and Non-Profits

Graduates may also pursue positions with large research or non-profit organizations. For instance, the Police Executive Research Forum is currently advertising a position on

the Academy of Criminal Justice Sciences and American Society of Criminology employment exchanges that is described as having responsibilities in:

“leading on project design development and management in collaboration with other staff members and expert consultants, collecting data and performing analyses, writing reports and papers for publication, writing and managing proposals and grant applications, and providing oversight in financial and administrative aspects of ongoing research, technical assistance and demonstration projects. Candidates will also be responsible for effectively leading, managing and mentoring staff.”

The advertisement states that candidates with PhDs will be preferred.

The RAND Corporation is also seeking applicants for the position of Safety & Justice Program Director who will “[p]lay an intellectual leadership role in defining the research agenda for the Safety & Justice program and its relationship with other research in the Infrastructure, Safety, and Environment division and elsewhere in RAND, and represent ISE internally and externally on matters relating to the program.”

The National Legal Aid and Defender Association has a position advertisement for a Research Director who will “conduct, assist and train organizations on program evaluation; assist and train organizations on how to conduct basic research and analyze data to inform policy; assist and train organizations on how to set up or expand data infrastructure; support projects of the Advisory Board to achieve tangible results; produce ‘how-to’ research materials for the indigent defense community; and advise organizations about their research needs.” The Association specifically seeks candidates with experience in program evaluation, experience analyzing raw data to inform policy, and expertise in statistical programs like SPSS or SAS, all of which are skillsets that are built into the doctoral program being proposed here.

v. Need in Universities and Colleges

Criminal justice has emerged as an academic discipline (Clear, 2002). It has its own set of field-specific journals that conform to a tiered prestige structure and an expanding core of graduates. Doctorally trained graduates are critical to the continued development of criminal justice as an academic field, as “growth in doctoral education is indicative of the emergence of a distinct discipline” (Frost & Clear, 2007).

As a result of the expansion and development of the criminal justice discipline, there is a constant market for PhD-holding faculty. Gould, Fowler, and del Carmen (2011; see also del Carmen & Polk, 2001) analyzed criminal justice and criminology faculty position announcements posted on popular employment exchanges. They found that among advertisements explicitly stating a degree requirement, 87 percent required that candidates possess a PhD. Just 11 percent permitted a Master’s as the terminal degree,

and 2 percent sought candidates with JDs. This is consistent with the numbers displayed in the Florida SUS, where in excess of 85 percent of the 132 faculty members have earned doctorates.¹ Most of the positions analyzed by Gould et al. were tenure-track or tenured, with only a small handful at the lecturer or instructor level. This is an indicator of job prestige and security, given that 64 percent of criminal justice PhD graduates go into academia (ADPCCJ, 2011, p. 14). A person with a PhD in criminal justice – such as the ones who will graduate from the UCF CJ PhD program – can expect to find a tenure-track position in a university-based criminal justice department (Gould et al., 2011).

The current production of new PhDs, moreover, falls short of the demand for them in academic positions (Frost, 2002). During 2010, ACJS posted 182 tenure-track employment announcements (218 vacancies) in their online bulletin. During that same period, data from the Association of Doctoral Programs in Criminology and Criminal Justice survey noted that a “bumper crop” of PhDs were awarded – 130. The discrepancy can also be seen in a comparison between the number of positions posted and the number of advertised job-seekers. The American Society of Criminology website, for instance, currently contains 45 postings by individuals seeking university faculty positions; by contrast, there are nearly 100 positions advertised on this site. The majority are at the assistant professor level.

During the height of the 2012 hiring season, multiple SUS institutions advertised for new faculty members on the two main employment exchanges. The University of South Florida, Florida Atlantic University, the University of West Florida, Florida State University, and the University of North Florida all have positions open, in addition to two open positions here at UCF. This need contrasts with the number of PhD graduates produced in the state: on average, FSU, UF, and FSU combined produce 8 to 9 doctorates per year (see Table 2.6, below). Statistics suggest that 64% (ADPCCJ, 2011), or 5 to 6, of these graduates will enter academia, meaning that only about 5.5 PhD-holding students are produced each year in Florida.

There is, moreover, a need for PhD-holding criminal justice scholars in Florida’s state and community colleges. A recently concluded telephone survey of community college criminal justice program directors, conducted by the chair of the Department of Criminal Justice, revealed that instruction is typically provided by part-time instructors and teachers without doctoral training. The survey elicited responses from 19 of the 28 (68 percent). If the responding directors are representative of community colleges in the Florida College System, it is apparent that students in this system are taught by part-time faculty (32 percent of respondents indicated no full-time faculty, the remaining 13 programs employ a total of 23 full-time faculty) and rarely encounter doctorate-holding,

¹These data were developed from a review of university websites.

full-time faculty (just 2 of 23 full-time faculty have earned doctorates and none of those degrees are in criminal justice).

The lack of doctorally prepared faculty in the Florida College System has two negative consequences. First, students going to practice from community colleges are not prepared to be critical consumers of criminal justice scholarship, thus limited in their capacity to develop programs incorporating best scientific evidence. This suggests that the 500-plus public criminal justice agencies operating in Florida, consuming nearly \$13 billion in public funds and employing in excess 140,000, will continue to practice based on uncritically tested experience rather than practice informed by scientific evidence. Second, because their teachers are not equipped to critically examine empirical evidence, students will be disadvantaged as they pursue advanced degrees in the State University System where such critical thinking is expected.

The criminal justice higher-education industry has continued to grow, and the demand for doctorally prepared faculty is outpacing the production of existing PhD programs. Empirical evidence shows that existing programs are not getting noticeably bigger – what growth there has been in PhD production is attributable almost entirely to the creation of new programs. As new doctoral programs of study arise, the number of graduates increases without a concomitant reduction in the productivity of older programs (Frost & Clear, 2007). This means that new criminal justice PhD programs are attracting students who for one reason or another (e.g., location, lack of alignment in interests) are not entering the older, more seasoned programs and might not undertake doctoral-level study at all unless new programs are established, such as the one being proposed here.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Demand for the proposed program is addressed in two ways. The first focuses on the students in the undergraduate and graduate criminal justice programs at UCF that will serve as a pipeline for the proposed doctoral program. The second explores student survey data addressing interest in criminal justice doctoral study at the University of Central Florida.

The University of Central Florida hosts the second largest student population in the nation, and criminal justice is the 10th most-subscribed undergraduate major at the university (UCFacts, 10-11). During the past five years, enrollments in the undergraduate program have been roughly stable at about 1,100 majors and 350 graduates per year. The Master's degree program is also large, enrolling on average about 175 graduate students per year and producing about 80 graduates annually. Clearly, there is a substantial local pool of prospective students to draw from – the

question that remains is: Are the students in that pool interested in advanced criminal justice graduate study at UCF? As the following data suggest, the answer is yes.

In the past decade, the Department of Criminal Justice has conducted several surveys to gauge student interest in criminal justice doctoral study. In 2003, two surveys were conducted of: 1) graduate student members of the Southern Criminal Justice Association (SCJA); and 2) criminal justice undergraduate and graduate students at UCF. In 2009, the same survey was again administered to criminal justice and legal studies undergraduates and criminal justice graduate students at UCF (detailed information about the surveys is provided in Appendix 2-3). The SCJA survey offers an assessment of regional interest, as the responding students were from graduate programs across the southeastern United States. The UCF surveys provide measures of local interest. Table 2.5 highlights results from the surveys.

Table 2.5 Percent of Students with GPAs above 3.0 Interested in Criminal Justice at UCF			
	SCJA 2003	UCF 2003	UCF 2009
Might enroll in PhD program in future?	(n=26)	(n=149)	(n=383)
Yes	65 (17)	46 (69)	34 (130)
Maybe	8 (2)	42 (63)	53 (203)
No	27 (7)	11 (16)	14 (54)
Interested in PhD in criminal justice at UCF	(n=26)	(n=136)	(n=343)
Yes	62 (16)	56 (76)	30 (103)
Maybe	19 (5)	38 (52)	53 (182)
No	19 (5)	6 (8)	17 (48)
If continuing education, what state would be first choice?	N/A	(n=148)	(n=340)
Florida	N/A	87 (129)	85 (289)
Another state	N/A	13 (19)	14 (48)
If continuing education, what discipline would be first choice?	(n=36)	(n=148)	(n=340)
Criminal Justice	77 (20)	64 (95)	47 (160)
Criminology	12 (13)	17 (25)	9 (31)
Anthropology	0	1 (2)	3 (31)
Sociology	0	3 (4)	3 (10)
Psychology	8 (2)	8 (12)	4 (14)
Political Science	0	<1 (1)	9 (31)
Other	4 (1)	6 (9)	18 (61)

The data reported in Table 2.5 are from students whose self-reported undergraduate grade point average was 3.0 or higher. Thus, the responses reported in Table 2.5 focus on the plans and interests of respondents who might reasonably be qualified to pursue graduate study. There are several important findings:

- Nearly 90 percent of UCF criminal justice students with GPAs above 3.0 indicated they might consider doctoral study in the future.
- Of those who indicated they might consider doctoral study in the future, over 80 percent noted that they were either interested or maybe interested "...in enrolling in a PhD program in Criminal Justice at UCF."
- Over 80 percent of SCJA student members indicated that they were either interested or maybe interested "...in enrolling in a PhD program in Criminal Justice at UCF."
- Not surprisingly, over 80 percent of UCF student respondents indicated a preference for continuing their study in Florida.
- Among those indicating a disciplinary preference for advanced graduate study, the most frequently cited discipline was criminal justice.²

The sheer size of the UCF student body and the level of interest expressed in doctoral study at UCF by that student body make it apparent that there is ample demand for criminal justice doctoral programming at UCF. Couple that finding with expressed interest outside of the Central Florida locality and it becomes apparent that there is substantial interest in a PhD program at UCF.

Several of the letters of support provided by local criminal justice agencies (see Appendix 2-1) demonstrate demand, as well. These agency leaders are enthusiastic about the prospects of their employees earning doctorates in criminal justice and using their acquired knowledge to enhance agency operations and professionalism. For instance:

"Many Central Florida area criminal justice practitioners achieve their Master of Science degrees in this discipline, but do not have a local higher learning institution readily accessible to further their studies. I'm certain that once your doctoral program is implemented, candidates will avail themselves of this new opportunity to pursue a higher degree." (Donald Eslinger, Sheriff, Seminole County)

"As an alumnus holding a Master Degree in Criminal Justice, the mere announcement of a newly-formed Doctoral Program greatly expands personal

²The 2009 survey included legal studies students – it seems probable that the elevated disciplinary preference for 'other' includes students targeting law school or 'political science' majors who often minor in legal studies. Unfortunately neither respondent majors nor class sections were identified in the survey.

opportunities for those dedicated to this field of study... graduates would naturally be high in demand across our region.” (Robert Merchant, Chief of Police, Altamonte Springs)

“Not only does the University provide a resource for agencies in the area of research and statistics but it also provides a place for agency members to further their education – which directly benefits their organization... The Ph.D. program would... encourage current employees to seek the highly advanced degree.” (William McNeil, Chief of Police, Casselberry)

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

The proposed doctoral program in criminal justice is not redundant with any currently in existence in the State University System.³ To the contrary, there are current gaps in services that the CJ PhD program at UCF will fill. Most notable is that Florida currently does not offer a PhD program that provides the focus, depth, and expertise in criminal justice that the proposed one will offer. Three SUS institutions offer doctorates that bear certain similarities with the proposed CJ PhD.⁴ All three offer doctoral programs in criminology. The institutions and colleges/departments are: Florida State University’s College of Criminology and Criminal Justice; University of Florida’s Department of Sociology, Criminology, and Law; and University of South Florida’s Department of Criminology. What needs to be emphasized is that the proposed doctorate is in *criminal justice* exclusively, while existing programs at FSU, UF, and USF offer *criminology* programs, some of which contain elements of criminal justice but none of which are dedicated entirely to the study of the criminal justice system, as UCF’s program will be.

The distinction between criminology and criminal justice is an important one. This difference is what sets the proposed program apart from those at FSU, UF, and USF. To oversimplify somewhat, criminology can be described as the study of why people

³ The private university Nova Southeastern offers a PhD in criminal justice. This degree is geared toward working professionals and is offered entirely online. A search revealed no other CJ PhD programs offered by private universities in Florida.

⁴ FIU offers a PhD in public affairs with a criminal justice track. This program is offered under CIP 44.0401 (public administration). This program produces between 0 and 5 graduates per year and displays no substantive overlap with the proposed UCF CJ PhD program.

behave badly, while criminal justice is the examination of the individuals, workgroups, organizations, and institutions that make up the system that deals with people who have violated the law. Criminological research takes as its subject the individual trait, the situational characteristic, or the sociostructural feature that contributes to the cause of crime. Criminal justice, by contrast, analyzes the institutions of crime control and the individual police officers, courtroom actors, and corrections personnel whose day-to-day decisions form the administration and operation of criminal justice.

The scientific endeavors of the two disciplines differ in profound ways. Criminologists may seek to disentangle the causal network of factors that explain why some, but not all, delinquent youths continue to engage in antisocial behavior throughout their later adolescent and adult years. The findings might or might not lend themselves to broad policy implications. Criminal justice researchers, by contrast, might study the ways that agency leaders can reduce misconduct by lower-level employees, the ways that individuals and workgroups use (and misuse) their discretionary decision-making authority, or the permissible scope of a government's coercive authority over its citizens. It is from the study of criminal justice that knowledge is produced regarding subjects such as racial discrimination as a product of mandatory minimum sentences, the unique challenges faced by women and minorities entering criminal justice professions previously occupied exclusively by white men, and the reasons why any given encounter between a police officer and a civilian may start civil and turn brutal. (See also the external reviews for further elaboration, Appendix 1-1.)

Criminal justice science legitimizes the pursuit of diverse lines of knowledge regarding the criminal justice system and its constituent parts. It is the philosophy, pedagogy, and practice of criminal justice researchers that the myriad components of the crime-control system should be studied on their own merits. Criminal justice scholars may indeed pursue questions pertaining to the crime-control effectiveness of certain policies or strategies, but they also inquire into matters such as whether agency resources are being used in the most efficient manner possible, how employee job satisfaction and productivity might be enhanced, and how public institutions of crime control can earn the public's trust and confidence.

Criminal justice researchers also study the factors that make program adoption more or less likely (or more or less successful, as the case may be). There are many evidence-based practices (EBPs) that have been shown to effectively reduce crime or offending, yet these strategies are not widely implemented. It is the province of criminal justice researchers to find out why agencies are not using EBPs, and what can be changed to facilitate the diffusion of innovation. It could be, for instance, that an agency has shied away from a particular program because it is expensive to implement. A criminal justice researcher could assist the agency in conducting a cost-benefit analysis to determine whether it would be worth investing in the program up front in order to yield long-term savings.

On a more systematic level, a criminal justice researcher might examine several similar organizations (e.g., police departments, probation offices) to discover why these agencies have not implemented EBPs. The researcher might identify patterns of opposition or structural impediments, and could use these patterns to suggest methods for improvement.

Recently, it has been suggested that the common programmatic practice of linking criminology and criminal justice has hampered the development of criminal justice as an independent scientific discipline because of the narrow focus on explaining crime to the exclusion or diminishment of other, equally valid outcome measures (see Duffee and Allan, 2007; Snipes and Maguire, 2007). The proposed UCF program of study frees criminal justice from criminology in order to ensure that research endeavors in criminal justice theory, policy, and practice are unfettered by any requirement that crime be the ultimate outcome of interest. With criminal justice science the focus, improved understanding of the ways, means, and correlates of the crime-control system will lead to a more complete understanding of the institutions of governmental social control.

Criminal justice is expanding as an academic discipline. This is due in part to the increasing demand for undergraduate programs to meet the needs of the non-academic, practicing sector, but it is also a result of criminal justice academia coming into its own as a bona fide area of study (Clear, 2002). The field has its own set of ranked, peer-reviewed journals, and it is producing a steady and growing stream of doctorally trained researchers. By establishing a PhD program, the Department of Criminal Justice at UCF will become an important contributor to the growth of doctoral education and, therefore, to the discipline as a whole.

The proposed CJ PhD program is theoretically and conceptually unique from anything currently offered in Florida. The core curricula of the three existing programs can be contrasted to that for the UCF CJ PhD. Table 2.7 notes the course in the proposed program that have analogs in the other three.⁵ This list shows that a doctoral education at UCF is an experience very different from that provided by FSU, UF, or USF. Only FSU expressly incorporates criminal justice into its curriculum, and it does so by devoting one class to CJ and one to a mixed crim/CJ theory course. By contrast, the proposed UCF program contains only one criminology course (CCJ 7xxx, Seminar in the Nature of Crime), whereas the other three programs feature much more extensive criminological cores. This sets the proposed program distinctly apart from the existing three – the emphasis is squarely on criminal justice.

⁵ FSU's degree requirements are located at <http://crim.fsu.edu/p/academic-deg-doc-doctoral.php>; UF's at <http://soccrim.clas.ufl.edu/graduate/criminology/academics/the-ph-d-degree/>, and USF's at <http://criminology.cbcs.usf.edu/doctorateCriminology/coursework.cfm>.

Table 2.7 Curriculum Comparisons and Contrasts				
	<i>Proposed UCF Program</i>	<i>Other SUS Institutions</i>		
		<i>FSU</i>	<i>UF</i>	<i>USF</i>
Core	CCJ 7xxx, Seminar in the Nature of Crime CCJ 7457, Seminar in CJ Theory CCJ 7xxx, Seminar in CJ Systems CCJ 7xxx, Teaching CJ CCJ 7xxx, CJ Research in the Community	CCJ 5606 CCJ 5285	CCJ 6920 CJ 6285	CCJ 6118
Concentration Areas				
<i>Policing</i>	CJE 6xxx Policing Urban Communities CJE 6xxx Police Practices and Behavior CJE 6xxx Police Administration			
<i>Corrections</i>	CJC 6xxx Seminar in Institutional Corrections CJC 6xxx Seminar in Community Corrections CJC 6xxx Seminar in Correctional Effectiveness			
<i>Juvenile Justice</i>	CJE 6xxx Policing and Prevention in the Juvenile Justice System CCJ 6xxx Prosecuting Juvenile Offenders CJC 6xxx Juvenile Corrections			
Methodological Electives	2 required, 2 restricted electives [FSU, UF, and USF admit from the Bachelor's, while UCF will admit from the Master's only]	3 req'd; 2 electives	3 req'd; 1 elective	3 req'd; 3 electives
Unrestricted Electives	2 required [FSU, UF, and USF admit from the Bachelor's, while UCF will admit from the Master's only]	No minimum	9 maximum	12 – 15 required

The Department of Criminal Justice can attract PhD students without causing enrollment reductions in any other program. For one thing, UCF will recruit from its own Master's program; it is estimated that two-fifths of incoming students each year will be from this source.

Secondly, Florida data show that there are ample numbers of Bachelor's and Master's students graduated each year to support all four programs. During the 2009 – 2010 academic year alone, SUS institutions produced 1,738 Bachelor's and 174 Master's degrees in criminal justice. Table 2.8 below shows the breakdown for Master's degrees in criminal justice.

Table 2.8 Criminal Justice Master's Degrees produced per Academic Year					
	<i>Academic Year</i>				
	<i>05-06</i>	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>
<i>FAMU</i>	0	0	0	0	0
<i>FAU</i>	0	0	0	0	0
<i>FGCU</i>	0	0	0	0	3
<i>FIU</i>	0	0	23	23	36
<i>FSU</i>	29	33	38	35	50
<i>NCF</i>	0	0	0	0	0
<i>UCF</i>	119	101	91	81	73
<i>UF</i>	0	0	0	0	0
<i>UNF</i>	9	13	6	8	10
<i>USF</i>	0	0	0	0	0
<i>UWF</i>	0	0	0	0	2
Total	157	147	158	147	174

Two things stand out from Table 2.8. First, UCF produces the majority of all CJ Master's degrees, so the objective of recruiting 40% (or 2 students per year) from UCF is easily realized. Second, there are plenty of students available to populate the new program and the three existing ones. In the 2009 – 2010 academic year, the three existing programs produced a combined total of 14 PhDs. Moreover, the proposed program will recruit only from the Master's level and will advertise specifically to persons with Master's in criminal justice, whereas the existing programs admit post-Baccalaureate and are more likely to consider both criminology and criminal justice degree-holding students; therefore, UF, FSU, and USF actually have a much greater pool from which to recruit (in 2009 – 2010, a total of 3,022 Master's and Bachelor's in criminal justice and criminology were produced by SUS institutions, according to the BOG website).

In addition, national data show that new CJ programs do not jeopardize the existence or strength of established ones. As new doctoral programs arise, the number of graduates increases *without a concomitant reduction in the productivity of older programs* (Frost & Clear, 2007). This means that new criminal justice PhD programs are attracting students who for one reason or another (e.g., location, lack of alignment in interests) are not entering the older, more seasoned programs and might not undertake doctoral-level study at all unless new programs are established. A recent study by the Association of Doctoral Programs in Criminology and Criminal Justice (2011) noted a "continued growth in the *number and size* of CCJ [criminology and criminal justice] doctoral programs" (p. 22; emphasis added). Similarly, Frost and Clear (2007) concluded that "the expansion in the number of [CCJ doctoral] programs appears to be largely demand driven. *The launching of new programs has not, as of yet, had any impact on the ability of established programs to recruit doctoral students*" (p. 47; emphasis added).

UCF stands to fill a void based on geography (students in some areas serviced by UCF may not be able to relocate or commute to FSU, UF, or USF service areas) and subject matter (UCF's program will be in criminal justice, while the others emphasize criminology). In light of the uniqueness of the proposed program in Florida and the findings from national data, it can be concluded with confidence that the establishment of a criminal justice PhD program at UCF will meet a demand not currently being serviced, and will have no appreciable impact on doctoral enrollment at FSU, UF, or USF.

The relevant college deans/department chairs/provosts have been made aware of the proposal. In early 2011, Dr. Robert Langworthy, Chair of UCF's Department of Criminal Justice, formally notified deans and department heads that this initiative was being prepared and provided a summary description of the proposal. In the summer of 2012, all were again contacted, provided with a full draft of the proposal, and asked to comment.

Two of the three institutions offering PhD degrees in criminology responded to the announcement (letters located in Appendix 2-4). From USF, Drs. Ralph C. Wilcox (provost) and Michael Leiber (interim chair) both stated that they support the proposed UCF CJ PhD program and do not see that the proposed program overlaps or conflicts with their criminology PhD program in any way. Dr. Leiber was particularly enthusiastic about the prospective UCF program. He wrote:

"While our Ph.D. programs will be structurally different, they will offer unique opportunities to complement one another, especially in the form of faculty and student intellectual exchanges and research partnerships. While the collaborative opportunities are currently present, I believe that they will be enhanced with the energy (and excitement) provided by doctoral students and faculty engaged in a Ph.D. Program."

Dr. Richard Hollinger, Department Chair at UF, expressed verbal support for the proposal and later, upon the request of Associate Provost Dr. Angel Kwolek-Folland, provided a written letter. Dr. Hollinger, while not unequivocally supportive, nonetheless recognized the distinctiveness of the new program and stated his belief that it was not redundant with UF's criminology doctorate:

"My review of the proposed [UCF] program does not suggest a serious direct conflict with the Ph.D. Program in Criminology and Law located in our [UF's] department... These two programs serve two different 'student populations' and produce very different 'final products.'"

The University of Florida and the University of South Florida, then, both see the new

UCF program as distinct from and nonthreatening to these two existing doctorate courses of study.

Dr. Garnett Stokes, provost of Florida State University, provided a letter promising any assistance the UCF CJ Department might need, and expressing a desire for collaboration between the UCF and FSU programs' faculty and students. Provost Stokes was confident that UCF's CJ PhD program would not "negatively affect enrollments and interest in [FSU's] existing doctoral program." Provost Stokes, however, suggested that there is overlap between what FSU currently offers and the program that is being proposed for UCF. Given this, and given that FSU's criminology/criminal justice program is the only other one in the SUS listed under the 43.0104 FIP code, it is important to be clear about the differences between FSU's program and that being proposed for UCF. In the following, we lay out our arguments supporting the conclusion that these two programs are non-duplicative, focusing particularly on instructional differences and distinctiveness in research services offered.

a. Instructional Differences

As already shown and discussed in Table 2.7, the two courses of study differ in details and philosophy. The proposed UCF curriculum focuses exclusively on criminal justice. The FSU curriculum spans both criminology and criminal justice. The type of education students receive and the type of graduate that is ultimately produced will, therefore, vary notably across program type.

The UCF curriculum core requires eleven courses: one criminology, four criminal justice, three concentration area (policing, corrections, or juvenile justice), and three methodology. The core curriculum specified by FSU requires nine courses: two criminology, one criminal justice, one professional development, and five methodology. Beyond the core coursework, students at FSU meet with their doctoral committee and tailor a plan of study to complete their studies in criminology and/or criminal justice. Thus the two programs of study differ not only in content but also in scope and the depth of criminal justice study delivered. The FSU curriculum spans two disciplines: criminology and criminal justice. A doctoral student at FSU will be exposed to several criminological theory courses and will receive a greater or lesser amount of training in criminal justice, depending upon the student's area of interest. The UCF curriculum is more structured and is focused on in-depth doctoral study in one discipline—criminal justice. Moreover, the UCF student will graduate with an expertise in policing, corrections, or juvenile justice. The concentration area strategy is not utilized by FSU.

Also, it appears that different student constituencies will be served. As noted in Appendix Table 1-B, the expectation for initial doctoral classes is that two-fifths will be drawn from the CJ Master's program here at UCF. Review of FSU's College of Criminology and Criminal Justice website listing of PhD students reveals that just two

of 40 current PhD students and recent graduates who posted information had ties to UCF (one with a bachelor's degree in political science and the other criminal justice). It is not reasonable, then, to think that the UCF CJ PhD program would endanger FSU's ability to attract a sufficient number of quality students.

b. Research Services

The College of Health and Public Affairs has made a commitment to providing high-quality research services to the Central Florida region. This commitment is founded on the fundamental belief that state-sponsored universities should make salient contributions to the betterment of their communities. These contributions are not limited to provision of instructional services but include research services as well. The Department of Criminal Justice embraces this commitment to community and notes that a driving force behind this proposal is to develop the capacity to better serve the considerable criminal justice research demands in the Central Florida region (see letters of support from local agencies in Appendix 2-2).

Undoubtedly, UF, FSU, and USF share this belief and have made concerted efforts to provide research services to their surrounding environment. Indeed, FSU's College of Criminology and Criminal Justice, for example, routinely services the research needs of state criminal justice agencies headquartered in their catchment area and several surrounding law enforcement agencies. This research support does not, though, extend to criminal justice agencies and non-profit organizations in the Central Florida region; this region is serviced by UCF. The Department of Criminal Justice provides research support to several Central Florida criminal justice agencies. Table 2.9, below, summarizes current and recently completed contract, grant, and partnership projects with local agencies.

Table 2.9. Services Provided to Central Florida Agencies by UCF Faculty	
Agency	Description of Project
Law Enforcement Technology Training and Research (LETTR) Consortium	165 law enforcement agencies across Florida participating in FINDER contribute to the

	recovery of hundreds of thousands of dollars annually in stolen property.
Orange County Sheriff's Office	Examination of the manpower issues of the largest policing agency in central Florida and utilized focus groups and GIS data to develop alternative suggestions for zones and sector boundaries. Presentation of recommendations made to the Sheriff and Command Staff of the agency.
Multiple-agency conference attended by Florida Highway Patrol, Florida Fish and Wildlife, Orange County Sheriff's Office, Orlando Police Department, Brevard County Sheriff's Office, Osceola County Sheriff's Office, Broward County Sheriff's Office, Palm Beach County Sheriff's Office, the Greater Orlando Aviation Authority, Lake Wales Police Department, Orange County Corrections, Howey in the Hills Police Department, Arcadia Police Department, Oviedo Police Department, Collier County Sheriff's Office, Sanford Police Department, Winter Garden Police Department, and the Polk County Sheriff's Office.	"Volunteers in Policing: A Local, Regional, National, and International Examination of Police Reserves, Auxiliaries, and Specials." Panel presentation and symposium regarding the utilization of volunteer sworn officers.
Florida Citizen's Police Academy Association Orlando Police Department Citizen Police Academy Alumni Association	"Comparative Volunteer, Reserve, Auxiliary Management Structures." Presentations on management issues facing volunteers in police organizations.
Casselberry Police Department	Community survey assessing city residents' satisfaction with the police department
Osceola County Sheriff's Office and Regional Sex Offender Task Force	Training
Florida Department of Law Enforcement	Child abduction and response team training
State Attorney's Office for the 9 th Circuit	Study of juvenile waivers to adult court and impact on recidivism

As can be seen in the above table, the UCF Department of Criminal Justice is currently providing several important services to local criminal justice agencies and task forces. The establishment of a doctoral program will expand the number of research assistants to help with these endeavors; moreover, advanced students will be involved in projects benefitting agencies, the UCF research base, and the professional development of these students. A student could, for instance, conduct a community satisfaction survey for an Orlando-area police department and, in addition to providing the police department with useful information, could use the data for her/his own dissertation. A student could also make several presentations to agencies and thereby establish both a skillset and a professional network that will be invaluable when that student begins to look for

post-graduation employment.

The above evidence demonstrates that there is no substantial overlap between FSU's criminology PhD program and the UCF criminal justice program being proposed here. The proposed program of instruction differs substantially both in content and approach; overlap is minor and tangential. Additionally, the targeted student population of this initiative is not currently served by FSU thus, there is no danger that establishing a program at UCF would threaten the continued existence of FSU's program or its ability to attract talented students. Finally, UCF provides Central Florida criminal justice agencies with services that are not provided by FSU.

D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

Table 1 in Appendix A highlights the projected student headcount and FTE during the first five years. Table 2.10, below, summarizes enrollments, completions, and headcounts.

Table 2.10. Admissions and Headcounts, Years 1 – 5			
Year	FT Admissions	Completions	FT Headcount
1	5		5
2	5		10
3	5	5	15
4	5	5	15
5	5	5	15

The department expects to enroll five new full-time (FT) students each year, which in the third year will reach equilibrium at 15 new and continuing students. Forty percent of those students will be drawn from programs at UCF, 40 percent from graduates from other Florida public institutions, and the remaining 20 percent from other accredited institutions both nationally and internationally. All students will be admitted contingent upon having already completed (or being demonstrably near completing) Master's degrees in criminal justice or a closely-related field. The projections laid out in Table 1-B (Appendix A) are based on the following criteria: the proposed program can be completed in as little as three years, with 1.5 years devoted to coursework and 1.5 to the dissertation; all students are enrolled full-time; and students will take 24 credits their first year, 21 their second, and 12 their third.

Admission of 5 students per year to stabilize at a headcount of 15 ensures that the PhD program is large enough such that the Department can provide the innovative courses that are the hallmarks of its uniqueness and appeal, yet small enough to maintain a culture emphasizing study, research, student-faculty collaboration, and student-student interaction. This number also makes it feasible to provide all incoming students with annual stipends and tuition remission for three years.

Forty percent of PhD students are expected to be the Criminal Justice Department's Master's-level Research Track. This track is dedicated to graduate students interested in pursuing a research-based education; they take most of their classes on campus, and they take two methods and two statistics courses. They are, as such, prime candidates for the proposed program. They constitute about 10 percent of the total enrollment at the Master's level (the other 90 percent is in the Professional Track, from which the new PhD program will draw, but not as heavily as from the Research Track). The M.S. in Criminal Justice enrolls approximately 175 students per year and sustains an active enrollment of in excess of 250 students. Efforts are ongoing to enhance the proportion of the Master's student body that is in the Research Track.

Recruiting students from other institutions in Florida and, albeit to a lesser extent, from out of state is important to the goal of achieving a student body with a diverse set of experiences, characteristics, and ideas. Students with Master's degrees from UCF will mingle with those who earned their degrees at Florida Atlantic University, Florida International University, University of South Florida, Florida State University, University of Florida, and so on. This broadens perspectives and enhances the quality of student interaction and overall experience in the program. The Department already successfully recruits talented Master's students for its Research Track from a variety of Florida and out-of-state schools, and will expand these efforts in seeking out prospective PhD students.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's**

ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

The Department of Criminal Justice has a good track record recruiting a diverse student body in its undergraduate and graduate programs. In 2009, minority students constituted just under 40 percent of both undergraduate and graduate criminal justice student bodies, and as noted in the foregoing section, this student body will be one of the principal pools from which the proposed doctoral program will draw students. Two strategies will be used to insure a diverse student population: recruitment from our local base; and recruitment nationally in professional associations.

Local recruitment activities will focus on making certain that UCF undergraduate and graduate criminal justice student populations are aware of the opportunity for doctoral study. These efforts will take several forms. First, the proposed doctoral program will be prominently displayed in our quarterly newsletter that is distributed by e-mail to approximately 1,100 undergraduates and 200 graduate students. Second, presentations will be made to upper-division undergraduate and graduate research methods and data analysis classes, and during Master's degree orientations. In both cases, the presentations will be designed to alert our diverse student body to the opportunity to continue their criminal justice studies through the doctorate at UCF. The Department also will ensure that information is available to associations and programs on campus that target minority students, such as RAMP/McNair. McKnight and graduate McNair fellowships will also help promote the continuation of these students into the proposed PhD program.

National recruiting efforts will focus on advertising the new program to the memberships of the Academy of Criminal Justice Sciences (ACJS) and the American Society of Criminology (ASC), and to their sections focused on diversity: the Minority and Women's Section of ACJS; and the Division of People of Color and Crime of ASC. The membership of the Southern Criminal Justice Association will also be alerted to the new program.

The fact that all students will be funded (stipends and tuition remission) for all three of the years that it is projected to take to complete the program will help in recruiting talented students who might not be able to afford doctoral education without this financial assistance. This funding will assist in ensuring that promising young scholars are given an opportunity to succeed at the doctoral level.

Signature of Equal Opportunity

Date

 Officer

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.**

Table 2 in Appendix A outlines the projected costs and associated funding sources for the first and fifth years of the proposed initiative. The total cost of the proposed initiative in the first year is estimated to be \$190,121. This cost is composed of \$111,121 of reallocated base E&G, \$4,000 non-recurring E&G, and \$75,000 from new recurring E&G. In the fifth year, costs are projected at \$478,193, funded through \$201,325 continuing base E&G, \$152,290 other E&G, and \$124,579 contracts and grants (C&G). Dean Michael Frumkin of the College of Health and Public Affairs has committed \$150,000 annually for student support, which will be in the form of recurring funding that has been allocated through the college's revenue distribution model. These funds were acquired by the college through enrollment growth and were reserved specifically for the proposed new Criminal Justice PhD program; they thus represent recurring funds. Appendix 1-2 contains a letter of financial commitment from Dean Frumkin.

Much of the funding necessary to support the new PhD students will be supplied by contracts and grants secured by CJ Department faculty members. C&G will support assistantship stipends and in-state tuition payments. The Department routinely supports between seven and 10 Master's and PAF PhD students from externally funded projects at varying levels of support. The expectation is that with the approval of this proposal, the department will have the capacity (in the form of advanced graduate students who will conduct research in collaboration with the faculty) to conduct significantly more research that will be competitive for extramural support.

Conservative projections in support of this initiative commit the Department to generate six stipends and payments by the fifth year (\$124,579; see Table 10.5 in Section X for details). The current grant activity of the Criminal Justice faculty demonstrates that these numbers are feasible. In 2011, the Department was providing \$158,286 in

graduate student support from contracts and grants. The table below shows the number of students hired (at various levels of support) with C&G monies for the past three academic years.

Table 3. Graduate Students supported by External Research Grants	
<i>Academic Year</i>	<i>Students</i>
2009 – 2010	10
2010 – 2011	12
2011 – 2012	14
	Total = 36

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

The proposed program will involve a new allocation of existing resources that will not only avoid exerting negative impact on other programs but will, in fact, enhance the quality of undergraduate education offered by the department. First, there has been a concerted effort within the department over the past few years to hire tenured and tenure-earning (T-TE) faculty who are equipped to bring specialized services and skillsets to graduate and undergraduate programming alike. There are 19 Graduate-School approved faculty slated to participate in the PhD program as instructors and/or dissertation advisors (Appendix A, Table 4). Six have been hired during the past three years in preparation for the establishment of the doctoral program and to add to the course availability for the Bachelor's and Master's curricula; one of these six hires represented a new faculty position. These faculty members were selected on the basis of their demonstrated capacity to serve as instructors, advisors, and mentors to graduate students. The new faculty hires have also allowed the Department of Criminal Justice to launch two noteworthy initiatives for the Bachelor's curriculum this past year. First, a new Scholars Track is now available for exceptional undergraduates. The students in this track are required to complete four scholar's seminars, which are taught by full-time, tenured or tenure-earning faculty, and limited to fewer than 25 students. Second, all new majors are now required to complete a criminal justice data analysis course

developed and taught by two of the new tenure-earning faculty members.

Furthermore, one of the learning objectives in the proposed doctoral program is the discovery of how to run undergraduate classrooms. To this end, all students will be required to successfully complete CCJ 7xxx Teaching Criminal Justice at the end of their first year in the program. Afterward, they will be eligible to become instructors of record (IORs). Students will be IORs for two classes during their second year in the program. During this time, they will be supervised by assigned faculty mentors, the latter of whom will vet GTAs' proposed curricula and syllabi in advance of each assigned course, periodically sit in on class sessions to evaluate student-teachers' performances, review GTAs' Student Perception of Instruction results at the end of each semester, and be available to assist doctoral IORs in miscellaneous issues as they might arise. By the third year that the proposed PhD program will be in operation, nine faculty who currently teach 10 sections in the undergraduate program will be transferred to the 10 GTAs, who will staff all 10 section as instructors of record.

To further demonstrate its commitment to high-quality undergraduate education, the department has constructed a four-year plan to increase the percentage of undergraduate sections covered by T-TE, PhD-holding faculty. This plan assumes no new resources and limits undergraduate-section offerings to the current level, between 190 and 200 sections per year.

First, we anticipate retirement, in spring 2014, of a tenured faculty member who teaches exclusively in the graduate program. We will bolster our capacity to instruct undergraduate sections with T-TE faculty by recruitment of a replacement tenure-earning faculty to teach in the undergraduate program. Successful recruitment of a T-TE faculty member committed to undergraduate instruction would net 5 additional sections in the 2014-15 academic year. This option is viable because our most recent hire was recruited in anticipation of this pending retirement; the line recently vacated by Professor Fabianic, who taught exclusively in the undergraduate curriculum, was used for this hire, so the next hire to replace the soon-to-be-vacated line will be dedicated to undergraduate teaching.

Second, full implementation of our recently approved Annual Evaluation Standards and Procedure protocol scheduled for Spring 2014 will transition some T-TE faculty from "Full Research Track" status to "Standard Research Track" increasing their undergraduate instructional course load from 2/2 to 3/3. Also, because many of the doctoral-level courses will be open to Master's students, some faculty members who currently teach Master's classes can be reassigned to undergraduate courses. The combination of instructional load increases and reassignments is expected to net approximately 29 undergraduate sections over an implementation period of two years.

Third, the department will convert two current instructor positions funded by COHPA

to T-TE positions as they come open. This is a longer-term remedy that, when realized, will net displacement of 10 sections instructed by untenured instructors to T-TE professors. One of these instructor lines is staffed by an Associate Lecturer (just promoted) who entered DROP in March 2012 and who will retire no later than February 2017. Another is staffed by a senior lecturer. Together, these two lecturers are earning \$113,055, or about \$56,500 each. This is roughly the salary typically offered to new, untenured faculty members, so conversion of these lecturer lines to T-TE positions and recruitment of TE faculty to fill them will yield no net change in salary costs.

Taken together, these remedies will, over a four-year period, result in additional undergraduate sections instructed by T-TE faculty. We project that at the maturity of this plan, 37 percent of undergraduate sections (70 of 190) will be taught by T-TE faculty, all of whom hold PhDs. When terminal-degree holding instructors and adjuncts are included in the calculations, the end result will be 61 percent of undergraduate sections taught by faculty with terminal degrees.

The proposed doctoral program will also substantially enrich the Master's curriculum, particularly that available to students in the Research Track. The bulk of the concentration-area coursework (policing, corrections, and juvenile justice) will be instructed at the 6000 level and thus will be available to Master's students. This is expected to have positive impacts on the MS program. First, there will be a broader array of courses available. Master's students will be allowed to enroll in the policing, corrections, and juvenile justice concentration area courses. Second, Master's students will benefit from being able to take classes with PhD students. The latter, having taken more classes and being involved in ongoing research projects, will bring a richness to these courses that can greatly enhance Master's students' learning experience. Faculty will encourage mentoring in forms such as permitting PhD students to explain concepts to Master's students during class sessions, organizing brown bag sessions where MS students thinking of pursuing PhDs can ask questions of the PhD students, and so on.

The 2010 - 2011 external program review consultant, Dr. Edward Latessa, Professor and Director of the School of Criminal Justice at the University of Cincinnati, rated the number of faculty members, and the balance among full-time faculty members, adjuncts, and teaching assistants, as "exemplary," a rating that the enhancements put in place in preparation for the proposed PhD program has been designed to maintain.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

The proposed program will not impact other programs or departments. Students completing the proposed degree program may occasionally enroll in courses offered by

other departments (e.g., Political Science, Sociology, Public Affairs) but in no instance is this expected to require additional programming. Students from these programs will be welcome to enroll in the CJ PhD courses, which would negate any enrollment impact on these other programs.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

The success of the proposed doctoral program rests in part on development of external funding streams to the effect of \$124,579 annually for stipends and tuition remission (see Table 10.6 in Section X). The Department is confident that these targets can be met, as the faculty proposed for this initiative are well informed and experienced in securing external support for research. Specifically:

- As noted above, the Department is currently funding 14 graduate students on eight grants secured by three PIs that collectively provides \$158,286 for support;
- Three faculty committed to this initiative have a combined 15 years' experience in staff positions at the Centers for Disease Control and Prevention and the National Institute of Justice involved in the grant making and grant management processes of those federal agencies; and
- Over half of the faculty members proposed for this initiative (11 of 19) has service as Principal Investigator on significant research grants.

Faculty members committed to this initiative have experience with the following Federal funding sources: National Institute of Justice, Bureau of Justice Assistance, Bureau of Justice Statistics, Centers for Disease Control and Prevention, National Science Foundation, and the Department of State. The faculty also has considerable experience developing funding with or from local agencies, most recently including: Orlando Police Department, Orange County Sheriff's Office, Seminole County Sheriff's Office, Orange County Corrections Department, and the Osceola County Mental Health Drug Court. The faculty has additional experience securing research support from non-profits, professional associations, and foundations. This experience is current and will meet the commitments required to sustain the proposed doctoral program.

Four years ago, in anticipation of this proposal, the College of Health and Public Affairs supported the Department's hiring of a Research Director. Chief among the roles of this position is to prepare grant proposals, encourage the faculty to do the same, and develop research partnerships in the Central Florida region. COHPA's investment in the Research Director has already paid dividends (see grants activity discussion in Section IX) and has positioned the Department to extend criminal justice research services into the region. Several outreach activities warrant mention:

- Providing grant writing assistance to several agencies (both public and non-profit) in the region supporting programming and program evaluation efforts;
- Evolution of funded research partnerships in several counties (Seminole, Orange, and Osceola); and, most recently,
- Initiation of a five county Jail Consortium including Seminole, Orange, Osceola, Brevard, and Volusia. The intent of the Consortium is to bring jails in the region together with the Department to isolate common problems and explore research opportunities designed to address those common problems. The Consortium initiative is in its infancy but reflects the Department's commitment to meeting the research needs of agencies in the region while simultaneously sustaining advanced graduate education.

COHPA and the Department are committed to providing reasonable research services to the criminal justice community in the Central Florida region – a principal impediment to that service is the inability to staff research projects. The new PhD program will solve this dilemma by ensuring a steady supply of research support for faculty members involved in preparing grant proposals and executing sponsored research. Currently, the faculty is limited by the lack of PhD-level research assistants capable of handling large projects, conducting in-depth statistical analyses, and engaging in other higher-level or long-term research endeavors. Once this caliber of student is in place, faculty can proceed with large grants and sponsored projects.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The existence of a CJ PhD program at UCF would offer many benefits to the university, the local community, and the state.

i. University

The university benefits from being better positioned to achieve its stated missions, particularly in the areas of community improvement and development. The mission statement in the UCF strategic plan emphasizes “high-quality, broad-based education, and experienced-based learning; pioneering scholarship and impactful research; ... and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues.” Installing a program of

education, study, and research focused on improving our understanding of criminal justice and community social control improves the university's ability to meet its adopted obligation to the Central Florida city-state, to the nation as a whole, and, indeed to the global community.

Moreover, the prestige of the university will be enhanced by implementation of a high-quality doctoral program in criminal justice. Among the characteristics that distinguish well-regarded universities from their lesser-reputed counterparts is intellectual leadership, as exhibited by the caliber of the programs housed within those institutions. Within the relatively new field of criminal justice, there are fewer than 40 doctoral programs; among them, fewer than 15 are leading the development of the discipline – the proposed program would position UCF to soon be among that prestigious group. A recently concluded review of the existing CJ program noted that the Department's Master's degree is among the "...top 10 for MS level programs" (Latessa, 2011 Academic Program Review). This is coupled with the program's history of renown – various studies of scholarly productivity published in the past decade have ranked UCF's criminal justice faculty at between 6th and 24th among programs (see Fabianic, 2002; Kleck, Wang and Tark, 2007; Oliver et al., 2009; Sorensen and Pilgrim, 2002; Steiner and Schwartz, 2006). The UCF criminal justice program already possesses the groundwork necessary to become a disciplinary leader upon implementation of a PhD program.

A CJ PhD program would also enhance the other PhD programs here at UCF that involve crime and crime-related matters. This program will round out the group composed of Sociology's two crime-related tracks (Crime and Deviance; Domestic Violence), Political Science's Security Studies PhD, and the Public Affairs (PAF) PhD CJ Track. With the addition of a Criminal Justice PhD program, UCF will possess a full complement of crime- and security-related doctoral programming.

There is, in particular, a special relationship between Criminal Justice and Sociology. Despite criminal justice and criminology being two separate lines of study, there are regional and national associations that attract academics from both fields. The American Society of Criminology (ASC), in particular, has members with various backgrounds in sociology, criminology, and criminal justice. Equipped with a PhD program, the Department of Criminal Justice can link with the Department of Sociology to give both departments real presence within ASC, possibly even one day hosting a reception at the society's annual conference. This would showcase UCF and demonstrate its position as an important player in criminal justice, sociology, and criminology.

Another marker that distinguishes prestigious universities is the capacity of their constituent departments to develop external support for research and scholarship. The CJ Department has achieved modest success in developing external funding, and its productivity will increase noticeably once a pool of qualified PhD students has become

available to serve as research assistants. Implementation of a doctoral program in criminal justice will ensure that there are talented students available to staff projects, provide faculty an incentive to engage in funded research to support their doctoral students, and improve the department's capacity to enhance institutional prestige.

ii. Local Community

Local communities in the Central Florida city-state stand to glean substantial benefit from the implementation of a criminal justice doctoral program at UCF. Criminal justice agencies are part of the fabric of communities; when CJ operations work well, the community benefits in a variety of ways, and when CJ operations are less than optimal, the community loses out. The proposed doctoral program will focus on research agendas emphasizing community justice, public confidence in the criminal justice system, effectiveness of criminal justice policies, and efficiency mechanisms or ways to achieve desired outcomes while spending scarce resources wisely.

The Central Florida region will be the setting of much of the study engaged by faculty and by doctoral students engaged in research support and dissertation research. As cited in Section II, Subsection A above, several of the Central Florida criminal justice agencies that wrote letters supporting this PhD program proposal expressed enthusiasm at the possibility of having a steady supply of doctoral research assistants available for contract and grant work. The Department already works with several of these agencies, but currently does not have the capacity (i.e., the student power) to do everything that these agencies would like to do, or to substantially expand operations to other agencies in the area.

A result of this focus on Central Florida communities will be that studies of the engagement of criminal justice agents, of the efficiency and effectiveness of agency operations, and of crime control programming will produce generalizable knowledge but will be specific to Central Florida communities. This enhanced site-specific knowledge will equip communities and agencies to tailor their efforts to improve criminal justice system operations, enhance the public trust in the institutions of crime control, and enhance efficiency.

iii. State

As noted earlier in this proposal, the State of Florida spends nearly \$13 billion annually in justice-related activities. In large measure, these investments are being made without rigorous examination of best practices due, at least in part, to a lack of good evidence about best practices, and/or limited capacity to assess the available evidence. The proposed doctoral program is designed to produce social scientists capable of conducting high-quality, scientific research that will produce policy-relevant findings which can be used to inform state and local governmental bodies as to the best and

most fiscally sensible solutions to crime, agency operations, and public trust. As the program is implemented, the state's capacity for making good criminal justice investments should improve as its locally trained criminal justice scientists become more available.

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

N/A

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

N/A

- C. If the university intends to seek formal Limited Access status for the**

proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

N/A

D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

N/A

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The SUS Strategic Plan 2005 – 2013 contains the following mission statement for the University of Central Florida:

The University of Central Florida is a public multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community.

The University of Central Florida Strategic Plan contains a slightly modified mission statement:

The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental and societal needs by providing high-quality, broad-based education and experienced-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

Both mission statements note a commitment to service for the surrounding Central Florida community. This service commitment takes the form of making positive contributions to the community's economic, cultural, environmental, and social well-being by: (a) providing for high-quality education grounded in experience; (b) conducting research designed to have an impact; (c) producing scholarship; (d) and developing and community stewards and leaders. The proposed doctoral program in criminal justice addresses each of these elements of the articulated university mission.

i. High-quality education grounded in experience

The program of study outlined in this proposal is designed to ensure that graduates are well-versed in the paramount domains of the discipline, skilled at identifying and analyzing problems, and expert in at least one salient aspect of criminal justice (policing, corrections, or juvenile justice). To meet these objectives, students will complete a highly structured core curriculum, a methodological core that inculcates skills in research design and quantitative methods, cumulative examinations, and a research practicum that culminates in a dissertation.

Much of the research experience gained while completing the degree requirements will be locality focused and locally oriented. That is, much of the coursework will build in discussions of locality correlates that are designed to evoke research questions that seek community explanations of criminal justice. To facilitate this research focus, the Department is developing local research partnerships with criminal justice entities in the Central Florida region. The programmatic emphasis on theoretical preparation, tightly coupled with local research partnerships that bridge research and practice, is expected to produce experienced researchers capable of conducting studies that inform criminal justice scholarship, policy, and practice.

ii. Conduct research designed to have an impact

Successful research enterprise into matters of justice, safety, organizational efficiency, and the optimal use of resources, particularly research conducted with local community partners, is expected to provide high-quality information that is useful in the evolution of vibrant communities. A key goal of the proposed doctoral program is to enhance the Criminal Justice Department's ability to conduct research that is responsive to questions developed in interaction with local community research partners. Additionally, in the spirit of translational research, the CJ PhD program will emphasize the utilization of existing research to inform local policy. Students and graduates will be embedded within the academic network and able to serve as sources of knowledge for policymakers and community leaders.

It is the partnerships between the Department of Criminal Justice and local organizations and agencies that will facilitate the production of locally relevant research that has real-world implications for improving communities. For instance, it is well known among criminal justice scholars – but less so among the general public and among police officers – that people's fear of crime often has less to do with crime itself than with ambient neighborhood conditions. Police, therefore, might actually serve their communities better by reallocating resources away from traditional law enforcement tactics and toward activities such as having better street lighting installed, enforcing codes pertaining to the upkeep of residential properties, and putting pressure on landlords whose tenants are nuisances in the neighborhood. Criminal justice researchers can help police gather information from their communities about just what it is that residents need, and can thereby help police deliver the best services based upon those needs.

iii. Produce scholarship

The proposed criminal justice doctoral program is expressly designed to produce researchers who understand the nexus between scientific discovery and practical application. There is an indelible link between applied and basic research. The proposed program is grounded in applied research insofar as it stresses the practical utility of scholarly study and analysis; however, this translational scholarship is inevitably tied to theory and the greater body of both basic and applied scholarly research in criminal justice. The program will espouse the philosophy that the best applied research is that which is informed by established theory and prior research, and that rigorous applied research leading to reliable information that informs policy and practice also has the capacity to inform disciplinary scholarship. The areas of scientific inquiry informed by the needs of our community partners will produce meaningful questions, the answering of which will produce both practical and disciplinary information.

iv. Develop community stewards and leaders

Graduates of the proposed criminal justice doctoral program will be equipped to function as the next generation of disciplinary stewards and leaders in the local community and in the criminal justice community. Their training in criminal justice theory and social science research methods, combined with experience conducting scientific criminal justice research, will prepare graduates to assume roles in academe as teachers and scholars, in practice as knowledgeable consumers and applicers of the state of scientific knowledge, or both, as in the case of those who take academic positions but remain active in agency grant and contract work. It is expected that the locus of this training (Central Florida specifically and Florida generally) will be the prime beneficiary of this enriched capacity.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The University of Central Florida has made a substantial investment in academic and research programming designed to address issues of crime, justice, and public safety. The proposed program relates to existing institutional strengths in several ways.

i. Relationship to CJ Bachelor's and Master's Programs

First, the proposed program will complete an already-strong set of Bachelor's and Master's programming. Annually, the Department of Criminal Justice enrolls over 1,100 undergraduate majors, making this the 10th most popular major at UCF. Each year, approximately 160 Master's degree students are admitted. The Department produces roughly 350 Bachelor's degrees and 100 Master's degrees per year. This programming has been engaged by 17 research-active faculty (all are Graduate Faculty), 12 other full-time faculty (five are Graduate Faculty), and 15 – 20 adjunct instructors per semester. Institutionalization of doctoral study completes the evolution of criminal justice programming already underway at UCF.⁶

The proposed program would enhance both undergraduate and Master's-level education in several ways. For instance, undergraduate students would be taught by both faculty and teaching assistants who are immersed in community-based, local research projects and can bring their knowledge, expertise, and enthusiasm into the classroom. Master's students will benefit from taking classes with PhD students and from knowing that they can easily transition into a doctoral program if they decide that they wish to pursue a research degree. Overall, the presence of a PhD program will

⁶ The external consultant who reviewed the program in 2010 – 2011 made several cogent observations. First, he suggested that as doctoral education is developing across the country UCF runs the risk of being left behind if it fails to step into the lead. Second, he noted that failure to institutionalize criminal justice doctoral programming would result in the research-active faculty being lured away by developing doctoral programs.

establish a research culture that will permeate all educational levels and will produce more opportunities to involve undergraduates in research, while ensuring a robust pipeline trajectory of students from lower levels into the PhD program.

ii. Relationships to related PhD Programs at UCF

A CJ PhD program would also strengthen the already-impressive community of crime-related PhD programs on campus; namely, Public Affairs' (PAF) Criminal Justice Track, Sociology's Crime and Deviance and Domestic Violence Tracks, and Political Science's Security Studies Program. As there is no curricular overlap between the proposed program and any currently in operation on campus, the CJ PhD will contribute unique benefits to the other programs, and likewise be enriched by those programs.

The PAF CJ Track will benefit from additional doctoral-level courses available to PAF students and a substantially expanded scope of intellectual opportunity for those with criminal justice interests. A primary feature of the PAF program is its interdisciplinary nature, while the proposed CJ PhD program boasts an in-depth submersion into criminal justice studies. The PAF CJ students and faculty can, therefore, help CJ PhD students develop an appreciation for the interconnectedness of local agencies, while the CJ PhD students and faculty can help bring many CJ-related issues into sharper focus for PAF students. The Department of Criminal Justice has the faculty infrastructure necessary to teach classes and engage in dissertation service to both the CJ PhD students and the PAF CJ track students. Dr. Lynette Feder, Director of the PAF Program, agrees that these two programs are distinct and will be mutually beneficial to one another. Dr. Feder wrote a letter of support, which can be found in Appendix 2-1. The proposed PhD program in Criminal Justice will also be a source of mutual benefit to the Sociology PhD program. The sociology doctorate offers concentrations in Crime and Deviance as well as Domestic Violence. Sociology students who want to learn more about the institutions and mechanisms of the criminal justice system can enroll in criminal justice courses, while criminal justice students who want additional exposure to criminology courses can find them in the sociology curriculum. Dr. Jana Jasinski, chair of the Department of Sociology, has provided a letter of support for the proposed PhD program in criminal justice (see Appendix 2-1). Dr. Jasinski has expressed enthusiasm for the potential of the criminal justice and sociology PhD programs to work in tandem to ensure all students access to the classes they need and want. As mentioned earlier in this proposal, a CJ PhD program could present a prime opportunity for the Criminal Justice and Sociology Departments to establish a strong presence in the American Society of Criminology and other professional associations that attract both criminal justice and criminology scientists.

In addition, the proposed program will complement the Political Science Department's recently-established PhD program in security studies. In the era of homeland security, there is a premium placed on partnerships between national and local criminal justice

agencies. Federal bodies such as the CIA and FBI rely on local law enforcement to be the “eyes and ears” of terrorism prevention, and at the forefront of detecting suspicious activities so that the expertise and resources of these federal agencies can be activated to respond to bona fide threats. In a similar vein, the criminal justice and securities studies doctoral programs here at UCF can work in a way that stresses the symbiosis necessary for effective homeland security. Students from each program will be encouraged to work with students from the other and to cross-enroll in relevant courses, and faculty from each program can share their knowledge and current research projects with students from the other program through guest lectures, invited speakers series, and dissertation service. Dr. Kerstin Hamann, chair of the Department of Political Science, has provided a letter of support expressing her approval of the proposed criminal justice PhD program and enthusiasm for the two programs to enhance the classes and faculty expertise available to students in each course of study (see Appendix 2-1).

iii. Relationships to other Programs on Campus

Another COHPA program that would both benefit from and provide benefits to a criminal justice doctoral program is the Master’s degree program in Public Administration (PA), particularly the Emergency Management and Homeland Security Certificate program. Like the PAF students alluded to above, PA graduate students with criminal justice interests would have a larger palette of courses to draw from, and criminal justice students would have access to instruction about the administration and management of public institutions. Finally, there is the ongoing collaboration with the Digital Forensic MS program housed in the College of Engineering and Computer Science. Digital forensics is (among other things) concerned with collection and extraction of evidence of crimes from digital media. Criminal justice is concerned with the use of evidence in solving and prosecuting crimes. Criminal justice doctoral students will have the opportunity to develop a stronger foundation in digital forensics through this collaboration, and Digital Forensics graduate students will have an enhanced opportunity to understand the utility of the evidence they are developing the means to collect. Of course, there is the possibility that students receiving their Master’s degrees in PA or digital forensics will decide to enter the CJ PhD program.

The Department of Criminal Justice has modest collaborations with several UCF centers and institutes. Faculty from the department worked with the Center for Community Partnerships to complete a study for the State’s Attorney in the Ninth Circuit. Recently, the department Research Director collaborated with the National Center for Forensic Science to produce a proposal designed to provide investigators tools to detect child predators on the Internet. Finally, department faculty have worked as subject matter experts with the Institute for Simulation and Training providing information in support of their development of law enforcement training simulations. Institutionalization of criminal justice doctoral study at UCF will greatly enhance the department’s capacity to collaborate.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

From its inception in the late 1980s and early 1990s, the Department of Criminal Justice was intended to emerge as a premier criminal justice program. Over the next decade, the program was carefully staffed with a mix of seasoned and promising young scholars such that in the early 2000s a substantial⁷ and accomplished faculty was in place. During the first decade of 2000, the faculty received many accolades: criminal justice book production ranked 10th among the top 30 criminal justice book producing academic institutions in the country (Oliver et al., 2009); refereed article production ranked 6th overall and 1st among Master's degree programs (Fabianic, 2002; Sorenson et al., 2002); and articles in leading criminal justice journals ranked 15th overall and 2nd among criminal justice Master's degree programs (Steiner and Schwartz, 2006).

i. Planning Process Narrative

In 2001, the Department Chair formed a Planning Committee⁸ of seven faculty members to assess the feasibility of criminal justice doctoral programming at UCF, and, if determined to be feasible, initiate a proposal. In the Fall of 2001, the PhD Planning Committee drafted a 'white paper' outlining a criminal justice doctoral program. The 'white paper' was approved and the Planning Committee spent the next year drafting several sections of the PhD proposal. In the Spring of 2003, drafts of the program description, institutional mission, need and demand, and curriculum sections were circulated for review (Dr. Patricia Bishop- Graduate Studies, Dr. Bernard McCarthy- Department Chair, and Dr. Belinda McCarthy-COHPA Dean). The Dean's office, at that time led by Dr. McCarthy, was concerned that the new program would diminish the Public Affairs (PAF) doctoral program and, bolstered by an external program review, concluded that the Department should not pursue a stand-alone doctoral program at that time but focus instead on further developing the Master's degree program and enhancing participation in the PAF doctoral program. In 2004, Dean McCarthy's office tabled the Department's doctoral proposal.

During the next three years, the Department focused on addressing the issues identified

⁷ The faculty had grown from six to over 25 and changed in composition from predominately teachers to university professors who embrace research as well as teaching.

⁸ The committee was composed of David Fabianic, Eugene Paoline, Stephanie Myers, Cory Watkins, Stephen Holmes, Brandon Applegate, Raymond Surette.

as having priority before further consideration of criminal justice doctoral programming. First, attention was turned to the Master's degree program. The external review had suggested that a two-track option for the Master's degree be developed: Professional and Research. The faculty readily developed this option and in 2007, the two tracks were launched.

Enhancing engagement with the PAF doctoral program proved more difficult. Criminal Justice faculty members were concerned about the intellectual integrity of the doctoral program and by 2006, were in discussions about disassociating from the PAF program. There was concern that graduates of the PAF program claiming criminal justice emphasis could do so without any criminal justice coursework or having criminal justice faculty on their dissertation committees. The issue was resolved in 2007 – 2008 when the Criminal Justice Track was articulated.⁹

The current initiative began at the end of 2006, as the concerns raised in the 2004 review had been addressed. In the Fall of 2006, Interim Department Chair, Pamela Griset, appointed a faculty committee¹⁰ to develop a new 'white paper' to secure permission to develop a proposal for doctoral study in Criminal Justice at UCF focused on production of disciplinary scholars. The resultant 'white paper' was supported by Interim COHPA Dean Joyce Dorner and Provost Hickey, and the Department was scheduled to present a proposal to the UCF Board of Trustees in spring 2010.

In the Fall of 2007, the new Department Chair, Robert Langworthy, appointed the CJ PhD Proposal Committee composed of eight Department Graduate Faculty.¹¹ During the ensuing 1.5 years, the Proposal Committee drafted and reviewed the program description, curriculum, and faculty participation sections. In Fall 2009, the Department turned its attention to reorganization into two separate departments (Criminal Justice, and Legal Studies) and, with the COHPA Dean's support, secured an extension to 2012 for presentation of the proposal to the BOT. Proposal development began again in Spring 2011 with the drafting of the need and demand, institutional readiness, and redraft of faculty participation¹² sections. The remaining proposal sections were drafted during the summer 2011 and circulated for review to the Department Graduate Faculty, the COHPA Dean's office, and the College of Graduate Studies.

In January of 2012, the UCF Graduate Council sent the proposal back to the Department

⁹ The Criminal Justice Track requires completion of four doctoral-level criminal justice seminars, a relevant research methods elective, and criminal justice faculty staffing of criminal justice dissertations.

¹⁰ The committee was composed of David Fabianic, Brandon Applegate, Eugene Paoline, and Raymond Surette.

¹¹ The committee was composed of Eugene Paoline, Stephen Holmes, Brandon Applegate, Raymond Surette, Robert Bohm, Mark Lanier, Roberto Potter (2008), and Kenneth Adams (2008).

¹² Section 9 was redrafted to reflect the departure of several faculty and the hiring of three new faculty.

with recommendations for substantive revision. These revisions were undertaken¹³ during the summer of 2012. The revised proposal was submitted to the Department Graduate Faculty in August 2012, and subsequently successfully submitted first to the COHPA Graduate Committee (October) and then the UCF Graduate Council (November). It passed the Board of Trustees by unanimous vote in March of 2013 and will be reviewed by the Board of Governors in November.

Table 6.1 Planning Process		
Date	Participants	Planning Activity
Summer, 2001	PhD Planning Committee, seven Dept. faculty	PhD Planning Committee formed by Dept. Chair
Fall, 2001	PhD Planning Committee	White paper drafted and approved
Spring, Summer, Fall 2002	PhD Planning Committee	Drafted program description, institutional mission, need and demand, and curriculum sections
Spring, 2003	PhD Planning Committee	Circulated drafts for comment (Dr. Patricia Bishop, Graduate Studies; Dr. Bernard McCarthy, Dept. Chair; Dr. Belinda McCarthy, COHPA Dean)
Spring 2003	PhD Planning Committee	Completed two student demand surveys: UCF criminal justice students, and Southern Criminal Justice Association student members
Summer 2003	COHPA Dean	Suspended the effort favoring Departmental participation in the Public Affairs doctoral program.
Fall, 2006	PhD White Paper Committee, four Dept. faculty	Interim Department Chair, Dr. Pamala Griset formed and charged the PhD White Paper Committee
Spring, 2007	PhD White Paper Committee	White paper drafted and approved by Interim Dept. Chair, Interim Dean-COHPA, Provost
Fall, 2007	CJ PhD Proposal Committee, eight Dept. graduate faculty	Dept. Chair, Robert Langworthy appointed and charged Criminal Justice PhD Proposal Committee
Fall, 2007	Chair of the CJ PhD Proposal Committee, Department Chair, Assoc. Dean for Graduate Studies-COHPA	Initial meeting with Dean of the College of Graduate Studies
Spring, 2008	CJ PhD Proposal Committee, Department Chair	Established proposal committee and initiated work on curriculum (Section 8)
Spring, 2008	Chair of CJ PhD Proposal Committee, Department Chair, Assoc. Dean for Graduate Studies-COHPA, Dean Graduate College	Review curriculum (Section 8)
Fall, 2008	CJ PhD Proposal Committee, Department Chair	Finalized Skills Matrix (Table 8.1); developed student interest survey (data for Section 2); accepted draft curriculum (Section 8)
Spring, 2009	CJ PhD Proposal committee	Conducted student interest survey (data for

¹³ Revisions were completed by Jacinta Gau.

		Section 2)
Summer, 2009	CJ PhD Proposal committee	Drafted Sections 1 and 9, Program Description and Relationship to System-Level Goals, and Faculty Participation
Summer, 2009	Department Chair, Assoc. Dean, Dean Graduate College	Reset proposal BOT review date
Fall, 2009	CJ PhD Proposal committee, Dept. Chair	Accepted drafts of Sections 1 and 9
Spring, 2011	CJ PhD Proposal committee, Dept. Chair	Drafted Section 2, 4 and revised 9 to incorporate new faculty; initiated library study (for section 10)
Summer, 2011	CJ PhD Proposal committee, Dept. Chair	Drafted Sections 6, 7 and 10, collected information for Section 3
Summer, 2011	External Consultant Review	Recommendations
Fall, 2011	Graduate Faculty of Department	Recommended approval of proposal
Sept., 2011	COHPA Graduate Committee	Recommended approval of proposal
January, 2012	UCF Graduate Council	Recommended revision
Summer, 2012	CJ PhD Proposal Committee	Revisions undertaken
Summer, 2012	External Consultant Review	Comments on revised proposal
Sept., 2012	Graduate Faculty of Department	Unanimous vote to submit proposal to COHPA
Oct., 2012	COHPA Graduate Committee	Unanimous COHPA vote to pass proposal
Nov., 2012	UCF Graduate Council	Proposal passed with 6 decisions of "met with strength" and 2 of "met"
March, 2013	UCF BOT	Passed, signed off on by UCF provost and president
November, 2013	SUS BOG	n/a

ii. Events Leading to Implementation

Upon BOG approval, expected in November of 2013, the department will engage in activities to institutionalize criminal justice doctoral education at UCF. Initial activities will focus on development of a student handbook (explication of the materials in Section VIII of this proposal), program announcement materials, student recruitment materials, and recruitment plan. In Fall of 2014, the recruitment plan will be engaged to recruit the inaugural class for Fall 2015 admission. Members of the initial cohort will begin to graduate in Spring of 2018.

Table 6.2 Events Leading to Implementation	
Date	Implementation Activity
Fall 2013 – Spring 2014	Develop promotional materials (e.g., webpage, flyers); send out information about the program to relevant institutions and organizations; advertise program at national conferences in November and March; recruit students. Seek external funds to support students.
Fall 2013 – Spring 2014	Secure approval for new courses; revise existing MS program as needed to ensure coherence with PhD program; actively recruit students; prepare handbook; continue seeking external funds to support the program.

Spring 2014 – Summer 2014	Evaluate applicants and make Fall 2015 admission decisions; make assistantship assignments; complete contract paperwork; assign Faculty Advisors; conduct initial orientation (late Summer)
Fall 2015	First cohort begins coursework; start recruiting for Fall 2016
Spring 2016 – Summer 2016	Qualifying exams and first annual review for first cohort; admission decisions for second cohort; assess recruitment strategies; make assistantship assignments; complete contract paperwork; conduct initial orientation (late Summer)
Fall 2016	Second cohort begins coursework, begin recruitment for third cohort
Spring 2017 – Summer 2017	Qualifying exams and first annual review for second cohort; comprehensive exams and dissertation proposal defenses for first cohort; admission decisions for third cohort; assess recruitment strategies; make assistantship assignments; complete contract paperwork; conduct initial orientation (late Summer)
Fall 2017	Fourth cohort begins coursework, begin recruitment for fifth cohort
Spring 2018 – Summer 2018	First cohort defends dissertations and obtains PhDs; qualifying exams and first annual review for third cohort; comprehensive exams and dissertation proposal defenses for second cohort; admission decisions for fifth cohort; assess recruitment strategies; make assistantship assignments; complete contract paperwork; conduct initial orientation (late Summer)
Fall 2018	Fifth cohort begins coursework, begin recruitment for sixth cohort
Spring 2019 – Summer 2019	Second cohort defends dissertations and obtains PhDs; qualifying exams and first annual review for fourth cohort; comprehensive exams and dissertation proposal defenses for third cohort; admission decisions for sixth cohort; assess recruitment strategies; make assistantship assignments; complete contract paperwork; conduct initial orientation (late Summer)

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

During the past decade, there have been two program reviews that have informed the present proposal: the 2003 – 2004 Academic Program Review of the Criminal Justice graduate and undergraduate programs; and the 2010 – 2011 Academic Program Review of the Criminal Justice graduate and undergraduate programs. The following addresses just those recommendations that have a direct bearing on this proposal.

i. 2003 – 2004 Academic Program Review

This review: encouraged strategic planning to consider department reorganization; encouraged consideration of a two-track Master's degree program; opposed

development of a stand-alone PhD program until reorganization; and encouraged strengthening engagement in the college PhD program in public affairs. The specific recommendations relevant to this proposal (numbers 1, 3, and 7) and the departmental response to each is noted in the following (see Appendix 7-1 for full report of “Highlights and Outcome Responses to Previous Review’s Recommendations”).

Recommendation-1. Engage in strategic planning to: determine need for bifurcated graduate program; meet needs for professional and pre-doctoral education; and, continue strong faculty recruitment and retention.

At the time of the 2003 – 2004 APR, the Department ran an informally bifurcated graduate program through advisement that provided for both professional and pre-doctoral education. That is, departmental graduate advisors interviewed graduate students to determine their interests and directed them to coursework that would further student ends (either toward professional practice or toward advance graduate coursework). During the 2007 – 2008 academic year, the informal advising system was codified into two explicit tracks: Professional and Research. The Research Track, which is noteworthy to this proposal as a planned “feeder” to the proposed PhD program, places emphasis on criminal justice theory, research methods, and quantitative methods. The bifurcated graduate program came online with the 2008 – 2009 graduate catalog.

Recommendation-3. Do not pursue development of a stand-alone PhD in criminal justice at this time until reorganization and strategic planning have resulted in a more focused graduate effort.

At the core of this recommendation was recognition of a widening gap between the core elements of the then-Department of Criminal Justice and Legal Studies. Though interest and work on a criminal justice doctoral proposal had been ongoing for nearly a decade, progress was limited by lack of agreement between Criminal Justice and Legal Studies faculties. This divergence of interests culminated in the dissolution of the old department in 2010 and emergence of two new departments: the Department of Criminal Justice, and the Department of Legal Studies. The gain in cultural, intellectual, and disciplinary clarity has energized both programs and facilitates this focused effort to design and install a doctoral program in criminal justice at UCF.

Recommendation-7. Strengthen involvement and commitment to the Ph.D. in public affairs program.

The Department has led the way in reorienting the Public Affairs (PAF) Doctoral Program toward disciplinary tracks. The redesign compels students to explicitly select a disciplinary focus, take coursework in that discipline, and develop dissertation research under disciplinary auspices. The department’s commitment to the PAF doctoral program is evident but does not constitute or replace disciplinary commitment. The PAF doctoral program does not produce criminal justice scholars or criminal justice scholarship – it produces public affairs scholars and scholarship that may be modestly informed by criminal justice perspectives. The proposed doctoral program in criminal

justice will not detract from the PAF program; to the contrary, the PAF program should reasonably expect to be strengthened by affiliation with a prominent criminal justice doctoral program.

ii. 2010 – 2011 Academic Program Review

The 2010 – 2011 APR followed by six months the dissolution of the old department and establishment of the stand-alone Department of Criminal Justice. The specific recommendations relevant to this proposal and the departmental response to each are noted in the following (see Appendix 7-2 for full listing of recommendations contained in the 2010-11 APR).

Recommendation-1. Significantly increase enrollment in the new research track and student research opportunities within the track; consider formalizing the research experience of students enrolled in the research track.

The Research Track was designed as a “feeder” to doctoral study. Since 2008, when the option was cataloged, an average of eight-to-nine students has enrolled each year in this track. It is anticipated that implementation of the proposed doctoral program will increase enrollment in the Research Track due to the new ability of graduating Master’s students to easily transition into the PhD program and continue their education. The Department is slowly developing Research Track student research opportunities by nurturing partnerships with criminal justice agencies in central Florida and by increasing applications for grant supported research. That noted, the Department is moving cautiously in developing partnerships and proposing externally funded research to ensure that quality research services are available. Expansion of Research Track enrollments and research opportunities is fundamentally tied to acceptance of the proposed doctoral program.

Recommendation-2. Increase faculty participation in research and in securing external funding; work with appropriate UCF offices (e.g., college, Office of Research and Commercialization) to identify new opportunities.

This recommendation is tied to the observation that participation in scholarship and extramural funding is not evenly spread across the faculty. Three years ago, the Department, with support from COHPA, hired a Research Director who was tasked with reinvigorating faculty research and encouraging sponsored research. During the Research Director’s short tenure, the number of prospective PIs and Co-PIs has doubled (seven in 2010), the number of proposals prepared has nearly doubled (21 in 2010), and the level of funding secured has tripled (\$1.267 million in 2010).

The next step in promoting broader participation in disciplinary scholarship and funded research is tied to acceptance of the proposed doctoral program. The implementation of a noteworthy criminal justice doctoral program will push faculty to excel as the intellectual climate driving top-tier students will boost discourse and

scholarship to the cutting edge. Faculty will also have an added incentive to secure external support – their students (protégés) will require support over an extended period of time.

Recommendation-3. Develop an enrollment management plan consistent with available resources.

During the Fall 2013 semester, the Department will develop a series of enrollment plans for the Master's degree program with varying resource requirements. Embedded in the doctoral program proposal is an enrollment plan (5 admissions per year) that can be met through reallocation of extant resources.

Recommendation-4. Develop a human resource plan to support departmental goals; hire additional research-active faculty as resources become available.

The Department has a sound record of hiring research-active faculty as tenure-earning positions become available. In the past year, the Department hired three assistant professors who were three-to-five years post-doctorate. Between them, they had published four books and 48 refereed articles; all have grant-funded research experience. The Department currently has two open faculty lines and will be recruiting promising assistant professors to further broaden the base of research-active faculty. This recruitment process will continue as the Department has access to tenure-earning faculty positions (retirements, resignations, and new positions).

Recommendation-5. Evaluate the sufficiency of resources necessary to implement a PhD program.

Sufficient resources exist to support the proposed program. Five students will be admitted annually, maturing at a standing headcount of 15. The Department is composed of 18 tenured or tenure-earning faculty (plus one to be recruited in the fall of 2014), 12 full-time non-tenured faculty, and 15 – 20 part-time adjunct instructors. In addition, two positions vacated in 2012 have not been filled. The proposed doctoral program requires instruction of 18 additional course sections per year, much of which will be offset by a shifting of Graduate Faculty out of undergraduate courses which will then be filled by PhD teaching assistants. Existing levels of external funding will be sufficient to support the inaugural class and subsequent cohorts; grant activity will increase even further once there are PhD students in the Department.

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

The primary goal of the proposed doctoral program in criminal justice is the training of

the next generation of disciplinary stewards with a particular focus on criminal justice theory and practice. Students successfully completing this program of study will be prepared to secure research and teaching positions in the academic community as well as research and policy analysis positions in non-academic settings.

The program consists of a 57-credit curriculum composed of a substantive core, a methodological core, a self-selected concentration area (policing, corrections, or juvenile justice), candidacy examinations, and a dissertation. Students completing this program are expected to be skilled social scientists capable of both basic disciplinary scholarship and applied research that produces information to guide evidence-based practice.

The doctoral program can be completed in as few as three years. The program is geared to full-time, on-campus doctoral students. Classes will be offered during a mixture of day and evening sessions.

The proposed curriculum presumes student immersion in their studies, and a principal feature of that immersion is encouragement of peer interaction. Programming to support peer interaction will take several forms. First, students will be encouraged to attend and participate in regularly scheduled colloquia (one or two such colloquia per semester). Second, each of the domains (corrections, juvenile justice, policing) will support informal gatherings of domain faculty¹⁴ and interested students (probably once a month) to discuss research problems and research opportunities in the domain. The intent of this programming is to create and cement a learning community that will sustain students during their studies, and evolve into disciplinary networks that will support graduates throughout their careers.

In addition to the coursework, peer interaction, and faculty mentoring that students will receive within the Department of Criminal Justice, all students will be expected to take full advantage of professional development opportunities offered by the Department and by UCF, including brown bag seminars, dissertation defenses, invited speakers, Faculty Center for Teaching and Learning trainings, and professional development workshops, such as the Pathways to Success program.

The learning outcomes (skills and knowledge) expected of graduates of this program and the curricular tasks associated with each outcome are summarized in Table 8.1. Students successfully completing the proposed doctoral program will:

- **Have a broad range of knowledge spanning the breadth of the discipline.** This *knowledge of field* will be developed: during the completion of coursework; during preparation for and successful execution of qualifying examinations; while

¹⁴ These same faculty will be continuously reviewing domain curriculum, preparing and grading candidacy examinations, and developing domain-specific local research partnership and projects.

executing the dissertation; and in continuous interaction with classmates. Peer interaction plays a significant role in the proposed curriculum and will be encouraged by colloquia, informal study groups, and vigorous internal communication. Indeed, one of the paramount reasons for requiring at least one year of full-time study in residence is to cement the cohort through their shared experience.

- **Have in-depth knowledge of a particular criminal justice sub-field.** This *expertise in a subject area* will be developed primarily through the successful completion of the 3 courses required for the self-selected concentration area, followed by the comprehensive examinations (a detailed description of this process follows in Subsection B). Students will also engage informally with peers and faculty in their concentration areas for discussions and debates outside of the classroom setting.

Table 8.1 Learning Outcomes and Related Curricular Tasks

Learning Outcomes, Skills, and Knowledge										
Curricular Tasks	Knowledge of Field	Expertise in Subject Area	Critical Analytical Skill	Ability to Design Study	Ability to Analyze Data	Ability to Teach	Ability to Present Research Findings	Inculcate to Peerage	Contribute to Discipline	Comm. Engagement
Complete Course-work	X	X	X	X	X	X				X
Candidacy Exams	X	X	X	X	X					
Dissertation	X	X	X	X	X		X	X	X	
Org. Membership								X	X	X
Conference Participation							X	X	X	X
Refereed Publishing	X	X	X	X	X			X	X	

Instructing Course		X				X	X			
Peer Interaction	X	X	X	X	X	X	X	X	X	X

- **Have the ability to explore criminal justice issues from a range of differing perspectives.** This *critical analytical skill* will be developed: during completion of coursework; during preparation for and successful completion of comprehensive examinations; during successful execution of the dissertation; publication as author or co-author of a peer-reviewed article; and through continuous peer interaction.
- **Have the ability to design sound scientific studies.** This skill set will be developed: during completion of coursework, particularly the research methods sequence in the methodological core; during preparation and successful execution of the research methods qualifying examination; during preparation of the dissertation prospectus and the execution of the dissertation; publication as author or co-author of a peer-reviewed article; and through continuous peer interaction.
- **Have the ability to analyze data.** This skill set will be developed: during completion of coursework, particularly the quantitative methods sequence in the methodological core; during preparation and successful execution of the quantitative methods qualifying examination; during preparation of the dissertation prospectus and the execution of the dissertation; publication as author or co-author of peer-reviewed articles; and through continuous peer interaction and faculty mentoring.
- **Have the ability to teach criminal justice.** This skill is expected of all eventual graduates regardless of professional aspirations, it will be developed: during completion of coursework, particularly CCJ 7xxx, Teaching Criminal Justice; preparation and delivery of a course in the area of expertise; through evaluations of their teaching performance; and through continuous peer interaction. Students' teaching skills will also be enhanced through participation in courses offered by the Faculty Center for Teaching and Learning. Students will be the instructors of record for a minimum of 2 courses.
- **Have the ability to present research findings.** This skill will be developed during: defense of the dissertation prospectus and the dissertation; professional conference participation; delivery of a course in the area of expertise; preparation of manuscripts for publication in peer-reviewed, academic journals; and through continuous peer interaction. Further, it is expected that many of the advanced graduate seminars will require individual presentations that will be critiqued and graded. To further prepare students for a career involving presentations in either academic or applied settings, students will be encouraged to present papers at regional and national conferences. When possible, the department will help fund travel as a means of encouraging talented students to attend these

conferences.

- **Have an appreciation of disciplinary obligations.** The program is designed to *inculcate peerage* by: encouraging membership in scholarly professional organizations; encouraging conference participation; publication as author or co-author of peer-reviewed articles; and through continuous peer interaction.
- **Make a contribution to the discipline.** This objective will be addressed in several ways. First, successful execution of the dissertation will make a contribution to disciplinary knowledge, as will any refereed publications authored or co-authored during the student's tenure. Service contributions to the disciplines will be rendered through active membership in scholarly associations and participation in annual meetings.
- **Have the ability to conduct meaningful research in community settings.** An appreciation of the significance of *community engagement* will be developed: during completion of coursework, particularly CCJ 7xxx Criminal Justice Research in the Community; and marginally through membership and participation in professional associations. The most important vehicle for experiencing community engagement will be through staffing projects in concert with community partners. The Department will continue to develop research partnerships with criminal justice agencies and Central Florida communities that provide research service opportunities. Students in the doctoral program will be accorded opportunities to work in these applied settings on funded projects, on graduate research internships, or on unfunded endeavors to gather dissertation data.

B. Describe the admission standards and graduation requirements for the program.

1. Admission Requirements

The admission requirements for the proposed program are consistent with most PhD programs here at UCF and elsewhere. Admissions will be made during the Fall semester only. This requirement is necessary because the classes they need to begin their program of study are only offered in the Fall. Moreover, this makes all incoming students eligible for the higher-paying university fellowships, which could help the Criminal Justice Department attract especially promising students.

A complete application of admission includes all of the following:

- An earned Master's in criminal justice or a closely related discipline. (A Master's thesis is not required.) The Graduate Program Director will evaluate the suitability and applicability of Master's degrees in other disciplines – or in CJ Master's obtained at other universities – for admission purposes.
- An official UCF admission application form completed online

- Official copies of undergraduate and graduate transcripts reflecting at least a 3.5 GPA for the Master's degree
- A competitive score on the Graduate Record Examination, taken within the last five years. Official test results must be sent from ETS directly to UCF.
- A personal narrative of 500 - 1,000 words describing educational expectations, career aspirations, level of computer skills, and any special qualifications that may enhance the overall learning environment of the CJ PhD program
- A current resume or curriculum vita
- A writing sample that is at least 2,000 words long, is academic in nature (e.g., a paper written for a Master's class), and demonstrates the applicant's ability to complete graduate-level composition
- Three letters of reference from faculty or professionals who can assess the student's ability to succeed in a doctoral program. A minimum of two letters must be from university faculty members, at least one of which must be written by a faculty member from the institution/program from which the Master's degree was earned, preferably a thesis advisor or close mentor who has the capacity to directly assess the applicant's potential for PhD-level work
- An interview (in person, by Skype, or by phone) with the Department's Doctoral Program Committee
- International students and students whose native language is not English must take the TOEFL and obtain scores of 80 on the ibT (220 on the computer test, 560 in the paper examination)

Admission to the Criminal Justice doctoral program will be granted on a competitive basis. Meeting minimum UCF admission standards does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match to the program, ability to enhance program strength and diversity, and potential for completing the degree and making significant contributions to criminal justice.

Students are expected to maintain continuous enrollment during their three years of funding, including summer semesters. Those who disenroll during this time will be dropped from the program and from funding unless prior arrangements have been made.

Students are required to maintain a 3.2 GPA in the program. Students will not be permitted to continue in the program after receiving more than 6 hours of C grades. Receipt of a grade of D or F after being admitted into the program will be grounds for discipline, up to and including dismissal.

2. Graduation Requirements

The graduation requirements are summarized below, and a more complete discussion of each item is located below in Section VIII, Subsection C. All of the credit hours are

minimums; students can take more classes, more dissertation credits, or CCJ 7919 Doctoral Research Credits as desired or necessary.

- Coursework
 - 15 credit hours of required core
 - 12 credit hours of methodological requirements
 - One written qualifying exam based on substantive and methodological cores
 - 9 credit hours of concentration area restricted electives
 - 6 credit hours of unrestricted electives
- Advancement to candidacy
 - One written comprehensive exam based concentration area
 - One dissertation proposal defense
- Dissertation
 - 15 hours of dissertation work
 - Completion and oral defense of dissertation

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

1. Credit Hours

The PhD degree requires a minimum of 57 student credit hours (SCH) beyond the Master's degree. Fifteen SCH are of core coursework required of all students, 12 are of restricted methodological electives, 9 are of classes in students' self-chosen areas of concentration, 6 are of unrestricted electives (three of which can be CCJ 7919 Doctoral Research Credits), and 15 are dissertation hours.

2. Program of Study

During the first semester, each student will meet with a faculty advisor, assigned by the Doctoral Program Committee, to design a Program of Study that will serve as an individualized guide as the student progresses through the program. All students are

subject to two prerequisite requirements. The first is that they have taken standard and advanced Master's-level research methods and statistics courses. The second is that they have completed the Master's-level precursor to their chosen area of concentration (e.g., if a student chooses the policing concentration, then s/he must have taken CCJ 5021 Foundations of Law Enforcement or its equivalent). The Program of Study will include the student's primary area of interest and the concentration area s/he intends to pursue (and a discussion of any relevant prerequisites), restricted and unrestricted elective interests, plans for timely completion of comprehensive examinations and of the proposal defense, and long-range goals. The faculty advisor will remain in communication with the student to ensure adherence to the Program of Study and make any alterations that become necessary.

3. Annual Academic Review of Doctoral Students

Each student's academic progress will be evaluated annually in the Spring semester by the department's Doctoral Program Committee, informed by the student's faculty advisor. The committee shall provide the student with a written evaluation and recommendation. The review will include:

1. Review of the student's academic standing, including GPA, incomplete or withdrawn courses, and overall advancement and progress toward completion of the degree
2. Check on progress toward preparing for the qualifying and comprehensive examinations
3. Planning for a timely defense of the dissertation proposal, including evaluation of the status of the proposal preparation
4. Review of the student's research activity, such as data collection, manuscripts written for peer-review, and presentations at conferences or for local organizations.

4. Curriculum Composition

a. Required Core courses (15 credit hours). These five core courses (3 SCH each) provide, along with the training students received at the Master's level, the theoretical, methodological, and technical knowledge and skill sets that will make graduates competitive in both academic and applied settings. The core courses are:

- CCJ 7xxx Seminar in the Nature of Crime
- CCJ 7457 Seminar in Criminal Justice Theory
- CCJ 7xxx Seminar in Criminal Justice Systems
- CCJ 7xxx Teaching Criminal Justice
- CCJ 7xxx Criminal Justice Research in the Community

b. Methodological Core (12 credit hours)

(Prerequisites: CCJ 6704 Research Methods and CCJ 6702 Advanced Research Methods; CCJ 6706 Quantitative Methods and CCJ 6714 Advanced Quantitative Methods; or equivalent of each.) There are 6 SCH of required courses and 6 SCH of

restricted electives, as laid out below.

- The methodological core will consist of one 3-SCH course in research methods, one 3-SCH course in quantitative analysis, and two 3-SCH restricted methodological electives. As such, all students will enroll in:
 - CCJ 7xxx Advanced Research Methods in Criminal Justice
 - CCJ 7xxx Advanced Quantitative Methods in Criminal Justice
- After completing the above two courses, students will select two additional classes in research methods, quantitative methods, and/or qualitative methods. Students will pursue the classes that will be most useful in preparing them for their dissertation work. The three classes listed below will be offered by the Department of Criminal Justice; students wishing to take classes from other departments may do so with approval by their faculty advisor.
 - CJ 7xxx Statistical Topics in Criminal Justice
 - CJ 7xxx Multilevel Modeling in Criminal Justice
 - CJ 7xxx Crime Mapping in Criminal Justice

c. Self-Selected Concentration Area (9 credit hours)

To ensure that graduates exit the program ready to fill a niche in either a basic or applied setting, the proposed program will offer students the choice to take three classes (3 credit hours each) in policing, corrections, or juvenile justice. It is mandatory that students select an area of concentration and take the classes that are offered for that area. Students may take courses in other concentration areas as unrestricted electives. The courses required for each concentration area may be taken in any sequence, but all must be completed for graduation.

- Policing Theory and Research (prerequisite: CJE 5021, Foundations of Law Enforcement or equivalent)
 - CJE 6xxx Seminar in Policing Urban Communities
 - CJE 6xxx Seminar in Police Administration
 - CJE 6xxx Seminar in Police Culture
- Correctional Theory and Research (prerequisite: CJC 5020, Foundations of Corrections or equivalent)
 - CJC 6xxx Seminar in Institutional Corrections
 - CJC 6xxx Seminar in Community Corrections
 - CJC 6xxx Seminar in Correctional Effectiveness
- Juvenile Justice Theory and Research (prerequisite: CJJ 6020 The Juvenile Justice System or equivalent)
 - CJE 6xxx Seminar in Policing and Prevention in the Juvenile Justice System
 - CCJ 6xxx Seminar in Prosecuting Juvenile Offenders
 - CJC 6xxx Seminar in Juvenile Corrections

d. Unrestricted Electives (6 credit hours)

Unrestricted electives offer students the opportunity to explore their interests, further advance their methodological skills, and gain an interdisciplinary understanding of criminal justice. To fulfill their unrestricted electives requirement, students can take MS-level CJ courses or graduate courses from other departments such as Legal Studies, Sociology, or Political Science. Students' choice of electives must be approved by their faculty advisors as melding appropriately with their Programs of Study. Students who take courses that have not been approved by the faculty advisor risk having those courses not apply toward completion of the degree.

- Criminal Justice electives from the Department include:
 - CCJ 6027 Criminal Justice Responses to Terrorism
 - CCJ 6038 Violent Crimes and Criminals
 - CCJ 6051 Community Justice
 - CCJ 6067 Perspectives on Genocide
 - CCJ 6073 Data Management Systems
 - CCJ 6074 Investigative and Intelligence Analysis: Theory and Methods
 - CCJ 6106 Policy Analysis in Criminal Justice
 - CCJ 6118 Criminal Justice Organizations
 - CCJ 6335 Criminal Justice Sentencing and Punishment Policy
 - CCJ 6362 Death Penalty
 - CCJ 6366 Criminal Justice Responses to Domestic Violence
 - CCJ 6406 Research and Technology Implementation
 - CCJ 6431 Leadership and Ethics in Criminal Justice
 - CCJ 6467 Justice and Safety Systems Manpower
 - CCJ 6485 Issues in Justice Policy
 - CCJ 6489 Professionalism in Criminal Justice Organizations
 - CJL 6520 American Criminal Courts
 - CJL 6568 Law and Social Control
 - CCJ 6626 Mental Disorders and Crime
 - CCJ 6626 Copycat Crime and Criminals
 - CCJ 6669 Race, Crime and Justice
 - CCJ 6675 Human rights and Criminal Justice
 - CCJ 6730 Planned change and Innovation in Criminal Justice
 - CCJ 6934 Criminal Justice, Crime, and Popular Culture
 - CCJ 6xxx Criminal Justice Graduate Research Internship
 - CJE 7029 Advanced Seminar in Law Enforcement
 - CJC 7029 Advanced Seminar in Corrections
- Courses from other departments that may serve as unrestricted electives (the list is illustrative and not comprehensive, all external elective coursework must be approved by the student's assigned faculty advisor):

- CLP 6181 Psychological Theories of Substance Abuse
 - ECP 6605 Economics of Urban and Environmental Policy
 - POS 6045 Seminar in American National Politics
 - POS 6639 Seminar in Public Law and Judicial Politics
 - POS 7707 Qualitative Methods in Political Research
 - PUP 6201 Urban Environmental Policy
 - PAD 6035 Public Administration in the Policy Process
 - PAD 6053 Public Administration in the Governance Process
 - PAF 7230 Strategic Change and Management in Public Affairs
 - PAF 7300 Policy Analysis in Public Affairs
 - PAF 7510 Seminar in Program Evaluation in Public Affairs
 - PAF 7820 Seminar in Qualitative Methods in Public Affairs
 - PAF 7840 Seminar in Secondary Data Analysis
 - PAF 7055 Public Affairs in State and Local Government
 - PAF 7750 Pedagogy in Public Affairs
 - SYA 6656 Organization and Human Resources
 - SYA 6515 Deviant Behavior Issues
 - SYA 5526 Sociological Criminology
 - SYA 6546 Crime, Law, Inequality
 - SYA 6315 Qualitative Research Methods
 - SYD 5795 Class, Race, and Gender in American Society
 - SYD 6417 Contemporary Urban Sociology
 - SYD 6418 Issues in Urban Sociology
- Three credit hours of unrestricted electives may consist of CCJ 7919 Doctoral Research Credits (more than 3 credit hours may be taken, but only 3 will be counted toward the degree requirements). These may, for instance, be taken in the spring of the second year as students prepare to take their comprehensive exams, pass their dissertation proposal defenses, and enter candidacy.

e. Written Qualifying Examination

As soon as students have completed 12 credit hours of required core coursework (excluding CCJ 7xxx Teaching Criminal Justice) and the 6 SCH of required methodological courses (CCJ 7xxx Advanced Research Methods and CCJ 7xxx Advanced Quantitative Methods), they will take written qualifying examinations (QEs) with the topics criminal justice theory and quantitative research methods in criminal justice. These examinations are standardized and based upon the material students learn during the completion of their required coursework. They will be administered twice per year, once in the week immediately following the end of the spring semester, and once in the week immediately following the end of the fall semester. QEs must be taken and passed no later than 24 credit hours into the program. Students who fail to pass QEs by 24 credit hours will be subject to curricular review and, possibly, to dismissal. The QE is developed and administered

by the Exam Committee appointed by the PhD Program Director, who is also part of the Exam Committee. The QE is a requirement for continuing in the program. Any student failing the QE will be required to repeat it no later than the subsequent semester; failure of the second written exam will result in dismissal.

f. Written Comprehensive Examination

As a requirement for candidacy, students will take one comprehensive examination (comp). The topic of the comp will be the student's self-selected concentration area (policing, corrections, or juvenile justice). The purpose of this examination is to solidify the student's expertise in his/her chosen area of focus. Standardized reading lists will be provided and will form the basis for the question that each student is asked during the comp. Students who need study time beyond coursework can enroll in CCJ 7919 Doctoral Research Credits (up to three SCH of which will count toward graduation as an unrestricted elective). Students will notify the Exam Committee when they are ready to take the exam, which will be scheduled for no less than one week from the date of notification. Students who fail the written comp will be required to participate in an oral examination no later than the subsequent semester, at which time they will demonstrate that they have acquired the expertise that was lacking in their written work. Failure of the oral defense will result in a second opportunity to take a written exam. If the second written exam also proves deficient, the student will be dismissed from the program. Those who pass their comps will move on to the dissertation proposal defense.

g. Dissertation Requirements

- **Dissertation Advisory Committee.** Prior to advancing to candidacy, students will select qualified faculty members to serve on their dissertation committees. In accordance with university rules, students will select at least four committee persons. All four must be approved members of the Graduate Faculty or Graduate Faculty Scholars, and three must be Graduate Faculty, one of whom will serve as the chair. One member must be from either outside the Department of Criminal Justice or outside of UCF. A student may also request advisory committee members from UCF or elsewhere, and advisors must be approved members of the Graduate Faculty or Scholars. All members must have demonstrated competency in fields related to the dissertation topic. Committee membership will be submitted to the College of Graduate Studies for approval.
- **Dissertation Proposal and Proposal Defense.** Advancement to candidacy will require successful defense of a dissertation proposal. A majority of the dissertation advisory committee must vote in favor of the proposal in order for it to be approved. Proposals will fully outline the dissertation project, including but not limited to: demonstrated knowledge of theoretical and empirical research in the topic area; articulated hypotheses or research questions that will be

investigated; an identified data source and, if primary data collection is planned, tangible demonstration of the feasibility of timely collection. It is expected that students will defend their proposals prior to the end of that same semester in which they take their comps; however, if additional time is needed, students can enroll in CCJ 7919 Doctoral Research Credits in order to conform to the program's requirement of continuous enrollment while they work on their proposals. Students will formally notify their committee when they are ready for the defense, will provide the committee with a copy of the proposal, and will schedule the defense no fewer than seven days from the date of notification. All four committee members must agree that the proposal is a worthwhile and realistic research endeavor and that the student has shown sufficient progress such that s/he can advance to candidacy. Substantial flaws in the proposal and/or strong dissension by one or more of the committee members will result in the student needing to revise the proposal in accordance with advice provided by the committee and/or the member(s) who find the proposal inadequate. Once the proposal has been approved by the committee, the student formally advances to candidacy and will immediately enroll in dissertation credits the following semester.

- **Dissertation: Writing. (minimum 15 credit hours).** A student who passes the proposal hearing begins writing the dissertation. The dissertation serves as the culmination of the full spectrum of graduate training a student has experienced. Dissertations will be theoretically grounded, show expertise in the topic area, and utilize methodologically sound analysis of either quantitative or qualitative data (primary or secondary, as appropriate). Dissertations must make original and useful contributions to the relevant field of study. Students must maintain continuous enrollment in dissertation credits (at least 3 credit hours per semester). Chapters of the dissertation will be circulated between the student, the committee chair, and the other committee members at a schedule agreed upon by the committee.
- **Dissertation: Defense.** Students will defend their dissertations orally in open proceedings. Students will set their defense dates at least 30 days in advance, and will provide the full dissertation manuscript to the committee no less than two weeks prior to the defense. Defense dates should be set during the first week of the semester and must be approved by the dissertation committee and the Graduate Program Director. A majority of the committee members must approve the dissertation in order for the student to pass. The final dissertation (including changes that the committee stipulates as contingent for passing) must be approved by the deans of the College of Health and Public Affairs and the College of Graduate Studies before the final acceptance of the dissertation in fulfilling degree requirements.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Table 8.2 displays the courses that will be offered by the Department of Criminal Justice on an annual basis. Table 8.3 then shows a sample program of study for a student pursuing the policing concentration. Note: C = Core course (substantive, specialty, or methodological); RE = Restricted Elective

Table 8.2. Five-Year Course Offering Plan

Year 1		
Fall 2015	Spring 2016	Summer 2016
<ul style="list-style-type: none"> • CCJ 7457 Criminal Justice Theory (C; Langworthy) • CCJ 7xxx Nature of Crime (C; Bohm) • CCJ 7xxx Adv. Research Methods in CJ (C; Rosky) 	<ul style="list-style-type: none"> • CCJ 7xxx Criminal Justice Systems (C; Paoline) • CCJ 7xxx Criminal Justice Research in the Community (C; Childs) • CCJ 7xxx Adv. Quant. Methods in CJ (C; Jordan) 	<ul style="list-style-type: none"> • CCJ 7xxx Teaching Criminal Justice (C; Watkins) • CJE 6xxx Police Administration (RE; Matusiak) • CJC 6xxx Community Corrections (RE; Lucken) • CJJ 6xxx Prosecuting Juvenile Offenders (RE; Adams)

Year 2		
Fall 2016	Spring 2017	Summer 2017
<ul style="list-style-type: none"> • CCJ 7457 Criminal Justice Theory (C; Langworthy) • CCJ 7xxx The Nature of Crime (C; Bohm) • CCJ 7xxx Adv. Research Methods in CJ (C; Rosky) • CJE 6xxx Police Socialization and Culture (RE; Paoline) • CJC 6xxx Correctional Effectiveness (RE; Lucken) • CJJ 6xxx Juvenile Corrections (RE; Childs) 	<ul style="list-style-type: none"> • CCJ 7xxx Seminar in Criminal Justice Systems (C; Surette) • CCJ 7xxx Criminal Justice Research in the Community (C; Childs) • CCJ 7xxx Adv. Quant. Methods in CJ (RE; Jordan) • CJE 6xxx Policing Urban Communities (RE; Gau) • CJC 6xxx Institutional Corrections (RE; Potter) • CJJ 6xxx Policing and Prevention in the Juvenile 	<ul style="list-style-type: none"> • CCJ 7xxx Teaching Criminal Justice (C; Watkins) • CJE 6xxx Police Administration (RE; Matusiak) • CJC 6xxx, Community Corrections (RE; Rosky) • CJJ 6xxx Prosecuting Juvenile Offenders (RE; Adams)

<ul style="list-style-type: none"> • CCJ 7xxx Multilevel Modeling in CJ (RE; Gau) 	<ul style="list-style-type: none"> Justice System (RE; Sanborn) • CCJ 7xxx Statistical Topics in CJ (RE; Gau) 	
--	---	--

Year 3		
Fall 2017	Spring 2018	Summer 2018
<ul style="list-style-type: none"> • CCJ 7457 Seminar in Criminal Justice Theory (C; Langworthy) • CCJ 7xxx The Nature of Crime (C; Bohm) • CCJ 7xxx Adv. Research Methods in CJ (C; Rosky) • CJE 6xxx Police Socialization and Culture (RE; Paoline) • CJC 6xxx Correctional Effectiveness (RE; Lucken) • CJJ 6xxx Juvenile Corrections (RE; Childs) • CCJ 7xxx Crime Mapping in CJ (RE; Moreto) 	<ul style="list-style-type: none"> • CCJ 7xxx Seminar in Criminal Justice Systems (C; Surette) • CCJ 7xxx Criminal Justice Research in the Community (C; Ross) • CCJ 7xxx Adv. Quant. Methods in CJ (RE; Rosky) • CJE 6xxx Policing Urban Communities (RE; Gau) • CJC 6xxx Institutional Corrections (RE; Potter) • CJJ 6xxx Policing and Prevention in the Juvenile Justice System (RE; Jordan) • CCJ 7xxx Multilevel Modeling in CJ (RE; Gau) 	<ul style="list-style-type: none"> • CCJ 7xxx Teaching Criminal Justice (C; Watkins) • CJE 6xxx Police Administration (RE; Matusiak) • CJC 6xxx Community Corrections (RE; Rosky) • CJJ 6xxx Prosecuting Juvenile Offenders (RE; Adams)

Year 4		
Fall 2018	Spring 2019	Summer 2019
<ul style="list-style-type: none"> • CCJ 7457 Criminal Justice Theory (C; Langworthy) • CCJ 7xxx The Nature of Crime (C; Bohm) • CCJ 7xxx Adv. Research Methods in CJ (C; Rosky) • CJE 6xxx Police Socialization and Culture (RE; Paoline) • CJC 6xxx Correctional Effectiveness (RE; 	<ul style="list-style-type: none"> • CCJ 7xxx Criminal Justice Systems (C; Surette) • CCJ 7xxx Criminal Justice Research in the Community (C; Childs) • CCJ 7xxx Adv. Quant. Methods in CJ (RE; Jordan) • CJE 6xxx Policing Urban Communities (RE; Gau) • CJC 6xxx Institutional Corrections (RE; Potter) 	<ul style="list-style-type: none"> • CCJ 7xxx Teaching Criminal Justice (C; Watkins) • CJE 6xxx Police Administration (RE; Matusiak) • CJC 6xxx Seminar in Community Corrections (RE; Rosky) • CJJ 6xxx Prosecuting

Lucken) • CJJ 6xxx Juvenile Corrections (RE; Childs) • CCJ 7xxx Statistical Topics in CJ (RE; Gau)	• CJJ 6xxx Policing and Prevention in the Juvenile Justice System (RE; Sanborn) • CCJ 7xxx Crime Mapping in CJ (RE; Moreto)	Juvenile Offenders (RE; Adams)
--	--	--------------------------------

Year 5		
Fall 2019	Spring 2020	Summer 2020
<ul style="list-style-type: none"> • CCJ 7457 Criminal Justice Theory (C; Langworthy) • CCJ 7xxx The Nature of Crime (C; Bohm) • CCJ 6xxx Adv. Research Methods in CJ (C; Reynolds) • CJE 6xxx, Police Socialization and Culture (RE; Paoline) • CJC 6xxx Correctional Effectiveness (RE; Lucken) • CJJ 6xxx Juvenile Corrections (RE; Childs) • CCJ 7xxx Multilevel Modeling in CJ (RE; Gau) 	<ul style="list-style-type: none"> • CCJ 7xxx, Criminal Justice Systems (C; Surette) • CCJ 7xxx Criminal Justice Research in the Community (C; Ross) • CCJ 7xxx Adv. Quant. Methods in CJ (RE; Rosky) • CJE 6xxx Policing Urban Communities (RE; Gau) • CJC 6xxx Institutional Corrections (RE; Potter) • CJJ 6xxx Policing and Prevention in the Juvenile Justice System (RE; Jordan) • CCJ 7xxx Crime Mapping in CJ (RE; Moreto) 	<ul style="list-style-type: none"> • CCJ 7xxx, Teaching Criminal Justice (C; Watkins) • CJE 6xxx, Police Administration (RE; Matusiak) • CJC 6xxx Community Corrections (RE; Rosky) • CJJ 6xxx Prosecuting Juvenile Offenders (RE; Adams)

Table 8.3. Sample Program of Study for a Student in the Policing Concentration			
	Fall	Spring	Summer
Year 1 24 credits	CCJ 7457 CJ Theory (3) CCJ 7xxx The Nature of Crime (3) CCJ 7xxx Adv. Research Methods in CJ (3)	CCJ 7xxx CJ Systems (3) CCJ 7xxx CJ Research in the Community (3) CCJ 7xxx Adv. Quantitative Methods in CJ (3) Pass Qualifying Examination	CCJ 7xxx Teaching CJ (3) CCJ 6xxx Police Administration (3)

Year 2 21 credits	CJE 6xxx Police Culture (3) CCJ 7xxx Restricted methodological elective (3) xxxx Unrestricted elective (3)	CCJ 6xxx Policing Urban Communities (3) CCJ 7xxx Restricted methodological elective (3) xxxx Unrestricted elective, possibly CCJ 7919 Doctoral Research Credit (3) Pass Comprehensive Examination	CCJ 7980 Dissertation (3)
Year 3 12 credits	CCJ 7980 Dissertation (6)	CCJ 7980 Dissertation (6)	

E. Provide a one- or two-sentence description of each required or elective course.

New course syllabi are provided in Appendix 8-1.

Substantive Core

- *CCJ 7457 Seminar in Criminal Justice Theory* (Dr. Robert Langworthy). This course examines the theoretical foundations of criminal justice. The focus is on explaining how and why criminal justice agents, agencies, and systems behave.
- *CCJ 7xxx Seminar in the Nature of Crime* (Dr. Robert Bohm). This course surveys criminological theories pertaining to the causes, correlates, and consequences of crime.
- *CCJ 7xxx Seminar in Criminal Justice Systems* (Dr. Raymond Surette). This course explores the foundations of the criminal justice system with a focus on the nature and functions of police, courts, and corrections.
- *CCJ 7xxx Teaching Criminal Justice* (Dr. R. Cory Watkins). This course prepares students to teach at the college and university levels. Teaching pedagogy will be stressed. Theories of learning, course preparation, syllabus content, resume development, career portfolios, ethics, and legal aspects of teaching will be covered. Students will also be exposed to strategies for teaching large lecture style classes as well as small seminar type courses.
- *CCJ 7xxx Criminal Justice Research in the Community* (Drs. Kristina Childs and Lee Ross). This course focuses on research in agency and community settings. The problems associated with the conduct of research in action settings (e.g., lack of control) will be addressed as will the politics and ethics of such research.

Methodological Core

- *CCJ 7xxx Advanced Research Methods* (Dr. Jeffrey Rosky). Students will build upon the knowledge gleaned during their Master's programs to fully understand the construction and execution of research designed to generate valid, reliable data. They will be required to critique research methodologies utilized in published criminal justice research, and to design their own research project. Emphasis will be placed on designing projects that could actually be carried out to form the basis for a publishable manuscript.
- *CCJ 7xxx Advanced Quantitative Methods in Criminal Justice* (Drs. Jacinta Gau, Kareem Jordan, Jeffrey Rosky). This course will build upon Master's-level quantitative coursework to expertise in the most commonly used statistical methods of the discipline. Importantly, students will learn these techniques in a hands-on setting emphasizing mastery of the most prevalent statistical software (e.g., Stata, SAS, SPSS). Students will be encouraged to located a data set upon which they can perform analysis suitable for publication.
- *CCJ 7xxx Topics in Statistics* (Drs. Jacinta Gau, Kareem Jordan, and Jeffrey Rosky). This course will survey between three and five statistical or qualitative techniques (e.g., time series analysis, grounded theory methods). The purpose will be to give students a solid introduction to and basic competency in the techniques covered. This provides a broader (though less in-depth) analytic perspective than what is given in courses devoted to a single topic.
- *CCJ 7xxx Multilevel Modeling in Criminal Justice* (Drs. Jacinta Gau, Kareem Jordan, and Jeffrey Rosky). This course is an in-depth seminar in multilevel modeling. Students will learn the conceptual underpinnings of the technique, the basic formulaic structure, and how to run these models in the HLM and STATA programs.
- *CCJ 7xxx Crime Mapping and Analysis in Criminal Justice* (Dr. William Moreto). This course is an in-depth seminar in structural spatial analysis. Students will learn the conceptual underpinnings of the technique, the reasons why it is superior to other techniques in certain types of situations, and how to run these models in Stata.

Concentration Areas

- **Policing Theory and Research**
 - *CJE 6xxx Seminar in Policing Urban Communities* (Dr. Jacinta Gau). This course emphasizes the unique challenges of policing in the urban environment, including high crime rates, concentrated disadvantage, and the historically-tense relationships between police and residents.
 - *CJE 6xxx Seminar in Police Culture* (Dr. Eugene Paoline). This course examines the origins and correlates of socialization and culture operating within the internal and external environments of policing.
 - *CJE 6xxx Seminar in Police Administration* (Dr. Matthew Matusiak). This course discusses the administrative and operational tasks of the police organization, including the exercise and control of discretion, hierarchies

and divisions of labor, incentive structures, and the evaluation of the effectiveness and efficiency of police operations.

- **Correctional Theory and Research**

- *CJC 6xxx Seminar in Institutional Corrections* (Dr. Roberto Hugh Potter). This is an overview of American correctional systems and policy. It focuses on practices that take place within institutional settings.
- *CJC 6xxx Seminar in Community Corrections* (Dr. Jeffrey Rosky). This course examines maintenance and supervision of adjudicated offenders in the community. Emphasis is on theory and policy that impact upon probation, parole, half-way houses, and other community based alternatives to incarceration.
- *CJC 6xxx Seminar in Correctional Effectiveness* (Dr. Karol Lucken). This is a research based, program evaluation course that measures the effectiveness of American penal policy.

- **Juvenile Justice Theory and Research**

- *CJE 6xxx Seminar in Policing and Prevention in the Juvenile Justice System* (Dr. Kareem Jordan). This course will focus on the initial stages of the juvenile justice system: policing juvenile offenders and the strategies that are used to intervene with juveniles and their efficacy.
- *CCJ 6xxx Seminar in Prosecuting Juvenile Offenders* (Dr. Kenneth Adams). This course is designed to provide students with an advanced understanding of the major decision making stages in the juvenile court process, including an analysis of the major research in the area.
- *CJC 6xxx Seminar in Juvenile Corrections* (Dr. Kristina Childs). This course will focus on the nature of community and institutional correctional settings, correctional philosophies, evidence-based screening and assessment techniques, correctional interventions and the measurement of their efficacy.

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

N/A

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

N/A

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs

accredited? If not, why?

N/A

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The program will be delivered in the traditional manner on the UCF main campus rather than online. There are several reasons for this. First, the program requires considerable interaction with graduate faculty, who are housed on the main campus. Second, mentoring is a crucial component of a successful criminal justice PhD. Students need constant theoretical and empirical work and teaching experiences that can only be achieved on a daily face-to-face basis. Third, the proposed degree is research intensive and requires students to collect and analyze data. This data must then be presented at academic conferences, local agencies, and in scholarly manuscripts. Again, this is best achieved by daily mentoring and close interaction with graduate faculty.

Distance learning, while valuable, is not conducive to the practice of conducting research and collaborating with faculty on scholarly manuscripts, research projects, and grant work. A hands-on approach provides the crucial socialization and mentoring that far exceeds what can be accomplished in the classroom alone or via other delivery mechanisms. We are here to train the next generation of criminal justice scholars and this requires that they be on campus full time.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

a. Course Coverage. Table 4 (Appendix A) lists the 18 current tenured and tenure-earning Criminal Justice faculty members who have been approved as Graduate Faculty (all faculty members' curriculum vitae are available in Appendix 9-1). Each faculty member holds a doctorate. Five of the 18 are full professors, eight are associates, and the remaining five are assistants (the new hire [see Section IIIB] will likely be brought in at the assistant rank). All faculty members are expected to participate in the PhD program through a combination of teaching, mentoring, and/or dissertation service.

During Year 1, 10 faculty members will cover the initial 10 new required and elective courses at 11 percent effort each. By Year 5 (18 new courses total), courses will be covered by 15 of the Graduate Faculty members, including the new hire. In addition, all approved Graduate Faculty, whether in teaching positions or not, will serve as dissertation chairs and committee members.¹⁵

The new PhD students and the teaching emphasis in the proposed program will ensure that students leave this program with substantial teaching experience, thus making them more competitive in the job market. It will also free tenured and tenure-earning faculty from undergraduate courses so that they may direct their efforts toward PhD teaching and service. Students will become eligible to teach upon completion of CCJ 7xxx Teaching Criminal Justice, which they are expected to take in the Spring of their first year. Each PhD student will be required to be the instructor of record for a minimum of two courses during her/his doctoral career. By Year 3 of the program, then, there will be 10 students available to teach.

b. Doctoral Program Committee. This committee will have four members, each elected for two-year terms in staggered election cycles. Every two years, the PhD Program Director will coordinate elections for two of the positions (the director will decide how to phase in the staggering). Committee members must be tenured or tenure-earning; must hold the rank of assistant, associate, or full professor; must be approved Graduate Faculty (not Graduate Faculty Scholars); and must be active in the doctoral program. This committee's responsibilities will include but not be limited to:

- Reviewing applications, interviewing applicants, and admitting new students into the program
- Assigning GTAs
- Appointing qualifying and comprehensive examination committees
- Appointing faculty advisors
- Deciding on PhD student petitions regarding university/college/program requirements
- Deciding on PhD student appeals of grades on examinations or proposals
- Recommending changes in policies and procedures to the Graduate Faculty

¹⁵ Drs. Stephen Holmes and Ross Wolf will not teach courses in the proposed program, but will be available for dissertation service.

- Approving new courses prior to their submission to the Graduate Faculty
- Approving the composition of dissertation committees
- Conducting students' annual reviews, with input from appointed faculty advisors and, if applicable, dissertation advisors
- Deciding on the status of PhD students who receive unacceptably low grades and/or whose GPA falls below the minimum standard

B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

Seventeen current and one new Criminal Justice Graduate Faculty are slated to execute the proposed doctoral program (see Table 4 in Appendix-A for details and FTE assignments to this initiative per faculty member involved). As per Table 2 in Appendix A, the expected cost for faculty salary and benefits in Year 1 is \$116,949 and in Year 5 is \$211,884. Funding of faculty salary and benefits will be developed from reallocation of base E&G funds, as no new faculty are required to staff this initiative (the open faculty line is a replacement, not a new position).

C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

The requested information is located in Appendix 9-1. Importantly, members of the Criminal Justice faculty have established expertise in each of the three concentration areas built into the proposed program: policing; corrections; and juvenile justice. Other faculty members have published in a variety of areas and are well-positioned to help broaden students' perspectives and ensure exposure to diverse elements of criminal justice. The following summaries of the 18 CJ Graduate Faculty members demonstrate their ability to provide both breadth and depth in doctoral programming in the classroom and during dissertation service.

Policing

- **Jacinta Gau**, PhD, is Assistant Professor of Criminal Justice. Professor Gau is a recent graduate of Washington State University (2008) and joined the faculty in 2011. She is well published in policing and social science statistics. Prior to

joining the faculty at UCF, Dr. Gau was on the faculty at California State University at San Bernardino. She currently instructs in the Criminal Justice MS program. She has worked with local police agencies, and is currently the principal investigator on a large federally funded grant.

- **Robert Langworthy**, PhD, is Department Chair and Professor of Criminal Justice. Professor Langworthy is a widely published senior scholar (policing, crime mapping, measurement, evaluation, and survey research). Dr. Langworthy has considerable grants experience receiving support from numerous Federal agencies (National Institute of Justice, Bureau of Justice Assistance, Bureau of Justice Statistics, and Bureau of Land Management) and numerous state and local agencies and organizations. Prior to joining the faculty at UCF, Dr. Langworthy held academic posts at the University of Alaska Anchorage (Director of the Justice Center), the University of Cincinnati (Graduate Coordinator) and at the University of Alabama at Birmingham. Also, he held staff positions at the National Institute of Justice (Director of the Crime Control and Prevention Division 2000-1 and Social Science Analyst 1995 - 1996).
- **Matthew Matusiak**, PhD, is an Assistant Professor of Criminal Justice. Dr. Matusiak recently graduated from Sam Houston State University and joined the UCF faculty in 2013. His research focuses on organizational theory, police leadership, and police processes. He has worked with local police agencies, policing institutes, and federally funded research grants. Professor Matusiak is currently teaching in the Criminal Justice MS program.
- **Eugene Paoline**, PhD, is Associate Professor of Criminal Justice. Professor Paoline has emerged as an important policing scholar in a short period of time and currently instructs in the Criminal Justice MS program. Dr. Paoline has grant experience as co-principal investigator on a large federal grant, and has done work with a local agency. Prior to joining the UCF faculty, he held an academic position at the University of Northern Iowa.

Corrections

- **Karol Lucken**, PhD, is Associate Professor of Criminal Justice. Professor Lucken is well published in penal reform and corrections and currently instructs in the Criminal Justice MS program.
- **Roberto Potter**, PhD, is Department Research Director and Professor of Criminal Justice. Professor Potter is well published in correctional health and currently instructs in the Criminal Justice MS program. Dr. Potter has considerable grant experience securing funding from Federal, state and local sources. Prior to joining the UCF faculty, Dr. Potter held academic positions at Morehead State University and the University of New England-Armidale (Australia). During the ten years before coming to UCF, he was a Senior Health Scientist at the Center for Disease Control where he received numerous awards.
- **Jeffrey Rosky**, PhD, is Assistant Professor of Criminal Justice. Professor Rosky is a recent graduate of Washington State University (2010) and joined the faculty in

2010. Prior to joining the UCF faculty, Dr. Rosky was a staff analyst for the Montana Department of Corrections, the Colorado Division of Criminal Justice, and the Florida Department of Corrections. Prior to his criminal justice experience, he worked as a statistician in infectious disease and public health research.

Juvenile Justice

- **Kenneth Adams**, PhD, is Professor of Criminal Justice. Professor Adams is a widely published senior scholar with wide-ranging interests (corrections, policing, criminal justice theory, research methods, juvenile justice) who currently teaches in the Criminal Justice MS and Public Affairs PhD programs. Dr. Adams has considerable grants experience serving as a principal investigator on four National Institute of Justice grants and several other state and local projects. In 2000, he was honored with the Hubert Block Award for Outstanding Service to the American Society of Criminology. In addition to his tenure at UCF, Dr. Adams has held academic posts at Indiana University-Indianapolis (Chair of the Criminal Justice faculty), Sam Houston State University (Asst. Dean for Graduate Studies), and Southern Illinois University at Carbondale.
- **Kristina Childs**, PhD, is Assistant Professor of Criminal Justice. Professor Childs is a recent graduate of University of South Florida (2008) and joined the faculty in 2011. She is well published in juvenile justice and the nexus between delinquency and public health. Prior to joining the faculty at UCF, Dr. Childs was a post-doc at the University of New Orleans where she was a principal in the Louisiana Models for Change Initiative funded by the John D. and Catherine T. MacArthur Foundation.
- **Kareem Jordan**, PhD, is Associate Professor of Criminal Justice. Professor Jordan is a recent graduate of Indiana University of Pennsylvania (2005) and joined the faculty in 2011. He is well published in juvenile justice and race and crime. Prior to joining the faculty at UCF, Dr. Jordan was on the faculty at the University of North Florida.
- **Joseph Sanborn**, PhD, is Associate Professor of Criminal Justice. Professor Sanborn is well published in the areas of pleading and juvenile justice and currently instructs in the Criminal Justice MS program. Prior to joining the faculty at UCF, Dr. Sanborn held an academic appointment at Rowan College of New Jersey (formerly Glassboro State University) where he was chair.

Core, Methodological, and other Specialty Areas to Enhance Student Learning

- **Robert Bohm**, PhD, is Professor of Criminal Justice. Professor Bohm is a widely published scholar with expertise in the death penalty. He instructs in the Criminal Justice MS program. Dr. Bohm has been honored many times by the Academy of Criminal Justice Sciences (Bruce Smith Sr. Award in 2008; Founder's Award in 2001; and Academy Fellow Award in 1999), where he also served as President in 1992 - 1993. He has held academic positions at the University of

North Carolina, Charlotte and at Jacksonville State University. His principal instructional role in the proposed doctoral program will be focused on the core.

- **Stephen Holmes**, PhD, is Associate Professor of Criminal Justice. Professor Holmes is well published in the area of violence and currently teaches in the Criminal Justice MS program. Prior to joining the faculty at UCF, Dr. Holmes served several years as a Social Science Analyst at the National Institute of Justice (the research arm of the US Dept. of Justice) and in that capacity participated in the design and management of NIJ's research program. His role in the program will be dissertation service.
- **William D. Moreto**, PhD, is Assistant Professor of Criminal Justice. He recently graduated from the Rutgers School of Criminal Justice (2013) and joined the faculty in 2013. He specializes in environmental criminology, geographic information systems (GIS) and crime mapping, qualitative methods, policing and wildlife crime. He has published in scholarly journals and edited texts and oversees the Graduate Certificate in Crime Analysis in the Department of Criminal Justice. He is currently working with the Uganda Wildlife Authority on law enforcement and anti-poaching initiatives.
- **Lee Ross**, PhD, is Associate Professor of Criminal Justice. Professor Ross is well published across a range of topics (academic experience, race and crime, deviance, and domestic violence) and currently instructs in the Criminal Justice MS program. Before joining the UCF faculty, Dr. Ross held academic positions at the University of Wisconsin-Parkside (department chair) and the University of Wisconsin-Milwaukee. His principal instructional role in the proposed doctoral program will focus on the core.
- **Raymond Surette**, PhD, is Professor of Criminal Justice. Professor Surette is well published in a wide range of areas (crime and media, program evaluation, jails, and copy-cat crime) and currently instructs in the Criminal Justice MS program. Dr. Surette has grant experience securing several contracts from state and local agencies. Prior to joining the UCF faculty, Dr. Surette held an academic post at Florida International University (department chair). His principal instructional role in the proposed doctoral program will be in research methods and quantitative methods.
- **R. Cory Watkins**, PhD, is Associate Professor of Criminal Justice. Professor Watkins has a publication record in policing research and currently instructs in the Criminal Justice MS program. Dr. Watkins has grant experience securing support from several state and local agencies. His principal instructional role in the proposed doctoral program will be in the core.
- **Ross Wolf**, EdD, is Associate Dean in the College of Health and Public Affairs. Professor Wolf is well published in police use of force technology and police training and currently instructs in the Criminal Justice MS program. Dr. Wolf has experience securing grant support from NIJ, local agencies, and corporations. He will not instruct in the program but will be available for dissertation service.

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

i. Teaching and Advising

The Department of Criminal Justice currently supports large undergraduate and graduate student bodies, as shown in Table 9.1. During any given academic year, the Department carries approximately 1,100 undergraduate and 200 graduate students; each year, approximately 350 students graduate with Bachelor's degrees and 80 to 90 complete their Master's degrees. In addition to the tenure-track and tenured faculty in the Department, four PhD-holding lecturers have received Graduate Faculty status. These lecturers will play an important role in ensuring course offerings and curriculum coverage. Combined, they have several years of experience teaching and serving on committees.

Table 9.1 Number of Bachelor's and Master's Criminal Justice Majors and Degrees Awarded, 2005-2011						
<i>Bachelor's</i>	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Majors	1,060	1,110	1,076	1,031	1,112	1,230
Degrees	332	349	379	360	342	354
<i>Master's</i>	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Majors	177	178	182	155	193	219
Degrees	120	101	91	81	73	78
<i>Total Majors</i>	1,237	1,288	1,258	1,186	1,305	1,449
<i>Total Degrees</i>	452	450	470	441	415	432
Source: Office of Institutional Research, UCF						

Service to students in the form of dissertation and thesis advising is also common in the Department. As can be seen in Table 9.2, below, faculty members have directed a total of 16 theses and 20 dissertations, and have served on 61 dissertation committees. This level of involvement in dissertation service – in spite of the fact that the Department does not currently have its own PhD program – demonstrates the faculty's capacity to support and mentor the students of the prospective CJ PhD program.

Table 9.2 Service to Students		
Faculty Name	Theses Directed	Dissertations Directed (Committees)
Kenneth Adams		2 (10)

Robert Bohm	2	(1)
Kristina Childs		
Jacinta Gau	1	(1)
Stephen Holmes		4 (8)
Kareem Jordan	2	
Robert Langworthy	2	1 (5)
Karol Lucken	3	
Eugene Paoline		1 (2)
Roberto Potter	4	2 (6)
Kenneth Reynolds	1	8 (5)
Jeffrey Rosky		(2)
Lee Ross		(2)
Joseph Sanborn	1	(3)
Raymond Surette		2 (7)
R. Cory Watkins		(2)
Ross Wolf		(9)
Total	Sum = 16	Sum = 20 Sum = (60)

ii. Research

Table 9.3 summarizes the scholarly research activity and student service provision of each member of the approved Graduate Faculty. As can be seen, productivity is well established: faculty members have a total of 75 books, a mean of 20.76 peer-reviewed articles each, and have each published an average of 1.45 articles annually over the past five years.

Table 9.3 Scholarly Productivity			
Faculty Name	Books	Refereed Articles	Articles 2007 - 2012
Kenneth Adams	4	27	3
Robert Bohm	27	34	4
Kristina Childs	1	18	18
Jacinta Gau	2	17	17
Stephen Holmes	17	13	-
Kareem Jordan	1	14	12
Robert Langworthy	10	41	-
Karol Lucken	1	11	3
Eugene Paoline	1	33	17
Roberto Potter	2	29	10
Kenneth Reynolds	-	21	3
Jeffrey Rosky	-	4	4
Lee Ross	2	15	2

Joseph Sanborn	1	20	1
Raymond Surette	4	32	3
R. Cory Watkins	-	9	2
Ross Wolf	2	15	10
Total	Total = 75 Mean = 4.94	Total = 353 Mean = 20.76	Total = 109 Avg./yr. = 1.45 ¹⁶

The faculty of the Department of Criminal Justice has also demonstrated capacity to support students through externally-funded research projects. Table 9.4 displays the number of proposals prepared and awards received between 2006 to 2010.

Table 9.4 Grant Activity of the Faculty (2006-2010)				
Year	Total Amount Awarded (thousands)	Proposals Prepared	Grants Awarded	PIs and Co-PIs
2006	374.1	12	8	3
2007	349.6	14	9	4
2008	148.2	8	3	5
2009	80.7	16	6	9
2010	1,267.5	20	13	7
Total	2220.1	70	39	28

Table 9.5, below, shows the number of students hired (at various levels of support) with C&G monies for the past three academic years.

Table 9.5 Graduate Students supported by External Research Grants	
Academic Year	Students
2009 - 2010	10
2010 - 2011	12
2011 - 2012	14
	Total = 36

iii. Service

¹⁶ Mean excludes Holmes and Langworthy, who have been in administrative positions for most or all of the timeframe used here, and Matusiak and Moreto, both of whom are new hires and finished their PhDs in 2013, after the end of the period analyzed in this table

Academic service takes many forms (department, disciplinary, university, community). The table below highlights the degree to which the Graduate Faculty members who will staff this initiative also serve the discipline. Sixty-five percent of the faculty has served on professional association committees (program, employment, etc.). A majority of the faculty has served editorial functions with 53 percent receiving appointments to editorial boards and all having functioned as manuscript referees. These data suggest a faculty fully engaged in shaping the professional associations that define the discipline and performing the gate-keeping functions that sustain evolution of disciplinary knowledge.

Table 9.6 Service to the Discipline				
Faculty Name	Professional Association Committees	Professional Association-- Elected	Editorial Board	Manuscript Reviewer
Kenneth Adams	√		√	√
Robert Bohm	√	√	√	√
Kristina Childs				√
Jacinta Gau				√
Stephen Holmes				√
Kareem Jordan	√	√	√	√
Robert Langworthy	√	√	√	√
Karol Lucken	√		√	√
Eugene Paoline			√	√
Roberto Potter	√	√	√	√
Kenneth Reynolds				√
Jeffrey Rosky				√
Lee Ross	√	√	√	√
Joseph Sanborn	√	√	√	√
Raymond Surette	√			√
R. Cory Watkins	√			√
Ross Wolf	√			√

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

Recently, the UCF Library completed a study to assess the adequacy of its holdings in support of this initiative. The study concluded that "...the library has adequate monograph collections to support this proposed PhD and that the library compared favorably to the chosen peers" (the full report is attached at Appendix 10-1). The analysis compared the holdings in the UCF Library to those of several university libraries with established criminal justice doctoral programs (University of Nebraska Omaha, University of Cincinnati, University of South Carolina, and Northeastern University). Data regarding the monograph collections are presented in the table below. The UCF Library compares favorably, holding the greatest total number of monographs, the greatest number for seven of the fourteen subjects surveyed, and the second largest collection for five additional subjects.

Table 10.1 Library Comparative Analysis					
Subject Heading or Keyword	UCF	Univ of Nebraska Omaha	Univ of Cincinnati	Univ of SC	Northeastern
Criminal Justice	3,742	1,531	2,808	3,708	1,237
Criminal Justice	3,342	1,445	2,571	3,421	1,102
Criminal Justice Personnel	181	25	52	96	18
Criminal Law	2,923	1,699	2,645	3,160	1,293
Criminal Procedure	2,188	734	2,372	2,630	783
Criminal Courts	903	375	463	414	179
Criminology	1,148	1,052	413	586	237
Corrections	1,348	212	640	1,221	219
Correctional Personnel	221	80	83	62	264
Community Policing	413	348	186	225	84
Police or Policing	4,395	3,782	5,730	3,894	1,328
Police Administration	558	591	917	481	83
Policewomen or Police	159	127	141	146	82
Prosecution	222	354	187	219	102
Total	21,743	12,355	19,208	20,263	7,011

Concerning journals the Library reports subscriptions “...to over 200 online journals in the subject areas of Criminal Justice, Criminology, Legal Studies and the Social Sciences...” Included among those titles are 31 of the 32 highest impact factor journals for titles in criminology and penology. Included in the holdings are the following (highest impact factor journals appear in bold):

- **Aggression and Violent Behaviour**
- American Criminal Law Review
- American Journal of Criminal Justice
- American journal of Criminal Law
- American Journal of Law and Medicine
- American Law Review
- **Australian & New Zealand Journal of Criminology**
- **British Journal of Criminology**
- **Canadian Journal of Criminology and Criminal Justice**
- Contemporary Justice Review
- Corrections Today
- **Crime & Delinquency**
- **Crime and Justice**
- **Crime Law and Social Change**
- Crime, Media, Culture
- Crime Prevention and Community Safety
- Criminal Justice Ethics
- Criminal Justice Policy Review
- Criminal Justice Review
- Criminal Justice Studies
- Criminal Law Forum
- **Criminology**
- Criminology & Criminal Justice
- Criminology & Public Policy
- Critical Criminology
- Deviant Behavior
- European Journal of Crime, Criminal Law and Criminal Justice
- European Journal of Criminology
- FBI Law Enforcement Bulletin
- Federal Sentencing Reporter
- Feminist Criminology
- Florida Bar Journal
- Forensic Examiner
- Forensic Science International
- Forum on Crime and Society
- Global Crime
- **Homicide Studies**
- Howard Journal of Criminal Justice
- International Criminal Justice Review
- **International Journal of Law, Crime and Justice**
- **International Journal of Offender Therapy and Comparative Criminology**
- International Journal of Police Science & Management
- International Journal of the Sociology of Law
- Journal for Juvenile Justice and Detention Services
- **Journal of Criminal Justice**
- Journal of Criminal Justice and Popular Culture
- Journal of Criminal Justice Education
- Journal of Criminal Law
- **Journal of Criminal Law & Criminology**
- Journal of Ethnicity in Criminal Justice
- Journal of Experimental Criminology
- Journal of International Criminal Justice
- Journal of Investigative Psychology and Offender Profiling
- Journal of Juvenile Law
- Journal of Offender Rehabilitation
- Journal of Police Crisis Negotiations
- **Journal of Quantitative Criminology**
- **Journal of Research in Crime and Delinquency**
- Judicature
- Justice Policy Journal
- Justice Professional
- **Justice Quarterly**
- Law and Contemporary Problems
- Law and Human Behavior
- Law and Justice Journal
- Law Enforcement Technology
- Law & Order
- Law & Policy
- **Legal & Criminological Psychology**
- National Black Law Journal
- National Institute of Justice journal
- National Law Journal
- Police Chief
- Police Department Disciplinary Bulletin
- Police Practice & Research
- Police Quarterly
- **Policing**
- **Prison Journal**
- Probation Journal
- **Psychology, Crime & Law**
- **Punishment & Society**
- Security Journal
- **Social & Legal Studies**
- Social Forces
- Social Problems
- Surveillance and Society

- **Theoretical Criminology**
- Trends and Issues in Crime and Criminal Justice
- University of Chicago Legal Forum
- Women & Criminal Justice
- Yale Law Journal

Concerning databases that provide indexing and some full-text access to materials relevant to this program the library report concludes that:

“A comparison of the peer universities’ databases with UCF Libraries databases shows that UCF subscribes to all the essential Criminal Justice databases and in many cases exceeds those of the peer institutions, especially in reference to multidisciplinary databases.”

The report indicates that the UCF Library subscribes to the following databases relevant to this program:

- **Criminal Justice Periodical Index**
Full text coverage of criminal justice journals as well as indexing and abstracts of 100+ additional journals.
- **Criminal Justice Abstracts**
Indexes and abstracts journals, books, reports, dissertations and unpublished papers in criminal justice and criminology and related disciplines worldwide.
- **National Criminal Justice Reference Service (NCJRS) Abstracts Database**
National Criminal Justice Reference Service Abstracts Database is published by the Office of Justice Programs, U.S. Department of Justice's National Criminal Justice Reference Service, an information clearinghouse for people around the U.S. and the world involved with research, policy, and practice related to criminal and juvenile justice, and drug control. The NCJRS Abstracts Database contains summaries of over 200,000 U.S. and international publications, including federal, state, and local government reports, books, research reports, journal articles, audiovisual presentations, and unpublished research.
- **Criminal Justice Collection**
Covers over 150 criminal justice journals as well as journals in the social sciences.
- **Lexis Nexis Academic**
Full text coverage of legal resources, including Landmark cases, Supreme Court briefs, law reviews and legal reference sources.
- **Index to Legal Periodicals**
Indexing and selected full text of English language legal journals.
- **SAGE Journals Online**
Full text to 30 journals in Criminal Justice and Criminology as well as journals in the related disciplines of social sciences and psychology.
- **Additional multidisciplinary databases relevant to the program:**
 - o Academic Search Premier
 - o Sociological Abstracts
 - o PsycInfo
 - o Dissertations & Theses Full Text
 - o Social Sciences Full Text
 - o Social Science Citation Index
 - o Springer Link & Springer E Book collection
 - o NetLibrary

It seems clear that the current UCF Library holdings are equal to or superior to the

holdings of peer institutions supporting doctoral study in criminal justice.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

The UCF Library report, though indicating that current holdings and subscriptions were sufficient to support the proposed initiative, expressed concern about the future funding of the collection. Accordingly, the report recommends an annual supplement of \$4,000 to the UCF Library 2012/13, 2013/14, and 2014/15 academic year budgets for "...research recommended books in Criminal Justice and for books not sent on the YBP approval plan." These costs will be paid by the Department from the Department overhead account.

Signature on the report in Appendix 10-1
 Library Director _____ Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The proposed program will require instruction of at least 18 graduate seminar sections per year and a commitment of space to accommodate 15 graduate assistants. It is not anticipated that additional new space will be required, as currently assigned GTA and GRA space and research workspace can be reconfigured to meet requirements. That noted, future grant proposals may need to include budgetary support for rent of additional research space. As the anticipated instructional space does not require large classrooms, it is expected that extant space can be distributed to meet the demands of this proposal.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

None anticipated

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

The proposed program will require access to specialized software and ready access to computing facilities. In particular, the instructional and research programs will require access to geographic information software (ARCGIS) and analytical software (SPSS, Stata, HLM, UCINET, SAS, R, M-Plus, and CrimeStat). Some of these programs are already available, and the Department and/or COHPA are in the process of acquiring the others (see Subsection F, following).

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

Much of the required equipment and software are already available or planned for. COHPA has plans for a graduate student computer lab that will provide access to ARCGIS and SPSS through university site licenses. CrimeStat is spatial analysis software developed with public funds and is available at no cost for download from ICPSR. Multi-user licenses will be explored for Stata, HLM, SAS, M-Plus, and UCINET.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

None anticipated

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

Students will enter the program with a qualified Master's degree in criminal justice or a closely-related field. This will ensure that they enter the program on track to finish their degree in as little as 3 years. As such, full-time funding and tuition remission will be limited to three years per student.

All five of the annual, full-time admits will be funded. Resources to support active doctoral students will be drawn from new and reallocated E&G funds (see the dean's letter of commitment in Appendix 1-2), from reallocated Graduate School tuition waivers, and from contracts and grants (C&G). Table 10.2 shows the breakdown in per-year admissions, completions, and funding sources for the first 5 years of the program.

Table 10.2 Admissions, Completions, and Funding Sources for the First 5 Years							
Year	Admissions			Completions	FT Headcount	HC, E&G	HC, C&G
	E&G Funded	C&G Funded	Total FT Funded Admissions				
1	5	0	5	0	5	5	0
2	3	2	5	0	10	6	4
3	3	2	5	0	15	9	6
4	3	2	5	5	15	9	6
5	3	2	5	5	15	9	6

Table 10.3 Credit Hours per Year for Tuition*		
	@ 5 admits/year	Total Students
Year 1	24(5)	5
Year 2	24(5) + 21(5)	10
Year 3	24(5) + 21(5) + 12(5)	15
Year 4	24(5) + 21(5) + 12(5)	15
Year 5	24(5) + 21(5) + 12(5)	15

* Tuition is calculated as \$288.16 per credit hour

Full-time students will be provided an annual stipend of \$15,000 (for up to three years) which is only slightly below the median level of funding (median = \$15,300) offered at criminology and criminal justice doctoral programs across the U.S. (ADPCCJ, 2011). Students' tuition will be covered by combinations of waivers from the Graduate College, payments of in-state tuition by the College of Health and Public Affairs (E&G), and payments of in-state tuition from Department-acquired contracts and grants (C&G).

Table 10.4 Total Student Support					
	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Tuition*	0	\$34,579.20	\$47,546.40	\$47,546.40	\$47,546.40
Stipend	\$75,000	\$150,000	\$225,000	\$225,000	\$225,000
Total	\$75,000	\$184,579.20	\$276,868.80	\$276,868.80	\$276,868.80

* 5 waivers per year from the Graduate College will support all second year students, who will serve as GTA instructors of record, thus covering the costs of 5 x 21 credit hours each year. The sole exception will be in Year 1, where the 5 first year students will serve as GTA teaching assistants and have their tuition supported by these waivers.

Table 10.5 College Commitment					
	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Tuition	0	\$20,747.52	\$17,289.60	\$17,289.60	\$17,289.60
Stipend	\$75,000	\$90,000	\$135,000	\$135,000	\$135,000
Total	\$75,000	\$110,747.52	\$152,289.60	\$152,289.60	\$152,289.60

Table 10.6 Department Commitment (C&G)					
	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020
Tuition	\$0	\$13,831.68	\$34,579.20	\$34,579.20	\$34,579.20
Stipend	\$0	\$60,000	\$90,000	\$90,000	\$90,000
Total	\$0	\$73,831.68	\$124,579.20	\$124,579.20	\$124,579.20

For Year 1, 5 funded full-time students will be admitted and serve as graduate teaching assistants (GTAs). All tuition will be covered by tuition waivers (TWs) from the Graduate College, thus imposing no cost on COHPA or the Department. All five stipends (at \$15,000 each) will be covered by COHPA. The first cohort of students will thus be unusual in the sense that they will serve as GTAs during both their first and second years of the program; all subsequent cohorts will be research assistants (RAs) during their first year, GTAs during their second, and a mixture of RAs and GTAs in their third.

For Year 2, 5 new students will be admitted, for a total headcount of 10. Tuition remission will be in the form of: 5 TWs at 21 credits each; 3 E&G payments at 24 credits; and 2 C&G payments at 24 credits. Stipends will be as such: 6 E&G; 4 C&G.

For Year 3, 5 new students will be admitted and the headcount will reach 15 full-time students. Five students will be at 24 credits, 5 at 21, and 5 at 12. Tuition remission will be in the form of: 5 waivers at 21 credits; 5 college E&G payments at 12 credits; and 5 department C&G payments at 24 credits. Stipend funding will consist of 9 E&G and 6 C&G.

For Year 4, 5 new full-time, funded students will be admitted, and the original cohort of 5 will have graduated the previous Spring, such that the headcount will remain at 15. Tuition remission will be in the form of: 5 TW at 21 credits; 5 E&G at 12 credits; and 5 C&G at 24 credits. Nine stipends will be E&G and six will be C&G.

For Year 5, 5 new students will be admitted with full funding. The second cohort will have graduated and the headcount will remain at 15. Tuition remission will be in the form of: 5 TW at 21 credits; 5 E&G at 12 credits; and 5 C&G at 24 credits. Nine stipends will be E&G and six will be C&G. This is the funding level at which the program will reach equilibrium.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Graduate internships are not requirements of the proposed program, but creation of graduate internship opportunities is supported in the proposal. Should this proposal be supported, the Department, through its research partner networks, will pursue graduate

research internships designed to provide meaningful action research experiences for doctoral students while providing answers to salient agency questions.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

None anticipated

References

- Association of Doctoral Programs in Criminology and Criminal Justice. (2011).
 "Association of Doctoral Programs in Criminology and Criminal Justice 2011
 Survey Report." Available <http://www.adpccj.com/documents/2011survey.pdf>.
- Miller, J. and R.K. Brunson (2011) "'Minority Candidates are strongly encouraged to
 apply': Making Diversity matter in Criminology and Criminal Justice," *the
 Criminologist*, 36(4): 1-7.
- Burns, R.G. and P. Kinkade (2008) "Finding Fit: The Nature of a Successful Faculty
 Employment Search in Criminal Justice." *Journal of Criminal Justice*, 36:372-378.
- Christensen, G. and K. Warwick (2009) "Evidence-based practice and jail transition,"
American Jails, 23(4):5.
- Clear, T.R. (2001) "Has Academic Criminal Justice come of Age?" *Justice Quarterly*,
 18(4):709-726.
- del Carmen, A. and O.E. Polk (2001) "Faculty employment in criminology and criminal
 justice: Trends and patterns," *Journal of Criminal Justice Education*, 12(1):1-17.
- Duffee, D. and E. Allan (2007) "Criminal Justice, Criminology, and Criminal Justice
 Theory." In D. Duffee and E. Maguire, *Criminal Justice Theory: Explaining the
 Nature and Behavior of Criminal Justice*, New York: Routledge, pp. 1-26.
- Dunaski, M. and V. Talucci (2012) "Officer Safety Corner: Enhanced Data, Enhanced
 Officer Safety," *The Police Chief*, 79(6): 14.
- Fabianic, D. (2002) "Publication Productivity of Criminal Justice Faculty in Criminal
 Justice Journals," *Journal of Criminal Justice*, 30(6):549-558.
- Frost, N. (2002) "Doctoral Education in Criminal Justice and Criminology." Paper
 presented at the annual meeting of the American Society of Criminology in
 Chicago, IL.
- Frost, N.A. and T.R. Clear (2007) "Doctoral education in criminology and criminal
 justice," *Journal of Criminal Justice Education*, 18(1):35-52.
- Goldstein, E.H. (2011) "Evidence-Based Health Care," *American Jails*, 25(5):5.
- Gould, L.A., S.K. Fowler, and A. del Carmen (2011) "Faculty Employment Trends in
 Criminology and Criminal Justice," *Journal of Criminal Justice Education*, 22(2): 247-
 266.

- Kleck, G.; S. Wang; and J. Tark (2007) "Article Productivity Among the Faculty of Criminology and Criminal Justice Doctoral Programs, 2000-2005," *Journal of Criminal Justice Education*, 18(3):385-405.
- Langworthy, R. and E. Latessa (1986) "Criminal Justice Education: A National Assessment," *The Justice Professional*, 4(2):172-188.
- Morgan, K.O., S. Morgan, and R. Boba (2010) *Crime: State Rankings, 2010*. Washington DC: CQ Press.
- Oliver, W.; S. Swindell; J. Marks; and K. Balusek (2009) "Book 'em Dano: The Scholarly Productivity of Institutions and Their Faculty in Criminal Justice Books," *The Southwest Journal of Criminal Justice*, 6(1):59-78.
- Peet, D. (2012) "Fighting Crime using Geospatial Analytics," *The Police Chief*, 79(6):46-48.
- Snipes, J. and E. Maguire (2007) "Foundations of Criminal Justice Theory." In D. Duffee and E. Maguire, *Criminal Justice Theory: Explaining the Nature and Behavior of Criminal Justice*, New York: Routledge, pp. 27-49.
- Sorensen, J. and R. Pilgrim (2002) "The Institutional Affiliations of Authors in Leading Criminology and Criminal Justice Journals," *Journal of Criminal Justice*, 30:11-18.
- Steiner, B. and J. Schwartz (2006) "The Scholarly Productivity of Institutions and Their Faculty in Leading Criminology and Criminal Justice Journals," *Journal of Criminal Justice*, 34(4):393-400.
- Welsh, B.C. and D.P. Farrington (2004) "Surveillance for Crime Prevention in Public Space: Results and Policy Choices in Britain and America," *Criminology & Public Policy*, 3(3):497-526.

Appendices

(The number of each appendix corresponds to the section in the proposal in which the appendix is referenced. Sections 4, 5, and 6 do not reference any appendices.)

Appendix A	Tables 1-4
Appendix 1-1	External Reviews
Appendix 1-2	COHPA Commitment, Dean Frumkin
Appendix 2-1	UCF Departments Letters of Support
Appendix 2-2	Central Florida Agency Letters of Support
Appendix 2-3	Survey Methodologies
Appendix 2-4	Letters from SUS Institutions
Appendix 3-1	Supplemental Budget Tables
Appendix 7-1	2003-2004 Academic Program Review
Appendix 7-2	2010-2011 Academic Program Review
Appendix 8-1	Draft New Course Syllabi
Appendix 9-1	Participating Faculty Vitae
Appendix 9-2	Grant Activity 2008-2012
Appendix 10-1	UCF Library Report

APPENDIX A

TABLE 1-B

PROJECTED HEADCOUNT FROM POTENTIAL SOURCES

(Criminal Justice PhD Degree Program)

SOURCE OF STUDENTS (Non-duplicated headcount in any given year)*	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/ industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	2	1.50	4	2.81	6	3.56	6	3.56	6	3.56
Individuals who graduated from preceding degree programs at other Florida public institutions	2	1.50	4	2.81	6	3.56	6	3.56	6	3.56
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	1	0.75	2	1.41	3	1.78	3	1.78	3	1.78
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	5	3.75	10	7.03	15	8.91	15	8.91	15	8.91

*List projected yearly cumulative ENROLLMENTS instead of admissions.

**If numbers appear in this category, they should go DOWN in later years

***Do not include individuals counted in any PRIOR category in a given COLUMN

UNIVERSITY OF CENTRAL FLORIDA

APPENDIX A TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1							Year 5					
	Funding Source						Subtotal E&G, Auxiliary, and C&G	Funding Source					Subtotal E&G, Auxiliary, and C&G
	Reallocated Base * (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary	
Faculty Salaries and Benefits	\$111,121	\$0	\$0	\$0	\$0	\$0	\$111,121	\$201,325	\$0	\$0	\$0	\$0	\$201,325
A&P Salaries and Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
USPS Salaries and Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Assistantships and Fellowships	\$0	\$0	\$75,000	\$0	\$0	\$0	\$75,000	\$0	\$0	\$152,290	\$124,579	\$0	\$276,869
Library	\$0	\$0	\$0	\$4,000	\$0	\$0	\$4,000	\$0	\$0	\$0	\$0	\$0	\$0
Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Categories	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Costs	\$111,121	\$0	\$75,000	\$4,000	\$0	\$0	\$190,121	\$201,325	\$0	\$152,290	\$124,579	\$0	\$478,193

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base", "enrollment growth", and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	0.85	1.54
A&P	0	0
USPS	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$190,121	\$478,193
Annual Student FTE	3.75	8.91
E&G Cost per FTE	\$50,699	\$53,692

Worksheet Table 2 Budget

APPENDIX A TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION AND GENERAL FUNDS

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
1865 00 000 Department of Criminal Justice	\$3,543,123	\$111,121	\$3,432,002
Totals	\$3,543,123	\$111,121	\$3,432,002

Worksheet Table 3 Reallocation

APPENDIX A TABLE 4
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in the Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Adams, Kenneth PhD, Criminal Justice	Professor	Tenured	2014	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Bohm, Robert PhD, Criminology	Professor	Tenured	2015	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Childs, Kristina PhD, Criminology	Assistant Prof	TE	2014	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Gau, Jacinta PhD, Criminal Justice	Assistant Prof	TE	2014	9	0.75	0%	0.00	9	0.75	22%	0.17
A	Holmes, Stephen PhD, Criminal Justice	Associate Prof	Tenured		12	1.00	0%	0.00	12	1.00	0%	0.00
A	Jordan, Kareem PhD, Criminology	Associate Prof	TE	2015	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Langworthy, Robert PhD, Criminal Justice	Professor	Tenured	2015	12	1.00	11%	0.11	12	1.00	11%	0.11
A	Lucken, Karol PhD, Criminology	Associate Prof	Tenured	2015	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Matusiak, Matthew PhD, Criminal Justice	Assistant Prof	TE	2016	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Moreto, William PhD, Criminal Justice	Assistant Prof	TE	2017	9	0.75	0%	0.00	9	0.75	11%	0.08
A	Paoline, Eugene PhD, Criminal Justice	Associate Prof	Tenured	2015	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Potter, Roberto PhD, Sociology	Professor	Tenured	2014	9	0.75	0%	0.00	9	0.75	11%	0.08
A	Rosky, Jeffrey PhD, Criminal Justice	Assistant Prof	TE	2014	9	0.75	11%	0.08	9	0.75	33%	0.25
A	Ross, Lee PhD, Crim and CJ Administration	Associate Prof	Tenured	2016	12	1.00	0%	0.00	12	1.00	11%	0.11
A	Sanborn, Joseph PhD, Criminal Justice	Associate Prof	Tenured	2015	9	0.75	0%	0.00	9	0.75	0%	0.00
A	Surette, Ray PhD, Criminology	Professor	Tenured	2015	9	12	0%	0.00	9	0.75	11%	0.08
A	Watkins, R PhD, Criminal Justice	Associate Prof	Tenured	2016	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Wolf, Ross EdD	Associate Prof	Tenured		12	1.00	0%	0.00	12	1.00	0%	0.00
B	To be hired PhD, Crim or Criminal Justice	Assistant Prof	TE		9	0.75	0.00	0.00	9.00	0.75	0.00	0
	Total Person-Years (PY)							0.85				1.54
Faculty CODE		Source of Funding				PY Workload by Budget Classification						
						Year 1					Year 5	
A	Existing faculty on a regular line	Current Education & General Revenue				0.85					1.54	
B	New faculty to be hired on a vacant line	Current Education & General Revenue				0.00					0.00	
C	New faculty to be hired on a new line	New Education & General Revenue				0.00					0.00	
D	Existing faculty hired on contracts/grants	Contracts/Grants										
E	New faculty to be hired on contracts/grants	Contracts/Grants										
Overall Totals for						Year 1	0.85				Year 5	1.54

Appendix 1-1 External Reviews

1. External Reviewer Bios
2. David Duffee, The University at Albany, Emeritus Professor, former Dean
3. Edward Latessa, University of Cincinnati, Professor, Director

Brief Biographies of Expert External Reviewers

David E. Duffee received his Ph.D. in Criminal Justice from the University at Albany in 1973 and is Professor Emeritus at the University at Albany where he served on the faculty of the School of Criminal Justice for 30 years (1978-2008)—seven of those as Dean of the School. Dr. Duffee has published ten books including the award winning *Explaining Criminal Justice: Community Theory and Criminal Justice Reform* and more recently *Criminal Justice Theory: Explaining the Nature and Behavior of Criminal Justice*. Together these books have made significant contributions to establishment of an intellectual foundation for the emergence of criminal justice as a distinct scientific discipline. Dr. Duffee has also published nearly 50 articles and staffed over a dozen grants. During his distinguished tenure at the University at Albany he supervised over two dozen dissertations (two while on the faculty at Pennsylvania State University) and was frequently sought out as a program reviewer for both established and emerging criminal justice doctoral programs. His consultancies have included among others the National Institute of Justice (the research arm of the U.S. Department of Justice), the New York State Police Academy, the New York City Department of Probation, and the United State Secret Service. Though retiring from the University at Albany, Dr. Duffee continues to pursue his interests in community change, community building, criminal justice theory, and criminal justice agency performance. He continues as the now decade long Principal Investigator of SOAR (Service Outcomes Action Research), a partnership between the University at Albany and agency partners that is designed to promote improved family and youth treatment services. He has also assumed duties as a Senior Research Fellow at the Center for Applied Behavioral Health Policy at Arizona State University where his focus is on integrating criminal justice and behavioral health issues leading to program design improvements.

Edward J. Latessa received his Ph.D. from the Ohio State University in 1979 and is a Professor and Director of the School of Criminal Justice at the University of Cincinnati. Dr. Latessa has published over 110 works in the area of criminal justice, corrections, and juvenile justice. He is co-author of seven books including *Corrections in the Community*, and *Corrections in America*. Professor Latessa has directed over 100 funded research projects including studies of day reporting centers, juvenile justice programs, drug courts, intensive supervision programs, halfway houses, and drug programs. He and his staff have also assessed over 550 correctional programs throughout the United States, and he has provided assistance and workshops in forty-five states. Dr. Latessa served as President of the Academy of Criminal Justice Sciences (1989-90). He has also received several awards including; Marguerite Q. Warren and Ted B. Palmer Differential Intervention Award presented by the Division of Corrections and Sentencing of the American Society of Criminology (2010), Outstanding Community Partner Award from the Arizona Department of Juvenile Corrections (2010), Maud Booth Correctional Services Award in recognition of dedicated service and leadership presented by the Volunteers of America (2010), Community Hero Award presented by Community Resources for Justice, (2010), the Bruce Smith Award for outstanding contributions to criminal justice by the Academy of Criminal Justice Sciences (2010), the George Beto Scholar, College of Criminal Justice, Sam Houston State University, (2009), the Mark Hatfield Award for Contributions in public policy research by The Hatfield School of Government at Portland State University (2008), the Outstanding Achievement Award by the National Juvenile Justice Court Services Association (2007), the August Vollmer Award from the American Society of Criminology (2004), the

Simon Dinitz Criminal Justice Research Award from the Ohio Department of Rehabilitation and Correction (2002), the Margaret Mead Award for dedicated service to the causes of social justice and humanitarian advancement by the International Community Corrections Association (2001), the Peter P. Lejins Award for Research from the American Correctional Association (1999); ACJS Fellow Award (1998); ACJS Founders Award (1992); and the Simon Dinitz award by the Ohio Community Corrections Organization.

Note: External Reviewer Dr. Duffee has agreed to provide a new letter of support; his letter is expected in mid-September. The letter he provided in 2011 for the original proposal is attached as illustration of his overall support for this endeavor.

Jacinta Gau

From: Duffee, David E <dduffee@albany.edu>
Sent: Sunday, July 22, 2012 12:30 PM
To: Jacinta Gau
Subject: RE: University of Central Florida PhD Proposal

I am glad to do that as long as I have plenty of lead time. Will be away last two weeks of August and the middle 2 weeks of October.
David

From: Jacinta Gau [Jacinta.Gau@ucf.edu]
Sent: Saturday, July 21, 2012 1:44 PM
To: Duffee, David E
Subject: University of Central Florida PhD Proposal

Dear Professor Duffee,

My name is Jacinta Gau and I am an assistant professor here at UCF. You served as an external reviewer for our proposal for a doctoral program in criminal justice, which was submitted to UCF last year. The College of Graduate Studies expressed certain concerns with that original proposal, and sent it back to us with specific critiques and recommendations. Bob Langworthy put me in charge of making these revisions.

I am contacting you in hopes that you would be willing to review the revised proposal once it is complete. I will provide you with the new document and a detailed explanation of the changes that were made in order to address the concerns raised by the College. I would ask for a letter of support based on the new proposal's contribution to the field of criminal justice, ability to attract talented students, and technical feasibility.

Please let me know if you are willing to serve as an external reviewer. Your assistance would be greatly appreciated.

Sincerely,
Jacinta

Jacinta M. Gau, Ph.D.
Assistant Professor
Department of Criminal Justice
University of Central Florida
jgau@ucf.edu
(407) 823-4131



SCHOOL OF CRIMINAL JUSTICE

UNIVERSITY AT ALBANY State University of New York

November 11, 2011

Prof. Robert Langworthy, Chair
Department of Criminal Justice
University of Central Florida

Dear Prof. Langworthy:

You have asked that I review your department's proposal for a new doctoral degree program in criminal justice at University of Central Florida. I am very glad to do so. I will use the SUS criteria for proposal reviews as a means of organizing my responses. Please understand that an outside reviewer is not in equally advantageous position to address each of these eight criteria.

1. The goals of the program are aligned with the university's mission and relate to specific institutional strengths.

The mission of UCF appears to stress both local/regional service and excellence on a global level, especially on research. That is admirable but hard to pull off. If it can be done, it involved doing activities locally and producing local outcomes that can also be useful globally, such as, perhaps, producing local partnership models that can be of use to other localities.

The Criminal Justice doctoral proposal depicts a doctoral level endeavor squarely in line with such a strategy. The Department is proposing local community and criminal justice agency collaborations that both serve local needs but are also enacted in such a way that others can learn both from the documentation of the processes used but also from the specific programmatic interventions that the Department and its partners implement.

There are a few other criminal justice programs in the country that seek to try this "community engagement" approach to research excellence, but with the possible exception of the University of Cincinnati's criminal justice program, the other attempts seem less encompassing than proposed at UCF. For example, at the University at Albany, the Schools of Criminal Justice and Social Welfare have a now twelve year old partnership with to local child welfare agencies that aims to produce a culture of inquiry in those two agencies and produce knowledge of youth and family treatment processes that is useful nationally. However, this program so far has been able only to improve and learn from two residential treatment programs. Students from undergraduate level to doctoral level are engaged in this project and the research products are reaching top-tier youth and treatment journals. But UCF proposes this kind of activity across three sectors, engaging many more agencies.

Broader in scope than the Albany effort, the Criminal Justice program at RIT truly has engaged the communities and criminal justice agencies in the city of Rochester as a learning laboratory

and have successfully engaged undergraduate and master's students in the efforts. But there is no doctoral program, and the products are rarely published. The RIT effort therefore is rather comprehensive (police, courts, corrections, juvenile justice, neighborhood safety) but it does not accomplish the global part.

The Cincinnati criminal justice program has many long standing partnerships with local and state corrections and juvenile justice programs, uses those for both educational and research purposes and produces knowledge about correctional treatment implementation of use globally. That program does not have the police expertise enjoyed at UCF.

Therefore, the UCF mission can work in the criminal justice area. The UCF criminal justice doctoral proposal suggests a broader set of local partnerships than, to my knowledge, have been attempted elsewhere. The doctoral program is consistent with the mission and uses a strategy that makes sense for criminal justice.

2. If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.

I am not sure if this criterion refers to UCF Criminal Justice responses to prior reviews about its program, or, more broadly, whether the UCF doctoral proposal makes sense in light of national programmatic reviews in criminal justice.

Regarding the former interpretation, I was a visitor at the UCF program some years ago (about 1990), when I was recruiting doctoral students for the University at Albany. I learned that even at that time the program has intentions of expanding into doctoral programming. The program has gone through two reviews in the last decade. As far as I can tell, the program faculty has sought tirelessly and in good faith to develop the research excellence, and therefore the doctoral program, of their department for some twenty years. They appear to have followed prior recommendations about splitting criminal justice and legal studies, about tightening advising, about developing separate research and practice tracks at the master's level. The current proposal suggests a pedagogical structure and disciplinary focus consistent with and stemming from those prior recommendations.

On the national level, in the fields of criminal justice as well as in behavioral health and health, and child welfare, there is a growing interest in merging research and practice in order to implement evidence based practice. As a result, there are national program review pressures (criminal justice is not a professional field governed by accreditation) for research that finally focuses on how to change agency programs to make their outcomes improve. This focus on improving program, or learning how to implement programs, requires linking university criminal justice programs and practicing agencies, and it requires, finally the development of the field of criminal justice, as opposed to criminology, because it asks "how do we change these agencies?"

The UCF proposal is consistent with this emerging recognition for implementation and agency change research.

3. The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.

In my view, the criminal justice faculty has proposed an aggressive doctoral study time line, one that I suspect it will need to modify somewhat based on experience of the first two or three cohorts. I have taught and administered criminal justice doctoral education since 1973 and have found that the schedule proposed here is hard for many students to keep. Nevertheless, I find the sequence of steps proposed makes sense, and the requirement to finish the research-track masters program (or its equivalent elsewhere) first makes the three year program more feasible. If the department can really create the Orlando area learning laboratory and thereby the doctoral dissertation research support that are proposed, then the timeline might be feasible. The proposal suggests the department is well on its way to such a laboratory and that the Orlando area agencies are eager and hungry to participate. The Department faculty is correct, I believe, that this laboratory cannot operate effectively without doctoral students are part of the equation. While RIT has done some very imaginative and interesting things, one can see the limitations there that come from the absence of the doctoral program.

The accreditation issues are not relevant here, as noted above.

4. Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.

I do not see the point in dwelling on this issue, although I do not mean thereby to slight its importance. The faculty experience and expertise are the most critical ingredient in pulling of this ambitious idea. However, this faculty is quite impressive, includes several persons recognized as international leaders in their specific specialties and as leaders in the field through their contributions to NIJ and ACJS, etc. The publication rate is impressive; the sponsored funding is admirable, especially for a department without a doctorate, and the cumulative expertise and experience in the three focus areas are just first rate. It would appear that the department has been in development for this proposal for some time. It is not likely that UCF can remain attractive to a faculty of this caliber without a doctoral program.

5. Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.

The library report is quite impressive. The size of the program envisioned does hinge on faculty ability to continually raise the kinds of grant and contract funds they have attracted in the past few years. The proposal convinces me that maintaining that level is feasible.

6. Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for

doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.

I can attest to the need nationally for the kind of action research scholars that the proposal describes. I remember when my first doctoral graduate at Penn State was told by his first employer, a federal law enforcement agency, to hide his doctoral degree or he would ruin his career. Thirty years later he was the head of research and planning for that agency and recruiting annually for more doctoral trained criminal justice experts. A child welfare agency that I still work with in Albany, NY, has been supporting one doctoral student a year for twelve years and just decided to hire their first Ph.D. trained employee so that they can better work with those of us at the university. This agency has very little money, could easily justify hiring treatment personnel instead, but understands that the future requires their improved capacity to merge research and practice. These are just a couple of examples of the pent-up demand for doctoral trained criminal justice researchers that the proposal describes.

On a totally different level, the academic criminal justice field is facing huge turnover, based on the history of the field, which developed nearly in one generation during the Kennedy and Johnson administrations. As a result, a majority of faculty are hitting retirement age at the same time. In addition, people with training in criminology are far easier to find than people trained in criminal justice, and as a result, whole programs are changing character. There is virtually no criminal justice left at the original criminal justice PhD program in Albany, for example. The faculty, with two exceptions study crime. That program and others like it complain that people trained in criminal justice are too hard to find.

The proposal discusses concerns raised by the head of the criminology and criminal justice program at Florida State. It seems to me the concerns raised at Florida State are contradicted by the welcoming response for South Florida, which, in terms of service domain would seem potentially more threatened. The response in the proposal to the FSU concerns appears to me sound and systematically structured. Out of curiosity I examined the FSU CCJ 5285 "Survey of Criminal Justice Theory," which, one would think, would be the doctoral course of greatest overlap. But that course is half criminology and half corrections policy. It might be a fine course. It is not a criminal justice theory course. When I surveyed criminology and criminal justice programs for their approaches to criminal justice theory in 1995, virtually all of them sent me a syllabus on crime theory. The situation is, if anything, worse now. As this proposal states, the study of criminal justice concerns how and why criminal justice agents, agencies and systems behave as they do. Programs that study the effect of policies on crime are engaged in criminology.

In any case, if UCF can mount a real criminal justice Ph.D., students will apply in droves. If there were two such programs in Florida, that would be fine, too – there are very few anywhere else, despite graduate student interests and agency/community needs.

7. The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment

I see this criterion better addressed internally. This is a UCF/SUS judgment. I can point out, however, that many high-quality undergraduates are very hungry for real world research experiences. The proposed Ph.D. program would seem to improve that aspect of undergraduate education.

8. The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.

I have addressed this in various ways above. Yes, yes, and yes.

Thank you for this opportunity to learn about this program.

Sincerely,

David E. Duffee
Adjunct Professor and Professor Emeritus



**College of Education, Criminal Justice,
and Human Services**

School of Criminal Justice

University of Cincinnati

PO Box 210389

Cincinnati, OH 45221-0389

600 Dyer Hall, Clifton Avenue

Phone (513) 556-5827

Fax (513) 556-3303

Web www.uc.edu/criminaljustice

August 17, 2012

Dr. Robert Langworthy, Chair
Department of Criminal Justice
College of Health and Public Affairs
University of Central Florida
HPA I, Suite 311
Orlando, FL 32816-1600

Dear Bob:

I have reviewed your proposal for a new PhD in criminal justice and I am pleased to offer the following comments and observations.

Let me begin by saying that I have reviewed several similar proposals over the years and yours is the best one I have seen. It is clear that a great deal of thought and hard work has gone into developing the proposal. Given the level of detail and planning that the document contains I believe UCF will quickly have a competitive program that will "hit the ground running".

As you pointed out in your proposal, the field of criminal justice is rapidly growing and the need for PhDs continues to outpace supply. For example, our doctoral program at the University of Cincinnati is over twenty years old and we have produced over 100 graduates. Most, if not all of them received multiple job offers prior to graduation. This speaks volumes about the demand. In fact, there has been no abatement over the years, and job openings continue to outpace the number of new graduates produced, even though we have seen an increase in the number of new doctoral programs over the past several years. In fact not a month goes by that I do not get a call from a colleague desperate to find a qualified candidate to fill a position.

For me one of the important ingredients is the quality and stature of the institution itself. A number of new doctoral programs in CJ have been developed at institutions that cannot adequately support doctoral education. This is certainly not true for UCF. It is a high quality institution with the resources and infrastructure (i.e. library, support for graduate students, external funding, quality faculty, etc.) to support doctoral education. In addition, because of its location it is ideally situated for a field such as criminal justice. Not only is there a large pool of students to draw from, but there is also a tremendous range of criminal justice agencies and institutions in the metro area.

This will provide students and faculty with a natural laboratory to support their research, and will provide those agencies with much needed expertise.

As you know, I recently visited your program to conduct the five year review. Not only was I impressed with your faculty and staff, but I also found a strong commitment by the administration to provide additional resources in support of the development of the doctoral program.

The ability and willingness of the faculty to invest and support doctoral students is also extremely important for a successful program. I believe that your department has the right mix of senior and junior faculty, and everyone I talked with during my visit was committed to investing the time and effort it will take to mentor and train doctoral students.

I would also like to take a moment to discuss the distinction between criminal justice and criminology as it relates to your proposal. I believe that there is an important distinction that is often lost on those unfamiliar with the two disciplines. As you know there are three well respected doctoral programs in Florida, and in the case of Florida State, one of the oldest in the country. All three of these programs have a clear bent toward criminology and the study of crime and its impact on society. Criminology programs as a rule are not concerned with understanding the institutions of crime control but rather the impact these institutions have on crime. The proposed UCF program has clearly set itself apart from these other programs in a very meaningful way. The graduates you produce will find a ready job market in criminal justice (both agencies and academic institutions) because of this important distinction. I am also pleased to see that your program includes a teaching component. As you know, this is something we include as part of our program and it has given our students an edge over others when they apply for academic positions.

Finally, Criminal Justice clearly needs more programs that can produce high quality graduates to teach, study, and work in the field. UCF has developed a proposal that outlines such a program. It has my full support and endorsement.

Best regards



Ed Latessa
Professor & Director

Appendix 1-2

COHPA Commitment, Dean Frumkin



Dean's Office
College of Health and Public Affairs

September 3, 2013

Dr. Roberto Potter, Chair
Department of Criminal Justice
University of Central Florida
Orlando, FL 32816

Dear Dr. Langworthy:

Strengthening Communities. Changing Lives. These are the core elements of the mission of The College of Health and Public Affairs. An integral component of that mission is addressed by improving the capacity of communities to be treated with fair and equal law and to have trust in and healthy relationships with the agencies of criminal justice that participate in ensuring vibrant, safe community life. Criminal justice agencies and organizations must be responsive to the needs of the populations they serve that often appear in contradiction; they must enforce laws while upholding citizens' rights, promote public outreach while maintaining balanced budgets, and maintain confidentiality while remaining open to inquiry. Communities benefit when criminal justice agencies tailor their activities to meet diverse, unique arrays of local needs.

This letter is written in steadfast support of the role that the Ph.D. degree program, proposed by the Department of Criminal Justice, plays in the ability of the College to meet its mission. The incorporation of a Ph.D. program in the Department of Criminal Justice as outlined in the proposal creates an academic foundation upon which the master's degree program and undergraduate degree program will build. This Ph.D. program will provide a robust research culture within the department that will permeate all levels of education in this discipline at the University. Students will enter the field to be better informed and connected by faculty that are engaged at the doctoral level. Graduates of all levels will benefit from the research and scholarly activity that will flourish in this environment by understanding the nature of criminal justice at the local, regional, state, and international levels. Faculty will be best able to involve students at all levels with community projects and research that will aid in the understanding of policing, corrections, and courts, including the internal operations of these types of agencies and the ways in which they interface with communities.

While our college does also house the Doctoral Program in Public Affairs (PAF), this program is significantly different than the proposed program. While the PAF program

College of Health and Public Affairs
PO Box 162200 • Orlando, FL 32816-2200 • Phone: 407-823-6424 • Fax: 407-823-5821

will continue to attract both full-time and part-time students who are looking for an interdisciplinary perspective, including a track in criminal justice, the proposed Criminal Justice Ph.D. program would provide an exhaustive and thorough program in the study of the criminal justice system for full-time students who will be entrenched in empirical analysis of what works and what does not work in the application of our justice system.

The scholarship produced by researchers in the criminal justice discipline is relevant to both academic and applied settings, but can truly make a difference in the way things are done by organizations that affect the lives of people in our communities. This program will:

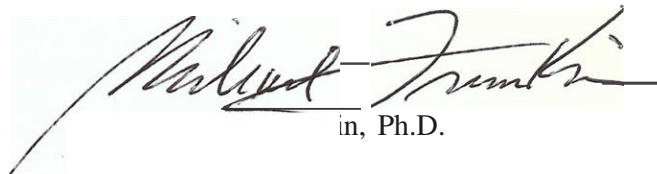
- Significantly enhance the College and University's ability to provide research services to criminal justice agencies in the Central Florida region;
- Provide access to advanced graduate study in criminal justice to the diverse student constituency resident in the Central Florida region;
- Significantly enhance the Department's ability and incentives to secure external support for research; and,
- Raise the national prestige of the Department, College and University.

It is our assessment that these benefits are far in excess of the modest costs that will be required to administer the program. In fact, the costs associated with this program will add an immeasurable value to the Department and to the College. The college has committed \$150,000 annually for student support, which will be in the form of recurring funding that has been allocated through the college's revenue distribution model. These funds were acquired by the college through enrollment growth and were reserved specifically for the proposed new Criminal Justice PhD program; thus they represent recurring funds.

The College of Health and Public Affairs is committed to fund the Doctor of Philosophy in Criminal Justice degree program as indicated in Table 2 in Appendix A.

If there are any questions, feel free to contact me.

Sincerely,



in, Ph.D.

Appendix 2-1

UCF Departments Letters of Support

1. Lynette Feder, PAF Director
2. Kerstin Hamann, Political Science Chair
3. Jana Jasinski, Sociology Chair



Doctoral Program in Public Affairs

Dr. Robert Langworthy
Chair & Professor
Department of Criminal Justice
College of Health and Public Affairs
University of Central Florida
P.O. Box 161600
Orlando, FL 32816-1600

Dear Dr. Langworthy:

As the Director of the Public Affairs (PAF) doctoral program at the University of Central Florida (UCF), I am writing this letter of support on behalf of the Criminal Justice (CJ) Doctoral program that you and your department are currently proposing.

Undoubtedly, there are some similarities between the PAF doctoral program and the proposed CJ doctoral program. Both, for instance, would be housed in the College of Health and Public Affairs (COHPA). Additionally, the PAF doctoral program has a Criminal Justice track. However, the programs differ in significant ways which would ensure that the CJ doctoral program would not be duplicative of the PAF doctoral program.

The most significant differences between the two lie in their different foci and the audience that they are intended to serve. The CJ doctoral program is proposing content that provides an in-depth study of the criminal justice system paired with an extensive foundation in quantitative analyses. In contrast, the PAF doctoral program provides an interdisciplinary perspective encompassing criminal justice, social work, public health, and public administration. Though it offers a track in criminal justice, its intent is to deliver a broad-based interdisciplinary perspective rather than to provide a thorough and intensive study of the criminal justice system.

Another critical difference between the two programs is in the type of student that each is looking to attract. While the PAF doctoral program recruits full-time students, approximately half of each incoming class is comprised of working professionals from our local and state agencies and beyond. (Our program regularly attracts working professionals from many different countries who are sent here to get their doctorates.) In comparison, the CJ doctoral program will seek to recruit full-time students exclusively. This means that the majority of their

courses will be held in the daytime hours whereas most of the PAF doctoral courses are held in the evening hours to accommodate working professionals.

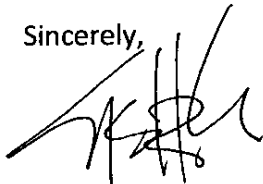
The difference in the students' background (full-time student versus working professional) also speaks to another difference between the programs. The CJ doctoral program will be focused on producing academics as opposed to the PAF doctoral program that has, in the past, produced approximately equal numbers of academics and practitioners.

Though these two programs are significantly distinct from one another, I am quite sure that they can complement each other and in that way provide mutual benefits. Specifically, students from the PAF doctoral program will now have additional electives from the CJ track to choose. And those students from the CJ doctoral program will be able to avail themselves of the interdisciplinary perspective provided in the PAF program.

I also know of your reputation for building a rigorous and highly-regarded criminal justice doctoral program elsewhere and think that your ability to build one here would both help the Central Florida community while increasing the prestige of the University of Central Florida.

Feel free to call me if you have any questions or need further clarification. In the interim, I wish you the best of luck in your endeavors.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lynette Feder', with a stylized flourish at the end.

Lynette Feder, Ph.D.
Assistant Dean & Director
Doctoral Program in Public Affairs
College of Health and Public Affairs
University of Central Florida
HPA 1, Suite 220A
PO Box 163680
Orlando, Florida 32816-3680



Department of Political Science

August 27, 2012

Dear Dr. Langworthy:

I am writing this letter in strong support of the proposed Ph.D. program in Criminal Justice. The Ph.D. is unique in the state of Florida and complements existing graduate programs. In my view, the University of Central Florida and the state of Florida would greatly benefit from an advanced graduate degree in Criminal Justice.

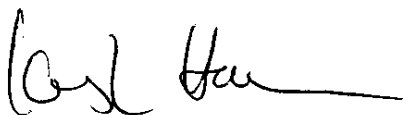
The proposal for the Ph.D. in Criminal Justice clearly demonstrates both a widespread need and broad demand for such a degree. It is particularly remarkable that the department has already established a wide net of partnerships with agencies and institutions that could support the Ph.D. program in various ways, including research and placement of graduates. This clearly demonstrates that this proposed degree program will be well supported by the Central Florida region, and also that it will be of benefit and value to the region by equipping its graduates with the skills needed in the relevant agencies. As no program in the state of Florida has a similarly defined focus as the proposed Ph.D. program, the Criminal Justice Ph.D. would be uniquely equipped to produce specialized and highly trained graduates with unique research skills to provide services in applied settings as well as instruction and research in institutions of higher education.

The Department of Political Science would be happy to support the proposed program as it would complement the department's new Ph.D. in Security Studies, which will start in the fall semester of 2013. While our program concentrates on the political correlates of domestic and international security, the proposed Ph.D. in Criminal Justice would provide an additional component concerning how domestic agencies and policies can implement and enforce mechanisms that further security within the country and abroad. Together, these programs emphasize different, yet related, aspects of domestic security. In practice, too, national political agencies such as the CIA and the FBI closely interact with law enforcement agencies to promote security for citizens in the United States and abroad; offering complementary Ph.D. programs in these areas with their emphasis on research and analytical skills at UCF would be of mutual benefit for both programs and their students. Programs would benefit as they can offer a wider choice of courses with added specializations and a larger pool of faculty advisors to point students to, and they could also benefit from pooling library resources, for example; in turn, students in both programs would be able to take advantage of additional course offerings and opportunities for collaboration as they benefit from the expertise of faculty members in each

department.

In sum, I strongly support the proposed Ph.D. program in Criminal Justice. This is a carefully developed program with a rigorous curriculum that addresses needs of agencies and institutions of higher education in the state of Florida, but also nationally. Graduates will be well equipped to embrace careers in both areas. Within the state of Florida, the program is unique in its focus; at UCF, it is complementary to existing degrees, such as the new Ph.D. in Security Studies, housed in the Political Science Department. I hope this proposal for a Ph.D. in Criminal Justice will be considered favorably.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kerstin Hamann', with a long horizontal flourish extending to the right.

Kerstin Hamann
Professor and Chair



Department of Sociology

September 7, 2012

Dear Dr. Gau,

I am writing to express my very strong support for the proposed doctoral program in Criminal Justice at the University of Central Florida. A number of faculty, including myself, in the Department of Sociology have worked with faculty from the department of Criminal Justice for many years, on such items as collaborate research projects, grant proposals, and serving on graduate committees. I look forward to the expanded opportunities for future collaborative efforts that would be provided by Criminal Justice's acquisition of a doctoral degree. There would be significant benefits for students in many departments across the university, including my own, as well as those students choosing to pursue a doctorate in Criminal Justice.

As the second largest university in the United States and as a large metropolitan university UCF is the ideal setting for Criminal Justice doctoral program with an applied focus. Similar to our Sociology Ph.D. program, an applied focus will increase the opportunities for employment among graduates and for developing partnerships in the Central Florida area. Further, there is no other program in the SUS system that is dedicated only to criminal justice. At UCF two areas of concentration in our Sociology doctoral program are crime and deviance and domestic violence. These areas are complementary to those proposed by the Criminal Justice department and do not duplicate our course offerings or research. Rather, the addition of advanced coursework for the proposed Ph.D. program provides students in both programs with greater diversity in coursework so they can tailor their program to their own goals. Further, the new doctoral program in Security Studies together with the Sociology Ph.D. program and a new Criminal Justice Ph.D. program will help to foster interdisciplinarity with faculty and students across the UCF campus all focused on different aspects of crime and justice. Such collaborations could have a profound impact on not only the Central Florida area but both nationally and internationally as well.

In summary, this is the moment to make the idea of a Ph.D. degree in Criminal Justice a reality, and there is widespread support in the Department of Sociology. We look forward to its approval.

Sincerely,

A handwritten signature in cursive script that reads 'Jana L. Jasinski'.

Dr. Jana Jasinski
Professor and Chair

Appendix 2-2

Central Florida Agency Letters of Support

1. Altamonte Springs Police Department
2. Casselberry Police Department
3. Central Florida Intelligence Exchange
4. Florida Dept. of Law Enforcement, Orlando Regional
5. Law Enforcement Training, Tech. & Res.
6. Nehemiah Education and Economic Development
7. Ninth Judicial District, Judge and State Attorney
8. Orange County Corrections Department
9. Orange County Family Services Department
10. Orange County Sheriff's Office
11. Orlando Police Department
12. Seminole County Public Safety Dept., Probation
13. Seminole County Sheriff's Office
14. UCF Police Department
15. Valencia State College, Criminal Justice Institute
16. Valencia State College, Criminal Justice Department
17. Volusia County Division of Corrections



September 01, 2011

Mr. Robert H. Langworthy, PhD
University of Central Florida
P.O. Box 161600
Orlando, FL 32816-1600

Dear Mr. Langworthy:

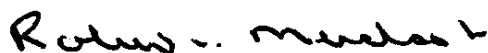
The University of Central Florida has built an extensive list of accomplishments having a positive impact within the community. Therefore, it is my pleasure to provide a letter of support to UCF for the much anticipated, Doctoral Program in Criminal Justice. Moreover, this PhD program would be a welcome addition to the curriculum for higher education and add to UCF's list as a positive impact in support of our local profession.

The notion of earning PhD derived through local research coupled with the highly-competent UCF faculty would fill an obvious gap within our criminal justice community. As an alumnus holding a Master Degree in Criminal Justice, the mere announcement of a newly-formed Doctoral Program greatly expands personal opportunities for those dedicated to this field of study. Notably, leaders within the law enforcement profession can attest the bar of excellence is always on the rise in search of "the best of the best".

In closing, graduates of a Doctoral Program from the University of Central Florida would naturally be in high demand across our region. Logically, a quality education from UCF provides an advantage across the entire spectrum, starting with entry-level candidates just beginning their focusing on a criminal justice career, to long-term practitioners setting the standards for others to follow.

Sincerely,

ALTAMONTE SPRINGS POLICE DEPARTMENT



Robert C. Merchant Jr., Chief of Police



City of Casselberry

Chief of Police

4195 South U.S. Hwy. 17-92, Casselberry, Florida 32707 • Telephone (407) 262-7616 X 1065
Fax (407) 262-7644 • Email bmcneil@casselberry.org

August 25, 2011

Robert H. Langworthy, PhD
Chairperson, Department of Criminal Justice
College of Health and Public Affairs
University of Central Florida
P.O. Box 161600
Orlando, Florida 32816-1600

RE: Purposed PhD Program at UCF

Dear Dr. Langworthy,

The University of Central Florida (and your staff) have become a vital resource to the law enforcement community here in Central Florida. Not only does the University provide a resource for agencies in the area of research and statistics but it also provides a place for agency members to further their education – which directly benefits their organization. Additionally, the University graduates keep a good supply of educated personnel for future job openings.

Expanding the current program to include a Doctor of Philosophy (Ph.D.) would further enhance the partnership shared between the University and area law enforcement agencies. The Doctoral program would benefit agencies in several ways. The program would supply more advanced graduate students who would be working on dissertations – students, who in turn, would be seeking research data from local departments. The world of law enforcement is always changing. We must stay current and keep up with shifting trends in order to provide effective and efficient service to the citizens and business professionals of Casselberry. The Casselberry Police Department would be **HIGHLY** interested in partnering with and developing a strong working-relationship with the Ph.D. Program. Our Department would directly benefit from the relationship and would seek to create, justify, modify, or eliminate services and/or procedures supported by evidence-based research data gained through the Ph.D. program students. The program would help us as we evolve and change to meet the needs of our community. Our goal is always to provide the best service possible. With help from UCF, we would be better able to continue that pledge and commitment.

The Ph.D. Program would provide a supply of future employees with advanced education and encourage current employees to seek the highly advanced degree. Both of these are a direct benefit to our Department and also to the community as a whole.

I am in complete support of UCF attaining a Ph.D. Program in Criminal Justice. The benefits to the local law enforcement community would be substantial and significant. Please regard this letter of support to extend beyond a verbal commitment. If there is anything me or my staff can do to assist in this worthwhile endeavor, please do not hesitate to contact me.

Respectfully,

A handwritten signature in black ink, appearing to read "Will. F. McNeil", followed by a large, stylized loop.

William F. McNeil
Chief of Police



Central Florida Intelligence Exchange Memorandum

Date: 8/29/2011

Robert H. Langworthy, PhD
Chair/Professor
Department of Criminal Justice
PO Box 161
Orlando, FL 32816-1600

This letter is in support of the proposed Doctor of Philosophy (Ph.D.) program to be offered at the University of Central Florida (UCF) within the Department of Criminal Justice Program. This type of program would fill the need in the central Florida region, produce useful services to law enforcement agencies and generate graduates which would be in high demand in the law enforcement profession.

Florida is a complex and rapidly growing state with a broad industrial and economic base, as well as, a diverse population representing nations around the world. Florida includes tourism as one of its major industries and hosts millions of visitors each year to cities, amusement parks, cruise ships and other vacation interests throughout its heartland and along its coastlines. Florida is also home to a very diverse population of residents and unique challenges which require considerable thought and insight to resolve local crime trends and problems. These complexities provide much opportunity to law enforcement professionals to "challenge the process" and a doctorate program could help fill a valuable need for this area.

The Central Florida Intelligence Exchange (CFIX) is one of the seventy two (72) recognized Fusion Centers in the country. We are host to Region 5 of the Regional Domestic Security Task Force (RDSTF) and as such are responsible for nine (9) counties and the protection of our homeland security. CFIX currently has a partnership with the UCF intern program and this type of program will only serve to enhance that relationship and opportunity in the future.

Regards,

Dave Ogden, Director - Captain
Central Florida Intelligence eXchange (CFIX)
6643 Hazeltine National Dr.
Orlando, FL 32822



Florida Department of
Law Enforcement

Gerald M. Bailey
Commissioner

Orlando Regional Operations Center
500 W. Robinson St
Orlando, Florida 32801-1771
1-800-226-8521
www.fdle.state.fl.us

Rick Scott, *Governor*
Pam Bondi, *Attorney General*
Jeff Atwater, *Chief Financial Officer*
Adam Putnam, *Commissioner of Agriculture*

August 16, 2011

Robert H. Langworthy, PhD
Chair/Professor, Department of Criminal Justice
University of Central Florida

Dear Dr. Langworthy,

I am writing you this letter of support toward the University of Central Florida's effort to institutionalize a Doctor of Philosophy in Criminal Justice within your Criminal Justice degree program. As a representative of state law enforcement, I can foresee numerous opportunities for this program to help law enforcement agencies conduct studies of crime trends and evaluate resource allocations toward solving crimes.

The University of Central Florida Criminal Justice Program has maintained a strong partnership with the law enforcement community in the state of Florida, and its efforts to provide service as a research facility have been paramount to the implementation of several important policing theories. I believe this service can be greatly strengthened through the establishment of a Doctor of Philosophy program at the university and am supportive of any effort to bring that goal to reality.

Extensive research is paramount to the success of the Intelligence Led Policing model that many state and local law enforcement agencies subscribe to. In order for this model to succeed, qualified research is necessary to evaluate the affect of law enforcement efforts toward evolving crime trends. Only through more extensive research will this be possible.

The criminal justice field continues to enjoy an opportunity to employ increasingly educated and qualified applicants from many competing educational facilities throughout the nation. The University of Central Florida enjoys a reputation for producing some of the best among those applicants. However, as educational opportunities increase, it is important for the university to continue to increase its foundation of opportunities for its students to maintain competitiveness in the employment field. The establishment of a PhD program in the Criminal Justice Degree Program would certainly be a step toward continuing in that regard.

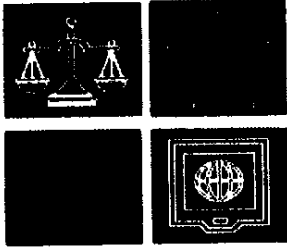
Thank you for the opportunity to support this program. If I may be of personal assistance toward this endeavor, please don't hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "D. P. Banks", written over a horizontal line.

Daniel P. Banks
Chief of Investigations
Florida Department of Law Enforcement
Orlando Regional Operations Center

Service • Integrity • Respect • Quality



The Center for
Law Enforcement Technology, Training, & Research, Inc.

12201 Research Parkway, Suite 223
Orlando, FL 32826
(407)882-1590
www.LETTR.org

A non-profit partnership of the Florida Law Enforcement Data Sharing Consortium and
the University of Central Florida

Board of Directors

Sheriff Don Eslinger
Seminole County, Florida

Alfred G. Harms, Jr.
Vice Admiral, U.S. Navy (Ret)
University of Central Florida
Vice President for Strategic
Planning and Initiatives &
Special Assistant to the
President

Marshal William Berger
US Marshal
Middle District of Florida

Chief Joseph Hellebrand
Port Canaveral Authority Police
Port Canaveral, Florida

September 13, 2011

University of Central Florida
College of Health and Public Affairs
Department of Criminal Justice
P.O., Box 161600
Orlando, FL 32816-1600


Dear Dr. Langworthy:

The Center for Law Enforcement Technology, Training, & Research (LETTR) supports the proposed Doctorial program in Criminal Justice. This program will enhance our partnership and create a new level of knowledge base that will be beneficial to the regional criminal justice community.

LETTR is a not-for-profit corporation formed by the University of Central Florida (UCF) and members of Florida Law Enforcement Data Sharing Consortium. UCF is where a wide area multi-agency information sharing system was developed in 2001. Today, more than 150 local, county, state, and federal agencies are using the system to "connect-the-dots." There are hundreds of successfully documented cases that would not have been possible without the system known as the Florida Integrated Network for Data Exchange and Retrieval (FINDER). FINDER™ facilitates the searching of criminal incident reports and pawn transaction data to law enforcement personnel within a state-wide network. This data-set alone has resulted in solving large scale multi-jurisdictional commodity thefts, home invasions, homicides, drug trafficking, and a litany of other serious crimes involving chronic offenders. LETTR works closely with the Orange County Sheriff's Office and well as UCF on a continual and on-going basis. Our public-public partnerships that extend throughout Florida (currently covering the majority of the Florida population) that are directed and controlled by grass-roots practitioners are a model of striking success at a low cost.

LETTR fully supports the development of this program of higher learning. We will provide support for research projects and help build relationships between students and practitioners. This proposal will produce a valuable tool to address a major problem regarding pawn related activities.

Sincerely,


Mark Strobbridge
Executive Director

Ms. Mary Fahlstrom
Seminole County Sheriff's Office
Secretary

Mr. Mark D. Strobbridge
Executive Director

FINDER™

The Florida Integrated Network for Data Exchange and Retrieval

NEHEMIAH EDUCATIONAL AND ECONOMIC DEVELOPMENT, INC.
989 W. Kennedy Blvd. **Orlando, Florida 32810**
Ph: (407) 661-9050 **Fax: (407) 661-9005**

August 29, 2011

Dr. Robert H. Langworthy, PhD
Chair/Professor
University of Central Florida
College of Health and Public Affairs
Department of Criminal Justice
P.O. Box 161600
Orlando, FL 32816-1600

Re: Criminal Justice Doctoral Study at University of Central Florida (UCF)

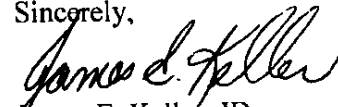
Dear Dr. Langworthy:

It gives me great pleasure to write this letter of support for the Department of Criminal Justice's proposal for the Doctor of Philosophy (PhD) in Criminal Justice degree program. UCF has been a significant contributor to the vision and mission of Nehemiah Educational and Economic Development, Inc. (N.E.E.D.) and other central Florida organizations. Specifically, Dr. Roberto Hugh Potter, PhD, Professor / Director of Research and I have been working together the last three years on the criminal justice project entitled Men Involved in STD Training Empowerment Research Study (MISTERS). The services provided by Dr. Potter and his PhD graduate students have been invaluable. The PhD graduate students provided extraordinary research services to the project and filled a critical component for the theoretical framework for the MISTERS Program. N.E.E.D. is actively seeking other criminal justice based intervention/prevention programs and would have use for research services produced by graduate faculty and students of the PhD Criminal Justice degree program.

I have been working in the central Florida area for over fifteen years and based upon my experience I strongly believe that a PhD program at UCF would fill a need in the central Florida criminal justice community. In addition, the central Florida criminal justice community has grown tremendously in the last few years. Graduates of the PhD program would be in high demand and would be able to obtain positions in their field of study at my agency.

Dr. Potter and his graduate students demonstrate professionalism in all their services. I look forward to continuing our business relationship with UCF.

Sincerely,


James E. Keller, JD
Director



State of Florida
Ninth Judicial Circuit of Florida

BELVIN PERRY, JR.
CHIEF JUDGE

COUNTIES OF ORANGE AND OSCEOLA
ADMINISTRATIVE OFFICE OF THE COURTS
ORANGE COUNTY COURTHOUSE
425 N. ORANGE AVENUE, SUITE 2010
ORLANDO, FLORIDA 32802
WWW.NINTHCIRCUIT.ORG

JILL GAY
JUDICIAL ASSISTANT
(407) 836-2008

November 2, 2011

Robert H. Langworthy, Ph.D.
Chair/Professor, Department of Criminal Justice
University of Central Florida
College of Health and Public Affairs
P.O. Box 161600
Orlando, FL 32816-1600

Re: University of Central Florida's proposed Doctor of Philosophy in Criminal Justice
degree program

Dear Dr. Langworthy,

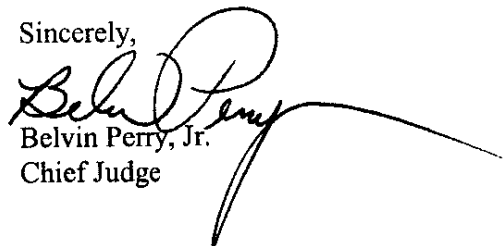
Please accept this letter in support of the proposed institutionalization of a Doctor of Philosophy in Criminal Justice degree program by the University of Central Florida's Department of Criminal Justice. The University, and particularly the Department of Criminal Justice, is an important resource for the Central Florida area. The quality education offered by the University which concentrates on an area of particular relevance to the Court, namely criminal justice studies and applications, is certainly of immeasurable benefit to the citizens of Central Florida.

The Court is very aware of the urgent need that our community has for greater exploration and understanding of all facets of criminal justice in order to better protect and serve not only the community as a whole, but those who find themselves in the criminal justice system. I understand that this proposed degree program will produce valuable scientific knowledge related to criminal justice issues in this region. Such data, once compiled and studied would provide information capable of informing positive action. Additionally, it is my hope that such a program as this will produce well-trained doctoral students willing and able to assist the Court in its duty to ensure the prompt and efficient administration of justice.

Robert H. Langworthy, Ph.D.
November 2, 2011
Page Two

The Ninth Judicial Circuit Court offers its support for the proposed Doctor of Philosophy in Criminal Justice degree program. Please do not hesitate to contact my judicial assistant Jill Gay at 407-836-2008 if I may be of further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Belvin Perry, Jr.", with a long, sweeping horizontal line extending to the right.

Belvin Perry, Jr.
Chief Judge

cc.: Roberto Hugh Potter, Ph.D.
Professor and Director of Research
College of Health and Public Affairs
University of Central Florida



Lawson Lamar
State Attorney
Ninth Judicial Circuit of Florida
415 North Orange Avenue
Post Office Box 1673
Orlando, Florida 32802
407-836-2400

August 17, 2011

Robert H. Langworthy, PhD
Chair/Professor, Department of Criminal Justice
University of Central Florida
Post Office Box 161600
Orlando, Florida 32816-1600

Dear Professor Langworthy:

I am delighted to hear of your Department's proposal to institutionalize a PhD program in criminal justice. As an agency head with an extensive background in our research relationship with the University I see mutual benefits of importance to UCF and the community.

The original research will assist us in charting a more efficient course for law enforcement and prosecution in this very dynamic region. The need for practical original research has been demonstrated through our prior coordinated efforts. We have lowered juvenile crime in our Circuit with the help of insights developed through UCF.

Graduates of the program can be counted on to advance not only scholarship but the cadre of well prepared educators at the University.

Our professional community of criminal justice practitioners will also be enriched by this PhD program.

Count me in as a proponent of adding this program to our proven legacy set of criminal justice learning opportunities. The need has grown, the time is now.

Very truly yours,

A handwritten signature in cursive script that reads "Lawson Lamar".

Lawson Lamar

LL:dh



Michael A. Tidwell
Chief
Tel. (407) 836-3564
Fax (407) 836-3523
Michael.Tidwell@ocfl.net

Corrections Department

3723 Vision Boulevard
Reply To: Post Office Box 4970
Orlando, Florida 32802-4970
www.bestiall.com

October 5, 2011

Dr. Robert Langworthy
University of Central Florida
Criminal Justice Department
4000 Central Florida Blvd.
Orlando, FL 32816

RE: Doctoral Program In Criminal Justice At The University Of Central Florida

Dear Dr. Langworthy:

I am writing in support of the proposed doctoral program in Criminal Justice at the University of Central Florida. This program will provide training in the technologies used throughout the criminal justice field today. I believe such a program will equip its graduates with the skills needed to address the prevention and assessment of criminal behavior, as well as provide a thorough understanding of the theories used by the criminal justice workforce.

The current economic state demands agencies utilize evidence-based practices. This program will help to provide the ability to recognize, evaluate and implement these practices and help to place highly trained individuals in demanding positions that have a limited learning curve window. Having a doctoral program in Criminal Justice will serve to teach students these skills and improve the Central Florida Criminal Justice Community in countless ways.

I believe the development of a doctoral program in Criminal Justice at the University of Central Florida would be a huge asset to our community. Our agency will continue to develop a working relationship with the Department of Criminal Justice in order to increase the level of care given to our clients, while allowing doctoral students a hands on approach to practicing what they are learning in the classroom. This program will also serve to make the Central Florida community a safer place.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael A. Tidwell".

Michael A. Tidwell, MHS, CJM, CCE
Chief of Corrections

MAT/jh/bc

c: File



FAMILY SERVICES DEPARTMENT
MENTAL HEALTH & HOMELESS ISSUES DIVISION
DONNA WYCHE, Manager
2100 East Michigan Street, Orlando Florida 32806-4014
407-836-7608 Fax: 407-836-7583 Donna.Wyche@ocfl.net

September 7, 2011

Dr. Robert Langworthy
Chair, Department of Criminal Justice
Post Office Box 1600
Orlando, FL 32816
University of Central Florida

Dear Dr. Langworthy:

I appreciate the opportunity to write a letter in support of the proposed doctoral program in Criminal Justice at the University of Central Florida. This program will develop graduates who have solid grounding in the technologies needed to address the prevention, management, and correction of criminal behaviors, as well as knowledge of the various theories and practices behind those analysis techniques.

As an appointed administrator with Orange County in the field of Mental Illness and Homeless Issues, I am acutely aware of the increasing demands placed on us to engage in evidence-based practices for the betterment of our community. This program will promote community collaborations with the Criminal Justice Program and local human service providers that are directly and indirectly involved with individuals with criminal histories. Having a specialized program that study's the criminogenic needs of those returning to the community will bring forth the following:

- Identify the needs of this population; allowing community providers to engage individuals.
- Determination of the best practices for this population pre and post release; therefore implementing the most effective and efficient programs.
- Create community based prevention programs to reduce criminal behaviors; reducing dollars spent in incarcerating individuals and investing dollars in the community.
- Foster strong community relationships; improving the safety and welfare of our citizens.

I support the development of the doctoral program in Criminal Justice at the University of Central Florida. Orange County welcomes the opportunity to work with the Department of Criminal Justice to improve the outcomes of those returning to the community as well as preventing recidivism and improving the general welfare of the community.

Sincerely,


Donna Wyche
Manager



Sheriff Jerry L. Demings

ORANGE COUNTY SHERIFF'S OFFICE

TELEPHONE: 407.254.7000 ♦ P.O. BOX 1440, ORLANDO, FLORIDA 32802-1440 ♦ WWW.OCSO.COM

September 12, 2011

Dr. Robert Langworthy
Professor and Chair
Department of Criminal Justice
University of Central Florida
PO Box 161600
Orlando, FL 32816-1600

Dear Dr. Langworthy:

I was recently advised of the creation of a criminal justice doctoral program at the University of Central Florida. This program will develop graduates who have solid grounding in the technologies needed to address the prevention, management, and correction of criminal behaviors, as well as a strong familiarity of the various theories and practices behind those analysis techniques.

As the Sheriff of Orange County, I am well aware of the strong impact that evidence-based practice has had on the field of criminal justice. I am confident that the educated graduates of this doctoral program in criminal justice will be able to bridge the gap between theory and practice within our agency, and within the criminal justice community in Central Florida. As an elected leader in the criminal justice field, I am acutely aware that the skills and knowledge needed to recognize, evaluate, and implement evidence-based practices are not always readily available. The type of doctoral program proposed by the Department of Criminal Justice will address this gap in two ways.

First, the placement of doctoral students in agencies and working with agencies under the supervision of doctoral faculty will increase the ability of criminal justice practitioners to recognize and deploy appropriate evidence-based practices without substantial cost. By providing skilled students to work on evaluation programs, for example, we will be able to improve the outcomes for our citizens. This will increase our ability to "work smarter" and do more with declining resources.

Second, the proposed doctoral program will produce the types of analysts and researchers that agencies such as mine will employ to meet the increasing demands for smarter types of data gathering, analysis, and inquiry. I believe the emphasis on applied research to improve agency performance will be a source of future employees for our agency, and/or a resource for us to develop our in-house personnel.



*The First Agency in Orange County to Receive Both
International and State Accreditation.*



Dr. Robert Langworthy

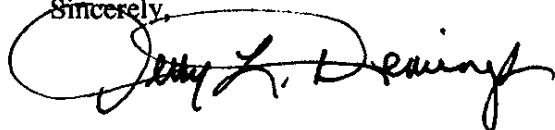
September 12, 2011

Page Two

I am a strong supporter of the newly proposed doctoral program in criminal justice at the University of Central Florida. I strongly believe that this program will shape graduates into active and energetic leaders of the Central Florida community. The analytical skills that will be instilled in these young men and women will contribute to the overall success of law enforcement agencies locally, statewide, and nationwide.

In closing, I support the development of the doctoral program in criminal justice at the University of Central Florida. We will continue to work them to improve our operations and programs, adding a new level of expertise to our existing collaborations. I believe this program will provide an additional necessary resource to make the community a safer and more desirable place to live and work.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry L. Demings". The signature is written in a cursive style with a large, looping initial "J".

Jerry L. Demings
Sheriff of Orange County

JLD/ksb



CITY OF ORLANDO

POLICE DEPARTMENT

September 16, 2011

OFFICE OF
PAUL ROONEY
CHIEF OF POLICE



Dr. Robert Langworthy
Professor and Chair
Department of Criminal Justice
University of Central Florida
PO Box 161600
Orlando, FL 32816-1600

Dear Dr. Langworthy:

I have been informed about the proposed doctoral program in Criminal Justice at the University of Central Florida and would like to show my support for this endeavor. This program has been building momentum for several years at UCF, and I am excited to hear that it may soon become a reality.

As the Chief of Police for the City of Orlando, and as a practitioner in the criminal justice field, I have seen the increasing demands to do more with less. In order to accomplish these goals, evidence-based practices are becoming more and more important for criminal justice agencies, including the police. This proposed program will:

- 1) Provide research-trained future employees for the criminal justice field. Graduates of this program will be prepared to take leadership roles in criminal justice research and will be able to efficiently gather data, analyze and interpret results, and suggest appropriate changes. With the high level of importance placed on applied research to improve an organization's performance, graduates from the program will also become resources for our current employees.
- 2) Develop partnerships that will allow for a better understanding of critical issues. This benefits the central Florida law enforcement community by the ability to use doctoral students in the development and implementation of evidence-based practices without a substantial cost.

I fully support the creation of the doctoral program in Criminal Justice at the University of Central Florida. Our organization looks forward to collaborating with the Department of Criminal Justice.

Sincerely,

Paul Rooney
Chief of Police

PR/sr

PUBLIC SAFETY DEPARTMENT
PROBATION DIVISION



August 22, 2011

Robert H Langworthy, PhD
Chair/Professor, Department of Criminal Justice
University of Central Florida
P O Box 161600
Orlando FL 32816-1600

Dear Professor Langworthy,

It is my pleasure to offer my enthusiastic support of your new program offering a PhD in Criminal Justice. The Central Florida community will benefit greatly from research which will be undertaken so close to "home". Central Florida has, over the last several decades, become a major tourist destination and, as a result, its population has grown quickly and its demographics have changed substantially. Criminal justice professionals have been challenged to respond in the most effective ways to insure public safety while preserving the quality of life that Central Floridians enjoy.

The Seminole County Probation Division is small but it is very progressive in its use of technology to offer proactive community supervision programs for offenders as alternatives to more "traditional" supervision methods. The research capability within our own communities which could be offered by your faculty and students can greatly aid us in focusing our resources and methods on those offenders with the greatest needs, individually tailoring our supervision case plans to maximize offender success while reducing risk to the community. This evidence-based research will strengthen and validate our programs. Additionally, student research would offer this division a much-enhanced ability to conduct quality research and analysis, under controlled conditions, without having to incur a major expense to our local government.

We look forward to forging strong working relationships with your PhD Program. Graduates of your program will expand and deepen the local labor pool of highly trained and talented criminal justice professionals. This is a win-win for the University of Central Florida and for the citizens in the Central Florida area.

Cordially yours,

Derek J. Gallagher
Chief Probation Officer
Seminole County Probation Division



**Seminole
County**

Sheriff Donald F. Eslinger

August 16, 2011

An Internationally Accredited Agency

Commission on Accreditation for Law Enforcement Agencies
Commission for Florida Law Enforcement Accreditation
Florida Corrections Accreditation Commission
National Commission on Correctional Health Care
Public Safety Communications Accreditation

Robert H. Langworthy, PhD
Chair/Professor
College of Health and Public Affairs
Department of Criminal Justice
P. O. Box 161600
Orlando, FL 32816-1600

Dear Dr. Langworthy:

I have been informed that the University of Central Florida is considering the addition of a Criminal Justice Doctor of Philosophy Degree. As you are aware, many Central Florida area criminal justice practitioners achieve their Master of Science degrees in this discipline, but do not have a local higher learning institution readily accessible to further their studies. I'm certain that once your doctoral program is implemented at the University of Central Florida, candidates will avail themselves of this new opportunity to pursue a higher degree knowing they have the benefit of on-site personal advisors to assist them in their degree requirements.

I recognize that research and analysis is a significant component of PhD studies. As a progressive law criminal justice organization, the Seminole County Sheriff's Office welcomes a partnership with your institution to aid in the research of a variety of topics and processes that affect crime, offender behavior and social order within our community.

As a distinguished leader in higher education, the University of Central Florida is well known for academic excellence. As the Sheriff of Seminole County, I look forward to the opportunity to provide internships and consider program graduates for career positions within our agency.

I pledge my continued endorsement and full support of a Criminal Justice Doctor of Philosophy Degree program. If we may be of further assistance, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Donald F. Eslinger', written over a horizontal line.

Sheriff Donald F. Eslinger

DFE:eag

100 Bush Blvd., Sanford, Florida 32773

www.seminolesheriff.org

Office: (407) 665-6600 / Corrections: (407) 665-1200 / Orlando Exchange: (407) 831-3316



Department of Public Safety & Police

Mr. Robert H. Langworthy, PhD
Chair, Department of Criminal Justice
University of Central Florida

Dear Dr. Langworthy:

I am very excited that the University of Central Florida is working to establish a Doctor of Philosophy in Criminal Justice degree program.

As a 34 year veteran of law enforcement, I am confident that program graduates would be in high demand by numerous law enforcement and correctional agencies. My agency would provide priority processing to qualified applicants who are graduates of the program.

Additionally, the UCFPD would utilize the research programs and services produced by both graduate faculty and students.

In closing, I strongly support your efforts to establish a Doctor of Philosophy in Criminal Justice program at the University of Central Florida.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. M. Beary', with a long, sweeping underline.

Richard M. Beary
Assistant Vice-President
Chief of Police

VALENCIA COLLEGE

August 17, 2011

Robert H. Langworthy, Ph.D.
Chair/Professor
Department of Criminal Justice
College of Health and Public Affairs
University of Central Florida
P.O. Box 161600
Orlando, FL 32816-1600

Dr. Langworthy:

Please accept this as a letter of support for your proposal to institute a Doctor of Philosophy (Ph.D.) in Criminal Justice in the Department of Criminal Justice at the University of Central Florida. As a retired police Captain from the Orlando Police Department, and the current Director of the Criminal Justice Institute at Valencia College, I believe that a Doctoral Program in Criminal Justice will be a valuable resource for the central Florida criminal justice community, in particular, the Criminal Justice Institute. The institute is certified by the Florida Criminal Justice Standards and Training Commission to deliver all Commission-approved curricula to law enforcement and correctional officers in central Florida. With primary responsibility for the criminal justice agencies in Orange County, Florida, the institute is a regional training center that serves over 45 organizations; including state law enforcement agencies, Department of Corrections, Department of Juvenile Justice, numerous county, municipal, regional, state and international agencies. Each year, over 300 students attend basic law enforcement and corrections recruit training at the institute. Furthermore, approximately 2,300 veteran law enforcement and corrections officers attend advanced and specialized courses at the institute each year. The number of students and activities at the institute creates a rich research environment that could greatly benefit from the research and evaluation services that are provided by a doctoral program.

The field of criminal justice continues to burgeon and progress in the central Florida region, thus creating a data rich environment that is ready for comprehensive theoretical, scientific, and practical research in criminal justice. Undoubtedly, a program of this nature would be successful in central Florida.



Dr. Jeffrey W. Goltz
Director,
Criminal Justice Institute
Valencia College

M e m o r a n d u m

Criminal Justice Technology Program
Valencia College
701 N. Econolockhatchee Trail
Orlando, FL 32825
(407) 582-2697

August 24, 2011

Dr. Robert Langworthy
Chair/Professor, Department of Criminal Justice
University of Central Florida
P.O. Box 161600
Orlando, FL 32816-1600

Dear Dr. Langworthy,

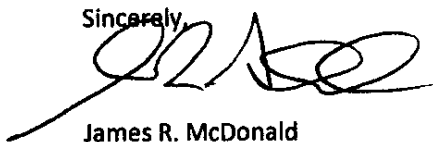
I am writing to voice my support for the proposed Doctor of Philosophy (Ph.D.) program in Criminal Justice at the University of Central Florida. Without a doubt, I feel that it would be beneficial to the community to have a program producing criminal justice scholarship and training targeted at subjects relevant to criminal justice practitioners and organizations.

As the chair of the Criminal Justice Technology A.S. degree program at Valencia College, I work closely with the director of the Criminal Justice Institute at the college, Dr. Jeffrey Goltz, and we have spoken often about the untapped opportunities to conduct research on matters related to police recruit academy performance and police officer field performance. With potential research opportunities at the Criminal Justice Institute, a need exists for the research services offered by criminal justice graduate faculty and students.

Moreover, with many state colleges in Florida awarding baccalaureate degrees, a potential need exists for credentialed doctoral faculty to teach at the baccalaureate level in any Criminal Justice degree programs that may develop in the near future.

Thank you for allowing me the opportunity to express my support for the proposed Doctor of Philosophy (Ph.D.) program in Criminal Justice at the University of Central Florida. If I can be of any additional assistance, feel free to contact me.

Sincerely,



James R. McDonald
Professor and Program Chair
Criminal Justice Technology Program

VALENCIA
A BETTER PLACE TO START®



August 22, 2011

Robert H. Langworthy, Ph. D.
Chair/Professor
Dept. of Criminal Justice
University of Central Florida
P.O. Box 161600
Orlando, FL 32816-1600

Dear Dr. Langworthy:

I have reviewed the proposal for a Criminal Justice Ph.D. at the University of Central Florida. This letter is to express my wholehearted support for the proposal.

A doctoral level program at UCF will fill a need in the Central Florida criminal justice community. The proposal is unique in its focus on the criminal justice system, as opposed to a focus on the science of crime. As a practitioner within the justice system, I can attest to the need for high level understanding and research *about the system*. Indeed, my own organization has a critical need for this type of research; I know neighboring correctional agencies have this same need.

Installation of a doctoral program would greatly expand the pool of skilled labor available to support faculty-directed research and evaluation efforts. It will fill the gap that currently exists between research projects desired and trained individuals to carry them out. In addition, use of faculty-graduate student teams presents a cost effective means to secure rigorous research for a favorable investment.

Finally, the Volusia County Division of Corrections would have use for the services of this program's graduates. I believe they would easily find employment within my agency, as well as in other correctional settings.

If I can be of any further assistance as UCF seeks establishment of a Criminal Justice Ph.D. program, please feel free to call upon me.

Sincerely,

A handwritten signature in black ink, appearing to read "Marilyn Chandler Ford".

Marilyn Chandler Ford, Ph. D., CJM
Corrections Director
Volusia County Division of Corrections

Corrections Division • Caller Service 2865 • 1300 Red John Drive • Daytona Beach, FL 32120-2865
Tel: 386-323-3505 • FAX: 386-323-3504

www.volusia.org

Appendix 2-3 Student Demand Survey Methodologies

During the decade that the Department of Criminal Justice (formerly the Department of Criminal Justice and Legal Studies) has been developing a proposal to install doctoral education in criminal justice at UCF, several surveys of students have been conducted to gauge interest.

UCF Criminal Justice Student Survey--2003

In February of 2003, the Department of Criminal Justice and Legal Studies sent e-mail messages to 796 criminal justice undergraduate and graduate UCF students inviting them to participate in an on-line survey about continuing their education. Three contacts were made with each student, resulting in 205 responses for a 26 percent response rate. Two-thirds of the respondents were undergraduates and 149 of responding graduate and undergraduate students indicated that their undergraduate GPAs exceeded 3.0.

Southern Criminal Justice Association Student Member Survey--2003

The second of these was an on-line survey of graduate students who were members of the Southern Criminal Justice Association (SCJA) conducted in April 2003. E-mail addresses of all 52 SCJA student members were secured and each was e-mailed the survey to be completed on-line. Several reminders were extended ultimately resulting in 26 completed surveys for a 50 percent response rate. The respondents were predominately graduate students (20) enrolled in Master's degree programs (18).

UCF Criminal Justice and Legal Studies Student Survey--2009

The final survey was delivered in mixed mode and to criminal justice and legal studies undergraduate students and criminal justice graduate students. Course sampling was done such that 34 classes were randomly selected from the total of 170 offered during the spring term 2009. This procedure insured that students in classes from all instructional modes (face-to-face, mixed mode, web), from all campuses (main and regional), and from both majors (criminal justice and legal studies) were included in the survey. The survey was delivered in-person to students in courses that were taught face-to-face or in mixed mode, and on-line to students taking web courses. The survey, in one form or another (851 in-person, 470 on-line) was delivered to 1,321¹ students (939 criminal justice students and 382 legal studies students). The survey was completed by 608 students, a 46 percent response rate.² Table 2.3 includes just those respondents who reported a GPA above 3.0, n=383 or 63 percent of respondents.

¹ 1,321 students include those that were registered for classes included in the survey – not all students attend every class and students were instructed to complete the survey only if they had not already done so in another class.

² 519 responses were received from 851 in-person surveys completed in class (61 percent) while 89 on-line responses were received from 470 on-line students (19 percent).

Appendix 2-4 Letters from SUS Institutions

1. University of South Florida
2. University of Florida
3. Florida State University



March 5, 2013

Dr. Tony Waldrop
Provost and Executive Vice President for Academic Affairs
University of Central Florida
4000 Central Florida Boulevard
Millican Hall, Room 338
Orlando, FL 32816

Dear Provost Waldrop:

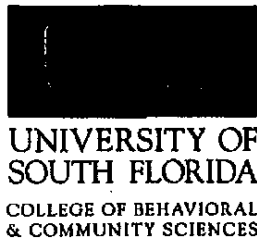
Thank you for the opportunity to review the proposed Ph.D. in Criminal Justice at the University of Central Florida. Dr. Michael J. Leiber, Interim Chair of USF's Department of Criminology, has reviewed the proposal and expresses no objection to your proposed program. He believes that it is evident that your program will offer a unique contribution to doctoral studies in the field of criminology for students and faculty in the state of Florida. The programs at both of our institutions complement one another in a manner that is beneficial for fostering future research and educational collaborations. We wish you the best as you implement this degree program.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Wilcox".

Ralph C. Wilcox
Provost and Executive Vice President

cc: Dr. Michael Lieber, Interim Chair, Department of Criminology
Dr. Julie Serovich, Dean, College of Behavioral and Community Sciences
Dr. Steve RiCharde, Associate Vice President, Institutional Effectiveness and Assessment



August 2, 2012

Robert H. Langworthy, Professor/Chair
Department of Criminal Justice
University of Central Florida
P.O. Box 161600
Orlando, Florida 32816-1600

Dear Professor Langworthy:

After receiving the outline of your Ph.D. proposal, I approached my faculty for review and comments during our departmental meeting last week. On behalf of the Department of Criminology at the University of South Florida, I would like to offer our support of your pursuit of a doctoral program in criminal justice. It is evident that you will offer a unique contribution to doctoral studies in the state of Florida. At the same time, I believe that our programs could complement (and not compete with) one another in a way that could foster future research and educational collaborations.

Given the metropolitan design of Orlando, and the dearth of purely criminal justice programs in the state of Florida (and across the United States), your program will fill an important local, state, and national void. Your proposed curriculum with concentrations in policing, juvenile justice, and corrections will provide students with a theoretically relevant *criminal justice* focus which certainly differs from our *criminology* concentration that focuses more on crime trends and causation. At the same time, practitioners will benefit from your program, as your faculty and doctoral students will be positioned to provide empirically based information on the operation of criminal justice institutions, initiatives, and practices.

While our Ph.D. programs will be structurally different, they will offer unique opportunities to complement one another, especially in the form of faculty and student intellectual exchanges and research partnerships. While the collaborative opportunities are currently present, I believe that they will be enhanced with the energy (and excitement) provided by doctoral students and faculty engaged in a Ph.D. program. Moreover, our programs could potentially provide a holistic approach to understanding the dynamics of crime trends and causation (from USF) as well as the criminal justice system's response and operation (from UCF). In the end, your program should have little (if any) impact on our enrollments, given that students will be choosing among vastly different programs of study.

Department of Criminology • College of Behavioral and Community Sciences
University of South Florida • 4202 East Fowler Avenue/SOC 107 • Tampa, Florida 33620-8100
(813) 974-2814 • Fax: (813) 974-2803 • <http://criminology.usf.edu/>

The University of South Florida is an Affirmative Action/Equal Opportunity Institution



Page 2 – Letter of Support

Finally, I believe that your doctoral program will fill an important need for Ph.D.s in criminal justice. In reviewing our professional membership websites' employment exchanges, it is evident that there are as many (if not more) listings for criminal justice concentrations as there are for criminologists. Moreover, criminal justice practitioners should also benefit professionally from Ph.D.s that relate directly to their field. Currently, these needs are not being directly met from programs in Florida.

Again, our department supports your initiatives as a distinct doctoral program in Florida. If I can be of any additional help, or if you have questions or concerns that I could answer, please do not hesitate to contact me.

Sincerely,

Michael J. Leiber, Ph.D.
Interim Chair
Professor
Editor, *Journal of Crime & Justice*
mjleiber@usf.edu
813-974-9704

Department of Criminology • College of Behavioral and Community Sciences
University of South Florida • 4202 East Fowler Avenue/SOC 107 • Tampa, Florida 33620-8100
(813) 974-2814 • Fax: (813) 974-2803 • <http://criminology.usf.edu/>

The University of South Florida is an Affirmative Action/Equal Opportunity Institution



College of Liberal Arts & Sciences
Department of Sociology and Criminology & Law

P.O. Box 117330
Gainesville, FL 32611-7330
(352) 392-0265
Fax: (352) 392-6568

March 13, 2013

To the committee evaluating the proposed Ph.D. Program in Criminal Justice at the University of Central Florida:

As Chair of this department, I would like to indicate that my review of the proposed program does not suggest a serious direct conflict with the Ph.D. Program in Criminology and Law located in our department. My conclusion is based upon the fact that these two Ph.D. programs serve two different "student populations" and produce a very different "final product."

While it is debatable whether the State of Florida University System needs yet another Ph.D. Program in Criminology or Criminal Justice, my reading of this specific proposal would suggest that the prospective student population that the UCF Ph.D. program is intended to serve are applied practitioners who are working (or intend to work) within the local, state, and federal criminal justice agencies. In other words, this Ph.D. program appears to be directed at students who have finished an applied Master's degree (primarily at UCF) and subsequently wish to go on to earn a doctoral degree in applied CJ topics (i.e., police, courts, and corrections). Moreover, their primary career objective seems to be to continue working in various Central Florida region criminal justice agencies after receiving a terminal Ph.D. degree.

Alternatively, the students who apply for and complete the doctoral program at the University of Florida are a different population of students, almost exclusively interested in developing skills to conduct and publish academic research regarding the prevalence, causal explanation, and the assessing the efficacy of crime prevention strategies and policies put in place to control these deviant behaviors. Our students are also interested in conducting research on various problematic issues in the criminal justice system, but more from an academic perspective (e.g., false witness testimony and biased jury deliberations). We at UF are primarily focused on producing professors and quantitative crime researchers who will go on to other R1 universities (primarily in the USA, but also to other countries around the world). The more "applied" focus on the criminal justice system and its personnel of the UCF doctoral proposal is what most clearly separates our two programs.

If you have any questions about my opinion of this proposal, please do not hesitate to contact me for further information. My email address is rhollin@ufl.edu.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Richard C. Hollinger".

Richard C. Hollinger, Ph.D.
Professor and Chair
Director of the Security Research Project

Letter (email response) from Florida State University

From: "Stokes, Garnett S." <gstokes@fsu.edu>
Date: April 9, 2013, 4:32:45 PM EDT
To: Tony Waldrop <twaldrop@ucf.edu>
Cc: "Blomberg, Thomas" <tblomberg@admin.fsu.edu>, "Stokes, Garnett S." <gstokes@fsu.edu>
Subject: RE: Request for letter of support - proposed Ph.D. in Criminal Justice

Good afternoon, Tony,

You had requested FSU's response to your proposal to establish a Ph.D. in Criminal Justice at UCF. Although we do believe there is overlap in the Ph.D. program proposed at UCF and the program currently offered at FSU, we do not expect the UCF program to negatively affect enrollments and interest in our existing doctoral program. We are prepared to assist you in any way that we can to build a successful program and would be pleased to collaborate with your faculty and students.

If you need anything more, please don't hesitate to ask.

Best,
Garnett

From: Tony Waldrop [mailto:twaldrop@ucf.edu]
Sent: Wednesday, February 13, 2013 8:27 PM
To: Joe Glover; Stokes, Garnett S.; Ralph Wilcox
Cc: Jan Ignash; Karen Dennis; Cheryl May (cdm@ufl.edu); Costa, Margie (Elaine); Williams, Stephanie
Subject: Request for letter of support - proposed Ph.D. in Criminal Justice

Attached is a proposal to establish a Ph.D. in Criminal Justice in the College of Health and Public Affairs at the University of Central Florida. To ensure that this program will be of benefit not only to UCF but will also contribute to the global competitiveness of the State University System, I am requesting that the proposal be reviewed by the appropriate parties at your institution for support to move forward with the proposal and, more importantly, to note any opportunities for collaboration.

I appreciate your time and attention to this important issue, and I look forward to receiving comments and recommendations from you by Friday, March 1.

Thank you,
Tony

Tony G. Waldrop, Ph.D.
Provost and Executive Vice President
Professor of Biomedical Sciences
University of Central Florida

Appendix 3-1 Supplementary Budget Tables Summary Analysis

Name of Program: Ph.D. in Criminal Justice
Level of program: Doctoral
CIP code: 43.01
Author: Drs. Jacinta Gau and Bob Langworthy

Additional resources needed for new program

Estimated Costs	Total	Current	Reallocation		New E&G	C&G	Cost/fte*	Cost/fte**
Year 1	\$190,121	\$111,121	\$111,121	58%	\$79,000	\$0	\$50,699	\$ 50,699
Year 2	\$385,982	\$197,403	\$197,403	51%	\$114,748	\$73,832	\$54,895	\$ 44,395
Year 3	\$482,193	\$201,325	\$201,325	42%	\$156,290	\$124,579	\$54,141	\$ 40,153
Year 4	\$474,272	\$197,403	\$197,403	42%	\$152,290	\$124,579	\$53,252	\$ 39,264
Year 5	\$478,193	\$201,325	\$201,325	42%	\$152,290	\$124,579	\$53,692	\$ 39,704

* based upon total costs

** based upon current and new costs only, does not include C&G

FTE/Headcount

	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount	5	10	15	15	15
FTE	3.75	7.03	8.91	8.91	8.91

UNIVERSITY OF CENTRAL FLORIDA

APPENDIX 3-1 SUPPLEMENTAL BUDGET TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 2						Year 3						Year 4					
	Funding Source					Subtotal E&G, Auxiliary, and C&G	Funding Source				Auxiliary	Subtotal E&G, Auxiliary, and C&G	Funding Source				Auxiliary	Subtotal E&G, Auxiliary, and C&G
	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)			Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)			Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)		
Faculty Salaries and Benefits	\$197,403	\$0	\$0	\$0	\$0	\$197,403	\$201,325	\$0	\$0	\$0	\$0	\$201,325	\$197,403	\$0	\$0	\$0	\$0	\$197,403
A&P Salaries and Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
USPS Salaries and Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Personnel Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Assistantships and Fellowships	\$0	\$0	\$110,748	\$73,832	\$0	\$184,579	\$0	\$0	\$152,290	\$124,579	\$0	\$276,869	\$0	\$0	\$152,290	\$124,579	\$0	\$276,869
Library	\$0	\$0	\$4,000	\$0	\$0	\$4,000	\$0	\$0	\$4,000	\$0	\$0	\$4,000	\$0	\$0	\$0	\$0	\$0	\$0
Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Categories	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Costs	\$197,403	\$0	\$114,748	\$73,832	\$0	\$385,982	\$201,325	\$0	\$156,290	\$124,579	\$0	\$482,193	\$197,403	\$0	\$152,290	\$124,579	\$0	\$474,272

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base", "enrollment growth", and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions (person-years)	Year 2	Year 3	Year 4
Faculty	1.51	1.54	1.51
A&P	0	0	0
USPS	0	0	0

Calculated Cost per Student FTE

	Year 2	Year 3	Year 4
Total E&G Funding	\$385,982	\$482,193	\$474,272
Annual Student FTE	7.03	8.91	8.91
E&G Cost per FTE	\$54,895	\$54,141	\$53,252

Worksheet Table 2 Budget

APPENDIX 3-1 SUPPLEMENTAL BUDGET TABLE 4

ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in the Program	Mos. Contract Year 2	FTE Year 2	% Effort for Prg. Year 2	PY Year 2	Mos. Contract Year 3	FTE Year 3	% Effort for Prg. Year 3	PY Year 3	Mos. Contract Year 4	FTE Year 4	% Effort for Prg. Year 4	PY Year 4
A	Adams, Kenneth	Professor	Tenured	2016	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Bohm, Robert	Professor	Tenured	2015	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Childs, Kristina	Assistant Prof	TE	2016	9	0.75	22%	0.17	9	0.75	11%	0.08	9	0.75	22%	0.17
A	Gau, Jacinta	Assistant Prof	TE	2016	9	0.75	33%	0.25	9	0.75	22%	0.17	9	0.75	22%	0.17
A	Holmes, Stephen	Associate Prof	Tenured		12	1.00	0%	0.00	12	1.00	0%	0.00	12	1.00	0%	0.00
A	Jordan, Kareem	Assistant Prof	TE	2016	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Langworthy, Robert	Professor	Tenured	2015	12	1.00	11%	0.11	12	1.00	11%	0.11	12	1.00	11%	0.11
A	Lucken, Karol	Associate Prof	Tenured	2016	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Matusiak, Matthew	Assistant Prof	TE	2016	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Moreto, William	Assistant Prof	TE	2017	9	0.75	0%	0.00	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Paoline, Eugene	Associate Prof	Tenured	2016	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Potter, Roberto	Professor	Tenured	2017	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Rosky, Jeffrey	Assistant Prof	TE	2015	9	0.75	22%	0.17	9	0.75	33%	0.25	9	0.75	22%	0.17
A	Ross, Lee	Associate Prof	Tenured	2018	12	1	0%	0.00	12	1	11%	0.11	12	1	0%	0.00
A	Sanborn, Joseph	Associate Prof	Tenured	2017	9	0.75	11%	0.08	9	0.75	0%	0.00	9	0.75	11%	0.08
A	Surette, Ray	Professor	Tenured	2017	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Watkins, R	Associate Prof	Tenured	2016	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Wolf, Ross	Associate Prof	Tenured		12	0.75	0%	0.00	12	0.75	0%	0.00	12	0.75	0%	0.00
B	To be hired	Assistant Prof	TE		9	0.75	0%	0.00	9	0.75	0%	0.00	9	0.75	0%	0.00
Total Person-Years (PY)								1.51				1.54				1.51

Faculty CODE		Source of Funding	PY Workload by Budget Classification						
			Year 2	Year 3			Year 4		
A	Existing faculty on a regular line	Current Education & General Revenue	1.51		1.54		1.51		
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00		0.00		0.00		
C	New faculty to be hired on a new line	New Education & General Revenue	0.00		0.00		0.00		
D	Existing faculty hired on contracts/grants	Contracts/Grants							
E	New faculty to be hired on contracts/grants	Contracts/Grants							
		Overall Totals for	Year 2	1.51	Year 3	1.54		Year 4	1.51

Appendix 7-1

2003-2004 Academic Program Review



UCF Academic Program Review
Highlights and Outcome Responses to Previous Review's Recommendations

Discipline Area:	Criminal Justice
Year of Previous Review:	2003-04

Highlights From Previous Review <i>Provided for informational purposes only</i>
<ul style="list-style-type: none"> • faculty nationally recognized for scholarly publications • high student demand and level of satisfaction • productive research partnerships with regional agencies • strong student engagement in faculty research • effective partnerships in the justice community • extremely productive faculty scholars • faculty commitment to program • interdisciplinary research and teaching

INSTRUCTIONS

The academic program review (APR) process exists to promote the continuous quality improvement of our academic departments and programs. As such, every review results in recommendations for department and/or program improvement. Please use the following table(s) to report outcomes resulting from your area's previous review recommendations. Please respond to each recommendation listed below and do so in the form of a **bulleted list** of outcomes. Each response should be **brief** but sufficiently **clear** to the reader, which may include UCF's Board of Trustee's Educational Program's Committee.

Department-Level Recommendations		
	Recommendation(s)	Outcome(s)
1.	Engage in strategic planning to: - determine need for bifurcated graduate program - meet needs for professional and pre-doctoral education - continue strong faculty recruitment and retention	<ul style="list-style-type: none"> The Department engaged a strategic planning exercise immediately following the last review. However, that exercise was focused on governance, tenure and promotion, and annual faculty evaluation criteria and processes. At the time of the last review the Department had effectively managed a bi-furcated MS program through advising. During the 2007-8 academic year the informal advising system was codified into two explicit tracks (Professional and Research) with overlapping but quite separate curricula. The two tracks came on line with the 2009-10 graduate catalog.
2.	On the basis of this scan and best practices analysis, faculty should engage in a study of leading criminal justice programs to identify best practices, with particular attention paid to governance mechanisms; organizational design and division of responsibility and authority; policy development; personnel development and evaluation; incentives for research development; and strategic planning.	<ul style="list-style-type: none"> As noted above (1) the Department engaged in a strategic planning exercise following the last review. This effort was focused on governance, tenure and promotion, and annual faculty evaluations. The faculty produced the following: <ul style="list-style-type: none"> Criteria for Promotion and Tenure. These criteria were ratified by the Department and accepted by the Dean of COHPA and the UCF Provost. These criteria have governed promotion and tenure since their adoption. Two documents governing annual faculty review were produced (Annual Faculty Evaluation, and Standards for Annual Faculty Evaluation). Both documents were ratified by the Department and accepted by the Dean and Provost. Annual faculty evaluation has been guided by these documents since adoption. A working draft of By-Laws for the Department was ratified by the faculty but not acceptable to College administration. The By-Laws were not enacted.

Department-Level Recommendations		
	Recommendation(s)	Outcome(s)
3.	Do not pursue development of a stand-alone Ph.D. in criminal justice at this time until reorganization and strategic planning have resulted in a more focused graduate effort. Foster development of the existing Ph.D. in public affairs at this time.	<ul style="list-style-type: none"> Pursuit of a stand-alone Ph.D. program in Criminal Justice was not pursued until 2007. At that time a “white paper” securing permission to explore establishing a Ph.D. program was accepted by the BOT. With that approval in place a new chair of the Department was hired and program planning commenced. The Department expects to present its proposal to the BOT in Spring 2012.
4.	Review admissions, student quality, and retention policies and procedures.	<ul style="list-style-type: none"> During the most recent strategic planning exercises the Undergraduate Affairs committee concluded that the admissions, student quality, and retention policies and procedures were performing satisfactorily.
5.	Consider the curricular improvements recommended by the consultant. These include expanding student service-learning opportunities, exposure to information technology systems and software that is currently in use in criminal justice agencies, and an incentive structure to encourage funded research.	<ul style="list-style-type: none"> The Department has made modest strides in expanding service learning components embedded in several courses. Additionally, the Department supports an active internship program. The Department has maintained its long-standing commitment to crime analysis and crime mapping. Programming in both domains requires engagement with information technologies routinely deployed in law enforcement agencies. Though not a curricular improvement the Department has taken action to encourage sponsored research. In 2009-10 the Department hired a Research Director charged encouraging sponsored research, developing research partnerships with community agencies, and increasing the output of research applications.
6.	As part of the strategic planning, consider developing a M.A. program with a different focus, mission, and curriculum separate from the M.S. for those who wish to pursue doctoral study, and consider making the M.S. program a terminal master’s program.	<ul style="list-style-type: none"> Apart from the strategic planning exercises the Department decided that two tracks within the MS program would achieve the same end. Accordingly, the Department proposed a two track model with separate curricula for a Professional track oriented toward in-service practitioners or students planning agency careers, and a Research track to serve students who plan to seek analyst careers or continue with advance

Department-Level Recommendations		
	Recommendation(s)	Outcome(s)
		graduate study. This redesigned MS program was installed in the 2009-10 graduate catalog.
7.	Strengthen involvement and commitment to the Ph.D. in public affairs program.	<ul style="list-style-type: none"> The Department led the way in reorienting the Public Affairs (PAF) Ph.D. program to disciplinary tracks. The redesign compels students claiming disciplinary focus to take coursework in discipline and develop dissertation research under disciplinary auspices. The Department is committed to the PAF doctoral program and will continue to participate as resources allow.
8.	Clarify tenure and promotion policies, procedures, and criteria.	<ul style="list-style-type: none"> See above, note 2.
9.	Develop infrastructure and policy and procedures to support and enhance faculty governance.	<ul style="list-style-type: none"> See above, note 2.
10.	Use strategic planning to guide course development.	<ul style="list-style-type: none"> The Department uses the mandated annual Institutional Effective Assessment process to guide course and curriculum development.
11.	Strengthen involvement and commitment to the Ph.D. in public affairs Program.	<ul style="list-style-type: none"> See above, note 7.
12.	Clarify tenure and promotion policies, procedures and criteria.	<ul style="list-style-type: none"> See above, note 2.
13.	Develop infrastructure, policy, and procedures to support and enhance faculty governance.	<ul style="list-style-type: none"> See above, note 2

B.A. & B.S. in Criminal Justice Program Recommendations		
	Recommendation(s)	Outcome(s)
		<p>undergraduate students a research experience.</p> <ul style="list-style-type: none"> • The response to #1 also pertains here.
6.	Improve the assessment of student learning outcomes for all programs.	<ul style="list-style-type: none"> • The mandated Institutional Effectiveness Assessment requires annual review of learning objectives including an assessment of performance against expectations and a review of the learning objectives themselves. The Department conducts these annual reviews.

M.S. in Criminal Justice Program Recommendations		
	Recommendation(s)	Outcome(s)
1.	Improve the assessment of student learning outcomes for all programs.	<ul style="list-style-type: none"> • The mandated Institutional Effectiveness Assessment requires annual review of learning objectives including an assessment of performance against expectations and a review of the learning objectives themselves. The Department conducts these annual reviews.
2.	Review admissions, student quality, and retention policies and procedures.	<ul style="list-style-type: none"> • Admissions, student quality, and retention are reviewed annually as part of the mandated annual Institutional Effectiveness Assessment program.

Appendix 7-2 2010-2011 Academic Program Review

2010-2011 Academic Program Review	
Program: Criminal Justice, B.A. & B.S.	
Strengths <ul style="list-style-type: none"> • Curriculum provides a strong foundation and preparation for the field • Internship program connected to community agencies • Student honors and professional fraternities (one of largest in country) • Workforce development; wide range of student options, including certificate programs • Accessibility to non-traditional students (e.g., strong presence at regional campuses and on-line) • International partnerships (e.g., study abroad opportunities; research partnerships) • Student racial and ethnic diversity; surpasses university averages • Faculty member collegiality and commitment to undergraduate teaching 	Weaknesses <ul style="list-style-type: none"> • Lack of a required data analysis course • No formal capstone requirement to integrate educational experiences • Some concern regarding availability of advising • Lack of scholarship opportunities for exceptional students
Recommendations <ul style="list-style-type: none"> • Consider adding a data analysis course to core requirements • Consider adding a capstone requirement; perhaps allow multiple completion options to accommodate varying student interests (e.g., internship, honors course, examination, independent study, research project) within available resources • Address concerns regarding availability of advising • Increase scholarship opportunities for exceptional students • Consider potential value added by further differentiating B.A. and B.S. degree programs 	

2010-2011 Academic Program Review	
Program: Criminal Justice, M.S.	
Strengths <ul style="list-style-type: none"> • Two tracks (research and professional) provide response to strong demand in a critical need area • Wide range of certificate programs • Accessibility to non-traditional students (e.g., strong presence at regional campuses and on-line) • International partnerships (e.g., study abroad opportunities; research partnerships) • Student racial and ethnic diversity; surpasses university averages 	Weaknesses <ul style="list-style-type: none"> • Limited opportunities for student research within new research track • Uneven faculty scholarly productivity and extramural funding
Recommendations <ul style="list-style-type: none"> • Significantly increase enrollment in the new research track and student research opportunities within the track; consider formalizing the research experience of students enrolled in the research track • Increase faculty participation in research and in securing external funding; work with appropriate UCF offices (e.g., college, Office of Research and Commercialization) to identify new opportunities • Develop an enrollment management plan consistent with available resources • Develop a human resource plan to support departmental goals; hire additional research-active faculty as resources become available • Evaluate the sufficiency of resources necessary to implement a Ph.D. program 	

Appendix 8-1

Draft New Course Syllabi

1. CCJ 7xxx Teaching Criminal Justice
2. CCJ 7xxx Criminal Justice Research in the Community
3. CCJ 7xxx Seminar in the Nature of Crime
4. CCJ 7xxx Seminar in Criminal Justice Systems
5. CCJ 7xxx Advanced Research Methods in Criminal Justice
6. CCJ 7xxx Advanced Quantitative Methods in Criminal Justice
7. CCJ 7xxx Multilevel Modeling in Criminal Justice Research
8. CCJ 7xxx Crime Mapping and Analysis in Criminal Justice Research
9. CCJ 7xxx Topics in Statistics in Criminal Justice Research
10. CJE 6xxx Policing Urban Communities
11. CJE 6xxx Seminar in Police Culture
12. CJE 6xxx Police Administration
13. CJC 6xxx Seminar in Institutional Corrections
14. CJC 6xxx Seminar in Community Corrections
15. CJC 6xxx Seminar in Correctional Effectiveness
16. CJE 6xxx Policing and Prevention in the Juvenile Justice System
17. CCJ 6xxx Prosecuting Juvenile Offenders
18. CCJ 6xxx Juvenile Corrections

CCJ- 7XXX – Criminal Justice Research in the Community

Professor: Kristina Childs

Room 314 HPA1

Phone: (407) 823-5981

E-mail: kristina.childs@ucf.edu

Office hours: Mon/Wed 1:30 to 3:00 pm, and before and after class. Call or email for appointment.

Required Books

1. Minkler, M., & Wallerstein, N. (2008). *Community-based Participatory Research for Health: From Process to Outcomes* (2nd ed.). San Francisco, CA: Jossey-Bass
2. Required Journal Articles (See class schedule below)

Course Description and Objectives:

This course will address the major issues involved in conducting community-based research (CBR) in criminal justice. Communities include geographic communities, communities of interest and organizations. Since criminal justice is an interdisciplinary field, we will draw upon materials across a number of disciplines. Community-based research (CBR) is based on a simple premise: Communities have a need for high quality research but they have limited resources to conduct this type of research. Given that universities have significant research expertise, CBR attempts to leverage these resources in a way that matches the needs of the community. Community-based participatory research (CBPR) and related methodologies have received increasing attention over the years in disciplines such as public health. As defined by the Kellogg Foundation CBPR is a “collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community with the aim of combining knowledge and action for social change” CBPR is not a set of methods, but an orientation to research that fundamentally changes the relationship between researchers, community agencies, and research subjects.

Goals:

- To prepare graduate students for conducting research that is responsive to community needs by understanding the methodologies that are best suited for community-based research (CBR).
- To prepare graduate students for conducting community-based participatory action research (CBPAR) by understanding the theoretical developments that have shaped CBPAR along with the major principles of CBPAR.
- To encourage the development of partnerships between university researchers and the community.

Student Misconduct

You should review the section of the Golden Rule (www.goldenrule.sdes.ucf.edu) that deals with rules of conduct and academic behavior standards. Pay special attention to the section that deals with academic dishonesty and cheating. Anyone engaging in academic dishonesty/cheating (which includes plagiarism) will receive an "F" for the course and will be referred for disciplinary action. Please note that submitting the same paper twice or fulfilling the requirements of two assignments/courses with one paper is academically dishonest.

Other violations of student rules of conduct will result in a grade penalty (including receiving an "F" for the course) and referral for disciplinary action at the discretion of the instructor.

Grading

The final grade in the course will be computed as follows:

3 discussion papers	30%
Research proposal	30%
In-class presentation	15%
Final exam	25%

There will be an in-class presentation that will count as 15% of your final grade. The presentation should be in PowerPoint and take roughly 30 to 45 minutes. The presentation should focus on a research question relevant to the topic assigned for that class session. The materials should include a discussion of theoretical background or framework, a statement of hypotheses, a summary and critique of available research and directions for future research. You should check with the instructor about your research question before preparing the presentation.

There also will be three short paper assignments. The topic will be handed out in class, and the due date will be indicated at that time. The paper should run between 6 and 10 pages (type-written, double spaced) and the narrative should be responsive to the topic or question. Some citations to scholarly works are required, although, since this is not a research paper, an extensive list of citations is not expected. The items cited, however, should bear specifically on the topic and should not be general in nature.

A final exam will be administered at the time scheduled by the University. The exam will be comprehensive and will be worth 25% of your final grade.

Finally, there is a research proposal assignment that is worth 30% of your final grade. The proposal should focus on a specific and significant issue related to criminal justice agencies. The proposal should outline your proposed community-based research study, the criminal justice agency that you would like to work with, and the focus of the study. Important barriers to developing the community partnership and possible ethical dilemmas that may arise should also be discussed. Since this is a research paper,

you should make sure that an ample body of literature exists to support your study. Legal research can be included as part of the paper, although your paper should not be based exclusively on legal research. You are encouraged to discuss potential paper topics in class or privately with the instructor. A written outline of the paper is required in advance of the paper submission.

The paper should be 20-25 pages in length (excluding references and cover page), should include a thorough review of relevant empirical and theoretical literature and should follow APA style format (also 12 font, 1 inch margins, and numbered pages). The paper should contain no more than 10% direct quotations (e.g., $20 \times 0.10 = 2$ pages max). Also, the paper should be an original work specifically written for this class. You will submit your paper via Turnitin.com. Instructions will be provided. An outline of the paper will be due before the paper itself. The outline should be 3-5 pages and include discussion of the topic of your proposed study, criminal justice agency, and major references. The UCF Library has put together a Criminal Justice Research Guide that can be found at:
<http://library.ucf.edu/Reference/guides/CriminalJustice.asp>.

The final grade will be calculated on a scale of 100 points, with the breakpoint for the next grade at every three points (i.e., A = 100 to 95; A- = 94 to 92; B+ = 91 to 89; B = 88 to 86; B- = 85 to 83; C+ = 82 to 80; C = 79 to 77; C- = 76 to 74; D+ = 73 to 71; D = 70 to 68; D- = 67 to 65; F = below 65.) (Note UCF does not have an A+ grade.) (When computing your course grade, I use the midpoint of the range to convert a letter grade to a numeric grade. For example, B=88-86, B=87).

A grade of zero will be given for missed exams and assignments. Except in cases involving an emergency or serious illness, assignments will not be accepted after the due date and make-up exams will not be given. You must notify me in advance of the assignment due date or the exam date for your excuse to be considered. Attendance will be taken on a regular basis.

Class Schedule

Week 1: Introduction to Community Based Research

- Root, Michael. (2007). "Community-based Research." In Outhwaite, William and Stephen P. Turner (eds.), *SAGE Handbook of Social Science Methodology*, pp. 565-577. Thousand Oaks, CA: Sage.
- Stoecker, Randy. (2004). "Creative Tensions in the New Community Based Research." Keynote Address Prepared for the Community-Based Research Network Symposium. Carleton University, May 13, 2004.
- Strand, K, Marullo, S., Cutforth, N., Stoecker, R. and Donohue, P. (2003). "Origins and Principles of Community-Based Research." In *Community-Based Research and Higher Education*, pp. 1-15, San Francisco, CA: Jossey-Bass.
- Stoecker, R. (2002). Practices and Challenges of Community-based Research. *Journal of Public Affairs*, 6(1): 219-239
- Lacey, N. & Zedner, L. (1995). Discourses of Community in Criminal Justice. *Journal of Law and Society*, 22: 301-325.

Week 2: Epistemological and Historical Frames

- Fals-Borda, O. (2001) Participatory (Action) Research in Social Theory: Origins and Challenges. In Reason, R & Bradbury, H (Eds.), *Handbook of Action Research: Participative Inquiry and Practice*. Thousand Oaks, CA: Sage, pp.: 27-37.
- Trickett, E. J., & Espino, S. L. (2004). Collaboration and Social Inquiry: Multiple Meanings of a Construct and Its Role in Creating Useful and Valid Knowledge. *American Journal of Community Psychology*, 34(1-2): 1-69.
- Brown, L., & Tandon, R. (1983). "Ideology and Political Economy in Inquiry: Action Research and Participatory Research." *Journal of Applied Behavioral Science*, 19(3): 277-294.
- Burrell G. and Morgan G. (1979). "Assumptions about the Nature of Science." In G. Burrell and G. Morgan (Eds.) *Sociological Paradigms and Organizational Analysis: Elements of the Sociology of Corporate Life*, London: Heinemann.

Week 3: Roles of the Community and the "outside" researcher

- Wallerstein, N., Duran, B., Minkler, M., & Foley, K. (2005). "Developing and Maintaining Partnerships with Communities." In B. Isreal (Ed.), *Methods for Conducting Community-based Participatory Research for Health*, San Francisco: Jossey Bass.
- Campbell-Voytal (2010). "Phases of "Pre-Engagement" Capacity Building: Discovery, Exploration, and Trial Alliance." *Progress in Community Health Partnerships: Research, Education, and Action*, 4(2), 155-162.

Kemmis, S. (2008). "Critical Theory and Participatory Action Research, *SAGE Handbook of Action Research*, pp. 121-138, Thousand Oaks, CA: Sage.

Cochran PA, Marshall CA, Garcia-Downing C, Kendall E, Cook D, McCubbin L, Gover RM. (2008) "Indigenous Ways of Knowing: Implications for Participatory Research and Community." *American Journal of Public Health*, 98(1): 22-7.

Wallerstein N. (1999). Power between Evaluator and Community: Research Relationships within New Mexico's Healthier Communities. *Social Science and Medicine*. 49: 39-53.

Minkler and Corage Baden, A. (2008) "Impacts of CBPR on Academic Researchers, Research Quality and Methodology and Power Relations." In Minkler, M., & Wallerstein, N. (Eds.). *Community-based Participatory Research for Health: From Process to Outcomes* (2nd ed.). San Francisco, CA: Jossey-Bass.

Week 4: Different Approaches to Collaborative Research

Brown, L.D. and Tandon R. (1983). "Ideology and Political Economy in Inquiry: Action Research and Participatory Research." *Journal of Applied Behavioral Science*, 19(3):277-294.

Sanford, N. 1970). "Whatever Happened to Action Research?" *Journal of Social Issues*, 26(4):3-23.

Fals-Borda, O. (1991). Remaking Knowledge. In O. Fals-Borda and M.A. Rahman (Eds.) *Action and Knowledge: Breaking the Monopoly with Participatory Action Research*. New York, NY: Apex Press.

Israel, B.A., Schulz, A.J., Parker, E.A., Becker, A.B. (1998). Review of Community- Based Research: Assessing Partnership Approaches to Improve Public Health. *Annual Review of Public Health*. 19:173-202.

Maguire, P. (1987). "Toward a Feminist Participatory Research Framework: Challenging the Patriarchy." In P. Maguire (Ed.), *Doing Participatory Research: A Feminist Approach*. Amherst, MA: University of Massachusetts.

Week 5: Communities of Interest

Hawe, P. (1994). "Capturing the meaning of 'community' in community intervention evaluation: Some contributions from community psychology." *Health Promotion International*, 9(3): 199-210.

Hernes, H. (1997). "Cross-cutting identifications in organizations." In Sackman (Ed.), *Cultural Complexity in Organizations*, pp. 342-366, Thousand Oaks, CA: Sage.

McMillan D., & Davis, D. (1986). "Sense of Community: A Definition and Theory." *Journal of Community Psychology*, 14(1): 6-23.

Week 6: Gathering and Interpreting Data Together

- Cashman, S., Allen, A., Corburn, J., Isreal, B., Montano, J., Rhodes, S., Swanston, S., Eng, E. (2008). Analyzing and interpreting data with communities. In Minkler, M. & Wallerstein, N. (Eds). *Community-Based Participatory Research for Health: From Process to Outcomes* (2nd Ed). San Francisco, CA: Jossey-Boss.
- Werner, D. (1982). "Looking At How Human Relations Affect Health. In D. Werner (Ed.) *Helping Health Workers Learn*. Palo Alto, CA: The Hesperian Foundation.
- Delgado-Gaitan, C. (1993). "Researching change and changing the researcher." *Harvard Educational Review*, 63(4): 389-411.
- Chesler, M. & Flanders, MA. (1967). Resistance to research and research utilization: The life and death of a feedback attempt. *Journal of Applied Behavioral Science*, 3, 257-277.
- Baker, E., & Motton, F. (2005). Creating understanding and action through group dialogue. In B. Israel, Eng, Schulz, & Parker (Eds.), *Methods in Community-Based Research in Health*. San Francisco, CA: Jossey.

Week 7: Qualitative Research

- Guba, E. & Lincoln, Y. (1994). "Competing Paradigms in Qualitative Research." In N. Denzin & Y. Lincoln (Eds.) *Handbook of Qualitative Research*, pp. 105-117, Thousand Oaks, CA: Sage.
- Morse, J. (1994). "Designing Funded Qualitative Research." In N. Denzin and Y. Lincoln (Eds.), *Handbook of Qualitative Research*, pp. 220-235, Thousand Oaks, CA: Sage.
- Park, P. (1992). "The Discovery of Participatory Research as a New Scientific Paradigm: Personal and Intellectual Accounts." *The American Sociologist*, 23(4): 29-42.
- Reason, P. (1994). "Three Approaches to Participative Inquiry." In N. Denzin and Y. Lincoln (Eds.), *Handbook of Qualitative Research*, pp. 324-339, Thousand Oaks, CA: Sage.

Week 8: Integrating Qualitative and Quantitative Research

- Hugentobler, M., Israel, B., & Schurman, S. (1992). "An Action Research Approach to Workplace Health: Integrating Methods. *Health Education Quarterly*, 19(1), 55-76.
- Ristock, J., & Pennell, J. (1996). "Multiple Methods for Validity." In *Community Research as Empowerment: Feminist Links and Postmodern Interruptions*. Toronto, Canada: Oxford University Press, pp. 48-64.
- Corborn, J. (2002). "Combining Community-based Research and Local Knowledge to Confront Asthma and Subsistence-fishing Hazards in Greenpoint/Williamsburg, Brooklyn, New York." *Environmental Health Perspectives*, 110(2): 241-248.

Week 9: Introduction to Community-Based Participatory Research

Minkler, M. & Walterstein, N. (2008). Introduction to Community-Based Participatory Research. In Minkler, M. & Wallerstein, N. (Eds). *Community-Based Participatory Research for Health: From Process to Outcomes* (2nd Ed). San Francisco, CA: Jossey-Boss.

Green, LW. (2008). Making research relevant: if it is an evidence-based practice, where's the practice-based evidence? *Family Practice*, 24: 20-24.

Minkler, M. (2008). Community-based research partnerships: challenges and opportunities. *Journal of Urban Health*, 82: 3-12.

Week 10: Principles of CBPR and their Implications to Criminal Justice Research

Isreal et al. (2008). Critical issues in developing and following community based participatory research. In Minkler, M. & Wallerstein, N. (Eds). *Community-Based Participatory Research for Health: From Process to Outcomes* (2nd Ed). San Francisco, CA: Jossey-Boss.

Week 11: Developing Collaborative Relationships with Criminal Justice Agencies and Community Members

Chataway, C. (1997). An examination of the constraints of mutual inquiry in a participatory action research project. *Journal of Social Issues*, 53, 747-765.

Israel, B., Schurman, S., & Hugentobler, M. (1992). Conducting action research: Relationships between organization members and researchers. *Journal of Applied Behavioral Science*, 28, 74-101.

Campbell-Voytal (2010). Phases of "pre-engagement" capacity building: Discovery, Exploration, and Trial Alliance. *Progress in Community Partnerships: Research, Education, and Action*, 4, 155-162.

Nyden, P., & Wievel, W. (1992). Collaborative research: Harnessing the tensions between researchers and practitioners. *The American Sociologist*, 23, 43-55.

Riger, R. (2001). Working together: Challenges in collaborative research. In Sullivan & Kelley (Eds.), *Collaborative Research: University and Community Partnerships*. Washington, DC: American Public Health Association.

Week 12: The Role of CBPR in Changes Criminal Justice Organizations and Public Policy

Eriksson, J., & Hauger, M. (1996). Workplace development and research. In Toulmin & Gustavsen (Eds.), *Beyond Theory: Changing Organizations through Participation*. Philadelphia, PA: John Benjamins Publishing.

Themba-Nixon, M., Minkler, M., & Freudenburg, N. (2008). The role of CBPR in policy advocacy. In Minkler, M. & Wallerstein, N. (Eds). *Community-Based Participatory Research for Health: From Process to Outcomes* (2nd Ed). San Francisco, CA: Jossey-Boss.

Week 13: Examples of Community Based Research with Criminal Justice Agencies

Parsai, MB., Castro, F.G., Marsiglio, F., Harthun, M., Valdez, H. (2011). Using Community Based Participatory Research to Create a Culturally Grounded Intervention for Parents and Youth to Prevent Risky Behaviors, *Prevention Science*, 12, 34-47.

Fruedenburg, N., Daniels, H., Crum, M., Perkins, T., & Richie, B. (2005). Coming home from jail: The social and health consequences of community reentry for women, male adolescents, and their families and communities. *American Journal of Public Health*, 95, 1725-1736.

Hanson, G., Leshner, A., and Tai, B. (2002). "Putting Drug Abuse Research to Use in Real-life Settings," *Journal of Substance Abuse Treatment*, 23, 69-70

Singer, M. (1993). "Knowledge for Use: Anthropology and Community-Centered Substance Abuse Research." *Social Science Medicine*, 37(1):15-25.

Week 14: Challenges in Building Collaborative Relationships and Alliances

Stoeckler, R. (2008). Are academics different? Approaches and roles for scholars in community based participatory research. In Minkler, M. & Wallerstein, N. (Eds). *Community-Based Participatory Research for Health: From Process to Outcomes* (2nd Ed). San Francisco, CA: Jossey-Boss.

Levine, DM., Becker, DM., Bone, LR., Hill, MN., Tuggle, MB., & Zeger, SL. (1994). Community-academic partnerships for underserved minority populations. *JAMA*, 272, 309-11.

Bloom, T., Wagman, J., Hernandez, R., Yragui, N., Hernandex-Valdovinos, N., Dahlstrom, M., & Glass, N. (2009). Partnering with community-based organizations to reduce intimate partner violence. *Hispanic Journal of Behavioral Sciences*, 31, 244-257.

Chavez, V., Duran, B., Baker, Q., Avila, M., Wallerstein, N. (2008). The dance of race and privilege in CBPR. In Minkler, M. & Wallerstein, N. (Eds). *Community-Based Participatory Research for Health: From Process to Outcomes* (2nd Ed). San Francisco, CA: Jossey-Boss.

Week 15: Ethics in Community-Based Participatory Research

Flicker, S., Travers, R., Guta A., McDonald, S., & Meagher, A. (2008). Ethical Review of Community-Based Participatory Research: Considerations for Institutional Review Boards. In Minkler, M. & Wallerstein, N. (Eds). *Community-Based Participatory Research for Health: From Process to Outcomes* (2nd Ed). San Francisco, CA: Jossey-Boss.

Minkler, M. (2004). Ethical challenges for the "outside" research in community-based participatory research. *Health Education & Behavior*, 31, 684-697.

Buchanan, D., Miller, F.G., Wallterstein, N. (2007). Ethical issues in community-based participatory research: Balancing rigorous research with community participation. *Progress in Community Health Partnerships*, 1, 153-160.

Week 16: Catch Up and Review for Final Exam

UNIVERSITY OF CENTRAL FLORIDA
DEPARTMENT OF CRIMINAL JUSTICE

CCJ 7XXX TEACHING CRIMINAL JUSTICE

Classes: TBA
Instructor: TBA
Office Hours: TBA
Room: HFA1-305
Telephone: TBA
Email: TBA

COURSE DESCRIPTION

This course examines the practice of teaching criminal justice at the undergraduate and graduate level. The course will focus on the theoretical and applied elements associated with teaching and learning within the context of criminal justice education , and the issues associated with presenting a course at the university level. Included among the issues to be addressed are identifying student constituencies (pre-service, in-service, academic, professional) , assessing the implicit and explicit principles of learning associated with different styles and formats of instruction; the different forms of educational experience; the challenge of online instruction; cheating and plagiarism; the variety of modes of instruction; examinations and assessments; criminal justice professionalism and teaching; legal and ethical issues in criminal justice instruction; and the changing nature of instruction. The course will assist students to distinguish the relevant factors associated with instructional assignments and to proceed through the preliminary process of integrating a content area with effective forms of instruction. The context of preparing pre-service students for in-service and professional careers will be emphasized by students generating protocols for course instruction.

Eligibility

This course is designed for Criminal Justice PhD graduate students.

Objectives

The objectives of the course are:

- 1) Enlighten students concerning different learning styles.
- 2) Identify the variety of instructional modes currently available for criminal justice teachers.
- 3) Acquaint students with the literature on instruction in criminal justice.
- 4) Familiarize students with issues, problem, options, and opportunities associated with teaching criminal justice.
- 5) Examine evaluation and assessment techniques.

Course format

The course will be taught in a quasi-seminar format with the instructor providing instruction by lecture; students preparing protocols for criminal justice courses; student presentations; and class discussions.

Grading

Grades will be determined by:

- 1) Test scores 40%
- 2) Class participation 20%
- 3) Paper(s) authored by each student 20%
- 4) Presentation, projects, and other assignments 20%

There is no predetermined grading scale for this course. That is, the common 90 percent and above is an A, 80 to 89 percent a B, and so forth does not apply. Grades will be determined by a total accumulation of points acquired throughout the term. No pluses or minuses are given either.

Books

Required: Wilbert J. McKeachie and Marilla Svinicki Teaching Tips: Strategies, Research, and Theory for College and University Teachers (College Teaching) 13th edition, 2011. Wadsworth Cengage ISBN-13-9780495809296

Journal articles accessed online and through custom publishing.

Topics

Topic areas, approximately one per week:

- 1) Introduction

How do we learn? How do we know anything? How have you been taught? Who are the best teachers you have ever had? Why? Who are the worse teachers you have had? Why? What is the difference between teaching a graduate level course and an undergraduate course?

Reading assignment:

Introduction and Chapter One in McKeachie and Svinicki.

Remington, F. 1990. Development of criminal justice as an academic field. *Journal of Criminal Justice Education*, 1 (1): 9 – 20.

Carter, D. and A. Sapp. 1990. The evolution of higher education in law enforcement: Preliminary findings from a national study. *Journal of Criminal Justice Education*, 1 (1): 59-85.

Miller, S. 1993. Narrowing the distance: Using There are no children here in the classroom. *Journal of Criminal Justice Education* 4 (1); 177 – 187.

Widom, C. and H. Toch. 1993. The contribution of psychology to criminal justice education. *Journal of Criminal Justice Education* 4(2): 251 – 272.

DiCristina. 1997. The quantitative emphasis in criminal justice education. *Journal of Criminal Justice Education* 8(2): 181 – 199.

Farnworth, M. , D. Longmire and V. West. 1998. College students' views on criminal justice. *Journal of Criminal Justice Education* 9(1): 39 – 57.

Brown, D. 2001. Cognitive and affective minds: A necessary marriage in criminal justice education. *Journal of Criminal Justice Education* 12(1): 101 – 115.

2) Class size and formats; and unique students groups.

What difference does class size make? What happens to teaching style as the class becomes bigger? What happens to the assignment (examination) protocol when the class gets bigger? What questions do the contrast between small and large classes raise? What can you do in a small class that you can't do in a big one, and vice-versa? What special groups will present themselves in class and what do their presence mean for the teacher?

Reading assignment:

Chapter Two in McKeachie and Svinicki.

Olivero, J. and R. Murataya. 2001. Homophobia and university law enforcement students. *Journal of Criminal Justice Education* 12(2): 271 – 281.

Johnson, K. and J. White. 2002. The use of multiple intelligences in criminal justice education. *Journal of Criminal Justice Education* 13(2): 369 – 386.

Tibbetts, S. 2003. Freshman interest groups in criminal justice education. *Journal of Criminal Justice Education* 14(2): 213 – 228.

Owen, S. and K. Wagner. 2008. The Specter of Authoritarianism Among Criminal Justice Majors. *Journal of Criminal Justice Education* 19(1): 30 – 53.

Rockell, B. 2009. Challenging What They All Know: Integrating the Real/Reel World into Criminal Justice Pedagogy. *Journal of Criminal Justice Education* 20(1): 75 – 92.

Bowman, B. 2009. Classical Literature for the Criminal Justice Classroom. *Journal of Criminal Justice Education* 20(1): 93 – 108.

Briggs, L., S. Brown, R. Gardner, and R. Davidson. 2009. D.RA.MA: An Extended Conceptualization of Student Anxiety in Criminal Justice Research Methods Courses. *Journal of Criminal Justice Education* 20(3) 217 – 226.

3) Live versus online instruction

What is the difference between live and online instruction? What do you give up by teaching online? What do you gain by teaching online? What does a transition from live to online instruction lead to? What are the major concerns about online teaching? How is an online courses managed?

Reading assignment:

Nelson, S. 1998. Distance learning and criminal justice education: Exploring the possibilities. *Journal of Criminal Justice Education* 9(2): 333 – 342.

Bernat, F. and C. Hall. 2000. Teaching on the internet: Lessons learned from a substantive criminal law class. *Journal of Criminal Justice Education* 10(2): 295 – 312.

Fabianic, D. 2002. Online instruction and site assessment. *Journal of Criminal Justice Education* 13(1): 173 – 186.

Mayzer, R. and C. Dejong. 2002. Student satisfaction with distance education in a criminal justice graduate course. *Journal of Criminal Justice Education* 13(2): 37 – 52.

Hummer, D., B. Sims, A. Wooditch, and K. Salley. 2010. Considerations for Faculty Preparing to Develop and Teach Online Criminal Justice Courses at Traditional Institutions of Higher Learning. *Journal of Criminal Justice Education* 21(3): 285 – 310.

Wilkins, D. 1997. Are we using the wrong teaching method in our criminal justice classes? *Journal of Criminal Justice Education* 7(1): 23 – 34.

4) How you present what you know is as important as what you know

How do you think you are perceived by students, and what does this mean? How is self-presentation related to teaching effectiveness? How can you make your presentation of self consistent with what you know? What image should you project as a teacher?

Reading assignment:

Chapter Three in McKeachie and Svinicki.

Young, D. and G. McCormick II. 1991. The application of cognitive learning theory to criminal justice education. *Journal of Criminal Justice Education*, 2 (1): 5 – 14.

- Wilson, N. 1991. Feminist pedagogy in criminology. *Journal of Criminal Justice Education*, 2 (1): 81 – 93.
- Quinn, J., J. Holman, and P. Tobolowsky. 1992. A case study method for teaching theoretical criminology. *Journal of Criminal Justice Education* 3 (1): 53 -70.
- Goodstein, L. 1992. Feminist perspectives and the criminal justice curriculum. *Journal of Criminal Justice Education* 3 (2) 165 – 181.
- Jeffery, C.R. 1994. Biological perspectives. *Journal of Criminal Justice Education* 4(2): 291 – 306.
- Conley, J. 1993. Historical perspective and criminal justice. *Journal of Criminal Justice Education* 4 (2): 349 – 360.
- Calathes, W. 1994. The case for a multicultural approach to teaching criminal justice. *Journal of Criminal Justice Education* 5(1): 1 – 14.
- Sanzen, P. 1995. Egalitarianism and pedagogy. *Journal of Criminal Justice Education* 5(1): 107 – 116.
- Unnithan, N. 1999. Criminological theory and criminal justice policy: In search of pedagogical connections . *Journal of Criminal Justice Education* 10(1): 101 – 110.

5) Teaching specific courses and building assessments

How do you build an examination? What is the purpose of the examination (Assessment versus evaluation)? What do the various types of exams provide and fail to provide? How are exams reflective of particular types of thinking? Of what value is a paper? How do you handle students papers as far as grading is concerned? What are the methods of assessment?

Reading assignment:

Chapters Five and Six in McKeachie and Svinicki.

Gehm, J. 1999. Urban plunge: An intensive experience in criminal justice education. *Journal of Criminal Justice Education* 10(1): 137 – 152.

Byers, B. 1999. Teaching about judgments of crime seriousness in research methods. *Journal of Criminal Justice Education* 10(2): 339 – 348.

Zeller, R. 1999. On teaching about descriptive statistics in criminal justice: Mean, variance, and standard deviation. *Journal of Criminal Justice Education* 10(2): 349 – 360.

Chermak, S. and A. Weiss. 1999. Activity-based learning of statistics: Using practical applications to improve students' learning. *Journal of Criminal Justice Education* 10(2): 361 – 372.

- Bordt, R. 1999. Simulation as a tool for teaching research methods in a criminology course. *Journal of Criminal Justice Education* 10(2): 373 – 382.
- Robinson, M. 2000. Using active learning in criminal justice: Twenty-five examples. *Journal of Criminal Justice Education* 10(1): 65 – 78.
- Bolton, M. 2000. Generating enthusiasm for undergraduate research by teaching futures-based problem-solving skills. *Journal of Criminal Justice Education* 10(1): 123 – 133.
- Payne, B. and R. Gainey. 2000. Developing and dealing with controversial issues in criminal justice courses. *Journal of Criminal Justice Education* 10(2): 313 – 325.
- Cintron, M. and M. Roth. 2001. Drugs in the classroom: A historical approach to drug education. *Journal of Criminal Justice Education* 12(1): 117 – 126.
- Kessler, D and M. Swatt. 2001. Mastery learning, rewriting assignments and student learning of criminal justice research methods. *Journal of Criminal Justice Education*. 12(1): 127 – 146.
- Kravetz, K. 2001. The mock trial course in justice education. *Journal of Criminal Justice Education* 12(1): 147 – 168.
- Memory, J. 2001. Teaching patrol officer problem solutions in academic criminal justice courses. *Journal of Criminal Justice Education* 12(1): 213 - 228.
- Patenaude, A. 2001. "May god have mercy on your soul!" Exploring and teaching a course on the death penalty. *Journal of Criminal Justice Education* 12(2): 405 – 425.
- Bushway, S. and S. Flower. 2002. Helping criminal justice students learn statistics: A quasi-experimental evaluation of learning assistance. *Journal of Criminal Justice Education* 13(1): 35 – 56.
- Spader, D. 2002. Two models and three uses for mock trials in justice education *Journal of Criminal Justice Education*. *Journal of Criminal Justice Education* 13(1): 57 – 86.
- Oliver, W. 2002. Teaching criminal investigation/criminalistics with *Fatal Vision/Fatal Justice* . *Journal of Criminal Justice Education* 13(1): 129 – 142.
- Withrow, B. 2002. A pragmatic method for teaching and assessing research methods 1 *Journal of Criminal Justice Education*. *Journal of Criminal Justice Education* 13(1): 143 – 154.
- Bolton, M. 2003. Overcoming inertia: Guiding criminal justice students through mid-semester slump. *Journal of Criminal Justice Education* 14(2): 355 – 370.

6) Teaching the courses and textbooks

What makes for a good text? How do you select a good text? In what are publishers interested? When and how do you use supplementary reading? What is a reasonable reading assignment? How can reading assignments be integrated into class lectures?

Reading assignment:

Chapters Seven and Eight in McKeachie and Svinicki.

Cederblom, J. and C. Spohn . 1991. A model for teaching criminal justice ethics. *Journal of Criminal Justice Education*, 2 (2): 201 – 217.

Pollock, J. and R. Becker. 1996. Law enforcement ethics: Using officers' dilemmas as a teaching tool. *Journal of Criminal Justice Education* 6(1): 1 – 20.

Moriarty, L. 1998. Augmenting research methods and statistics courses using independent, self-paced computer applications. *Journal of Criminal Justice Education* 9(1): 95 – 102.

Peak, K. 1997. On teaching comparative criminal justice: Lessons learned. *Journal of Criminal Justice Education* 7(2): 305 – 315.

Fleisher, M. 1997. Teaching correctional management to criminal justice majors . *Journal of Criminal Justice Education* 8(1): 61 – 73.

Johnson, S. 2000. The bible and the death penalty: Implications for criminal justice education. *Journal of Criminal Justice Education* 11(1): 15 – 33.

Wolfer, L. and T. Baker. 2000. Teaching organized crime patterns: An active learning approach. *Journal of Criminal Justice Education* 10(1): 79 – 96.

Potter, R. and J. Krider. 2000. Teaching about violence prevention: A bridge between public health and criminal justice educators . *Journal of Criminal Justice Education* 11(2): 339 – 351.

Sever, B. 2001. Research methods for criminal justice graduate students: Comparing textbook coverage and classroom instruction. *Journal of Criminal Justice Education* 12(2): 337 – 353.

Day, E., M. Vandiver, and W. Janikowski. 2003. Teaching the ultimate crime: Genocide and international law in the criminal justice curriculum. *Journal of Criminal Justice Education* 14(1): 119 – 131.

Lord, V. and B. Bjerregaard. 2003. Ethics courses: Their impact on the values and ethical decisions of criminal justice students . *Journal of Criminal Justice Education* 14(2): 191 – 211.

Engel, S. 2003. Teaching literature in the criminal justice curriculum. *Journal of Criminal Justice Education* 14(2): 345 – 354.

Owen, S., H. Fradella, T. Burke, and J. Joplin. 2006. Conceptualizing Justice: Revising the Introductory Criminal Justice Course. *Journal of Criminal Justice Education* 17(1): 3 – 22.

Burruss, G. and M. Furlow. 2007. Teaching Statistics Visually: A Quasi-Experimental Evaluation of Teaching Chi-Square through Computer Tutorials. *Journal of Criminal Justice Education* 18(2): 209 – 230.

Gordon, J. C. Barnes, and K. Martin. 2009. Undergraduate Research Methods: Does Size Matter? A Look at the Attitudes and Outcomes of Students in a Hybrid Class Format versus a Traditional Class Format. *Journal of Criminal Justice Education* 20(3): 227 – 248

Hoffman, D., S. Chenault, M. Conn, J. Dong, C. Koski, Y. Liu, W. Morris, S. Petersen, L. Thompson, E. Westfall. 2007. Sink or Swim: A Model for Immersing Criminal Justice Doctoral Students in the Craft of Teaching. *Journal of Criminal Justice Education* 18(3): 476 – 491.

Belnap, J. 1997. Criminal justice teaching practicum I: Teaching doctoral students to teach. *Journal of Criminal Justice Education* 7(1): 121 – 136.

Gray, T. and J. Meyer. 1997. Peer coaching: Teachers helping teachers. *Journal of Criminal Justice Education* 8(2): 273 – 284.

7) Different modes of instruction and criminal justice education

Considering the different modes and technologies of instruction in criminal justice education --- live classes, large and small; seminars; internships/service learning; study abroad; special studies (urban studies example) ; online;; audio; video; tape; film; power point; etc.---- what are the differences in learning outcomes?

Reading assignment:

Chapters Nine and Ten in McKeachie and Svinicki.

Wells, J and M. McKinney. 1997. Assessing criminal justice student learning styles for multimedia instruction. *Journal of Criminal Justice Education* 8(1): 1 – 18.

Parilla, P. and S. Smith-Cunnien. 1997. Criminal justice internships: Integrating the academic with the experiential . *Journal of Criminal Justice Education* 8(2): 225 – 241.

Situ, Y. 1997. A pathway to the knowledge of environmental crime: Learning through service. *Journal of Criminal Justice Education* 8(2): 243 – 251.

Lersch, K. 1997. Integrating service learning in undergraduate criminal justice courses: Bringing academics to life. *Journal of Criminal Justice Education* 8(2): 253 – 261.

Reed, J. and L. Carawan. 1999. Beyond sibling rivalry: Criminal justice internship on a social work model. *Journal of Criminal Justice Education* 10(1): 153 – 170.

Stone, W. and McLaren. 1999. Assessing the undergraduate intern experience. *Journal of Criminal Justice Education* 10(1): 171 – 183.

- Sgroi, C. and M. Ryniker. 2002. Preparing for the real world: A prelude to a fieldwork experience. *Journal of Criminal Justice Education* 13(1): 187 – 200.
- Ross, L. and O. Elechi. 2002. Student attitudes towards internship experiences: From theory to practice. *Journal of Criminal Justice Education* 13(2): 297 – 312.
- Payne, B., M. Sumter, and I. Sun. 2003. Bringing the field into the criminal justice classroom: Field trips, ride-alongs, and guest speakers. *Journal of Criminal Justice Education* 14(2): 327 – 344.
- LaRose, A. 2011. Field trips: Pedagogical gold or drive-by education? *ACJS Today* 36(2): 1 – 11.
- Penn, E. 2003. Service-learning: A tool to enhance criminal justice. *Journal of Criminal Justice Education* 14(2): 371 – 383.
- Stichman, A. and M. Farkas. 2005. The pedagogical use of internships in criminal justice programs: A nationwide study. *Journal of Criminal Justice Education* 16(1): 145 – 179.
- Stack, S. 2005. The effect of extra credit projects on learning: A research note. *Journal of Criminal Justice Education* 16(2): 318 – 327.
- Hartmus, D., J. Cauthen, and J. Levine. 2006. Enriching Student Understanding of Trial Courts through Service Learning. *Journal of Criminal Justice Education* 17(1): 23 – 43.
- Hirschinger-Blank, N. and M. Markowitz. 2006. An Evaluation of a Pilot Service-Learning Course for Criminal Justice Undergraduate Students. *Journal of Criminal Justice Education* 17(1): 69 – 86.

8) Unique courses in criminal justice

What are some unique courses in CJ? Methods and statistics? How do these courses differ from others, and what does that mean for teaching? Can any courses become a unique course? What makes a course unique? Does teaching style change for a unique course?

Reading assignment:

Chapters Eleven and Twelve in McKeachie and Svinicki.

Cederblom, J. and C. Spohn. 1991. A model for teaching criminal justice ethics. *Journal of Criminal Justice Education*, 2 (2): 201 – 217.

Pollock, J. and R. Becker. 1996. Law enforcement ethics: Using officers' dilemmas as a teaching tool. *Journal of Criminal Justice Education* 6(1): 1 – 20.

- Moriarty, L. 1998. Augmenting research methods and statistics courses using independent, self-paced computer applications. *Journal of Criminal Justice Education* 9(1): 95 – 102.
- Peak, K. 1997. On teaching comparative criminal justice: Lessons learned. *Journal of Criminal Justice Education* 7(2): 305 – 315.
- Fleisher, M. 1997. Teaching correctional management to criminal justice majors. *Journal of Criminal Justice Education* 8(1): 61 – 73.
- Johnson, S. 2000. The bible and the death penalty: Implications for criminal justice education. *Journal of Criminal Justice Education* 11(1): 15 – 33.
- Wolfer, L. and T. Baker. 2000. Teaching organized crime patterns: An active learning approach. *Journal of Criminal Justice Education* 10(1): 79 – 96.
- Potter, R. and J. Krider. 2000. Teaching about violence prevention: A bridge between public health and criminal justice educators. *Journal of Criminal Justice Education* 11(2): 339 – 351.
- Sever, B. 2001. Research methods for criminal justice graduate students: Comparing textbook coverage and classroom instruction. *Journal of Criminal Justice Education* 12(2): 337 – 353.
- Day, E., M. Vandiver, and W. Janikowski. 2003. Teaching the ultimate crime: Genocide and international law in the criminal justice curriculum. *Journal of Criminal Justice Education* 14(1): 119 – 131.
- Lord, V. and B. Bjerregaard. 2003. Ethics courses: Their impact on the values and ethical decisions of criminal justice students. *Journal of Criminal Justice Education* 14(2): 191 – 211.
- Engel, S. 2003. Teaching literature in the criminal justice curriculum. *Journal of Criminal Justice Education* 14(2): 345 – 354.
- Owen, S., H. Fradella, T. Burke, and J. Joplin. 2006. Conceptualizing Justice: Revising the Introductory Criminal Justice Course. *Journal of Criminal Justice Education* 17(1): 3 – 22.
- Burruss, G. and M. Furlow. 2007. Teaching Statistics Visually: A Quasi-Experimental Evaluation of Teaching Chi-Square through Computer Tutorials. *Journal of Criminal Justice Education* 18(2): 209 – 230.
- Gordon, J. C. Barnes, and K. Martin. 2009. Undergraduate Research Methods: Does Size Matter? A Look at the Attitudes and Outcomes of Students in a Hybrid Class Format versus a Traditional Class Format. *Journal of Criminal Justice Education* 20(3): 227 – 248.
- Sundt, J. 2010. Overcoming Student Resistance to Learning Research Methods: An Approach Based on Decoding Disciplinary Thinking. *Journal of Criminal Justice Education* 21(3): 266 – 284.

9) Syntheses and integration of information across criminal justice courses – the special case of race and gender

Sequencing of courses and course numbers? Prerequisites? How connected are the CJ courses you teach to other courses in CJ? How do race and gender play a role in criminal justice instruction.

Reading assignment:

Chapters Thirteen and Fourteen in McKeachie and Svinicki.

Gozansky, C. ; A. McClelland, F. Dambrot, K. Casey. 1992. Gender balancing the criminal justice curriculum and classroom. *Journal of Criminal Justice Education* 3 (2): 203 – 222.

Dorworth, V. and M. Henry. 1992. Optical illusions: The visual representation of blacks and women in introductory criminal justice textbooks. *Journal of Criminal Justice Education* 3 (2): 251 – 260.

Wonders, N. and S. Caulfield. 1993. Women's work?: The contradictory implications of courses on women and the criminal justice system. *Journal of Criminal Justice Education* 4(1): 79 – 100.

LaFree, G. and K. Russell. 1994. The argument for studying race and crime. *Journal of Criminal Justice Education* 4(2): 273 – 289.

Barlow, M. and D. Barlow. 1996. Confronting ideologies of race and crime in the classroom: The power of history. *Journal of Criminal Justice Education* 6(1): 105 – 122.

Bing III, R., C. Heard, and E. Gilbert . 1996. The experiences of African-Americans and whites in criminal justice education: Do race and gender differences exist? *Journal of Criminal Justice Education* 6(1): 123 – 145.

Gabbidon, S. 1997. An argument for including W.E.B. DuBois in the criminology/criminal justice literature. *Journal of Criminal Justice Education* 7(1): 99 – 112.

Markowitz, M. 1997. Introducing “race consciousness” into criminal justice education: A pedagogical model. *Journal of Criminal Justice Education* 8(2): 215 – 223.

10) Instructional burnout and renewal

What happens when a teacher burns out? How does this occur? How can it be delayed, overcome, or avoided?

Reading assignment:

Chapters Fifteen and Sixteen in McKeachie and Svinicki.

Berg, B. and R. Bing III. 1990. Mentoring members of minorities: Sponsorship and "the gift." *Journal of Criminal Justice Education*, 1 (2): 153-165.

11) From teacher to lecturer

What happens to the process when the faculty person moves from being a *teacher* to that of being a *lecturer*.

Reading assignment:

Chapters Seventeen and Eighteen in McKeachie and Svinicki.

Schwartz, M. 1991. Teaching the mass class: Myths and tips. *Journal of Criminal Justice Education* 2 (2): 255 -266.

Geis, G. 1992. On teaching a criminal justice seminar. *Journal of Criminal Justice Education* 3 (1): 143-148.

Morabito, M. and R. Bennett. 2006. Socrates in the Modern Classroom: How Are Large Classes in Criminal Justice Being Taught? *Journal of Criminal Justice Education* 17(1): 103 – 120.

12) Common mistakes made by criminal justice teachers

What are the common mistakes made by the CJ faculty in teaching? How can they be avoided?

Reading assignment:

Chapters Nineteen and Twenty in McKeachie and Svinicki.

Gladis, S. 1991. Writing-to-learn strategies for criminal justice educators . *Journal of Criminal Justice Education* 2 (2): 237 – 243.

Blowers, A. and M. Donohue. 1994. Teaching a writing-intensive criminal justice course: An educational challenge. *Journal of Criminal Justice Education* 5(1): 69 – 80.

Wells, J and M. McKinney. 1997. Assessing criminal justice student learning styles for multimedia instruction. *Journal of Criminal Justice Education* 8(1): 1 – 18.

McKean, J. 1999. A comparison of methods for teaching the interpretation of contingency tables. *Journal of Criminal Justice Education* 10(2): 327 – 337.

Pfeifer, H. and C. Ferree. 2006. Tired of "Reeding" Bad Papers? Teaching Research and Writing Skills to Criminal Justice Students. *Journal of Criminal Justice Education* 17(1): 121 – 142.

Lam, K., T. Burke, and R. Tewksbury. 2001. Professor-student communications: Why they should be privileged communications. *Journal of Criminal Justice Education* 12(1): 53 – 75.

14) Faculty evaluation by students and why it is crap

What are student evaluations? What are they for? How are they abused? What influences them? How do they hamper quality instruction?

Reading assignment:

Chapters Twenty-Three and Twenty-Four in McKeachie and Svinicki.

Stack, S. 2000. Part-time faculty status and student evaluation of teaching: An analysis of criminal justice classes. *Journal of Criminal Justice Education* 10(1): 251 – 265.

Lersch, K. and C. Greek. 2001. Exploring the beliefs surrounding student evaluations of instruction in criminology and criminal justice undergraduate courses. *Journal of Criminal Justice Education* 12(2): 283 – 299.

15) The future of criminal justice education

What does the future of CJ education look like? How will your teaching change in the next thirty years?

Reading assignment:

Chapters Twenty-Five and Twenty-Six in McKeachie and Svinicki.

Fabianic, D. 2011. Ramifications of instructional technology in criminal justice education. *Southwestern Journal of Criminal Justice* 7(2): 122 – 137.

Pollock, J. 1993. Ethics and the criminal justice curriculum. *Journal of Criminal Justice Education* 4(2): 377 – 390.

Examinations and Protocols

There will be three examinations in the course. Announcements concerning time and scope of the examinations will be made in a timely manner.

Papers: Students will prepare a minimum of two papers. The first will be a syllabus and protocol (rationale, selection of format, type of delivery, etc.) for a criminal justice course for which there is a

substantial belief in the possibility of assignment in the near future. The course will be selected from the core courses in the undergraduate major, and students will decide the format (online, live, etc.)

The second paper will be the preparation of a syllabus and protocol for a course of their choosing excepting all core courses.

CCJ 7xxx Seminar in the Nature of Crime

Professor: Dr. Robert Bohm

Contact: Robert.Bohm@ucf.edu or (407) 823-4131

COURSE OVERVIEW

This course covers the major individual, macro-level, and integrated theories of crime and delinquency. While early perspectives from anomie and social disorganization are examined up to the more contemporary versions of the cultural, structural, bio/psychological explanations, the primary focus will be on the most recent research concerning why certain individuals and social aggregates vary in their likelihood and experience with crime and delinquency. With this backdrop, the primary purpose of this course is to familiarize you with how empirical work in criminology actually gets produced.

LEARNING OBJECTIVES

After taking this course, students should:

- Understand the major theories of crime
- Know the theoretical and empirical criticisms leveled against each perspective
- Understand the relative merit of the various methodological strategies used by researchers in empirical tests of theoretical propositions
- Be aware of the empirical status of the major theories of crime/delinquency
- Know how scholars specify research questions within the broader theoretical framework they are working within
- Understand how those questions are framed in the context of existing theoretical and empirical work
- Understand how research strategies are developed and explained so that readers (particularly journal editors and reviewers) are convinced of the validity and utility of the studies they consume

REQUIRED READINGS

There are three books required for this course as well as a group of readings that will be made available to you. The required books are:

- Cullen, F.T., J.P. Wright, and K.R. Blevins. 2006. *Taking stock: The status of criminological theory. Advances in criminological theory*. Vol. 15. New Brunswick, NJ: Transaction.
- Giordano, P. (2010). *Legacies of crime: A follow up of the children of highly delinquent girls and boys*. Cambridge University Press.
- Laub, J.H. and R.J. Sampson. 2003. *Shared beginnings, divergent lives: Delinquent boys to age 70*. Cambridge, MA: Harvard University Press.

MAKE-UP WORK, LATE WORK, AND EXTRA CREDIT

There will be no make-up or late work permitted except in the instance of a genuine emergency for which documentation is provided. Emergencies are serious circumstances such as hospitalizations during the time in which an assignment is due.

ACADEMIC DISHONESTY

The student handbook defines “Academic Misconduct” (p. 17) as:

- a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- b. Communication to another through written, visual, electronic or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment or project.
- c. Commercial use of academic materials: Selling notes, handouts, etc., without authorizing or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule.
- d. Falsifying or misrepresenting your academic work.
- e. Plagiarism: Whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- f. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

Any student who engages in any of the above-described activities or in any other activities that are dishonest will be penalized irrespective of whether they intended to engage in academic misconduct or knew that their behavior was wrong. It is everyone’s responsibility to be knowledgeable about plagiarism rules. I have posted several writing-related documents on Webcourses@UCF to help inform you as to what plagiarism is and how you can avoid doing it even inadvertently.

GRADES

Your grade in this class will be based on two short weekly papers, a final course paper (and presentation), your performance leading two class discussions, and your overall level of class participation (this is a seminar, so treat it accordingly).

The course papers will be a summary of the readings assigned for that week (choose from weeks 2 through 12) and must be from weeks when you are not scheduled to lead a class discussion. They should be between 4 and 6 pages in length (typed, double-spaced), and should make an attempt to bring the readings together in some meaningful way (e.g., around a common theme/issue, similar methodological approaches, etc.). In essence, these papers are meant to help you to take a step back and “make sense” of the literature assigned for that week (i.e., what do these works “tell us” about that particular theory?).

Although no paper is due for the 2 seminars in which you will lead the discussion, your preparation should mirror that of when you are writing a weekly paper. In essence, you should be addressing the substantive issues of the readings as if you were, in fact, writing a paper for that week.

As stated above, this is a seminar class. As such, you will be responsible for carrying much of the burden of discussion during class. Don't be afraid to talk or to share ideas—you're just as likely (if not more likely) to gain insights and learn from each other as you are from me.

The final paper, which you will present in class at the end of the semester, will be the "front end" to a research article that would be submitted to a peer-reviewed journal. This means it will contain the introduction, theoretical framework, and current focus sections of a manuscript (note: the theoretical framework section should be a *comprehensive* literature review, which means *all* relevant studies—not just those you could scramble to find right before the paper is due—of a criminological theory-oriented topic of your choosing). While the issues covered in class may provide you with a set of ideas, should you wish to go outside of the course material and research a different topic, you may certainly do so as long as you run it by me first. In either case, my door is open if you want to discuss either your topic or your progress on the paper. Your presentation of this paper to the class will be in the format of a conference presentation (minus, of course, the actual results of the study you are "setting up" with this paper). My hope is that you will use this paper as a segue into the Spring semester's methods class where you could develop the "methods" and "results" sections and hopefully have a full manuscript ready for submission to a peer-reviewed journal in the summer of 2013.

In all, your grade breakdown will be as follows:

- Weekly papers (10 points x 2) 20 points
- Leading discussions (10 points x 2) 20 points
- Class participation 20 points
- Final paper presentation 10 points
- Final paper 30 points
- Total 100 points

STUDENTS WITH DISABILITIES

I am happy to accommodate disabilities in accordance with campus policy and pursuant to documentation from Student Disability Services. This office can be contacted at (407) 823-2371 or sds@ucf.edu. All students wanting accommodations in this class must present relevant documentation from the SDS office.

COURSE SCHEDULE

Week 1

- Introduction (personal introductions, the research and publishing process, and the context of criminological theory and research).
- Documents: Journals in criminology and criminal justice
- Tips for publishing in peer-reviewed journals
- Tips for success in graduate school at ASU
- ***Required Readings:***

- Cullen, F.T. 2011. Beyond adolescence-limited criminology: Choosing our future—the American Society of Criminology 2010 Sutherland Address. *Criminology* 49:287-330.
- Peterson, R.D. 2012. The central place of race in crime and justice: The American Society of Criminology's 2011 Sutherland Address. *Criminology* 50:303-328.

Week 2 Social disorganization theory.

• **Required Readings:**

- Gau, J. and T.C. Pratt. 2008. Broken windows or window dressing? Citizens' (in)ability to tell the difference between disorder and crime. *Criminology and Public Policy* 7:163-194.
- Graif, C. and R.J. Sampson. 2009. Spatial heterogeneity in the effects of immigration and diversity on neighborhood homicide rates. *Homicide Studies* 13:242-260.
- Hipp, J.R. and D.K. Yates . 2011. Ghettos, thresholds, and crime: Does concentrated poverty really have an accelerating increasing effect on crime? *Criminology* 49:955-990.
- Pratt, T.C., M.G. Turner, and A.R. Piquero. 2004. Parental Socialization and Community Context: A Longitudinal Analysis of the Structural Sources of Low Self-Control. *Journal of Research in Crime and Delinquency* 41:219-243.
- Steenbeek, W. and J.R. Hipp. 2011. A longitudinal test of social disorganization theory: Feedback effects between cohesion, social control, and disorder. *Criminology* 49:833-871.
- Wright, K.A., T.C. Pratt, C.T. Lowenkamp, and E.J. Latessa. Forthcoming . The systemic model of crime and institutional efficacy: An analysis of the social context of offender reintegration. *International Journal of Offender Therapy and Comparative Criminology*.

• **Assumed Knowledge:**

- Kubrin, C.E. and R. Weitzer. 2003. New directions in social disorganization theory. *Journal of Research in Crime and Delinquency* 40:374-402.
- Sampson, R.J. (in *Taking Stock*)
- Wilson, W.J. 1987. *The truly disadvantaged: The inner city, the underclass, and public policy*. Chicago: University of Chicago Press. 4

Week 3 Strain/anomie theory.

• **Required Readings:**

- Baumer, E.P., and R. Gustafson. 2007. Social organization and instrumental crime: Assessing the empirical validity of classic and contemporary anomie theories. *Criminology* 45:617-664.
- Cullen, F.T. 1988. Were Cloward and Ohlin strain theorists? Delinquency and opportunity revisited. *Journal of Research in Crime and Delinquency* 25:214-41.
- Hay C., and R. Meldrum R. 2010. Bullying victimization and adolescent self-harm: Testing hypotheses

- from general strain theory. *Journal of Youth and Adolescence* 39:446-459
- Johnson, S.L., C.J. Sullivan, R. Agnew, F.T. Cullen, and M. Colvin. Forthcoming. The pains of imprisonment revisited: The impact of strain on inmate recidivism. *Justice Quarterly*.
- Moon B., M. Morash, C.P. McCluskey, and H. Hwang. 2009. A comprehensive test of general strain
- theory: Key strains, situational- and train-based negative emotions, conditioning factors, and delinquency. *Journal of Research in Crime and Delinquency* 46:182-212
- Wang, X. and K. Holtfreter. 2012. The effects of corporate- and industry-level strain and opportunity on corporate crime. *Journal of Research in Crime and Delinquency* 49:151-185. 5
- **Assumed Knowledge:**
 - Merton, R.K. 1938. Social structure and anomie. *American Sociological Review* 3:672-682.
 - Agnew, R. (in *Taking Stock*)

Week 4 Differential association/social learning theory.

- **Required Readings:**
 - Giordano, P. (2010). *Legacies of crime: A follow up of the children of highly delinquent girls and boys*. Cambridge University Press.
 - Pratt, T.C., F.T. Cullen, C.S. Sellers, L.T. Winfree, T. Madensen, L. Daigle, N.E. Fearn, and J.M. Gau. 2010. The empirical status of social learning theory: A meta-analysis. *Justice Quarterly* 27:765-802.
- **Assumed Knowledge:**
 - Anderson, E. 1999. *Code of the street: Decency, violence, and the moral life of the inner city*. New York: W.W. Norton & Company.
 - Akers and Jensen (in *Taking Stock*) 6

Week 5 Social bond/social control theory.

- **Required Readings:**
 - Berg, M.T. and B.M. Huebner. 2011. Re-entry and the ties that bind: An examination of social ties, employment, and recidivism. *Justice Quarterly* 28:382-410.
 - Morris, R.G., J. Gerber, and S. Menard. 2011. Social bonds, self-control, and adult criminality: A nationally-representative assessment of Hirschi's revised self-control theory. *Criminal Justice and Behavior* 38:584-599.
 - Na, C. and R. Paternoster. 2012. Can self-control change substantially over time? Re-thinking the relationship between self- and social control. *Criminology* 50:427-462.
 - Reisig, M.D., S.E. Wolfe, and T.C. Pratt. Forthcoming . Low self-control and the religiosity-crime relationship. *Criminal Justice and Behavior*. 7
 - van Schellen, M. R. Apel, and P. Nieuwebeerta. Forthcoming. "Because you're mine, I walk the line"? Marriage, spousal criminality, and offending over the life course. *Journal of Quantitative Criminology*.

- **Assumed Knowledge:**

- Gottfredson, M.R. (in *Taking Stock*)
- Hirschi, T. 1969. *Causes of delinquency*. Berkeley: University of California Press.

Week 6 Self-control theory.

- **Required Reading:**

- Franklin, C.A., L.A. Bouffard, and T.C. Pratt. Forthcoming. Sexual assault on the college campus: Fraternity affiliation, male peer support, and low self-control. *Criminal Justice and Behavior*.
- Holtfreter, K., M.D. Reisig, and T.C. Pratt. 2008. Low self-control, routine activities, and fraud victimization. *Criminology* 46:189-220.
- McGloin, J.M. and L.O. Shermer. 2009. Self-control and deviant peer network structure. *Journal of Research in Crime and Delinquency* 46:35-.
- Meldrum, R., J.T.N. Young, C. Hay, and J.L. Flexon. Forthcoming. Does self-control influence maternal attachment? A reciprocal effects analysis from early childhood through middle adolescence. *Journal of Quantitative Criminology*.
- Piquero, A.R., W.G. Jennings, and D.P. Farrington. 2010. On the malleability of self-control: Theoretical and policy implications regarding the general theory of crime. *Justice Quarterly* 27:803-834.
- Pratt, T.C. and F.T. Cullen. 2000. The empirical status of Gottfredson and Hirschi's General Theory of Crime. *Criminology* 38:931-964.
- Reisig, M.D. and T.C. Pratt. 2011. Low self-control and imprudent behavior revisited. *Deviant Behavior* 32:589-625.

- **Assumed Knowledge:**

- Gottfredson, M.R. and T. Hirschi. 1990. *A general theory of crime*. Palo Alto, CA: Stanford University Press.

Week 7 Biosocial perspectives on crime/delinquency.

- **Required Readings:**

- Armstrong, T., S. Keller, T.W. Franklin, and S. McMillan. 2009. Low resting heart rate and antisocial behavior: A brief review of evidence and preliminary results from a new test. *Criminal Justice and Behavior* 36: 1125-1140.
- Beaver, K.M. 2011. Environmental moderators of genetic influences on adolescent delinquent involvement and victimization. *Journal of Adolescent Research* 26:84-114.
- Boutwell, B. and K.M. Beaver. 2010. The intergenerational transmission of low self-control. *Journal of Research in Crime and Delinquency* 47:174-209. 10
- McGloin, J.M., T.C. Pratt, and A. Piquero. 2006. A life-course analysis of the criminogenic effects of maternal cigarette smoking during pregnancy: A research note on the mediating impact of neuropsychological deficit. *Journal of Research in Crime and Delinquency*, 43:412-26.
- Pratt, T.C., J.M., McGloin, and N.E. Fearn. 2006. Maternal cigarette smoking during pregnancy and criminal/deviant behavior: A meta-analysis. *International Journal of Offender Therapy and Comparative Criminology* 50:672-90.

- Wright, J.P. and K.M. Beaver. 2005. Do parents matter in creating self-control in their children? A genetically informed test of Gottfredson and Hirschi's theory of low self-control. *Criminology* 43:1169-1203.
- **Assumed Knowledge:**
 - Gould, S.J. 1996. *The mismeasure of man*. Revised edition. New York: W.W. Norton & Company.
 - McGloin, J.M., T.C. Pratt, and J. Maahs. 2004 . Rethinking the IQ-Delinquency Relationship: A Longitudinal Analysis of Multiple Theoretical Models. *Justice Quarterly*, 21:601-631.
 - Moffitt, T.E. 1993. Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Review*, 100, 674-701.

Week 8 The re-emergence of rational choice/deterrence theory.

- **Required Readings:**
 - Apel, R., G. Pogarsky, and L. Bates. 2009. The sanctions-perceptions link in a model of school-based deterrence. *Journal of Quantitative Criminology* 25:201-226.
 - Jacobs, B.A. 2010. Deterrence and deterrability. *Criminology* 48:417-441.
 - Loughran, T.A., R. Paternoster, A.R. Piquero, and G. Pogarsky. 2011. On ambiguity in perceptions of risk: Implications for criminal decision making and deterrence. *Criminology* 49:1029-1061.
 - Matthews, S.K. and R. Agnew. 2008. Extending deterrence theory: Do delinquent peers condition the relationship between perceptions of getting caught and offending? *Journal of Research in Crime and Delinquency* 45:91-118.
 - Pratt, T.C., F.T. Cullen, K.R. Blevins, L.E. Daigle, and T.D. Madensen (in *Taking Stock*).
 - Pratt, T.C. and F.T. Cullen. 2005. Assessing Macro-Level Predictors and Theories of Crime: A Meta-Analysis. Pp. 373-450 in Michael Tonry (Ed.), *Crime and Justice: A Review of Research*. Volume 32. Chicago: University of Chicago Press.
 - Tittle, C.R., O. Antonaccio, E. Botchkovar, and M. Kranidioti. 2010. Expected utility, self-control, morality, and criminal probability. *Social Science Research* 39:1029-1046.
- **Assumed Knowledge:**
 - Nagin, D. 1998. Deterrence and incapacitation. Pp. 345-368 in M. Tonry (Ed), *The handbook of crime and punishment*. New York: Oxford University Press. 12
 - Paternoster, R. 1987. The deterrent effect of the perceived certainty and severity of punishment: A review of the evidence and issues. *Justice Quarterly* 4:173-217.
 - Sherman, L.W. 1993. Defiance, deterrence, and irrelevance: A theory of the criminal sanction. *Journal of Research in Crime and Delinquency* 30:455-473.

Week 9 Routine activity theory.

- **Required Readings:**
 - Fisher, B.S., L. Daigle, and F.T. Cullen. 2010. What distinguishes single sexual victims from recurring ones? The role of lifestyle-routine activities and first-incident characteristics. *Justice Quarterly* 27:102-129.

- McGloin, J.M., C. Sullivan, A.R. Piquero, and T.C. Pratt. 2007. Local life circumstances and offending specialization/diversity: comparing opportunity and propensity models. *Journal of Research in Crime and Delinquency* 44:321-46.
- Osgood, D.W., and A.L. Anderson. 2004. Unstructured socializing and rates of delinquency. *Criminology* 42:519-549.
- Pratt, T.C., K. Holtfreter, and M.D. Reisig. 2010. Routine online activity and internet fraud targeting: Extending the generality of routine activity theory. *Journal of Research in Crime and Delinquency* 47:267-296.
- Schreck, C.J., E.A. Stewart, and B.S. Fisher. 2006. Self-control, victimization, and their influence on risky activities and delinquent friends: A longitudinal analysis using panel data. *Journal of Quantitative Criminology* 22:319-340.
- Weisburd, D., L. Wyckoff, J. Ready, J. Eck, J. Hinkle, and F. Gajewski. 2006. Does crime just move around the corner? A controlled study of displacement and diffusion in two crime hot spots. *Criminology* 44:549-592.
- **Assumed Knowledge:**
 - Cohen, L.E. and M. Felson. 1979. Social change and crime rate trends: A routine activities approach. *American Sociological Review* 44:588-608.
 - Felson, M. 1994. *Crime and Everyday Life: Insights and Implications for Society*. Thousand Oaks, CA: Pine Forge Press.

Week 10 Life-course theory.

- **Required Readings:**
 - Laub, J.H. and R.J. Sampson. 2003. *Shared beginnings, divergent lives: Delinquent boys to age 70*. Cambridge, MA: Harvard University Press.
- **Assumed Knowledge:**
 - Laub, J.H., R.J. Sampson, and G.A. Sweeten (in *Taking Stock*).
 - Miller, J. and C.W. Mullins (in *Taking Stock*)

Week 11 Institutional anomie, social support, and other integrated perspectives oriented around structure and inequality.

- **Required Readings:**
 - Currie, E. 1997. Market, crime and community: Toward a mid-range theory of post-industrial violence. *Theoretical Criminology* 1:147-72.
 - Holtfreter, K., M.D. Reisig, and M. Morash. 2004. Poverty, state capital, and recidivism among women offenders. *Criminology and Public Policy* 3:185-208.
 - Pratt, T.C. and T.W. Godsey. 2003. Social Support, Inequality, and Homicide: A Cross-National Test of an Integrated Theoretical Model. *Criminology*, 41:101-133.
 - Rosenfeld, R. S.F. Messner, and E.P. Baumer. 2001. Social capital and homicide. *Social Forces* 80:283-310. 16
 - Schaible, L.M. and L.A. Hughes. 2011. Crime, shame, reintegration, and cross-national homicide: A partial test of reintegrative shaming theory. *The Sociological Quarterly* 52:104-131.

- Xie, M. and D. McDowall. 2010. The reproduction of racial inequality: How crime affects housing turnover. *Criminology* 48:865-896.
- **Assumed Knowledge:**
 - Messner, S.F. and R. Rosenfeld (in *Taking Stock*).
 - Cullen, F.T. 1994. Social support as an organizing concept for criminology: Presidential address to the Academy of Criminal Justice Sciences. *Justice Quarterly* 11:527-59.

Week 12 Criminology and crime control policy

- **Required Readings:**
 - Austin, J. 2003. Why criminology is irrelevant. *Criminology and Public Policy* 2:557.
 - Mears, D.P. 2007. Towards a rational and evidence-based crime policy. *Journal of Criminal Justice* 35:667-682.
 - Pratt, T.C. 2008. Rational choice, crime control policy, and criminological relevance. *Criminology and Public Policy* 7:43-52.
 - Welsh, B.C. and D.P. Farrington. Science, politics, and crime prevention: Toward a new crime control policy. *Journal of Criminal Justice* 40:128-133.
- **Assumed Knowledge:**
 - Pratt, T.C. 2009. *Addicted to incarceration: Corrections policy and the politics of misinformation in the United States*. Thousand Oaks, CA: Sage.

Week 13 No Class. ASC Meeting.

Week 14 No Class. Thanksgiving.

Week 15

In class presentations.

Week 16

In class presentations.

Final papers due

CCJ 7xxx Seminar in Criminal Justice Systems

Professor: Dr. Raymond Surette

Office: HPA 319

Contact: Raymond.Surette@ucf.edu or (407) 823-5946

Course Description: This course is a survey of the three systems that, together, make up the criminal justice system: policing; courts; and corrections. The focus will be on the internal workings of each system, and the relationships and interactions between them. We will discuss how the actions and decisions of actors in one system affect what happens in subsequent stages.

Learning Objectives: By the end of the semester, students will:

- Have an understanding of the basic structures and functions of the policing, courts, and corrections systems
- Be able to describe how these systems interact, and how they affect one another
- Know the strategies, innovations, and events that impact contemporary operations of each of the three
- Understand some of the major criticisms or critiques of each of the three systems
- Be able to describe the way in which each system, and the actors within it, exercise discretion
- Be able to research a topic and synthesize existing research into a 20-page paper

Expectations: This being a graduate class, I expect advanced critical thinking and writing, and substantial effort. In particular, I expect:

- Attendance at every class period
- On-time arrival to every class period
- Full preparation for each class period, including thorough reading and comprehension of the assigned materials
- Participation in every class discussion, including posing questions/propositions and contributing to the discussions sparked by other students
- High-quality writing that is appropriate for the graduate level and displays proper grammar, sentence structure, and paragraph format

I will allow the use of laptops, cell phones, and tablets to the extent that they do not interfere with the course. If I feel that people are paying more attention to their text messages than to class, I will ask that all electronic devices be put away. On an individual basis, your use of electronics during class may be detrimental to your participation points and have a negative impact on your final course grade.

Required Readings: There are seven books required for this course.

- Austin, J. & Irwin, J. (2012). *It's about time: America's imprisonment binge*. Belmont, CA: Wadsworth.
- Bach, A. (2009). *Ordinary injustice: How America holds court*. New York, NY: Metropolitan books.
- Hemmens, C., Brody, D.C., & Spohn, C.S. (2010). *Criminal courts: A contemporary perspective*. Los Angeles, CA: Sage.
- Irwin, J. (2005). *The warehouse prison: Disposal of the new dangerous class*. Los Angeles, CA: Roxbury.
- National Research Council. (2004). *Fairness and effectiveness in policing: The evidence* (W. Skogan & K. Frydl, Eds.). Washington, DC: The National Academies Press.
- Pratt, T.C. (2009). *Addicted to incarceration*. Los Angeles, CA: Sage.
- Walker, S. & Katz, C.M. (2011). *The police in America: An introduction* (7th ed.). New York, NY: McGraw Hill.

Assessments: Final grades in this class are based on: two short papers; class participation; a final term paper; and a presentation of the final paper. All assignments are to be formal, academic, and professional. I will look for high-quality content *and* discourse, so remember that the way you frame an argument can be as important as the argument itself.

Students may choose any topic from the course schedule for their short papers, and the paper is due on the day we discuss that topic in class. These papers are mini (but still formal) research papers. They will be five-to-six pages in length (12-point font, double-spaced, with one-inch margins) and will use a minimum of five peer-reviewed, scholarly references. These papers are meant to offer you the opportunity to research topics that interest you and to help you prepare to write your final paper by learning about my expectations regarding student papers. Short papers must be handed in at the start of class in order to be accepted.

Final papers are to be between 20 and 25 pages in length and use at least 20 scholarly references. Note that this is the bare minimum number of references and if you are thinking of submitting your paper for publication consideration, you should well exceed this minimum. Papers will be written in APA format using 12-point font, double-spaced lines, and one-inch margins. Proper headings and subheadings are required, as is an abstract and title. Scholarly references include peer-reviewed academic journal articles and law review articles. No other sources (including books) are acceptable unless upon prior approval from me.

The last two weeks of the class will consist of student presentations. Each student will use Powerpoint to present the research question/hypothesis under study, summarize the existing literature, and give an overview of the proposed methodology. Grades will be based upon how well students convey the purpose, originality, and contribution of their proposed study. Presentations will be 15 minutes long.

Make-Up Work, Late Work, and Extra Credit: There will be no make-up or late work permitted except in the instance of a genuine emergency for which documentation is provided. Emergencies are serious circumstances such as hospitalizations during the time in which an assignment is due.

Academic Dishonesty: I pursue academic and/or disciplinary courses of action in all cases of plagiarism, so depending upon the gravity of the offense, you might receive reduced points or a zero on the assignment, an automatic F in the class, and/or formal sanctions (up to and possibly including dismissal) imposed by the university. The student handbook defines “Academic Misconduct” (p. 17) as:

- a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- b. Communication to another through written, visual, electronic or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment or project.
- c. Commercial use of academic materials: Selling notes, handouts, etc., without authorizing or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule.
- d. Falsifying or misrepresenting your academic work.
- e. Plagiarism: Whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
- f. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

Any student who engages in any of the above-described activities or in any other activities that are dishonest will be penalized irrespective of whether they intended to engage in academic misconduct or knew that their behavior was wrong. It is everyone’s responsibility to be knowledgeable about plagiarism rules. I have posted several writing-related documents on Webcourses@UCF to help inform you as to what plagiarism is and how you can avoid doing it even inadvertently.

Disability Accommodations: I am happy to accommodate disabilities in accordance with campus policy and pursuant to documentation from Student Disability Services. This office can be contacted at (407) 823-2371 or sds@ucf.edu. All students wanting accommodations in this class must present relevant documentation from the SDS office. There will be no tape-recording of class sessions unless SDS documents that recording is a required learning tool.

Grading Totals and Scheme

<i>Assignment</i>	<i>Point Value</i>
Short Papers x 2	100
Participation	50
Final Paper	150
Presentation	50
Total	350 points

<i>Percent</i>	<i>Letter Grade</i>
94+	A
90 – 93	A-
86 – 89	B+
84 – 85	B
80 – 83	B-
76 – 79	C+
74 – 75	C
70 – 73	C-
66 – 69	D+
64 – 65	D
60 – 63	D-
59 and lower	F

Course Schedule

Week, Topic, and Required Articles

Week 1

Introduction and Course Overview

Syllabus

Week 2

Police: The Basics

Walker & Katz, Chs. 1 , 2, 3, 6, and 9

NRC, Executive Summary

Week 3

Police Organizations

Walker & Katz, Chs. 4, 7, 13

NRC, Chs. 3 and 5

Week 4

Police Discretion, Behavior, and Accountability

Walker & Katz, Chs. 5, 8, 11, and 14

NRC, Chs. 4 and 7

Week 5

Contemporary Strategies in Policing

NRC, Chs. 6, 8, and 9

Walker & Katz, Ch. 10

Week 6

Courts: The Basics

Hemmens et al., Chs. 1, 2, and 4

Bach, Introduction

Week 7

Defense Attorneys and Prosecutors

Hemmens et al., Chs. 5 and 6

Bach, Chs. 1 and 3

Week 8

Judges and Juries

Hemmens et al., Chs. 7 and 8

Bach, Ch. 2

Week 9

Court Processes

Hemmens et al., Chs. 9, 10, and 11
Bach, Ch. 4 and Conclusion

Week 10

Corrections: The Basics

Irwin, Chs. 1, 2, 3, and 4

Week 11

The Politics of Incarceration

Pratt, Chs. 1, 2, 3, and 4
Irwin, Ch. 8

Week 12

Mass Incarceration and its Consequences

Irwin, Chs. 5, 6, 8, and 9

Week 13

Re-Entry: Challenges for Ex-Prisoners, Families, and Communities

Irwin, Ch. 7
Pratt, Ch. 5, 6, and 7

Week 14

Summing up: Reflections on the System

Week 15

Class Presentations

Finals Week

Class Presentations and Final Papers Due

CCJ 7xxx – Advanced Research Methods in CJ

University of Central Florida / College of Health and Public Affairs

Professor Jeff Rosky
Dept. of Criminal Justice -
College of Health and Public Affairs
University of Central Florida
Orlando, FL 32816

Room HPA 323
Phone: (407) 823-3739
E-mail: jrosky@mail.ucf.edu

Course Objectives

In this course, we will concentrate on key concepts and procedures used in the research process. A variety of methodologies will be covered, and the focus will be on the strengths and weaknesses of various research strategies. The course will be taught in a modified lecture format, mixing discussions of class assignments with lecture. Each class meeting you should come prepared to discuss the assigned readings. Class discussion should reinforce important points, clarify ambiguous or confusing issues and provides examples of applications.

Required Texts

- Hagan, Frank E. 2010. Research Methods in Criminal Justice and Criminology, Eighth Edition. Boston: Allyn and Bacon. ISBN 978-0-13-504388-2.
- Articles assigned for each methods critique assignment

Course Requirements

- Completion of assigned readings
- Participation in class discussions
- Research proposal
- Critique of a research proposal
- Midterm exam
- Final Exam.

Student Misconduct

Review the section of the Golden Rule that deals with student academic conduct (http://regulations.ucf.edu/~regs/pdf/notices/5.015StuAcademicBehaviorStandards_newJul09_000.pdf). Pay special attention to the section that deals with academic dishonesty and cheating. Anyone engaging in academic dishonesty/cheating (which includes plagiarism) will receive an "F" for the course and will be referred for disciplinary action. Other violations of student conduct rules will result in a grade penalty (including receiving an "F" for the course) and referral for disciplinary action at the discretion of the instructor.

Grading

Students should come prepared to participate fully in a discussion, having read the assigned materials. It is strongly suggested that you take written notes on each reading assignment on separate pages of paper (as opposed to underlining or highlighting the reading materials). This practice will help reinforce the material and provide convenient resource for exams. Attendance will be taken on a regular basis.

A research proposal of between 20 and 30 pages is required. Topics for the research proposal as well as the format of the proposal will follow NIJ's Graduate Research Fellowship Program (<http://www.nij.gov/nij/funding/fellowships/graduate-research-fellowship/welcome.htm#award>). In addition, you will be required to write a critique of one of the research proposals drafted by your fellow students. Using the student critiques and feedback from the instructor, you will revise your research proposal and then submit the revised version for grading.

There will be a midterm and final exam. The final exam will be given during the time scheduled by the University.

There will be three article critique assignments. I will supply you with a peer-reviewed article describing a study design, and you will identify the strengths and weaknesses of that design.

Final grades will be computed as follows:

Research proposal	35%	Midterm Exam	20%
Critique of Research Proposal	10%	Final Exam	20%
Article Critiques	15%		

The final grade will be calculated on a scale of 100 points, with the breakpoint for the next grade at every three points (i.e., A = 100 to 95; A- = 94 to 92; B+ = 91 to 89; B = 88 to 86; B- = 85 to 83; C+ = 82 to 80; C = 79 to 77; C- = 76 to 74; D+ = 73 to 71; D = 70 to 68; D- = 67 to 65; F = below 65.).

A grade of zero will be given for missed exams and assignments. **Except in cases involving an emergency or serious illness, assignments will not be accepted after the due date and make-up exams will not be given. You must notify me in advance of the assignment due date or the exam date for your excuse to be considered.**

Schedule for Submission of Research Proposal

March 15 - Outline of Proposal: A 4-5 page discussion of (1) research question (with brief reference to key literature); (2) proposed research design (design type, sampling, etc.); and (3) proposed data collection methods (instrumentation, procedures, etc.).

March 27 - First Draft: A complete (content-wise) draft of the proposal for review and critique by fellow students and instructor.

April 12 - Critique of Research Proposal – A 4-5 page detailed commentary with specific suggestions for clarification and improvement.

April 19 - Final Draft – End product submitted for grading.

Class Schedule

Key Dates:

January 12	Last Day / Full Refund	April 23	Classes End
March 20	Withdrawal Deadline	April 24-April 30	Final Exams
March 5-10	Spring Break		

Jan. 12 Introduction to Class

Schulman, E. Robert. 1996. "How to write a scientific paper." *The Annals of Improbable Research*, pp 1-3. <http://members.verizon.net/~vze3fs8i/air/airpaper.html>

Thackery, Don. Proposal Writers Guide.
<http://www.drda.umich.edu/proposals/pwg/PWGCONTENTS.HTML>

Law, M., Stewart, D, Letts, L. Pollock, N. Bosch, J. and Westmorland, M. 1998.
"Guidelines for critical review form – Quantitative research. McMaster University
Occupational Therapy Evidence-based Practice Research Group.
<http://www-fhs.mcmaster.ca/rehab/ebp/pdf/quanguidelines.pdf>

Jan 19 Philosophy of Science

Hagan, Chapter 1

National Center for Case Study Teaching in Science. Prayer study: Science or not?
<http://www.sciencecases.org/prayer/prayer.asp>

Russell Turpin's "Characterization of Quack Theories."
<http://quasar.as.utexas.edu/BillInfo/Quack.html>.

The Structure of Scientific Revolutions, by Thomas S. Kuhn. A Synopsis from the original, by Professor Frank Pajares from the [Philosopher's Web Magazine](http://www.philosopher'swebmagazine.com).
<http://www.des.emory.edu/mfp/kuhnsyn.html>

Jan 26 Theory Construction

Sutton, Robert and Shaw, Barry. 1995. "What theory is not." *Administrative Science Quarterly*, 40(3): 371-84. UCF Library - JSTOR download.

DiMaggio, Paul. 1995. "Comments on "what theory is not."" Administrative Science Quarterly, 40(3): 391-97. UCF Library – JSTOR download.

Weick, Karl. 1995. "What Theory is Not, Theorizing is." Administrative Sciences Quarterly, 40(3):385-390. UCF Library – JSTOR download.

Feb 2 Research Design

Hagan, Chapter 3, pp. 64-73.

Probabilistic Causation. Stanford Encyclopedia of Philosophy.
<http://plato.stanford.edu/entries/causation-probabilistic>.

Introduction to Causal Modeling
www.utexas.edu/research/cswr/nida/images/Neff.PPT

Feb. 9, 16 Operationalization And Measurement

Hagan, Chapter 8 and 10

Sarle, Warren. 1995. Measurement theory: Frequently asked questions. From the Disseminations of the International Statistical Applications Institute, pp. 1-12.
<ftp://ftp.sas.com/pub/neural/measurement.html>

The Multitrait-Multimethod Matrix
<http://www.socialresearchmethods.net/kb/mtmmmat.php>

Gottfredson, Michael and Travis Hirschi (1994). "Agression" in The Generality of Deviance, Travis Hirschi and Michael Gottfredson (eds.), pp. 23-45, Transaction Publishers: New Brunswick, NJ.

Feb. 23 Reliability and Validity

Hagan, Chapter 9

Reliability and Validity - Part I and Part II

http://www.uccs.edu/~faculty/lbecker/relval_I.htm
http://www.uccs.edu/~faculty/lbecker/relval_I.htm

*First article critique due

Mar 1 Midterm

March 8 Spring Break

March 15 Sampling

Hagan, Chapter 4, pp. 139-151.

Magnani, Robert. 1997. Sampling Guide. pp. 1-46. Food and Nutrition Technical Assistance Project (FANTA). <http://www.fantaproject.org/publications/sampling.shtml>

March 15 Outline Due

March 29, April 5 Experiments and Quasi-Experiments

Hagan, Chapter 3, pp. 74-95.

Experimental Design. http://en.wikipedia.org/wiki/category:experimental_design See: blocking, case control, data snooping bias, dependent variable, double blind, experiment, factorial experiment, field experiment, independent variable, interaction variable, null hypothesis, placebo, random assignment, resentful demoralization, self-selection, type I and type II error.

Analysis of variance http://en.wikipedia.org/wiki/Analysis_of_variance

Regression-Discontinuity Design
<http://www.socialresearchmethods.net/research/RD/RD%20Intro.pdf>

Introduction to Propensity Score Matching: A New Device for Program Evaluation
http://ssw.unc.edu/VRC/Lectures/PSM_SSWR_2004.pdf

*Second article critique due

March 29 First Draft Proposal due

April 12 Critique of Research Proposal Due

April 12 Surveys

Hagan, Chapter 5 and Chapter 6

American Statistical Association, Section on Research Methods. 1997. ASA Series: "What is a survey" Series. <http://www.amstat.org/sections/srms/>
<http://www.whatisasurvey.info/>

How to plan a survey
How to collect survey data
Judging the quality of a survey

How to conduct pre-testing
What are focus groups?
More about mail surveys
What is a margin of error?
Designing a questionnaire
More about telephone surveys

Thomas, Roger and Purdon, Susan. 1994. "Telephone methods for social surveys."
Social Science Research Update, University of Surrey, Issue 8, pp. 1-7.
<http://sru.soc.surrey.ac.uk/SRU8.html>

Matthias Schonlau, Ronald D. Fricker, Jr., Marc N. Elliott. 2001.
Conducting Research Surveys via E-mail and the Web.
http://www.rand.org/pubs/monograph_reports/MR1480/index.html

Chapter One: **Introduction** [PDF](#)

Chapter Two: **Background on the Survey Process** [PDF](#)

Chapter Three: **Literature Review of Web and E-Mail Surveys** [PDF](#)

Chapter Four: **Choosing Among the Various Types of Internet Surveys** [PDF](#)

Chapter Five: **Guidelines for Designing and Implementing Internet Surveys** [PDF](#)

Chapter Six: **Internet Survey Case Studies** [PDF](#)

Chapter Seven: **Conclusions** [PDF](#)

Appendix A: **Literature Review of Response Rates** [PDF](#)

Appendix B: **Summary of Evidence in the Literature** [PDF](#)

Appendix C: **How Effective Is Using a Convenience Sample to Supplement a Probability Sample?** [PDF](#)

April 19

**Field Research, Ethics
Paper Due**

Hagan. Chapter 7

Mather, Nigel, Fox, Nick and Hunn, Amanda. 1998. "Trent focus for research and development in primary health care: Using interviews in a research project." Trent Focus Group, pp 1-24.
http://www.rds-eastmidlands.org.uk/resources/doc_download/14-using-interviews-in-a-research-project.html

Fox, Nick. 1998. "Trent focus for research and development in primary health care: How to use observations in a research project." Trent Focus Group, pp 1-25.
http://faculty.uccb.ns.ca/pmacintyre/course_pages/MBA603/MBA603_files/IntroQualitativeResearch.pdf

Hagan, Chapter 2

Belmont Report. 1979. Ethical Principles and Guidelines for the Protection of Human Subjects of Research. <http://ohsr.od.nih.gov/guidelines/belmont.html>

*Third article critique due

April 26

Final Exam

The class schedule is subject to modification. Changes will be announced in class. It is your responsibility to keep informed.

Web-based Resources for Social Science Research Methods

Research Methods Knowledge Base

<http://www.socialresearchmethods.net/kb/>

Social Science Information Gateway: Social Science Methodology

http://www.sosig.ac.uk/social_science_general/social_science_methodology/

PA 765 Statnotes: An Online Textbook, by G. David Garson

<http://www2.chass.ncsu.edu/garson/pa765/statnote.htm>

Resources for Methods in Evaluation and Social Research

<http://gsociology.icaap.org/methods/>

Research Methods Resources on the WWW

http://www.slais.ubc.ca/resources/research_methods/index.htm

Available papers on survey methodology, Donald A. Dillman

<http://survey.sesrc.wsu.edu/dillman/papers.htm>

Social Psychology Network: Web-Based Reference Tools

<http://www.socialpsychology.org/tools.htm>

OBSSR e-Source online resource for Behavioral and Social Sciences Research

<http://www.esourceresearch.org/DefaultPermissions/ELearningBook/tabid/226/Default.aspx>

Syllabus
CCJ 7xxx - Advanced Quantitative Methods in
Criminal Justice, 3 Credits
University of Central Florida - Fall 2011
Thursdays 6:00 PM - 8:50 PM
HPA 104

Contact Information

Instructor: Jeff Rosky
Office: HPA-I 323
Office Hours: TTh 2:00 PM - 4:30 PM,
TTh 5:30 PM - 6:00 PM, by appointment,
or drop in if my door is open

Phone: 407.823.3739
Email: jrosky@ucf.edu
(best way to contact me)

Course Description

Application of multivariate linear and nonlinear statistical techniques to criminal justice issues. Focus is on selecting appropriate procedures, computer-based analysis and interpreting and applying results.

Course Materials

1. Agresti, A. and Finlay, B. (2009). *Statistical Methods for the Social Sciences (4th Edition)*. Upper Saddle River, NJ: Pearson Prentice Hall.
2. A scientific calculator capable of performing exponents and logarithms.
3. Optional - SPSS/PASW GradPack.
4. Other items as assigned.

Course Requirements

Your evaluation will consist of ten homework assignments worth 70% of your overall grade, a final project worth 30% and attendance. More details on the assignments, project, and attendance are below.

Grading

All grades will be posted on Webcourses@UCF. I will calculate your final grade from what is posted on Webcourses@UCF at 5:00 PM on December 13, 2011, no exceptions. Finally, the following is my rubric for assigning final letter grades in this class. However, I reserve the right to create a grade curve if I deem it necessary.

A	93% to 100%	C	73% to 77.99%
A-	90% to 92.99%	C-	70% to 72.99%
B+	88% to 89.99%	D+	68% to 69.99%
B	83% to 87.99%	D	60% to 67.99%
B-	80% to 82.99%	F	Below 60%
C+	78% to 79.99%		

Classroom Expectations

Student ~~input~~ and questions are expected and encouraged. Given the nature of the course, some examples may be unclear; I ~~may~~ also skip over details, go too fast, or — on very rare occasions — make a mistake. If you're confused or something is unclear, chances are others in the class are also confused, so please feel free to interrupt me.

I also expect you to conduct yourself in an appropriate manner. Any form of racial, ethnic, or other demeaning slur or disruption will not be tolerated even if you think you are joking. I also expect everyone to respect each other. If someone expresses an opinion you disagree with you should still be polite toward them. Attacking the person instead of the argument is a **logical fallacy** called an *ad hominem* attack which I consider disrespectful and a sign of intellectual weakness. If I feel you are guilty of demeaning behavior or disrespectful dialogue, you will be excused from class and not be allowed to return to class until your issues have been resolved to my satisfaction. If the event ~~or disruption~~ is serious enough I **will report you to Student Conduct**.

Additionally, engaging in side conversations, sleeping, sending text messages, playing video games, surfing the web on your laptop, reading outside-of-class material, or any other disruptive event ~~is not just~~ rude to me and your fellow students but these also violate university policy regarding proper codes of conduct in class.

Academic Integrity

If you are caught plagiarizing any work you will immediately receive a failing grade in the course and you will be reported to Student Conduct. Don't cheat yourself by copying someone else's work. You don't learn that way and it undermines the integrity of the educational process.

Ten Homework Assignments (70% of your total grade)

I ~~will hand out ten~~ homework assignments one week before they are due as noted on the tentative schedule. Each homework will assess your comprehension of statistical concepts

and analyses covered thus far in the course. You may work with others on the sections requiring use of statistical software and discuss the results but any part requiring a written interpretation of results or summarizing of conclusions should be in your own words. Late assignments will be marked down 10% for each day they are late.

Final Project (30% of your total grade)

You are required to do a final project that will take an existing dataset from one of the five criminal justice domains available on the ICPSR website and analyze it using one of the statistical techniques cover in this course. We will meet individually in week 11 to discuss your project and analytic strategy. I will give you a handout describing what is expected for the project but it will be a written report and include a summary of the research problem and why it is important, a description of the analytical strategy, a results section summarizing the findings including tables and any graphs, a discussion of the results, and a bibliography. It also will be between 15-25 pages, double-spaced. The page count ~~includes tables and~~ graphs but not the bibliography or title page.

Class Attendance

Since this is a graduate course, attendance is mandatory. The first unexcused absence will result in a 5% reduction in your grade. The second will result in an additional 10% reduction. If you have 3 unexcused absences I will fail you. Class starts promptly at 6:00 PM and I expect you to be there on time.

Additionally, I understand that outside priorities sometimes interfere with attending class. If you are going to miss class for professional reasons (e.g. criminal justice-related job duties, military service) or you have the latest viral or bacterial agent wending its way through the UCF student ~~body~~, please notify me as soon as possible and you will be given an excused absence. You are allowed ~~two~~ excused absences. Any further absences, for any reason, will be treated on a case by case basis and may count against your final grade as noted above.

University Writing Center

If you want help with your writing, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Accommodation Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Course Schedule

The following is a list of the date, tentative topics and reading assignments for the semester. Specific topics may be added or deleted at the discretion of the professor. The format and dates of exams and other work may change at the discretion of the professor. The class schedule is subject to change in the event of **situational exigencies**. If changes are to be made, an announcement will be made in class. Announcements made in class are considered proper notice of change.

Schedule		
Date	Topic	Items Due
08/25/2011	Introduction. Review	
09/01/2011	Multiple Regression Models	Assignment 1
09/08/2011	General Linear Models	Assignment 2
09/15/2011	Hierarchical Linear Modeling	Assignment 3
09/22/2011	Logistic and Probit Models	Assignment 4
09/29/2011	Poisson and Negative Binomial	Assignment 5
10/06/2011	Generalized Linear Models	Assignment 6
10/13/2011	Multivariate Data Analysis	Assignment 7
10/20/2011	Principal Components	Assignment 8
10/27/2011	Factor Analysis & Scale	Assignment 9
11/03/2011	Spatial Modeling	Assignment 10
11/10/2011	Structural Equation Modeling	Assignment 11
11/17/2011	ASC – No Class	
11/24/2011	Thanksgiving – No Class	
12/01/2011	Course Wrap-up	
12/08/2011	Final Exam Date	Final Project Due

CCJ 7xxx Multilevel Modeling

Professor: Dr. Kareem Jordan

Office: HPA 319

Contact: Kareem.Jordan@ucf.edu or (407) 823-4131

Course Description: This course offers in-depth coverage of multilevel modeling (MM). Coverage will focus on the utility of MM, the methodological situations in which it is appropriate, the conceptual underpinnings of the analyses, and the use of HLM and STATA to execute analyses. Emphasis will be placed on the practical use of MM in criminal justice research. The final project will involve the writing of a manuscript using MM to address a research question or hypothesis in each student's specialized area of study.

Learning Objectives: By the end of the semester, students will:

- Understand, and be able to explain to others, what MM is and why it is useful
- Understand the basic MM equation
- Know how to run MM models in HLM and STATA, and how to interpret the output
- Be able to write a publishable manuscript using MM

Expectations: The most important expectation for this course is that all students have solid backgrounds in quantitative methods. You must understand basic descriptive statistics (e.g., variances, covariances, means), bivariate inferential tests (e.g., correlations), and more advanced methods for testing multivariate relationships (e.g., ordinary least squares regression). Without this foundation, you will be unprepared to tackle MM-level work.

My other expectations include:

- Attendance at every class period
- On-time arrival to every class period
- Full preparation for each class period, including thorough reading and comprehension of the assigned materials
- High-quality writing that is appropriate for the graduate level and displays proper grammar, sentence structure, and paragraph format

Use of cell phones, tablets, and other electronic devices that do not pertain to the course is prohibited. When you are in class, you are listening to and following along with the lecture.

Required Readings:

- Raudenbush, S.W. & Bryk, A.S. (2002). *Hierarchical linear models* (2nd ed.). Thousand Oaks: Sage.
- Hox, J.J. (2010). *Multilevel analysis* (2nd ed.). New York: Routledge.
- Luke, D.A. (2004). *Multilevel modeling*. Thousand Oaks: Sage.

Assessments: Final grades in this class are based on attendance, a final term paper consisting of an application of MM and written in the form of a publishable manuscript (actual submission or publication is not required), and a presentation of the final paper.

Final papers are to be between 20 and 25 pages in length and use as many scholarly references as appropriate for a publishable paper in the chosen field of study. Papers will be written in APA format using 12-point font, double-spaced lines, and one-inch margins; a format other than APA may be used if you know that you will be submitting your paper to a journal that uses a different style. Proper headings and subheadings are required, as is an abstract and title. Grades will be based on the paper's quality and originality, its apparent contribution to the field, and the accuracy and creativity of the analyses.

The last two weeks of the class will consist of student presentations. Each student will use PowerPoint to present the research question/hypothesis under study, summarize the existing literature, and give an overview of the proposed methodology. Grades will be based upon how well students convey the purpose, originality, and contribution of their study. Presentations will be 10 – 15 minutes long.

Make-Up Work, Late Work, and Extra Credit: There will be no make-up or late work permitted except in the instance of a genuine emergency for which documentation is provided. Emergencies are serious circumstances such as hospitalizations during the time in which an assignment is due.

Academic Dishonesty: I pursue academic and/or disciplinary courses of action in all cases of plagiarism, so depending upon the gravity of the offense, you might receive reduced points or a zero on the assignment, an automatic F in the class, and/or formal sanctions (up to and possibly including dismissal) imposed by the university. The student handbook defines "Academic Misconduct" (p. 17) as:

- a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- b. Communication to another through written, visual, electronic or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment or project.
- c. Commercial use of academic materials: Selling notes, handouts, etc., without authorizing or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule.
- d. Falsifying or misrepresenting your academic work.
- e. Plagiarism: Whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- f. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

Any student who engages in any of the above-described activities or in any other activities that are dishonest will be penalized irrespective of whether they intended to engage in academic misconduct or knew that their behavior was wrong. It is everyone's responsibility to be knowledgeable about plagiarism rules. I have posted several writing-related documents on Webcourses@UCF to help inform you as to what plagiarism is and how you can avoid doing it even inadvertently.

Disability Accommodations: I am happy to accommodate disabilities in accordance with campus policy and pursuant to documentation from Student Disability Services. This office can be contacted at (407) 823-2371 or sds@ucf.edu. All students wanting accommodations in this class must present relevant documentation from the SDS office. There will be no tape-recording of class sessions unless SDS documents that recording is a required learning tool.

Grading Totals and Scheme

Assignment	Point Value
Attendance	50
Final Paper	150
Presentation	50
Total	250 points

Percent	Letter Grade
94+	A
90 – 93	A-
86 – 89	B+
84 – 85	B
80 – 83	B-
76 – 79	C+
74 – 75	C
70 – 73	C-
66 – 69	D+
64 – 65	D
60 – 63	D-
59 and lower	F

University of Central Florida
 Crime mapping and analysis | CCJ 7xxx (3 credit hours)
 Fall 2012
 Professor TBA

Required readings

Chainey, S., & Ratcliffe, J. H. (2005). *GIS and Crime Mapping*. Chichester, UK: John Wiley & Sons.
 Lersch, K. M. (2007). *Space, Time, and Crime* (2nd ed.). Durham, NC: Carolina Academic Press.
 Additional required readings detailed in the course outline can be found on *Webcourses*.

Course description

This graduate-level course is an examination of the role of GIS (Geographic Information Systems) and GISc (Geographic Information Science) in crime prevention and intervention. It is a concise blend of spatially-oriented crime theory and crime analysis useful for crime scientists, practitioners, and researchers. Students should have a basic understanding of regression analysis before taking the course.

Course goals

1. To understand core theoretical principles of environmental criminology
2. To introduce students to the use and application of geographic information science
3. To orient students to exploratory spatial data analysis and inferential spatial statistics

Course requirements

<i>Requirement</i>	<i>% of Final grade</i>
Exercises	20
Midterm exam	40
Final exam	40

Grading/evaluation

<i>Letter grade</i>	<i>Numeric value</i>
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Requirement descriptions

Exercises: You will be required to complete a series of exercises to demonstrate practical knowledge of analytical techniques. You must turn in assigned exercises at the beginning of the following class.

Midterm and final exams: The midterm exam will assess your comprehension and understanding of spatially-oriented crime theories covered prior to the midterm. The final exam will consist of a take-home project. You will have to use your understanding of theory and

analytical tools learned throughout the semester to demonstrate your ability to geocode and analyze crime data.

Attendance policy

Attendance is *strongly* encouraged for this class. You will not be graded on how often you come to class; however, you may find it difficult to earn a passing grade if you're frequently absent. You must provide written official documentation that validates your absence in the event that you miss class. Examples of acceptable documentation include a doctor's note in the event of illness, tow receipt for car trouble, or other evidence validating circumstances beyond one's control. Vacations (even those scheduled a year in advance) DO NOT count as excused absences.

Disability access statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

The instructional media and materials for this class are accessible to students with disabilities. Students who are having difficulty accessing them should contact the faculty member.

Ethics statement

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu>).

Plagiarism and cheating

Plagiarism and Cheating of any kind on an exercise or exam will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Use of electronic devices

Cell phones should be turned off and put away before class. I generally consider the use of electronic devices during the course offensive and inappropriate. Repeated instances of cell phone use during class will result in me asking you to drop the course. Students with

extenuating circumstances that require access to their phone should inform me during the first week of class.

Laptop use should be relevant to the subject matter. If I find that this is not the case, they will be banned from the classroom.

Email policy

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knights Email is the only official student email at UCF. Class rosters list Knights Email addresses rather than external email addresses, and all official class communications will be sent only to the Knights Email addresses. Students are responsible for checking their Knights Email accounts regularly. See www.knightsemail.ucf.edu for further information.

Subject to change clause

As the instructor of record I reserve the right to change the outline of the course, with written notice.

Academic calendar

Please see the UCF academic calendar for important dates relevant to the fall semester (add, drop, and withdraw deadlines) at <http://registrar.sdes.ucf.edu/calendar/academic/2012/fall/>. See the course outline below for course-specific important dates.

Course outline

Week of:	Topic and assigned reading
1	<p><i>Course introduction</i></p> <p>Harries, K. (1999) Mapping Crime: Principles and practice (Washington D.C.: U.S. Department of Justice), Chapter 1.</p> <p>LaVigne, N. G., & Groff, E. R. (2001). The evolution of crime mapping in the United States. In A. Hirschfield & K. Bowers (Eds.), <i>Mapping and Analysing Crime Data</i> (pp. 203-221). London: Taylor & Francis.</p>
2	<p><i>GIS basics</i></p> <p>Chainey and Ratcliffe, Chapters 1-3</p>
3	<p><i>Spatial crime theory</i></p> <p>Chainey and Ratcliffe, Chapter 4</p> <p>Lersch, Chapters 1 and 3</p>
4	<p><i>Social ecology and neighborhood change</i></p> <p>Chainey and Ratcliffe, Chapters 11-12</p> <p>Lersch, Chapter 2</p>
5	<p><i>Crime pattern theory</i></p> <p>Chainey and Ratcliffe, Chapter 10</p> <p>Brantingham, P., and Brantingham, P. (1995). Criminality of place: Crime generators and crime attractors. <i>European Journal of Criminal Policy and Research</i> 3(3): 5-26.</p>

- 6 *Routine activity theory*
Chainey and Ratcliffe, Chapter 6
Cohen, L.E., & Felson, M. (1979). Social change and crime rate trends: A Routine Activity Approach. *American Sociological Review*, 44, 588-608.
Eck, J. E., Chainey, S., Cameron, J. G., Leitner, M., & Wilson, R. E. (2005). Mapping Crime: Understanding Hot Spots (Special Report). Washington DC: National Institute of Justice.
- 7 *Rational choice theory and geocoding*
Chainey and Ratcliffe, Chapter 5
- 8 **Midterm exam**
- 9 *Spatial regression models*
Chainey and Ratcliffe, Chapter 8
Lersch, Chapters 6-7
Complete Exercise 1
- 10 *Temporal analysis*
Chainey and Ratcliffe, Chapters 9 and 13
Lersch, Chapter 4
Ratcliffe, J. H. (2002). Aoristic signatures and the temporal analysis of high volume crime patterns. *Journal of Quantitative Criminology*, 18(1), 23-43.
Complete Exercise 2
- 11 *Temporal crime patterns: repeat-victimization*
Lersch, Chapter 8
Ratcliffe, J.H. (2007). A temporal constraint theory to explain opportunity-based spatial offending patterns, *Journal of Research in Crime and Delinquency*, 43(3), 261-291.
Complete Exercise 3
- 12 *Crime mapping and situational crime prevention*
Lersch, Chapter 5
Complete Exercise 4
- 13 *Working with community data*
Chainey and Ratcliffe, Chapter 7
Complete Exercise 5
- 14 *Automating GIS tasks*
Schaller, J., & Mattos, C. (2009). GIS Model Applications for Sustainable Development and Environmental Planning at the Regional Level. In R. D. Amicis, R. Stojanovic & G. Conti (Eds.), *GeoSpatial Visual Analytics* (pp. 45-57): Springer Netherlands.
Complete Exercise 6
- 15 *Street routing for emergency transportation*
Cova, T.J. (1999). GIS in emergency management. *Geographic Information Systems*
Complete Exercise 7

16 *Work on take-home final exam*

17 ***Final exam***

CCJ 7xxx Topics in Statistics

Professor: Dr. Jacinta Gau

Office: HPA 324

Contact: jgau@ucf.edu or (407) 823-4131

Course Description: This course offers a brief overview of three topics commonly used in criminal justice research. The topics are: time series analyses; multilevel modeling; and structural equation modeling.

Learning Objectives: By the end of the semester, students will:

- Have a basic understanding of the nature and purpose of the three analytical types
- Understand the basic mathematical concepts underpinning each one
- Know how to run the analyses in STATA and, as appropriate, HLM and Mplus; know how to interpret the output
- Be able to write a publishable manuscript using one of these three methods

Expectations: The most important expectation for this course is that all students have solid backgrounds in quantitative methods. You must understand basic descriptive statistics (e.g., variances, covariances, means), bivariate inferential tests (e.g., correlations), and more advanced methods for testing multivariate relationships (e.g., ordinary least squares regression). Without this foundation, you will be unprepared to tackle the level of work presented in this class. You should also have a good grounding in research methods so that you can understand the differences in research designs that produce the types of data used here.

My other expectations include:

- Attendance at every class period
- On-time arrival to every class period
- Full preparation for each class period, including thorough reading and comprehension of the assigned materials
- High-quality writing that is appropriate for the graduate level and displays proper grammar, sentence structure, and paragraph format

Use of cell phones, tablets, and other electronic devices that do not pertain to the course is prohibited. When you are in class, you are listening to and following along with the lecture.

Required Readings: There are seven books required for this course.

- Raudenbush, S.W. & Bryk, A.S. (2002). *Hierarchical linear models* (2nd ed.). Thousand Oaks: Sage.
- Byrne, B.M. (2012). *Structural equation modeling with Mplus*. New York: Routledge.
- McDowall, D., McCleary, R., Meidinger, E.E., & Hay, R.A., Jr. (1980). *Interrupted time series analysis*. Thousand Oaks: Sage.

Assessments: Final grades in this class are based on attendance, a final term paper consisting of an application of one of the techniques covered in the course and written in the form of a publishable manuscript (actual submission or publication is not required), and a presentation of the final paper.

Final papers are to be between 20 and 25 pages in length and use as many scholarly references as appropriate for a publishable paper in the chosen field of study. Papers will be written in APA format using 12-point font, double-spaced lines, and one-inch margins; a format other than APA may be used if you know that you will be submitting your paper to a journal that uses a different style. Proper headings and subheadings are required, as is an abstract and title. Grades will be based on the paper's quality and originality, its apparent contribution to the field, and the accuracy and creativity of the analyses.

The last two weeks of the class will consist of student presentations. Each student will use PowerPoint to present the research question/hypothesis under study, summarize the existing literature, and give an overview of the proposed methodology. Grades will be based upon how well students convey the purpose, originality, and contribution of their study. Presentations will be 10 – 15 minutes long.

Make-Up Work, Late Work, and Extra Credit: There will be no make-up or late work permitted except in the instance of a genuine emergency for which documentation is provided. Emergencies are serious circumstances such as hospitalizations during the time in which an assignment is due.

Academic Dishonesty: I pursue academic and/or disciplinary courses of action in all cases of plagiarism, so depending upon the gravity of the offense, you might receive reduced points or a zero on the assignment, an automatic F in the class, and/or formal sanctions (up to and possibly including dismissal) imposed by the university. The student handbook defines "Academic Misconduct" (p. 17) as:

- a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- b. Communication to another through written, visual, electronic or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment or project.

- c. Commercial use of academic materials: Selling notes, handouts, etc., without authorizing or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule.
- d. Falsifying or misrepresenting your academic work.
- e. Plagiarism: Whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- f. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

Any student who engages in any of the above-described activities or in any other activities that are dishonest will be penalized irrespective of whether they intended to engage in academic misconduct or knew that their behavior was wrong. It is everyone's responsibility to be knowledgeable about plagiarism rules. I have posted several writing-related documents on Webcourses@UCF to help inform you as to what plagiarism is and how you can avoid doing it even inadvertently.

Disability Accommodations: I am happy to accommodate disabilities in accordance with campus policy and pursuant to documentation from Student Disability Services. This office can be contacted at (407) 823-2371 or sds@ucf.edu. All students wanting accommodations in this class must present relevant documentation from the SDS office. There will be no tape-recording of class sessions unless SDS documents that recording is a required learning tool.

Grading Totals and Scheme

<i>Assignment</i>	<i>Point Value</i>
Attendance	50
Final Paper	150
Presentation	50
Total	250 points

<i>Percent</i>	<i>Letter Grade</i>
94+	A
90 – 93	A-
86 – 89	B+
84 – 85	B
80 – 83	B-
76 – 79	C+
74 – 75	C
70 – 73	C-
66 – 69	D+
64 – 65	D
60 – 63	D-
59 and lower	F

Course Schedule

<i>Week, Topic, and Required Articles</i>
Week 1
Introduction and Course Overview
Syllabus
Week 2
Longitudinal Data and how it violates the Assumptions of the General Linear Model
Week 3
The Time Series Equation
Week 4
Requirements and Diagnostics
Week 5
Running Times Series Analyses in STATA
Week 6
Nested Data and how it violates the Assumptions of the General Linear Model
Week 7
The Multilevel Equation and Variance Components
Week 8
Estimation Methods, Requirements, and Diagnostics
Week 9
Running Multilevel Models in HLM and STATA
Week 10
Introduction to Structural Equation Modeling
Week 11
Measurement and Structural Models
Week 12
Model Identification, Estimation, and Modification
Week 13
Running Structural Equation Models in Mplus and STATA
Week 14
Summing up
Week 15
Class Presentations
Finals Week
Class Presentations and Final Papers Due

Course Schedule
<i>Week, Topic, and Required Articles</i>
Week 1
Introduction and Course Overview
Syllabus
Week 2
Nested Data and how it violates the Assumptions of the General Linear Model
Week 3
Overview of MM: Its uses and Advantages over traditional Regression
Week 4
The MM Equation: Evolution of the Means-as-Intercepts Model
Week 5
The MM Equation, continued
Week 6
Variance Components
Week 7
The Software: Introduction to HLM and STATA
Week 8
Estimation Methods
Week 9
Running MM Models and Interpreting Output
Week 10
Random Effects and Cross-Level Interactions
Week 11
Imputation Methods for Missing Data
Week 12
Special Topics: Three-Level MM
Week 13
Special Topics: MM for Time Series Data
Week 14
Summing up
Week 15
Class Presentations
Finals Week
Class Presentations and Final Papers Due

CJE 6XXX Policing Urban Communities
Professor: Dr. Jacinta M. Gau
Office: HPA 1 – 327
Contact: jgau@ucf.edu or (407) 823-4131

Course Description

The social, economic, and structural characteristics of a community help shape the policing that takes place within that area. This course concentrates on the urban communities of the United States and delves into the issues that affect the type of policing that occurs in these locales, the expectations and assumptions that police and community members each hold about one another, and the quantity and quality of police-resident interactions.

Course Goals

The goal of this course is for students to think about policing through the lens of macro level factors. Students should gain an understanding of the important role that the urban setting plays in the amount and type of policing that inner-city neighborhoods and communities receive. Students will think critically and approach topics with an open yet skeptical mind. They will leave the course with an understanding of the nuances, conflicts, and competing sides of issues pertaining to urban policing in the U.S.

Expectations

This being a graduate class, advanced critical thinking and writing skills are expected. The course will be conducted in a seminar format and all students will contribute thoughtful, informed arguments that demonstrate knowledge of the assigned reading and critical thinking skills. High-quality writing is required and will factor in to the grading of the papers. Attendance is mandatory and will factor into students' participation grades.

Required Readings

There are two books required in this course. They are:

Black, D. (1976). *The behavior of law*. New York: Academic Press. *Note, this book was rereleased in 2010. The original edition is cheaper and is the one I recommend.
 Wilson, J.Q. (1968). *Varieties of police behavior: The management of law and order in eight communities*. Cambridge, MA: Harvard University Press. *Note, there are a few editions and publishers of this book and any of them should be fine.

The remaining readings for this course are peer-reviewed academic journal articles and some law review articles and federal court cases. The citations are provided in the course schedule below.

You must read the assigned materials prior to class and arrive ready to discuss them. Several of these articles were selected because they offer a controversial view on the subject matter at hand. As you read, think about whether you agree or disagree with the argument being presented *and* why you feel that way.

Most articles are available from Criminal Justice Abstracts, which you can access through the UCF library website at <http://library.ucf.edu/Databases/Subjects/crim.php>. The Court

cases and law review articles are available at that same link by selecting the LexisNexis database.

Assessments

Final grades in this class are based on two short papers, class participation, a final term paper, and a presentation of the final paper. All assignments are to be formal, academic, and professional. I will look for high-quality content *and* discourse, so remember that the way you frame an argument can be as important as the argument itself.

Students may choose any topic from the course schedule for their short papers, and the paper is due on the day we discuss that topic in class. These papers are formal research papers. They will be five-to-six pages in length (12-point font, double-spaced, with one-inch margins) and will use a minimum of five scholarly references, which may include the articles that are assigned for that day. These papers are meant to offer you the opportunity to research topics that interest you and to help you prepare to write your final paper by learning about my expectations regarding student papers. Short papers must be handed in at the start of class in order to be accepted.

The final paper in this class is a research proposal that will be in the format of the front end of a manuscript. Students may choose any topic relating to police/policing and urban communities, including topics we do not discuss in class and including topics on which they wrote their short papers. Papers will include the following sections: an introduction, literature review, current focus, and methodology. The methodology will describe either the procedures that would be used to gather data for the study or the existing data set that would be used in the case of secondary data analysis. It will also include a brief description of the statistical analysis (or qualitative methods, as appropriate) that would be employed to test the hypotheses/research questions under study. I will be available to assist with the design of the methodology and proposed statistical analyses.

The key to this paper—beyond the basic requirements of good writing, proper formatting, etc.—is the development of one or more research questions/hypotheses that would contribute to the existing policing literature. Your research questions/hypotheses should be original and meaningful. I encourage all students to use this as an opportunity to create a full manuscript to submit to an academic journal for possible publication.

Final papers are to be between 15 and 25 pages in length and use at least 15 scholarly references with an addition of one reference per page (e.g., a 16-page paper would require 16 references, a 21-page paper 21 references). Note that this is the bare minimum number of references and if you are thinking of submitting your paper for publication consideration, you should well exceed this minimum. Papers will be written in APA format using 12-point font, double-spaced lines, and one-inch margins. Proper headings and subheadings are required, as is an abstract and title. Scholarly references include peer-reviewed academic journal articles and law review articles. No other sources (including books) are acceptable unless upon prior approval from me.

The last two weeks of the class will consist of student presentations. Each student will use Powerpoint to present the research question/hypothesis under study, summarize the existing literature, and give an overview of the proposed methodology. Grades will be based

upon how well students convey the purpose, originality, and contribution of their proposed study. Presentations will be 15 minutes long.

Make-Up Work, Late Work, and Extra Credit

There will be no make-up or late work permitted except in the instance of a genuine emergency for which documentation is provided. Emergencies are serious circumstances such as hospitalizations during the time in which an assignment is due.

Academic Dishonesty

There are few things you could do in your academic career that are worse than plagiarism or other forms of cheating. You should avoid such behavior out of your own personal ethic. If that fails and you plagiarize or cheat, the punishment will be severe. I pursue academic and/or disciplinary courses of action in such cases, so depending upon the gravity of the offense, you might receive a zero on the assignment, an automatic F in the class, and/or formal sanctions (up to and possibly including dismissal) imposed by the university. The student handbook defines "Academic Misconduct" (p. 17) as:

- a. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- b. Communication to another through written, visual, electronic or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment or project.
- c. Commercial use of academic materials: Selling notes, handouts, etc., without authorizing or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule.
- d. Falsifying or misrepresenting your academic work.
- e. Plagiarism: Whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- f. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

Any student who engages in any of the above-described activities or in any other activities that are dishonest will be penalized irrespective of whether they intended to engage in academic misconduct or knew that their behavior was wrong. It is everyone's responsibility to be knowledgeable about plagiarism rules. I have posted several writing-related documents on Webcourses@UCF to help inform you as to what plagiarism is and how you can avoid doing it even inadvertently.

Disability Accommodations

I am happy to accommodate disabilities in accordance with campus policy and pursuant to documentation from Student Disability Services. This office can be contacted at (407) 823-2371 or sds@ucf.edu. All students wanting accommodations in this class must present relevant documentation from the SDS office. There is to be no tape-recording of class sessions unless SDS documents that recording is a required learning tool.

Grading Totals and Scheme

Assignment	Point Value
Short Papers x 2	100
Participation	50
Final Paper	150
Presentation	50
Total	350 points

Percent	Letter Grade
94+	A
90 – 93	A-
86 – 89	B+
84 – 85	B
80 – 83	B-
76 – 79	C+
74 – 75	C
70 – 73	C-
66 – 69	D+
64 – 65	D
60 – 63	D-
59 and lower	F

Course Schedule

Week, Topic, and Required Articles

Week 1
Introduction: Urban and Rural Differences in Crime and Socioeconomics

Wells, L.E. & Weisheit, R.A. (2004). Patterns of rural and urban crime: A county-level comparison. *Criminal Justice Review*, 29(1), 1-22.

Week 2
The Urban Scene: Ghettoization, the Racialization of Urban Space, and the Ecology of Crime

Schill, M.H. & Wachter, S.M. (1995). The spatial bias of federal housing law and policy: Concentrated poverty in urban America. *University of Pennsylvania Law Review*, 143(5), 1285-1342.

Massey, D.S. (1995). Getting away with murder: Segregation and violent crime in urban America. *University of Pennsylvania Law Review*, 143(5), 1203-1232.

Kubrin, C.E. & Weitzer, R. (2003). Retaliatory homicide: Concentrated disadvantage and neighborhood culture. *Social Problems*, 50(2), 157-180.

Week 3
The Impact of Subculture and Socialization on Attitudes toward Police and Willingness to Call the Police for Help

Sampson, R.J. & Bartusch, D.J. (1998). Legal cynicism and (subcultural?) tolerance of deviance: The neighborhood context of racial differences. *Law & Society Review*, 32(4), 777-805.

Brunson, R.K. & Weitzer, R. (2011). Negotiating unwelcome police encounters: The intergenerational transmission of conduct norms. *Journal of Contemporary Ethnography*, 40(4), 425-456.

Kirk, D.S. & Matsuda, M. (2011). Legal cynicism, collective efficacy, and the ecology of arrest. *Criminology*, 49(2), 443-472.

Stewart, E.A. & Simons, R.L. (2010). Race, code of the street, and violent delinquency: A multilevel investigation of neighborhood street culture and individual norms of violence. *Criminology*, 48(2), 569-605.

Week 4
The Interactional Influences of Race, Gender, and Youth Status among Inner-City Residents

Brunson, R.K. & Miller, J. (2006). Young black men and urban policing in the United States. *British Journal of Criminology*, 46(4), 613-640.

Brunson, R.K. & Miller, J. (2006). Gender, race, and urban policing: The experience of African American youths. *Gender & Society*, 20(4), 531-552.

Rice, S.K. & Piquero, A.R. (2005). Perceptions of discrimination and justice in New York City. *Policing: An International Journal of Police Strategies and Management*, 28(1), 98-117.

Fine, M., Freudenberg, N., Payne, Y., Perkins, T., & Smith, K. (2005). "Anything can happen with police around": Urban youth evaluate strategies of surveillance in public places. *Journal of Social Issues*, 59(1), 141-158.

Week 5**The Ecology of Policing: Macro Level Determinants of the Quantity and Varieties of Policing, Part I**

- Klinger, D.A. (1997). Negotiating order in patrol work: An ecological theory of police response to deviance. *Criminology*, 35, 277-306.
- Wilson, J.Q. (1968). *Varieties of police behavior*. New York: Atheneum. (Skim Chapters 5 – 7, read Chapters 8 and 9)
- Litwin, K.J. (2004). A multilevel analysis of factors affecting homicide clearances. *Journal of Research in Crime and Delinquency*, 41(4), 327-351.
- Terrill, W. & Reisig, M.D. (2003). Neighborhood context and police use of force. *Journal of Research in Crime and Delinquency*, 40(3), 291-321.

Week 6**The Ecology of Policing: Macro Level Determinants of the Quantity and Varieties of Policing, Part II**

- Black, D. (1976). *The behavior of law*. New York: Academic Press.

Week 7**Location plus Evasion: Reconsidering the Legal and Factual Bases of "High-Crime Areas"**

- Illinois v. Wardlow* 528. U.S. 119 (2000).
- Ferguson, A.G. & Bernache, D. (2008). The "high-crime area" question: Requiring verifiable and quantifiable evidence for Fourth Amendment reasonable suspicion analysis. *American University Law Review*, 57, 1587-1644.
- Harris, D.A. (1994). Reasonable suspicion: When black and poor means stopped and frisked. *Indiana Law Journal*, 69, 659-687.
- United States v. Montero-Camargo* 208 F.3d 1122 (2000).

Week 8**More than "just" Race: The Impact of Racial Context on Police Treatment of Persons of Color**

- Stewart, E.A., Baumer, E.P., Brunson, R.K., & Simons, R.L. (2009). Neighborhood racial context and perceptions of police-based racial discrimination among black youth. *Criminology*, 47(3), 847-887.
- Meehan, A.J. & Ponder, M.C. (2002). Race and place: The ecology of racial profiling African American motorists. *Justice Quarterly*, 19(3), 399-431.
- Stults, B.J., Parker, K.F., & Lane, E.C. (2010). A spatial and contextual analysis of policing: Examining black, white and Hispanic stop rates. *Journal of Crime and Justice*, 33(1), 1-36.
- Weitzer, R., Tuch, S.A., & Skogan, W.G. (2008). Police-community relations in a majority-black city. *Journal of Research in Crime and Delinquency*, 45(4), 398-428.
-

Week 9**Police Burnout and Cynicism in High-Crime, High-Workload Areas**

- Sobol, J.J. (2010). The social ecology of police attitudes. *Policing: An International Journal of Police Strategies and Management*, 33(2), 253-269.
- Brooks, L.W., Piquero, A.R., & Cronin, J. (1994). Work-load rates and police officer attitudes: An examination of busy and slow precincts. *Journal of Criminal Justice*, 22(3), 277-286.
- Hickman, M.J. (2008). On the context of police cynicism and problem behavior. *Applied Psychology in Criminal Justice*, 4(1), 1-44.

Week 10**Police Misconduct in Urban Areas**

- Kane, R.J. (2002). The social ecology of police misconduct. *Criminology*, 40, 867-896.
- Phillips, S.W. & Sobol, J.J. (2011). Police attitudes about the use of unnecessary force: An ecological examination. *Journal of Police & Criminal Psychology*, 26(1), 47-57.
- Gould, J.B. & Mastrofski, S.D. (2004). Suspect searches: Assessing police behavior under the U.S. Constitution. *Criminology & Public Policy*, 3(3), 315-362.

Week 11**Diversification of Urban Police Forces: Real Reforms and False Panaceas**

- Weitzer, R. (2000). White, black, or blue cops? Race and citizen assessments of police officers. *Journal of Criminal Justice*, 28, 313-324.
- Brunson, R.K. & Gau, J.M. (2011). Officer race versus macro-level context: A test of competing hypotheses about black citizens' experiences with and perceptions of black police officers. *Crime & Delinquency*, OnlineFirst.
- Paoline, E.A., III & Terrill, W. (2008). Police education, experience, and the use of force. *Criminal Justice Behavior*, 34(2), 179-196.
- Rabe-Hemp, C.E. (2008). Female officers and the ethic of care: Does officer gender impact police behaviors? *Journal of Criminal Justice*, 36, 426-434.

Week 12**Order Maintenance and Zero Tolerance: Resurrecting the Symbolic Assailant?**

- Johnson, B.D., Golub, A., & McCabe, J. (2010). The international implications of quality-of-life policing as practiced by New York City. *Police Practice and Research*, 11(1), 17-29.
- Fagan, J. & Davies, G. (2000). Street cops and broken windows: Terry, race, and disorder in New York City. *Fordham Urban Law Journal*, 28, 457-504.
- Gau, J.M. & Brunson, R.K. (2010). Procedural justice and order maintenance policing: A study of inner-city young men's perceptions of police legitimacy. *Justice Quarterly*, 27(2), 255-279.
- Berk, R. & MacDonald, J. (2010). Policing the homeless: An evaluation of efforts to reduce homeless-related crime. *Criminology & Public Policy*, 9(4), 813-840.
-

Week 13**Enhancing Police Legitimacy in Urban Communities: The Role of Procedural Justice**

- Tyler, T.R. & Fagan, J. (2008). Legitimacy and cooperation: Why do people help the police fight crime in their communities? *Ohio State Journal of Criminal Law*, 6, 231-275.
- Kane, R.J. (2005). Compromised police legitimacy as a predictor of violent crime in structurally disadvantaged communities. *Criminology*, 43(2), 469-498.
- Tyler, T.R. (2004). Enhancing police legitimacy. *Annals of the American Academy of Political and Social Sciences*, 593, 84-99.
- Schulhofer, S.J., Tyler, T.R., & Huq, A.Z. (2011). American policing at a crossroads: Unsustainable policies and the procedural justice alternative. *Journal of Criminal Law & Criminology*, 101(2), 335-374.

Week 14**The Challenges and Promises of Community Policing in Urban Areas**

- Duffee, D.E., Fluellen, R., & Roscoe, T. (1999). Constituency building and urban community policing. In R.H. Langworthy (Ed.), *Measuring what matters: Proceedings from the Policing Research Institute Meetings* (pp. 91-119). Washington, DC: U.S. Department of Justice.
- Duffee, D.E., Fluellen, R., & Renauer, B.C. (1999). Community variables in community policing. *Police Quarterly*, 2(1), 5-35.
- Reisig, M.D. & Parks, R.B. (2004). Can community policing help the truly disadvantaged? *Crime & Delinquency*, 50(2), 139-167.
- Walsh, W.F., Vito, G.F., Tewksbury, R., & Wilson, G.P. (2000). Fighting back in Bright Leaf: Community policing and drug trafficking in public housing. *American Journal of Criminal Justice*, 25(1), 77-92.

Week 15

Class Presentations

Finals WeekClass Presentations and Final Papers Due

CJE 6XXX SEMINAR IN POLICE CULTURE

Fall 20XX
HPA XXX
T 6:00-8:40 p.m.

Professor:

Dr. Gene Paoline
HPA 325
823-4946
epaoline@mail.ucf.edu

Office Hours:

Tuesday & Thursday
4:00 p.m. - 6:00 p.m.
(or by appointment)

Course Objective:

The objective of this course is to expose students to the different ways of understanding police socialization and culture. The course will examine seminal studies of police that form the basis for how we currently characterize the police culture. Students will also learn about the transmission of culture across officers (i.e., socialization). The bulk of the class will be geared toward the examination of different approaches to conceptualizing police culture. We will also examine changes (e.g., demographic changes in the composition of officers and police philosophies) that have occurred within contemporary departments that should impact police culture. The final sessions will be dedicated to understanding the link between contemporary community policing approaches/philosophies and police culture.

Required Texts & Readings:

Barker, Joan C. (1999). Danger, Duty, and Disillusion. Prospect Heights, Illinois: Waveland Press, Inc.
Brown, Michael K. (1988). Working the Street: Police Discretion and the Dilemmas of Reform. New York: Russell Sage Foundation.
Kappeler, Victor E., Richard D. Sluder, and Geoffrey P. Alpert (1994). Forces of Deviance: Understanding the Dark Side of Policing. Prospect Heights, Illinois: Waveland Press, Inc.
Paoline, Eugene A. III (2001). Rethinking Police Culture: Officers' Occupational Attitudes. New York: LFB Scholarly Publishing LLC

In addition to the above texts, a packet of readings is required. Packet readings on the class outline are marked with an (*).

Method of Instruction:

This class will be a combination of lecture and class discussion (primarily in the form of groups). Therefore, it is imperative that you **read before you come to class** to be prepared to discuss. If it becomes apparent that students are not prepared for class discussions, I will change the format of the class to lecture only. Students will also be expected to do a class presentation at the end of the semester (see below).

Grading Procedures:

Paper (Ride Along)	30%
Class Presentation	30%
Final	30%
<u>Attendance/Participation</u>	<u>10%</u>
Total:	100%

Grades will be based on a ride along paper, a class presentation of the ride along, a final, and class attendance and participation. The paper, class presentation, and final will constitute 90% of your course grade, while attendance and participation will constitute 10%.

Ride Along Paper:

Each student will be required to do one ride along with a patrol officer from a local police department. Students will be expected to ride with the officer for an entire shift (or 8 hours). Rides will start in the middle of the semester and continue until the end, depending on when the student's presentation is scheduled. Based on this ride, students will be required to write a paper (approximately 10-15 pages). The professor will provide the student with several "talking points" that should be completed while on the ride along. This paper will be 30% of the student's final grade.

In lieu of conducting a ride along (for a documentable excuse), students may choose to do a paper (topic to be chosen by the professor). Like the ride along assignment, students will be expected to present their paper to the class at the end of the semester (see below).

Class Presentation:

Based on the above ride along (or paper), students will be required to conduct a 20-minute class presentation. Part of this presentation will include questions from the class, as well as the professor. Presentations will be done during the final class sessions. This presentation will be 30% of the student's final grade.

Final:

A final/paper will be required from each student. This assignment will be due when the final exam is scheduled. Late final assignments will be reduced by letter grade for each late day.

Class Attendance:

Students are, in preparation for class discussions, expected to come to class. Students will be given 7.692 points for every class that they attend (and participate) up to 100 points. Students must attend the entire class session (and participate) to be given the full points - coming late will result in a deduction of points. Attendance will be taken at the conclusion of every class session. There will be fourteen recorded classes, so students can miss one class (equivalent to one week) without penalty.

Academic Integrity:

Absolutely no form of cheating/academic dishonesty will be tolerated in this class. The penalty for cheating on an exam, plagiarism, or any form of violation of the *The Golden Rule* can range from failure for that particular assignment to course failure and a referral to the Office of the Provost and Vice President for Academic Affairs for further action. Each student is expected to read the University of Central Florida's formal policy regarding this matter or see the UCF website regarding these issues (<http://www.goldenrule.sdes.ucf.edu/>). If there are any questions concerning this policy please come to my office for clarification.

Class Outline/Schedule: The following represents the tentative class outline/schedule. Readings based on the three required texts are simply denoted by the author(s) name, while those readings with an asterisk (*) are those contained in the reading packet.

CLASS	TOPIC	READINGS
1	Introduction	
2	History of Police Role of Police	*Uchida *Bittner *Whitaker *Wilson
3	Police Socialization Part I	*McNamara *VanMaanen (A) *Bayley & Bittner
4	Police Socialization Part II	Barker
5	"The" Police Culture	Brown (Ch 2-5) *Skolnick *Westley *Herbert
6	Police Subcultures & Styles Part I	Brown (Ch 8) *Worden *Reuss-Ianni *Fitzgerald
7	Police Subcultures & Styles Part II	Paoline
8	Police Culture & Force	*Skolnick & Fyfe *Terrill, Paoline, & Manning
9	Studying the Police (Observational Studies)	*Reiss *Van Maanen (B) *Mastrofski et al.

CLASS	TOPIC	READINGS
10	Police Culture & the Media Movie: <i>Copland</i>	
11	Police Deviance	Kappeler et al.
12	Gender, Race, and Culture	*Fielding *Haarr *Herrington *Martin
13	Community Policing & Police Culture	*Kelling *Klockars *Paoline, Myers, & Worden
14	Student Presentations	
15	Student Presentations	
16	Final Examination (7:00 p.m. – 9:50 p.m.)	

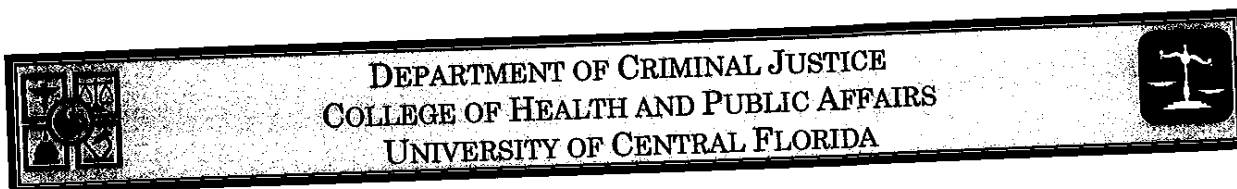
NOTE: As the instructor of this course I reserve the right to make the appropriate changes and/or additions to this syllabus when needed.

Bibliography

- Barker, Joan C. (1999). Danger, Duty, and Disillusion. Prospect Heights, Illinois: Waveland Press, Inc.
- Bayley, David H. and Egon Bittner (1997). "Learning the Skills of Policing." in Roger G. Dunham and Geoffrey Alpert (eds.), Critical Issues in Policing: Contemporary Readings. (3rd Edition). Illinois: Waveland Press, Inc., pp. 114-137.
- Bittner, Egon (1974). "Florence Nightingale in Pursuit of Willie Sutton: A Theory of Police." in Herbert Jacob (ed.), The Potential for Reform of Criminal Justice. Beverly Hills: Sage, pp. 17-45.
- Brown, Michael K. (1988). Working the Street: Police Discretion and the Dilemmas of Reform. New York: Russell Sage Foundation.
- Fielding, Nigel (1994). "Cop Canteen Culture." in Tim Newburn and Elizabeth A. Stanko (eds.), Just Boys Doing Business? New York: Routledge, pp. 46-63.
- Fitzgerald, Edward T. (1974). "Police Models: An Analysis and Amplification of James Q. Wilson's Varieties of Police Behavior." in Donal MacNamara and Marc Riedel (eds.), Police: Perspectives, Problems, Prospects. New York: Praeger, pp. 107-117.
- Haarr, Robin N. (1997). "Patterns of Interaction in a Police Patrol Bureau: Race and Gender Barriers to Integration." Justice Quarterly. (14) 1: pp. 53-85.
- Herbert, Steve (1998). "Police Subculture Reconsidered." Criminology. (36) 2: pp. 343-369.
- Herrington, Nancy L. (1997). "Female Cops - 1992." in Roger G. Dunham and Geoffrey Alpert (eds.), Critical Issues in Policing: Contemporary Readings. (3rd Edition). Illinois: Waveland Press, Inc., pp. 385-390.
- Kappeler, Victor E., Richard D. Sluder, and Geoffrey P. Alpert (1994). Forces of Deviance: Understanding the Dark Side of Policing. Prospect Heights, Illinois: Waveland Press, Inc.
- Kelling, George L. (1985). "Order Maintenance, the Quality of Urban Life, and Police: A Line of Argument." in William A. Geller (eds.), Police Leadership in America: Crisis and Opportunity. New York: Praeger, pp. 296-308.
- Klockars, Carl B. (1985). "Order Maintenance, the Quality of Urban Life, and Police: A Different Line of Argument." in William A. Geller (eds.), Police Leadership in America: Crisis and Opportunity. New York: Praeger, pp. 309-321.
- Martin, Susan E. (1997). "Women Officers on the Move: An Update on Women in Policing." in Roger G. Dunham and Geoffrey Alpert (eds.), Critical Issues in Policing: Contemporary Readings. (3rd Edition). Illinois: Waveland Press, Inc., pp. 363-383.
- Mastrofski, Stephen D., Roger B. Parks, Albert J. Reiss Jr., Robert E. Worden, Christina DeJong, Jeffrey B. Snipes and William Terrill (1998). Systematic Observation of Public Police: Applying Field Research Methods to Policy Issues. Washington DC: National Institute of Justice.

Bibliography (continued)

- McNamara, Robert P. (1999). "The Socialization of the Police." in Dennis Jay Kenney and Robert P. McNamara (eds.), Police and Policing: Contemporary Issues. (2nd Edition). Connecticut: Praeger, pp. 1-12.
- Paoline, Eugene A. III (2001). Rethinking Police Culture: Officers' Occupational Attitudes. New York: LFB Scholarly Publishing LLC
- Paoline, Eugene A. III, Stephanie M. Myers, and Robert E. Worden (2000). "Police Culture, Individualism, and Community Policing: Evidence From Two Police Departments." Justice Quarterly. 17(3): pp. 575-605.
- Reiss, Albert J. Jr. (1971). "Systematic Observation of Natural Social Phenomena." Herbert L. Costner Sociological Methodology. San Francisco: Jossey-Bass Inc., pp. 3-33.
- Reuss-Ianni, Elizabeth and Francis A. Ianni (1983). "Street Cops and Management Cops: The Two Cultures of Policing." in Maurice Punch (eds.), Control in the Police Organization. Cambridge, Massachusetts: MIT Press, pp. 251-273.
- Skolnick, Jerome H. (1994). Justice Without Trial: Law Enforcement in Democratic Society. (3rd Edition). New York: Macmillan College Publishing Company, (chapter 3: pp. 41-68).
- Skolnick, Jerome H. and James J. Fyfe (1996). "Rodney King and Use of Excessive Force: Police Work and Organizational Culture." in David M. Ermann and Richard J. Lundman (eds.), Corporate and Governmental Deviance: Problems of Organizational Behavior in Contemporary Society. New York: Oxford University Press, pp. 232-250.
- Terrill, William, Eugene A. Paoline III, and Peter K. Manning (2002). Police Culture and Coercion. Unpublished manuscript, Northeastern University.
- Uchida, Craig D. (1997). "The Development of the American Police: A Historical Overview." in Roger G. Dunham and Geoffrey Alpert (eds.), Critical Issues in Policing: Contemporary Readings. (3rd Edition). Illinois: Waveland Press, Inc., pp. 18-35.
- Van Maanen, John (1974). "Working the Street: A Developmental View of Police Behavior." in Herbert Jacob (ed.), The Potential for Reform of Criminal Justice. Beverly Hills: Sage, pp. 83-130. A
- Van Maanen, John (1978). "Epilogue: On Watching the Watchers." in Peter K. Manning and John Van Maanen (eds.), Policing: A View from the Streets. New York: Random House, pp. 309-349.
- Westley, William (1970). Violence and the Police: A Sociological Study of Law, Custom, and Morality. Massachusetts: MIT Press, (chapter 4: pp. 109-152).
- Whitaker, Gordon P. (1982). "What is Patrol Work?" Police Studies. 4: pp. 13-22.
- Wilson, James Q. (1968). Varieties of Police Behavior. Cambridge, Massachusetts: Harvard University Press.
- Worden, Robert E. (1995). "Police Officers' Belief Systems: A Framework for Analysis." American Journal of Police. (14) 1: pp. 49-81.



COURSE TITLE: CJE 6XXX: Police Administration
CREDITS/METHOD: 3 credit hours/lecture
PROFESSOR: Dr. Ross Wolf
PHONE: (407) 823-2603
E-MAIL: ross.wolf@ucf.edu
OFFICE: HPA 311

DESCRIPTION: A historical and modern review of the evolution of all phases of the administration of policing, including policies and procedures, case law, leadership, accountability, and the role of the police manager.

COURSE OBJECTIVES: This course is designed to provide students with the advanced knowledge of the principles of administration in American police organizations. This course will examine, at a graduate level, administrative issues inherent in both large and small police organizations. This will include a historical review of police administration and police organizational tasks, the evolution policing, and the role of the police manager in administrative issues. Students who successfully complete this course will be able to:

- Critically analyze the bureaucratic organization in policing;
 - Understand and describe the evolution of police professionalism and how it impacts the organization culture;
 - Compare and contrast the operational role of managers in law enforcement agencies;
 - Formulate the use of historical, procedural, operational processes to improve productivity of individual officers and of the agency as a whole;
 - Synthesize a historical background, implementation, and strategy for the use of Evidence-Based police practices; and
 - Evaluate the use of, development of, and the training of citizen oversight committees on police accountability.
-

TEXTS: The following texts are required for this class. Every student is responsible for having these for the duration of this class. While your participation is required in class, you cannot successfully complete this course without these texts. If you are unable to acquire these, let the instructor know immediately.

Cordner, G., & Scarborough, K. (2007). *Police Administration*, 7th edition. LexisNexis Publishing.

McDonald, P. (2002). *Managing Police Operations: Implementing the New York Crime Control Model - CompStat*. Wadsworth Publishing.

RECOMMENDED TEXTS: Although not required, it is highly recommended that every student purchase, or have available, the Publication Manual of the American Psychological Association (latest edition).

SUPPLEMENTAL READINGS: Although there are no specific required supplemental readings with this course, students must utilize additional texts, books, reliable internet sources, and journals related to this subject matter. Be sure when using information from another source for discussion postings, papers, or tests to cite that information. Peer-reviewed manuscripts will be given the highest preference as resources.

GRADING POLICY:

The following will be compiled to assign the final course grade (**grades will not be rounded up**):

Exams (2, each exam is 35%)	60%	A:	90-100%
Attendance/Participation	10%	B:	80-89.999%
Paper	20%	C:	70-79.999%
Article Submissions (2, each worth 5%)	10%	D:	60-69.999%
Total:	100%	F:	below 60%

Students are advised that incompletes or "I's" for this course will **not** be issued except for documented emergency reasons. Therefore, students must complete all work prior to the end of the semester. No extra credit will be either given or considered for any reason unless it is offered to the entire class. The professor will not entertain individual questions or issues relating this course grade to their overall grade point average in the graduate program. Students will be issued the grade they earn and nothing else will be taken into consideration. To do so, would not be fair to other students that did not have the same opportunity. Please note, that this course does not use the "+/-" grading scale.

GRADING CONSIDERATIONS:

EXAMINATIONS: There will be two written tests in this class. The exams will be based on class lectures, required course readings, guest lectures, handouts, and required course materials. **NO MAKEUP EXAMS WILL BE GIVEN WITHOUT THE PRIOR APPROVAL OF THE INSTRUCTOR OR A DOCUMENTED EMERGENCY.** The final examination in this class is cumulative. Students are expected to arrive on time to all classes, but particularly to classes in which an examination is given. Students who arrive late to a test may be refused the opportunity to take the test at the discretion of the instructor.

ATTENDANCE/PARTICIPATION: The instructor will provide a score on class participation, attendance in class (based on random roll call), and readings and participation in class assignments and discussions. Tardiness for class will also be used to determine this score. Please show respect for your fellow classmates, guest lecturers, and the instructor by being on time to class. **PLEASE LET THE INSTRUCTOR KNOW IF YOU HAVE MISSED (OR WILL MISS) A CLASS FOR A DOCUMENTED EMERGENCY.**

PAPER: Students must complete one paper for this course. This will be graded as a research paper, and should be written in APA style. Content, organization, spelling, and grammar are all very important. This paper is to be based on a critical event in American Criminal Justice and students are expected to demonstrate how this event shaped the movement toward professional practice at the local, state or national level. This paper should be 2500-4000 words in length (not including title page or reference page), topic selection is early in the semester, please see class schedule for due date.

ARTICLE SUBMISSIONS: The student's grade of 5 points for each article will be based on a written summary and commentary of the articles that is no more than 4 pages in length (3 points), and the ability to utilize the information from those articles in the class discussion (2 points). **PLEASE LET THE INSTRUCTOR KNOW IF YOU HAVE MISSED (OR WILL MISS) A CLASS FOR A DOCUMENTED EMERGENCY.**

SUBMITTING PAPER ASSIGNMENTS:

The paper assignment represents 20% of your final grade. This assignment is research based and requires writing in APA format, including title page, abstract, and reference page. The paper should clearly flow from an introduction, contain a properly organized body, and have a well-structured conclusion.

Students are required to submit each paper assignment to <http://turnitin.com>. The class ID number for this course is: XXXXXXXX; and the class enrollment password is: XXXXXXXX. If you do not have one already, you will be required to create a user profile for turnitin.com. Please be sure to prepare for this by creating your profile and submitting your papers to the website early.

Papers must also be turned in during the deadline class meeting in hard-copy format. The instructor will verify that you have turned in your papers to Turnitin. Submissions turned in on-time to the professor but without being turned in to turnitin.com will automatically lose 5 points. Submissions that have not been turned into turnitin.com 24 hours after the paper is due will lose all available points for this assignment. Late submissions of less than one full day after deadline will result in a loss of 1/2 of grade. All other late postings result in grade of 0 (zero) unless specifically excused or pre-arranged with the instructor.

GRADING ESSAY ASSIGNMENTS:

The following table represents the categories in which paper assignments are graded. Students are encouraged to use a word processor with capabilities to check grammar and spelling, but there is no substitute for careful proof-reading. Each essay assignment is graded based on a scale from 0 to 4 for each of the following categories (0 means that the rubric objective has not been met at all, and 4 represents the highest level of work).

ESSAY ASSIGNMENT RUBRIC	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNING LEVEL 1
FOUNDATION OF KNOWLEDGE	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed. Student builds upon the thesis well-documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts.	Exhibits a limited understanding of the assignment. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.
LITERATURE REVIEW	Student provides sophisticated synthesis of complex body of information in the preparation of assignment. Student incorporates at least of 7-10 quality APA style references in assignment. Student incorporates a variety of graduate-level research resources and methodology in the preparation of assignment.	Student achieves an above average synthesis of research, but interpretation is narrow in scope and description within assignment. Assignment contains less than 7 resources in APA style, and presents an average overview of key concepts.	Assignment provides a basic, but borderline perspective of student's research abilities. Student has incorporated less than 4 sources in APA style, which does not attempt to cover key elements of assignment.	Student fails to provide an adequate synthesis of research collected for assignment, or fails to reference materials in APA style. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. The paper is not of acceptable quality for graduate-level work.
APPLICATION OF KNOWLEDGE	Student demonstrates a higher-level of critical thinking necessary for graduate level work. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.
ORGANIZATION OF IDEAS	Student thoroughly understands and excels in	Student explains the majority of points and	Learner applies some points and concepts	Assignment reveals formatting errors and a

CJE6XXX: Police Administration (pg. 3 of 8)

	explaining all major points. Overall format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion.	concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness.	incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing.	lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms.
WRITING SKILL	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Assignment is error-free and reflects student's ability to prepare graduate-level writing for possible publication in a peer-reviewed (refereed) journal.	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and presents an above-average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a good final product that covers the above-minimal requirements.	Assignment reflects basic writing and grammar, but with more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.

SUBMITTING ARTICLE SUMMARIES:

Starting at the second class meeting, students will sign up to for TWO research topics of the week. One must be in the first half of the semester, the other in the second half. Students will be responsible for finding peer-reviewed articles (recommended) and professional articles (less recommended) related to the topic of discussion for the week (no less than two articles, no more than four), and be prepared to present arguments about the selected topic. Each student who is signed up for the week will become part of a class debate about the issue and must be able to articulate information found in the articles in the class discussion. Written article summaries are due on the class date noted below for each topic. Late submissions will not be accepted.

The written article summary will be in APA style. The submission should be no longer than four pages (not including the title page or the reference page). The goal of this assignment is to paraphrase what the original authors said, not to quote them. This assignment will be graded on the student's ability to incorporate academic resources about the topic, and to provide critical comments. Why is this issue important in the study of criminal justice? What did the articles say? How did this article support the body of knowledge about the topic? What information should have been included and/or studied that was not? After reviewing the articles you selected, what is your personal opinion on the topic?

THE STUDENT'S ROLE IN LEARNING:

Traditionally in the United States, the burden of learning during the primary years of schooling has been deemed to rest with the teachers. During the middle or junior high school grades, the burden of learning gradually shifts to that of the student. Students during their high school years are expected to adjust their responsibilities for learning. Students who attend colleges and universities are expected to be ready, willing, and able to accept their own responsibilities for their own individualized learning.

Thus the primary role of the professor is to make learning less difficult, less threatening and more rewarding than if the student studies alone. The function of the professor is to lead, guide, coach, and direct their students in the learning process. Hence students must realize that assignments and exams are for their benefit.

COURSE EXPECTATIONS:

BE PREPARED FOR CLASS:

- ✓ Read the required material as many times as necessary for you to understand the readings.
- ✓ Be resourceful in your preparation and consult reference materials whenever possible.
- ✓ Think about the material before participating in the discussion section so that you can meaningfully participate.
- ✓ Do not expect to be relieved of a course requirement or deadline because another non-emergency commitment (e.g. family or work) prevents you from completing the requirement.
- ✓ Act with decorum and civility even when in serious disagreement with another person.

EXAMS, ASSIGNMENTS, AND GRADES:

- ✓ Seek my help before an exam if you don't understand the material.
- ✓ Accept responsibility for your performance without blaming the instructor or others when you don't perform well.
- ✓ Accept your limitations. Sometimes it is not possible to manage family life, school, and your job without sacrifices. Prioritize your obligations and accept the consequences of your decisions.
- ✓ Don't cheat in any form (see below). All work is expected to be your own.
- ✓ Don't assist another student in cheating (see below).
- ✓ Study for exams all term - don't "cram."
- ✓ Satisfy all course requirements.

CELL PHONES, PAGERS, RECORDERS, AND COMPUTERS:

- ✓ Turn off all cell phones and other electronic devices (MP3 players, iPads, etc.) that may interfere with our discussions in the classroom.
- ✓ Permission to audio- or video- record class meetings must be obtained from the instructor in writing in advance.
- ✓ Use of laptop computers to take class notes is allowed; however, it is expected that students **WILL NOT** engage in other laptop activities (including but not limited to: internet connections, e-mailing, etc.). Students who engage in these activities will be asked to leave the classroom and will not be authorized to utilize computers in future class sessions.

COURSE SYLLABUS ACCOMMODATION: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services (SDS), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. Students who are registered with SDS and need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. This syllabus is available in alternate format upon request.

CONSEQUENCES OF CHEATING: According to the University of Central Florida "Golden Rule" cheating is: non-permissible written, visual or oral assistance (including that obtained from another student) utilized on examinations, course assignments or projects; plagiarism whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own; failing to properly credit ideas or materials taken from another. This **INCLUDES** "cut and paste" submissions from web sites. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable. Students found guilty of violating this section of the "Golden Rule" face disciplinary probation, suspension or expulsion. The professor also reserves the right to issue a grade of "F" for students found to be in violation of the UCF Golden Rule regarding cheating.

The course instructor assumes that students will adhere to the academic creed of this University and will maintain the highest standards of academic integrity; however, all student submissions are subject to electronic review by "Turnitin.com" an automated system which instructors can use to compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission.

The professor also pledges to adhere to the highest standards of academic integrity, so please do not ask to change your grade (or expect your grade to be changed) illegitimately, expect or ask for extra credit opportunities that are not given to everyone, or expect that the rules can be bent or broken.

WRITING EXPECTATIONS: All submissions should be submitted in a font and style that is easy to read and neat. Students should adhere to a consistent format. Essay submissions should follow the citation and reference style guide of the American Psychological Association (APA). Since this course requires writing assignments, you are expected to know how to use the library's resources. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (<http://library.ucf.edu/>).

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website (<http://www.uwc.ucf.edu>).

LATE SUBMISSIONS: Students are expected to submit all course assignments by the posted due date (at the beginning of class) and to complete the course according to the schedule found within this syllabus. If you have an emergency that will prohibit you from completing an assignment on time, please contact the instructor immediately (as soon as you possibly can) by sending an e-mail or leaving a message at the phone number listed above.

*Many factors may influence the development of a class. The instructor reserves the right to alter from this syllabus and course schedule as necessary to assure the attainment of the course objectives. All changes will be announced in class. Students are responsible for knowing about these changes, even if they missed the announcement.

CJE 6XXX: Police Administration

Week	Topic(s)	Reading(s)	Assignment(s)
1	<ul style="list-style-type: none"> Introduction to the course 	Police Administration: Chapter 1	
2	<ul style="list-style-type: none"> The historical, social, political, legal, and democratic contexts of American policing Nature of police work. 	Police Administration: Chapters 2, 3	
3	<ul style="list-style-type: none"> The historical, social, political, legal, and democratic contexts of American policing Nature of police work. The purposes of the police — mission, goals, objectives, and other important values. Examine the subsystems of policing and their importance and interdependence. 	Police Administration: Chapter 4	Abstract of research paper due
4	<ul style="list-style-type: none"> The basic principles of police organization. 	Police Administration, Chapter 5	Class presentations
5	<ul style="list-style-type: none"> Primary functions of management, including the functions within the framework of systems theory. 	Police Administration, Chapter 6	Class presentations
6	<ul style="list-style-type: none"> The duties and responsibilities of the police executive. 	Police Administration, Chapter 7	
7	<ul style="list-style-type: none"> The history of the oversight movement. The role of oversight and the activities that oversight agencies most often engage The multiple roles of citizen oversight, monitoring and lack of research on the impact of oversight are discussed. 	On-line resources, journal articles, and reference materials related to police accountability and the role of citizen oversight	Article Assignment.
8	<ul style="list-style-type: none"> Mid-Term Examination 		Exam
9	<ul style="list-style-type: none"> Fundamentals of human behavior in organizational settings. 	Police Administration, Chapter 8	
10	<ul style="list-style-type: none"> The police organizational culture and how this impacts individual behavior, including implications for police managers. 	Police Administration Chapter 9	Class presentations
11	<ul style="list-style-type: none"> The complex definition of leadership; focusing on functions, sources, styles, and theories of leadership. 	Police Administration Chapter 10	Class Presentations
12	<ul style="list-style-type: none"> Communication within a police organization. 	Police Administration	

CJE6XXX: Police Administration (pg. 7 of 8)

	<ul style="list-style-type: none"> Measuring and evaluating police performance. 	Chapter 11, 12	
13	<ul style="list-style-type: none"> An analytical look at police organizational technology; including the most commonly utilized police strategies and tactics and the available evidence about their effectiveness. 	Police Administration Chapters 13, 14	
14	<ul style="list-style-type: none"> Organizational improvement methodologies and applications that apply to police management. Present-day trends and future considerations affecting the police field. 	Police Administration Chapter 15	Article Assignment 2
15	<ul style="list-style-type: none"> A historical background of the New York City Crime Control Model, discussion of Evidence-Based Policing Community Policing, Quality of Life, and Zero Tolerance. Comparing outputs to outcomes, and incidents to problems. 	Managing Police Operations: Implementing the New York Crime Control Model- CompStat, Chapters 1 through 8	Essay Assignment
16	<ul style="list-style-type: none"> Final Examination 		Exam

*Many factors may influence the development of a class. The instructor reserves the right to alter from this syllabus and course schedule as necessary to assure the attainment of the course objectives. All changes will be announced in class. Students are responsible for knowing about these changes, even if they missed the announcement.

Syllabus

CJC 6xxx - Seminar in Institutional Corrections, 3 Credits

University of Central Florida

Contact Information

Instructor: Jeff Rosky
Office: HPA-I 323
Office Hours: TBD

Phone: 407.823.3739
Email: jrosky@ucf.edu
(best way to contact me)

Course Overview

This seminar will provide an overview and analysis of issues in institutional corrections, focusing on correctional theories with regard to inmates, officers, administration, and programming. We will also discuss operations of correctional institutions, discuss the treatment and rehabilitation of offenders and review current and future trends in institutional corrections including special needs (e.g. mental illness, aging) of offenders in today's systems.

Course Materials

1. Carlson, P.M., & Garrett, J.S. 2008. *Prison and jail administration: Practice and theory*. Boston: Jones and Bartlett.
2. Dillio, Jr., J.J. 1990. *Governing prisons: A comparative study of correctional management*. NY: Free Press.
3. Britton, D.M. 2003. *At work in the iron cage: The prison as a gendered organization*. NY: NYU Press.
4. Other items as assigned.

Course Requirements

Your evaluation will consist of a midterm exam worth 25% of your grade, a term paper worth 25%, two weekly summaries worth 20%, five random quizzes worth 20%, attendance and class participation worth 10%. More details on the exam, paper, summaries, quizzes and class attendance and participation are below.

Grading

While I want all of my students to succeed, I am not here to protect your GPA, that's your job. To get an A in this course you have to demonstrate clear analytic thinking and an ability to effectively communicate in writing. I don't give out many A's because I feel they should be reserved for students who are well above the class average. With that in mind, if I have made an error in calculating your grade, please bring it to my attention. However, any

questions concerning items beyond calculation errors in this course are subject to a two-day "cooling off" period so that you can consider your argument. Afterward, students may approach me with questions regarding their received grades. However, do not complain to me that my grading is too hard as this will fall on deaf ears. This is a graduate course and I will use graduate rigor in evaluating you.

Additionally, all grades will be posted on Webcourses@UCF and while I make every effort to ensure that I have entered grades correctly, please note that mistakes are made in every industrial and human process. ***Therefore, it is your responsibility for checking that your grades have been entered correctly and to notify me promptly if there is an error.*** I will calculate your final grade from what is posted on Webcourses@UCF at 5:00 PM the day before grades are due to be posted, no exceptions. Finally, the following is my rubric for assigning final letter grades in this class. However, I reserve the right to create a grade curve if I deem it necessary.

A	93% to 100%	C	73% to 77.99%
A-	90% to 92.99%	C-	70% to 72.99%
B+	88% to 89.99%	D+	68% to 69.99%
B	83% to 87.99%	D	60% to 67.99%
B-	80% to 82.99%	F	Below 60%
C+	78% to 79.99%		

Academic Integrity

If you are caught cheating on any quiz you will immediately receive a failing grade in the course and you will be reported to Student Conduct. Don't cheat yourself by cheating or copying someone else's work. You don't learn that way and it undermines the integrity of the educational process. If you cheat, I will most likely catch you so start thinking of excuses now for Student Conduct and your parents. If I don't catch you, your charade will eventually be exposed at some point in your life, prepare yourself for the humiliation.

Midterm Exam (25% of your total grade)

There will be midterm exam due at the start of class as noted on the tentative weekly schedule. It will be handed out the week prior and consist of 5 to 6 essay questions covering the material up to the week before the exam. Any plagiarism on the exam will result in an automatic failure for the class and you will be reported to Student Conduct.

Term Paper (25% of your total grade)

You are required to write a term paper on a topic from institutional corrections. I will give you a handout describing what is expected for the review but the total length should be

between 20-25 pages double spaced. If you are required to do a similar assignment in another UCF criminal justice course, you may not do the same topic for this class. Failure to adhere to this rule will result in failure for the course.

Two Weekly Reviews (10% each or 20% cumulative of your total grade)

You are required to write two reviews of the weekly readings. Each review should include a summary of the readings, a discussion of the evidence, and an analysis of the conclusions. Total length of the summary should be between 2-3 pages double spaced. The first summary is due before the 7th week of class and the second is due before 14th week of class.

Five Quizzes (4% each or 20% cumulative of your total grade)

There will be five random quizzes given throughout the semester. They will each consist of 10 multiple choice questions, be closed-book, and refer to the material covered in the previous classes and assigned in the readings as noted on the syllabus.

Attendance and Class Participation (10% of your grade)

Since this is a graduate class, attendance is mandatory. Class starts promptly and I expect you to be there on time. I also expect you have done the readings before class and that you will be able to talk about your understanding of the day's topic. Additionally, I understand that outside priorities may interfere with attending class. If you are going to miss class for professional reasons (e.g. job interview, military service) or you have the latest viral or bacterial agent wending its way through the UCF student body, please notify me as soon as possible and you will not be marked absent for these quizzes.

Class Demeanor

Student input and questions are expected and encouraged. However, when I am giving the lecture please be quiet unless you have a question for me. I also expect you to conduct yourself in an appropriate manner. Any form of racial, ethnic, or other demeaning slur or disruption will not be tolerated even if you think you are joking. I also expect everyone to respect each other. If someone expresses an opinion you disagree with you should still be polite toward them. Attacking the person instead of the argument is a logical fallacy called an *ad hominem* attack which I consider disrespectful and a sign of intellectual weakness. If I feel you are guilty of demeaning behavior or disrespectful dialogue, you will be excused from class and not be allowed to return to class until your issues have been resolved to my satisfaction. If the event or disruption is serious enough I will report you to Student Conduct.

Additionally, engaging in side conversations, sleeping, sending text messages, playing video games, surfing the web on your laptop, reading outside-of-class material, or any other disruptive event is not just rude to me and your fellow students but these also violate university policy regarding proper codes of conduct in class. ***If you are doing any of the things above, especially sleeping, I will interrupt you in front of the class and I may ask you to leave the class as you are clearly uninterested in the topic for the day.*** If you're not here to learn then I really don't want to waste your time.

Accommodation Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Course Schedule

The following is a list of the date, tentative topics, reading assignments, and events for the semester. Specific topics may be added or deleted at the discretion of the professor. The format and dates of exams and other work may change at the discretion of the professor. The class schedule is subject to change in the event of situational exigencies. If changes are to be made, an announcement will be made in class. Announcements made in class are considered proper notice of change.

Tentative Schedule	
Week	Topic
1	History of Corrections
2	Jail vs. Prison
3	Institutional Administration
4	Institutional and Departmental Responsibilities
5	Violence as a Means of Control
6	Staff Management
7	Assessment & Classification
8	Disciplinary Processes & Actions
9	Correctional Treatment
10	Educational, Recreational, & Vocational Programming
11	Correctional Industries
12	Parole and Release Planning
13	Special Populations: Mentally Ill, Elderly, & Juveniles
14	The Future of Prisons and Institutional Corrections
15	Course Wrap-up

Syllabus

CJC 6xxx - Seminar in Community Corrections, 3 Credits

University of Central Florida

Contact Information

Instructor: Jeff Rosky
Office: HPA-I 323
Office Hours: TBD

Phone: 407.823.3739
Email: jrosky@ucf.edu
(best way to contact me)

Course Overview

This seminar will provide an overview and analysis of issues in community corrections, focusing on correctional theories with regard to parolees, probationers, community corrections officers, administration, and community programming. We will also discuss operations of community corrections institutions, discuss the treatment and rehabilitation of community offenders and review current and future trends in community corrections including special needs (e.g. mental illness, aging) of offenders in today's systems.

Course Materials

1. Bayens, G & Smykla, J. 2012. *Probation, parole, and community-based corrections: Supervision, treatment, and evidence-based practices*. NY: McGraw-Hill.
2. Petersilia, J. 2003. *When prisoners come home: parole and prisoner reentry*. NY: Oxford.
3. Standards Committee and the Commission on Accreditation for Corrections. 2010. *Performance-based standards for adult probation and parole field services*, fourth Edition. Alexandria, VA: American Correctional Association.
4. Travis, J. *But they all come back: Facing the challenges of prisoner reentry*. Washington, D.C.: Urban Institute.
5. Other items as assigned.

Course Requirements

Your evaluation will consist of a midterm exam worth 25% of your grade, a term paper worth 25%, two weekly summaries worth 20%, five random quizzes worth 20%, attendance and class participation worth 10%. More details on the exam, paper, summaries, quizzes and class attendance and participation are below.

Grading

While I want all of my students to succeed, I am not here to protect your GPA, that's your job. To get an A in this course you have to demonstrate clear analytic thinking and an ability to effectively communicate in writing. I don't give out many A's because I feel they should be reserved for students who are well above the class average. With that in mind, if I have made an error in calculating your grade, please bring it to my attention. However, any questions concerning items beyond calculation errors in this course are subject to a two-day "cooling off" period so that you can consider your argument. Afterward, students may approach me with questions regarding their received grades. However, do not complain to me that my grading is too hard as this will fall on deaf ears. This is a graduate course and I will use graduate rigor in evaluating you.

Additionally, all grades will be posted on Webcourses@UCF and while I make every effort to ensure that I have entered grades correctly, please note that mistakes are made in every industrial and human process. ***Therefore, it is your responsibility for checking that your grades have been entered correctly and to notify me promptly if there is an error.*** I will calculate your final grade from what is posted on Webcourses@UCF at 5:00 PM the day before grades are due to be posted, no exceptions. Finally, the following is my rubric for assigning final letter grades in this class. However, I reserve the right to create a grade curve if I deem it necessary.

A	93% to 100%	C	73% to 77.99%
A-	90% to 92.99%	C-	70% to 72.99%
B+	88% to 89.99%	D+	68% to 69.99%
B	83% to 87.99%	D	60% to 67.99%
B-	80% to 82.99%	F	Below 60%
C+	78% to 79.99%		

Academic Integrity

If you are caught cheating on any quiz you will immediately receive a failing grade in the course and you will be reported to Student Conduct. Don't cheat yourself by cheating or copying someone else's work. You don't learn that way and it undermines the integrity of the educational process. If you cheat, I will most likely catch you so start thinking of excuses now for Student Conduct and your parents. If I don't catch you, your charade will eventually be exposed at some point in your life, prepare yourself for the humiliation.

Midterm Exam (25% of your total grade)

There will be midterm exam due at the start of class as noted on the tentative weekly schedule. It will be handed out the week prior and consist of 5 to 6 essay questions covering

the material up to the week before the exam. Any plagiarism on the exam will result in an automatic failure for the class and you will be reported to Student Conduct.

Term Paper (25% of your total grade)

You are required to write a term paper on a topic from institutional corrections. I will give you a handout describing what is expected for the review but the total length should be between 20-25 pages doublespaced. If you are required to do a similar assignment in another UCF criminal justice course, you may not do the same topic for this class. Failure to adhere to this rule will result in failure for the course.

Two Weekly Reviews (10% each or 20% cumulative of your total grade)

You are required to write two reviews of the weekly readings. Each review should include a summary of the readings, a discussion of the evidence, and an analysis of the conclusions. Total length of the summary should be between 2-3 pages doublespaced. The first summary is due before the 7th week of class and the second is due before 14th week of class.

Five Quizzes (4% each or 20% cumulative of your total grade)

There will be five random quizzes given throughout the semester. They will each consist of 10 multiple choice questions, be closed-book, and refer to the material covered in the previous classes and assigned in the readings as noted on the syllabus.

Attendance and Class Participation (10% of your grade)

Since this is a graduate class, attendance is mandatory. Class starts promptly and I expect you to be there on time. I also expect you have done the readings before class and that you will be able to talk about your understanding of the day's topic. Additionally, I understand that outside priorities may interfere with attending class. If you are going to miss class for professional reasons (e.g. job interview, military service) or you have the latest viral or bacterial agent wending its way through the UCF student body, please notify me as soon as possible and you will not be marked absent for these quizzes.

Class Demeanor

Student input and questions are expected and encouraged. However, when I am giving the lecture please be quiet unless you have a question for me. I also expect you to conduct yourself in an appropriate manner. Any form of racial, ethnic, or other demeaning slur or disruption will not be tolerated even if you think you are joking. I also expect everyone to respect each other. If someone expresses an opinion you disagree with you should still be polite toward them. Attacking the person instead of the argument is a logical fallacy called

an *ad hominem* attack which I consider disrespectful and a sign of intellectual weakness. If I feel you are guilty of demeaning behavior or disrespectful dialogue, you will be excused from class and not be allowed to return to class until your issues have been resolved to my satisfaction. If the event or disruption is serious enough I will report you to Student Conduct.

Additionally, engaging in side conversations, sleeping, sending text messages, playing video games, surfing the web on your laptop, reading outside-of-class material, or any other disruptive event is not just rude to me and your fellow students but these also violate university policy regarding proper codes of conduct in class. ***If you are doing any of the things above, especially sleeping, I will interrupt you in front of the class and I may ask you to leave the class as you are clearly uninterested in the topic for the day.*** If you're not here to learn then I really don't want to waste your time.

Accommodation Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Course Schedule

The following is a list of the date, tentative topics, reading assignments, and events for the semester. Specific topics may be added or deleted at the discretion of the professor. The format and dates of exams and other work may change at the discretion of the professor. The class schedule is subject to change in the event of situational exigencies. If changes are to be made, an announcement will be made in class. Announcements made in class are considered proper notice of change.

Tentative Schedule	
Week	Topic
1	Community Corrections History
2	Probation
3	Parole & Prisoner Reentry
4	Community Supervision
5	Intermediate Sanctions
6	Assessment & Classification
7	Disciplinary & Revocation Processes
8	Community Treatment Programs
9	Drug & Alcohol Treatment
10	Mental Health Issues
11	Employment & Housing Issues
12	Family & Relationship Issues
13	Sex Offenders
14	Juvenile Offenders
15	Course Wrap-up

Syllabus

CJC 6xxx - Seminar in Correctional Effectiveness, 3 Credits

University of Central Florida

Contact Information

Instructor: Jeff Rosky
Office: HPA-I 323
Office Hours: TBD

Phone: 407.823.3739
Email: jrosky@ucf.edu
(best way to contact me)

Course Overview

This seminar will provide an overview and analysis of issues in correctional effectiveness, focusing on evidence-based practices and programs for treating and rehabilitating inmates, parolees, and probationers. We will also discuss and review current and future trends in correctional effectiveness including special needs (e.g. mental illness, sex offending, juveniles, aging) of offenders in today's systems.

Course Materials

1. MacKenzie, D.L. 2006. *What works in corrections: Reducing the criminal activities of offenders and delinquents*. London: Cambridge.
2. Andrews, D.A. & Bonta, J. 2010. *The psychology of criminal conduct*, 5th edition. New Providence, NJ: Bender.
3. Other items as assigned.

Course Requirements

Your evaluation will consist of a midterm exam worth 25% of your grade, a term paper worth 25%, two weekly summaries worth 20%, five random quizzes worth 20%, attendance and class participation worth 10%. More details on the exam, paper, summaries, quizzes and class attendance and participation are below.

Grading

While I want all of my students to succeed, I am not here to protect your GPA, that's your job. To get an A in this course you have to demonstrate clear analytic thinking and an ability to effectively communicate in writing. I don't give out many A's because I feel they should be reserved for students who are well above the class average. With that in mind, if I have made an error in calculating your grade, please bring it to my attention. However, any questions concerning items beyond calculation errors in this course are subject to a two-day

“cooling off” period so that you can consider your argument. Afterward, students may approach me with questions regarding their received grades. However, do not complain to me that my grading is too hard as this will fall on deaf ears. This is a graduate course and I will use graduate rigor in evaluating you.

Additionally, all grades will be posted on Webcourses@UCF and while I make every effort to ensure that I have entered grades correctly, please note that mistakes are made in every industrial and human process. ***Therefore, it is your responsibility for checking that your grades have been entered correctly and to notify me promptly if there is an error.*** I will calculate your final grade from what is posted on Webcourses@UCF at 5:00 PM the day before grades are due to be posted, no exceptions. Finally, the following is my rubric for assigning final letter grades in this class. However, I reserve the right to create a grade curve if I deem it necessary.

A	93% to 100%	C	73% to 77.99%
A-	90% to 92.99%	C-	70% to 72.99%
B+	88% to 89.99%	D+	68% to 69.99%
B	83% to 87.99%	D	60% to 67.99%
B-	80% to 82.99%	F	Below 60%
C+	78% to 79.99%		

Academic Integrity

If you are caught cheating on any quiz you will immediately receive a failing grade in the course and you will be reported to Student Conduct. Don't cheat yourself by cheating or copying someone else's work. You don't learn that way and it undermines the integrity of the educational process. If you cheat, I will most likely catch you so start thinking of excuses now for Student Conduct and your parents. If I don't catch you, your charade will eventually be exposed at some point in your life, prepare yourself for the humiliation.

Midterm Exam (25% of your total grade)

There will be midterm exam due at the start of class as noted on the tentative weekly schedule. It will be handed out the week prior and consist of 5 to 6 essay questions covering the material up to the week before the exam. Any plagiarism on the exam will result in an automatic failure for the class and you will be reported to Student Conduct.

Term Paper (25% of your total grade)

You are required to write a term paper on a topic from institutional corrections. I will give you a handout describing what is expected for the review but the total length should be between 20-25 pages double spaced. If you are required to do a similar assignment in another

UCF criminal justice course, you may not do the same topic for this class. Failure to adhere to this rule will result in failure for the course.

Two Weekly Reviews (10% each or 20% cumulative of your total grade)

You are required to write two reviews of the weekly readings. Each review should include a summary of the readings, a discussion of the evidence, and an analysis of the conclusions. Total length of the summary should be between 2-3 pages doublespaced. The first summary is due before the 7th week of class and the second is due before 14th week of class.

Five Quizzes (4% each or 20% cumulative of your total grade)

There will be five random quizzes given throughout the semester. They will each consist of 10 multiple choice questions, be closed-book, and refer to the material covered in the previous classes and assigned in the readings as noted on the syllabus.

Attendance and Class Participation (10% of your grade)

Since this is a graduate class, attendance is mandatory. Class starts promptly and I expect you to be there on time. I also expect you have done the readings before class and that you will be able to talk about your understanding of the day's topic. Additionally, I understand that outside priorities may interfere with attending class. If you are going to miss class for professional reasons (e.g. job interview, military service) or you have the latest viral or bacterial agent wending its way through the UCF student body, please notify me as soon as possible and you will not be marked absent for these quizzes.

Class Demeanor

Student input and questions are expected and encouraged. However, when I am giving the lecture please be quiet unless you have a question for me. I also expect you to conduct yourself in an appropriate manner. Any form of racial, ethnic, or other demeaning slur or disruption will not be tolerated even if you think you are joking. I also expect everyone to respect each other. If someone expresses an opinion you disagree with you should still be polite toward them. Attacking the person instead of the argument is a logical fallacy called an *ad hominem* attack which I consider disrespectful and a sign of intellectual weakness. If I feel you are guilty of demeaning behavior or disrespectful dialogue, you will be excused from class and not be allowed to return to class until your issues have been resolved to my satisfaction. If the event or disruption is serious enough I will report you to Student Conduct.

Additionally, engaging in side conversations, sleeping, sending text messages, playing video games, surfing the web on your laptop, reading outside-of-class material, or any other disruptive event is not just rude to me and your fellow students but these also violate university

policy regarding proper codes of conduct in class. *If you are doing any of the things above, especially sleeping, I will interrupt you in front of the class and I may ask you to leave the class as you are clearly uninterested in the topic for the day.* If you're not here to learn then I really don't want to waste your time.

Accommodation Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Course Schedule

The following is a list of the date, tentative topics, reading assignments, and events for the semester. Specific topics may be added or deleted at the discretion of the professor. The format and dates of exams and other work may change at the discretion of the professor. The class schedule is subject to change in the event of situational exigencies. If changes are to be made, an announcement will be made in class. Announcements made in class are considered proper notice of change.

Tentative Schedule	
Week	Topic
1	What is Evidence & Evidence-Based Practice?
2	From “Nothing Works” to “What Works”
3	Principles of Risk, Needs, & Responsivity
4	Measuring the 3 “R’s” of Recidivism — Reoffense, Re-arrest, Revocation
5	Community-based Treatment
6	Community Drug & Alcohol Treatment
7	Community Mental Health Treatment
8	Access to Employment, Housing, & Medical Care
9	Evidence-based Community Sanctions
10	Prison-based Treatment
11	Prison Drug & Alcohol Treatment
12	Prison Mental Health Treatment
11	Evidence-based Prison Sanctions
12	Juvenile Offender Treatment
13	Sex Offender Treatment
14	Identifying Correctional Quackery
15	Course Wrap-up

Syllabus

CJE 6XXX: Policing and Prevention in the Juvenile Justice System

3 Credit Hour Course

Fall 2013

Professor: TBA

Office: TBA

Phone: TBA

Email: TBA

Office Hours: TBA

*Other hours by appointment

Course Description

This course will focus on the initial stages of the juvenile justice system: policing juvenile offenders and the strategies that are used to intervene with juveniles and their efficacy.

Course Objectives

1. Understand the initial stages of the juvenile justice system
2. Understand and analyze the factors that influence the decision of police to arrest juvenile offenders
3. Understand the different formal and informal options available to police after arresting juveniles and evaluate the factors that influence those decisions
4. Analyze the role of initial assessment and how it impacts early juvenile justice decisions
5. Analyze the often conflicting roles of juvenile probation officers during the early stages of the juvenile justice system

Required Textbooks

Kraska, P. B., & Brent, J. J. (2011). *Theorizing criminal justice: Eight essential orientations*. Long Grove, IL: Waveland Press, Inc.

Journal articles assigned weekly

Grading Areas

There will be three papers due over the course of the semester.

Paper #1

You are to identify a particular criminal justice theory and analyze how well that theory explains the police decision to take juveniles into custody (i.e., arrest). For this paper, you should include a minimum of 10 peer-reviewed journal articles and it should be approximately 10 pages in length. Paper #1 is due on September --, 2013, and it is worth a maximum of 50 points.

Paper #2

You are to examine the decision to use diversion programs versus formal referral to the juvenile court. You should analyze the factors influencing this decision and evaluate the degree to which the decision making process is "fair" and "just." In this paper, you should include a minimum of 10 peer-reviewed journal articles and it should be approximately 10 pages in length. Paper #2 is due on October --, 2013, and it is worth a maximum of 50 points.

Paper #3

For this paper, you are open to choose any topic related to the initial stages of the juvenile justice system (i.e., pre-adjudication hearing). The topic should be relevant to the operation of the juvenile justice system and/or decision making of those who work in the system. In other words, the paper should focus on the system, not factors influencing delinquent behavior. Examples of appropriate topics include, but are not limited to: 1) The conflicting role of juvenile probation in supervising youth released from preventive detention, 2) Theoretical reasons for specific juvenile justice decision making in the early stages of the system, & 3) The role of disproportionate minority contact (DMC) in the decision to arrest juveniles.

This paper should include a minimum of 20 peer-reviewed journal articles and should be approximately 30 pages in length (including references). Paper #3 is due during the final exam period on December --, 2013, and it is worth a maximum of 100 points.

For all three papers, they are expected to be high quality, provide depth of thought, original thinking, and sound arguments. A summary of prior research (and nothing more) is not sufficient for doctoral level classes. You must integrate the empirical literature in advancing a particular position. Anything less will result in a lower grade.

Participation

Due to this being a doctoral level course, I expect a high level of participation from each of you. You should actively participate through an incorporation of the reading and poignant questions that demonstrate a high level of critical thinking of the material. Simply asking general questions during each class is not sufficient, and it will result in a highly unfavorable participation score. Participation is worth a maximum of 25 points.

Based on the information above, the breakdown of the points is as follows:

Papers (3)	200 points
Participation	25 points
<hr/>	
Total possible points	225 points

Final grades will be based on the following total points:

211-225 points (94% - 100%)	= A
202-210 points (90% - 93%)	= A-
196-201 points (87% - 89%)	= B +
189-195 points (84% - 86%)	= B
180-188 points (80% - 83%)	= B-
173-179 points (77% - 79%)	= C+
166-172 points (74% - 76%)	= C
157-165 points (70% - 73%)	= C-
153-156 points (68% - 69%)	= D+
148-152 points (66% - 67%)	= D
144-147 points (64% - 65%)	= D-
≤ 143 points (≤ 63%)	= F

Late Assignments

All assignments are to be handed in by the due date. In addition, assignments must be handed in to me by the student during our regularly scheduled class (e.g., not handed in during my office hours, by another student, email attachment, etc.). The only time that I will accept late work is if there is a legitimate reason (i.e., family, medical, or legal emergency) that precludes the student from handing in the assignment by the due date, and documentation (e.g., letter from doctor, supervisor, etc.) must be provided before I accept the assignment.

Academic Dishonesty

Plagiarism and Cheating of any kind on an examination, paper, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism.

All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: **"whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."**

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Classroom Civility

Students and faculty alike should strive to create a class environment that reflects mutual respect and the importance of learning. If a student's behavior threatens to disrupt that environment, the faculty member has a responsibility to seek resolution of the problem.

A faculty member is empowered to request that a student leave during particular class period if, in the measured opinion of that faculty member, the student significantly disrupts the learning process and/or is a threat to others.

Course Schedule

Week 1: Introduction to the course

Week 2: Police and Juveniles

Kraska & Brent, Chapter 1

Bazemore, G., & Senjo, S. (1997). Police encounters with juveniles revisited: An exploratory study of themes and styles in community policing. *Policing*, 20(1), 60-82.

Brown, R. A., & Frank, J. (2006). Race and officer decision making: Examining differences in arrest outcomes between Black and White officers. *Justice Quarterly*, 23(1), 96-126.

Sealock, M. D., & Simpson, S. S. (1998). Unraveling bias in arrest decisions: The role of juvenile offender type-scripts. *Justice Quarterly*, 15(3), 427-457.

Week 3: Youth perspectives of police encounters and its impact on police decisions

Brunson, Rod K.; Weitzer, Ronald. Negotiating unwelcome police encounters: The intergenerational transmission of conduct norms. *Journal of Contemporary Ethnography*, Aug2011, Vol. 40 Issue 4, 425-456.

Carr, P. J., Napolitano, L., & Keating, J. (2007). We never call the cops and here is why: A qualitative examination of legal cynicism in three Philadelphia neighborhoods. *Criminology*, 45, 445-480.

Stewart, E.A., Baumer, E.P., Brunson, R.K., & Simons, R.L. (2009). Neighborhood racial context and perceptions of police-based racial discrimination among black youth. *Criminology*, 47(3), 847-887.

Week 4: Informal police options in addressing juvenile offenders

Brown, R. A, Novak, K. J., & Frank, J. (2009). Identifying variation in police officer behavior between juveniles and adults. *Journal of Criminal Justice*, 37(2), 200-208.

Schulenberg, J. L. (2010). Patterns in police decision-making with youth: An application of Black's theory of law. *Crime, Law and Social Change*, 53(2), 109-129.

Week 4: Juvenile Justice as rationalism/legalism & as a system

Kraska & Brent, Chapters 2-3

Week 6: Juvenile Intake

- Leiber, M. J., & Stairs, J. M. (1999). Race, contexts, and the use of intake diversion. *The Journal of Research in Crime and Delinquency*, 36(1), 56-86.
- Mears, D. P., & Kelly, W. R. (1999). Assessments and intake processes in juvenile justice processing: Emerging policy considerations. *Crime and Delinquency*, 45(4), 508-529.
- Riley, A. W., Brown, J. D., Walrath, C. M., Leaf, P. J., & Cassatt, C. (2008). The inter-related psychosocial needs of youth at juvenile justice intake: A timely opportunity for addressing the needs of youth returned to the community. *Journal for Juvenile Justice Services*, 22(1), 37-48.

Week 7: Initial juvenile assessment and decision making

- Young, D., Moline, K., Farrell, J., & Bierie, D. (2006). Best implementation practices: Disseminating new assessment technologies in a juvenile justice agency. *Crime and Delinquency*, 52(1), 135-158.
- Schwalbe, C. S. (2007). Risk assessment for juvenile justice: A meta-analysis. *Law and Human Behavior*, 31(5), 449-462.

Week 8: Juvenile Justice as delinquency control versus due process

Kraska & Brent, Chapter 4

Week 9: Juvenile diversion programs

- Barnes, J. C., Miller, J. M., Miller, H. V., Gibson, C. (2008). Juvenile drug court program admission, demeanor and cherry-picking: A research note. *American Journal of Criminal Justice*, 33(2), 166-176.
- Heward, M. E. (2002). The organization and operation of teen courts in the United States: A comparative analysis of legislation. *Juvenile & Family Court Journal*, 52(1), 19-35.
- Leiber, M. J., & Stairs, J. M. (1999). Race, contexts, and the use of intake diversion. *The Journal of Research in Crime and Delinquency*, 36(1), 56-86.
- Potter, R. H., & Kakar, S. (2002). The diversion decision-making process from the juvenile court practitioners' perspective: Results of a survey. *Journal of Contemporary Criminal Justice*, 18(1), 20-36.

Week 10: Juvenile diversion programs

- Béchar, S., Ireland, C., Berg, B., & Vogel, B. (2011). Arbitrary arbitration: Diverting juveniles into the justice system-a reexamination after 22 Years. *International Journal of Offender Therapy and Comparative Criminology* 55(4), 605-625.
- Dembo, R., Wareham, J., Chirikos, T. N., & Schmeidler, J. (2005). Economic impact on the justice system from reductions in diversion program funding. *Journal of Offender Rehabilitation* 41(3), 63-91.
- Fuller, J. R., & Norton, W. M. (1993). Juvenile diversion: The impact of program philosophy on net widening. *Journal of Crime & Justice* 16(1), 29-45.

Week 11: Juvenile Justice as politics

Kraska & Brent, Chapter 5

- Feld, B. C. (2003). The politics of race and juvenile justice: The "due process revolution" and the conservative reaction. *Justice Quarterly*, 20(4), 765-800.

Week 12: Probation in the early stages of juvenile justice

- Lopezl, V., & Russell, M. (2008). Examining the predictors of juvenile probation officers' rehabilitation orientation. *Journal of Criminal Justice*, 36(5), 381-388.
- Vidal, S., & Skeem, J. L. (2007). Effect of psychopathy, abuse, and ethnicity on juvenile probation officers' decision-making and supervision strategies. *Law and Human Behavior*, 31(5), 479-498.
- Ward, G., & Kupchik, A. (2010). What drives juvenile probation officers?: Relating organizational contexts, status characteristics, and personal convictions to treatment and punishment orientations. *Crime and Delinquency*, 56(1), 35-69.

Week 13: Juvenile Justice as a growth complex

Kraska & Brent, Chapter 7

Week 14: Juvenile Justice as oppression

Kraska & Brent, Chapter 8

- Petersen, R. D. (1995). Expert policy in juvenile justice: Patterns of claimsmaking and issues of power in a program construction. *Policy Studies Journal*, 23(4), 636-639.

Week 15: Disproportionate Minority Contact (DMC) in the early stages of the juvenile justice system

- Leiber, M. J. (2002). Disproportionate Minority Confinement (DMC) of Youth: An analysis of state and federal efforts to address the issue. *Crime and Delinquency* 48(1), 3-45.
- Leiber, M., Bishop, D., Chamlin, M. B. (2011) Juvenile Justice Decision-Making Before and After the Implementation of the Disproportionate Minority Contact (DMC) Mandate. *Justice Quarterly*, 28(3), 460-492.
- Nellis, A., & Richardson, B. (2010). Getting beyond failure: Promising approaches for reducing DMC. *Youth Violence and Juvenile Justice*, 8(3), 266-276.
- Snyder, H. N. (1999). The overrepresentation of juvenile crime proportions in robbery clearance statistics. *Journal of Quantitative Criminology*, 15(2), 151-161.

Week 16: Final exam period

Syllabus

CJJ 6XXX: Prosecuting Juvenile Offenders

3 Credit Hour Course

Fall 2013

Professor: Joseph B. Sanborn, Jr. PhD

Office: HPA 1-320

Phone: (407) 823-6486

Email: joseph.sanborn@ucf.edu

Office Hours: Tuesdays/ Thursdays 3:00 p.m.—5:00 p.m.

Course Description

This course is designed to provide students with an advanced understanding of the major decision making stages in the juvenile court process, including an analysis of the major research in the area.

Course Objective

- Critically analyze the six major decision making stages in the juvenile court process;
- Understand and examine the major issues surrounding the six stages;
- Comprehend and evaluate major policy positions associated with the six stages;
- Compare and contrast the parallel decision making stages in the criminal court process;
- Critically analyze the major research studies that have addressed the six stages.

Required Textbooks

Barry C. Feld. (1999). *Readings in Juvenile Justice Administration*. New York, N.Y. Oxford U. Press. Select Readings.

Joseph B. Sanborn and Anthony W. Salerno (2005). *The Juvenile Justice System: Law and Process*. Los Angeles, CA.: Roxbury Publications. (reissued by Oxford U. Press, 2008). Select Readings.

Course Schedule

Week 1: Introduction to the course

Setting the framework, expectations and ground rules for the course.

Week 2: Issues transcending the juvenile court process, Part 1

The disproportionate minority phenomenon;
Gender bias in juvenile court;

Readings:

- Bishop, D.M. (1992). Gender bias in juvenile justice processing: Implications of the JJDP Act. *Journal of Criminal Law and Criminology*, 82: 1162-1186.
- Bishop, D.M. (1996). Race effects in juvenile justice decision making: Findings of statewide analysis. *The Journal of Criminal Law and Criminology*, 86: 392-414. Chapter 5 in Feld.
- Leiber, M.J. and Johnson, J.D. (2008). Being young and black: What are their effects on juvenile justice decision making? *Crime and Delinquency*, 34: 560-581.
- Leiber, M.J., Mack, K.Y. and Featherstone, R.A. (2008). Family structure, family processes, economic factors, and delinquency: similarities and differences by race and ethnicity. *Youth Violence and Juvenile Justice*, 7: 79-99.
- Ruback, R.B. and Vardaman, P.J. (1997). Decision making in delinquency cases: The role of race and juveniles' admission/denial of the crime. *Law and Human Behavior*, 21: 47-69.

Week 3: Issues transcending the juvenile court process, Part 2

The very different roles of judges, prosecutors, defense attorneys, probation officers, parents, and victims;
The geographical effect of the location of juvenile court.

Readings:

- Sanborn, J.B. (1995). How parents can affect the processing of delinquents in juvenile court. *Criminal Justice Policy Review*, 7: 1-26.
- Sanborn, J.B. (1996). Guardian of the public and/or the child: Policy questions and conflicts for the juvenile court prosecutor. *The Justice System Journal*, 18: 141-156.

- Sanborn, J.B. (2001). A parens patriae figure or impartial fact finder: policy questions and conflicts for the juvenile court judge. *Criminal Justice Policy Review*, 12: 311-332.
- Sanborn, J.B. (2001). Victims' rights in juvenile court: Has the pendulum swung too far? *Judicature*, 85: 140-146.
- Sanborn and Salerno, Chapter 8.
- Chapter 2, Feld: Justice by geography: urban, suburban and rural variations in juvenile justice administration, by Feld.

Week 4: The Intake stage: the historical operation

Readings:

- Bell, D. and Lang, K. (1985). The intake dispositions of juvenile offenders. *Journal of Research in Crime and Delinquency*, 22: 309-328.
- Campbell, J.S. and Retzlaff, P.D. (2000). Juvenile diversion interventions: Participant description and outcomes. *Journal of Offender Rehabilitation*, 32: 57-74.
- Fenwick, C.R. (1982). Juvenile court intake decision making: The importance of family affiliation. *Journal of criminal Justice*, 10: 443-453.

Week 5: The Intake stage: prosecutors and the current operation

Readings:

- Finkelstein, M.M., Weiss, E., Cohen, S. and Fisher, S.Z. (1973). *Prosecution in the juvenile court: Guidelines for the future*. Washington, D.C.: U.S. Department of Justice.
- Hicks, D. (1978). Here's looking at you kid: Prosecutors in the juvenile court process. *Pepperdine Law Review*, 5: 741-768.
- Sanborn, J.B. (1996). Guardian of the public and/or the child: Policy questions and conflicts for the juvenile court prosecutor. *The Justice System Journal*, 18: 141-156.

Week 6: The Detention stage: the decision to detain pending trial

Readings:

- Bailey, W.C. (1981). Preadjudicatory detention in a large metropolitan juvenile court. *Law and Human Behavior*, 5: 19-43.

- Cohen, L.E. and Kluegel, J.R. (2001). The detention decision; A study of the impact of social characteristics and legal factors in two metropolitan juvenile courts. *Social Forces*, 58: 146-161.
- Fagan, J. and Guggenheim, M. (1996). Preventive detention and the judicial Prediction of dangerousness for juveniles: A natural experiment. The *Journal of Criminal Law and Criminology*, 86: 415-448. Chapter 3, Feld. Sanborn and Salerno, Chapter 10.

Week 7: The Detention stage: the effect on subsequent processing of a case

Readings:

- Frazier, C.E. and Bishop, D.M. (1985). The pre-trial detention of juveniles and its impact on case dispositions. *Journal of Criminal Law and Criminology*, 76: 1132-1152.
- Chapman, J.F., Desai, R.A., Falzer, P.R. and Borum, R. (2006). Violence risk and race in a sample of youth in juvenile detention: The potential to reduce disproportionate minority confinement. *Youth Violence and Juvenile Justice*, 4: 170-183.
- Gebu, E. (2005). Evaluating the beginnings of a juvenile detention reform initiative. *Journal for Juvenile Justice Services*, 19: 59-72.
- Rodriguez, N. (2010). The cumulative effect of race and ethnicity in juvenile court outcomes and why preadjudication detention matters. *Journal of Research in Crime and Delinquency*, 47: 391-413.

Week 8: Preliminary hearings and the pre-trial stage

Readings:

- Sanborn and Salerno, Chapter 11.

Week 9: Plea bargaining and the informal resolution of cases

Readings:

- Sanborn and Salerno, Chapter 11.
- Sanborn, J.B. (1993). Philosophical, legal, and systemic aspects of juvenile court plea bargaining. *Crime and Delinquency*, 39: 509-527.

Week 10: The context of Exclusion of juveniles from juvenile court processing

Readings:

- Sanborn, J.B. (2003). Hard choices or obvious ones: Developing Policy for excluding youth from juvenile court. *Youth Violence and Juvenile Justice*, 1: 198-214.
- Chapter 4 in Feld: The end of the line: An empirical study of judicial waiver, by Podkopacz and Feld.
- Chapter 4 in Feld: The automatic waiver of juveniles and substantive justice, by Singer.
- Chapter 4 in Feld: Prosecutorial Waiver: A case study of questionable reform, by Bishop, Frazier and Henretta.
- Sanborn and Salerno, Chapter 12.

Week 11: Transferring juveniles to criminal court for prosecution

Readings:

- Barnes, C.W. and Franz, R. (1989). Questionably adult: Determinants and effects of the juvenile waiver decision. *Justice Quarterly*, 6: 117-135.
- Bishop, D. M. and Frazier, C.E. (1991). Transfer of juveniles to criminal court: A case study and analysis of prosecutorial waiver. *Notre Dame Journal of Law, Ethics and Public Policy*, 5: 281-302.
- Bishop, D.M., Frazier, C.E., Lanza-Kaduce, L. and Winner, L. (1996). The transfer of juveniles to criminal court: Does it make a difference? *Crime and Delinquency*, 42: 171-191.
- Sanborn, J.B. (1994). Certification to criminal court: The important policy questions of how, when, and why? *Crime and Delinquency*, 40: 262-281.
- Sanborn, J.B. (1996). Policies regarding the prosecution of juvenile murderers: Which system and who should decide? *Law and Policy*, 18: 151-178.
- Sanborn, J.B. (2003). Hard choices or obvious ones?: Developing policy for excluding youth from juvenile court. *Youth Violence and Juvenile Justice*, 1: 198-214.

Week 12: The Trial-related rights of juvenile defendants

Readings:

- Butts, J.A. and Sanborn, J.B. (1999). Is juvenile justice just too slow? *Judicature*, 83: 16-24.
- Sanborn, J.B. (1992). Pleading guilty in juvenile court: Minimal ado about

- something very important to juvenile defendants. *Justice Quarterly*, 9: 127-150.
- Sanborn, J.B. (1994). Constitutional problems of juvenile delinquency trials. *Judicature*, 78: 81-88.
- Sanborn, J.B. (1993). The right to a public jury trial: A need for today's juvenile court. *Judicature*, 76: 230-238.

Week 13: The Adjudicatory hearing stage

Readings:

- Calvin, E.M. (2003). An assessment of access to counsel and quality of representation in delinquency proceedings. Washington, D.C.: American Bar Association, Criminal Justice Section, Juvenile Justice Center.
- Sanborn, J.B. (1994). Remnants of parens patriae in the adjudicatory hearing: Is a fair trial possible in juvenile court? *Crime and Delinquency*, 40: 599-615.
- Sanborn, J.B. (2009). Juveniles' competency to stand trial: Wading through the rhetoric and the evidence. *Journal of Criminal Law and Criminology*, 99: 101-179.
- Sanborn and Salerno, Chapter 13.

Week 14: Factors influencing the disposition decision in juvenile court

Readings:

- Bailey, W.C. and Peterson, R.D. (1981). Legal vs. extra-legal determinants of juvenile court dispositions. *Juvenile and Family Court Journal*, 32: 41-59.
- Beyer, M. (2003). *Best practices in juvenile accountability*. Washington, D.C.: U.S. Department of Justice.
- Fader, J.J., Harris, P.W., Jones, P.R., and Poulin, M.E. (2001). Factors involved in decisions on commitment to delinquency programs for first-time juvenile offenders. *Justice Quarterly*, 18: 323-341.
- Sanborn, J.B. (1996). Factors perceived to affect delinquent dispositions in juvenile court: Putting the sentencing decision into context. *Crime and Delinquency*, 42: 99-113.

Week 15: The Disposition hearing stage

Readings:

- Mears, D. P. (1998). Evaluation issues confronting juvenile justice sentencing reforms: A case study. *Crime and Delinquency*, 44: 443-463.
- Mears, D. P. and Field, S.H. (2000). Theorizing sanctioning in a criminalized juvenile court. *Criminology*, 38: 983-1019.
- Sanborn and Salerno, Chapters 14 and 15.

Week 16: Final Exam

Student Evaluation

There are three sources of input for grading in this course; each will be worth 33% of the final grade.

The first source of evaluation concerns participation. Students will be expected to have read all assigned readings prior to the class meeting. At the class meetings the readings will be analyzed and discussed.

The second source of evaluation concerns a research paper. Students will select a topic and then have it approved by the instructor. The topic should involve one of the decision making stages within the juvenile court process. The paper should include an analysis of relevant research studies that have addressed the topical area. Although there is no assigned length for the paper, it is difficult to imagine a quality paper of less than 15 pages.

The third source of student evaluation concerns a comprehensive final exam that will occur during finals week. The final will potentially address all of the decision making stages of the court process, will ask global questions and will be closed-book.

Academic Honesty

The term paper is intended to be the work of each student only. Any assistance secured by the student in writing the paper, apart from the identifying and gathering of sources, will be regarded as cheating, and will result in a failing grade (F) for the course. In other words, the paper is supposed to be the student's work and not that of another person.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

CJC 6XXX Juvenile Corrections

Professor: TBD

Office:

Phone:

Office Hours:

Required Readings:

Journal Articles assigned weekly (see class schedule below).

Course Description:

This course will focus on the nature of community and institutional correctional settings, correctional philosophies, evidence-based screening and assessment techniques, correctional interventions and the measurement of their efficacy.

Course Goals:

1. Provide students with an overview of the different forms of juvenile correctional programs including community-based and treatment programs.
2. Provide students with a general description of philosophies concerning juvenile corrections, treatment and rehabilitation, and producing positive youth outcomes.
3. Introduce the concept of evidence-based practices in the juvenile justice system, including screening, assessment, and treatment services.
4. Facilitate an understanding of the benefits and limitations of current screening/assessment procedures used in juvenile corrections and provide examples of commonly used evidence-based instruments.
5. Facilitate an understanding of the most commonly used evidence-based interventions used in juvenile corrections and provide a general description of the evidence supporting the effectiveness of the main programs (examples include CBT, FFT, MST, MDFT).

Grading:

Presentation of a class topic: 30%
2 Reaction Papers: 20% (10% each)
Final Research Paper: 50%

Presentation of a class topic: Each student will be assigned to one class topic. The goal of the presentation will be to supplement the material discussed in class that day with additional research relating to that topic. Students are expected to discuss the presentation with the

professor prior to the assigned day. The presentation should include a review of the current evidence/literature related to the class topic including supporting evidence and limitations. Students will also be required to provoke class discussion and participation.

Reaction Papers: Two reaction papers will be assigned throughout the semester. These papers will focus on a topic identified by the instructor and will be due at the beginning of the following class period. Reaction papers should include a clear statement of your argument and the research or legal studies that support AND refute your claim/argument; however a full literature review is not required. Reaction papers should be 5-8 pages, double-spaced, with 1-inch margins. Late assignments will not be accepted.

Final Research Paper: One research paper will account for 50% of your final grade. The topic of the research paper is up to each student, with approval from the instructor. Topics should be discussed and approved by the instructor by Week 4 of the semester. A 2-3 page proposal of the topic of the paper, research questions, and importance/implications for juvenile corrections is due by Week 8 of the semester.

The research paper should include the theoretical or philosophical background of the topic, a thorough literature review, limitations of the current body of research, implications for juvenile justice practitioners, and recommendations for future research.

The research paper should be 20-25 pages in length (including references), double-spaced, with 1-inch margins. The final paper is due the last of class in paper format (i.e., emailed assignments will not be accepted).

Academic Dishonesty:

You should review the section of the Golden Rule (www.goldenrule.sdes.ucf.edu) that deals with rules of conduct and academic behavior standards. Pay special attention to the section that deals with academic dishonesty and cheating. Anyone engaging in academic dishonesty/cheating (which includes plagiarism) will receive an "F" for the course and will be referred for disciplinary action. Please note that submitting the same paper twice or fulfilling the requirements of two assignments/courses with one paper is academically dishonest. Other violations of student rules of conduct will result in a grade penalty (including receiving an "F" for the course) and referral for disciplinary action at the discretion of the instructor.

Course Schedule:

Week 1: Introduction to the field of Juvenile Corrections

Hockenberry, S., Sickmund, M., & Sladky, A. Juvenile Residential Facility Census, 2008: Selected Findings Juvenile Justice Bulletin, July 2011. Office of Juvenile Justice Delinquency and Prevention, Office of Justice Programs: Washington, DC.

Sedlack, A.J., & Bruce, C. Youth's Characteristics and Backgrounds: Findings from the Survey of Youth in Residential Placement, 2010. Juvenile Justice Bulletin, December 2010. Office of Juvenile Justice Delinquency and Prevention, Office of Justice Programs: Washington, DC.

Sedlack, A.J., & McPherson, K.S. Youths' Needs and Services: Findings from the Survey of Youth in Residential Placement, 2010. Juvenile Justice Bulletin, April 2010. Office of Juvenile Justice Delinquency and Prevention, Office of Justice Programs: Washington, DC.

Livky, S. Juvenile Delinquency Caseload, 2007. OJJDP Fact Sheet, April 2010. Office of Juvenile Justice Delinquency and Prevention, Office of Justice Programs: Washington, DC.

Week 2: Understanding the development and utilization of evidence-based practices in juvenile justice settings

Philippe, S., Below, L., & Cuffie, D. (2010). Evidence-based practices for juvenile justice reform in Louisiana. Models for Change: System Reform in Juvenile Justice, John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Aos, S., Miller, M., Drake, E. (2006) Evidence-Based Public Policy Options to Reduce Future Prison Construction, Criminal Justice Costs, and Crime Rates, Washington State Institute for Public Policy.

Andrews, D.A., & Bonta, J. (2010) Rehabilitating criminal justice policy and practice. Psychology, Public Policy, and Law, 16, 39-55.

Week 3: Screening and assessment tools and techniques

Grisso, T. (2005). Why we need mental health screening and assessment in juvenile justice programs. In Grisso, Vincet, & Seagrave (Eds), Mental Health Screening in Juvenile Justice, New York: Guilford.

Hoge, R. D. (2002). Standardized instruments for assessing risk and need in youthful offenders. *Criminal Justice and Behavior*, 29, 380-396.

Jung, S., & Rawana, E. P. (1999). Risk and need assessment of juvenile offenders. *Criminal Justice and Behavior*, 26, 69-89.

Week 4: Examples of Evidence-Based Screening/Assessment Tools used in Juvenile Corrections

Schwalbe, C. S. (in press). Risk assessment stability: A revalidation study of the Arizona Risk/Needs Assessment Instrument. *Research on Social Work Practice*.

Borum, R. Bartel, P., & Forth, A. (2009). Structured Assessment of Violence Risk in Youth. In Grisso, Vincet, & Seagrave (Eds), *Mental Health Screening in Juvenile Justice*, New York: Guilford.

Schwalbe, C. S., Fraser, M. W., Day, S. H., & Arnold, E. M. (2004). North Carolina Assessment of Risk (NCAR): Reliability and Predictive Validity with Juvenile Offenders. *Journal of Offender Rehabilitation*, 40, 1-22.

Miller, J., & Lin, J. (2007). Applying a generic juvenile risk assessment instrument to a local context: Some practical and theoretical lessons. *Crime & Delinquency*, 53, 552-580.

Flores, A. W., Travis, L. F., & Latessa, E. J. (2004). *Case classification for juvenile corrections: An assessment of the Youth Level of Service/Case Management Inventory (YLS/CMI), final report*. Washington, DC: National Institute of Justice.

Grisso, T., & Quinlan, J. (2005). Massachusetts Youth Screening Instrument – Version 2. In Grisso, Vincet, & Seagrave (Eds), *Mental Health Screening in Juvenile Justice*, New York: Guilford.

Week 5: Predictive Validity of Screening/Assessment Tools across Race and Gender

Schwalbe, C. S., Fraser, M. W., Day, S. H., & Cooley, V. (2006). Classifying juvenile offenders according to risk of recidivism: Predictive validity, race/ethnicity, and gender. *Criminal Justice and Behavior*, 33, 305-324.

Brumbaugh, S., Hardison Walters, J.L., Winterfield, L.A. (2010). Suitability of assessment instruments for delinquent girls. Office of Juvenile Justice Delinquency and Prevention, Office of Justice Programs, Washington DC.

Chapman, JF., Desai, RA., Falzer, PR., & Borum, R. (2006). Violence Risk and Race in a Sample of Youth in Juvenile Detention: The Potential to Reduce Disproportionate Minority Confinement. *Youth Violence & Juvenile Justice*, 4, 170-184.

Week 6: Evidence-based interventions for juveniles

- Callaghan, J., Pace, F., and Young, B. (2003). Primary mental health workers within youth offending teams: A new service model. *Journal of Adolescence*, 26(2), 185-199.
- Chuang, E. and Wells, R. (2010). The role of inter-agency collaboration in facilitating receipt of behavioral health services for youth involved with child welfare and juvenile justice. *Children & Youth Services Review*, 32(12), 1814-1822.
- Kazak, A. E., et. al. (2010). A meta-systems approach to evidence-based practice for children and adolescents. *American Psychologist*, 65(2), 85-97.
- Morrissey, J. P., Fagan, J. A., and Cocozza, J. J. (2009). New models of collaboration between criminal justice and mental health systems. *The American Journal of Psychiatry*, 166(11), 1211-1214.

Week 7: Institution- and group living-based interventions

- Inderbitzin, M. A (2007). Look from the inside: Balancing custody and treatment in a juvenile maximum-security facility. *International Journal of Offender Therapy and Comparative Criminology*, 51(3), 348-62.
- Stinchcomb, J. B. (1999). Recovering from the shocking reality of shock incarceration - what correctional administrators can learn from boot camp failures, *Corrections Management Quarterly*, 3(4), 43-.
- Yazzie, R. A. (2011). Availability of treatment to youth offenders: Comparison of public versus private programs from a national census. *Children & Youth Services Review*, 33(6), 804-809.

Week 8: Family-based interventions

- Gebo, E. (2007). A family affair: The juvenile court and family violence cases. *Journal of Family Violence*, 22(7), 501-509.
- Gavazzi, S. M., Yarcheck, C. M., Rhine, E. E., and Partridge, C. R. (2003). Building bridges between the parole officer and the families of serious juvenile offenders: A preliminary report on a family-based parole program. *International Journal of Offender Therapy and Comparative Criminology*, 47(3), 291-308.
- Liddle, H. A., Dakof, G. A., Henderson, C., and Rowe, C. (2011). Implementation outcomes of multidimensional family therapy-detention to community: A reintegration program for drug-using juvenile detainees. *International Journal of Offender Therapy and Comparative Criminology*, 55(4), 587-604.

Week 9: Community-based

- Armstrong, G. S., Armstrong, T. A., Webb, V. J., and Atkin, C. A. (2011). Can financial incentives reduce juvenile confinement levels? An evaluation of the Redeploy Illinois program. *Journal of Criminal Justice*, 39(2), 183-191.
- Borum, R. (2003). Managing at-risk juvenile offenders in the community: Putting evidence-based principles into practice. *Journal of Contemporary Criminal Justice*, 19(1), 114-137.
- Zavlek, S. (2005). *Planning community-based facilities for violent juvenile offenders as part of a system of graduated sanctions*. Washington, DC. Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs.

Week 10: Individual-level interventions

- Escamilla, A. G. (1998). A cognitive approach to anger management treatment for juvenile offenders. *Journal of Offender Rehabilitation*, 27(1), 199-208.
- Glisson, C., et al. (2010). Randomized trial of MST and ARC in a two-level evidence-based treatment implementation strategy. *Journal of Consulting and Clinical Psychology*, 78(4), 537-550.
- Green, D. M. and Twill, S. (2006). Special education advocacy: An intervention program. *School Social Work Journal*, 30(2), 82
- Week 11: Re-entry programs for juveniles

Week 12: Issues in cross-system involvement

- Teplin, L.A., Mericle, A.A., McClelland, G.M., and Abram, K.M. (2003). "HIV and AIDS Risk Behaviors in Juvenile Detainees: Implications for Public Health Policy." *American Journal of Public Health*, 93(6): 906-912
- Teplin, L.A., Elkington, K.S., McClelland, G.M., Abram, K.M., Mericle, A.A., and Washburn, J.J. (2005). Major Mental Disorders, Substance Use Disorders, Comorbidity, and HIV-AIDS Risk Behaviors in Juvenile Detainees. *Psychiatric Services*, 56(7): 823-828.
- Blenko, S., Dembo, R., Rollie, M. Childs, K. and Salvatore, C. (2009). "Detecting, Preventing, and Treating Sexually Transmitted Diseases Among Adolescent Arrestees: An Unmet Public Health Need." *American Journal of Public Health*, 99(6): 1032-1041.
- Chamberlain, P. Leve, L.D., and DeGarmo, D.S. (2007). "Multidimensional treatment foster care for girls in the juvenile justice system: 2-year Follow-up of a Randomized Clinical Trial." *Journal of Consulting and Clinical Psychology*, 75(1): 187-193.

Huizinga, D., Loeber, R., Thornberry, T.P. and Cothorn, L. (2000). "Co-occurrence of Delinquency and Other Problem Behaviors." *Juvenile Justice Bulletin*. November, 2000. Washington, DC: Office of Juvenile Justice and Delinquency Prevention. (available at: <https://www.ncjrs.gov/pdffiles1/ojjdp/182211.pdf>).

Week 13: Evaluating juvenile correctional interventions

"What is a Systematic Review?" The Campbell Collaboration. (available at: http://www.campbellcollaboration.org/what_is_a_systematic_review/index.php).

Garrido, V. and Morales, L.A. (2007). *Serious (Violent or Chronic) Juvenile Offenders: A Systematic Review of Treatment Effectiveness in Secure Corrections*. Campbell Systematic Reviews 2007:7. (available at: <http://www.campbellcollaboration.org/>).

Lipsey M.W., Landenberger N.A. and Wilson S.J.(2007). *Effects of cognitive-behavioral programs for criminal offenders*. Campbell Systematic Reviews 2007:6. (available at: <http://www.campbellcollaboration.org/>).

Aos, S., Lee, S., Drake, E., Pennucci, A., Klima, T., Miller, M., Anderson, L., Mayfield, J., & Burley, M. (2011). Return on investment: Evidence-based options to improve statewide outcomes (Document No. 11-07-1201). Olympia: Washington State Institute for Public Policy. (available at: <http://www.wsipp.wa.gov/rptfiles/11-07-1201.pdf>).

McGowan, A., Hahn, R., Liberman, A., Crosby, A., Fullilove, M., Johnson, R., Moscicki, E., Price, L., Snyder, S., Tuma, F., Lowy, J., Briss, P., Cory, S., Stone, G., and the Task Force on Community Preventive Services. (2007). *Violence Prevention Focused on Children and Youth: Policies Facilitating the Transfer of Juveniles to Adult Justice Systems*. Available at: (<http://www.thecommunityguide.org/violence/transferpolicy.html>).

Week 14: Moving Theory to Practice

Week 15: Final exams

Appendix 9-1 Participating Faculty Vitae

1. Kenneth Adams, Professor
2. Robert Bohm, Professor
3. Kristina Childs, Assistant Professor
4. Jacinta Gau, Assistant Professor
5. Stephen Holmes, Associate Professor
6. Kareem Jordan, Assistant Professor
7. Robert Langworthy, Professor
8. Karol Lucken, Associate Professor
9. Eugene Paoline, Associate Professor
10. Roberto Potter, Professor
11. Jeffrey Rosky, Assistant Professor
12. Lee Ross, Associate Professor
13. Joseph Sanborn, Associate Professor
14. Raymond Surette, Professor
15. R. Cory Watkins, Associate Professor
16. Ross Wolf, Associate Professor
17. William Moreto, Associate Professor
18. Matthew Matusiak, Associate Professor

Curriculum Vitae Kenneth G. Adams

College of Health and Public Affairs
University of Central Florida
Orlando, FL 32816-2200
(407) 823-3679

EDUCATION

- Ph.D. Criminal Justice, 1984, State University of New York at Albany.
- M.A. Criminal Justice, 1977, State University of New York at Albany.
- B.A. Spanish and Linguistics, Magna Cum Laude, 1976,
State University of New York at Albany.

PROFESSIONAL EXPERIENCE

- 2009-Present Professor, Department of Criminal Justice, College of Health and Public Affairs, University of Central Florida
- 2003-2009 Professor, Doctoral Program in Public Affairs, College of Health and Public Affairs, University of Central Florida.
Joint appointment in Criminal Justice and Legal Studies.
- 2001-2003 Associate Professor
School of Public and Environmental Affairs
Indiana University - Indianapolis
- 1998-2001 Associate Professor and Chair of the Criminal Justice Faculty
School of Public and Environmental Affairs
Indiana University - Indianapolis
- 1997-98 Associate Professor, College of Criminal Justice
Core Faculty, Forensic Clinical Psychology Ph.D. Program,
Division of Psychology and Philosophy
Sam Houston State University

Kkkkkk

- 1992-1996 Associate Professor and Assistant Dean for Graduate Programs
College of Criminal Justice
Sam Houston State University.
- 1994 Participant, NIJ Data Resources Program Workshop,
“Criminal Justice Methodology and Analysis: Police Data.”
Inter-university Consortium for Political and Social Science,
The University of Michigan.
- 1990-1992 Associate Professor, Center for the Study of Crime, Delinquency, and
Corrections, Southern Illinois University at Carbondale.
- 1988-1990 Associate Director, Program on Human Development and Criminal
Behavior, Castine Research Corporation.
- 1987-1988 Co-Principal Investigator, Hindelang Criminal Justice Research Center.
- 1984-1987 Project Director, Hindelang Criminal Justice Research Center.
- 1986 Research Scientist, New York State Office of Mental Health Research
Foundation.
- 1981 Assistant Research Scientist, New York State Office of Mental Health
Research Foundation.
- 1978-1981 Research Assistant, Hindelang Criminal Justice Research Center

AWARDS and HONORS

Hubert Block Award for Outstanding Service. American Society of
Criminology (November 2000).

Distinguished Alumnus, School of Criminal Justice,
State University of New York at Albany (November 1999)

Excellence in Undergraduate Education,
School of Public and Environmental Affairs, IUPUI (May 1999).

Junior Fellow, Nelson A. Rockefeller Institute of Government.

Kkkkkk

Dissertation Fellow, State University of New York at Albany.

SUNYA Benevolent Fellowship Award.

FUNDED RESEARCH

T. Baumer and K. Adams. An Assessment of Marion County's Cite and Release and Emergency Release Policies. Marion County Criminal Justice Agency, \$19,500.

C. Garcia and K. Adams. "Use of Surveillance Technology in Schools: A Survey of Trends and Practices." Subcontract from IUPUI Institute of Forensic Imaging. Award: \$26,000.

K. Adams. "An Assessment of Criminal Justice Data in the Social Assets and Vulnerability Indicators Database (SAVI)." POLIS Center - IUPUI. Award: \$13,600.

K. Adams and M. Smith. "Perceptions of Police Accountability in the Citizen Complaint Process." National Institute of Justice. Award: \$299,950.

"Evaluation of the Conroe STAR Program: A School-based Juvenile Boot Camp Program." Office of the Governor, Criminal Justice Division, Texas. 9/1/96 to 1/15/97. Award: \$49,799.

"Evaluation of the Continuity of Care Program." Texas Council on Offenders with Mental Impairment. 9/1/97 to 12/31/97. Award: \$5,643

"The Sentencing of Mentally Impaired Offenders." Texas Council on Offenders with Mental Impairment. 7/1/96 to 8/31/97. Award: \$43,840.

"Felons Who Attempt to Purchase Guns: A Study of Prior and Subsequent Criminal Involvements." National Institute of Justice. 6/1/95 to 5/31/96. Award: \$43,064.

"The Effects of Juvenile Curfews on Violent Crime." National Institute of Justice. 9/1/95 to 12/31/96. Award: \$49,559.

Kkkkkk

Hans Toch and Kenneth Adams. "The Disturbed and Disruptive Offender." National Institute of Justice. 1985-86. Award: \$200,000

Kkkkkk

PUBLICATIONS

Books:

Toch, H. and Adams, K. 2002 (April). *Acting out: Maladaptive behavior in confinement*. Washington: DC: American Psychological Association.

Flanagan, T., J. Marquart and K. Adams, Eds. 1998 (February). *Incarcerating Criminals: Prisons and Jails in Social and Organizational Context*. New York: Oxford University Press.

Toch, H. and Adams, K. 1994. *The Disturbed Violent Offender*. Revised Edition. Washington DC: American Psychological Association. Original edition published in 1989 by Yale University Press, New Haven, CT.

Toch, H. and Adams, K. 1988. *Coping: Maladaptation in Prisons*. New Brunswick, NJ: Transaction Books.

Articles: (* refereed) (**UCF PAF Doctoral Student)

K. Adams and J. Ferrandino**. 2008. "Managing Mentally Ill Inmates in Prisons." *Criminal Justice and Behavior*, 35 (8): 913-927.

K. Adams. 2007. "Abolish Juvenile Curfews," *Criminology and Public Policy*, 6 (4) 663-669.

*K. Adams and V. Jennison**. 2007. "What We do not Know about Police Use of Tasers™", *Policing: An International Journal of Police Strategies & Management*, 30 (3) 447 - 465.

*T. Baumer and K. Adams, 2006. Controlling a Jail Population by Partially Closing the Front Door: An Evaluation of a "Summons in Lieu of Arrest" Policy. *The Prison Journal*, 86 (3) 386-402.

*Adams, K. 2006. Divergences and Convergences in Public Affairs Education and Research. *International Journal of Public Policy*. 1 (4): 355-366.

Kkkkkk

*Adams, K. 2003 (May). "The Effectiveness of Juvenile Curfews at Crime Prevention." *The Annals of the American Academy of Political and Social Science*. 587 (1), 136-159.

Adams, K. 1998 (Sept.-Oct.). "The new technology of writing." *ACJS Newsletter*. 17 (2), 17.

*Adams, K. 1996. "The bull market in corrections." *Prison Journal*, 76 (4), 461-467. Reprinted in Flanagan, T., J. Marquart and K. Adams, Eds. February, 1998. *Incarcerating Criminals: Prisons and Jails in Social and Organizational Context*. New York: Oxford University Press.

Adams, K. 1995. Searching for an academic position: The agony and the ecstasy. *The Criminologist*, 20 (3), 1, 4, 6-7.

*Adams, K., K. Bennett, T. Flanagan, J. Marquart, S. Cuvelier, V. Burton, E. Fritch, J. Gerber, and D. Longmire. 1994. A large-scale multi-dimensional test of the effect of prison education programs on offenders' behavior. *The Prison Journal*, 74, 433-449. Reprinted in C. Hemmens and M. Stohr (eds.), 2003, *The Inmate Prison Experience*. New York: Saddle River, NJ: Prentice Hall.

*J. Marquart, S. Cuvelier, V. Burton, K. Adams, J. Gerber, D. Longmire, T. Flanagan, K. Bennett, and E. Fritch. 1994. A limited capacity to threat: Examining the effects of population control strategies on prison education programs. *Crime and Delinquency*, 40, 516-531.

*Adams, K. 1992. Who are the clients? Characteristics of inmates referred for mental health treatment. *The Prison Journal*, 72, 120-141.

*Toch, H. and Adams, K. 1988. Punishment, treatment and prison infractions. *Journal of Offender Counseling, Services and Rehabilitation*, 12, 5-18.

*Toch, H. and Adams, K. 1987. The prison as dumping ground: Mainlining disturbed offenders. *Journal of Psychiatry and Law*, 4, 539-553. Reprinted in H. Toch, Ed., 1997, *Corrections: A Humanistic Approach*, New York: Harrow and Heston.

Kkkkkk

*Adams, K. and Cutshall, C. 1987. Refusing to prosecute minor offenses: The relative influence of legal and extra-legal factors. *Justice Quarterly*, 4, 595-609.

*Toch, H. and Adams, K. 1987. In the eye of the beholder? Assessments of psychopathology among prisoners by federal prison staff. *Journal of Research in Crime and Delinquency*, 24, 119-39.

*Toch, H., Adams, K. and Greene, R. 1987. Ethnicity, disruptiveness, and emotional disorder among prison inmates. *Criminal Justice and Behavior*, 14, 93-109.

*Adams, K. 1986. The disciplinary experiences of mentally disordered inmates. *Criminal Justice and Behavior*, 13, 297-316.

Adams K. 1986. Addressing inmate mental health problems: A new direction for prison therapeutic services. *Federal Probation*, 46, 27-33.

*Toch, H. and Adams, K. 1986. Pathology and disruptiveness among prison inmates. *Journal of Research in Crime and Delinquency*, 23, 7-21.

*Adams, K. 1986. Social science and social reality: Another view. *Journal of Research in Crime and Delinquency*, 23, 313-17.

*Adams, K. 1986. Gender differences in court processing: A methodological comment. *Journal of Research in Crime and Delinquency*, 23, 295-303.

*Adams, K. and Flint, G. 1985. Inmate psychiatric history and parole release decisions: A research note. *Criminal Justice Review*, 10, 52-4.

*Cutshall, C., and Adams, K. 1983. Responding to older offenders: Age selectivity in the processing of shoplifters. *Criminal Justice Review*, 8, 1-8.

*Adams, K. 1983. The effect of evidentiary factors on charge reduction. *Journal of Criminal Justice*, 11, 525-37.

*Adams, K. 1983. Former mental patients in a prison and parole system: A study of socially disruptive behavior. *Criminal Justice and Behavior*, 10, 358-84.

Kkkkkk

*Gottfredson, M. and Adams, K. 1982. Prison behavior and post-release performance: Empirical reality and public policy. *Law and Policy Quarterly*, 4, 373-91. Reprinted in *Federal Parole Decision-Making Selected Reprints*, V, (United States Parole Commission Research Unit, December 1984).

Chapters in Professional Books:

Adams, K. 1999. "What we know about police use of force." in *Use of force by police: Overview of national and local data*. National Institute of Justice Research Report, Washington, D.C., pp. 1-14.

Adams, K. 1999. "A research agenda on police use of force." in *Use of force by police: Overview of national and local data*. National Institute of Justice Research Report, Washington, D.C., pp. 61-73.

Adams, K., Flanagan, T., and Marquart, J. 1988. "The future of the penitentiary." in *Incarcerating Criminals: Prisons and Jails in Social and Organizational Context*. Edited by T. Flanagan, J. Marquart and K. Adams. New York: Oxford University Press, pp. 314-332.

Adams, K. 1997. "Developmental aspects of adult crime" in *Advances in Criminological Theory*, Vol. 7 - Developmental Theories of Crime and Delinquency, edited by Terence Thornberry. New Brunswick, NJ: Transaction Press, pp. 309-342.

Adams, K. 1996. "Measuring the prevalence of police abuse of force" in *Police Violence: Understanding and Controlling Police Abuse of Force*, edited by William Geller and Hans Toch, New Haven, CT: Yale University Press, pp. 52-93. Also printed in *And Justice for All*, 1995, edited by William Geller and Hans Toch, Washington, D.C.: Police Executive Research Forum, pp. 61-97.

Adams, K. 1996. "Self-protection and gun control" in *Americans' View Crime and Justice: A National Public Opinion Survey*, edited by Timothy Flanagan and Dennis Longmire. Thousand Oaks, CA: Sage, .pp. 109-124.

Adams, K. 1995. "Measuring the prevalence of police abuse of force" in *And Justice For All: A National Agenda for Understanding and Controlling Police Abuse of Force*, edited by William Geller and Hans Toch, Washington, DC: Police Executive Research Forum, pp. .61-98.

Kkkkkk

Adams, K. 1992. "Adjusting to prison life: Stress, coping and maladaptation" in *Crime and Justice: A Annual Review of Research*, edited by Michael Tonry, Chicago: University of Chicago Press, pp. 275-259.

Author of the following chapters in *Human Development and Criminal Behavior: New Ways of Advancing Knowledge* (Michael Tonry, Lloyd Ohlin, and David Farrington; New York: Springer-Verlag, 1990):

Chapter 7 - "Sampling yield"

Chapter 9 - "Common variables"

Chapter 10 - "Measurement issues"

Chapter 11 - "Statistical methods and analysis"

Chapter 14 - "Young adult cohorts" (with L. Ohlin and R. Sampson)

Book Reviews:

Adams, K. 1983. Methods of research in criminology and criminal justice. *Federal Probation*, 47, 68.

Other:

Adams, K. 2005 (April 20). Testimony before the Commission on Safety and abuse in America's Prisons. Tampa, FL.

Adams, K. 2000 (September 10). "More Police for Indianapolis?" *Indianapolis Star*, pp. D1, 3.

Adams, K. 2000. Felons Who Attempt to Purchase Guns: A Study of Prior and Subsequent Involvements. Final Report to the National Institute of Justice.

Adams, K. and J. Walsh. 1999. An Assessment of Criminal Justice Data in the Social Assets and Vulnerability Indicators Database (SAVI). Final Report to POLIS Center at IUPUI.

Adams, K., Margaret Farnworth, Nancy Horton, Cletus Snell and Ruth Triplett. 1988. S.T.A.R. evaluation: Final report. Huntsville, Texas: College of Criminal Justice, Sam Houston State University

Kkkkkk

Adams, et. al. 1994. Prison education research project: Final report. Huntsville, Texas: College of Criminal Justice, Sam Houston State University.

Adams, K. et al. 1989. Final report of the research design working group. (Program on Human Development and Criminal Behavior). Castine, ME: Castine Research Corporation.

Adams, K. et al. 1988. Final report of the desistance-persistence working group. (Program on Human Development and Criminal Behavior). Castine, ME: Castine Research Corporation.

Adams, K. 1986. Review of the proposed psychiatric plan for Michigan state prisons. (Prepared for Michigan Attorney General Office).

Adams, K. 1986. Estimating the need for mental health services in Michigan state prisons. (Prepared for the Michigan Department of Corrections).

Steadman, H., Braff, G., Melick, M. Arvanites, T. and Adams, K. 1982. New York state mental health: Views of its clients, customers, staff and managers. (New York State Office of Mental Health).

PROFESSIONAL SERVICE

Membership in Professional Associations:

American Society of Criminology.
Academy of Criminal Justice Sciences.

Offices Held in Professional Associations:

Chair, Employment Exchange Committee, American Society of Criminology, 1990-present.

Evaluation of Manuscripts for Journals and Book Publishers and of Grant Proposals for Agencies:

Reviewer, *Justice Quarterly*.
Reviewer, *Journal of Research in Crime and Delinquency*.
Reviewer, *National Institute of Justice Peer Review Panel*

Kkkkkk

Reviewer, *American Journal of Police*

Reviewer, *Wadsworth Books*

Advisory Board, *Journal of Criminal Justice Education*.

Advisory Board, *Advances in Theoretical Criminology*.

Consultantships, etc.:

Member, Program Planning Committee, Mental Health and Addiction in the Criminal Justice System Conference.

Facility Review Team, Pendleton Correctional Facility, IN.

Campbell Crime and Justice Group, American Academy of Arts and Sciences, Reviewer on "Effects of Juvenile Curfews."

Lecturer, "Integrating Qualitative Data into Quantitative Studies," NIJ Data Resources Program, Inter-University Consortium for Political and Social Science Research, University of Michigan.

National Institute of Justice, Scientific Oversight Committee for the Privatization of Federal Prisons Project.

Visiting Expert, United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders. 109th International Training Course, Tokyo.

National Institute of Justice Technical Assistance and Support Program.

Michigan Attorney General Office and Department of Corrections.

Papers and Presentations at Professional Meetings:

Adams, K. 2004 (October). "Divergences and Convergences in Public Affairs Education and Research." First Annual Public Affairs Research Conference, University of Central Florida.

Adams, K. 2002 (November). "Finding a Job in Criminal Justice." American Society of Criminology Annual Meeting.

Kkkkkk

Adams, K. 2002 (May). "Statistical Overview." Mental Health, Addiction and the Criminal Justice System: A Collaborative Conference, Columbus, IN.

Adams, K. 2002 (April). "The Effects of Juvenile Curfew Laws on Juvenile Delinquency." The 2002 Jerry Lee Crime Prevention Symposium, University of Maryland, College Park.

Adams, K. 2001 (November). "Methodological Issues in Evaluating the Impact of Juvenile Curfew Laws." American Society of Criminology Annual Meeting.

Adams, K. 2001 (November). Presentation. "How to Get a Job and How to Get Published." American Society of Criminology Annual Meeting.

Garcia, C. and K. Adams. 2000 (November). "Measuring the Use of Surveillance Technology in American Schools: A National Survey of Trends and Practices." American Society of Criminology Annual Meeting.

Adams, K. 2000 (November). Presentation. "Graduate Student Information: "How to Find a Job and How to Get Published". American Society of Criminology Annual Meeting.

Adams, K. 2000 (July). "Citizen's Perspectives on the Handling of Their Complaints Against Police." Annual Conference on Criminal Justice Research and Evaluation, Office of Justice Programs, Washington, DC.

Adams, K. 1999 (December). Invited Discussant. Scientific Oversight Committee for the Privatization of Federal Prisons Project. National Institute of Justice, Washington, D.C.

Adams, K. 1999 (July). Invited Moderator and Discussant. "Police Use of Force." Annual Conference on Criminal Justice Research and Evaluation, Office of Justice Programs, Washington, DC.

Adams, K. 1999 (July). Invited Workshop Participant. "New Research Paradigms." National Institute of Justice, Washington, DC.

Adams, K. 1999 (June). Invited Workshop Participant. "Conference on Strengthening Police Community Relationships - Police Use of Force Subgroup." Office of the Attorney General, Washington, DC.

Kkkkkk

Adams, K. 1999 (January). Invited Participant at Fact-finding Meeting. "A Study of Decisions to Prosecute Homicide and Drug Offenses in Marion Co. Indiana." Indiana Advisory Committee to the U.S. Commission on Civil Rights, Indianapolis, Indiana.

Adams, K. 1998 (July). Invited Speaker. "Pressures and counter-pressures affecting research on sensitive topics in policing." Annual Conference on Criminal Justice Research and Evaluation, Office of Justice Programs, Washington, DC.

Adams, K. 1998 (June). Visiting Expert. "Current trends in correctional programming in the USA." United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders, Tokyo

Adams, K. 1998 (June). Visiting Expert. "The get-tough on crime movement meets the community." United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders, Tokyo.

Adams, K. 1998 (June). Visiting Expert. "The reintegration of mentally ill offenders into the community." United Nations Asia and Far East Institute for the Prevention of Crime and the Treatment of Offenders, Tokyo.

Adams, K. 1997 (November). "Juvenile curfews as crime prevention." American Society of Criminology Annual Meeting, San Diego, CA.

Adams, K. 1997 (November). "Criminal recidivism among felons who attempt to purchase guns." American Society of Criminology Annual Meeting, San Diego, CA.

Snell, C., Adams, K., Triplett, R., N. Horton and M. Farnworth. 1997 (November). "A juvenile boot camp within a school setting: The S.T.A.R. program." American Society of Criminology Annual Meeting, San Diego, CA.

Adams, K. 1997 (March). "Background checks for gun purchases: Who are the criminals getting caught?" Academy of Criminal Justice Sciences Annual Meeting, Louisville, KY.

Kkkkkk

David, W. and K. Adams. 1996 (November). "Attitudes of prison executives towards older inmates." American Society of Criminology Annual Meeting, Chicago, IL.

Adams, K. 1996 (November). "The effect of curfews on violent crime." American Society of Criminology Annual Meeting, Chicago, IL.

Adams, K. 1996 (October). Facilitator. "Bridging the security/treatment gap." Texas Department of Criminal Justice Management Conference, Huntsville, TX.

Adams, K. 1996 (October). Invited Speaker, "Issues in the operation and evaluation of juvenile curfews." Crime Prevention Cluster Conference. National Institute of Justice, Washington, DC.

Adams, K. 1996 (August). Invited speaker, "Issues in the operation and evaluation of juvenile curfews." Annual Conference on Criminal Justice Research and Evaluation, Office of Justice Programs, Washington, DC.

Adams, K. 1996 (June). Invited speaker, "Impact of curfews on gangs." National Youth Gang Symposium, Dallas, TX.

Adams, K. 1996 (March). Invited speaker, "Legislative evaluations," National Institute of Justice Cluster Conference on Firearms Research, Washington, DC.

Adams, K. 1993 (April). Moderator, "Scandals from the past, lessons for the future". Association of Paroling Authorities, International. Ninth Annual Conference, NY, NY.

Adams, K. 1991. "Punishing inmates: A study of official responses to inmate misbehavior." Paper presented at the 1991 meeting of the American Society of Criminology.

Adams, K. 1990. "Prison violence: A longitudinal study of inmate behavior." Paper presented at the 1990 meeting of the American Society of Criminology.

Kkkkkk

Adams, K. 1990. "Human development research in criminal justice." Paper presented at the 1990 meeting of the Midwestern Criminal Justice Association.

Adams, K. 1988. "Crazy crimes, crazy criminals: An empirical typology of violence." Paper presented at the 1988 meeting of the American Society of Criminology.

Adams, K. 1987. "The devil made me do it! Peculiar aspects of violence among disturbed offenders." Paper presented at the 1987 meeting of the American Society of Criminology.

Adams, K. 1986. "Patterns of adjustment among mentally disordered inmates." Paper presented at the 1986 meeting of the American Society of Criminology.

Adams, K. 1985. "Pathology and violence among prison inmates." Paper presented at the 1985 meeting of the American Society of Criminology.

Adams, K. 1984. "The measurement of decision outcomes: An analysis of plea negotiations." Paper presented at the 1984 meeting of the American Society of Criminology.

COURSES TAUGHT

(at Indiana University - Purdue University Indianapolis)

J666 Criminal Justice Policy and Evaluation
V562 Public Program Evaluation
J502 Research Methods in Criminal Justice and Public Affairs
J460 Police in the Community
J455 Trends in Corrections
J440 Corrections in the Community
J331 Corrections
J202 Criminal Justice Data, Methods and Resources
J101 The American Criminal Justice System
V100 Learning Communities

Addendum – Dissertation Service

University of Central Florida (UCF)

Kkkkkk

Committee Member

Jake Beber
Donna McCarthy
Kristy Sumner

Sam Houston State University (SHSU)

At SHSU, I was Associate Dean of Graduate Programs. About midway in my appointment (roughly year three of six), I became a defacto member of all dissertations as a result of a new policy implkemented b y the Dean. I had to read, comment and sign off on all distertations, and my comments on the dissertation went to the Dean. This new procedure was implemented because the standard committee structure was seen as lacking in quality control. I don't recall the exact number of dissertations, but it probably was in the neighborhood of 15. Prior to that I chaired two dissertations as a faculty member:

Mark Marsolais (Chair)
Ahn Skih Kim (Chair)

VITA

Robert M. Bohm, Professor
Department of Criminal Justice and Legal Studies
University of Central Florida
Orlando, Florida 32816
(407) 823-5944

PERSONAL DATA

NAME: Robert Mark Bohm (Bob)
DATE OF BIRTH: May 8, 1950
PLACE OF BIRTH: Kansas City, Missouri

HOME ADDRESS: 1929 Ayrshier Place
Oviedo, Florida 32765

HOME PHONE: (407) 359-8342

Kkkkkk

EDUCATION

NAME OF INSTITUTION	SUBJECT	DEGREE	DATE
University of Missouri (Columbia)	Psychology	A.B.	1972
University of Missouri (Kansas City)	Secondary Education	M.A.	1975
Florida State University	Criminology	Ph.D.	1980

ACADEMIC EXPERIENCE

Professor. Department of Criminal Justice and Legal Studies, University of Central Florida, Orlando, Florida, August, 1995 to present. (Tenured August, 1995.)

Professor. Department of Criminal Justice, University of North Carolina, Charlotte, North Carolina, July, 1992 to July, 1995. (Tenured July, 1992.)

Associate Professor. Department of Criminal Justice, University of North Carolina, Charlotte, North Carolina, August, 1989 to July, 1992.

Associate Professor. College of Criminal Justice, Jacksonville State University, Jacksonville, Alabama, October, 1982 to August, 1989. (Tenured September, 1984.)

Assistant Professor. College of Criminal Justice, Jacksonville State University, Jacksonville, Alabama, August, 1979 to September, 1982.

Instructor. The School of Criminology, Florida State University, Tallahassee, Florida, September, 1978 to June, 1979.

Teaching Assistant. The School of Criminology, Florida State University, Tallahassee, Florida, September, 1977 to June, 1978.

Teaching Assistant. Department of Psychology, University of Missouri (Columbia), August, 1971 to May, 1972.

CRIMINAL JUSTICE AGENCY EXPERIENCE

Instructor/Counselor. "The Model Inmate Employment Program." LEAA Pilot Work Release Project. Jackson County Department of Corrections, Kansas City, Missouri, March, 1975 to August, 1976.

Kkkkkk

Correctional Officer. Jackson County Department of Corrections, Kansas City, Missouri, November, 1974 to March, 1975.

HONORS AND AWARDS

Bruce Smith, Sr. Award. Presented by the Academy of Criminal Justice Sciences, Cincinnati, OH, March, 2008.

Founder's Award. Presented by the Academy of Criminal Justice Sciences, Washington, D.C., April, 2001.

Academy Fellow Award. Presented by the Academy of Criminal Justice Sciences, Orlando, FL, March, 1999.

President of the Academy of Criminal Justice Sciences, 1992-1993.

Outstanding Educator of the Year. Presented by the Southern Criminal Justice Association, Jacksonville, FL, October, 1989.

PUBLICATIONS

BOOKS

Bohm, Robert M. and Keith N. Haley (forthcoming) *Introduction to Criminal Justice*, 8th Ed. New York: McGraw-Hill.

Bohm, Robert M. (forthcoming) *Capital Punishment's Collateral Damage*. Durham, NC: Carolina Academic Press.

Bohm, Robert M. (forthcoming) *The Past as Prologue: The Supreme Court's Pre-Modern Jurisprudence and Its Influence on the Supreme Court's Modern Death Penalty Decisions*. Durham, NC: Carolina Academic Press.

Bohm, Robert M. and Jeffery T. Walker (eds.) (forthcoming) *Demystifying Crime and Criminal Justice*, 2nd Ed. New York: Oxford University Press.

Bohm, Robert M. and Keith N. Haley (2012) *Introduction to Criminal Justice*, 7th Ed. New York: McGraw-Hill, 541 pgs.

Bohm, Robert M. (2012) *Deathquest: An Introduction to the Theory and Practice of Capital Punishment in the United States*, 4th Ed. Waltham, MA: Elsevier/Anderson, 432 pgs.

Kkkkkk

Bohm, Robert M. and Brenda L. Vogel (2011) *A Primer on Crime and Delinquency Theory*, 3rd Ed. Belmont, CA: Wadsworth, 186 pgs.

Bohm, Robert M. (2010) *Ultimate Sanction: Understanding the Death Penalty Through Its Many Voices and Many Sides*. New York: Kaplan, 278 pgs.

Bohm, Robert M. and Keith N. Haley (2010) *Introduction to Criminal Justice* (High School Edition). Columbus, OH: Glencoe/McGraw-Hill, 543 pgs.

Bohm, Robert M. and Keith N. Haley (2010) *Introduction to Criminal Justice*, 6th Ed. New York: McGraw-Hill, 672 pgs.

Bohm, Robert M. (ed.) (2008) *The Death Penalty Today*. Boca Raton, FL: CRC Press/Taylor & Francis, 224 pgs.

Bohm, Robert M. and Keith N. Haley (2008) *Introduction to Criminal Justice*, 5th Ed. New York: McGraw-Hill, 541 pgs.

Bohm, Robert M. (2008) *A Concise Introduction to Criminal Justice*. New York: McGraw-Hill, 440 pgs.

Bohm, Robert M. (2007) *Deathquest III: An Introduction to the Theory and Practice of Capital Punishment in the United States*, 3rd Ed. Cincinnati: LexisNexis-Anderson, 475 pgs.

Bohm, Robert M. and Keith N. Haley (2007) *Introduction to Criminal Justice*, 4th Ed. Update. New York: McGraw-Hill, 548 pgs.

Bohm, Robert M. and Jeffery T. Walker (eds.) (2006) *Demystifying Crime and Criminal Justice*. New York: Oxford University Press, 258 pgs.

Bohm, Robert M. and Keith N. Haley (2004) *Introduction to Criminal Justice*, 4th Ed. New York: McGraw-Hill, 548 pgs.

Acker, James R., Robert M. Bohm, and Charles S. Lanier (eds.) (2003) *America's Experiment with Capital Punishment: Reflections on the Past, Present, and Future of the Ultimate Sanction*, 2nd Ed. Durham, NC: Carolina Academic Press, 806 pgs.

Bohm, Robert M. (2003) *Deathquest II: An Introduction to the Theory and Practice of Capital Punishment in the United States*, 2nd Ed. Cincinnati: Anderson, 323 pgs.

Bohm, Robert M. and Keith N. Haley (2002) *Introduction to Criminal Justice*, 3rd Ed. Woodland Hills, CA: Glencoe/McGraw-Hill, 584 pgs. (Translated into Romanian.)

Kkkkkk

Bohm, Robert M. (2001) *A Primer on Crime and Delinquency Theory*, 2nd Ed. Belmont, CA: Wadsworth, 165 pgs.

Bohm, Robert M. (1999) *Deathquest: An Introduction to the Theory and Practice of Capital Punishment in the United States*. Cincinnati, OH: Anderson, 239 pgs.

Bohm, Robert M. and Keith N. Haley (1999) *Introduction to Criminal Justice*, 2nd Ed. Westerville, OH: Glencoe/McGraw-Hill, 517 pgs.

Acker, James R., Robert M. Bohm, and Charles S. Lanier (eds.) (1998) *America's Experiment with Capital Punishment: Reflections on the Past, Present, and Future of the Ultimate Sanction*. Durham, NC: Carolina Academic Press, 586 pgs.

Bohm, Robert M. (1997) *A Primer on Crime and Delinquency*. Belmont, CA: Wadsworth, 180 pgs.

Bohm, Robert M. and Keith N. Haley (1997) *Introduction to Criminal Justice*. Westerville, OH: Glencoe/McGraw-Hill, 528 pgs.

Bohm, Robert M. (ed.) (1991) *The Death Penalty in America: Current Research*. Cincinnati, OH: Anderson, 149 pgs.

BOOK CHAPTERS

Bohm, Robert M. (forthcoming) "Capital Punishment." In S. Mallicoat and C. Gardiner (eds.) *Criminal Justice Policy*. Thousand Oaks, CA: Sage.

Bohm, Robert M. (2012) "Racial Discrimination and the Death Penalty in the United States." In D. W. Harper, L. Voigt, and W. E. Thornton (eds.) *Violence: Do We Know It When We See It, A Reader*. Durham, NC: Carolina Academic Press, pp. 305-322.

Bohm, Robert M. (2008) "Errors in Capital Cases and What Can Be Done About Them." In R. M. Bohm (ed.) *The Death Penalty Today*. Boca Raton, FL: Taylor & Francis, pp. 3-27.

Bohm, Robert M. (2007) "The Death Penalty for Juveniles in the United States: An Obituary." In M. McShane & F. P. Williams III (eds.) *Youth Violence and Delinquency Interventions*. New York: Greenwood/Praeger, pp. 169-179.

Bohm, Robert (2007) "Capital Punishment and Globalization." In G. Barak, *Violence, Conflict, and World Order: Critical Conversations on State-Sanctioned Justice*. Lanham, MD: Rowman & Littlefield, pp. 231-247.

Kkkkkk

Bohm, Robert M. and Jeffery T. Walker (2006) "Introduction." In *Demystifying Crime and Criminal Justice*, edited by Robert M. Bohm and Jeffery T. Walker. Los Angeles, CA: Roxbury Publishing Company. Pp. xvii-xxviii.

Bohm, Robert M. (2003) "American Death Penalty Opinion: Past, Present, and Future." In *America's Experiment with Capital Punishment: Reflections on the Past, Present, and Future of the Ultimate Sanction*, 2nd Ed., edited by James R. Acker, Robert M. Bohm, and Charles S. Lanier. Durham, NC: Carolina Academic Press, pp. 27-54.

Bohm, Robert M. (2003) "The Economic Costs of Capital Punishment: Past, Present, and Future." In *America's Experiment with Capital Punishment: Reflections on the Past, Present, and Future of the Ultimate Sanction*, 2nd Ed., edited by James R. Acker, Robert M. Bohm, and Charles S. Lanier. Durham, NC: Carolina Academic Press, pp. 573-594.

Bohm, Robert M. (1998) "Understanding Crime and Social Control in Market Economies: Looking Back and Moving Forward." In *Cutting the Edge: Current Perspectives in Radical/Critical Criminology and Criminal Justice*, edited by Jeffrey Ian Ross. Westport, CT: Praeger, pp. 18-33.

Bohm, Robert M. (1998) "American Death Penalty Opinion: Past, Present, and Future." In *America's Experiment with Capital Punishment: Reflections on the Past, Present, and Future of the Ultimate Sanction*, edited by James R. Acker, Robert M. Bohm, and Charles S. Lanier. Durham, NC: Carolina Academic Press, pp. 25-46.

Bohm, Robert M. (1998) "The Economic Costs of Capital Punishment: Past, Present, and Future." In *America's Experiment with Capital Punishment: Reflections on the Past, Present, and Future of the Ultimate Sanction*, edited by James R. Acker, Robert M. Bohm, and Charles S. Lanier. Durham, NC: Carolina Academic Press, pp. 437-456.

Bohm, Robert M. (1997) "The Pros and Cons of Capital Punishment." In *Corrections: An Issues Approach*, 4th Ed., edited by Martin D. Schwartz and Lawrence F. Travis III. Cincinnati, OH: Anderson, pp. 267-279.

Bohm, Robert M. (1993) "Social Relationships that Arguably Should Be Criminal Although They Are Not: On the Political Economy of Crime." In *Political Crime in Contemporary America: A Critical Approach*, edited by Kenneth D. Tunnell. New York: Garland, pp. 3-29.

Bohm, Robert M. (1991) "Race and the Death Penalty in the United States." In *Race and Criminal Justice*, edited by Michael J. Lynch and E. Britt Patterson. New York: Harrow and Heston, pp. 71-85.

Kkkkkk

Bohm, Robert M. (1991) "American Death Penalty Opinion, 1936-1986: A Critical Examination of the Gallup Polls." In R. M. Bohm (ed.) *The Death Penalty in America: Current Research*. Cincinnati: Anderson, pp. 113-145.

Bohm, Robert M. (1982) "Capitalism, Socialism, and Crime." *Rethinking Criminology: Breaking the Criminological Mold*, edited by In H. E. Pepinsky. Beverly Hills, CA: Sage, pp. 49-60.

Bohm, Robert M. (1981) "Reflexivity and Critical Criminology." In *Sociology of Delinquency: Current Issues*, edited by Gary F. Jensen. Beverly Hills, CA: Sage, pp. 29-47.

JOURNAL ARTICLES

Colyer, Timothy P. and Robert M. Bohm (forthcoming 2012) "You're Killing Me: A Review of State and Federal Death Penalty Statutes." *The Criminal Law Bulletin* 48.

Bohm, Robert M. (2008) "Karl Marx and the Death Penalty." *Critical Criminology* 16:285-291.

Bohm, Robert M. (2008) Bruce Smith, Sr. Recipient Address: "Low Probability Nonlinear Events Over the Life Course of a Criminologist." *Journal of Criminal Justice Education* 19:146-154.

Smith, Hayden P. and Robert M. Bohm (2008) "Beyond Anomie: Alienation and Crime." *Critical Criminology* 16:1-15.

Bohm, Robert M. (2006) "'McJustice': On the McDonaldization of Criminal Justice." *Justice Quarterly* 23:127-146.

Bohm, Robert M. and Brenda L. Vogel (2004) "More than Ten Years After: The Long-Term Stability of Informed Death Penalty Opinions." *Journal of Criminal Justice* 32:307-327.

Bohm, Robert M., K. Michael Reynolds, and Stephen T. Holmes (2000) "Perceptions of Neighborhood Problems and Their Solutions: Implications for Community Policing." *Policing: An International Journal of Police Strategies and Management* 23:439-465.

Wright Jr., Harold O., Robert M. Bohm, and Katherine M. Jamieson (1995) "A Comparison of Uninformed and Informed Death Penalty Opinions: A Replication and Expansion." *American Journal of Criminal Justice* 20:57-87.

Bohm, Robert M. (1994) "Capital Punishment in Two Judicial Circuits in Georgia: A Description of the Key Actors and the Decision Making Process." *Law and Human Behavior* 18:319-338.

Bohm, Robert M. and Ronald E. Vogel (1994) "A Comparison of Factors Associated with Uninformed and Informed Death Penalty Opinions." *Journal of Criminal Justice* 22:125-143.

Kkkkkk

Bohm, Robert M. (1993) "On the State of Criminal Justice: 1993 Presidential Address to the Academy of Criminal Justice Sciences." *Justice Quarterly* 10:529-540.

Bohm, Robert M., Ronald E. Vogel and Albert A. Maisto (1993) "Knowledge and Death Penalty Opinion: A Panel Study." *Journal of Criminal Justice* 21:29-45.

Bohm, Robert M. (1992) "Toward an Understanding of Death Penalty Opinion Change in the United States: The Pivotal Years, 1966 and 1967." *Humanity and Society* 16:524-542.

Bohm, Robert M. (1992) "Retribution and Capital Punishment: Toward a Better Understanding of Death Penalty Opinion." *Journal of Criminal Justice* 20:227-35.

Bohm, Robert M. and Ronald E. Vogel (1991) "Educational Experiences and Death Penalty Opinions: Stimuli that Produce Changes." *Journal of Criminal Justice Education* 2:69-80.

Bohm, Robert M., Louise J. Clark and Adrian F. Aveni (1991) "Knowledge and Death Penalty Opinion: A Test of the Marshall Hypotheses." *Journal of Research in Crime and Delinquency* 28:360-387.

Bohm, Robert M., Timothy J. Flanagan and Philip W. Harris (1990) "Current Death Penalty Opinion in New York State." *The Albany Law Review* 54:819-43.

Bohm, Robert M. (1990) "Death Penalty Opinions: Effects of a Classroom Experience and Public Commitment." *Sociological Inquiry* 60:285-97.

Reprinted in part in Mutchnick, Robert J. and Bruce L. Berg (1996) *Research Methods for the Social Sciences: Practice and Applications*. Boston: Allyn and Bacon. pp. 255-57.

Bohm, Robert M., Louise J. Clark and Adrian F. Aveni (1990) "The Influence of Knowledge on Reasons for Death Penalty Opinions: An Experimental Test." *Justice Quarterly* 7:175-88.

Barak, Gregg and Robert M. Bohm (1989) "The Crimes of the Homeless or the Crime of Homelessness? On the Dialectics of Criminalization, Decriminalization, and Victimization." *Contemporary Crises* 13:275-88.

Reprinted in Lynch, Michael J. (ed.) (1997) *Readings in Radical Criminology*. The International Library of Criminology, Criminal Justice and Penology. Gower House, Aldershot, Hampshire GU11 3HR, England: Ashgate Publishing Ltd, pp. 443-456.

Bohm, Robert M. (1989) "Qualified Support for the Death Penalty: The Illusion of Hypothetical Scenarios." *Justice Quarterly* 6:211-18.

Kkkkkk

Bohm, Robert M. (1989) "Humanism and the Death Penalty with Special Emphasis on the Post-Furman Experience." *Justice Quarterly* 6:173-95.

Bohm, Robert M. (1989) "The Effects of Classroom Instruction and Discussion on Death Penalty Opinions: A Teaching Note." *Journal of Criminal Justice* 17:123-31.

Bohm, Robert M. and Rodney N. Friery (1988) "The Influence of Economic Factors on Police Crime Recording Behavior in the United States between 1960 and 1980." *The American Journal of Criminal Justice* 13:49-73.

Bohm, Robert M. (1987) "Myths about Criminology and Criminal Justice: A Review Essay." *Justice Quarterly* 4:631-42.

Selva, Lance H. and Robert M. Bohm (1987) "Law and Liberation: Toward an Oppositional Legal Discourse." *Legal Studies Forum* 11:243-66.

Bohm, Robert M. (1987) "Traditional Contributions to Radical Criminology: A Reply to Groves and Sampson." *Journal of Research in Crime and Delinquency* 24:324-31.

Selva, Lance H. and Robert M. Bohm (1987) "A Critical Examination of the Informalism Experiment in the Administration of Justice." *Crime and Social Justice* 29:43-57.

Bohm, Robert M. (1987) "American Death Penalty Attitudes: A Critical Examination of Recent Evidence." *Criminal Justice and Behavior* 14:380-96.

Bohm, Robert M. (1986) "Crime, Criminal, and Crime Control Policy Myths." *Justice Quarterly* 3:193-214.

Reprinted in Braswell, Michael C., Belinda R. McCarthy, and Bernard J. McCarthy (eds.) (2005) *Justice, Crime and Ethics*, 5th Ed. Cincinnati, OH: Anderson, pp. 305-25.

Reprinted in Braswell, Michael C., Belinda R. McCarthy, and Bernard J. McCarthy (eds.) (2002) *Justice, Crime and Ethics*, 4th Ed. Cincinnati, OH: Anderson, pp. 287-306.

Reprinted in Braswell, Michael C., Belinda R. McCarthy, and Bernard J. McCarthy (eds.) (1998) *Justice, Crime and Ethics*, 3rd Ed. Cincinnati, OH: Anderson, pp. 303-22.

Reprinted in Braswell, Michael C., Belinda R. McCarthy, and Bernard J. McCarthy (eds.) (1995) *Justice, Crime and Ethics*, 2nd Ed. Cincinnati, OH: Anderson, pp. 341-61.

Reprinted in Braswell, Michael C., Belinda R. McCarthy, and Bernard J. McCarthy (eds.) (1991) *Justice, Crime and Ethics*. Cincinnati, OH: Anderson, pp. 327-49.

Kkkkkk

Bohm, Robert M. (1985) "The Dialectical Potential of Religion as a Solution to the Crime Problem: A Review of Quinney's *Providence* and Shoham's *Salvation*." *Humanity and Society* 9:197-202.

Bohm, Robert M. (1984) "Beyond Employment: Toward a Radical Solution to the Crime Problem." *Crime and Social Justice* 21-22:213-22.

Reprinted in Lynch, Michael J. (ed.) (1997) *Readings in Radical Criminology*. The International Library of Criminology, Criminal Justice and Penology. Gower House, Aldershot, Hampshire GU11 3HR, England: Ashgate Publishing Ltd, pp. 433-442.

Bohm, Robert M. (1984) "Whose Side Are We On? and Who's On Our Side? On the Class Affiliation of Criminologists and Criminal Justice Practitioners in Contemporary Society." *Humanity and Society* 8:59-72.

Bohm, Robert M. (1982) "Radical Criminology: An Explication." *Criminology* 19:565-89.

Reprinted in Pontell, Henry N. (2002) *Social Deviance: Readings in Theory and Research*, 4th ed. Englewood Cliffs, NJ: Prentice-Hall, pp. 123-136.

Reprinted in Pontell, Henry N. (1999) *Social Deviance: Readings in Theory and Research*, 3d ed. Englewood Cliffs, NJ: Prentice-Hall, pp. 103-116.

Reprinted in Pontell, Henry N. (1996) *Social Deviance: Readings in Theory and Research*, 2d ed. Englewood Cliffs, NJ: Prentice-Hall, pp. 118-132.

Reprinted in Pontell, Henry N. (1993) *Social Deviance: Readings in Theory and Research*. Englewood Cliffs, NJ: Prentice-Hall, pp. 148-163.

TECHNICAL REPORTS

Bohm, Robert, Sandra Browning, Todd Clear, Marilyn Ford, Alida Merlo, and Mittie Southerland (2000) "ACJS Strategic Planning Committee Final Report," 11 pgs.

Bohm, Robert, Sandra Browning, Todd Clear, Marilyn Ford, Alida Merlo, and Mittie Southerland (1999) "ACJS Strategic Planning Committee Preliminary Report," 22 pgs.

Bohm, Robert M., K. Michael Reynolds, and Stephen T. Holmes (1999) "Social Problems of Zone 42 and Potential Solutions: A Report to the Orange County Sheriff's Office," 27 pgs.

Moriarty, Laura J. and Robert M. Bohm (1997) "And the Survey Says . . ." Results of the 1997 SCJA Membership Survey. A Final Report Prepared for the Southern Criminal Justice Association, 29 pgs.

Kkkkkk

Request for Authorization to Implement A New Degree Program: Ph.D. in Public Affairs, College of Health and Public Affairs, University of Central Florida, Orlando, Florida, approximately 180 pgs. (unnamed co-author with Wendell Lawther, who is also unnamed on the report). (Approved July, 1997 by State of Florida BOR)

Report of Feasibility Study Findings and Request for Authorization to Plan Ph.D. in Public Affairs, College of Health and Public Affairs, University of Central Florida, Orlando, Florida, approximately 180 pgs. (unnamed co-author with Wendell Lawther, who is also unnamed on the report). (Approved January, 1997 by State of Florida BOR)

Albanese, Jay, Harry E. Allen, Robert Bohm, Francis T. Cullen, Edward J. Latessa, Barbara Price, Mittie Southerland, Vincent Webb (1994) "ACJS Strategic Planning Committee Final Report," 70 pgs.

Pelfrey, William V., Robert M. Bohm, Charles W. Dean, John A. Humphrey, Laura J. Moriarty, Michael L. Vasu, Gary W. Willis and Margaret Zahn (1992) "The North Carolina Violent Crime Assessment Project: A Final Report of the Violent Crime Assessment Team." North Carolina Governor's Crime Commission, 200 pgs.

NON-REFEREED ARTICLES, BOOK REVIEWS, AND COMMENTS

Brown, Cynthia A. and Robert M. Bohm (2012) "Juvenile Death Penalty." In Roger J. R. Levesque (ed.) *The Encyclopedia of Adolescence*. New York: Springer, pp. 1502-1509.

Bohm, Robert M. (2009) Review of *The Decline of the Death Penalty and the Discovery of Innocence*, by Frank R. Baumgartner, Suzanna L. DeBoef, and Amber E. Boydston. *International Journal of Public Opinion Research* 21:547-550.

Bohm, Robert M. (2009) Review of *Race, Class, and the Death Penalty: Capital Punishment in American History*, by Howard W. Allen and Jerome M. Clubb, *International Criminal Justice Review* 19:500-501.

Bohm, Robert M. (2009) "Capital Punishment." In J. M. Miller (ed.) *21st Century Criminology: A Reference Handbook*. Thousand Oaks: CA: Sage, pp. 612-619.

Bohm, Robert M. (2009) "Public Opinion, Death Penalty." In H. T. Greene and S. L. Gabbidon (eds.) *Encyclopedia of Race and Crime*, Vol. 2. Thousand Oaks, CA: Sage, pp. 670-672.

Bohm, Robert M. (2007) "The Death Penalty in the United States." In G. Barak (ed.) *Battleground Criminal Justice*, Vol. 1. Westport, CT: Greenwood, pp. 171-181.

Kkkkkk

Bohm, Robert M. (2007) "Miscarriages of Justice." In G. Barak (ed.) *Battleground Criminal Justice*, Vol. 2. Westport, CT: Greenwood, pp. 463-468.

Bohm, Robert M. (2005) "Miscarriages of Criminal Justice: An Introduction." *Journal of Contemporary Criminal Justice* 21:196-200.

Bohm, Robert M. (2005) "Capital Punishment: World History." In J. M. Miller & R. A. Wright (eds.) *Encyclopedia of Criminology*. New York: Routledge, pp. 148-151.

Bohm, Robert M. (2005) "Capital Punishment: U. S. History." In J. M. Miller & R. A. Wright (eds.) *Encyclopedia of Criminology*. New York: Routledge, pp. 144-148.

Bohm, Robert M. (2003) "Juveniles and the Death Penalty." In M. McShane and F.P. Williams III (eds.) *Encyclopedia of Juvenile Justice*. Newbury Park, CA: Sage, pp. 109-114.

Bohm, Robert M. (2001) Review of *The Killing State: Capital Punishment in Law, Politics, and Culture*, edited by Austin Sarat, *Critical Criminology*, Vol. 10, No. 2, pp. 147-152.

Bohm, Robert M. (2000) "The Future of Capital Punishment in the United States." *ACJS Today*, Vol. 22, Issue 4 (November/December), pp. 1, 4-6.

Bohm, Robert M. (1997) Review of *Constitutive Criminology: Beyond Postmodernism*, by Stuart Henry and Dragan Milovanovic, *The Criminologist*, Vol. 22, No. 3 (May/June), pp. 15-16.

Bohm, Robert M. (1996) "Understanding and Changing Public Support for Capital Punishment." *Corrections Now* (Academy of Criminal Justice Sciences Corrections Section Newsletter), Vol. 1, No. 2 (June), pp. 1-4.

Bohm, Robert M. (1996) "Executions in the United States." Pp. 198-201 in M. D. McShane and F. P. Williams III (eds.) *Encyclopedia of American Prisons*. New York: Garland.

Bohm, Robert M. (1992) Review of *The Justice Juggernaut: Fighting Street Crime, Controlling Citizens*, by Diana R. Gordon, *Criminal Justice Review* 17:321-2.

Bohm, Robert M. (1991) Review of *Gimme Shelter: A Social History of Homelessness in Contemporary America*, by Gregg Barak, *The Critical Criminologist* 3:9-10.

Bohm, Robert M. (1990) Review of *Facing the Death Penalty: Essays on a Cruel and Unusual Punishment*, edited by Michael L. Radelet and *Death Work: A Study of the Modern Execution Process*, by Robert Johnson, *Social Justice* 17:153-56.

Bohm, Robert M. (1990) Review of *Death Work: A Study of the Modern Execution Process*, by Robert Johnson, *Journal of Criminal Law and Criminology* 81:718-20.

Kkkkkk

Bohm, Robert M. (1990) "In Defense of the ASC Policy: A Rejoinder to Schmallegger" ("A Call for Caution on Capital Punishment Policy"). *The Criminologist* 15:3-4.

Bohm, Robert M. (1989) Review of *Challenging Capital Punishment: Legal and Social Science Approaches*, edited by Kenneth C. Haas and James A. Inciardi, *Criminal Justice Review* 14:109-11.

Bohm, Robert M. (1989) Review of Hugo Adam Bedau's *Death is Different: Studies in the Morality, Law, and Politics of Capital Punishment*, *Criminal Justice Policy Review* 3:108-9.

Bohm, Robert M. (1989) Review of *Policies to Prevent Crime: Neighborhood, Family, and Employment Strategies*, edited by Lynn A. Curtis, *Contemporary Crises* 13:191-93.

Bohm, Robert M. (1989) Review of *Handbook on Crime and Delinquency*, edited by Elmer H. Johnson, *Deviant Behavior* 10:92-3.

Bohm, Robert M. (1988) Review of Franklin E. Zimring and Gordon Hawkins' *Capital Punishment and the American Agenda*, *Criminal Justice Review* 13:55-6.

Bohm, Robert M. (1987) Review of Robert Elias's *The Politics of Victimization: Victims, Victimology, and Human Rights*. *Crime and Social Justice* 29:143-46.

Bohm, Robert M. (1987) Review of Harold E. Pepinsky and Paul Jesilow's *Myths that Cause Crime*. *Journal of Criminal Justice* 15:350-52.

Bohm, Bob (1986) "The Bible Smuggler: An Unusual Look at Criminal Motivation." *ACJS Today*, September:6-7.

Bohm, Robert M. (1986) "Comment on Ron Kramer's Interview with Pinto Prosecutor Michael A. Cosentino." *ACJS Today*, May:8-9.

Bohm, Robert M. (1985) Review of Samuel Walker's *Sense and Nonsense about Crime*. *Journal of Criminal Law and Criminology* 76:562-63.

Bohm, Robert M. (1985) Review of David Kairy's *The Politics of Law: A Progressive Critique*. *Journal of Criminal Law and Criminology* 76:278-79.

Bohm, Robert M. (1985) "Criminology's Proper Role: A Rejoinder." *The Criminologist* 10:4 & 8.

Bohm, Robert M. (1984) Review of Stuart A. Scheingold's *The Politics of Law and Order: Street Crime and Public Policy*. *Justice Quarterly* 1:449-55.

Kkkkkk

Bohm, Robert M. (1983) Review of *Marxism and Law*, edited by Piers Beirne and Richard Quinney, and *Crime and Social Justice*, edited by Tony Platt and Paul Takagi, *Contemporary Sociology* 12:200-1.

PROFESSIONAL ACTIVITIES

"Critical Criminal Justice in the 21st Century." Roundtable Chair. Annual meeting of the Academy of Criminal Justice Sciences, New York, NY, March 2012.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, New York, NY, March 2012.

"Teaching Capital Punishment in Criminal Justice Programs." Roundtable Discussant. Annual meeting of the Academy of Criminal Justice Sciences, New York, NY, March 2012.

"The Death Penalty Debate: A Discussion of the Issues." Discussant. Annual meeting of the American Society of Criminology, Washington, D.C., November, 2011.

"The Future of Capital Punishment in the United States." Chair and Presenter. Annual meeting of the American Society of Criminology, Washington, D.C., November, 2011.

"Why Do We Need the Death Penalty." The Sidore Lecture. Invited presentation at Plymouth State University, Plymouth, New Hampshire, April 2, 2011.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Toronto, Ontario, Canada, March 2011.

"Teaching Capital Punishment in Criminal Justice Programs." Discussant. Annual meeting of the Academy of Criminal Justice Sciences, Toronto, Ontario, Canada, March 2011.

"The Future of Capital Punishment in the United States." Chair and Presenter. Annual meeting of the American Society of Criminology, San Francisco, CA, November, 2010.

"The Future of Capital Punishment in the U.S." Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Clearwater, FL, October, 2010.

"Florida's Death Row: A Theory of Benign Neglect" (with Cynthia Brown and Angela Willis). Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, San Diego, CA, February, 2010.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, San Diego, CA, February, 2010.

Kkkkkk

"The Future of Capital Punishment in the United States." Chair and Presenter. Annual meeting of the American Society of Criminology, Philadelphia, PA, November, 2009.

"Popular Culture and Death Penalty Opinion." Paper presented at the annual meeting of the American Society of Criminology, Philadelphia, PA, November, 2009.

"The Future of Capital Punishment in the U.S." Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Charleston, SC, September, 2009.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Boston, MA, March, 2009.

"The Future of Capital Punishment in the United States." Chair and Presenter. Annual meeting of the American Society of Criminology, St. Louis, MO, November, 2008.

"The Future of Capital Punishment in the U.S." Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, New Orleans, LA, October, 2008.

"Low Probability Nonlinear Events Over the Life Course of a Criminologist." Bruce Smith, Sr. Award Recipient Address. Annual meeting of the Academy of Criminal Justice Sciences, Cincinnati, OH, March, 2008.

"The Southern Criminal Justice Association at 35 years: The Southern 'Influence' on ACJS Leadership. Discussant. Annual meeting of the Academy of Criminal Justice Sciences, Cincinnati, OH, March, 2008.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Cincinnati, OH, March, 2008.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the American Society of Criminology, Atlanta, GA, November, 2007.

"Karl Marx and the Death Penalty." Paper presented at the annual meeting of the Southern Criminal Justice Association, Savannah, GA, September, 2007.

"The Future of Capital Punishment in the U.S." Roundtable Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Savannah, GA, September, 2007.

"Criminal Justice and Our Constitution: That Delicate Balance." Invited Panelist. The Criminal Law Section of the Florida Bar, 2007 President's Showcase Seminar, Orlando, FL, June 28, 2007.

Kkkkkk

“A Debate on Capital Punishment” (with Robert Blecker, New York Law School), The Department of Criminal Justice and Legal Studies, University of Central Florida First Annual Speakers’ Series, March 22, 2007.

"Understanding Capital Punishment." Panel Chair. Annual meeting of the Academy of Criminal Justice Sciences, Seattle, WA, March, 2007.

"Capital Punishment and Miscarriages of Justice." Panel Chair. Annual meeting of the Academy of Criminal Justice Sciences, Seattle, WA, March, 2007.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Seattle, WA, March, 2007.

"The Future of Capital Punishment in the U.S." Roundtable Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Charleston, SC, September, 2006.

“Emerging Issues in Criminal Justice.” Past Presidents’ Panel. Annual meeting of the Academy of Criminal Justice Sciences, Baltimore, MD, March, 2006.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Baltimore, MD, March, 2006.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the American Society of Criminology, Toronto, Canada, November, 2005.

"The Future of Capital Punishment in the U.S." Roundtable Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Jacksonville, FL, September, 2005.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the American Society of Criminology, Nashville, TN, November, 2004.

“Capital Punishment and Globalization.” Invited Speaker. Feminist and Critical Conversations in Crime and Justice Studies. The Department of Criminal Justice and Police Studies, College of Justice and Safety, Eastern Kentucky University, Richmond, KY, April 2004.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Las Vegas, NV, March, 2004.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the American Society of Criminology, Denver, CO, November, 2003.

"The Future of Capital Punishment in the U.S." Roundtable Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Nashville, TN, September, 2003.

Kkkkkk

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Boston, MA, March, 2003.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the American Society of Criminology, Chicago, IL, November, 2002.

"The Future of Capital Punishment in the U.S." Roundtable Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Clearwater, FL, September, 2002.

"The Future of Capital Punishment in the U.S." Presidential Roundtable Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Baton Rouge, LA, September, 2001.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Washington, D.C., April, 2001.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the American Society of Criminology, San Francisco, CA, November, 2000.

"The Future of Capital Punishment in the U.S." Presidential Roundtable Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Charleston, SC, October, 2000.

"Community Policing: Partnership with Whom?" Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, New Orleans, LA, March, 2000.

Author Meets Critic: *Deathquest: An Introduction to the Theory and Practice of Capital Punishment in the United States*. The annual meeting of the Academy of Criminal Justice Sciences, New Orleans, LA, March, 2000.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, New Orleans, LA, March, 2000.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the American Society of Criminology, Toronto, Canada, November, 1999.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Chattanooga, TN, September, 1999.

"Teaching a Course on Capital Punishment: Tips from the Trenches." Workshop participant. Annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, March, 1999.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, March, 1999.

Kkkkkk

"Political Economy of Crime, Social Control, and Punishment." Panel Chair. Annual meeting of the American Society of Criminology, Washington, DC, November, 1998.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the American Society of Criminology, Washington, DC, November, 1998.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Biloxi, MS, October, 1998.

"Practitioners (Capital Defense Attorneys) Meet Researchers." Roundtable participant. Annual meeting of the Academy of Criminal Justice Sciences, Albuquerque, NM, March, 1998.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Albuquerque, NM, March, 1998.

"What Authors Should Know Before They Sign That Book Contract: What You Don't Know Could Ruin You." Workshop presenter. Annual meeting of the American Society of Criminology, San Diego, CA, November, 1997.

"The Future of Capital Punishment in the United States: 25 Years After Furman." Roundtable Chair and Presenter. Annual meeting of the American Society of Criminology, San Diego, CA, November, 1997.

"The Future of Capital Punishment in the United States." Roundtable Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Richmond, VA, October, 1997.

"And the Survey Says . . . Final Results of the 1997 Membership Survey." Roundtable Co-convenor. Annual meeting of the Southern Criminal Justice Association, Richmond, VA, October, 1997.

"25 Years After Furman: The Future of Capital Punishment in the United States." Lead Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Louisville, KY, March, 1997.

"Capital Punishment: Attitudes/Opinions." Panel Chair. Annual meeting of the American Society of Criminology, Chicago, IL, November, 1996.

"Capital Punishment: Myths and Misunderstandings." Panel Chair. Annual meeting of the American Society of Criminology, Chicago, IL, November, 1996.

"The Future of Capital Punishment." Roundtable Chair and Presenter. Annual meeting of the Southern Criminal Justice Association, Savannah, GA, September, 1996.

Kkkkkk

"The Future of Capital Punishment." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Las Vegas, NV, March, 1996.

"Doing the Devil's Work: Thinking About 'Model' Death Penalty Legislation." Roundtable participant. Annual meeting of the American Society of Criminology, Boston, MA, November, 1995.

"Criminological Verstehen: Political, Critical, and Postmodern." Discussant. Annual meeting of the American Society of Criminology, Boston, MA, November, 1995.

"The Future of Capital Punishment." Workshop chair and Presenter. Annual meeting of the Southern Criminal Justice Association. Gatlinburg, TN, September, 1995.

"Criminal Justice in the 21st Century." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Boston, MA, March, 1995.

"The Future of Capital Punishment." Roundtable Chair and Presenter. Annual meeting of the Academy of Criminal Justice Sciences, Boston, MA, March, 1995.

"The Effect of Fear of Crime on Attitudes toward Capital Punishment in the U.S." (with Charlotte Wong). Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Boston, MA, March, 1995.

"Explaining Life and Death Decisions." Panel Chair and Discussant. Annual meeting of the American Society of Criminology, Miami, FL, November, 1994.

"Research in Critical Criminology." Panel Chair. Annual meeting of the American Society of Criminology, Miami, FL, November, 1994.

"Capital Punishment in the United States in Light of Justice Blackmun's Revelation: A Humanistic Perspective." Workshop Co-chair (with Preston Elrod). Annual meeting of the Association for Humanist Sociology, Raleigh, NC, October, 1994.

"Capital Punishment in the United States in Light of Justice Blackmun's Mea Culpa." Roundtable Chair. Annual meeting of the Southern Criminal Justice Association, Memphis, TN, October, 1994.

"Critical Criminology Perspectives on Human Rights, Women's Rights, and Animal Rights." Panel Chair. Annual meeting of the Academy of Criminal Justice Sciences, Chicago, IL, March, 1994.

"Radical Criminology: Back to Basics." Paper presented at the annual meeting of the American Society of Criminology, Phoenix, AZ, October, 1993.

Kkkkkk

"Capital Punishment in the U.S.: Current Research." Panel Chair. Annual meeting of the Southern Criminal Justice Association, Charleston, SC, September, 1993.

"On the State of Criminal Justice: 1993 Presidential Address to the Academy of Criminal Justice Sciences." Delivered at the annual meeting of the Academy of Criminal Justice Sciences, Kansas City, MO, March, 1993.

"The Appellate Process and Capital Punishment." Panel Chair. Annual meeting of the American Society of Criminology, New Orleans, LA, November, 1992.

"Knowledge and Death Penalty Opinion: A Panel Study." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Pittsburgh, PA, March, 1992.

"Cruel and Unusual Punishment: The Death Penalty I." Panel Chair and Discussant. Annual meeting of the Academy of Criminal Justice Sciences, Pittsburgh, PA, March, 1992.

"Racial Discrimination and Capital Punishment in Two Judicial Circuits in Georgia: An Examination of the Race of the Key Actors in the Process." Paper presented at the annual meeting of the American Society of Criminology, San Francisco, CA, November, 1991.

"Race, Ethnicity and Sentencing Outcomes." Panel Chair. Annual meeting of the American Society of Criminology, San Francisco, CA, November, 1991.

"The Discipline at the Crossroads: Stagnation or Progress?" Invited plenary session participant. Southern Criminal Justice Association annual meeting, Montgomery, Alabama, October, 1991.

"Current Death Penalty Opinion in New York State" (with Timothy J. Flanagan and Philip W. Harris). Invited paper presented at the conference "The Death Penalty: Perspectives on the Past and Future in New York State," co-sponsored by the *Albany Law Review* of the Albany Law School and the School of Criminal Justice at the State University of New York at Albany, Albany, NY, April 5-6, 1991.

"Empirical Perspectives on the Death Penalty." Panel Chair. "The Death Penalty: Perspectives on the Past and Future in New York State," conference co-sponsored by the *Albany Law Review* of the Albany Law School and the School of Criminal Justice at the State University of New York at Albany, Albany, NY, April 5-6, 1991.

"Retribution and Capital Punishment: Toward a Better Understanding of Death Penalty Opinion." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Nashville, TN, March, 1991.

Kkkkkk

"Socio-Political Forces, Social Control, and the Criminal Justice System." Panel Chair. Academy of Criminal Justice Sciences, Nashville, TN, March, 1991.

"Death Penalty Opinions: Stimuli that Produce Changes." Paper presented at the annual meeting of the American Society of Criminology, Baltimore, MD, November, 1990.

"A Comparison of Uninformed and Informed Death Penalty Opinions." Paper presented at the annual meeting of the Southern Criminal Justice Association, New Orleans, LA, October, 1990.

"Should Criminal Justice Education Be Value Free? Roundtable participant. Annual meeting of the Southern Criminal Justice Association, New Orleans, LA, October, 1990.

"Toward an Understanding of American Death Penalty Opinion: The Turning Point, 1966-67." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Denver, CO, March, 1990.

"Legal and Empirical Issues on Capital Punishment in the U.S." Panel chair. Annual meeting of the American Society of Criminology, Reno, Nevada, November, 1989.

"Changing Death Penalty Opinions: Effects of a Classroom Experience and Public Commitment." Paper presented at the annual meeting of the American Society of Criminology, Reno, Nevada, November, 1989.

"The Death Penalty in America: Current Research." Workshop co-chair (with Gennaro F. Vito). Southern Criminal Justice Association annual meeting, Jacksonville, FL, October, 1989.

"Death Penalty: Myths and Actors." Panel chair. Annual meeting of the Academy of Criminal Justice Sciences, Washington, D.C., March, 1989.

"Theory Potpourri." Panel chair. Annual meeting of the Academy of Criminal Justice Sciences, Washington, D.C., March, 1989.

"American Death Penalty Opinion, 1936-1986: An Examination of the Gallup Polls." Paper presented at the annual meeting of the American Society of Criminology, Chicago, Illinois, November, 1988.

"American Death Penalty Opinion." Invited speaker. "The Justice Colloquia Series, 1987-88." University of Alabama at Tuscaloosa, April, 1988.

"Changing Death Penalty Opinions: The Influence of Different Stimuli." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, San Francisco, California, April, 1988.

Kkkkkk

"Progressive Alternatives to the Conservative Agenda in Criminal Justice." Workshop organized and chaired. Academy of Criminal Justice Sciences annual meeting, San Francisco, California, April, 1988.

"Progressive Alternatives to the Conservative Agenda in American Criminal Justice." Workshop organized and chaired. American Society of Criminology annual meeting, Montreal, Canada, November, 1987.

"Neo-Marxist Criminology." Paper presented at the American Society of Criminology annual meeting, Montreal, Canada, November, 1987 (with Gregg Barak).

"Fear of Crime: Issues and Studies." Discussant. Annual meeting of the Academy of Criminal Justice Sciences, St. Louis, Missouri, March, 1987.

"Types of Criminal Offenses." Panel chair. Annual meeting of the Academy of Criminal Justice Sciences, St. Louis, Missouri, March, 1987.

"Social Science Research and Public Attitudes Toward Capital Punishment." Roundtable participant. American Society of Criminology annual meeting, Atlanta, Georgia, October-November, 1986.

"Marxist and Critical Criminology." Panel organized and chaired. American Society of Criminology annual meeting, Atlanta, Georgia, October-November, 1986.

"Knowledge and Attitude about the Death Penalty: A Test of the Marshall Hypotheses." Paper presented at the American Society of Criminology annual meeting, San Diego, California, November, 1985.

"Popular Justice Under Socialism." Discussant. American Society of Criminology annual meeting, San Diego, California, November, 1985.

"Humanism and the Death Penalty." Paper presented at the Association for Humanist Sociology annual meeting, Atlanta, Georgia, November, 1985.

"The Ideology of Crime: Functions of the Crime Myth." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Las Vegas, Nevada, March, 1985.

"The Future of Criminal Justice: A Progressive Agenda." Workshop organized with Harold E. Pepinsky and conducted at the American Society of Criminology annual meeting, Cincinnati, Ohio, November, 1984.

"Conventional Crime--Conflict and Radical Views." Discussant. American Society of Criminology annual meeting, Cincinnati, Ohio, November, 1984.

Kkkkkk

"Beyond Employment: Toward a Radical Solution to the Crime Problem." Paper presented at the American Society of Criminology annual meeting, Denver, Colorado, November, 1983.

"The Influence of Economic Factors on Judicial Decisions to Imprison" (with Rodney N. Friery). Paper presented at the American Society of Criminology annual meeting, Denver, Colorado, November, 1983.

"Remembering the Alamo--and the Paris Commune! Political Ideology and Contemporary American Criminal Justice." Workshop organized with David O. Friedrichs and conducted at the annual meeting of the Academy of Criminal Justice Sciences, San Antonio, Texas, March, 1983.

"Radical Criminology in the 1980s." Discussant. Annual meeting of the Academy of Criminal Justice Sciences, San Antonio, Texas, March, 1983.

"Economic Correlates of Police Crime Recording Behavior" (with Rodney N. Friery). Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, San Antonio, Texas, March, 1983.

"Whose Side Are We On? and Who's On Our Side? On the Class Affiliation of Sociologists, Criminologists, and Criminal Justice Practitioners in Contemporary Society." Paper presented at the Association for Humanist Sociology annual meeting, Washington, D. C., October, 1982.

"Capitalism, Socialism, and Crime." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Louisville, Kentucky, March, 1982.

"The Myth of Crime: A Critical Interpretation." Paper presented at the American Society of Criminology annual meeting, Washington, D. C., November, 1981.

"New Developments in Radical and Critical Criminological Theory." Workshop organized and conducted at the American Society of Criminology annual meeting, Washington, D. C., November, 1981.

"Class Relations and Crime." Paper presented at the Southern Sociological Society annual meeting, Louisville, Kentucky, April, 1981.

"A Materialistic Theory of Community-Based Corrections." Paper presented at the 26th Annual Southern Conference on Corrections, Tallahassee, Florida, March, 1981.

"Reflexivity and Critical Criminology." Paper presented at the American Society of Criminology annual meeting, San Francisco, California, November, 1980.

Kkkkkk

SERVICE ACTIVITIES

ORGANIZATION-RELATED

Academy of Criminal Justice Sciences:

President (1992-93); First Vice-President and President-Elect (1991-92); Second Vice-President (1990-91); Trustee-at-Large (1987-90); Chair, Bruce Smith Sr. Award Committee (Chair, 1997-98; 2011-12; 2012-13; Member 2010-11); Chair, Nominations and Elections Committee (1993-94); Nominations and Elections Committee (1994-95); Chair, Budget, Finance and Audit Committee (1990-91); Budget, Finance and Audit Committee (2000); Chair, Site Selection Committee for 1996 annual meeting (1990-92) and for 2006-2008 annual meetings (2001-02); Strategic Planning Committee (1991-93; 2002-03); Chair, Strategic Planning Review Committee (1999-00); Annual Membership Committee (2002-03); *Justice Quarterly* Editor Selection Committee (1988-89); *The Journal of Criminal Justice Education* Editor Selection Committee (1989-90); Teller's Committee (1989,1991,1992); Annual Meeting Program Committee (1985-86; 2003-04; 2006-07; 2008-09; 2009-10; 2011-12; 2012-13); White Paper Committee (1985-87); Chair, Critical Criminology/Critical Criminal Justice Section (2009-11); Ad-hoc Committees to formulate: strategic planning (1991-92), a process for implementing national criminal justice policy statements (chair, 1990-91; member, 1993-94), an affirmative action agenda (1990-91), a policy for establishing sections in the Academy (1989), and the creation of the position of ACJS historian (2010-11); Interim Editor of the ACJS/Anderson Issues in Crime and Justice Series (1990-91).

American Society of Criminology:

Division of Critical Criminology Board of Directors (1999-2001); Interorganizational Relations Committee (1997-1998); Program Committee (1996-97; 2003-04; 2005-06; 2008-09; 2009-10); Affirmative Action Committee (1995-96); Editorial Board Committee (1994-95); Constitution and By-Laws Committee (1989-90); Division of Critical Criminology Elections Committee (1989-90); Student Affairs Committee (1988-89); Ethical Issues Committee (1987-88).

Southern Criminal Justice Association:

Membership Committee (1997-98); Board of Directors (1994-97); Outstanding Educator of the Year Award Committee (1990-92; Chair, 1992); *American Journal of Criminal Justice* Editor Selection Committee (1990-91); Student Paper Award Committee (1990-91).

Association for Humanist Sociology:

Southern Regional Representative (1989-95).

Journals:

Deputy Editor of the *Journal of Crime and Justice* (1999-2001); Associate Editor of *Justice Quarterly* (1987-89), *Humanity and Society* (1984-95), *The American Journal of Criminal Justice* (1990-96), *Crime and Delinquency* (2000-present); the *Journal of Ethnicity and Criminal Justice*

Kkkkkk

(2001-present); and *Critical Criminology* (2001-present). Guest Editor of *Journal of Contemporary Criminal Justice* (Vol. 21, No. 3, August 2005).

Reviewed articles for *The American Journal of Criminal Justice*, *Crime and Delinquency*, *Crime and Social Justice*, *Criminal Justice and Behavior*, *Criminology*, *Homicide Studies*, *Humanity and Society*, *International Criminal Justice Review*, *Journal of Crime and Justice*, *Journal of Criminal Justice*, *The Journal of Justice Issues*, *Journal of Quantitative Criminology*, *The Journal of Research in Crime and Delinquency*, *Justice Quarterly*, *Legal Studies Forum*, *Policing: An International Journal of Police Strategies and Management*, *Political Behavior*, *State and Local Government Review*, *Social Problems*, *The Social Science Journal*, *Sociological Inquiry*, *Violence and Victims*, *Western Political Quarterly*, and *Women & Criminal Justice*.

Other:

Reviewed book manuscripts for McGraw-Hill, Roxbury, Sage, Wadsworth.

Reviewed grant proposals for the National Science Foundation (NSF).

Member, North Carolina Governor's Crime Commission Violent Crime Assessment Team (1992).

Conducted program reviews for criminal justice departments at the University of Missouri-Kansas City (1995, 2000), Middle Tennessee State University (2004), and the University of Texas-San Antonio (2005).

UNIVERSITY, COLLEGE, AND DEPARTMENT AT UCF

Ph.D. in Public Affairs Coordinating Committee (1997); Ph.D. in Public Affairs Committee (1995-97); Department Administrative Committee (1997-present); Department Search Committee (1995-97); Department Tenure and Promotion Committee (1995-present; Chair, 1997); Department Graduate Committee (1995-present); Department Graduate Admissions Committee (2005-present); Department Undergraduate Committee (2000-present); College Tenure and Promotion Committee (1995-96); Faculty Advisor to the UCF chapter of Amnesty International (2000-01).

CURRICULUM VITAE

Kristina Childs, Ph.D.

2550 N. Alafaya Trail

Kkkkkk

Orlando, FL 32826
Telephone: (941) 321-7552
Fax: (407) 823-5981
Kristina.childs@ucf.edu

CURRENT POSITION

2011 *Assistant Professor*
Department of Criminal Justice, University of Central Florida

EDUCATION

2008 University of South Florida, Tampa, FL
Doctor of Philosophy, Criminology

Dissertation: A Group-Based Approach to Examining the Association among Risky Sexual Behavior, Substance Use, and Criminal Involvement in a Sample of Newly Arrested Juvenile Offenders
Co-Chairs: Richard Dembo, Ph.D.
John K. Cochran, Ph.D.

2005 University of South Florida, Tampa, FL
Master of Arts, Criminology

Thesis: Self-Control, Gang Membership, and Victimization: An Integrated Approach to the Risk Factors of Violent Victimization
Chair: John K. Cochran, Ph.D.

2002 Michigan State University, East Lansing, MI
Bachelor of Science, Psychology

RELEVANT PROFESSIONAL EXPERIENCE

2008 - 2011 *Post-Doctoral Fellow*
John D. and Catherine T. MacArthur Foundation, Louisiana Models for Change: Systems Reform in Juvenile Justice (LaMfC).

Responsibilities: Creating a data warehouse that contains state and parish-level juvenile justice system information. Assisting in the development of an outcome plan for each parish and/or state site involved in the LaMfC initiative and monitoring progress toward reaching each site's goals. Overseeing the collection, coding, and analysis of data for the evaluation of the effectiveness of the LaMfC initiative. Serving as a consultant for all LaMfC data-related needs. Presenting data-related outcomes to local jurisdictions, community members, national juvenile justice experts, and MacArthur foundation representatives.

2005 – 2008 *Statistician*

Kkkkkk

National Institute on Drug Abuse (NIDA): STI/HIV Risk, Services, and Drug Use For Young Arrestees.

Responsibilities: Assisted in developing the data collection protocols, trained data collection staff, developed the main data files, conducted statistical analyses, identified the availability of community agencies that provide STD prevention and intervention services, interviewed local service providers, and assisted in the dissemination of research findings to local community agencies.

2005 – 2008

Research Assistant

National Institute on Drug Abuse (NIDA), CJ-DATS: A comparison of two re-entry strategies for drug abusing juvenile offenders.

Responsibilities: Conducted baseline and follow up interviews with high-risk juvenile offenders recently released from residential commitment programs, interviewed parents, retrieved and coded agency records.

2004 - 2005

Research Assistant

United States Department of Justice, Abt Associates, Inc.: National Evaluation of Youth Crime Watch, Tampa Bay, Florida Area.

Responsibilities: Administered surveys in local middle and high schools, scheduled interview times with school administrators, responsible for overseeing survey administration preparation, and monitored survey completion rates.

EDITED BOOKS

Lynch, M.J., Patterson, E.B. & Childs, K. (Eds.) (2008). *Racial divide: Race, ethnicity, and criminal justice*. Criminal Justice Press: Monsey, NY.

INVITED BOOK CHAPTERS

Childs, K., & Sullivan, C.J. (forthcoming). Problem behavior syndrome. *Encyclopedia of Adolescence*. New York: Springer Publishing.

PEER-REVIEWED PUBLICATIONS

Childs, K., Dembo, R., Belenko, S., Sullivan, C.J., & Cochran, J.K. (2011) A group-based approach to examining the association among problem behaviors in a sample of newly arrested juvenile offenders, *Youth Violence & Juvenile Justice*, 9, 313-332.

Crapanzono, A.M., Frick, P.J., Childs, K., & Terranova, A.M. (forthcoming). Gender Differences in the Assessment, Stability, and Correlates to Bullying Roles in Middle School Children, *Behavioral Sciences & the Law*, 29, 677-694.

Kkkkkk

Marsee, M., Barry, C.T., Childs, K., & Frick, P. (2011). Assessing the forms and functions of aggression in youth using self-report: Confirmatory factor analysis and evaluation of factorial invariance across sample and gender. *Psychological Assessment*, 23, 792-804.

Childs, K., Dembo, R., Belenko, S., Wareham, J., & Schmeidler, J. (2011). Individual and community level predictors of marijuana and cocaine use among a sample of newly arrested juvenile offenders, *Journal of Child & Adolescent Substance Abuse*, 20, 114-134.

Childs, K., Cochran, J.K., & Gibson, C. (2010). Self-Control, gang membership, and violent victimization: An integrated approach. *Journal of Crime and Justice*, 32, 35-54.

Childs, K., Sullivan, C., & Gullede, L. (2010). Delinquent behavior across adolescence: Investigating the shifting salience of criminological predictors. *Deviant Behavior*, 32, 64-100.

Dembo, R., Belenko, S., Childs, K., & Wareham, J. (2010). Gender differences in drug use, sexually transmitted diseases, and risky sexual behavior among arrested youths. *Journal of Child & Adolescent Substance Abuse*, 19, 424-466.

Sullivan, C., Childs, K., & O'Connell, D. (2010). Examination of the presence and implications of adolescent risk behavior subgroups. *Journal of Youth & Adolescence*, 35, 541-562.

Belenko, S., Dembo, R., Rollie, M., Childs, K., & Salvatore, C. (2009). Detecting, preventing, and treating sexually transmitted diseases among adolescent offenders: An unmet public health need. *American Journal of Public Health*, 99, 1032-1041.

Dembo, R., Childs, K., Belenko, S., Schmeidler, J., & Wareham, J. (2009). Gender and racial differences in sexually transmitted diseases among justice-involved youth. *Neurobehavioral HIV Medicine*, 1, 9-24.

Dembo, R., Belenko, S., & Childs, K., & Wareham, J. (2009). Drug use and sexually transmitted diseases among female and male arrested youths. *Journal of Behavioral Medicine*, 32, 129-141.

Dembo, R., Belenko, S., Childs, K., Wareham, J., & Schmeidler, J. (2009). Individual and community risk factors and sexually transmitted diseases among arrested youths: A two-level analysis. *Journal of Behavioral Medicine*, 32, 303-316.

Dembo, R., Wareham, J., Greenbaum, P., Childs, K., & Schmeidler, J. (2009). Marijuana use among juvenile arrestees: A two-part growth model analysis. *Journal of Child & Adolescent Substance Abuse*, 18, 379-397.

Wareham, J., Dembo, R., Poythress, N., Childs, K., & Schmeidler, J. (2009). A latent class factor approach to identifying subtypes of juvenile diversion youths based on psychopathic features. *Behavioral Sciences and the Law*, 27, 71-95.

Kkkkkk

Belenko, S., Dembo, R., Weiland, D., Rollie, M., Salvatore, C., Hanlon, A., & Childs, K. (2008). Recently arrested adolescents are at high risk for sexually transmitted diseases. *Sexually Transmitted Diseases*, 35, 758-763.

Lersch, K., Bazley, T., Mieczkowski, T. & Childs, K. (2008). Police use of force and neighborhood characteristics: An examination of structural disadvantage, crime, and resistance. *Policing and Society*, 18, 282-300.

Dembo, R., Jainchill, N., Turner, C., Fong, C., Farkas, S., & Childs, K. (2007). Levels of psychopathy and its correlates: A study of incarcerated youths in three states. *Behavioral Sciences and the Law*, 25, 1-22.

Dembo, R., Schmeidler, J., & Childs, K. (2007). Correlates of male and female juvenile offender abuse experiences. *Journal of Child Sexual Abuse*, 16, 75-94.

TECHNICAL REPORTS

Childs, K., & Frick, P. (2010). An Interim Summary of the Louisiana Models for Change (LaMfC) Data Deliverables: 2006-2008. Louisiana Models for Change: Systems Reform in Juvenile Justice, John D. and Catherine T. MacArthur Foundation.

Lawing, K., Childs, K., & Frick, P. (2009). Review of 2008 Jefferson Parish Informal FINS Files. Louisiana Models for Change: Systems Reform in Juvenile Justice, John D. and Catherine T. MacArthur Foundation.

GRANTS AND CONTRACTS

Co-Principal Investigator (with Paul Frick). "Evaluating the Outcome of the State of Louisiana Models for Change Program: System Reform in Juvenile Justice," John D. and Catherine T. MacArthur Foundation, \$200,000, July 2011 – June 2012.

Subcontractor. "2010 Referrals to the Informal FINS Program in Louisiana," Louisiana Supreme Court, \$5,000, July 2011 – September 2011.

Consultant. "Louisiana Commission on Law Enforcement, Assessment Study of Disproportionate Minority Contact (DMC) with the Louisiana Juvenile Justice System," Grant awarded to GCR, Consulting from the Louisiana Commission on Law Enforcement, subcontract amount \$26,000, May 2010-July 2011.

GRANTS PROPOSALS SUBMITTED

Principal Investigator (with Roberto H. Potter and Kareem Jordan). "The Evans Community School Youth Empowerment Program." Department of Health and Human Services, Office of Minority Health, Requested \$1,500,000, pending.

PRESENTATIONS AT PROFESSIONAL MEETINGS

Kkkkkk

Childs, K., & Vander, J. (2010). Becoming a "data-driven" organization. Joint Northeast Judicial Juvenile Justice Summit, Monroe, LA.

Childs, K., & Bolin, D. (2010). Using data effectively in your daily operations. 30th Annual Louisiana Governor's Conference on Juvenile Justice, New Orleans, LA.

Childs, K. & Bolin, D. (2010). Building a solid organization with data-driven decision-making. Louisiana District Attorney's Association Summit on Juvenile Justice, Baton Rouge, LA.

Childs, K., Dembo, R., Belenko, S., Sullivan, C.J., & Cochran, J.K. (2009). A group-based approach to understanding the association among risky sexual behavior, drug use, and criminal involvement in a sample of newly arrested juvenile offenders. American Society of Criminology, Philadelphia, PA.

Frick, P., & Childs, K. (2009). The importance of data and the use evidence-based practices to district attorneys. Louisiana District Attorney's Association Juvenile Justice Training, Baton Rouge, LA.

Sullivan, C.J., Childs, K., & O'Connell, D. (2009). Examination of the presence and implications of adolescent risk behavior subgroups. Academy of Criminal Justice Sciences, Boston, MA.

Childs, K., Dembo, R., Belenko, S., Wareham, J., & Schmeidler, J. (2008). Individual and community risk factors and sexually transmitted diseases among arrested youths: A two-level analysis. American Society of Criminology, St. Louis, MO.

Dembo, R., Belenko, S., & Childs, K. (2008). Drug use and sexually transmitted diseases among female and male arrested youths. American Society of Criminology, St. Louis, MO.

Dembo, R., Belenko, S., & Childs, K. (2007). Sexually transmitted infections and drug involvement: Interrelated public health problems among high risk youths. (Poster). American Public Health Association, Washington, D.C.

Dembo, R., Childs, K., Wareham, J., & Schmeidler, J. (2007). Family member criminality and delinquent behavior: A growth model of parallel processes. American Society of Criminology, Atlanta, GA.

Gulledge, L., Childs, K., & Sullivan, C. (2007). Delinquent behavior across adolescence: Investigating the shifting salience of criminological predictors. American Society of Criminology, Atlanta, GA.

Belenko, S., Dembo, R., Childs, K., Pich, M., & Lee, P. (2006). Sexually transmitted infections among delinquents: Preliminary prevalence findings among drug users and nondrug users. American Society of Criminology, Los Angeles, CA.

Childs, K., Gulledge, L., & Lynch, M. (2006). Environmental justice in Hillsborough County, FL: An analysis of crime, race, income, and CERCLIS sites. (Poster). American Society of Criminology, Los Angeles, CA.

Dembo, R., Wareham, J., & Childs, K. (2006). Delinquent behavior trajectories among escalating and desisting youths in a high-risk sample. American Society of Criminology, Los Angeles, CA.

Kkkkkk

Childs, K., & Gibson, C. (2005). Low self-control, lifestyles, and violent victimization: Considering the mediating and moderating effects of gang involvement. American Society of Criminology, Toronto, ON.

Thomason, L., Childs, K., & Sellers, C. (2005). Social control and social learning: An integrated approach to gang membership and delinquent behavior. (Poster). American Society of Criminology, Toronto, ON.

Courses Taught

Crime in America (undergraduate)
Criminal Justice Systems (undergraduate)
Research Methods (undergraduate)
Ethics in Criminal Justice (undergraduate)
Theories of Criminal Behavior (graduate)
Juvenile Justice (undergraduate)

TEACHING PHILOSOPHY

The primary goal of teaching is to encourage students to learn and to provide them with the tools and skills necessary to do so. Teachers have an obligation to find the most effective way to accomplish this goal. In my experience, students learn better in an interactive environment that promotes regular interaction between the students and the instructor, critical thinking, group activities, discussion topics, and the application of class material to real world circumstances.

PROFESSIONAL MEMBERSHIPS

American Society of Criminology
Academy of Criminal Justice Sciences

PROFESSIONAL ACTIVITIES

Ad Hoc Reviewer	<i>Journal of Crime & Justice</i>
	<i>Crime & Delinquency</i>
	<i>Journal of Criminal Justice</i>
	<i>Victims & Offenders</i>
	<i>Youth & Society</i>

Kkkkkk

Curriculum Vita

Jacinta M. Gau, Ph.D.
Department of Criminal Justice
University of Central Florida
Orlando, FL 32816
(407) 823-4131
jgau@ucf.edu

Education

Ph.D.	Washington State University
2008	Pullman, WA
<i>Criminal Justice</i>	

Kkkkkk

Dissertation title: "Revisiting Broken Windows: The Effects of
Community Context and Trust in Police."
Dissertation Chair: Travis C. Pratt

M.A.
2005
Criminal Justice

Washington State University—Spokane
Spokane, WA

B.A.
2003
Psychology

Western Washington University
Bellingham, WA

A.A.
2001

Skagit Valley College
Mt. Vernon, WA

Faculty Positions Held

2011 – present

Assistant Professor
Department of Criminal Justice
University of Central Florida

2008 – 2011

Assistant Professor
Department of Criminal Justice
California State University, San Bernardino

Kkkkkk

Peer-Reviewed Publications

- Forthcoming Gau, J.M. & Brunson, R.K. "One question before you get gone...": Consent search requests as a threat to perceived stop legitimacy. *Race and Justice*. Accepted July 30, 2012. Forthcoming October, 2012.
- Forthcoming Gau, J.M., Terrill, W., & Paoline, E.A., III. Looking up: Explaining police promotional aspirations. *Criminal Justice & Behavior*. Accepted July 23, 2012.
- 2012 Gau, J.M., Corsaro, N., Stewart, E.A., & Brunson, R.K. (2012). Examining macro-level impacts on procedural justice and police legitimacy. *Journal of Criminal Justice*, 40(2), 333-343.
- 2012 Olusanya, O. & Gau, J.M. (2012). Race, neighborhood context, and recidivism prediction. *Criminal Justice Studies*, 25(2), 159-175.
- 2012 Gau, J.M. & Gaines, D.C. (2012). Top-Down management and patrol officers' attitudes about the importance of order maintenance policing: A Research Note. *Police Quarterly*, 15(1), 45-61.
- In press Brunson, R.K. & Gau, J.M. (in press). Officer race versus macro-level context: A test of competing hypotheses about black citizens' experiences with and perceptions of black police officers. *Crime & Delinquency*.
- 2011 Gau, J.M. (2011). The convergent and discriminant validity of procedural justice and police legitimacy: An empirical test of core theoretical propositions. *Journal of Criminal Justice*, 39, 489-498.
- 2010 Gau, J.M. & Brunson, R.K. (2010). Procedural justice and order maintenance policing: A study of inner city young men's perceptions of police legitimacy. *Justice Quarterly*, 27(2), 255-279.
- 2010 Gau, J.M. (2010). A longitudinal analysis of citizens' attitudes about police. (2010). *Policing: An International Journal of Police Strategies & Management*, 33(2), 236-252.
- 2010 Gau, J.M. & Pratt, T.C. (2010). Revisiting broken windows theory: Examining the sources of discriminant validity of perceived disorder and crime. *Journal of Criminal Justice*, 38, 758-766.
- 2010 Gau, J.M., Mosher, C., & Pratt, T.C. (2010). An inquiry into the impact of suspect race on police use of Tasers. *Police Quarterly*, 13(1), 27-48.

Kkkkkk

- 2010 Gau, J.M. (2010). Basic principles and practices of structural equation modeling in criminal justice and criminology research. *Journal of Criminal Justice Education*, 21(2), 136-151.
- 2010 Pratt, T.C., Cullen, F.T., Sellers, C.S., Winfree, T., Madensen, T.D., Daigle, L.E., Fearn, N.E., & Gau, J.M. (2010). The empirical status of social learning theory: A meta-analysis. *Justice Quarterly*, 27(6), 765-802.
- 2010 Gau, J.M. & Wiecko, F.M. (2010). Hell hath no Fury: A gender-dichotomized analysis predicting pro-Life/pro-death penalty attitudes. *Journal of Religion & Society*, 12 (online journal).
- 2008 Gau, J.M. & Pratt, T.C. (2008). Broken windows or window dressing? Citizens' (in)ability to tell the difference between disorder and crime. *Criminology & Public Policy*, 7(2), 163-194.
- 2008 Gau, J.M. (2008). A neighborhood-level analysis of concealed hand-gun permits. *Policing: An International Journal of Police Strategies and Management*, 31(4), 674-693.
- 2008 Wiecko, F.M. & Gau, J.M. (2008). Every life is sacred... kind of: Uncovering the sources of seemingly contradictory attitudes toward abortion and the death penalty. *The Social Science Journal*, 45(4), 546-564.

Under Review

Gau, J.M. Consent searches as a threat to procedural justice and police legitimacy: An analysis of consent requests during traffic stops. *Criminal Justice Policy Review*. June 6, 2012.

Books

- 2013 Gau, J.M. (2012/2013). *Introductory statistics for criminology and criminal justice*. Thousand Oaks, CA: SAGE Publications.
- 2010 Pratt, T.C., Gau, J.M., & Franklin, T. (2010). *Key ideas in criminology and criminal justice*. Thousand Oaks, CA: SAGE Publications.

Book Chapters

Kkkkkk

- Forthcoming Brunson, R.K. & Gau, J.M. (forthcoming). Race, place, and inner-city policing. In Michael D. Reisig & Robert J. Kane (Eds.), *The Oxford handbook on police and policing*. Oxford University Press.
- 2011 Gau, J.M. & Gursoy, D. (2011). Relationship analysis: t-tests, cross tabulations, and ANOVA. In E. Sirakaya-Turk, M. Uysal, W. Hammitt, and J. Vaske (eds.), *Research methods for leisure, recreation and tourism*. United Kingdom: CABI Publishers.
- 2009 Pratt, T.C. & Gau, J.M. (2009). Social disorganization theory. In J. Heith Copes & Volkan Topalli (Eds.), *Criminology theory: The reader* (pp. 104 – 112). New York: McGraw-Hill.

Other Publications

- 2012 Gau, J.M. (2012). Broken windows theory. In H. Copes and C. Forsyth (Eds.), *Encyclopedia of Social Deviance*. Thousand Oaks: Sage Publications.
- 2012 Gau, J.M. (2012). Organizational change and police legitimacy. In G. Bruinsma and D. Weisburd (Eds.), *Encyclopedia of Criminology and Criminal Justice*. New York, NY: Springer.
- 2012 Gau, J.M. & Pratt, T.C. (2012). The discriminant validity of disorder and crime. In G. Bruinsma and D. Weisburd (Eds.), *Encyclopedia of Criminology and Criminal Justice*. New York, NY: Springer.
- 2010 Gau, J.M. (2010). Broken windows theory. In Francis Cullen & Pamela Wilcox (Eds.), *Encyclopedia of Criminological Theory*. Thousand Oaks, CA: SAGE Publications.
- 2006 Beattie, M. & Gau, J.M. (2006). Workplace violence in hotels. In D. Rutherford (Ed.), *Hotel operations*, (4th ed.). New York: John Wiley & Sons.

Research and Technical Reports

- 2010 Gaines, L.K., Gau, J.M., & Gaines, D.C. (2010). "Report to the San Bernardino Police Department: Results of the 2009 Employee Survey." Prepared for the San Bernardino Police Department.
- 2007 Gau, J.M. (2007). "Eighth periodic survey of public attitudes toward the Washington State Patrol: Focus on racial profiling and aggressive driving and longitudinal assessment, 1992 – 2007." Prepared for the Washington State

Kkkkkk

Patrol and the Division of Governmental Studies and Services, Washington State University. Available on the WSP website at <http://www.wsp.wa.gov/publications/stopdata.htm>

Research Award

- 2011 Highly Commended Paper Award for the article: A longitudinal analysis of citizens' attitudes about police. (2010). *Policing: An International Journal of Police Strategies & Management*, 33(2), 236-252.

Grant Activity

- 2012 Gau, J.M. (Principal Investigator), Potter, R.H. (Co-PI), & Johnson, L. (Co-PI). Non-Medical use of Prescription Drugs: Policy Change, Law Enforcement Activity, and Diversion Tactics. Proposal submitted to National Institute of Justice (NIJ-2012-3094) May 16, 2012. Amount proposed: \$250,000.
- 2009 College of Social and Behavioral Sciences Professional Development Grant for Probationary Faculty. Grant amount: \$4,000.

Graduate Committee Work

- 2009-2010 Master's Thesis Committee Chair for D. Cody Gaines, California State University, San Bernardino.

Consulting Activities

- 2010-2011 Consultant for the San Bernardino Police Department in its development of a Strategic Plan

Continuing Education

- 2009 5-Day Multilevel Modeling Seminar hosted by Dr. Jennifer Krull of University of California, L.A.

Conference Presentations

- 2011 Brunson, R.K. & Gau, J.M. "Beyond perceptions of racial discrimination: Additional challenges to police legitimacy." American Society of Criminology, Washington, DC, November. Special panel compiled by Patrick Carr.
- 2011 Gau, J.M., Corsaro, N.C., Stewart, E., & Brunson, R.K. "The role of social cohesion in police legitimacy: Integrating macro level conditions with a psychological process." American Society of Criminology, Washington, DC, November.

Kkkkkk

- 2010 Gau, J.M. & Gaines, D.C. "Order Maintenance Policing as a Top-Down Strategy: Do Patrol Officers agree that Disorder is the Problem?" American Society of Criminology, November, San Francisco.
- 2010 Gau, J.M. & Brunson, R.K. "Procedural Justice and Order Maintenance Policing: A Study of Inner-City Young Men's Perceptions of Police Legitimacy." *Justice Quarterly* invited poster session. Academy of Criminal Justice Sciences, February, San Diego.
- 2009 Gau, J.M. & Brunson, R.K. "Police corruption and citizens' perceptions." American Society of Criminology, November, Philadelphia.
- 2009 Pratt, T.C., Gau, J.M., Cullen, F.T., & Daigle, L. "What the National Youth Survey Tells Us about Social Learning Theory: A Meta-Analysis." Academy of Criminal Justice Sciences, March, Boston.
- 2008 Gau, J.M. & Brunson, R.K. "Procedural Justice and Order Maintenance Policing: A Study of Inner-City Young Men's Perceptions of Police Legitimacy." American Society of Criminology, November, St. Louis. Special panel compiled by Ronald Weitzer.
- 2007 Gau, J.M. & Wiecko, F.M. "Hell hath no Fury: A Gender Dichotomized Analysis Predicting Pro-Life and Pro-Death Penalty Attitudes." American Society of Criminology, November, Atlanta.
- 2007 Gau, J.M. & Pratt, T.C. "Perceptions of Crime and Disorder: Does Community Context Matter?" Academy of Criminal Justice Sciences, March, Seattle.
- 2006 Gau, J.M. "Measurement Issues in Crime and Disorder Research: A Test of Competing One- and Two-Factor Models." American Society of Criminology, November, Los Angeles.
- 2006 Wiecko, F. & Gau, J.M. "Killing in Context: Exploring the Nexus between Death Penalty Support and Abortion Opposition." American Society of Criminology, November, Los Angeles.
- 2005 Gau, J.M. "Making the Transition: Reentry and the Curtailment of Recidivism." American Society of Criminology, November, Toronto, Ontario.
- 2005 Brody, D. & Gau, J.M. "Fear of Crime in Eastern Washington: Analysis of Project Safe Neighborhoods Survey Data." Academy of Criminal Justice Sciences, March, Chicago.
- 2004 Brody, D., Roberts, M., & Gau, J.M. "Knowledge and Attitudes about Juries." American Society of Criminology, November, Nashville.

Teaching Experience*Graduate Level*

- 2011 Foundations of Law Enforcement, University of Central Florida
- 2011-present Policy Analysis, University of Central Florida

Undergraduate Level

- 2008 – 2011 Statistics, California State University, San Bernardino
- 2008 – 2011 Criminal Procedure, California State University, San Bernardino (online and live)

Kkkkkk

- 2008 – 2011 Law and Courts, California State University, San Bernardino (online and live)
- 2009 Women and Crime, California State University, San Bernardino
- 2008 Criminal Procedure, Washington State University
- 2007 Introduction to American Policing, Washington State University
- 2006 Crime Control Policy, Washington State University (online and traditional)

Invited Presentations

- 2007 *Criminal Justice and Public Policy*. Department of Political Science, WSU
- 2007 *Disorder and Crime: Focusing on Methods*. Department of Political Science and Criminal Justice, WSU.
- 2006 *Crime and Fear of Crime in Tourism: Measurement and Implications for the Industry*. Department of Hospitality, WSU
- 2005 *Code Enforcement & Order Maintenance*. Training session for Toppenish Police Department and City Hall employees; Toppenish, WA
- 2005 *Fear of Gun Violence in Eastern Washington: The Importance of Community*. Keynote address at the conference of the Washington Association of Sheriffs and Police Chiefs; Wenatchee, WA.

University and Department Service

- 2011-present UCF Department of Criminal Justice Graduate Committee
- 2010-2011 CSUSB California Faculty Association Committee on Deliverology and Rapid Response
- 2010 & 2011 CSUSB California Faculty Association Elections Committee
- 2010-2011 Social and Behavioral Sciences Representative to the SOTE Online Ad Hoc Committee
- 2009-2011 CSUSB California Faculty Association co-representative to the Department of Criminal Justice
- 2009-2011 College of Social and Behavioral Sciences Representative to the CSUSB Faculty Senate
- 2009-2010 Associate Director of the Center for Criminal Justice Research
- 2009-2009 Judge at the annual student paper competition
- 2009-2009 Member of the university-wide Copyright and Fair Use Committee
- 2008-2008 Member of CSUSB CJUS Part-Time Faculty Evaluation Committee

Service to the Discipline

- 2012 Reviewer for *Journal of Criminal Justice*
- 2011 Reviewer for *Journal of Criminal Law & Criminology*
- 2009-present Repeat reviewer for *Justice Quarterly*
- 2009-present Repeat reviewer for the *Social Science Journal*

Kkkkkk

2009-present Repeat reviewer for the *International Journal of Offender Therapy and Comparative Criminology*

2009-present Repeat reviewer for *Police Quarterly*

2009-present Repeat reviewer for *City & Community*

2008 Reviewer for the *Journal of Research in Crime and Delinquency*

2008 Panel Chair, "Discriminatory Policing and Traffic Stops." ASC, St. Louis.

2007 Panel Chair, "Policing." ASC, Atlanta.

2007 Panel Chair, "Communities and Crime." ACJS, Seattle.

Professional Associations

American Society of Criminology

Academy of Criminal Justice Sciences

Graduate Research Experience

2003 – 2005 WSU Division of Governmental Studies and Services research assistant for the Eastern Washington Project Safe Neighborhoods grant. Original grant amount: \$124,817.00.

Kkkkkk

Professional References

Dr. Travis C. Pratt
Professor
School of Criminology and Criminal Justice
Arizona State University
411 N. Central Ave.
Phoenix, AZ 85004-4420
(602) 496-2355
tcpratt@asu.edu

Dr. Rod K. Brunson
Associate Professor
School of Criminal Justice—Center for Law and Justice
Rutgers University
123 Washington Street
Newark, NJ 07102
(937) 353-5030
rodbruns@andromeda.rutgers.edu

Dr. Clayton Mosher
Associate Professor and Associate Chair
Department of Sociology
Washington State University, Vancouver
14204 NE Salmon Creek Avenue
Vancouver, WA 98686-9600
(360) 546-9439
cmosher@vancouver.wsu.edu

Kkkkkk

STEPHEN T. HOLMES, Ph.D.

327 Rockafellow Way
Orlando, Florida 32828
Email: sholmes@mail.ucf.edu
Telephone / fax: (407) 306-0355 (407) 823-1798

*Department of Criminal Justice & Legal Studies
College of Health and Public Affairs
University of Central Florida 32816-2200
Telephone: (407) 823-2211*

EMPLOYMENT

2010-Present	Associate Vice President for Academic Initiatives. University of Central Florida Regional Campus Administration
2009-2010	Associate Professor and Criminal Justice Graduate Coordinator College of Health and Public Affairs University of Central Florida
2004-2008	Associate Dean of Graduate Studies and Technology College of Health and Public Affairs University of Central Florida
2003-2004	Associate Dean of Resource, Planning and Management College of Health and Public Affairs University of Central Florida
1997-2003	Associate Professor Department of Criminal Justice and Legal Studies University of Central Florida

EDUCATION

June 1997	Ph.D. Criminal Justice, University of Cincinnati Dissertation: The Occupational Definition of Police Use of Excessive Force.
June 1990	M.A. Sociology, University of Louisville Thesis Title: Women Who Kill: An Empirical Investigation of Female Homicide Offenders in Kentucky 1979-1989
June 1988	B.S., Justice Administration, University of Louisville,

Kkkkkk

AWARDS

April 2002 Teaching Incentive Program Award (TIP), University of Central Florida

May 1991 Graduate Dean Citation Award, University of Louisville

BOOKS

- 2010 Holmes, Ronald and Stephen T. Holmes. *Violence in the United States*. Taylor and Francis. (Publication Pending)
- 2009 Holmes, Ronald and Stephen T. Holmes. *Serial Murder*. Third Edition. Thousand Oaks, CA: Sage Publishing Company
- 2008 Stephen T. Holmes and Ronald M. Holmes. *Sex Crimes: Patterns and Behavior*. 3rd Edition. Thousand Oaks, CA: Sage
- 2008 Holmes, Ronald M. and Stephen T. Holmes. *Profiling Violent Crimes*. 4rd Edition. Thousand Oaks, CA: Sage.
- 2006 Stephen T. Holmes and Ronald M. Holmes. *Sex Crimes: Patterns and Behavior*. 2nd Edition. Thousand Oaks, CA: Sage
- 2005 Ronald M. Holmes and Stephen T. Holmes. *Practical Suicide Investigations*. Thousand Oaks, CA: Sage.
- 2003 Stephen T. Holmes and Ronald M. Holmes. *Emerging Forms of Cultural Violence*. Upper Saddle Creek, NJ: Prentice Hall
- 2002 Holmes, Stephen T. and Ronald Holmes. *Introduction to Criminal Justice: The Players Perspective*. Mason, OH: Thomson
- 2002 Holmes, Stephen. and Ronald. Holmes. *Sex Crimes: Patterns and Behavior*. Thousand Oaks, CA: Sage
- 2002 Holmes, Ronald and Stephen Holmes. *Current Perspectives on Sex Crimes and Sexual Offending*. Thousand Oaks, CA: Sage
- 2002 Holmes, Ronald M. and Stephen T. Holmes. *Profiling Violent Crimes*. 3rd Edition. Thousand Oaks, CA: Sage.
- 2001 Holmes, Ronald and Stephen T. Holmes. *Murder in America*. 2nd Edition. Thousand Oaks, CA: Sage
- 2001 Holmes, Ronald M and Stephen T. Holmes. *Mass Murder*. Upper Saddle Creek, NJ: Prentice Hall.

Kkkkkk

- 1998 Holmes, Ronald M and Stephen T. Holmes. *Serial Murder*: Second Edition. Thousand Oaks, CA: Sage
- 1998 Holmes, Ronald M. and Stephen T. Holmes. *Contemporary Perspectives on Serial Murder*. Thousand Oaks, CA: Sage.
- 1996 Holmes, Ronald M. and Stephen T. Holmes. *Profiling Violent Crime* 2nd Edition Thousand Oaks, CA: Sage.
- 1994 Holmes, Ronald M. and Stephen T. Holmes. (1994) *Murder in America*. Thousand Oaks, CA Sage

REFEREED ARTICLES

- 2006 Blevins, K. R., Cullen, F. T., Frank, J., Sundt, J. L., & Holmes, S. T. (2006). Stress and Satisfaction Among Juvenile Correctional Workers: A Test of Competing Models. *Journal of Offender Rehabilitation*, 44(2/3), 25p.
- 2003 Henych, Mark, Holmes, Stephen and Charles Mesloh. "Cyber Terrorism: An Examination of the Critical Issues" *Journal of Information Warfare*. Volume2, Number 2.
- 2001 King, W., Holmes, S., Henderson, M. and E. Latessa "The Community Corrections Partnership: Examining The Long Term Effects of Youthful Participation in an Africentric Centered Youth Diversion Program". *Crime and Delinquency*, Vol 47 ,4
- 2001 Holmes, Stephen T., Tewksbury, Richard and Ronald Holmes. "Do I Need to Publish? Or If I Don't Will I Perish?" *Humanity and Society*. Vol. 24, no. 4 pgs 375-388.
- 2000 Bohm, R., Reynolds, M and Stephen. Holmes. "Perceptions Of Neighborhood Problems And Their Solutions: Implications For Community Policing." *International Journal of Police Science and Management* Volume 23, No 4.
- 1999 Holmes, Stephen T., Tewksbury, R. and Ronald Holmes "Fractured Identity Syndrome: A New Theory of Serial Murder". *Journal of Contemporary Criminal Justice*. Volume 115 (13).
- 1998 Holmes, Stephen T. Reynolds, K. Michael and Ronald M. Holmes. "Individual and Situational Determinants of Police Force: An Examination of Threat Presentation". *American Journal of Criminal Justice*. Fall
- 1998 Holmes, Ronald. H. Tewksbury, Richard and Stephen T. Holmes. "Hidden JPEGs: A Functional Alternative to Voyeurism." *Journal of Popular Culture* 32: (3) 17-29

Kkkkkk

- 1997 Jefferis, Eric, Holmes, Stephen T. and Robert Kaminski. "Citizens Perceptions of a Critical Event: Examining the Effects of a Videotaped Event." *Journal of Criminal Justice* 25:5.
- 1994 Wooldrege, John, Latessa, Edward J., Hartman, Jennifer and Stephen T. Holmes. "The Effectiveness of a Culturally Specific Community Treatment Program for African American Juvenile Felons." *Journal of Crime and Justice*. Volume 40, Number 4. October
- 1993 Vito, Gennaro F., Holmes, Stephen T., and Deborah Wilson. "Drug Testing in Community Corrections: Results from a Four-Year Program." *The Prison Journal*. Vol. 73, No. 3 & 4.
- 1991 Holmes, Stephen T., Hickey, Eric and Ronald M. Holmes. "Female Serial Killers: An Unknown Terror." *Journal of Contemporary Criminal Justice*. December .
- 1989 Holmes, Ronald M., Deburger, James, and Stephen T. Holmes. "Inside the Mind of the Serial Killer." *The American Journal of Criminal Justice*. Volume 13, No. 1

NON-REFEEREED JOURNAL PUBLICATIONS

- 2002 Mesloh, C., Wolf, R. and Stephen Holmes. "A Pilot Study of the Confounding Effects of "Jute" on Law Enforcement Canine Training" *Journal of the Academy of Canine Behavioral Theory*, Fall, Vol. 1, No. 3
- 1999 Holmes, Ronald and Stephen T. . Holmes "School Shootings: A Country's Concern" *Law and Order*. June.
- 1997 Holmes, Ronald M. Tewksbury, Richard and Stephen T. Holmes. "Pornography on the Internet" *Law and Order* September. Pp. 63-64.
- 1993 Holmes, Ronald M., Stephen T. Holmes, and Jerrie Unholz. "Female Pedophilia: A Hidden Abuse." Law and Order. August.
- 1992 Holmes, Ronald M. and Stephen T. Holmes. "Understanding Mass Murder: A Starting Point." Federal Probation. March .
- 1989 Holmes, Ronald M. and Stephen T. Holmes. (1989) "Multicide in America," Knightbeat. Fall,.

NON-REFEEREED BOOK CHAPTERS AND REVIEWS

- 2009 Stephen Holmes. "Homicide, Serial and Mass Murder." In Handbook of Deviant Behavior. Ed. Clifton Bryant. Taylor and Francis Publishers.

Kkkkkk

- 2003 Stephen T. Holmes, M. Reynolds, S. Faulkner and R. Holmes. "Individual and Institutional Determinants of Police Force: An Examination of Threat Presentation" in . In Holmes and Holmes *Emerging Forms of Cultural Violence*. Prentice Hall: Upper Saddle River, NJ (Forthcoming
- 2002 Holmes, R., West, A. and Stephen T. Holmes. (2002) Letters from Convicted and Alleged Serial Killers: A Content Analysis *Serienmord*. (Ed.) Sebastian Scheerer.
- 2000 Holmes, Stephen T.. "Policing on the Web: Cyber Review of APB Online". *Policing: An International Journal of Police Strategies and Management*, Vol 23,3 pgs. 404-407.
- 2000 Faulkner, S. and S. Holmes. "Individual and Situation Determinates of Law Enforcement Use of Force". In S. Faulker's *Use of Force: Decision Making and Legal Precedence*. Columbus, OH: The Office of the Attorney General. Pp. 95-124.
- 1999 Holmes, Stephen T., Hickey, Eric and Ronald M. Holmes. "Female Serial Murderesses: Constructing Differentiated Typologies" in Elliott Leyton's (ed.) *Serial Murder*. Ashgate Publishing.
- 1999 Vito, Gennaro., Holmes, Stephen T., Keil, Thomas J and Deborah Wilson. "Drug Testing in Community Corrections." In M. Dantzker et al. *Practical Applications in Criminal Justice Statistics*. Butterworth, Boston, Heinemann (REPRINT)
- 1998 Holmes, Stephen T., Hickey, Eric and Ronald M. Holmes. "Female Serial Murderesses: The Unnoticed Terror" in Holmes and Holmes (ed). *Contemporary Perspectives on Serial Murder*. Sage: Beverly Hills, CA.
- 1998 Holmes, Stephen. Holmes, Ronald and James Deburger "Inside the Mind of the Serial Murderer" in Holmes and Holmes (ed). *Contemporary Perspectives on Serial Murder*. Sage: Beverly Hills, CA. (REPRINT)
- 1998 Holmes, Stephen T. and Ronald M. Holmes. "Selected Problems in Serial Murder Investigations" in Holmes and Holmes (ed). *Contemporary Perspectives on Serial Murder*. Sage: Beverly Hills, CA.
- 1995 Holmes, Ronald M. and Stephen T. Holmes. "Understanding Mass Murder: A Starting Point." in Leonard Glick's *Criminology*. Allyan and Bacon p.232-239.

CURRENT BOOKS AND PAPERS IN PROGRESS

Kkkkkk

- | | |
|------|---|
| 200X | Holmes, Stephen T. “Hip-hop Homicide: The Cultural Transmission of Violence in Contemporary America.” |
| 200X | Holmes, Stephen T. (200X) “Defining a Consensus: Expert Opinions vs. the Profession – What Really Matters”. |

EVALUATION REPORTS DELIVERED

- | | |
|------|--|
| 2006 | Holmes, Stephen T. “Technical Assistance Manual: 311 in Orange County Florida.” Office of Community Oriented Policing Services, US. Department of Justice. Washington, DC |
| 2006 | Holmes, Stephen T. “Evaluation of 311 in Orange County Florida.” Office of Community Oriented Policing Services, US. Department of Justice. Washington, DC. |
| 1999 | Frank, James. and Stephen. Holmes. “Defining the Appropriate Parameters of the Use of Force Within Juvenile Correctional Facilities: An Exploratory Analysis of Officers’ Opinions and Perceptions” Final Report Delivered to the Ohio Department of Youth Services. August, 16, |
| 1999 | Holmes, Stephen T. and Christine Famega Phoenix Arizona,: Non-emergency Call Site Report. Submitted to the University of Cincinnati's Criminal Justice Research Center in partial requirements for NIJ's grant "An Assessment to Four Approached to Handling Citizen Calls for Service |
| 1999 | Holmes, Stephen T. and K. Michael Reynolds "Osceola County Sheriffs Office Problem Solving Grant" Submitted to the Osceola County Sheriffs Office and the Office of Community Oriented Police, Washington DC |
| 1995 | Latessa, Edward, Barton, Shannon and Stephen T. Holmes. Report to Clermont County Juvenile Court. June |
| 1995 | Latessa, Edward, Holmes, Stephen T. and William King. Evaluation Report on the Effectiveness of the Hamilton County Juvenile Court’s Community Corrections Partnership. March |

GRANTS PROPOSALS FUNDED

- | | |
|------|--|
| 2002 | Lawther, Wendell and Stephen T. Holmes. An Evaluation of the Greater Orlando Incident Management Program. University of Central Florida, DSR Grant (\$7,500) |
|------|--|

Kkkkkk

- | | |
|------|--|
| 2001 | Holmes, Stephen and Bernard McCarthy. An Evaluation of Orange County's 311 System. Office of Community Oriented Policing Service: Washington, DC. \$125,000 |
| 1998 | Green-Mazerolle, Lorraine., Eck, John., Frank, James and Stephen T. Holmes Reducing Non-Emergency Calls to 9-1-1. An Assessment to Four Approached to Handling Citizen Calls for Service. Submitted to the National Institute of Justice's 311/911 Solicitation (March 23, 1998) \$400,000. Funded NIJ 07/11/98. |
| 1998 | Holmes, Stephen and Samuel Faulkner (1998-9) Court Room and Court Actor Security: A Training Proposal to the Attorney Generals Office. April 1998 |
| 1998 | Holmes, Stephen T. and K. Michael Reynolds. Decision Making in Police-Citizen Encounters: A Factorial Approach. University of Central Florida, DSR Grant (\$7,500) |
| 1998 | Bohm, Robert, Reynolds, K. and Stephen T. Holmes. Crime Mapping. US Department of Justice and the Osceola County Sheriffs Office. (\$5,200) |

GRANTS PROPOSALS WRITTEN/SUBMITTED (NOT FUNDED)

- | | |
|------|---|
| 2000 | Lawther, Wendall and Stephen T. Holmes. "An Evaluation of the Greater Orlando Incident Management Program". Submitted to the National Center for Simulation and Training. December. \$50,000 |
| 1999 | Reynolds, K. Michael, Watkins, R. and Stephen T. Holmes. "Crime Analysis" A National Examination of the Roles, Responsibilities, and Resources Requirements of Crime Analysts in the United States.". Submitted to the National Institute of Justice's Investigator Initiated Solicitation (December) |
| 1998 | Holmes, Stephen T., Reynolds, K. Michael, King, William R. and Robert H. Langworthy. "The Impact of the Institutional Environment on Municipal Police Organizations." Submitted to the National Institute of Justice's Solicitation for Policing Research and Evaluation Solicitation (July 20) \$202,000 |
| 1998 | Surette, Raymond, Holmes, Stephen T, and Michael Reynolds. "The Organizational Impact of Compstat on Crime Reporting in New Orleans, Louisiana." Submitted to the National Institute of Justice's Investigator Initiated Solicitation. \$266,333.54 (Resubmittal) |
| 1997 | K Michael Reynolds, Holmes, Stephen T., and Ray Surette. (1997) The Organizational Impact of Compstat on Crime Reporting in New Orleans, |

Kkkkkk

Louisiana. Submitted to the National Institute of Justice's Investigator Initiated Solicitation \$266,333.54

NATION & INTERNATIONAL SPEAKING ENGAGEMENTS AND PAPERS DELIVERED

- | | |
|------|--|
| 2011 | Holmes, Stephen T. Profiling Violent Crimes. Paper Delivered to the International Conference of the Korean National Police Academy. Seoul, South Korea. |
| 2000 | Holmes, S. and J. Frank Predictors of Force Decisions in Correctional Facilities: Results of a Statewide Study. Paper presented at the 37 Annual Meeting of the Academy of Criminal Justice Sciences Conference in New Orleans, LA. March 24, 2000: Panel 340 (Supermax Prisons and Inmate Behavior. |
| 2000 | Bohm, R. Reynolds, M. and S. Holmes Community Policing: Partnership with Whom? Paper presented at the 37 Annual Meeting of the Academy of Criminal Justice Sciences Conference in New Orleans, LA. March 24, 2000: Panel 318 (Community Policing: What About the Community?) |
| 1999 | Holmes, Stephen T. Frank, James, Sundt, Jody and Francis T. Cullen (1999) "The Use of Force by Juvenile Correctional Personnel: Does Correctional Ideology, Institutional Type and Custodial Responsibility Matter" At the "The Impact of Risk Assessment and Personnel Attitudes on Juvenile Justice Processing" Panel, Academy of Criminal Justice Sciences Meeting in Orlando, Florida March 13 th |
| 1999 | Holmes, Ronald M. Tewksbury, Richard T. and Stephen T. Holmes. Pornography on the Internet: A Look at the Impact of Primary, Secondary and Repeat Victimization. Academy of Criminal Justice Sciences Orlando. March |
| 1998 | Holmes, Stephen. Participant at the "Non-emergency Call System Assessment Kickoff Meeting". National Institute of Justice and the Office of Community Oriented Policing Services, Washington, DC. December 15. |
| 1998 | Holmes. Stephen T. Holmes. Ronald M. and Richard Tewksbury. "Hidden Jpegs: A Functional Alternative to Voyeurism" 35 th Annual Meeting of the Academy of Criminal Justice Sciences. Albuquerque, New Mexico. |

Kkkkkk

- 1998 Holmes., Stephen T., Reynolds, Michael., Holmes, Ronald M. and Faulkner, Samuel. "Individual and Situational Determinants of Police Force: An Examination of Threat Presentation" 35th Annual Meeting of the Academy of Criminal Justice Sciences. Albuquerque, New Mexico.
- 1997 Holmes, Stephen T. and Samuel Faulkner "Less Than Lethal Force Options" 1997 Ohio Attorney General's Conference on Law Enforcement. October
- 1997 Holmes, Stephen T. and Samuel Faulkner "Defining the Parameters of Appropriate Force." Academy of Criminal Justice Sciences, Louisville, KY March
- 1996 Holmes, Stephen T. and Eric Jefferis. "Citizens Perceptions of a Critical Event: Examining the Effects of a Videotaped Event." Academy of Criminal Justice Sciences. March
- 1996 Holmes, Stephen T. and Raymond Downs "The Use of Technology to Enhance Police Field Operations." Community Council Meeting, Dallas Texas, October.
- 1996 Holmes, Stephen T. "In Search of the Occupational Definition of Appropriate Police Force: Some Preliminary Findings." American Society of Criminology, Chicago, Ill. Nov
- 1995 Wooldrege, John, Latessa, Edward J., Hartman, Jennifer and Stephen T. Holmes. "The Effectiveness of a Culturally Specific Community Treatment Program for African American Juvenile Felons." Academy of Criminal Justice Sciences. Chicago, Ill March
- 1993 Holmes, Stephen T. "The Determinants of the Police Division of Labor." Midwest Criminal Justice Association. Fall
- 1992 Latessa, Edward J. and Stephen T. Holmes. "Testing the Effects of a Mandatory Parenting Program." Midwest Criminal Justice Association. Fall.
- 1992 Holmes, Stephen T., Vito, Gennaro and Deborah Wilson. "Drug Testing in Community Corrections." The Academy of Criminal Justice Sciences. March
- 1992 Holmes, Stephen T. "Hate Groups and Homicide." The Academy of Criminal Justice Sciences. March
- 1991 Holmes, Stephen T. "Women Who Kill: A Test of Pollak's Chivalry Hypothesis." Midwest Criminal Justice Association. Fall

Kkkkkk

- 2005 Holmes, Stephen T. "Homicide Investigation and Psychological Profiling." Invited address to the students and faculty at Central Connecticut State University.

UNIVERSITY AND PROFESSIONAL SERVICE:

UNIVERSITY COMMITTEES

- 2009-Present *College of Graduate Studies Presidential and Trustee Fellowship Committee.* University of Central Florida.
- 2003-2007 *Graduate Strategic Planning Committee.* University of Central Florida.
- 2005, 2007 *Undergraduate Teaching Equipment, Selection Committee*
- 2001 *Undergraduate Education Conversations* University of Central Florida, Provost Office Meetings on Excellence in Undergraduate Education. March 9
- 2005 *Faculty Center for Teaching and Learning.* University of Central Florida, Advisory Board

COLLEGE COMMITTEES

- 1999-Present College of Health and Public Affairs, Research Committee
- 1999-2000 College of Health and Public Affairs, Department of Criminal Justice Awards Committee.
- 2001 Public Affairs PhD., Statistic Qualifying Exam. Second Reader
- 2002 Public Affairs PhD., Statistic Qualifying Exam. First Reader, Spring and Summer
- 2003-Present COHPA Graduate Council.

DEPARTMENT COMMITTEES

- 1997-2003 Faculty Search Committee
- 1997-2003 Undergraduate Curriculum Committee

Kkkkkk

1997-2003	Graduate Curriculum Committee
1999-2000	Nominations Committee
2001-2003	Ph.D. Planning Committee
2004-Present	Graduate Program Committee

OTHER SERVICE

1996	Panel Moderator for “Community Policing and Problem Solving.” National Institute of Justice’s Annual Research and Evaluation Conference. Washington, DC August
1997	Panel Moderator for “Domestic Violence Initiatives.” National Institute of Justice’s Locally Initiated Cluster Conference. Washington, DC January
1997	Panel Moderator for “Getting Started in Collaborations.” National Institute of Justice’s Locally Initiated Cluster Conference. Washington, DC January,
1997	Panel Moderator for “Results from Evaluations of Technological Advancements in Security and Crime Prevention.” Annual Meeting of the Academy of Criminal Justice Sciences. Louisville, Kentucky, March
1997	Panel Moderator for “Role of Police Managers in Research.” National Institute of Justice’s Locally Initiated Cluster Conference. Washington, DC January
1998	“NIJ Peer Panel for Solicitation for Policing Research and Evaluation.” Locally Initiated Section. August 12. Washington, DC, U.S. Department of Justice.
1998	NIJ Peer Panel for Solicitation for Policing Research and Evaluation.” Measuring What Matters Section. August 12. Washington, DC, U.S. Department of Justice.
1998	Moderator and Discussant for “Controlling Police Use of Force Panel” at the Academy of Criminal Justice Sciences Meeting in Albuquerque New Mexico. March.
1998-1999	<i>Academy of Criminal Justice Sciences</i> . Local Arrangement Committee. Orlando, Florida
1999-Present	Book Review editor for the journal <i>Policing: An International Journal of Police Strategies and Management</i>

Kkkkkk

- 1999 Panel Moderator "The Impact of Risk Assessment and Personnel Attitudes on Juvenile Justice Processing". At the Academy of Criminal Justice Sciences Meeting in Orlando, Florida March 13th
- 2001 "Office of Community Oriented Policing Services Cluster Conference on the Implementation of 311 Systems." Washington, DC: U.S. Department of Justice. February 26-27
- 2001 "NIJ Peer Panel for Investigator Initiated Solicitation." Panel: Violence and Other Crime. Washington, DC: U.S. Department of Justice. February 28

THESES AND DISSERTATIONS

- | | | |
|------|--------|--|
| 2012 | Chair | Jeffrey McDonald. "Peace Officer Burnout: An Examination of Burnout Among Peace Officers in Central Florida." University of Central Florida. Ph.D. Program in Public Affairs. (COMPLETE) |
| 2011 | Chair | Schaefer, Jay. "Access to Health Care and Providers in the Greater Central Florida Region." University of Central Florida, Ph.D. Program in Public Affairs. (COMPLETE) |
| 2008 | Chair | Miller, Mike. "Examining the Effect of Organizational Policy Change on Taser Effectiveness." University of Central Florida, Ph.D. Program in Public Affairs. (COMPLETE) |
| 2009 | Member | Amber Dukes. "Factors mediating attraction to individuals with psychopathic traits" University of Central Florida. Department of Psychology. Honors in Major (COMPLETE) |
| 2007 | Chair | Houghland, Steven "Exploring the Impact of Law Enforcement Accreditation: Do Outside Licensing Boards Decrease Civil Liability." University of Central Florida, Ph.D. Program in Public Affairs. (COMPLETE) |
| 2003 | Chair | Melsoh, Charles. (July, 2003). "An Examination Of Canine Use Of Force In The State Of Florida". University of Central Florida, Ph.D. Program in Public Affairs. (COMPLETE) |
| 2003 | Chair | Henych, Mark, (September 29, 2003) "Perceptions of Computer Crime in the State of Florida and Future Policy." University of Central Florida, Ph.D. Program in Public Affairs. (COMPLETE) |
| 2008 | Member | Polcynski, Christa, "The Driving Force: A comparative analysis of gang-motivated firearm homicides." University of Central Florida. Ph.D. in Applied Sociology. (COMPLETE) |

Kkkkkk

2008	Member	Ferrandion, Joseph. Evidence Based Policies on Sex Offender Treatment and Confinements. University of Central Florida, Ph.D. Program in Public Affairs (In Prgress)
2006	Member	Russo, Charles. “AVL and Response Tome Reduction: Image and Reality.” University of Central Florida, Ph.D. Program in Public Affairs. (COMPLETE)
2003	Member	Devenny, Joah. “Critical Digital Infrastructure Protection and the Intergovernmental Activities of Information Technology Directors in Florida County.” University of Central Florida, Ph.D. Program in Public Affairs. (COMPLETE)
2003	Member	Ferguson, Christopher. “Development and Validation of a Defendant and Offender Screening Tool for Psychopathy in Inmate Populations.” University of Central Florida, PhD. Program in Clinical Psychology. (COMPLETE)

COMMUNITY ADDRESSES

1998	“Technology and Law Enforcement: What to Expect in the 21 st Century.” East Orlando Chapter of the Kiawana’s Club. August 18
2000	“Policing in a Free Society”. World Alliance of the Central Police University.” Sponsored by the Taiwanese Chamber of Commerce. Orlando, FL (October 9
2002	“3-Digit Non-Emergency Numbers and Its Impact on Local Governance” Orange County Public Safety Answering Points, June
2008	“Protecting our Children” Invited Speaking engagement for the Orlando Bar Association to Teachers and Administrations of Orange County Public Schools.
2012	Profiling Violent and Serial Crime. Florida Department of Law Enforcement. Kissimmee Florida at the Osceola County Sheriffs Office.
2012	Pedophiles and Hebeephiles: Protecting Our Nations Youth. Central Florida Sex Offender Task Force. Osceola County Sheriffs Office.

REVIEWER FOR PROFESSIONAL JOURNALS

American Journal of Police
 American Journal of Criminal Justice
 Policing: An International Journal of Police Strategies and Management
 Sage Publications
 Criminal Justice and Behavior
 Homicide Studies

Kkkkkk

MAJOR AREAS OF INTEREST

Community Policing
Police Policy Development
Program Evaluation
Violent Crime and Homicide
Community Crime Prevention
Theories of Social Control, Deterrence and Regulation

TEACHING EXPERIENCE:

Undergraduate

Criminal Justice System, University of Central Florida
Policing in the Twentieth Century, University of Cincinnati.
History and Philosophy of Criminal Justice, University of Cincinnati.
Sex Offenders and the Criminal Justice System, University of Central Florida
Police and Society, University of Central Florida
Origins of Criminal Justice, University of Central Florida

Masters

Applied Criminal Justice Research Methods, University of Central Florida
Quantitative Methods, University of Central Florida
Research and technology Implementation, University of Central Florida

Doctoral

Advanced Quantitative Research Methods

ORGANIZATIONAL MEMBERSHIPS

Academy of Criminal Justice Sciences
American Society of Criminology
Southern Criminal Justice Association
Italian Investigative Psychology Association

Kkkkkk

CURRICULM VITAE

Kareem L. Jordan, Ph.D.

University of Central Florida
Department of Criminal Justice
P.O. Box 161600
Orlando, FL 32816-1600
(407) 823-1306 – office
(407) 823-5360 – fax
Email: kareem.jordan@ucf.edu

Education

Indiana University of Pennsylvania

Doctor of Philosophy in Criminology; May 2005
Master of Arts in Criminology; May 2001
Bachelor of Arts in Criminology Pre-Law (Cum Laude); August 1999
Minor: Political Science

Professional Work History

Assistant Professor of Criminal Justice; August 2011-Present
UCF Department of Criminal Justice

Graduate Coordinator; August 2012-Present
UCF Department of Criminal Justice

Assistant Professor of Criminal Justice; August 2005-August 2011
UNF Department of Criminology & Criminal Justice
Tenure and Promotion to Associate Professor granted Summer 2011

Graduate Director; June 2010-June 2011
UNF Department of Criminology & Criminal Justice

Faculty Associate, Center for Applied Research in Child and Adolescent Development; March
2009-June 2011
University of North Florida

Teaching Associate/Instructor of Criminology; August 2003-July 2005
Indiana University of Pennsylvania

Kkkkkk

Mobile Therapist/Behavior Specialist Consultant; 2003-2005
Community Guidance Center, Indiana, PA

Teaching Experience/Classes Taught

Juvenile Delinquency/Juvenile Justice
Criminological Theory
Offender Treatment
Corrections
Diversity/Multiculturalism in Criminal Justice
Research Methods (Graduate and Undergraduate)
Minorities and Crime (Graduate & Undergraduate)
Quantitative Research Methods/Statistics (Graduate Course)
Criminal Justice Systems (Graduate Course)

Book

Jordan, K. L. (2006). Violent youth in adult court: The decertification of transferred offenders. New York, NY: *LFB Scholarly Publishing*. (Editor-reviewed book)

Peer-Reviewed Journal Articles

Jordan, K. L. The effect of preventive detention on out-of-home Placement: A propensity score matching and multilevel modeling approach (**Accepted on 8/2/12**)
Journal of Juvenile Justice

Jordan, K. L. (2012). Juvenile transfer and recidivism: A propensity matching approach. *Journal of Crime and Justice*, 35(1), 53-67.

Higgins, G. E., Jennings, W. G., **Jordan, K. L.**, & Gabbidon, S. L. (2011). Racial profiling in decisions to search: A preliminary analysis using propensity-score matching. *International Journal of Police Science and Management*, 13(4), 336-347.

Freiburger, T. L., & **Jordan, K. L.** (2011). A multilevel analysis of race on the decision to petition a case in the juvenile court. *Race & Justice: An International Journal*, 1(2), 185-201.

Jordan, K. L., & Myers, D. L. (2011). Juvenile transfer and deterrence: Re-examining the effectiveness of a 'get tough' policy. *Crime & Delinquency*, 57(2), 247-270.

Jordan, K. L., & Gabbidon, S. L. (2010). Race/ethnicity and perceptions of safety among a national sample of Americans. *Criminal Justice Review*, 35(3), 281-294.

Kkkkkk

Jordan, K. L., & Freiburger, T. L. (2010). Examining the impact of race and ethnicity on the sentencing of juveniles in the adult court. *Criminal Justice Policy Review*, 21(2), 185-201.

Jordan, K. L., Gabbidon, S. L., & Higgins, G. E. (2009). Exploring the perceived extent of and citizens' support for consumer racial profiling: Results from a national poll. *Journal of Criminal Justice*, 37(4), 353-359.

Gabbidon, S. L., Penn, E. B., **Jordan, K. L.**, & Higgins, G. E. (2009). The influence of race/ethnicity on the perceived prevalence and support for racial profiling at airports. *Criminal Justice Policy Review*, 20(3), 344-358.

Penn, E. B., Higgins, G. E., Gabbidon, S. L., & **Jordan, K. L.** (2009). Government efforts on homeland security and crime: Public views and opinion. *American Journal of Criminal Justice*, 34(1/2), 28-40.

Higgins, G. E., Gabbidon, S. L., & **Jordan, K. L.** (2008). Examining the generality of citizens' views on racial profiling in diverse situational contexts. *Criminal Justice and Behavior: An International Journal*, 35(12), 1527-1541.

Gabbidon, S. L., Kowal, L. K., **Jordan, K. L.**, Roberts, J. L., & Vincenzi, N. (2008). Race-based peremptory challenges: An empirical analysis of litigation from the U.S. Court of Appeals, 2002-2006. *American Journal of Criminal Justice*, 33(1), 59-68.

Jordan, K. L., & Myers, D. L. (2007). The decertification of transferred youth: Examining the determinants of reverse waiver. *Youth Violence & Juvenile Justice: An Interdisciplinary Journal*, 5(2), 188-206.

Higgins, G. E., & **Jordan, K. L.** (2005). Race and gender: An examination of the models that explain evaluations of the court system for differences. *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 18(1), 81-97.

Jordan, K. L., & Myers, D. L. (2003). Attorneys, psychiatrists and psychologists: Predictors of attitudes toward the insanity defense. *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 16(2), 77-86.

Book Review

Jordan, K. L. (2006). The juvenile justice system: Law and process. *Criminal Justice Policy Review*, 17(3), 380-382.

Submitted Manuscripts

Kkkkkk

Jordan, K. L. Juvenile status and sentence severity: Does it matter in the adult system?
Currently under blind peer review

Wesely, J. K., & **Jordan, K. L.** Not the sum of its parts: Examining the “additive” model of interventions for re-offending among intimate partner violence perpetrators
Currently under blind peer review

Gabbidon, S. L., & **Jordan, K. L.** Public Opinion on the Killing of Trayvon Martin: A Test of the Racial Gradient Thesis
Recently not accepted for publication; will resubmit to another peer-reviewed journal

Funded Research

External Competitive Grants

Childs, K. K. (PI), Potter, R. H. (co-PI), and **Jordan, K. L.** (co-PI)
Evans Community School Youth Empowerment Program
\$1,496,823
United States Department of Health & Human Services (Office of Minority Health)
Currently under review

Wesely, J. K. (PI), & **Jordan, K. L.** (co-PI)
Interventions and Re-offending Among Intimate Partner Violence Perpetrators: A Quantitative and Qualitative Approach
\$292,316
National Science Foundation
Not funded

Wesely, J. K. (PI), & **Jordan, K. L.** (co-PI)
Interventions and Re-offending Among Intimate Partner Violence Perpetrators: A Quantitative and Qualitative Approach
\$392,194
National Institute of Justice (Fiscal year 2011)
Not funded

Jordan, K. L. (PI), & Freiburger, T. L. (co-PI)
2009 Survey of Juveniles Charged in Adult Criminal Courts
\$377,325; U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics (Fiscal year 2010)
Not funded

Internal Competitive Grants

Kkkkkk

Jordan, K. L. (PI)

The effectiveness of transferring juveniles to the adult criminal justice system

\$7500; University of Central Florida (Fiscal year 2012)

Funded (Internal/competitive)

Jordan, K. L. (PI)

Graduate Student Research Grant

\$500; Indiana University of Pennsylvania (2004-2005)

Funded (Internal/competitive)

Non-competitive Contract

Jordan, K. L. (PI)

Evaluating the Implementation and Impact of Youth Offender Program

\$6,600; State Attorney's Office for the 4th Judicial Circuit of Florida (11/1/06-12/31/08)

Funded

Technical Report

Jordan, K. L. (2009). *Evaluation of Youth Offender Programs*. Submitted to the State Attorney's Office for the 4th Judicial Circuit of Florida.

Non-refereed Publication

Jordan, K. L. (2005). Moving from student to faculty: Advice from a neophyte. *Race and Justice Scholar*, 1(2), 15-17. (Official Newsletter for the American Society of Criminology's Division on People of Color and Crime)

Professional Presentations

"The effect of preventive detention on out-of-home Placement: A propensity score matching and multilevel modeling approach"

Kareem L. Jordan

Academy of Criminal Justice Sciences, New York, NY: March 2012

"Juvenile transfer and recidivism: A propensity score matching approach"

Kareem L. Jordan

American Society of Criminology, Washington, DC: November 2011

"A Multilevel Analysis of Race on the Decision to Petition a Case in Juvenile Court"

Tina L. Freiburger and **Kareem L. Jordan**

Academy of Criminal Justice Sciences, Toronto, ON: March 2011

Kkkkkk

“Choose a Ph.D. Program” (Roundtable)

Academy of Criminal Justice Sciences, Toronto, ON: March 2011

“On Campus to Online: The Triumphs and Tribulations of Innovative Teaching” (Roundtable)

American Society of Criminology, San Francisco, CA: November 2010

“Gender and the Processing of Juveniles in the Court System”

Tina L. Freiburger and **Kareem L. Jordan**

Academy of Criminal Justice Science, San Diego, CA: March 2010

“The Impact of Age, Race and Gender on Juvenile Court Outcomes”

Kareem L. Jordan and Tina L. Freiburger

American Society of Criminology, Philadelphia, PA: November 2009

“Examining Age-Race Interactions on the Sentencing of Juveniles in Adult Court”

Tina L. Freiburger and **Kareem L. Jordan**

Academy of Criminal Justice Sciences, Boston, MA: March 2009

“The Impact of Race and Family Status on Criminal Sentencing Decisions”

Tina L. Freiburger and **Kareem L. Jordan**

American Society of Criminology, St. Louis, MO: November 2008

“Racial Profiling and Policing in North Carolina: Reality or Rhetoric.”

Kimberly Dodson, Randal Sluss, and **Kareem L. Jordan**

Academy of Criminal Justice Sciences, Cincinnati, OH. March 2008

“Juvenile Waiver and Juvenile Court Outcomes: Does the Transfer Mechanism Matter”

Kareem L. Jordan and Kenethia L. McIntosh

Academy of Criminal Justice Sciences, Seattle, WA. March 2007

“Decertifying Certified Youth: Examining the Interaction Effects of Court Outcome Models”

Presenter and Panel Chair

Kareem L. Jordan

American Society of Criminology, Los Angeles, CA. November 2006

“Juvenile versus Adult Court: The Effect of Transfer on Offender Recidivism”

Kareem L. Jordan and Melissa Conger

Academy of Criminal Justice Sciences, Baltimore, MD. March 2006

“DMC and Juveniles who Witness Violence: A Jacksonville Case Study”

Michael Hallett and **Kareem L. Jordan**

Academy of Criminal Justice Sciences, Baltimore, MD. March 2006

Kkkkkk

“Integration of Policy and Research”

Panel Chair

Academy of Criminal Justice Sciences, Chicago, IL. March 2005.

“The Young and the Ruthless: The Effect of Juvenile Decertification on Court Outcomes”

Kareem L. Jordan and Tina Freiburger

Academy of Criminal Justice Sciences, Chicago, IL. March 2005

“Wellness in Minority Communities” (Roundtable)

William Davis, **Kareem L. Jordan**, and Kimberly Thomas

Graduate Student Association/English Graduate Association Interdisciplinary Graduate Conference, Indiana, PA. February 2005.

“Youth in Adult Court: Examining the Predictors of Juvenile Decertification”

Kareem L. Jordan

American Society of Criminology, Nashville, TN. November 2004.

“Do Transferred Juveniles Remain in Adult Criminal Court? Understanding Legislative Waiver and Decertification”

Kareem L. Jordan

American Society of Criminology, Denver, CO. November 2003.

“Violent Juveniles in Adult Court: Transfer and Decertification”

Kareem L. Jordan

Academy of Criminal Justice Sciences, Boston, MA. March 2003.

“Retribution or Rehabilitation: Determining an Effective Method of Addressing Juvenile Crime”

Kareem L. Jordan

Academy of Criminal Justice Sciences, Boston, MA. March 2003.

“Attorneys and Mental Health Professionals: Examining Attitudes Toward the Insanity Defense”

Kareem L. Jordan and David L. Myers

American Society of Criminology, Chicago, IL. November 2002.

[“Toward an Integrated Theoretical Perspective of Juvenile Delinquency: A Partial Replication and Extension”](#)

Kimberly D. Dodson, **Kareem L. Jordan**, and Shane B. Sandridge

American Society of Criminology, Chicago, IL. November 2002.

“Attorneys, Psychiatrists, and Psychologists: The Impact of Race, Ideology and Profession on Attitudes Toward the Insanity Defense”

Kareem L. Jordan and David L. Myers

Kkkkkk

Academy of Criminal Justice Sciences, Anaheim, CA. March 2002.

“Terrorism: An Overview of Contemporary Issues” (Roundtable)
Academy of Criminal Justice Sciences, Anaheim, CA. March 2002.

“Attorneys, Psychiatrists, and Psychologists: Analyzing Attitudes Toward the Insanity Defense”
Kareem L. Jordan
American Society of Criminology, Atlanta, GA. November 2001.

Professional Service

Service to the Department at UCF

Scholarship Committee, 2011

Service to the Department at UNF

Graduate Affairs Committee, 2006-2011

Bylaws Committee, 2006-Present (Chaired)

Assessment/Internship Committee, 2005-2011

Master’s Quantitative Methods Comprehensive Exam Committee, 2006-2010

Master’s Qualitative Methods Comprehensive Exam Committee, 2006-2008

Master’s Criminal Justice Systems Comprehensive Exam Committee, 2008-2010

Undergraduate Affairs Committee, 2006-2008

Faculty Search Committee, 2005-2010 (Chaired)

Panides-Doughty Law Enforcement Memorial Scholarship Awards Committee, 2006, 2009

Student Criminal Justice Association, Co-Advisor, 2005-2006; Advisor, 2006-2008

Thesis Committees

Jamie Kolson, MS, May 2007 Graduate (Committee Chair)

* 2007 UNF Outstanding Graduate Student Award

Celbrica Tenah, MS, May 2008 Graduate (Committee Chair)

* 2008 UNF Outstanding Graduate Student Award

Service to the University at UNF

UNF Institutional Review Board (IRB) for the Protection of Human Subjects, 2006-2011

Vice-Chairperson, May 2010-May 2011

UNF Commission on Diversity, 2008-2011

The Constitution and Police Misconduct Panel

Moderator, September, 2009

UNF Diversity Task Force, 2007-2008

United Faculty of Florida (UNF chapter)

Benefits/Safety Chairperson, 2008-2011

Kkkkkk

Membership Chairperson, 2008-2011

Service to the Community

Anti-Violence Task Force, Member [Sanford (FL) City Hall], 2012-Present
Knots4Kids (Nonprofit organization), Board of Directors, 2008-2011
Hubbard House (Domestic Violence Shelter), Board of Directors, 2006-2009
United Way of Northeast Florida - Focus Issue Partnership (“Helping At-Risk Students Achieve”),
2006-2008
Big Brothers/Big Sisters, Mentor, 2003-2004, 2006-2007
Inside/Outside, Inc. (Jailed Juvenile Program), Mentor, 2005-2007
Inside/Outside, Inc., Board of Directors, 2005-2007

Peer Review Work

Editorial Board for *Criminal Justice Policy Review*, 2005-Present
Editorial Board for *The Prison Journal*, 2005-Present
Editorial Board for *Youth Violence and Juvenile Justice*, 2011-Present
Manuscript reviewer for *American Journal of Criminal Justice*
Manuscript reviewer for *Crime & Delinquency*
Manuscript reviewer for *Criminal Justice Policy Review*
Manuscript reviewer for *Criminal Justice Review*
Manuscript reviewer for *Journal of Crime and Justice*
Manuscript reviewer for *Journal of Criminal Justice*
Manuscript reviewer for *Journal of Criminal Justice Education*
Manuscript reviewer for *The Journal of Ethnicity in Criminal Justice*
Manuscript reviewer for *Justice Quarterly*
Manuscript reviewer for *The Prison Journal*
Manuscript reviewer for *Race and Justice: An International Journal*
Manuscript reviewer for *Youth Violence and Juvenile Justice: An Interdisciplinary Journal*
Grant Proposal reviewer for *National Science Foundation*

Invited Presentations

“Risk and Protective Factors for Crime & Delinquency in African-American/Black Families”
Annual Conference of the UCF School of Social Work
March 2012

“Understanding the Epidemiology of Juvenile Delinquency and Juvenile Crime”
University of Florida College of Medicine-Jacksonville Department of Pediatrics
October 2007

“The Young and the Ruthless: The Effectiveness of Juvenile Transfer: A Quantitative and Qualitative Analysis”

Kkkkkk

University of North Florida
Spring 2006

“Are you a racist? Viewing of ‘Crash’ with a discussion about race issues”
University of North Florida
November 2005

“Crime in America”
University of North Florida
November 2005

Professional Organization Involvement

American Society of Criminology
Division: People of Color and Crime
Executive Counselor, 2005-2007
2008 Annual Conference Program Committee

Academy of Criminal Justice Sciences
Division: Minorities and Women
Secretary/Treasurer, 2005-2007
2008 Annual Conference Program Committee

Professional Development

University of Central Florida
COHPA Research Fellow
2011-2012

IDL 6543: Interactive Distributed Learning for Technology-Mediated Course Delivery
Fall 2011

University of North Florida
Course Redesign for Effective Learning
August 2010

Teaching Online Seminar
May 2010

4th Annual African American Professionals Conference
October 2005

Getting Started with Grants at UNF

Kkkkkk

September 2005

Introduction to Blackboard 6 Learning System
August 2005

Conferences

Social, Behavioral, and Educational Research Conference
Broomfield, CO. May 2007

Awards and Honors

Faculty Empowerment Award, University of North Florida, May, 2008
Young Scholar Award, Indiana University of Pennsylvania, Doctoral Program in Criminology,
March 2008
Instructor, Indiana University of Pennsylvania, 2004-2005
Teaching Associate, Indiana University of Pennsylvania, 2003-2004
Graduate Student Research Grant, Indiana University of Pennsylvania, 2004
Graduate Assistantship, Indiana University of Pennsylvania, 2002-2003
Graduate Assistantship, Indiana University of Pennsylvania, 2001-2002
Graduate Assistantship, Indiana University of Pennsylvania, 2000-2001
Graduate Assistantship, Indiana University of Pennsylvania, 1999-2000
State System of Higher Education's Board of Governors' full-paid tuition scholarship, 1998-1999
John S. Rock Outstanding Leadership Award Recipient, 2001, 2005 (Sponsored by
Indiana University of Pennsylvania's African American Cultural Center)
Benjamin S. Carson Outstanding Academic Achievement Award, 2005 (Sponsored by
Indiana University of Pennsylvania's African American Cultural Center)
Pi Gamma Mu National Honor's Society. Indiana University of Pennsylvania, 1998-2000.
Dean's List (5)
Graduated Cum Laude

Areas of Specialization

Juvenile justice and delinquency
Research methods
Quantitative data analyses
Race and crime
Criminological theory

"Youth in Adult Court: Examining the Predictors of Juvenile Decertification"
Kareem L. Jordan
American Society of Criminology, Nashville, TN. November 2004.

Kkkkkk

“Do Transferred Juveniles Remain in Adult Criminal Court? Understanding Legislative Waiver and Decertification”

Kareem L. Jordan

American Society of Criminology, Denver, CO. November 2003.

“Violent Juveniles in Adult Court: Transfer and Decertification”

Kareem L. Jordan

Academy of Criminal Justice Sciences, Boston, MA. March 2003.

“Retribution or Rehabilitation: Determining an Effective Method of Addressing Juvenile Crime”

Kareem L. Jordan

Academy of Criminal Justice Sciences, Boston, MA. March 2003.

“Attorneys and Mental Health Professionals: Examining Attitudes Toward the Insanity Defense”

Kareem L. Jordan and David L. Myers

American Society of Criminology, Chicago, IL. November 2002.

[“Toward an Integrated Theoretical Perspective of Juvenile Delinquency: A Partial Replication and Extension”](#)

Kimberly D. Dodson, **Kareem L. Jordan**, and Shane B. Sandridge

American Society of Criminology, Chicago, IL. November 2002.

“Attorneys, Psychiatrists, and Psychologists: The Impact of Race, Ideology and Profession on Attitudes Toward the Insanity Defense”

Kareem L. Jordan and David L. Myers

Academy of Criminal Justice Sciences, Anaheim, CA. March 2002.

“Terrorism: An Overview of Contemporary Issues” (Roundtable)

Academy of Criminal Justice Sciences, Anaheim, CA. March 2002.

“Attorneys, Psychiatrists, and Psychologists: Analyzing Attitudes Toward the Insanity Defense”

Kareem L. Jordan

American Society of Criminology, Atlanta, GA. November 2001.

Professional Service

Service to the Department at UCF

Scholarship Committee, 2011

Service to the Department at UNF

Graduate Affairs Committee, 2006-2011

Kkkkkk

Bylaws Committee, 2006-Present (Chaired)
Assessment/Internship Committee, 2005-2011
Master's Quantitative Methods Comprehensive Exam Committee, 2006-2010
Master's Qualitative Methods Comprehensive Exam Committee, 2006-2008
Master's Criminal Justice Systems Comprehensive Exam Committee, 2008-2010
Undergraduate Affairs Committee, 2006-2008
Faculty Search Committee, 2005-2010 (Chaired)
Panides-Doughty Law Enforcement Memorial Scholarship Awards Committee, 2006, 2009
Student Criminal Justice Association, Co-Advisor, 2005-2006; Advisor, 2006-2008
Thesis Committees
 Jamie Kolson, MS, May 2007 Graduate (Committee Chair)
 * 2007 UNF Outstanding Graduate Student Award
 Celbrica Tenah, MS, May 2008 Graduate (Committee Chair)
 * 2008 UNF Outstanding Graduate Student Award

Service to the University at UNF

UNF Institutional Review Board (IRB) for the Protection of Human Subjects, 2006-2011
 Vice-Chairperson, May 2010-May 2011
UNF Commission on Diversity, 2008-2011
The Constitution and Police Misconduct Panel
 Moderator, September, 2009
UNF Diversity Task Force, 2007-2008
United Faculty of Florida (UNF chapter)
 Benefits/Safety Chairperson, 2008-2011
 Membership Chairperson, 2008-2011

Service to the Community

Anti-Violence Task Force, Member [Sanford (FL) City Hall], 2012-Present
Knots4Kids (Nonprofit organization), Board of Directors, 2008-2011
Hubbard House (Domestic Violence Shelter), Board of Directors, 2006-2009
United Way of Northeast Florida - Focus Issue Partnership ("Helping At-Risk Students Achieve"),
 2006-2008
Big Brothers/Big Sisters, Mentor, 2003-2004, 2006-2007
Inside/Outside, Inc. (Jailed Juvenile Program), Mentor, 2005-2007
Inside/Outside, Inc., Board of Directors, 2005-2007
Peer Review Work

Editorial Board for *Criminal Justice Policy Review*, 2005-Present
Editorial Board for *The Prison Journal*, 2005-Present
Editorial Board for *Youth Violence and Juvenile Justice*, 2011-Present
Manuscript reviewer for *American Journal of Criminal Justice*

Kkkkkk

Manuscript reviewer for *Crime & Delinquency*
Manuscript reviewer for *Criminal Justice Policy Review*
Manuscript reviewer for *Criminal Justice Review*
Manuscript reviewer for *Journal of Crime and Justice*
Manuscript reviewer for *Journal of Criminal Justice*
Manuscript reviewer for *Journal of Criminal Justice Education*
Manuscript reviewer for *The Journal of Ethnicity in Criminal Justice*
Manuscript reviewer for *Justice Quarterly*
Manuscript reviewer for *The Prison Journal*
Manuscript reviewer for *Race and Justice: An International Journal*
Manuscript reviewer for *Youth Violence and Juvenile Justice: An Interdisciplinary Journal*
Grant Proposal reviewer for *National Science Foundation*

Invited Presentations

“Risk and Protective Factors for Crime & Delinquency in African-American/Black Families”
Annual Conference of the UCF School of Social Work
March 2012

“Understanding the Epidemiology of Juvenile Delinquency and Juvenile Crime”
University of Florida College of Medicine-Jacksonville Department of Pediatrics
October 2007

“The Young and the Ruthless: The Effectiveness of Juvenile Transfer: A Quantitative and Qualitative Analysis”
University of North Florida
Spring 2006

“Are you a racist? Viewing of ‘Crash’ with a discussion about race issues”
University of North Florida
November 2005

“Crime in America”
University of North Florida
November 2005

Professional Organization Involvement

American Society of Criminology
Division: People of Color and Crime
Executive Counselor, 2005-2007
2008 Annual Conference Program Committee

Kkkkkk

Academy of Criminal Justice Sciences
Division: Minorities and Women
Secretary/Treasurer, 2005-2007
2008 Annual Conference Program Committee

Professional Development

University of Central Florida
COHPA Research Fellow
2011-2012

IDL 6543: Interactive Distributed Learning for Technology-Mediated Course Delivery
Fall 2011

University of North Florida
Course Redesign for Effective Learning
August 2010

Teaching Online Seminar
May 2010

4th Annual African American Professionals Conference
October 2005

Getting Started with Grants at UNF
September 2005

Introduction to Blackboard 6 Learning System
August 2005

Conferences
Social, Behavioral, and Educational Research Conference
Broomfield, CO. May 2007

Awards and Honors

Faculty Empowerment Award, University of North Florida, May, 2008
Young Scholar Award, Indiana University of Pennsylvania, Doctoral Program in Criminology,
March 2008
Instructor, Indiana University of Pennsylvania, 2004-2005

Kkkkkk

Teaching Associate, Indiana University of Pennsylvania, 2003-2004
Graduate Student Research Grant, Indiana University of Pennsylvania, 2004
Graduate Assistantship, Indiana University of Pennsylvania, 2002-2003
Graduate Assistantship, Indiana University of Pennsylvania, 2001-2002
Graduate Assistantship, Indiana University of Pennsylvania, 2000-2001
Graduate Assistantship, Indiana University of Pennsylvania, 1999-2000
State System of Higher Education's Board of Governors' full-paid tuition scholarship, 1998-1999
John S. Rock Outstanding Leadership Award Recipient, 2001, 2005 (Sponsored by
Indiana University of Pennsylvania's African American Cultural Center)
Benjamin S. Carson Outstanding Academic Achievement Award, 2005 (Sponsored by
Indiana University of Pennsylvania's African American Cultural Center)
Pi Gamma Mu National Honor's Society. Indiana University of Pennsylvania, 1998-2000.
Dean's List (5)
Graduated Cum Laude

Areas of Specialization

Juvenile justice and delinquency
Research methods
Quantitative data analyses
Race and crime
Criminological theory

Robert H. Langworthy
Department of Criminal Justice
University of Central Florida
P.O. Box 161600
Orlando, FL 32816-1600
Office phone (407) 823-5811
Fax (407) 823-5360
Robert.Langworthy@ucf.edu

EDUCATION

1983	Ph.D., Criminal Justice School of Criminal Justice State University of New York at Albany Albany, New York 12203 Dissertation title--"The Formal Structure of Municipal Police Organizations"
1981	M.A., Criminal Justice School of Criminal Justice State University of New York at Albany Albany, New York 12203

Kkkkkk

- | | |
|------|---|
| 1973 | M.A., Geography
Mankato State College
Mankato, Minnesota 56001
Thesis title--"Anomie and Residential Burglary in Mankato, Minnesota" |
| 1973 | B.S., Geography
Utah State University
Logan, Utah 84321 |

PROFESSIONAL EXPERIENCE

- | | |
|-----------------|---|
| 2007 to present | Professor/Chair, University of Central Florida, Dept. of Criminal Justice. |
| 2000 to 2001 | <u>Director</u> , Crime Control and Prevention Division, National Institute of Justice (on temporary assignment from the University of Alaska Anchorage). |
| 1997 to 2007 | <u>Professor/Director</u> , University of Alaska Anchorage, Justice Center. Director of the Alaska Justice Statistical Analysis Center (1998-2000, 2001-2003). |
| 1995 to 1996 | <u>Social Science Analyst</u> , US Department of Justice, Office of Justice Programs, National Institute of Justice. Responsibilities included managing a project portfolio, organizing the NIJ intramural policing research agenda, and organizing the Policing Research Institute on "Measuring What Matters." (On leave from the University of Cincinnati) |
| 1994 to 1997 | <u>Professor</u> , University of Cincinnati, Division of Criminal Justice. |
| 1990 to Present | <u>Consultant</u> , US Department of Justice, Office of Justice Programs, National Institute of Justice. Review grant applications and reports submitted to the National Institute of Justice. Appointed to the Scientific Review Panel, 2011. |
| 1989 to 1994 | <u>Associate Professor</u> , University of Cincinnati, Department of Criminal Justice. Graduate Director 1989-92. |

Kkkkkk

1987 to 1989	<u>Assistant Professor</u> , University of Cincinnati, Department of Criminal Justice. Responsibilities include teaching research methods, policing courses, and courses in organization and administration of criminal justice agencies. Admitted to the All University Graduate Faculty June 1988.
1983 to 1987	<u>Assistant Professor</u> , University of Alabama at Birmingham, Department of Criminal Justice. Responsibilities include teaching research methods, data analysis, policing courses, criminal justice planning courses, and courses in organization and administration of criminal justice agencies. Additionally, I served on the faculty senate representing the School of Social and Behavioral Sciences (SBS), the SBS faculty affairs committee, and the SBS computing committee.
1980 to 1983	<u>Associate Editor</u> , Michael J. Hindelang Criminal Justice Research Center, Utilization of Criminal Justice Statistics project. Responsibilities included data review and table and figure construction in conjunction with the preparation of the <u>Sourcebook of Criminal Justice Statistics</u> .
1978 to 1980	<u>Research Analyst</u> , Michael J. Hindelang Criminal Justice Research Center, Homicide by Police Officers: Social Forces and Public Policy project. Responsibilities included compilation of a data set from secondary sources; cross-sectional analysis of department characteristics and the incidence of police use of deadly force; and, time series analysis to examine the effects of policy changes on the incidence of police use of deadly force.
1974 to 1977	<u>Research Analyst</u> , San Diego Regional Criminal Justice Planning Board. Responsibilities included collection, analysis, and presentation of data describing the incidence and nature of major crimes in San Diego County, California; assisted in the preparation of the annual <u>San Diego Regional Criminal Justice Plan</u> ; monitoring implementation of action grants awarded criminal justice agencies in San Diego County; design or review of action grant evaluation components; and, participation on state and local coordinating councils.
1974	<u>Statistical Clerk</u> , San Diego Regional Comprehensive Planning Organization. Responsibilities included collection, tabulation and mapping data in support of the land use portion of the comprehensive plan.

Kkkkkk

- 1972 to 1973 Research Assistant, Mankato State College, Department of Geography.
- 1966 to 1970 Staff Sergeant, U.S. Air Force, U.S. Air Force Security Services.

BOOKS/MONOGRAPHS

- 2008 Policing in America: A Balance of Forces, 4th ed. (with Lawrence Travis). Upper Saddle River, NJ: Prentice-Hall.
- 2005 The Anchorage Community Survey, 2005: Sourcebook (with Brad Myrstol). Anchorage, AK: Justice Center.
- 2003 Policing in America: A Balance of Forces, 3rd ed. (with Lawrence Travis). Upper Saddle River, NJ: Prentice-Hall.
- 1999 Measuring What Matters: Proceedings from the Policing Research Institute Meetings, editor. Washington, DC: National Institute of Justice.
- 1999 Policing in America: A Balance of Forces, 2nd ed. (with Lawrence Travis). Upper Saddle River, NJ: Prentice-Hall.
- 1996 Law Enforcement Recruitment, Selection and Training: A Survey of Major Police Departments in the US. (with Tom Hughes and Beth Sanders). Highland Heights, KY: Academy of Criminal Justice Sciences.
- 1994 Policing in America: A Balance of Forces. (with Lawrence Travis). New York: Macmillan.
- 1988 Older Offenders: Perspectives in Criminology and Criminal Justice. (ed. with Belinda McCarthy). New York: Praeger.
- 1986 The Structure of Police Organizations. New York: Praeger.

ARTICLES

- 2010 “Drug Use Forecasting/Arrestee Drug Abuse Monitoring.” In Encyclopedia of Victimology and Crime Prevention, B. Fisher and S. Lab, eds., Thousand Oaks, CA: Sage, pp. 330-333.
- 2005 “Drugs and Crime in Anchorage: A Note.” *Alaska Justice*

Kkkkkk

- Forum*, 22(1):7.
- 2002 "LEMAS: A Comparative Organizational Research Platform." *Justice Research and Policy*, 4:21-38.
- 2000 "The Utility of Standard Deviation Ellipses for Project Evaluation." (with Eric Jefferis) In *Mapping Crime Hotspots: Frontiers of Practice*, V. Goldsmith, P. McGuire, J. Mollenkopf, and T. Ross, eds., Thousand Oaks, CA: Sage, pp. 87-104.
- 1999 "Measuring What Matters: A Policing Research Institute." In *Measuring What Matters: Proceedings from the Policing Research Institute Meetings*, R. Langworthy, ed., Washington, DC: National Institute of Justice, pp. 1-2.
- 1999 "What Matters Routinely." In *Measuring What Matters: Proceedings from the Policing Research Institute Meetings*, R. Langworthy, ed., Washington, DC: National Institute of Justice, pp. 215-224.
- 1998 "Evaluating Police Performance." (with Antonia Moras). *Community Policing Exchange*, # 20, (May/June): Cover.
- 1997 Factors Associated with Chronic Drunk Driver Treatment Success: The Turning Point Program." (with Brandon Applegate and Edward Latessa) Journal of Offender Rehabilitation, 24(3).
- 1996 "The Police, Crime, and Economic Theory: A Replication and Extension." (with Mitchell Chamlin). American Journal of Criminal Justice, 20(2):165-82,
- 1996 "Fragmented Centralization and the Organization of the Police." (with John Crank) Policing and Society, 6(2):213-29.
- 1996 "Treatment of Chronic Drunk Drivers: A Four-Year Follow-up of the Turning Point Project." (with Edward Latessa). Journal of Criminal Justice, 24(3):273-81.
- 1996 "Police Officer Training: A Survey of Major Police Departments in the United States." (with Beth Sanders and Tom Hughes). Police Forum, 6(2):18-20.

Kkkkkk

- 1996 "‘Stop or I’ll Shoot’: Racial Differences in Support for Police Use of Deadly Force." (with Francis Cullen, Liguin Cao, James Frank, Sandra Browning, Renee Kopache, Thomas Stevenson). American Behavioral Scientist, 39(4):449-60.
- 1995 "Police Officer Recruitment and Selection: A Survey of Major Police Departments in the U.S." (with Beth Sanders and Tom Hughes). Police Forum 5(4):1-4.
- 1994 "Firearms and Fido: Ownership of Injurious Means of Protection." (with Joan Luxenburg, Francis Cullen and Renee' Kopache) Journal of Criminal Justice, 22(2):159-70.
- 1993 "The Prescribed Roles of Police in a Free Society: A Research Note Analyzing State Legal Codes." (with Velmer Burton, James Frank and Troy Barker) Justice Quarterly, 10(4):683-95.
- 1993 "Treatment of Chronic Drunk Drivers: The Turning Point Project." (with Edward J. Latessa) Journal of Criminal Justice, 21(3):265-76.
- 1992 "An Institutional Perspective of Policing." (with John P. Crank) Journal of Criminal Law and Criminology, 83(2):901-26. Reprinted in L. Gaines and G. Cordner, eds., Policing Perspectives: An Anthology, Los Angeles, CA: Roxbury, 1999:380-96.
- 1992 "The Spatial Distribution of Sting Targets." (with James L. LeBeau) Journal of Criminal Justice, 20(6):541-51.
- 1992 "Treatment of Chronic Drunk Drivers: The Talbert House Turning Point Program." (with Edward J. Latessa and Stormie Goins-Maneval). IARCA Journal, 5(1):10-11.
- 1992 "Spatial Evolution of a Sting Clientele." (with James L. LeBeau) Journal of Criminal Justice, 20(2):135-45.
- 1992 "Alternative Models that Link Research and Practice: Building on Strengths." In the 1991 Police Yearbook: Proceeding of the 97th IACP Annual Conference, Arlington, VA: IACP, pp. 45-48.
- 1992 "Organizational Structure." In G. Cordner and D. Hale, eds.,

Kkkkkk

- What Works in Policing, Cincinnati, OH: Anderson, pp. 87-105.
- 1992 "ACJS Academic Program Review." (with Steven Lab) Today, 10(4):1,22.
- 1990 "Participatory Management in Law Enforcement: Police Officer, Supervisor and Administrator Perceptions." (with Jeffrey Witte and Lawrence Travis III) American Journal of Police, 9(4):1-23.
- 1990 "Temporal Evolution of a Sting Clientele." (with James L. LeBeau) American Journal of Police, 9(2):101-14.
- 1989 "Criminal Justice Education: A National Assessment." (with Edward Latessa) Justice Professional, 4(2):172-88.
- 1989 "Gun Ownership and Willingness to Shoot: A Clarification of Current Controversies." (with John Whitehead) Justice Quarterly, 6(2):263-82.
- 1989 "Do Stings Control Crime? An Evaluation of a Police Fencing Operation." Justice Quarterly, 6(1):27-45.
- 1988 "Elderly Crime and the Criminal Justice System Response: conceptualizing the problem." (with Belinda McCarthy). In McCarthy, B. and Langworthy, R., eds., Older Offenders: Perspectives in Criminology and Criminal Justice, New York: Praeger, xxi-xxviii.
- 1988 "Police Disposition of Arrests: An Exploratory Study of the Older Offender." (with Belinda McCarthy). In McCarthy, B. and Langworthy, R., eds., Older Offenders: Perspectives in Criminology and Criminal Justice, New York: Praeger, 107-122.
- 1987 "Older Offenders on Probation and Parole." (with Belinda McCarthy). Journal of Offender Counseling, Services and Rehabilitation, 12(1):7-25.
- 1987 "Comment--Have We Measured the Concept(s) of Cynicism Using Niederhoffer's Cynicism Index." Justice Quarterly, 4(2):277-280.
- 1987 "Police Cynicism: What We Know from the Niederhoffer Scale." Journal of Criminal Justice, 15(1):17-35.

Kkkkkk

- 1986 "Police Shooting and Criminal Homicide: The Temporal Relationship." Journal of Quantitative Criminology, 2(4):377-388.
- 1986 "Liberalism and Fear as Explanations of Punitiveness." (with John T. Whitehead). Criminology, 24(3):575-591.
- 1986 "The Linkages Between Routine Activities, Weather and Calls for Police Services." (with James L. LeBeau). Journal of Police Science and Administration, 14(2):137-145.
- 1985 "Administrative Overhead in Municipal Police Departments." American Journal of Police, 4(1):20-37.
- 1985 "Wilson's Theory of Police Behavior: A Replication of the Constraint Theory." Justice Quarterly, 2(1):89-98.
- 1985 "Police Department Size and Agency Structure." Journal of Criminal Justice, 13(1):15-27.
- 1983 "Effects of Police Agency Size on the Use of Police Employees: A Re-Examination of Ostrom, Parks and Whitaker." Police Studies, 5(4):11-19.
- 1979 "Measuring Homicide by Police Officers." (with Lawrence W. Sherman). The Journal of Criminal Law and Criminology, 70(4):546-560. Reprinted in Readings on Police Use of Deadly Force, James J. Fyfe, ed., Washington, D.C.: Police Foundation, 1982:2-41.

INVITED PRESENTATIONS

- 2002 Invited to present "LEMAS: A Comparative Police Organizational Research Platform" to the National Academy of Sciences, Committee to Review Research on Police Policy and Practices.
- 2001 Invited to present "Multidisciplinary Problem-Solving Models," to the Israeli Ministry of Public Security.
- 1996 Invited to present "What Matters Routinely?" to the National Institute of Justice, Policing Research Institute on Measuring

Kkkkkk

What Matters.

- 1991 Invited to participate, as a facilitator/instructor, in the Law Enforcement Management Institute seminar on Communications in Police Organizations, San Antonio, Texas.

- 1989 Invited to participate, as a College Fellow, in the Advanced Management College program at the Southwestern Law Enforcement Institute, Dallas, Texas.

- 1989 Invited to present "Spatial Analysis of a Police Storefront: An Evaluation" to graduate faculty and students of the Department of Geography at the University of Cincinnati, April 28, 1989.

- 1989 Invited to present "Stings: An Evaluation" to the Air Force Police Administration Institute at Eastern Kentucky University, Richmond, Kentucky, April 4, 1989.

- 1988 Invited by the faculty of Illinois State University, Department of Criminal Justice to present "Spatial Analysis: Evaluation of a Police Sting." Normal, Illinois, October 26-28, 1988.

- 1988 Invited to present "An analysis of 'STING' operations." "Administration of Justice Day," College of Human Resources, Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University at Carbondale, Carbondale, Illinois, April 13, 1988.

- 1981 Invited to discuss the incidence, trends and concerns about the use of deadly force. "Symposium on Police Use of Deadly Force," Seton Hall University, South Orange, New Jersey, May 22, 1981.

CONFERENCE PRESENTATIONS

- 2007 "Collective Efficacy and Firearms Violence in Anchorage, Alaska: Preliminary Findings." (with Shel Lee Evans)
Presentation at the 2007 Annual Meeting of the Western Society of Criminology.

- 2006 "Seasonal Variations in Spatial Patterns of Serious Youth Crime in Anchorage Alaska." (with Sharon Chamard)
Presentation at the 2006 Annual Meeting of Environmental

Kkkkkk

Criminology and Crime Analysis.

- 2006 “Efficacy of Social Network Analysis in Identifying the Social Structure of Gun Violence.” (with Alan McKelvie and Bradley Myrstol) Presentation at the 2006 Annual Meeting of the Academy of Criminal Justice Sciences.
- 2005 “Seasonal Use of Marijuana and Cocaine by Arrestees in Anchorage Alaska.” Presentation at the 2005 Annual Meeting of the Western Society of Criminology.
- 2004 “Exploratory Spatial Analyses of Sexual Assaults in Anchorage.” (with Andre Rosay) Presentation at The Seventh Annual International Crime Mapping Research Conference.
- 2003 “Exploratory Spatial Analyses of Sexual Assaults of White and Native Victims.” (with Andre Rosay) Poster presented at the annual meeting of the American Society of Criminology.
- 2002 “Police Department Structural Variety: Toward a Taxonomy.” Presidential Poster presented at the annual meeting of the American Society of Criminology.
- 2002 “COMPASS: A Multi-Disciplinary Problem Solving Strategy.” (with Erin Dalton) Presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 2001 “Informing Drunk Driving Interdiction Efforts Using GIS: An Applied Technique.” (with Liz Groff and Matt Giblin) Presented at the 21st Annual ESRI International User Conference.
- 2001 “Spatial Concordance of DWI Arrest and Alcohol Related Traffic Accidents.” (with Elizabeth Groff and Matt Giblin) Presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1999 "The Relationship Between Size and Structure of Police Departments: A Longitudinal Study." (with Jihong Solomon Zhao) Presented at the annual meeting of the American Society of Criminology.
- 1998 "The Structure of Large Police Organizations: Preliminary

Kkkkkk

- Findings from a National Survey." (with Ed Maguire, and Jihong "Solomon" Zhao) Presented at the annual meeting of the American Society of Criminology.
- 1998 "Congregate Interviews: Self-Administered Questionnaires in Prison." (with Richard Curtis and Allan Barnes). Presented at the annual meeting of the American Society of Criminology.
- 1998 "Hot Area Topography." Presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1997 "Police Organizational Death." (with William King and Lawrence Travis). Presented at the annual meeting of the American Society of Criminology.
- 1997 "Effectiveness of Multijurisdictional Drug Task Forces and Member Agencies." (with Eric Jefferis, James Frank, Brad Smith, Ken Novak, and Lawrence Travis). Presented at the annual meeting of the American Society of Criminology.
- 1997 "Assessing the Mobility of DUF Arrestees: An Import/Export Analysis." (with Nancy LaVigne) Presented at the Annual Conference of the Drug Use Forecasting/Arrestee Drug Abuse Monitoring System, Denver, CO.
- 1997 "Types of Police Organizations." (with Mitchell Chamlin and Lawrence Travis) A paper presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1997 "The Utility of Standard Deviation Ellipses for Project Evaluation." (with Eric Jefferis) A paper presented at the Spatial Analysis of Crime Workshop, Center for Applied Studies of the Environment, Hunter College, New York, New York
- 1995 "The Nature of Collaboration." A paper presented at the Conference on Criminal Justice Education, John Jay College of Criminal Justice, City University of New York, New York.
- 1995 "The Effectiveness of Halfway Houses with Felony Probationers." (with Andrew Thomas and Edward Latessa). A paper presented at the annual meeting of the Academy of Criminal Justice Sciences.

Kkkkkk

- 1995 "Recruitment and Selection in Major US Police Departments." (with Beth Sanders and Tom Hughes). A poster presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1995 "The Current State of Police Academy Training." (with Tom Hughes and Beth Sanders). A poster presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1994 "Police Strength and Crime: A Longitudinal Study." (with Mitchell Chamlin). A Paper presented at the annual meeting of the American Society of Criminology.
- 1994 "Fragmented Centralization and Loose Coupling among the Police: Some Hypotheses." (with John Crank). A paper presented at the annual meeting of the American Society of Criminology.
- 1994 "Factors Associated with Chronic Drunk Driver Treatment Success: A Case Study." (with Edward Latessa). A paper presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1993 "Clique Space: The Spatial Expression of the Social Networks of Thieves." (with James LeBeau). A paper presented at the annual meeting of the American Society of Criminology.
- 1993 "Turning Point: Three Years Later." (with Edward Latessa). A paper presented at the annual meeting of the Midwestern Criminal Justice Association.
- 1993 "Network of Thieves." (With James LeBeau). A paper presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1992 "The Journey to Get Stung: Anchor Points Governing the Spatial Behavior of Auto Thieves Snared in a Police Sting." (With James LeBeau). A paper presented at the annual meeting of the American Society of Criminology.
- 1992 "The Bureaucratic Myth in Police Organizational Theory." A paper presented at the annual meeting of the Midwestern Criminal Justice Association.

Kkkkkk

- 1992 "An Institutional Perspective of Policing." (with John Crank). A paper presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1991 "The Prescribed Role of Police in a Free Society: A National Survey of State Legal Codes." (with Velmer Burton and Troy Barker). A paper presented at the annual meeting of the Midwestern Criminal Justice Association.
- 1991 "An Empirical Analysis of Sovereignty in the Institutional Environment of Police Organizations" (with John Crank and Robert Culbertson). A paper presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1990 "Fear and Crime Prevention: An Examination of Differential Effects" (with Steve Lab). A paper presented at the annual meeting of the American Society of Criminology.
- 1990 "Alternative Models that Link Research and Practice: Building on Strengths." A paper presented at the annual meeting of the International Association of Chiefs of Police.
- 1990 "Multiple DUI's: The Effectiveness of Treatment" (with Edward Latessa). A paper presented at the annual meeting of the Midwestern Criminal Justice Association.
- 1990 "The Spatial Behavior and Social Networks of Auto Thieves Snared by a Police Sting Operation" (with James LeBeau). A paper presented at the annual meeting of the Association of American Geographers.
- 1990 "Evaluation of a Multiple DUI Program" (with Edward Latessa). A paper presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1990 "Investigating the Crime-Fear Relationship" (with Steven Lab). A paper presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1989 "Firearms and Fido: Ownership of Injurious Means of Protection" (with Joan Luxemburg, Francis Cullen, and Renee Kopache). A paper presented at the annual meeting of the

Kkkkkk

American Society of Criminology.

- 1989 "Police Organizational Structures: Which Work?" A paper presented at the annual meeting of the Midwestern Criminal Justice Association.
- 1989 "The Spatial Evolution of Sting Targets" (with James LeBeau). A paper presented at the annual meeting of the Academy of Criminal Justice Sciences.
- 1989 "Participatory Management in Policing: Divergent Perspectives" (with Jeffrey Witte and Lawrence Travis). A paper presented at the annual meeting of the Academy of Criminal Justic Sciences.
- 1988 "The Spatial Distribution of a Sting Clientele" (with James LeBeau). A paper presented at the annual meeting of the American Society of Criminology.
- 1988 "Criminal Justice Education: A National Assessment" (with Ed Latessa). A paper presented at the annual meeting of the Midwestern Criminal Justice Association.
- 1988 "Community Correlates of Police Agency Arrest Practices." A paper presented at the annual meeting of the Academy of Criminal Justice Sciences, in San Francisco, April.
- 1987 "Police Disposition of Felony Arrests." A paper presented at the annual meeting of the American Society of Criminology, in Montreal, November.
- 1987 "Police Disposition of Older Suspects: An Exploratory Comparison of Younger and Older Suspects." A paper presented at the annual meeting of the Academy of Criminal Justices Sciences, in St. Louis, March.
- 1986 "Stings: A Crime Control Tool?" A paper presented at the annual meeting of the American Society of Criminology, in Atlanta, October.
- 1986 "Household Firearms: Another Look." A paper presented (with John Whitehead) at the annual meeting of the American Society of Criminology, in Atlanta, October.

Kkkkkk

- 1986 "Attribution and Worry as Explanations of Punitiveness." A paper presented (with John Whitehead) at the annual meeting of the Academy of Criminal Justice Sciences, in Orlando, March.
- 1985 "A Profile of Older Offenders and an Initial Assessment of their Problems, Needs and Resources." A paper presented (with Belinda McCarthy) at the annual meeting of the American Society of Criminology in San Diego, November.
- 1985 "The Linkage Between Routine Activities, Weather and Calls for Police Services." A paper presented (with James L. LeBeau) at the annual meeting of the American Society of Criminology in San Diego, November.
- 1985 "Police Cynicism: What Do We Know from the Niederhoffer Scale?" A paper presented at the annual meeting of the American Society of Criminology in San Diego, November.
- 1984 "Political Culture as a Constraint on Police Organization." A paper presented at the annual meeting of the American Society of Criminology in Cincinnati, November.
- 1984 "Administrative Overhead in Municipal Police departments." A paper presented at the annual meeting of the Academy of Criminal Justice Sciences in Chicago, March.
- 1982 "Police Department Size as a Determinant of Agency Structure Among Large Departments." A paper presented at the annual meeting of the American Society of Criminology in Toronto, November.

GRANTS

- 2006 Anchorage Community Indicators (\$50,000), University of Alaska Anchorage, Strategic Opportunity Fund
- 2006 Matanuska-Susitna Community Survey (\$43,000), Matanuska-Susitna Borough
- 2006 Demand for Outdoor Recreation Survey (\$30,000), Bureau of Land Management
- 2005 Subcontract (\$30,414) to A Community Trial to Prevent

Kkkkkk

	Inhalant Use in Alaska (Knolton Johnson, Pacific Institute for Research and Evaluation), NIDA
2005	Evaluation SAFE City Program's Multicultural Child Abuse Prevention Campaign, (\$30,000), Municipality of Anchorage, DHHS Safe City Program.
2004	Wellness Court Annual Evaluation, (\$2,500), Partners for Progress, Inc.
2003	Anchorage Wellness Court Evaluation, (\$633,713), National Institute of Justice.
2002	Project Safe Neighborhoods: Alaska Research Partner, (\$150,000), Bureau of Justice Administration.
2002	Drugs and Crime in Anchorage, Alaska, (\$49,570), Bureau of Justice Statistics.
2002	Assessing the External Validity of Anchorage ADAM Data, (\$9,990), National Institute of Justice.
2001	Alaska Informed Offender Prioritization System, retitled in 2002, Epidemiological Study of Sexual Assault in Anchorage, (\$49,323), Bureau of Justice Statistics.
1999 to 2004	Arrestee Drug Abuse Monitoring (ADAM) Project, a subcontract with Abt Assoc. (approximately \$120,000 per year), National Institute of Justice.
1999	Spatial Justice: Alaska's Application for the 1999 State Justice Statistics Program for Statistical Analysis Units, (\$34,306), Bureau of Justice Statistics
1999	Spatial Concordance of DWI Arrest and Alcohol Related Traffic Accidents, (\$14,678), Anchorage Safe Communities.
1999	with Darryl Wood, Lisa Reiger and Michael Jennings, The Alaska Native Technical Assistance and Resource Center, (\$485,581; \$299,960), Bureau of Justice Assistance.
1999	Correlates of Probation Revocation in Alaska, Reimbursable Services Agreement, (\$21,655)

Kkkkkk

- 1998 Subcontract (\$24, 297) to The Structure of Large Municipal Police Organizations During the Community Policing Era (Ed Maguire and Jihong Zhao), National Institute of Justice.
- 1998 Offender Survey, Statewide (\$49,789), State of Alaska, Department of Corrections.
- 1998 Patterns of Adjudication for DWI Arrestees (\$9,268), Providence Health System, Anchorage Safe Communities.
- 1994 with Edward Latessa and Lawrence Travis, Evaluation of the Ohio's Pilot Day Reporting Program (\$97,204), Office of Criminal Justice Services.
- 1993 with Edward Latessa, Evaluate the Community Residential Treatment Programs of Talbert House Inc. (\$3,983), Talbert House, Inc., Cincinnati, Ohio.
- 1993 with Edward Latessa, New Life Youth Services Evaluation (\$5,892), New Life Services, Inc., Cincinnati, Ohio.
- 1993 with Edward Latessa, Youth at Risk Program Evaluation (\$8,528), Youth Opportunities United, Inc., Cincinnati, Ohio.
- 1992 with Edward Latessa, Follow-Up Evaluation of the Turning Point Program (\$3,000), Talbert House, Inc., Cincinnati, Ohio.
- 1990 with Edward Latessa, Evaluation of the Turning Point Program (\$2,000), Talbert House, Inc., Cincinnati, Ohio.
- 1989 Summer Faculty Research Fellowship (\$3,500), University of Cincinnati.
- 1985 Title III Computer Hardware and Computer Aided Instruction project (\$9,700), University of Alabama at Birmingham.

AWARDS

- 1994 Academy of Criminal Justice Sciences Police Section Outstanding Service Award.
- 1992 University of Cincinnati, College of Education, Department of

Kkkkkk

Criminal Justice Outstanding Service Award.

1984

The Presidential Award for the Distinguished Doctoral Dissertation, State University of New York at Albany.

MANUSCRIPT REFEREE

Journal of Research in Crime and
Delinquency
Police Quarterly
Journal of Criminal Justice
Justice Quarterly
Criminology
Policing: An International Journal of Police Strategies
and Management

PROFESSIONAL AFFILIATIONS

Academy of Criminal Justice Sciences
American Society of Criminology
Western Society of Criminology

PROFESSIONAL ACTIVITIES

2012	Member, NIJ Scientific Research Panel
2012	Member, Valencia College Criminal Justice Technology Committee
2005 to 2009	Editorial Board, <i>Justice Research and Policy</i>
2004 to 2005	Member of the International Association of Chiefs of Police, National Law Enforcement Policy Center Advisory Board
2004 to 2007	Member of the Anchorage Police Department Strategic Planning Steering Committee
2004	Member of the American Society of Criminology August Vollmer Award Committee
2004 Committee	Member of the Academy of Criminal Justice Sciences Program

Kkkkkk

2003	Guest Editor, <i>Policing: An International Journal of Police Strategies and Management</i> .
2002 to 2005	Editorial Board, <i>Justice Quarterly</i>
2002	Member of the American Society of Criminology Program Committee
2001 to 2007	Member of the Regional Advisory Council, National Law Enforcement and Correction Technology Center—Northwest
2001	Moderator of the panel “Police-Community Interaction” at the annual National Institute of Justice Research and Evaluation Conference.
2000	Moderator of the panels “Research Applications with GIS” and “Exploring New Tools for Crime Analysis” at the annual National Institute of Justice Crime Mapping Research Center Conference.
2000	Moderator of the panel “Measuring Police-Community Interaction in Indianapolis: Participation, Mobilization, and Control of Space in Community Policing” at the annual National Institute of Justice Research and Evaluation Conference.
1999	Executive Board, Justice Research and Statistics Association.
1999	Moderator of the panel "Breaking the Cycle of Drug Abuse" at the annual meeting of the Justice Research and Statistics Association.
1998	Moderator of the panel "Crime Mapping Research Applications II" at the second annual Crime Mapping Research Conference.
1998	Chair/Discussant on the panel “Administrative and Management Issues in Policing II” at the annual meeting of the Academy of Criminal Justice Sciences.
1998	Moderator of the panel “Sergeants and Community Policing” at the National Institute of Justice sponsored Locally Initiated Research Partnership Program Conference.

Kkkkkk

1997 to 2007	Editorial Board, <i>Alaska Justice Forum</i>
1997	Facilitator on the "User/Vendor Focus Group: Partners in Crime?" at the Crime Mapping Symposium
1997 to 2009	Editorial Board, <i>Western Criminology Review</i>
1996 to 2000	Member of the Data Resources Program Review Team
1995 to 1997	Member of the National Institute of Justice, Policing Research Institute panel on Measuring What Matters.
1996	Discussant on the panel "Improving Methods of Police Research" at the annual meeting of the American Society of Criminology.
1995	Member of the US Department of Justice, Federal Bureau Investigation, Behavioral Science Unit Research Advisory Committee.
1993 to 1995	Program Committee Chair, 1995 Academy of Criminal Justice Sciences annual meeting held in Boston, MA.
1993	Deputy Program Committee Chair, 1994 Academy of Criminal Justice Sciences annual meeting held in Chicago, IL.
1993 to 1996	Editorial Board, <i>American Journal of Criminal Justice</i> .
1992	Discussant on the panel "Issues in Victimization" at the annual meeting of the Midwestern Criminal Justice Association.
1992	Convener of Roundtable on "Models for Bridging the Gap between Academic and Practicing Communities." Convened at the annual meeting of the Academy of Criminal Justice Sciences.
1991 to 1994	Assistant Editor, <i>Journal of Crime and Justice</i> .
1991 to 1996	Editorial Board, <i>Police Liability Review</i> .
1991	Convener of Roundtable on ACJS Academic Review. Convened at the annual meeting of the Academy of Criminal Justice Sciences.

Kkkkkk

1990 to 1993	Chair of the Police Section of the Academy of Criminal Justice Sciences.
1990	Coeditor of a special issue of the <u>American Journal of Criminal Justice</u> , vol. 14, no. 2, devoted to policing (with Lawrence Travis, III).
1990	Chair and discussant on the panel on "Police Work, Functions, and Social Control" at the annual meeting of the Academy of Criminal Justice Sciences.
1989 to 1991	Chair of the Academy of Criminal Justice Sciences Academic Review Committee.
1988 to 1991	Editorial Board, <u>Justice Quarterly</u> .
1989	Elected to serve on the steering committee to form a Police Interest Section within the Academy of Criminal Justice Sciences.
1989	Chair and discussant on the panel on "Issues in Police Liability" at the annual meeting of the Academy of Criminal Justice Sciences.
1989	Panelist on Roundtable discussing the "Applications of Methodologies to Criminal Justice Research" at the annual meeting of the Academy of Criminal Justice Sciences.
1988	Chair and discussant on the panel on "Some Issues of Concern for Police Management and Organization" at the annual meeting of the Academy of Criminal Justice Sciences.
1987 to 1988	Member of the Academy of Criminal Justice Sciences Publications Committee.
1987	Discussant on the panel on "Application of research theory and technology to criminal justice administration" at the annual meeting of the Academy of Criminal Justice Sciences.
1987	Chair of the panel on "Police Policy: Issues and Trends" at the annual meeting of the Academy of Criminal Justice Sciences.
1987	Chair of the panel on "Victimization and Offending of the

Kkkkkk

Elderly" at the annual meeting of the Academy of Criminal Justice Sciences.

1986 to 1987

Member of the Academy of Criminal Justice Sciences Research Committee.

1986

Chaired the Roundtable on "Approaches to Policing: Implementation and Effectiveness" at the annual meeting of the American Society of Criminology.

DISSERTATION COMMITTEES:

Tim Croisdale
Bradley Myrstol
Eric Jefferis
Stephen Holmes
Beth Sanders

Simon Fraser University, 2007, Member
Indiana University, 2006, Member
University of Cincinnati, 2004, Member
University of Cincinnati, 1997, Member
University of Cincinnati, 1997, Chair

Kkkkkk

VITA
KAROL M. LUCKEN

CURRENT POSITION

Associate Professor
Department of Criminal Justice and Legal Studies
University of Central Florida
Orlando, Florida

EDUCATION

Doctorate of Philosophy in Criminology
School of Criminology Florida State University
Tallahassee, Florida
1994

Master of Science in Criminology
School of Criminology
Florida State University
Tallahassee, Florida
1988

Bachelor of Science in Criminology
School of Criminology
Florida State University
Tallahassee, Florida
1986

EMPLOYMENT EXPERIENCE

Instructor, School of Criminology, Florida State University. (1993 - 1994)

Legislative Intern, Florida House of Representatives. Corrections Committee. Tallahassee, Florida. (1992 - 1993)

Probation Officer, Orange County Corrections Division, Orlando, Florida. (1988 – 1990)

PUBLICATIONS

Kkkkkk

ARTICLES

- Lucken, K. (2011) "Leaving Mass Incarceration: The Ways and Means of Penal Change." *Criminology and Public Policy* 10 (3):707-714.
- Lucken, K. and L.Ponte. (2008) "A Just Measure of Forgiveness: Reforming Occupational Barriers for Ex-Offenders Using BFOQ Analysis." *Law and Policy* 30 (1):46-72.
- Lucken, K. and W. Bales (2008) "Florida's Sexually Violent Predator Program: Assessing Risk and Civil Commitment Eligibility" *Crime and Delinquency* 54 (1):95-127
- Lucken, K. and J. Latina (2002) "Sex Offender Civil Commitment: Medicalizing Sexual Deviant Behavior." *Barry Law Review*, 3, pp.15-37.
- Clear, T.R., Hardyman, P., Stout, B., and K. Lucken (2000) "The Value of Religion in Prison: An Inmate Perspective." *Journal of Contemporary Criminal Justice* 16 (1).
- Lucken, K. (1999) "Victims and the Criminal Justice System: The Vagaries of Integration." *International Review of Victimology* 6 (2):137-157.
- Lucken, K. (1998) "Contemporary Penal Trends: Modern or Postmodern? *The British Journal of Criminology* 38 (1):106-123.
- Blomberg, T.G., Yeisley, M. and K. Lucken (1998). "American Penology: Words, Deeds, and Consequences." *Crime, Law, and Social Change* 27(1):269-286
- Lucken, K. (1997). "Privatizing Discretion: 'Rehabilitating' Treatment in Community Corrections" *Crime and Delinquency* 43 (3):243-259.
- Reprinted in Kratcoski, P.C. (2000). *Correctional Counseling and Treatment*. Prospect Heights, IL: Waveland Press, Inc. 4th Edition
- Lucken, K. (1997) "Dynamics of Penal Reform" *Crime, Law, and Social Change* 26 (4): 367-384.
- Blomberg, T.G. and K. Lucken (1994) "Stacking the Deck by Piling Up Sanctions: Is Intermediate Punishment Destined to Fail?" *The Howard Journal* 33:62-80.

ARTICLES

IN PROGRESS

- Lucken, K. "You Say Regulation, I Say Punishment: The Semantics and Attributes of Punitive Activity" (under review *Critical Criminology*)
- Lucken, K. "Making Reentry Work: Reducing Loss, Not Crime" (revising)

Kkkkkk

BOOKS

Blomberg, T.G. and K. Lucken (2010). *American Penology: A History of Control-* An Enlarged 2nd Edition. New Brunswick: NJ. Transaction Publishers

Blomberg, T.G. and K. Lucken. (2000) *American Penology: A History of Control*. NY: Aldine de Gruyter.

Cited by U.S. Supreme Court in *Smith et al. v Doe et al.*, 2002

BOOK CHAPTERS

Lucken, K. and T.G. Blomberg (2012) "American Corrections: Reform Without Change." In *The Oxford Handbook of Sentencing and Corrections*, edited by Joan Petersilia and Kevin Reitz, pp.341-362. Oxford University Press.

Lanier, M.M., Lucken, K. and T.A. Akers (2008) "Correctional Opportunities: Epidemiological Criminology" in *Key Correctional Issues* (ed. Rosalyn Muraskin). 2nd Edition. Prentice Hall.

Lucken, K. (1998) "Has Community Corrections Become Community Control?" in J.Fuller and E.Hickey (Eds.) *Controversial Perspectives in Criminology*. Allyn & Bacon Publishing.

Lucken, K. (1998) "Can Penal Reform Theory, Evaluation, and Policy Ever Meet?" in *Sociology of Crime, Law, and Deviance* Volume I, (series editor, Jeffrey T. Ulmer) pp. 85-103. Greenwich, CT: JAI Press

Blomberg, T.G. and K. Lucken (1993). "Intermediate Punishment and the Piling Up of Sanctions," in George F. Cole (Ed) *Criminal Justice: Law and Politics*, 6th Edition, p.470-481. Pacific Grove, CA: Brooks/Cole.

BOOK REVIEWS

Lucken, K. (2010). *Do Prisons Make Us Safer? The Benefits and Costs of the Prison Boom* by Steven Raphael and Michael A.Stoll (eds). New York: Russell Sage Foundation, 2009. Solicited by *Punishment and Society* 12 (2): 231-232.

Lucken, K. (2008). *Managing Correctional Crises* by John M. McCullough. Jones and Bartlett Publishers. Solicited by *International Criminal Justice Review*, 18:3.

Lucken, K. (2005) *Thinking About Crime: Sense and Sensibility in American Penal Culture* by Michael Tonry. Oxford University Press. Solicited by *Punishment and Society*, 7 (3):331-334.

Kkkkkk

Lucken, K. (2001). *Undoing Time* (Edited by Jeff Evans). Northeastern University Press. *Criminal Justice Review* 26 (2): 293/294.

RESEARCH & OTHER REPORTS

Lucken, K. (1995) *Orange County Corrections Program Evaluation Project--Phase I*. Final Report. Orlando, Florida: Orange County Corrections Division.

Lucken, K. (1994). *Corrections at the Crossroads*. Published Proceedings of the 1993 Southern Conference on Corrections. Florida Department of Corrections: Tallahassee, Florida 1994.

Lucken, K. (1988). *The Youthful Offender Program*. Final Report. Tallahassee, Florida: Department of Corrections.

Lucken, K. (1988). *An Examination of the Precedents for the Development of Regional Jails*. Final Report. Tallahassee, Florida: State of Florida . Executive Office of the Governor.

GRANTS SUBMITTED

(2003) "Sex Offender Civil Commitment: Evaluating Risk Assessment and Treatment." The National Institute of Justice. Principal. Amount \$226,327.

(2003) "Actuarial Justice: Predicting Risk in Sex Offender Civil Commitment". (2003) Society of Actuaries. Co-Principal. Amount \$10,000 (Principal-Lorrie Hoffman, Dept. of Statistics)

(2001) Religion, Crime, & Punishment. John Templeton Foundation. Amount \$52,546.

(1998) Assessment of Police/Child Advocacy Center. National Institute of Justice. Co-Principal Investigator with Police Executive Research Forum (PERF). Amount \$343,966

(1997) Evaluation of Teen Courts. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. Co-principal with PERF Amount \$796,686.

PROFESSIONAL SERVICE ACTIVITIES

Periodic Reviewer for Following Journals:

Criminology and Public Policy

Kkkkkk

Criminology
Crime & Delinquency
Punishment & Society
Justice Quarterly
Critical Journal of Crime, Law & Society
Criminal Justice Review
American Journal of Criminal Justice
Journal of Drug Issues
Journal of Contemporary Criminal Justice
Violence Against Women: An International & Interdisciplinary Journal

Speaker/Training Workshop. "The Meaning of Evidence-Based Practice." Florida Association of Community Corrections. Orlando, FL. (April, 2010).

Speaker. "Adolescent Correctional Education and Crime Desistance: A Response." International Community Corrections Association. Annual Conference. Orlando, FL. (October, 2009)

Participant. Restoration of Rights Summit: Offender Re-Entry. Florida Department of Corrections and Governor's Office. Tallahassee, FL (June 2008).

Invited Speaker on Florida's Sex Offender Civil Commitment Program. National Association of Sentencing Commissions Annual Conference. Philadelphia. (August 2006).

Scientific Review Committee. 12th Annual World Society of Victimology Conference. (August 2006).

Interviewed by Neil Munro of the *National Journal* on the use of inmates in investigational drug studies. (October, 2005).

Interviewed by Pierre Duchesne of Radio Canada/Canadian Public Television on Faith-Based Prison Programs (2004).

Task Force Member. Targeted Community Action Plan/Comprehensive Juvenile Strategic Plan. 9th Judicial Circuit, State of Florida. (2003).

Guest Editor (2000). Spirituality and Forgiveness Considerations in Criminology and Criminal Justice. *Journal of Contemporary Criminal Justice*, 16 (1).

Mentor. American Society of Criminology Mentoring Program (2000-present)

Committee Member. American Academy of Criminal Justice Sciences Outstanding Book of the Year Award (2001).

Kkkkkk

Reviewer. American Society of Criminology Student Paper Awards. (2001)

Editor of Corrections Newsletter. Corrections Division of the Academy of Criminal Justice Sciences. (2000)

Editorial Board. *The Journal of Contemporary Criminal Justice*. Sage Periodicals Press. (1995-2002)

Member of Student Affairs Committee. Division on Corrections and Sentencing for the American Society of Criminology (present)

Program Planning Committee. 44th Annual Southern Conference on Corrections. Palm Beach, Florida. (September, 1998).

Invited Discussant. Theological Symposium on Justice, Center for Justice Initiatives, Washington D.C. (April, 1999)

Invited Speaker. 43rd Annual Meeting of the Southern Conference on Corrections. Orlando, Florida (October, 1997).

Invited Speaker. 25th Annual National Association of Pre-Trial Services Conference. Miami, FL (September 1997).

Invited Speaker. 3rd Annual Meeting of the Florida Association of Community Corrections. Sarasota, Florida. (June 1996)

Program Committee. Division Chair on Teaching, Education, and Academic Issues- 46th Annual American Society of Criminology Meetings. Miami, Florida (November 1994)

Advisory Committee, Victim Offender Meeting Program, Orange County Victim Service Center & Orange County Court Alternative Dispute Resolution Services (2000)

Chair of Human Subject Review Board. Central Florida Reception Center Florida Department of Corrections. Orlando, Florida. (1997-1999)

Member of Florida Department of Corrections Bioethics Committee. Tallahassee, FL. (1997-2000)

Member of Commissioner Mary I. Johnson's Victim Center Task Force (1997-1998)

Member of the Arnold Palmer Hospital Child Advocacy Center Task Force (1998)

Correctional Staff Training Workshop. Florida Department of Corrections. (February, 1998).

PROFESSIONAL AFFILIATIONS

Kkkkkk

American Society of Criminology

PRESENTER AT PROFESSIONAL MEETINGS

“She Said, He Said: Factors Affecting the Outcomes of Civil Protection Order Hearings.” Paper presented at the American Society of Criminology. Washington D.C. (November, 2011).

“Making Reentry ‘Work’: A Loss Prevention Versus a Crime Prevention Narrative. Paper presented at the American Society of Criminology. Philadelphia (November, 2009)

“A Just Measure of Forgiveness: Reforming Occupational Barriers for Ex-Felons.” Paper presented at the American Society of Criminology. Atlanta. (November 2007)

“A Just Measure of Forgiveness: Reforming Occupational Barriers for Ex-Felons.” Paper presented at the Academy of Criminal Justice Sciences. Seattle, Washington (March 2007)

“Florida’s Sexually Violent Predator Program: A Multivariate Analysis of Risk Factors Determining Civil Commitment Eligibility.” Paper presented at the 57th Annual Meeting of the American Society of Criminology. Toronto, Canada (November 2005).

“Curious Rehabilitation: Assessing Risk and Treatment in Sex Offender Civil Commitment.” Paper presented at the American Society of Criminology. Denver (November 2003)
of Rountable Discussant. “Religion in Corrections. What Do We Know?” 53rd Annual Meeting of the American Society of Criminology. Atlanta, GA. (November, 2001)

“Whither Punitive Attitudes: The Impact of Punishment on Society.” Paper presented at the 52nd Annual Meeting of the American Society of Criminology, San Francisco, CA. (November 2000).

“Defining Punishment and Measuring Its Prevalence: A Case Study of the ‘Punitive City.’” paper presented at the 51st Annual Meeting of the American Society of Criminology, Toronto, Canada (November, 1999).

Presenter. Panel- Criminal Justice System Evaluation Issues. 44th Annual Meeting of the Southern Conference on Corrections. Palm Beach, Florida (September, 1998)

Chair of Panel Bioethics Behind Bars: Issues in Biotechnology in Corrections 44th Annual Meeting of the Southern Conference on Corrections Palm Beach, Florida (September, 1998).

"Criminal Justice Perspectives on Crime Victims and Victim Services" paper presented at 50th Annual Meeting of American Society of Criminology, Washington, D.C. (November, 1998)

"Diversion in the Nineties: 'Deep-Enders' and Weaker Nets?" paper presented at 49th Annual Meeting of American Society of Criminology, San Diego (November 1997)

Kkkkkk

"Privatized Treatment in Community Corrections," paper presented at the 48th Annual Meeting of the American Society of Criminology, Chicago, Illinois. (November 1996)

Chair of "Punishment and Deterrence," panel. 47th Annual Meeting the American Society of Criminology, Boston, Massachusetts. (November 1995)

"Penal Reform: New Directions in Theory and Research," paper presented at the 47th Annual Meeting of the American Society of Criminology, Boston, Massachusetts. (November 1995)

"Toward an Integrative Approach in the Study of Correctional Reform," paper presented at the 46th Annual Meeting of the American Society of Criminology, Miami, Florida. (November 1994)

Overview and Critique of Intermediate Punishment," paper presented at 38th Southern Conference on Corrections, Tallahassee, FL (Fall, 1991).

"Stacking the Deck by Piling Up Sanctions," paper presented at 43rd Annual Meeting of the American Society of Criminology, San Francisco. (Nov, 1991)

Intermediate Punishment and the Piling Up of Sanctions," paper presented at the 42nd Annual Meeting of the American Society of Criminology, Baltimore, Maryland. (November 1990)

UNIVERSITY SERVICE ACTIVITIES

University-Editorial Board, Undergraduate Research Journal (2010-present)
University-Faculty Advisor, Fellowship of Christian Graduate Students (2008-present)
University-Institutional Animal Care and Use Committee (2001-2009)
University-Faculty Advisor. Student Chapter of the ACLU (2003)
University-Undergraduate Policy & Curriculum Committee (1999-2000)

College of Health & Public Affairs- Honor's Program Committee (2005-present)
College of Health & Public Affairs- Faculty Council (2008; 1998-2001)
College of Health & Public Affairs- Diversity Committee (1996-99)
College of Health & Public Affairs- Research Committee (1996-98)
College of Health & Public Affairs- Student Affairs Committee (1994-96)

Department of Criminal Justice- Honors Program Coordinator (1999-present)
Department of Criminal Justice - Graduate Program Committee (2005-present)
Department of Criminal Justice - Tenure & Promotion Committee Chair (2001-03)
Department of Criminal Justice - Faculty Search Committee (1995-99, 2010)

Kkkkkk

COURSES TAUGHT

Undergraduate:

- Corrections and Penology
- Community-Based Corrections
- Crime in America
- Victims & the Criminal Justice System
- Crime and Punishment in American Literature (Honor's Course)

Graduate:

- Administration of Criminal Justice
- Advanced Seminar in Corrections (Ph.D)
- Foundations of Corrections
- Community Justice
- Policy Analysis: Mental Health Issues and Criminal Justice
- Policy Analysis: Offender Re-Entry

THESES/DISSERTATIONS CHAIRED

Latina, Jessica "Clinician and Prosecutor Perceptions of Sex Offender Civil Commitment Laws." 2002 Master's Thesis.

Vereen, Alicia. "The Feasibility of Restorative Justice: A Victim's Perspective." 1999 Master's Thesis.

RESEARCH INTERESTS

Corrections/Punishment/Social Control

- Theory, History, Philosophy, Practice
- Offender Reentry
-
- Intermediate Punishment
- Sex Offender Civil Commitment

Victims

- Victim Services
- Domestic Violence Civil Injunctions

CONSULTING ACTIVITIES

Caliber Research Associates/Kairos Horizon Prison Ministry Evaluation (2003-2004)

Orange County Victim Service Center (2002)

Kkkkkk

Louisiana Department of Corrections (1991)

Kkkkkk

EUGENE A. PAOLINE III

Department of Criminal Justice
The University of Central Florida
P.O. Box 161600
Orlando, Florida 32816-1600

Office: (407) 823-4946
FAX: (407) 823-5360
E-mail: epaoline@mail.ucf.edu

EDUCATION

Ph.D., Criminal Justice, University at Albany, State University of New York, 2000.

Dissertation Title: *Attitudes of Police: Implications for Police Culture*

Areas of Specialization: Policing, Administration of the Criminal Justice Process, Nature of Crime, Quantitative Methods, Systematic Social Observation

M.A., Criminal Justice, University at Albany, State University of New York, 1996.

M.S., Criminology/Criminal Justice, Florida State University, 1994.

B.S., Criminology/Criminal Justice, Florida State University, *Cum Laude*, 1991.

PROFESSIONAL EMPLOYMENT

5/07 – Present Associate Professor, Department of Criminal Justice and Legal Studies, University of Central Florida.

8/01 – 5/07 Assistant Professor, Department of Criminal Justice and Legal Studies, University of Central Florida.

8/00 - 8/01 Assistant Professor, Department of Sociology, Anthropology, and Criminology, University of Northern Iowa.

1/99 - 5/00 Instructor, School of Criminal Justice, The University at Albany, State University of New York, Albany, New York

Kkkkkk

1/96 - 1/99 Research Assistant, "Project on Policing Neighborhoods (POPEN)", Hindelang Criminal Justice Research Center, University at Albany, State University of New York, Albany, New York. National Institute of Justice (Grant 95-IJ-CX-0071).

5/97 - 8/97 Field Supervisor, "Project on Policing Neighborhoods (POPEN)", St. Petersburg, Florida.

5/96 - 8/96 Field Supervisor, "Project on Policing Neighborhoods (POPEN)", Indianapolis, Indiana.

8/94 - 12/95 Instructor, School of Criminal Justice, The University at Albany, State University of New York, Albany, New York.

RESEARCH

Journal Articles

Terrill, William and Eugene A. Paoline III (Forthcoming). "Examining Less Lethal Force Policy and the Force Continuum: Results from a National Use of Force Study." *Police Quarterly*.

Gau, Jacinta M., William Terrill, and Eugene A. Paoline III (Forthcoming). "Looking Up: Explaining Police Promotional Aspirations." *Criminal Justice & Behavior*.

Paoline, Eugene A. III and Eric G. Lambert (2012). "Exploring Potential Consequences of Job Involvement Among Jail Staff." *Criminal Justice Policy Review*. 23(2): 231-253.

Paoline, Eugene A. III, William Terrill, and Jason R. Ingram (2012). "Police Use of Force and Officer Injuries: Comparing Conducted Energy Devices (CEDs) to Hands and Weapon Based Tactics." *Police Quarterly*. 15(2): 115-136.

Paoline, Eugene A. III and Eric G. Lambert (2012). "The Issue of Control in Jail: The Effects of Professionalism, Detainee Control, and Administrative Support on Job Stress, Job Satisfaction, and Organizational Commitment Among Jail Staff." *American Journal of Criminal Justice*. 37(2): 179-199.

Terrill, William and Eugene A. Paoline III (2012). "Conducted Energy Devices (CEDs) and Citizen Injuries: The Shocking Empirical Reality." *Justice Quarterly*. 29(2): 153-182.

Kkkkkk

- Lambert, Eric G. and Eugene A. Paoline III (2012). "Exploring Potential Antecedents of Job Involvement: An Exploratory Study Among Jail Staff." *Criminal Justice & Behavior*. 39(3): 264-286.
- Paoline, Eugene A. III and William Terrill (2011). "Police Use of Force: Varying Perspectives." *Journal of Crime & Justice*. 34(3): 159-162.
- Paoline, Eugene A. III and William Terrill (2011). "Listen to Me: Police Officers' Views of Appropriate Use of Force." *Journal of Crime & Justice*. 34(3): 178-189.
- Lambert, Eric G. and Eugene A. Paoline III (2010). "Take This Job and Shove it: An Exploratory Study of Turnover Intent Among Jail Staff." *Journal of Criminal Justice*. 38(2): 139-148.
- Lambert, Eric G. and Eugene A. Paoline III (2008). "The Influence of Individual, Job, and Organizational Characteristics on Correctional Staff Job Stress, Job Satisfaction, and Organizational Commitment." *Criminal Justice Review*. 33(4): 541-564.
- Terrill, William, Eugene A. Paoline III, and Jason R. Ingram (2008). "Nonlethal Use-of-Force Policy: Perceptions from the Front Line." *Law Enforcement Executive Forum*. 8(4): 7-19.
- Applegate, Brandon K. and Eugene A. Paoline III (2007). "Jail Officers' Perceptions of the Work Environment in Traditional Versus New Generation Facilities." *American Journal of Criminal Justice*. 31(2): 64-80.
- Terrill, William and Eugene A. Paoline III (2007). "Non-Arrest Decision Making in Police-Citizen Encounters." *Police Quarterly*. 10(3): 308-331.
- Paoline, Eugene A. III and William Terrill (2007). "Police Education, Experience, and the Use of Force." *Criminal Justice & Behavior*. 34(2): 179-196.
- Terrill, William and Eugene A. Paoline III (2007). "Force Continuums: Moving Beyond Speculation and Toward Empiricism." *Law Enforcement Executive Forum*. 7(4): 27-31.
- Lambert, Eric G., Eugene A. Paoline III, Nancy L. Hogan, David N. Baker (2007). "Gender Similarities and Differences in Correctional Staff Work Attitudes and Perceptions of the Work Environment." *Western Criminology Review*. 8(1): 16-31.
- Paoline, Eugene A. III, Eric G. Lambert, and Nancy L. Hogan (2006). "A Calm and Happy Keeper of the Keys: The Impact of ACA Views, Relations with Coworkers, and Policy Views on the Job Stress and Job Satisfaction of Jail Staff." *The Prison Journal*. 86(2): 182-205.

Kkkkkk

- Lambert, Eric G., Eugene A. Paoline III, and Nancy L. Hogan (2006). "The Impact of Centralization and Formalization on Correctional Staff Job Satisfaction and Organizational Commitment." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*. 19(1): 23-44.
- Lambert, Eric G., Nancy L. Hogan, Eugene A. Paoline III, and Alan Clarke (2005). "The Impact of Role Stressors on Job Stress, Job Satisfaction and Organizational Commitment Among Private Prison Staff." *Security Journal*. 18(4): 33-50.
- Paoline, Eugene A. III and William Terrill (2005). "The Impact of Police Culture on Traffic Stop Searches: An Analysis of Attitudes and Behavior." *Policing: An International Journal of Police Strategies & Management*. 28 (3): 455-472.
- Lambert, Eric G., Nancy L. Hogan, Eugene A. Paoline III, and David Baker (2005). "The Good Life: The Impact of Job Satisfaction and Occupational Stressors on Correctional Staff Life Satisfaction - An Exploratory Study." *Journal of Crime & Justice*. 28(2): 1-26.
- Lanier, Mark and Eugene A. Paoline III (2005). "Expressed Needs and Behavioral Risk Factors of HIV Positive Inmates." *International Journal of Offender Therapy and Comparative Criminology*. 49(5): 561-573.
- Bernard, Thomas J., Eugene A. Paoline III, and Paul Pare (2005). "Criminal Justice and General Systems Theory." *Journal of Criminal Justice*. 33(3): 203-211.
Reprinted in Peter B. Kraska and John J. Brent (eds.)(2011). *Theorizing Criminal Justice: Eight Essential Orientations*. Long Grove, Illinois: Waveland Press, Inc.
- Lambert, Eric G. and Eugene A. Paoline III (2005). "The Impact of Medical Issues on the Job Stress and Job Satisfaction of Jail Staff." *Punishment and Society*. 7(3): 259-275.
- McCluskey, John D., William Terrill, and Eugene A. Paoline III (2005). "Peer Group Aggressiveness and the Use of Coercion in Police-Suspect Encounters." *Police Practice & Research: An International Journal*. 6(1): 19-37
- Lambert, Eric G., K. Michael Reynolds, Eugene A. Paoline III, and R. Cory Watkins (2004). "The Effects of Work Stressors and Pay Perceptions on Jail Staff Job Satisfaction." *Journal of Crime & Justice*. 27(1): 1-32.
- Paoline, Eugene A. III and William Terrill (2004). "Women Police Officers and the Use of Coercion." *Women & Criminal Justice*. 15: 97-119.
- Paoline, Eugene A. III (2004). "Shedding Light on Police Culture: An Examination of Officers' Occupational Attitudes." *Police Quarterly*. 7(2): 205-236.

Kkkkkk

Terrill, William, Eugene A. Paoline III, and Peter K. Manning (2003). "Police Culture and Coercion." *Criminology*. 41(4): 1003-1034.

Paoline, Eugene A. III and John J. Sloan III (2003). "Variability in the Organizational Structure of Contemporary Campus Law Enforcement Agencies: A National Level Analysis." *Policing: An International Journal of Police Strategies & Management*. 26(4): 612-639.

Paoline, Eugene A. III (2003). "Taking Stock: Toward a Richer Understanding of Police Culture." *Journal of Criminal Justice*. 31(3): 199-214.

Paoline, Eugene A. III, Stephanie M. Myers, and Robert E. Worden (2000). "Police Culture, Individualism, and Community Policing: Evidence from Two Departments." *Justice Quarterly*. 17(3): 575-605.

Reprinted in Chris W. Eskridge (ed.)(2004). *Criminal Justice Concepts and Issues: An Anthology*. Los Angeles, California: Roxbury Publishing Company.

Books

Paoline, Eugene A. III and William Terrill (Forthcoming). *Police Culture: Adapting to the Strains of the Job*. Durham, NC: Carolina Academic Press.

Paoline, Eugene A. III (2001). *Rethinking Police Culture: Officers' Occupational Attitudes*. New York, New York: LFB Scholarly Publishing Company LLC.

Book Chapters

Terrill, William and Eugene A. Paoline III (2010). "Non-Lethal Force by Police: The Lenses by Which Appropriateness is Assessed." in Joseph B. Kuhns and Johannes (Eds.), *Policing Around the World: Police Use of Force, Firearms, and Non-Lethal Weapons* (pp. 6-13). Westport, CT: Praeger-Greenwood-PSI.

Paoline, Eugene A. III and Suzanne G. Devlin (2009). "Hillsborough County, Florida." in Edward R. Maguire and William Wells (Eds.), *Implementing Community Policing: Lessons from 12 Cities*. Washington, DC: U.S. Department of Justice.

Paoline, Eugene A. III. (2006). "The Myth of a Monolithic Police Culture." In Robert Bohm and Jeffrey Walker's *Demystifying Crime and Criminal Justice* (pp. 81-88). California: Roxbury Publishing Company.

Book Reviews

Review of Edward R. Maguire (2003). *Organizational Structure in American Police Agencies: Context, Complexity, and Control* (Albany, New York: State University of New York Press), *Policing: An International Journal of Police Strategies & Management* (2006). 29(1): 182-184.

Kkkkkk

Research Reports

Terrill, William, Eugene A. Paoline III, and Jason Ingram (2011). *Assessing Police Use of Force Policy and Outcomes*. Final Report to the National Institute of Justice (Grant 2005-IJ-CX-0055). Washington, DC: U.S. Department of Justice.

Reynolds, Michael K., Eugene A. Paoline III, and Cory Watkins (2002). *Orange County Corrections Department Personnel Survey Report*. Report to the Orange County Jail Oversight Commission (Grant18-65-809). Orlando, Florida, University of Central Florida.

Paoline, Eugene A. III, Stephanie M. Myers, and Robert E. Worden (1999). *Police Culture, Individualism, and Community Policing: Evidence from Two Police Departments*. Report to the National Institute of Justice (Grant 95-IJ-CX-0071). Albany, NY: Hindelang Criminal Justice Research Center, University at Albany.

Grants & Contracts

Co-principal Investigator (with William Terrill). “Assessing Police Use of Force Policy and Outcomes”; \$376,255 from the *National Institute of Justice* (Grant 2005-IJ-CX-0055), January, 2006 - May, 2010.

Co-principal Investigator (with Kenneth M. Reynolds and Cory Watkins). “Orange County Jail Personnel Study”; \$15,490 from the *Orange County Jail Oversight Commission*, November, 2001 - April, 2002.

Professional Conference Papers

Weidner, Robert, Jason Ingram, Eugene A. Paoline III, and William Terrill. “Supervisory Influences and Less-Lethal Force Policies: Examining the Sergeant-Officer Attitudinal Relationship.” Paper presented at the annual meeting of the *Academy of Criminal Justice Sciences*, New York, NY, 2012.

Terrill, William and Eugene A. Paoline III. “Conducted Energy Devices (CEDs) and Injuries: An Empirical Examination.” Paper presented at the annual meeting of the National Institute of Justice Conference, Washington, DC, 2010.

Terrill, William and Eugene A. Paoline III. “Police Use of Force Practices and Policies: A Multi-City Examination.” Paper presented at the annual meeting of the American Society of Criminology, Philadelphia, Pennsylvania, 2009.

Paoline, Eugene A. III and Heidi S. Bonner. “Patrol Officers’ Perceptions of Non-Lethal Force Policies: Assistance, Restrictiveness, and Guidance.” Paper presented at the annual meeting of the American Society of Criminology, St. Louis, Missouri, 2008.

Kkkkkk

Terrill, William and Eugene A. Paoline III. "Assessing Police Use of Force Policy and Outcomes." Paper presented at the annual meeting of the National Institute of Justice Conference, Washington, DC, 2008.

Terrill, William and Eugene A. Paoline III. "Police Use of Force Policy Types: Results from a National Agency Survey." Paper presented at the annual meeting of the American Society of Criminology, Los Angeles, California, 2006.

Applegate, Brandon K. and Eugene A. Paoline III. "Jail Staff Perceptions of the Work Environment: Traditional Versus Direct Supervision." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Baltimore, MD, 2006.

Terrill, William and Eugene A. Paoline III. "Police Discretion: Examining Inaction." Paper presented at the annual meeting of the American Society of Criminology, Toronto, Canada, 2005.

Lambert, Eric G., Michael Bryant, Eugene A. Paoline III, and Nancy Hogan. "The Good Life: The Issue of Life Satisfaction for Correctional Staff and the Impact of Job Satisfaction and Occupational Stressors - An Exploratory Study." Paper presented at the annual meeting of the Midwest Criminal Justice Association, Chicago, IL, 2004

Paoline, Eugene A. III. "Patrol Officer Background Characteristics, Occupational Attributes, and Police Culture." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Las Vegas, NV, 2004.

Lambert, Eric G. and Eugene A. Paoline III. "The Impact of Centralization and Formalization on Correctional Staff Job Satisfaction." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Boston, MA, 2003.

Paoline, Eugene A. III. "An Empirical Examination of Attitudinal Fragmentation in Police Culture." Paper presented at the annual meeting of the American Society of Criminology, Chicago, IL, 2002.

Reynolds, Kenneth M., Paoline, Eugene A. III, and Cory Watkins. "Correctional Staff Perspectives on the Work Environment: A Multidimensional Assessment." Paper presented at the annual meeting of the American Society of Criminology, Chicago, IL, 2002.

Paoline, Eugene A. III and John J. Sloan III. "Contemporary Campus Law Enforcement Agencies in the United States: Assessing Variability in Organizational Structures." Paper presented at the annual meeting of the American Society of Criminology, Atlanta, GA, 2001.

Terrill, William, Paoline, Eugene A. III, and Peter K. Manning. "Police Culture and Coercion."

Kkkkkk

Paper presented at the annual meeting of the American Society of Criminology, Atlanta, GA, 2001.

Bernard, Thomas J. and Eugene A. Paoline III. "Criminal Justice and General Systems Theory." Paper presented at the annual meeting of the American Society of Criminology, San Francisco, CA, 2000.

Worden, Robert E., Stephanie M. Myers, and Eugene A. Paoline III. "Dimensions of Patrol Officers' Performance and Behavior: Conceptualization and Measurement." Paper presented at the annual meeting of the American Society of Criminology, San Francisco, CA, 2000.

Worden, Robert E., Stephanie M. Myers, and Eugene A. Paoline III. "Police Behavior and Police Performance: Theory and Measurement." Paper presented at the annual meeting of the American Society of Criminology, Toronto, Canada, 1999.

Paoline, Eugene A. III. "An Examination of Cultural Attitudes of Police." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, 1999.

Myers, Stephanie M., Eugene A. Paoline III, and Robert E. Worden. "Patrol Officers' Characteristics, Attitudes, and Performance." Paper presented at the annual meeting of the American Society of Criminology, Washington DC, 1998.

Paoline, Eugene A. III, Stephanie M. Myers, and Robert E. Worden. "Officer Background Characteristics and Outlooks." Paper Presented at the annual meeting of the American Society of Criminology, San Diego, CA, 1997.

Other Conference Participation

Roundtable co-chair (with William Terrill), "Police Use of Force: Various Perspectives from a Special Issue of the Journal of Crime & Justice." Chaired at the annual meeting of the American Society of Criminology, Washington DC, 2011.

Panel chair, "The Police Decision to Arrest, Cite, Warn, or Take No Action." Chaired at the annual meeting of the American Society of Criminology, Toronto, Canada, 2005.

Panel chair, "Issues in Police Culture, Ethics, and Stress." Chaired at the annual meeting of the Academy of Criminal Justice Sciences, Las Vegas, NV, 2004.

Panel chair, "Police Culture: Origins and Effects." Chaired at the annual meeting of the American Society of Criminology, Chicago, Illinois, 2002.

Discussant, "Police Culture and Behavior." Discussant at the annual meeting of the American Society of Criminology, Atlanta, Georgia, 2001.

Kkkkkk

Panel chair, "Statistical Issues in Data Analysis." Chaired at the annual meeting of the American Society of Criminology, San Francisco, California, 2000.

Panel chair, "Perspectives on Police Culture." Chaired at the annual meeting of the American Society of Criminology, Washington DC, 1998.

Discussant, "Perspectives on Police Culture." Chaired at the annual meeting of the American Society of Criminology, Washington DC, 1998.

Consulting

Consultant, "National Study of Police Innovation," George Mason University, U.S. Department of Justice, December, 2002.

Conducted an organizational analysis site visit, in assessing police innovation, at the Hillsborough County Sheriff's Office (HCSO) in Hillsborough County, Florida.

Consultant, "National Study of Police Innovation," University of Nebraska at Omaha, U.S. Department of Justice, June, 2000.

Conducted an organizational analysis site visit, in assessing police innovation, at the Albany Police Department (APD) in Albany, New York

TEACHING

Courses Taught

At the University of Central Florida:

Foundations of Law Enforcement (Graduate class)
Police Socialization and Culture (Graduate class)
Police and Society
Crime in America

At the University of Northern Iowa:

The Sociology of Policing
Police Socialization and Culture

At the University at Albany, State University of New York:

Policing in a Free Society
Introduction to the Nature of Crime & Its Control
Ideology and Crime
Systematic Social Observation
Introduction to Criminal Justice Administration

PROFESSIONAL SERVICE

Kkkkkk

Editorial Board for *Journal of Crime & Justice* (2010 - present)

Associate Book Review Editor for *Police Practice & Research: An International Journal* (2004-2006).

Ad hoc reviewing for *Justice Quarterly*, *Social Problems*, *Journal of Quantitative Criminology*, *Police Quarterly*, *Crime & Delinquency*, *Policing: An International Journal of Police Strategies and Management*, *Police Practice and Research: An International Journal*, *The Journal of Criminal Justice*, *Australian and New Zealand Journal of Criminology*, *Women and Criminal Justice*, *Gender Issues*, *International Journal of Comparative and Applied Criminal Justice*, *Journal of Crime & Justice*, *Criminal Justice and Behavior*, *Criminal Justice Review*, and *Security Journal*.

UNIVERSITY SERVICE

At the University of Central Florida:

Library Liaison, Department of Criminal Justice and Legal Studies, 2001-present.

Member, Ph.D. Development Committee, Department of Criminal Justice, 2001- 2003;
2007- present.

Member, Faculty Governance Committee, Department of Criminal Justice, 2004-present.

Member, Graduate Program Committee, Department of Criminal Justice, 2005-present.

Member, Criminal Justice & Legal Studies Chair Search Committee, Department of Criminal Justice and Legal Studies, 2005-2007.

Member, Graduate Affairs Committee, Department of Criminal Justice, 2008-present.

Member, Faculty Search Committee, Department of Criminal Justice, 2009-2010.

Member, Faculty Council, College of Health and Public Affairs (COHPA), 2003- 2005;
2007.

Member, Research Coordination Committee, College of Health and Public Affairs (COHPA), 2005-2009.

Member, COHPA Dean Search Committee, College of Health and Public Affairs (COHPA), 2007 - 2008.

Member, COHPA Research Incentive Award Committee, College of Health and Public Affairs (COHPA), 2010.

Member, COHPA Teaching Incentive Award Committee, College of Health and Public Affairs (COHPA), 2011 - 2012.

At the University of Northern Iowa:

Member, Master's Degree Development Committee, Department of Sociology, Anthropology, and Criminology, 8/2000-5/2001.

Kkkkkk

PROFESSIONAL MEMBERSHIPS

American Society of Criminology
Academy of Criminal Justice Sciences
Southern Criminal Justice Association
Midwestern Criminal Justice Association

REFERENCES

Available upon request

Kkkkkk

VITA

ROBERTO HUGH POTTER

388 Maple Court
Oviedo, Florida 32765
(407) 823-1487 (Office)
rhpotter@ucf.edu

Citizenship: United States of America/Commonwealth of Australia
Military Service: None

EMPLOYMENT HISTORY

Professor and Director of Research (August, 2008 – Present)

Department of Criminal Justice and Legal Studies
PO Box 161600
University of Central Florida
Orlando, Florida 32816-1600

Senior Health Scientist (October, 2006 – August, 2008)

Goal Team Leader for Healthy Institutions
Acting Goal Team Leader for Healthy Institutions (February, 2005 – September 2006)
Coordinating Center for Infectious Diseases, Office of the Director
Centers for Disease Control and Prevention
1600 Clifton Road, NE
Atlanta, Georgia 30333

Senior Public Health Advisor (October, 2004 – September, 2006)

Acting Team Leader (November, 2002 – September, 2004)
Corrections and Substance Abuse Unit,
Office of Health Disparities, Office of the Director

Program Consultant (Public Health Advisor; July, 2001 – September, 2003)

Prevention Support Office, Office of the Director
National Center for HIV, Viral Hepatitis, STD, and Tuberculosis Prevention
Centers for Disease Control and Prevention
Centers for Disease Control and Prevention
Atlanta, GA 30333

Behavioral Scientist (July, 1999 – June, 2001)

Youth Violence and Suicide Prevention Team

Senior Staff Fellow (July, 1998 - July, 1999)

Family and Intimate Partner Violence Prevention Team
National Center for Injury Prevention and Control
Division of Violence Prevention

Kkkkkk

Centers for Disease Control
Atlanta, GA 30341

Assistant Professor and Director, Institute for Correctional Research and Training

(July, 1996 - June, 1998)
Department of Sociology, Social Work and Criminology
Morehead State University
Morehead, KY 40351-1689

Lecturer (Level B) (February, 1991 - June, 1996)

Coordinator, Graduate Diploma in Criminology
(Member, Faculty of Law and the Peace Studies Program)
Department of Sociology
University of New England
Armidale, NSW Australia 2351

Director of Evaluation Research and Information Systems (April, 1989 - February, 1991)

Families First
Atlanta, GA, USA

Principal Contractor (April, 1988 - March, 1989)

PC Resource Associates
Atlanta, GA, USA

Training Manager (October, 1986 - March, 1988)

MSR Corporation
Atlanta, GA, USA

Research Consultant (February - October, 1986)

Emory University
Atlanta, GA, USA

Training and Research Director (July, 1984 - September, 1985)

Florida Network of Youth and Family Services, Inc.
Tallahassee, FL, USA

Director (July, 1982 - June, 1984)

Florida Juvenile Justice Institute
Office of the State Courts Administrator, Florida Supreme Court
Tallahassee, FL, USA

Associate Planner for Criminal Justice (September, 1981 - June, 1982)

Department of Community Affairs
Tallahassee, FL, USA

Research and Teaching Assistant/Associate (September, 1975 - August, 1981)

University of Florida

Kkkkkk

Gainesville, FL, USA

OTHER TEACHING EXPERIENCE

State University of West Georgia	2003 (Adjunct; Sociology/Criminology)
Clayton State College	1989 – 1991 (Adjunct; Sociology)
Emory University	1990 (Adjunct; Criminology)
St. Leo College	1987 – 1988 (Adjunct; Criminology)
DeKalb (Perimeter) College	1986 (Adjunct; Sociology)

EDUCATION

Ph.D. 1982
University of Florida
Gainesville, FL, USA
Sociology (Emphases in Deviance/Criminology, Social Psychology, and Organizations)

M.A. 1977
University of Florida
Gainesville, FL, USA
Sociology

B.A. 1975
University of South Florida
Tampa, FL, USA
Sociology and Psychology

High School 1971
Lake Placid High School
Lake Placid, FL, USA

PUBLICATIONS

BOOKS

Akers, T.A., **Potter, R.H.**, and Hill, C. (forthcoming, August 2012). *Epidemiological Criminology*. San Francisco: Jossey-Bass Publishers. First draft submitted to publisher July, 2011.

Potter, R.H. (1996). *Pornography: Group Pressures and Individual Rights*. Annandale (Sydney): The Federation Press. (ISBN 1-86287-215-5)

PUBLICATIONS IN REFEREED ACADEMIC JOURNALS

Potter, R.H. and Rosky, J.W. (forthcoming), "The Iron Fist in the Latex Glove: The Intersection of

Kkkkkk

Public Health and Criminal Justice." *American Journal of Criminal Justice*.

Potter, R.H., Akers, T.A., and Bowman, D. (forthcoming, 2013). "Replicating MISTERS: An Epidemiological Criminology Framework Analysis of a Program for Criminal Justice-Involved Minority Males in the Community. *Journal of Correctional Health Care*, 19(1):.

Potter, R.H., Lin, H., Maze, A., and Bjoring, D. (2012). "Jails, Public Health Service Delivery and Empirical Knowledge: The Impact of Jail Population 'Flow.'" *American Journal of Criminal Justice*, 37(2): 200-208.

Potter, R.H., Lin, H., Maze, A., and Bjoring, D. (2011). "The Health of Jail Inmates: The Role of Jail Population 'Flow' in Community Health." *Criminal Justice Review*, 36(4): 470-486.

Potter, R.H., Lin, H., Maze, A., and Bjoring, D. (2011). "The Health of Jail Inmates: The Role of Jail Population 'Flow' in Community Health." *Criminal Justice Review*, 36(4):.

Potter, R.H. and Akers, T.A. (2010). "Improving the Health of Minority Communities through Probation-Public Health Collaborations: An Application of the Epidemiological Criminology Framework." *Journal of Offender Rehabilitation*, 49(8): 595-609.

Potter, R.H. (2010). "Jails, Public Health and Generalizability." *Journal of Correctional Health Care*, 16(4): 263-272.

Potter, R.H. (2010). "Lessons Learned from 25+ Years of Universal Health Care Provision: Where Is the Voice of Correctional Health Care?" *Journal of Correctional Health Care* 15(2):160-161.

Duffus WA, Youmans E, Stephens T, Gibson JJ, Albrecht H, **Potter R.H.** (2009). Missed opportunities for early HIV diagnosis in correctional facilities. *AIDS Patient Care STDS*. 23(12):1025-32

Maruschak, L., Sabol, L., **Potter, R.H.**, and Reid, L. (2009). "Pandemic Influenza and Jail Populations. *American Journal of Public Health*, 99(Supplement 2):S339-S344 .

Potter, R.H. (2006). "As Firecrackers to Atom Bombs: Kinsey, Science, and Authority." *Sexuality & Culture* 10 (1):29-38.

Potter, R.H. and Tewksbury, R.A. (2005). "Sex and Prisoners: Criminal Justice Contributions to a Public Health Issue." *Journal of Correctional Health Care*, 11(2):171-190.

Potter, R.H.. (2003). "Introduction." *Sexuality and Culture*, 7(4):3–10.

Edwards, W. and **Potter, R.H.** (2003). "Psychological Distress, Prisoner Characteristics, and System Experience in a Prison Population." *Journal of Correctional Health Care*, 10(2): 129–150.

Potter, R.H. (2002). "Guest Editor Comments: Corrections, Health Care, and Public Health." *The Prison Journal* 82(5):5-7.

Kkkkkk

Potter, R.H. and Kakar, S. (2002). "The Diversion Decision-Making Process from the Juvenile Court Practitioners' Perspective: Results of a Survey." *Journal of Contemporary Criminal Justice* 18(1): 20-36.

Potter, R.H. and Potter, L.A. (2001). "The Internet, Cyberporn, and Sexual Exploitation of Children" *Sexuality & Culture*, 5(3):31 - 48. Reprinted in Adler, P.A. and Adler, P. (2009), *Constructions of Deviance: Social Power, Context, and Interaction (6th Edition)*. Wadsworth/Cengage Publishers.

Potter, R.H.. (2001). "Does One Size Fit All: Reactions to Victimization and their Policy Implications." *The Security Journal*, 14(2): 79-88.

Potter, R.H.. and J.E. Krider. (2000). "Teaching About Violence Prevention: A Bridge Between Public Health and Criminal Justice Educators." *Journal of Criminal Justice Education*, 11 (2):339-351.

Potter, R.H.., Krider, J.E. and McMahon, P. (2000). "Examining Elements of Campus Sexual Violence Policies: Is Deterrence or Health Promotion Favored?" *Violence Against Women*, 6(12): 1345 - 1362.

Potter, R.H. (1998). "Long-term Consumption of 'X-rated' Materials and Attitudes Toward Women Among Australian Consumers of X-rated Videos." *Sexuality & Culture*, 2: 61 - 85.

Potter, R.H. (1996). "Potential Criminals?: Australian Consumers of X-Rated Videos." *Behavioral Sciences & The Law* 14 (2): 231-243.

Potter, L.A. and **Potter, R.H.** (1995). "The Impact of Childhood Abuse Experience on Adult Survivors: An Empirical Study of a Non-Clinical Sample." *Current Issues in Criminal Justice* 7 (2): 133-152.

Potter, R.H. "Crime on Australian University Campuses: Is There an Emerging Social Issue?" 1994 *Journal of Tertiary Education Administration* 16 (2): 205-214.

Potter, R.H. (1993). "Deviance Down Under, Or How a Deviance Assignment Became a Folk Devil." *Teaching Sociology* 21 (4): 397-402. Reprinted in Schwartz, M.D. and M.O. Maume (Eds.) (1999 and 2008), *Teaching the Sociology of Deviance*. Washington, DC: American Sociological Association.

Potter, R.H. (1992) "Crime, Shame and Reintegration: Review, Questions and Comments." *The Australian and New Zealand Journal of Sociology* 28 (2): 224-232.

Potter, R.H. (1989). "Ethics, Discipline, and Human Nature: A New Look at Management and Deviance." *Industrial Management* 31(2): 14-21.

Frazier, C.E., Richards, P. and **Potter, R.H.** (1983). "Juvenile Diversion and Net-Widening: Toward a Clarification of Assessment Strategies." *Human Organization* 42(2): 115-122.

Kkkkkk

Frazier, C.E. and **Potter, R.H.** (1982). "Drug and Alcohol Offenders in the Juvenile Justice System: Are There Differentials in Handling?" *Journal of Drug Issues* 12 (Winter): 89-102.

PUBLICATIONS IN REFEREED TEXTS (Book Chapters)

Potter, R.H. and Rosky, J.W. (forthcoming), "The Healthy Prison." In Cullen, F., Stohr, M. and Johnson, C. (Eds.), *The American Prison*. Thousand Oaks: Sage.

Wolf, R. & **Potter, R. H.** (2012). Sin City v. Fantasyland: Crime, legislation, and policing in two different tourism environments. In C. Jones, R. Mawby, & E. Barclay (Eds.) *The Problem of Pleasure: Tourism, Leisure, and Crime*. Abingdon, UK: Routledge.

Moses, M.C. and **Potter, R. H.** (2010). "Pregnant Prisoners," in S. Stokjovic (Ed.), *Managing Special Populations in Jails and Prisons, Volume 2*. Kingston, NJ: Civic Research Institute.

Lanier, M. M. and **Potter, R. H.** (2010, Reprint). "The Current Status of Inmates Living with HIV/AIDS." Chapter in Key Correctional Issues. Roslyn Muraskin (Ed.) 2nd ed. Prentice Hall Publishing, 140-162.

Lanier, M. and **Potter, R.H.** (2009). "The Current Status of Prisoners Living With HIV/AIDS" in R. Muraskin and A. R. Roberts (Eds.), *Visions for Change: Crime and Justice in the Twenty-first Century, Fifth Edition*. Upper Saddle River, NJ: Pearson Education, Inc.

Potter, R.H. and Tewksbury, R.A. (2005). "Transgender Prisoners – A Forgotten Group." In Stojkovic, S., (Ed.), *Managing Special Populations in Jails and Prisons*. Kingston, NJ: Civic Research Institute.

Lanier, M. and **Potter, R.H.** (2005). "HIV/AIDS and Correctional Populations in the Twenty-first Century: The Corrections Demonstration Project," pp. 483 – 509 in R. Muraskin and A. R. Roberts (Eds.), *Visions for Change: Crime and Justice in the Twenty-first Century, Fourth Edition*. Upper Saddle River, Pearson Education, Inc.

Potter, R.H. and Wheeler, A.L. (1998). "The Role of Alcohol in Self-Reported Victimizations: Results from an Australian and an United States University Campus", pp. 73 - 91 in L.J. Moriarity and R. Jerin (Eds.), *Current Issues in Victimology Research*. Carolina Academic Press.

ENCYCLOPEDIA ENTRIES

Potter, R.H. and Potter, L.A. (2007). "Censorship." In *The Greenwood Encyclopedia of Love, Courtship, and Sexuality Through History*. Westport, CT: Greenwood Publishing Group, Inc

Potter, R.H. and Tewksbury, R.A. (2007). "Prison Sex." In *The Greenwood Encyclopedia of Love, Courtship, and Sexuality Through History*. Westport, CT: Greenwood Publishing Group, Inc. (With Richard Tewksbury).

Kkkkkk

Editorial Boards

American Journal of Criminal Justice, Southern Criminal Justice Association, 2009 - Present

Correctional Health Today, American Correctional Association, 2009 – present.

The Journal of Correctional Health Care, National Commission on Correctional Health Care, 2002 – present.

Sexuality & Culture. Transaction Publishers. 1998 - present.

Guest/Special Editorships

Special Issue Editor, *Sexuality & Culture*. (Volume 7, No. 4, Fall, 2003). “Sexuality and the Corrections System.”

Guest Editor, *The Prison Journal*. (Volume 82, No. 1, March, 2002). “Corrections, Health Care, and Public Health.”

Special Issue Editor, *Sexuality & Culture*. (Summer, 2001). “Technology and Sexuality.”

Guest Editor, “Juvenile Offenders: Their Impact on Parents and Families”. 1997 *The Family and Corrections Network Reporter*, No. 13, April.

PUBLICATIONS IN PROFESSIONAL JOURNALS/MAGAZINES

Potter, R.H., Reid, A. and Gardiner, S. (2012). “Culturally Competent Jails?” *American Jails Magazine* XXV(6):59-62.

Perenzin, A. and **Potter, R.H.** (2011). “Jails, Geography, and Policy.” *American Jails Magazine* XXV(3):13-16.

Potter, R.H., Schwartz, R., Blackmore, J. and May, R. (2011). “The Impact of the H1N1 Pandemic on U.S. Prisons: Results of a National Survey.” *Corrections Today* 73(4): 72-73; (available at: https://www.aca.org/research/pdf/ResearchNotes_August2011.pdf).

Potter, R.H. (2010). “Jails and Cultural Sensitivity.” *American Jails Magazine* XXVIII(1):5.

Moses, M.C. and **Potter, R.H.** (2010). “Pregnant Prisoners – Problems, Opportunities and Transformation.” *Correctional Health Care Report* 11(2): 17-31.

Potter, R.H. and McCuan, R.D. (2009). “Generalizability: One More Component for Moving Evidence-Based Research to Practice.” *Corrections Today* 71(5):. (available at: http://www.aca.org/research/pdf/ResearchNotes_October2009.pdf)

Potter, R.H. (2009). “Characteristics of the Criminal Justice System – Prisons in the United States.” *CorrHealth*: Newsletter of the American Correctional Health Association. Summer, 2009

Kkkkkk

Potter, R.H. (2009). "Characteristics of the Criminal Justice System – Jails in America." *CorrHealth*: Newsletter of the American Correctional Health Association. Spring, 2009.

Moses, M.C. and **Potter, R.H.** (2008). "Studies Show Jail Detainees Rarely Lose Medicaid Benefits." *American Jails Magazine XXII*(3): 9-19.

Potter, R.H. (2008). "Evidence-based HIV Prevention Programs for Correctional Settings: How Do You Know What Works?" *Corrections Today*, 70(4): (available at: http://www.aca.org/research/pdf/ResearchNotes_June08.pdf)

Moses, M.C. and **Potter, R.H.** (2008). "The Use of Doulas for Inmates in Labor: Continuous Supportive Care with Positive Outcomes." *Corrections Today*, 70(3): 58-62, 73. Reprinted in ACA. (2011). *Jails: An ACA Reader*. Alexandria, VA: American Correctional Association.

Moses, M.C. and **Potter, R.H.** (2008). "Jailed Pregnant Women and Birth Outcomes." *American Jails Magazine XXII*(1): 89-98.

Potter, R.H. (2007). "Why Jails are Important to Community Health." *American Jails Magazine XXI*(5):41-43.

Moses, M.C. and **Potter, R.H.** (2007). "Obtaining Federal Benefits for Disabled Offenders: Part 3 – The Challenges and Lessons Learned." *Corrections Today* 69(4): 94-95. *Reprinted in *Corrections Today – and Tomorrow*. 2008. Washington, DC: National Institute of Justice (available at <http://www.ncjrs.gov/pdffiles1/nij/221166.pdf>)

Potter, R.H. (2007). "From Good Intentions to Evidence-Based: Paving the Right Road." *Corrections Today* 69(3): 74-75.

Moses, M.C. and **Potter, R.H.** (2007). "Obtaining Federal Benefits for Disabled Offenders: Part 2 – Medicaid Benefits." 2007. *Corrections Today* 69(3): 76-78.

Moses, M.C. and **Potter, R.H.** (2007). "Obtaining Federal Benefits for Disabled Offenders: Part 1 – Social Security Benefits." *Corrections Today* 69(2): 112-114.

Smith, L.G. and **Potter, R.H.** (2006). "Communicating Evaluation Findings from Offender Programs." *Corrections Today* 68(7): 98-101.

Crick, C. and **Potter, R.H.** (2006). "The Perception of Health and Mental Health Services: Benefits and Barriers." *Corrections Today* 68(4): 34-37.

Potter, R.H. and Moseley, K.. (2006). "HIV and Corrections: Every Statistic Tells a Story." *Corrections Today* 68(4): 76-77.

Smith, L.G., Tewksbury, R.A., and **Potter, R.H.** (2005). "Practitioner-Researcher Partnerships: Partnering for Productivity." *Corrections Today* 67(4): 106-107.

Kkkkkk

Potter, R.H. (2003). "Discharge Planning and Community Case Management for HIV-Infected Inmates: Collaboration Enhances Public Health and Safety." *Corrections Today* 65(6):80-82.

Potter, R.H. and Rapposelli, K.. (2003). "Corrections Demonstration Project Fosters Collaboration on HIV in the Community." *The LJN Exchange Annual Issue 2003*: 28-33. Available at www.nicic.org.

Potter, R.H. and Rapposelli, K. (2002). "Large Jails and Communicable Disease: An Update on 'Why Public Health Must Go to Jail'." *The LJN Exchange Annual Issue 2002*: 25 - 28. Available at www.nicic.org.

Potter, R.H. and Saltzman, L.E. (2000). "Violence Prevention and Corrections-Related Activities of the Centers for Disease Control and Prevention". (March/April, 2000). *The Criminologist* 25(1):1-6

Potter, R.H. and Saltzman, L.E. (1999). "Violence Prevention and Related Activities of the Centers for Disease Control and Prevention". (February 1999). *Corrections Today* 61(1): 56 - 59.

Potter, R.H. (1997). "Introduction" and "REAL JUSTICE Can Empower Families of Young Offenders". *Family & Corrections Network Report* 13 (April).

Potter, R.H. (1996). "Crime on Campus: The Hazards of Education". *Directions in Education* 5 (5 [19 April]): 1.

Potter, R.H. (1995). "Damage Prevention" and "Abduction and Rape". *Directions in Education* 4 (20 [22 December]): 4.

Potter, R.H. (1995). "Media Negativity". *Directions in Education* 4 (14 [15 September]): 2.

Potter, R.H. (1995). "Prison-Like Design?". *Directions in Education* 4 (10 [7 July]): 4.

Potter, R.H. (1995). "School Security Issues". *Directions in Education* 4(3 [17 March]): 3.

Potter, R.H. "Crime on Campus." (1994). *Directions in Education* 3(2 [12 August]): 4.

Potter, R.H. (1992). "I like to watch: A Sociological Study of the Australian 'Pornography' Industry and Consumers". *Research Report*, University of New England.

Potter, R.H. (1987). "Back to the Future: Human Resources Planning for Nonprofits." *Nonprofit World* 4(6):14-16.

Kkkkkk

BOOK REVIEWS

Garner, Helen, *The First Stone*, reviewed in *Sexuality & Culture* (1998).

Plummer, Kenneth (Ed.), *Modern Homosexualities*, reviewed in *Australian Journal of Social Issues* (February, 1995).

Ellison, F. and N. Bowie (Eds.), *Ethics, Public Policy, and Criminal Justice*, reviewed in *Business and Professional Ethics Journal*, 1983, 2(3): 79-80.

TESTIMONY

"Disease Transmission and Injury Events in Prisoner Rape Events: Concerns for Corrections and the Community." Testimony presented to the National Prison Rape Elimination Commission, Washington, DC. June 14, 2005.

SELECTED KEYNOTE AND PUBLIC ADDRESSES/ROUNDTABLE PRESENTATIONS:

"Risk and Protective Factors Influencing at-Risk Youth." Seminole County Conference on Youth Crime. Sanford, FL. May, 2010.

"Community Corrections and Public Health: Exactly What Are We In Together?" Keynote Session at the Winter American Probation and Parole Association Meetings. Atlanta, GA, January, 2007.

"Public Health and Corrections: An Intergovernmental Perspective and the Need for Connectivity." (2005). National Academy of Public Administration. Washington, DC, November 28, 2005. Invited Roundtable. Summary: (<http://www.napawash.org/publications.html>).

"Correctional Health, Why Does It Matter?: The Essentials of Public Health for Corrections/Criminal Justice Educators." Keynote Session at the Southern Criminal Justice Association Annual Meeting, Clearwater, FL, September, 2002 (repeated at the Academy of Criminal Justice Sciences annual meeting, March, 2003, Boston, MA).

"The Role of Health Services in Corrections." Why Public Health Must Go To Jail Workshop, Centers for Disease Control and Prevention, Atlanta, GA, 12 January, 2000.

"Prisoners as a Vulnerable Population." Presentation to the Institutional Review Board Training Workshop. Centers for Disease Control and Prevention, Atlanta, GA, 21 January, 2000.

"Corrections Research." Roundtable presentation at the "Controversies in Corrections: What Should Be Done in Georgia" conference. Third Kennesaw State University MPA Conference, Kennesaw, GA, 27 February, 1998.

"The Logic and History of Diversion Programs". Presentation to the 1997 Kentucky Court-Designated Workers Conference, Lexington, KY, 26 August, 1997.

Kkkkkk

"The Victim Status and Campus Movements: Some Implications for Campus Security". Keynote address at the Australian Institute of Tertiary Education Administrators (AITEA) Heads of Security Conference, Brisbane, 21 March, 1996.

PAPERS PRESENTED AT PROFESSIONAL MEETINGS

Keller, J.E., Bowman, D. and **Potter, R.H.** (2011). "The MISTERS Program: A Potential Health-Related Resource for Probation." Presented at the Florida Association of Community Corrections Annual Meetings. Palm Beach Gardens, FL (July, 2011).

Potter, R.H., Lin, H., Maze, A., and Bjoring, D. (2010). "The Health of Jail Inmates: The Role of Jail Population 'Flow' in Community Health." Presented at the Annual Meeting of the Southern Criminal Justice Association. Clearwater, FL (September, 2010).

Bowman, D. and **R.H. Potter.** (2010). "Does Length or Quality of Criminal Career Affect 'Readiness for Change?': An Exploration of Change Readiness in a Community Sample of Justice-Involved Men." Presented at the Annual Meeting of the Southern Criminal Justice Association. Clearwater, FL (September, 2010).

Potter, R.H. (2010). "Epidemiological Criminology: An Emerging Framework to Address Social Justice as a Public Health Imperative, Session 1. Discussant, at the American Public Health Association Annual Meetings. Denver, CO (November, 2010).

Potter, R.H. (2010). "Incarceration: Community, Public, and Correctional Health Opportunities Achieved and Missed." Presented at the National Medical Association Annual Meetings, Orlando, FL (August, 2010).

Potter, R.H. (2009). "Bringing the Community into Correctional Health Care – Why Community Matters." Presented at the 3rd Annual Academic and Health Police Conference on Correctional Health, Ft. Lauderdale, FL. (December, 2009).

Potter, R.H. (2009). "Epidemiological Criminology: Intersections of Risk." Presented at the American Correctional Health Services Association meetings, Orlando, FL. (March, 2009).

Potter, R.H. (2009). "Cultural Changes: Translation of Evidence-Based Practice into Policy Changes in Correctional Health Care." Presented at the American Correctional Health Services Association meetings, Orlando, FL. (March, 2009).

Potter, R.H. (2008). "Epidemiological criminology and criminological epidemiology: Macro to micro, with an emphasis on the meso." Paper presented at the American Public Health Association annual meeting, San Diego, CA. (October, 2008).

Potter, R.H. (2008). "Protection of vulnerable populations during an influenza pandemic." Panel presentation at the American Public Health Association annual meeting, San Diego, CA. (October, 2008).

Potter, R.H. "An Epidemiological Approach: Substance Abuse and HIV in Jail Populations."

Kkkkkk

Presented at the 2005 TASC annual meeting, Cleveland, OH (September, 2005).

Potter, R.H. "HIV-focused Activities in Correctional Settings at the Centers for Disease Control and Prevention." Presented at the 2005 National HIV Prevention Conference. Atlanta, GA (June, 2005).

Potter, R.H. "What's Disease Got To Do With It?" Presented at the annual meetings of the American Society of Criminology. Nashville, TN (November, 2004).

Potter, R.H. "What Happens When the Low-Hanging Fruit Is Gone?: Criminal Justice Trends and Their Implications for Public Health Efforts in the United States." Presented at the Australia-New Zealand Society of Criminology Annual Meetings, Sydney, NSW (October, 2003).

Potter, R.H. and Tewksbury, R.A. (2002). "Sexuality and Corrections: Lessons from Criminal Justice for Public Health Practitioners." Presented at the Inside-Out Centerforce Conference, San Diego, CA (October, 2002).

Potter, R.H. Chair, Issues in Correctional Health Care/Public Health. Session 107 at the annual meetings of the American Society of Criminology. Atlanta, GA (November, 2001).

DiFulvio, G. and **Potter, R.H.** (2001). "The Prevalence of Pregnancy Involvement and Associated Risks among Males and Females in an Urban Detained Population." Presented at the annual meetings of the American Society of Criminology. Atlanta, GA (November, 2001).

Potter, R.H. (2000). Chair and Discussant, Correctional Programming. Session 6 at the annual meetings of the American Society of Criminology. San Francisco, CA (November, 2000).

Potter, R.H. (2000). Chair, Assessing Youth Violence-Related Injury: Data Sources, Gaps, and Directions. Session 156 at the annual meetings of the American Society of Criminology. San Francisco, CA (November, 2000).

Simon, T., Kaufman, J., **Potter, R.H.**, Barnes, L. (2000). "Criminal Justice Monitoring Systems: What about Injury?" Presented at the annual meetings of the American Society of Criminology. San Francisco, CA (November, 2000).

Potter, R.H. and Reese, L. (2000). "Examining the Efficacy of Youth Violence Surveillance." Presented at the annual meetings of the American Society of Criminology. San Francisco, CA (November, 2000).

Edwards, W.T. and **Potter, R.H.** (2000). "Social Support and Psychological Disorder in a Prison Group." Presented at the annual meetings of the Academy of Criminal Justice Sciences. New Orleans, LA (March, 2000).

Desai, S., Short, L., Ingram, E., Nieves, E. and **Potter, R.H.** (1999). "Violence Against Women Prevention Programs." Presented at the American Evaluation Association Conference. Orlando, FL, (November, 1999)

Kkkkkk

Potter, R.H. (1999). "Linking Public Health Violence Prevention and Crime Prevention Efforts." Presented at the 1999 National Conference on Preventing Crime. National Crime Prevention Council, Washington, DC, (November, 1999).

Short, L., Ritenour, A. and **Potter, R.H.** (1999). "Intimate Partner Violence Prevention: Future Directions in Evaluating School-Based Programs." Presented at the 6th International Family Violence Research Conference. University of New Hampshire, Durham, NH, (July, 1999).

Potter, R.H., Krider, J.E., Boyce, E.A. and McMahon, P. (1999). "Campus Sexual Violence Policies: Comparing a Public Health and a Criminal Justice Perspective to Prevention Efforts." Presented at the annual meetings of the Academy of Criminal Justice Sciences. Orlando, FL (March, 1999).

Potter, R.H. and Williamson, D. (1998). "Law-related Education and Dominion: Establishing the Base for Effective Conferencing." Presented at the First North American Conference on Conferencing (RealJustice!). Minneapolis, MN, (August, 1998).

Potter, R.H. and Potter, L.A. (1997). "Cyberporn as Moral Mythology for Middle-Class Parents". Presented at the annual meetings of the Society for the Study of Social Problems. Toronto, Ontario, (August, 1997).

Potter, R.H. and Wheeler, A. (1997). "Alcohol and Victimization on an Australian and an United States University Campus". Presented at the annual meetings of the Academy of Criminal Justice Sciences. Louisville, KY.

Potter, R.H. (1995). "Who Likes To Watch?: 'Constructing' Australian Consumers of X-rated Videos". Presented at the Australian Sociological Association Annual Conference. Newcastle, NSW (November, 1995).

Potter, R.H. (1995). "Speech and Action Outside the Court: Can Forensic Linguistics be Applied to Issues of Hate Speech?". Presented at the International Association of Forensic Linguists Conference. Armidale, NSW.

Potter, R.H. (1995). "Planning Campus Security: Needs, Numbers and Other Considerations". Presented at the Second Annual Educational Security Conference. Manly, NSW, 1995. (Published in conference proceedings).

Potter, R.H. (1994). "Too Real for Comfort". Presented at the annual meeting of the Australia-New Zealand Society of Criminology. Sydney, NSW.

Potter, R.H. (1994). "Campus Crime in Australia: Examining an Area of Emerging Concern". Presented at the Eight Annual Conference on Campus Violence. Baltimore, MD.

Potter, R.H. (1993). "Censorship and X-rated Videos: Giving Voice to the Consumers". Presented at the 1993 Office of Film and Literature Classification Censorship Conference on Classification and Censorship of Films and Publications: Current Concerns. Sydney, NSW. (Published in conference proceedings, 1994).

Kkkkkk

Potter, R.H. (1993). "The Social Construction of Harm: Pornography, Anti-Porn Advocates and Harm". Presented at the Griffith University and Queensland University of Technology conference on Censorship Issues: Law, Technology and Effects. Brisbane, QLD. (Published in conference proceedings, 1993).

Potter, R.H. (1992). "Implementing Evaluation Designs: Strategies for Developing Cooperation." Presented at the Australian Institute of Criminology and Griffith University conference on Measurement and Research Design in Criminal Justice. Brisbane, QLD.

Potter, R.H. (1991). "Teenage Pregnancy and Parenting as Deviant Statuses: Deviance or a "Lack of Control?" Presented at the annual meeting of the Australia-New Zealand Society of Criminology. Melbourne, VIC.

Potter, R.H. (1989). "Licensing the Wind: Applied Sociology and Its Applicators." Presented at the annual meeting of the Georgia Sociological Association.

Potter, R.H. (1983). "Getting Tough: An Exploration into the Intended and Unintended Consequences of 'Direct File.'" Presented at the annual meetings of the Southern Sociological Society.

Potter, R.H. (1982). "Parole as a Panoptic System: An Investigation into the Basis of Parole." Presented at the annual meetings of the Southern Sociological Society2.

Potter, R.H. and Starnes, J.M. (1982). "Treatment Alternatives to Street Crimes Network: Evaluation of Network Impact." Presented at the annual meetings of the Criminal Justice Statistics Association.

Frazier, C.E. and **Potter, R.H.** (1981). "Determinants of Juvenile Intake Recommendations: The Influence of Legal and Non-Legal Factors." Presented at the annual meetings of the American Society of Criminology.

Frazier, C.E., Richards, P., and **Potter, R.H.** (1980). "Diversion or Widening the Juvenile Justice Net?: An Analysis of the Effects of Decisions by Key Individuals." Presented at the annual meetings of the American Society of Criminology.

Frazier, C.E., Richards, P., and **Potter, R.H.** (1980). "Diversion to Services: An Analysis of the Effects of Social Services on Recidivism Rates." Presented at the annual meeting of the American Society of Criminology.

Frazier, C.E. and **Potter, R.H.** (1980). "Diverting Youths from the Juvenile Justice System." Presented at the annual meetings of the Academy of Criminal Justice Sciences.

Potter, R.H., Anderson, D. and Terry, W.C. (1979). "Urban-Rural Differences in Citizens' Perceptions of Crime: An Exploration into Law Enforcement Organization." Presented at the annual meetings of the Southern Association of Agricultural Scientists.

Kkkkkk

Potter, R.H., Smith, D.E., and Ziller, R.C. (1979). "Maintaining Identity: A Photographic Approach." Presented at the annual meetings of the Southern Sociological Society.

Smith, D.E., **Potter, R.H.**, and Ziller, R.C. (1978). "Photography and Self-Determination." Presented at the annual meetings of the Southeastern Psychological Association (With Dale E. Smith and Robert C. Ziller), 1978.

Potter, R.H. (1977). "Coquettish Flirting and the CB Radio." Presented at the annual meetings of the Southern Sociological Society.

Poster Presentations

2008 – Madsden, K. K. , Creel, L. M. , Miller, C.D. , **Potter, R.H.**, Lowe, H., Mitias, M. "Jail re-entry in Dallas: Achieving public health goals through system based partnerships and leadership." Poster presented at the American Public Health Association annual meeting, October 28. San Diego, CA.

2008 – **Potter, R.H.**, Keller, J.E., and the Orange MISTERS team. "The Orange MISTERS program." Poster presented at the Florida Infectious Diseases in Correctional Facilities conference, December 3-5. Orlando, FL.

SELECTED TECHNICAL AND SCIENTIFIC REPORTS (Peer-Reviewed/Cleared)

"Violence in Correctional Settings." *A Crisis Behind the Walls: Why Public Health Must Go To Jail*. Internal Briefing Book, Cross Centers Correctional Work Group, Centers for Disease Control and Prevention, Atlanta, GA, (With Alex Crosby and Elijah West), 1999.

"A Statistical Summary of Juvenile Intake Cases Processed by Court-Designated Workers in Calendar Year 1996." Report to the Juvenile Services Division, Administrative Office of the Courts, Commonwealth of Kentucky, 1998.

"A Statistical Summary of Juvenile Diversion Cases Processed by Court-Designated Workers in Calendar Year 1996." Report to the Juvenile Services Division, Administrative Office of the Courts, Commonwealth of Kentucky, 1998.

"Second Year Summary - The Family Preservation Program of Families First (1990): Process Evaluation and Outcomes Summary." Submitted to the Department of Human Resources, State of Georgia, 1991.

"Three Year Evaluation of the DeKalb County TeenAge Pregnancy and Parenting Program (1987 - 1989)." Submitted to the Department of Human Resources, State of Georgia, 1989.

"First Year Operational Summary - The Family Preservation Program of Families First (1989)." Submitted to the Department of Human Resources, State of Georgia, 1990.

"Annual Report - The DeKalb County TeenAge Pregnancy and Parenting Program (1990)." Submitted to the Department of Human Resources, State of Georgia, 1990.

Kkkkkk

"The Transfer of Juveniles to the Adult Criminal Court: An Exploration of Several Issues." Submitted to the Florida Executive Office of the Governor and the Conference of Circuit Court Judges, 1983.

"Violent Crime in Florida: A Statistical Summary." Submitted to the Florida Council on Criminal Justice, 1982.

"Treatment Alternatives to Street Crimes Network, Phase II: Report on Network Impact." Submitted to the Law Enforcement Assistance Administration, Department of Justice (With Janet M. Starnes), 1982.

"Final Report: Evaluation of Florida Project Diversion." Submitted to the Department of Health and Rehabilitative Services, State of Florida (With Charles E. Frazier and Pamela Richards), 1981.

"The Pinellas County Fair Survey: An Analysis of Present Strengths and Future Directions." Community and Rural Development Series, no. 4, Institute of Food and Agricultural Sciences, University of Florida (With Lionel J. Beaulieu), 1979.

"Citizens' Views on Tax Use in Florida." In Focus on Florida: The Citizens' Viewpoint. Lionel J. Beaulieu and Peter F. Korshing, Eds. Institute of Food and Agricultural Sciences, University of Florida, 1979.

DOCTORAL DISSERTATION TITLE

Sociodemographic and Legal Factors in Juvenile Justice Decision-Making (1982).

MASTER'S THESIS TITLE

The Role of the *I* and *Me* in the Maintenance of Self Concept (1977).

Memberships in Professional Associations/Organizations

Academy of Criminal Justice Sciences
Southern Criminal Justice Association
American Correctional Association
American Jail Association
American Probation and Parole Association
American Society of Criminology
Australia and New Zealand Society of Criminology
American Correctional Health Services Association
National Commission on Correctional Health Care

Training/Certifications:

Protecting Human Research Participants. (National Institutes of Health Office of Extramural

Kkkkkk

Research; 1/10)

Human Research Curriculum. (Collaborative Institutional Training Initiative/UCF; 10/08)

Online Course Delivery Certification. (Course Development & Web Services/UCF; 11/08)

Strategic Thinking. (Trinity Solutions, Inc./Centers for Disease Control and Prevention, November, 2007).

Working Effectively with Tribal Governments. (Centers for Disease Control and Prevention, May, 2003).

Certified Correctional Healthcare Professional (CCHP; July, 2002), National Commission on Correctional Health Care

Basic Project Officer Training (Centers for Disease Control and Prevention, October 2000).

Transformative Justice Australia Certified Community Conference Facilitator (October, 1999)

Epidemiology In Action (Centers for Disease Control and Prevention and the Rollins School of Public Health, Emory University, May, 1999)

Scientific Ethics Training (Centers for Disease Control and Prevention, Atlanta, GA, June, 1999)

Prevention Effectiveness: Decision Analysis and Economic Evaluation (Centers for Disease Control and Prevention, Atlanta, GA, February, 1999)

HONORS

Nominee, Outstanding Team Award, Centers for Disease Control and Prevention (May, 2007)
Surgeon General's Call to Action on Corrections and Community Health Team

Director's Award, National Center for HIV, Hepatitis, STD, and TB Prevention (September, 2006)
– Prison Epi-Aid Project Team

Governor's Re-Entry Policy Team – Georgia (2005)

CDC and ATSDR Honor Award – Health Equity Award (September, 2005)
Health Equity Programs, Research, and Surveillance

And

Minority Health Mentor/Champion of Excellence

Director's Award, National Center for HIV, STD, and TB Prevention (June, 2005) –
Surgeon General's Call to Action on Corrections and Community Health Team

Kkkkkk

Law Day Award, Kentucky Supreme Court (May 1, 1998)

**Funding Record:
Grants, Contracts, and Inter-agency Agreements
R.H. Potter**

2012 UCF

Contract to provide research and student services to the Orange County Department of Corrections Second Chance Planning Grant (Bureau of Justice Assistance funding; \$25,779.00).

Contract to provide evaluation services to the Osceola County Board of County Commissioners to provide evaluation services for the "Criminal Justice, Mental Health, and Substance Abuse Reinvestment Implementation Grant" (Florida Department of Children and Families funding). (\$17,500 per year for up to three years).

2011 UCF

\$15,315.00 addendum to subcontract to collect data and evaluate the juvenile justice programs of the Seminole County Sheriff's Office (Byrne Grant funding – USDOJ). (\$41,315.00 final total)

"Re-entry from Jail to Community: A comparative Study of Drivers, Constraints, and Program Development in Three County Jail Systems." Office of Research & Commercialization (Internal Research Grant), University of Central Florida. (\$7,500 for one year).

2010 UCF

2010-2012 Contract to evaluate the Osceola County Drug Court Co-Occurring Disorders program. Funded by the Bureau of Justice Assistance and the Substance Abuse and Mental Health Services Administration. \$127,881 (\$42,627 per year).

Subcontract to collect data and assist in production of *Who's Who in Jail Management* for the American Jail Association (National Institute of Corrections funding – USDOJ). \$14,108.00

Subcontract to collect data and evaluate the juvenile justice programs of the Seminole County Sheriff's Office (Byrne Grant funding – USDOJ). \$36,000.00

2009-2011 UCF

Subcontract to evaluate the MISTERS (Men in STD Training Empowerment Research Study) Orange County project from Florida Department of Health. \$208,000.00

2007 CDC

\$15,000 grant to produce a chapter/article on pandemic influenza planning for correctional facilities (IC)

\$15,000 grant to produce a chapter/article on pandemic influenza planning for homeless

Kkkkkk

populations and homeless service facilities (IC)

\$1,000,000 (FY 2006-2008) inter-agency agreement from the Bureau of Justice Statistics and National Institute of Justice to develop and test a passive surveillance reporting system for prison rape-related injuries and trauma (IAA-NC)

2006 CDC

\$100,000 to fund a survey of published state laws, county regulations, agency policies, and published practices related to disease testing in correctional settings and initiate the development of integrated infectious disease prevention and control documents from CDC (IC)

\$5,000 grant to fund speaker-related travel to develop a Working Group on Homelessness and Public Health at CDC (IC)

2001 – 2005 CDC

Managing up to \$10,000,000 in cooperative agreement and interagency agreements portfolio supporting demonstration and other research/evaluation efforts.

1998 – 2001 CDC

\$10,000 grant to conduct survey of sexual violence policies and resources at US universities and colleges (IC)

1996-1997 Morehead State University

\$50,000 from the Kentucky Administrative Office of the Courts (KYAOC) to evaluate the Teens, Crime, and Community Program (C)

\$25,000 contract from the Kentucky Administrative Office of the Courts to develop a database of juvenile records and conduct an analysis of detention decision-making. Later consulted on selection of a state-wide data system for the KYAOC juvenile court services division. (C)

1991-1996 University of New England, Australia

AU\$2,500 grant to develop Graduate Diploma in Criminal Justice program (UC)

AU\$3,000 to develop, conduct and publish annual university crime survey (UC)

AU\$2,500 new faculty grant (UC) – supplemented with \$3,500 in-kind services from industry

1989-1991 Families First, Inc.

Part of a grant- and contract-writing team that included:

\$150,000 for teenage single-mother and baby intensive services program (still attracting \$300,000

Kkkkkk

per year) (C)

\$100,000 annual contract for domestic violence intervention services (C)

\$100,000 per year divorcing parents seminar series (court-ordered program) (Contract)

\$150,000 per year intensive family services (reunification program) (C)

\$50,000 one-time evaluation of foster care emancipation project (C)

\$50,000 annual contract for shoplifter diversion program (C)

\$35,000 annual contract for teen pregnancy prevention projects (C)

1986 – 1998 Private Industry

Competed for and won contracts varying in amounts from \$2,500 to \$100,000 for training and consultation services in the information technology services area with clients as diverse as colleges/universities, federal government and military, and private businesses (C)

1984 – 1985 Florida Network of Youth and Family Services, Inc.

\$300,000 each year from the Governor's Juvenile Justice Council to operate the Florida Network (C)

Approximately \$100,000 per year in various training and evaluation projects from the Southeastern and National Network and some Foundations, mostly contracts.

1982-1984 Office of the State Court Administrator, Florida Supreme Court

\$150,000 from the Governor's Juvenile Justice and Delinquency Prevention Task Force to conduct a study of child abuse prosecution practices and develop model program materials (C)

\$200,000 from the Governor's Juvenile Justice and Delinquency Prevention Task Force to develop a model for child protection teams (C)

\$50,000 from the Governor's Juvenile Justice and Delinquency Prevention Task Force to conduct an evaluation of Florida juvenile offender-victim mediation programs (subcontracted Dr. Tom Blomberg of Florida State University) (C)

\$450,000 from the Governor's Juvenile Justice and Delinquency Prevention Task Force to develop and operate the Florida Juvenile Justice Institute in the State Court Administrator's Office, Supreme Court of Florida (Court Services Division) (C)

KEY:

(C) – Open Competition

(IC) or (UC) – Internal or University Competition Only

(IAA) – Interagency Agreement

Kkkkkk

MEDIA MATTERS: 2008-

- “Private vs. public prisons: Where’s Savings.” My Word segment, *Orlando Sentinel*, Sunday, February 26, 2008. Available at:
<http://www.orlandosentinel.com/news/opinion/os-ed-private-prisons-florida-myword-022612-20120224,0,1702382.story>
- Interviewed by Tom Parkinson at WMFE on prison privatization February 3, 2012. Available at:
http://www.wmfe.org/site/News2?page=NewsArticle&id=12413&news_iv_ctrl=1041
- Quoted in Mansfield Frazier’s column titled “Prison’s Cheap-Healthcare Secret” on *The Daily Beast*, June 23, 2011. Available at:
<http://www.thedailybeast.com/articles/2011/06/23/need-healthcare-go-to-prison-behind-richard-james-verone-s-thinking.html>
- Appeared in a “Public Affairs Today” segment highlighting the Seminole County Juvenile Programs evaluation project, May 2, 2011. Available at:
<http://www.youtube.com/watch?v=O2JnePcP7K0>
- Quoted in Jeff Gore’s feature titled “One Size Fits All: Budget Constraint Force Tallahassee to Examine Mandatory Minimum Sentences for Nonviolent Drug Offenders” in the *Orlando Weekly*, March 31-April 6, 2011.
- Appeared in “Jail Shuttters 220-bed Complex to Save Money” segment on WFTV news, January 21, 2011. Available at:
<http://www.wftv.com/news/26574629/detail.html>
- Quoted by Anthony Colarossi and Willoughby Mariano in *The Orlando Sentinel* feature titled “If all Central Florida Jails Rate an A, Is It Deserved?,” May 15, 2010.
- Quoted in Christina Hernandez’ article “HIV Prisoners: What Happens When They Get Out?,” in *The Crime Report*, October 26, 2009. Available at:
<http://www.thecrimereport.org/archive/hiv-prisoners-what-happens-when-they-get-out>
- Quoted in Martin E. Comas’ article “Sumter Prison Leads Nation in Sexual Misconduct of Inmates, Workers,” in the *Orlando Sentinel*, September 30, 2009.

Kkkkkk

Jeffrey W. Rosky

Curriculum Vitae

Contact Information

Department of Criminal Justice College of Health and Public Affairs University of Central Florida Orlando, FL
32816-1600

Office: 407.823.3739

Fax: 407.823.5360 jrosky@ucf.edu

Education

Ph.D., Criminal Justice, Washington State University, Pullman, WA, May 2010

M.S., Biometrics, University of Colorado, Denver, CO, May 1998

B.A., Statistics, Rutgers University, New Brunswick, NJ, October 1990

Academic Experience

2010 to Present, Assistant Professor, Department of Criminal Justice, College of Health and Public Affairs, University of Central Florida, Orlando, FL

2005 to 2010, Criminal Justice Program, Washington State University, Pullman, WA

- 2007 to 2010, Instructor

- 2006 to 2007, Undergraduate Advisor

- 2005, Teaching Assistant

2006 to 2008, Adjunct Instructor, Department of Statistics, University of Idaho, Moscow, ID

2002 to 2003, Adjunct Instructor, Department of Mathematics, University of Montana, Missoula, MT

1996 to 1998, Teaching Assistant, Department of Preventive Medicine and Biometrics, University of Colorado Health Sciences Center, Denver, CO

Criminal Justice Experience

2008 to 2009, Research Associate, Florida Department of Corrections

2004 to 2005, Senior Statistical Analyst, Colorado Department of Public Safety

1999 to 2003, Chief Statistician, Montana Department of Corrections

Publications

Rosky, J.W. Forthcoming. The (F)utility of Post-Conviction Polygraph Testing. *Sexual Abuse: A Journal of Research and Treatment*.

Kkkkkk

Potter, R.H. and **Rosky, J.W.** 2012. The Iron Fist in the Latex Glove: The Intersection of Criminal Justice and Public Health. *American Journal of Criminal Justice*, DOI: 10.1007/s12103-012-9173-3

Wright, K.A., and **Rosky, J.W.** 2011. Too Early is Too Soon: Lessons from the Montana Department of Corrections Early Release Program. *Criminology & Public Policy* 4:881-908.

Ronan, S., Collins, P.A. and **Rosky, J.W.** 2009. The Effectiveness Of Idaho DUI and Misdemeanor/DUI Courts: Outcome Evaluation. *Journal of Offender Rehabilitation* 48:154-165. Reprinted and available at: www.crimesolutions.gov (USDJ/OJP, 2011).

Nuss, R., Kilcoyne, R.F., Geraghty, S., Shroyer, A.L., **Rosky, J.W.**, MaWhinney, S. Wiedel, J. and Manco-Johnson, M. 2000. MRI Findings in Haemophilic Joints Treated with Radiosynoviorthesis with Development of an MRI Scale of Joint Damage. *Haemophilia* 6:162-69.

Mitchell, M., Campbell, D., Clarke, D., Fullerton, D.A., Grover, F.L., Boucek, M.M., Pietra, B., Luna, M., Shroyer, A.L., Coll, J. and **Rosky, J.W.** 1998. Infant Heart Transplantation: Improved Intermediate Results. *J Thoracic Cardiovascular Surgery* 116(2):242-52.

James J., Dolan, S. and **Rosky, J.W.** 1995. Controlling Nosocomial Yeast Infections. *Contagious Comments* X(1):1.

Book Chapters

Potter, R.H. and **Rosky, J.W.** Forthcoming. The Healthy Prison. In F.T. Cullen, C.L. Jonson, and M.K. Stohr (Eds), *The American Prison: Imagining a Different Future*. Thousand Oaks, CA: Sage.

Submitted Manuscripts

Ambrose, M. and **Rosky, J.W.** Prisoners' Round: Examining the Literature on Recreation and Exercise in Correctional Facilities. Submitted to *American Journal of Criminal Justice*.

Lutze, F., Hamilton, Z.K. and **Rosky, J.W.** Homelessness and Reentry: A Multisite Outcome Evaluation of Washington State's Reentry Housing Program for High Risk Offenders. Submitted to *Justice Quarterly*.

Manuscripts in Preparation

Rosky, J.W. Monitoring Correctional Populations with Statistical Process Control

Rosky, J.W. The Use of Frailty Models in Recidivism Studies

Rosky, J.W. Strain and Self-Control

Kkkkkk

Rosky, J.W., Collins, P.A., Lin, H. and Thomas, A. Jail, Bail, and Foreclosure: The Hidden Cost of the Housing Crisis

Rosky, J.W. On the Cruelty of Really Teaching Statistics

Technical Reports

Lutze, F.L., **Rosky, J.W.** and Falconer, S. 2011. *Washington State's Reentry Housing Pilot Program Evaluation: Year 3 Report*. Criminal Justice Program, Washington State University, Pullman, WA.

Lutze, F.L., Bouffard, J.A. and **Rosky, J.W.** 2010. *Washington State's Reentry Housing Pilot Program Evaluation: Year 2 Report*. Criminal Justice Program, Washington State University, Pullman, WA.

Harrison, L., **Rosky, J.W.**, English, K., Burrell, N. and Lowden, K. 2005. *2006 Adult Prison and Parole Population Projections, Juvenile Commitment and Parole Population Projections*. Office of Research and Statistics, Division of Criminal Justice, Colorado Department of Public Safety, Lakewood, CO.

Lowden, K., English, K., Harrison, L., Hetz, N., **Rosky, J.W.**, Pasini-Hill, D., Lounders, P., and Heil, P. 2005. *Crime and Justice in Colorado 2004*. Office of Research and Statistics, Division of Criminal Justice, Colorado Department of Public Safety, Lakewood, CO.

Harrison, L., Hetz, N., **Rosky, J.W.**, English, K., and Martinez, P. 2004. *2005 Adult Prison and Parole Population Projections, Juvenile Commitment and Parole Population Projections*. Office of Research and Statistics, Division of Criminal Justice, Colorado Department of Public Safety, Lakewood, CO.

Rosky, J.W., Pasini-Hill, D., Lowden, K., Harrison, L., and English, K. 2004. *An Evaluation of the Youthful Offender System (YOS) In Colorado: A Report of Findings Per C.R.S. 18-1.3-407*. Office of Research and Statistics, Division of Criminal Justice, Colorado Department of Public Safety, Lakewood, CO.

Rosky, J.W. and Hall, D. 2003. 2002 Statistics. *A Report to the 2003 Legislature*. Montana Department of Corrections, Helena, MT.

Rosky, J.W. and Hall, D. 2001. 2000 Statistics. *A Report to the 2001 Legislature*. Montana Department of Corrections, Helena, MT.

Presentations

Rosky, J.W. 2012. Examining Post-Conviction Polygraph Testing in Sex Offender Supervision. TAM 2012.

Rosky, J.W. 2012. Monitoring Correctional Populations with Statistical Process Control Techniques. Academy of Criminal Justice Sciences Annual Meeting.

Kkkkkk

Lutze, F., **Rosky, J.W.**, and Hamilton, Z.K. 2012. Washington State Reentry Housing Pilot Project: Third Year Follow Up. Academy of Criminal Justice Sciences Annual Meeting.

Rosky, J.W., Lin, H., Collins, P.A. and Thomas, A. 2011. Jail, Bail, and Foreclosure: The Hidden Cost of the Housing Crisis. American Society of Criminology Annual Meeting.

Lutze, F., **Rosky, J.W.**, and Bouffard, J.A. 2011. Reentry and the Provision of Housing for High Risk Offenders Living in Washington State: An Outcome Evaluation. Academy of Criminal Justice Sciences Annual Meeting.

Rosky, J.W. 2010. The Center Cannot Hold: Mean Centering and Multicollinearity. American Society of Criminology Annual Meeting.

Rosky, J.W. 2009. Examining the Relationship between Drug Crime, Methamphetamine, Violent Crime and Social Capital Using NIBRS. American Society of Criminology Annual Meeting.

Rosky, J.W. 2008. Examining the Relationship between Protective Factors, Self-Control, and Resilience. American Society of Criminology Annual Meeting.

Rosky, J.W. 2008. Examining Resiliency within the Contexts of Self-Control Theory and Life-Course Analysis. Academy of Criminal Justice Sciences Annual Meeting.

Rosky, J.W. and Doyle, D.P. 2007. Examining Factors Involved with Overrepresentation of Native Americans in the Montana Correctional System. American Society of Criminology Annual Meeting.

Rosky, J.W. 2007. Native American Overrepresentation in the Montana Correctional System. Native American Research & Outreach Expo 2007, Pah-Loots-Pu Celebration, Plateau

Center for American Indian Studies, Washington State University.

Wright, K.A., **Rosky, J.W.**, and Bouffard, J.A. 2007. "Nice To See You Again:" The Consequences of Early Release in the Montana Department of Corrections. Academy of Criminal Justice Sciences Annual Meeting.

Rosky, J.W., Wright, K.A. and Pratt, T.C. 2007. Frailty Models and Their Use in Recidivism Studies. Academy of Criminal Justice Sciences Annual Meeting.

Rosky, J.W. 2006. Examining the Effect of Judicial Elections and Offender Characteristics on Sentencing in Montana. American Society of Criminology Annual Meeting.

Pasini-Hill, D. **Rosky, J.W.**, Lowden, K., Harrison, L., and English, K. 2006. Youthful Offender System Evaluation. Justice Research Statistics Association Annual Conference.

Kkkkkk

Rosky, J.W. 2006. Fight the Future: Methods and Problems of Forecasting Correctional Populations. Research and Methods Symposium, Department of Political Science, Washington State University.

Burman, W., Sharkey, L., James, S., Joyner, J., Hamilton, P. and **Rosky, J.W.**. 2000. Adherence with Antiretroviral Therapy: A Comparison of Self-Reported Adherence with Pharmacy Records. The 38th Annual Meeting of the Infectious Diseases Society of America.

Burman, W., Sharkey, L., **Rosky, J.W.**, Hamilton, P., Sampson, J., Gallegos, S. and Martinez, B. 1999. Department Adherence to Antiretroviral Therapy - a Study Comparing Self-Reported and Pharmacy Adherence. 6th Conference on Retroviruses and Opportunistic Infections.

Aziz S., MaWhinney, S. **Rosky, J.W.**, Grover, F., McDonald, G., Going, D., Johnson, R., Meterko, M., Hammermeister, K. and Shroyer, A.L. 1998. Coronary Artery Bypass Grafting in an Elderly VA Population. American College of Cardiologists Conference.

Rosky, J.W., MaWhinney, S., Warner, B., Shroyer, A.L. and Hammermeister, K.E. 1997. Using a Complications Outcome Measure in Risk-Adjusted Cardiac Surgery Models. Annual Student Research Forum, University of Colorado Health Sciences Center.

Todd, J.K., Rogers, R., **Rosky, J.W.**, Todd, M. and Milton, J. 1996. Therapeutic Equivalency - An Effective Antimicrobial Utilization Tool for Pediatric Hospitals. American Pediatric Society/Society for Pediatric Research National Conference.

Rosky, J.W. 1993. XRF Data Depiction and Interpretation. U.S. Environmental Protection Agency ERT XRF Conference.

Humphrey, A., Tobia, R., **Rosky, J.W.**, McCusker, C. and Jacobowitz, S. 1993. A Comparative Study of PCP Immunoassay Soil Test Kits. U.S. Environmental Protection Agency National Technology Seminar.

Testimony

"Justice-related" Data Compilation, Data Sharing, and Data Integration among State Agencies and Other Entities. Law and Justice Interim Committee, 57th Montana Legislature, March 28, 2002

Review of HJR 39 Study Outline. Law and Justice Interim Committee, 57th Montana Legislature, December 7, 2001

Grant Proposals

R.H. Potter (Principal Investigator), H. Corzine (Co-P.I.), M. Johnson (Co-P.I.), E. Mustaine (Co-P.I.), C. Whitcomb (Co-P.I.) and **J.W. Rosky** (Co-P.I.). 2011. P2P Child Endangerment Prediction Project. Office of Juvenile Justice & Delinquency Prevention: \$1,492,953.50 (Not Funded)

Rosky, J.W. (Principal Investigator), R.B. Surette (Co-P.I.) and R.H. Potter (Co-P.I.).

Kkkkkk

2011. The Upper I-4 Corridor Corrections Collaboration: County Corrections and University of Central Florida Practitioner-Researcher Program. National Institute of Justice: \$499,066.95 (Not Funded)

Rosky, J.W. (Principal Investigator) and D.P. Doyle (Co-P.I.). 2007. Examining Factors involved with Overrepresentation of Native Americans in the Montana Correctional System. National Institute of Justice: \$318,226 (Not Funded).

Teaching Experience

Graduate Courses

Research Methods in Criminal Justice (UCF)
Quantitative Methods and Computer Utilization in Criminal Justice (UCF) Advanced Quantitative Methods in Criminal Justice (UCF)
Foundations of Corrections* (UCF)
Criminal Justice Sentencing and Punishment Policy

Undergraduate Courses

Data Analysis for Criminal Justice* Crime in America (UCF)
Research Methods in Criminal Justice (UCF) Prisons and Jails (UCF)
Introduction to Policing in America (Washington State University) Sex Crimes and Sex Offenders (Washington State University) Criminal Courts in America (Washington State University)*
Quantitative Methods for Criminal Justice (Washington State University) Crime and Justice in the Movies (Washington State University)
Introductory, Intermediate, and Advanced SAS Programming (University of Idaho) Statistical Analysis (University of Idaho)
Introduction to Statistics (University of Montana)
* indicates online course

Student Advising

Undergraduate

Tyler Smith (Directed Study, B.S. in Criminal Justice, UCF, 2012)

Masters

Mallory Ambrose (Directed Study, M.S. in Criminal Justice, UCF, Expected 2012)

Doctoral

Lindsay Blumenstein (Outside Committee Member, Ph.D. in Sociology, UCF, Expected 2013) Daniel Bowman (Committee Member, Ph.D. in Public Affairs, UCF, Expected 2014)
Gail Humiston (Committee Member, Ph.D. in Public Affairs, UCF, Expected 2014) Megan Magers (Committee Member, Ph.D. in Public Affairs, UCF, Expected 2014)

Professional Associations

Kkkkkk

Academy of Criminal Justice Sciences
American Society of Criminology

Professional Service

American Society of Criminology
Annual Meeting Session Chair:
-2009, Analysis of Crime across Time and Space, Philadelphia, PA
-2009, Large Scale Studies of Patterns and Trajectories in Delinquency, Philadelphia, PA
-2008, The Role of Peers in Criminal Offending, St. Louis, MO
-2006, Statistical and Mathematical Methods in Criminology, Los Angeles, CA

Academy of Criminal Justices Sciences
Annual Meeting Session Chair:
-2007, Technology in the Prediction of Offending, Seattle, WA

University Service

University of Central Florida
-2012, Faculty Marshal, Spring Commencement, College of Health & Public Affairs
-2011 to present, Member, College of Health & Public Affairs Technology Advisory Council
-2011, Member, Department of Criminal Justice Instructor Search Committee
-2010 to present, Representative, College of Health & Public Affairs Faculty Council

Washington State University
-2009, Tutor, Athletic Department
-2008, Member, Campus Police Chief Search Committee
-2007 to 2008, Member, Campus Police Advisory Board
-2007 to 2008, Sergeant-at-Arms, Graduate and Professional Student Association
-2006 to 2008, Senator, Graduate and Professional Student Association
-2006 to 2008, Member, Counseling and Student Health Advisory Committee
-2006, Member, Orientation Counselor Selection Committee

Manuscript Reviewer

Sexual Abuse: A Journal of Research and Treatment
Western Criminology Review

Awards

Inter-university Consortium for Political and Social Research 2007 Summer Program, Quantitative Analysis of Crime and Criminal Justice Competitive Four Week Seminar - U.S. Bureau of Justice Statistics Stipend \$3,500 - University of Michigan, Ann Arbor, MI

Kkkkkk

Outstanding Undergraduate Advisor, 2005-2006 and 2006-2007, Department of Political Science, Washington State University, Pullman, WA

Justice Research and Statistics Association's 2005 Phillip Hoke Award for Excellence in Analysis, Large Statistical Analysis Center, Research/Analysis Category for **Rosky, J.W.**, D. Pasini-Hill, K. Lowden, L. Harrison, and K. English. 2004. *An Evaluation of the Youthful Offender System (YOS) In Colorado: A Report of Findings Per C.R.S. 18-1.3-407*. Office of Research and Statistics, Division of Criminal Justice, Colorado Department of Public Safety, Lakewood, CO.

Other Professional Experience

2003 - 2004, Biostatistician, Statistical and Analytical Services, Colorado Foundation for Medical Care, Aurora, CO

1994 - 1999, Research Assistant, Department of Preventive Medicine and Biometrics, University of Colorado Health Sciences Center, Denver, CO

1991 - 1994, Statistician, U.S. Environmental Protection Agency Environmental Response Team TAT/REAC contracts, Weston, Inc., Edison, NJ

References

Available upon request

Kkkkkk

VITA

Lee E. Ross, Ph.D.

University of Central Florida
Department of Criminal Justice
P.O. Box 161600
Orlando, Florida 32816-1600
lross@mail.ucf.edu

EDUCATION

- 1991 Ph.D. Criminology and Criminal Justice Administration
Rutgers University, The Graduate School of Criminal Justice
Newark, New Jersey, 07102
Dissertation: "Christian Religiosity and Deviance: An
Application and Extension of Social Control Theory"
- 1983 Masters of Arts in Criminal Justice, Rutgers University, The
Graduate School of Criminal Justice. Newark, New Jersey, 07102
Thesis: "Designing a Predictive Instrument to Measure the
Effectiveness of Judge Panels"
- 1981 Bachelors of Arts in Criminal Justice, Niagara University, Niagara
Falls, New York. Major: Criminal Justice, Minor: Religion and
Philosophy

TEACHING INTERESTS

Domestic Violence and Victimology (Theories and CJ Responses)
Race, Crime, and Justice (Examining Ethnic and Racial Differences)
Criminal Justice Administration (A Systems Overview)
Research Methods (Qualitative and Quantitative Approaches)
Criminology (Crime Causation Theories; traditional & nontraditional)
Delinquency (Crime Causation, Multicultural Perspectives)

ACADEMIC AND PROFESSIONAL POSITIONS HELD

2003-Present: Associate Professor of Criminal Justice
University of Central Florida

Kkkkkk

Department of Criminal Justice & Legal Studies
Orlando, Florida 32816-1600

2010-12 Public Affairs Doctoral Program Coordinator
Ph.D. Criminal Justice Track
University of Central Florida
Department of Criminal Justice & Legal Studies
Orlando, Florida 32816-1600

2008-11 Regional Trustee and Executive Board Member
of the Academy of Criminal Justice Sciences.

2003-07 Honors in the Major Coordinator
University of Central Florida
Department of Criminal Justice & Legal Studies
Orlando, Florida 32816-1600

2005-06 Provost Fellow (Faculty Intern)
University of Central Florida
Department of Criminal Justice & Legal Studies
Orlando, Florida 32816-1600

2004-05 Graduate Coordinator
University of Central Florida
Department of Criminal Justice & Legal Studies
Orlando, Florida 32816-1600

1999-03 Department Chair
Criminal Justice Department
University of Wisconsin-Parkside
Kenosha, WI 53141-2000

1999-03 Internship Coordinator & Supervisor
Criminal Justice Department
University of Wisconsin-Parkside
Kenosha, WI 53141-2000

1999-03 Group Facilitator (DAIP)
Task Force on Family Violence
1400 N. Sixth Street
Milwaukee, WI 53212

Kkkkkk

1997-98 Tenured @ Associate Professor
Criminal Justice Programs,
School of Social Welfare,
University of Wisconsin-Milwaukee
Milwaukee, WI 5320

1994-97 Field Placement Coordinator
Criminal Justice Programs,
School of Social Welfare,
University of Wisconsin-Milwaukee

1991-97 Assistant Professor
Criminal Justice Programs,
School of Social Welfare,
University of Wisconsin-Milwaukee
Milwaukee, WI 53201

1991 Lecturer
Department of Sociology
Bloomfield College
Bloomfield, NJ 07124

1984 Lecturer
Political Science Department,
Kean College
Union, NJ 07083

1984-91 U.S. Customs Officer
Department of the Treasury
Newark International Plaza
Route 1&9 South
Newark, New Jersey 07114

1984 Research Intern
New Jersey Administrative Office of the Courts
Hughes Justice Complex
Trenton, New Jersey

1982 Research Assistant
New York State Sentencing Guidelines Commission
2 World Trade Center
New York, NY 10019

Kkkkkk

PROFESSIONAL HONORS AND AWARDS

2012 Faculty Recognition Award
Student Outreach Program (CROP)
University of Central Florida
Orlando, Florida 32816-1600

Kkkkkk

- 2012 Faculty Certificate of Appreciation
Leadership and Mentoring Program
University of Central Florida
Orlando, Florida 32816-1600

- 2011 2011 Outstanding Mentor Award
Academy of Criminal Justice Sciences
Toronto, Canada (Annual Meeting)

- 2011 COHPA Research Fellow
University of Central Florida
Department of Criminal Justice
Orlando, Florida 32816-1600

- 2010 Faculty Recognition Award
Student Disability Services (SDES)
University of Central Florida
Orlando, Florida 32816-1600

- 2009 Outstanding Faculty Award
Black Female Development Circle, Inc.
University of Central Florida
Orlando, Florida 32816-1600

- 2005 Provost Fellow Internship
University of Central Florida
Department of Criminal Justice & Legal Studies
Orlando, Florida 32816-1600

- 2001 Wisconsin Teaching Scholar University of
Wisconsin-Parkside Undergraduate Teaching
Improvement Council

- 1998 Distinguished Undergraduate Teaching Award
University of Wisconsin-Milwaukee

- 1996 Wisconsin Teaching Fellow (1996-97)
University of Wisconsin-Milwaukee
Undergraduate Teaching Improvement Council

Kkkkkk

1995 Award Winning Film "When the State Kills." One of several featured scholars and practitioners, Dorothy Dean (Executive Producer).

Kkkkkk

1982 Michael J. Harasmick Fellowship
September 1981 to May 1983
Rutgers, The State University of New Jersey
Newark, NJ 07102

1981 Patricia Roberts Harris Fellowship
September 1981 to May 1983
Rutgers, The State University of New Jersey
Newark, NJ 07102

WORK IN PROGRESS AND UNDER REVIEW

Ross, L. and Gordon, F. (Under Review) “Judeo-Christian Religion and Intimate Partner Violence: A Two-sided Relationship of Prevention and Cause”

Ross, Lee E. “Neuro-science, Aggression, and Domestic Violence (in progress)

Ross, Lee E. *Intimate Partner Homicide*. Boca Raton: CRC Press Publications (in progress)

Ross, Lee E. “A Theory of Intimate Partner Homicide” (book chapter in progress)

Ross, Lee E. “Race Perspectives and Crime (book chapter written for *International Encyclopedia of Social and behavioral Sciences*, 2nd Edition. Edited by James Wright.

PEER-REVIEWED PUBLICATIONS

Ross, Lee E. (2008). Criminal Justice Pioneers: A content Analysis of Biographical Data. *Journal of Criminal Justice*, 36, 2:182-189.

Ross, Lee E. (2007). Consequences of Mandatory Arrest Policies: Comments, Questions, and Concerns, *Law Enforcement Executive Forum*. 7, 5:73-85.

Ross, L. E. & Elechi, O. (2002). Student Attitudes Towards Internship Experience: From Theory and Practice, *Journal of Criminal Justice Education*.13 (2): 297-312.

Ross, Lee E. (2001). Problems of Correlation as Proof of Causation in Social Science Research: It Ain’t Necessarily So. Guest Editorial in the *International Journal of Offender Therapy and Comparative Criminology*.

Kkkkkk

Ross, L. E. & Edwards, W. J. (2000). Criminological Scholarship and Race: A Rejoinder from Professors Ross and Edwards, *Journal of Criminal Justice*. 28(3):252-55

Palermo, G. & Ross, L. E. (1999). Mass Murder, Suicide, and Moral Development: Can we Separate the Adults from the Juveniles? *International Journal of Offender Therapy and Comparative Criminology*. 43(1), 8-20

Ross, L. E. & Edwards, W. J. (1998). Publishing Among African American Criminologists: A Devaluing Experience? *Journal of Criminal Justice* vol. 26(1): 29-40.

Coston, C. T. & Ross, L. E. (1998). Criminal Victimization of Prostitutes: Empirical Support for the Lifestyles Exposure Model," *Journal of Crime and Justice* (21)1:53-70.

Ross, Lee E. (1996). The Relationship Between Religion, Self-esteem and Delinquency, *Journal of Crime and Justice*. 19(2):195-214.

Ross, L. E., Berry, B., Coston, C., Heard, C. (1996). The Pressures of Academic Life: Minority Statuses and Other Considerations, *The Justice Professional*. (6):130-139.

Ross, Lee E. 1995. School Environment, Self-esteem and Delinquency. *Journal of Criminal Justice*, 23 (6):555-67.

Ross, L. E., and Hawkins, D. F. (1995). Legal and Historical Views on Racial Biases in Prison, *Corrections Today* 57(2):192-96.

Ross, Lee E. 1994. The Impact of Race-Esteem and Self-Esteem on Delinquency, *Sociological Focus*. 27 (2): 111-29.

Ross, Lee E. 1994. Religion and Deviance: Exploring the Impact of Social Control Elements, *Sociological Spectrum*, 14 (1): 65-86

Ross, Lee E. 1992. Blacks, Self-Esteem, and Delinquency: It's Time for a New Approach, *Justice Quarterly* 9(4): 609-24. 1992.

BOOKS

Ross, Lee E. (2010). *The War against Domestic Violence*. Boca Raton: CRC Press (Praeger Publications).

Ross, Lee E., (1998) *African American Criminologists: 1970-1996*, Westport: Greenwood Publications.

Ross, Lee E. *Intimate Partner Homicide*. Boca Raton: CRC Press Publications (in progress)

Kkkkkk

BOOK CHAPTERS

Ross, Lee E. (2010). A Vision of Race, Crime, and Justice through the Lens of Critical Race Theory. In E. McLaughlin and T. Newburn (Eds.), *The Sage Handbook of Criminological Theory*. London: Sage Publications. (pp. 391-409).

Ross, Lee E. (2010). Grenada. In M.F. Aebi, V. Jaquier, and G. Neuman (Eds.), *Crime and Punishment around the World*. Santa Barbara: ABC-CLIO Publications. (Vol. 2:162-169).

Ross, Lee E. (2009). Domestic Violence (among) African Americans. In S. Gabbidon and H. T. Greene, (Eds.). *Encyclopedia of Race and Crime*. Thousand Oaks, CA: Sage Publications. (pp. 211-215).

Ross, Lee E. (2006). Domestic Violence, Crime, and Delinquency among African Americans. In Penn, Gabbidon, and Taylor-Greene (Eds.), *Race and Juvenile Justice*, Westport: Greenwood Publications. (pp. 95-108).

Ross, Lee E., Coston, C. (2004). Criminal Victimization of Prostitutes: Empirical Support for a Lifestyle Exposure Model. Reprinted in Charisse T.M. Coston (Ed). *Victimizing Vulnerable Groups: Images of Uniquely High Risk Crime Targets*. (pp. 130-39) Westport: Greenwood Publications

Ross, L. E. & Akindes, S. (2003). In Search of Probable Cause: U.S. Customs, Racial Profiling, and the Fourth Amendment. In Hawkins, Myers, & Stone (Eds.), *Crime and Social Control*. Westport: Greenwood Publications. (pp. 251-268)

Ross, Lee E. (2001). African American Interests in Federal Law Enforcement: A consequence of Petite Apartheid? In Milovanovic, D. and K. Russell (Eds), *Petite Apartheid in Criminal Justice*. Carolina Academic Press. (pp. 69-77)

Ross, L. E., and McMurray, H. (1998). Dual Realities and Structural Challenges to African-American Criminologists. Reprinted In Ross, L. (Ed.) *African American Criminologists: 1970-1996, An Annotated Bibliography*. Westport: Greenwood Publications.

Ross, Lee E. (1994). Blacks, Self-Esteem, and Delinquency: It's Time for a New Approach. Reprinted in A. T. Sulton (ed). *African American Perspectives on: Crime Causation, Criminal Justice Administration, and Crime Prevention*. Boulder: Sulton Publications.

BOOK REVIEWS

Kkkkkk

Ross, L.E. and Joseph, C. (2006). Review of *Hate Crime*. Authored by Nathan Hall. Willan Publishing: London. *International Journal of Offender Therapy and Comparative Criminology*. (267) pages

Ross, L. E. and Joseph, C. (2006). Review of *Reclaiming the Streets: Surveillance, Social Control and the City*. Authored by Roy Coleman. *International Journal of Offender Therapy and Comparative Criminology*. Willan Publishing, 2004. (278 pages).

Ross, Lee E. (2000) Review of *The Atlanta Youth Murders and The Politics of Race*, Authored by Bernard Headley. Southern Illinois University Press: IL. (241 Pages). *Criminal Justice Review*.

Ross, L.E. and Lui, G. (1999). Review of *Youth in Prison: We the People of Unit Four*. Authored by M.A. Bourtnier and Linda Williams. New York: Routledge, 1997. (245 pages). *International Journal of Offender Therapy and Comparative Criminology* 43, 2:253-54.

Ross, Lee E. (1999) Review of *Criminal Conversations: An Anthology of the Work of Tony Parker*. Edited by Keith Soothill. New York: Routledge. (254 pages). *International Journal of Offender Therapy and Comparative Criminology* 44, 2:258-260.

Ross, Lee E. (1999). Review of "Snow Job? The War Against International Cocaine Trafficking." New Brunswick: Transaction Publishers. (303 pages) 1996. *International Journal of Offender Therapy and Comparative Criminology* (42), 4, 376-378.

Ross, Lee E. (1998). Review of *The Color of Crime: Racial Hoaxes, White Fear, Black Protectionism, Police Harassment, and Other Macroaggressions* authored by Kathryn K. Russell. New York University Press: New York. (203 pages) 1998. *The Journal of Criminal Justice* (26) 5, 437-38.

Ross, Lee E. (1998). Review of "Do Arrests and Restraining Orders Work?" authored by Eva Buzawa and Carl Buzawa. Thousand Oaks California: Sage (284 pages) 1996. *International Journal of Offender Therapy and Comparative Criminology*, (42) 2, 81-183.

Ross, Lee E. (1996). Review of "Beating the Devil out of Them: Corporal Punishment in American Families" authored by Murray A. Straus with Denise A. Donnelly, Lexington Books: New York. (297 pages). *Women and Criminal Justice*, (8) 3, 117-120.

OTHER PUBLICATIONS

Ross, Lee E. "Forward" to "Jump Start Your Career: An Internship Guide for Criminal

Kkkkkk

Justice” by Dorothy L. Taylor. Prentice Hall (2004).

Ross, L. E., and McMurray, H. (1996). "Dual Realities and Structural Challenges to African-American Criminologists," *ACJS Today* (25) 1, 1-9)

Ross, Lee E. (1995). "Call For Presentations" *ACJS Today*, 14(1)15-20.

Ross, L. E., and Pope, C. E. (1992). "Race, Crime and Justice: The Aftermath of Rodney King," *The Criminologist*, 17(6):1-10.

UNPUBLISHED REPORTS:

Surette, R., Reynolds, M., Ross, L., Kirven, J., Flint, M., Semoukhina, O., and Dunton, C. “*Incarceration Trends in the Orange County Florida Corrections Department*. Deliverable 3: Final Report and Recommendation. December 3, 2003. A study funded by Orange County, Florida. Contract Y3-2066.

Ross, Lee E. “*Key Findings and Recommendations Concerning Student Retention, Graduation, and Attrition at the University of Central Florida*. Final Report Submitted to the Provost Office (Under the Direction of Dr. John Schell) (2006).

Kkkkkk

GRANT APPLICATIONS

- 2013 Developing a Risk Assessment to Predict Intimate Partner Homicide.” Initiated while a COHPA Research Fellow for submission to the National Institute of Justice in March, 2013. (In Progress)
- 2011 A proposal to establish an “Arts, Science, Technology, Engineering, and Mathematics (A-STEM) Education and Research Consortium.” Developed by Jeanpierre, B., Gordon, F., Roberts, S., Ross, L., and Washid, P. May, 2011. (Proposed Funding Request: \$250.000, Submission on hold).
- 2007 A study to measure the perceptions of prospective jurors. Submitted to The Learning Institute for Elders @UCF. November, 2007. (Funding Request: \$2,000).

PRESENTATIONS AT PROFESSIONAL CONFERENCES

- 2012 Paper, “Neuroscience, Aggression, and Domestic Violence: A Meta Analysis, at the 49th Annual Meeting of Academy of Criminal Justice Sciences. New York, NY. March 13-17
- 2011 Paper, “Domestic Violence in the American Justice System” presented to members of the Swindom Police Academy, Swindom, England, August 1, 2011.
- 2009 Paper, “Restraining Orders and Intimate Partner Homicide: The Anatomy of a Deadly Relationship,” at the 46th Annual Meetings of the Academy of Criminal Justice Sciences. Boston, MA. March 10-14.
- 2008 Paper, “Religious Beliefs and Domestic Violence: A Context for Lessons Learned,” presented at the annual meetings of the Southern Criminal Justice Association. New Orleans, LA. October 1-5.
- 2008 Panel Chair. “Violence,” at the Annual Meetings of the Southern Criminal Justice Association. New Orleans, LA. October 1-5.
- 2007 Paper, “A Vision of Race, Crime, and Justice Through the Lens of Critical Race Theory,” at the 44th Annual Meetings of the Academy of Criminal Justice Sciences. Seattle, Washington. March 13-17.
- 2006 Panel Chair, “Juvenile Potpourri” at the Annual meetings of The Midwestern Criminal Justice Association, Chicago, Illinois. September 28-30.
- 2006 Moderator. “Student Affairs Workshop 3: Different Perspectives of the Insider Story’: Job Expectations for New Faculty,” at the 43rd Annual Meetings of the Academy of Criminal Justice Sciences. Baltimore, MD., February 28—March 4.

Kkkkkk

- 2005 Roundtable Chair, “Affirmative Action in the Discipline: A Matter of Justice or Injustice?” at the 42nd Annual Meetings of the Academy of Criminal Justice Sciences, Chicago, Il. March 15-20, 2005.

Kkkkkk

- 2004 Chair & Discussant, “Court Processes: Do Racial Biases Exist?” at the 56th Annual Meeting of the American Society of Criminology, Nashville, TN., November 17-20.
- 2004 Paper, “Domestic Violence and Juvenile Delinquency Among African American” at the 41st Annual Meetings of the Academy of Criminal Justice Sciences, March 9-13.
- 2003 Paper, “The Scholarship of Teaching and Learning: A Reintroduction to Criminal Justice,” at the Academy of Criminal Justice Sciences annual meetings, Boston, MA. (March).
- 2001 Paper, “Student Internships: An Invaluable Experience for Criminal Justice Majors,” Co-presented (with Dr. Oko Elechi) at the Academy of Criminal Justice Sciences annual meetings, Washington, D.C. (March).
- 2001 Paper, “Denial of Responsibility Among Male Batterers: Anecdotal Evidence from a Group Facilitator.” International Congress on Law and Mental Health, Montreal, Canada. (July).
- 2000 Paper, “Race, Gender, and Perceptions of Police Conduct.” (Co-presented with Dr. Willie J. Edwards) at the 52nd Annual Meetings of the American Society of Criminology, San Francisco, CA. November 14-18.
- 1999 Paper, “Attitudes Towards the Police: A Survey of Cohorts Likely to Enter the Field of Criminal Justice.” (Co-presented with Dr. Willie J. Edwards) at the 51st Annual Meetings of the American Society of Criminology, Toronto, Canada. November 16-20.
- 1999 Paper, “Racial Profiling in Law Enforcement” presented at Big Ten Police Chiefs’ Conference, Madison, WI. October 4th.
- 1988 Author Meets Critic. Provided a critical review of Katheryn Russell's *The Color of Crime: Racial Hoaxes, White Fear, Black Protectionism, Police Harassment, and Other Macroaggressions* at the 35th Annual Meeting of the Academy of Criminal Justice Sciences. Albuquerque, New Mexico. March 11.
- 1997 Paper, “Criminal Victimization of Prostitutes: Empirical Support for the Lifestyles Exposure Model.” Co-Presented (with Dr. Charisse Coston) at the Society for the Study of Social Problems. Toronto, CN, October 10.
- 1996 Roundtable Chair: Trials and Tribulations on the Road to Tenure: Minority Experiences. At the American Society of Criminology Meetings, Chicago, Illinois. November 20-23.

Criminology Meetings, Chicago, Illinois. November 20-23.

Kkkkkk

1996 Panel Chair, Racism and the Police. At the American Society of

Criminology Meetings, Chicago, Illinois. November 20-23.

Kkkkkk

- 1996 Roundtable, Publish or Perish: Experiences with Minority Scholars the Academy of Criminal Justice Sciences, Las Vegas, Nevada, March 12-16.
- 1995 Panel Chair, Juvenile Crime at the annual meetings of the Midwestern Criminal Justice Association. Chicago, Illinois. October 5.
- 1995 Paper, Juvenile Crime: A Statistical Overview, for the First Milwaukee County Family Impact Seminar on Promising Approaches to Addressing Juvenile Crime. (Milwaukee, Wisconsin)
- 1994 Paper, Interracial Contact in Schools, Self-Esteem and Delinquency. Paper presented at the Annual Meeting of the Academy of Criminal Justice Sciences, Chicago, IL. March 8-12.
- 1994 Roundtable, "Why We All Need Mentors and How to Find Them." for the 46th Annual Meeting of the American Society of Criminology. Miami, FL. November 9-12.
- 1993 Paper, Race, Self-Esteem, and Delinquency Research: A Correlational Analysis. Presented at the Annual Meeting of the Academy of Criminal Justice Sciences, March 16-20, 1993. Kansas City, MO., November 9-12.
- 1993 Paper, Race, Self-Esteem, and Delinquency: The Case of School Desegregation, presented at the 45th Annual Meeting of The American Society of Criminology. , Phoenix, AZ., October 27-30.
- 1993 Roundtable, Pressures and Joys Of Academic Life: Minority Statuses and Other Considerations. Panel Discussion for the 45th Annual Meeting of The American Society of Criminology. Phoenix, AZ., October 27-30
- 1992 Paper, Race, Self-Esteem, and Delinquency: Some Preliminary Findings, Paper presented at the 44th annual meeting of the American Society of Criminology. New Orleans, LA, November (1992).
- 1991 Paper, Racial Comparisons of Self-Esteem and Delinquency: A Review of the Literature, Paper presented at the annual meeting of the American Society of Criminology: San Francisco, CA. November (1991).
- 1991 Paper, Christian Religiosity and Deviance Reexamined: An Application and Extension of Social Control Theory. Paper presented at the 42nd annual meeting of the American Society of Criminology in Baltimore, MD. November (1991).

ACTIVITIES AT PROFESSIONAL CONFERENCES

- 2011 Member, Program Committee: Violent Victimization (Homicide, Robbery, Assault, Sexual Assault)
- 2010 Member, Program Committee: Race, Ethnicity, and Crime.

Kkkkkk

- 2006 Member, Minorities and Women Section of the Academy of Criminal Justice Sciences
- 2005 Member, Nominations Committee for the Academy of Criminal Justice Sciences, Baltimore, Md. February 28-March 4, 2006.
- 2005 Member, Bruce Smith Sr. Award Committee for the Academy of Criminal Justice Sciences, Baltimore, Md. February 28-March 4, 2006.
- 2004 Chair, Affirmative Action Committee for the annual meetings of the Academy of Criminal Justice Sciences, Chicago Illinois. March 15-19, 2004.
- 2001 Chair & Discussant, "Pitfalls of Technology." Annual Meetings of the Midwestern Criminal Justice Association, October 3-5, Chicago, Illinois.
- 2000 Chair & Discussant, "Crimes Against Minorities: Historical and Human Rights Perspectives." 52nd Annual Meetings of the American Society of Criminology, San Francisco, November 14-18, 2000.
- 2000 Discussant, "Policing Issues." Annual Meetings of the Midwestern Criminal Justice Association, October 4-6, 2000. Chicago, Illinois.
- 1999 Discussant, "Petite Apartheid and Criminal Justice: Part II" 51st Annual Meetings of the American Society of Criminology, Toronto, Canada. November 16-20. Co-authored with Willie J. Edwards.
- 1998 Chairperson, Author Meets Critic Session for the 35th Annual Meeting of the Academy of Criminal Justice Sciences. Albuquerque, New Mexico. March 11, 1998.
- 1996 Program Chair for the annual meetings of the Academy of Criminal Justice Sciences held in Las Vegas, Nevada. March 12-16.
- 1996 Covenor, Publish or Perish: Experiences with Minority Scholars, at the Academy of Criminal Justice Sciences, Las Vegas, Nevada. March 12-16.
- 1995 Chairperson, Juvenile Justice, at Midwestern Criminal Justice Association, Chicago, Illinois, October.
- 1995 Covenor, Program Committee Meeting, at the Academy of Criminal Justice Sciences, Boston, Massachusetts.
- 1995 Co-Chairperson, 1995 Membership Committee for the American Society of Criminology to be held in Boston, Massachusetts.
- 1995 Keynote Speaker, Antecedents of Juvenile Delinquency for the Wisconsin Juvenile Court Intake Association." La Crosse, Wisconsin, September.

Kkkkkk

- 1994 Discussant, Why We All Need Mentors and How to Find Them for the 46th Annual Meeting of the American Society of Criminology. November 9-12. Miami, FL.
- 1994 Chairperson, Social Factors in Crime Causation and Processing of Juvenile Delinquency for the Academy of Criminal Justice Sciences, Chicago, IL. March 8-12.
- 1993 Chairperson, Race, Crime, and Delinquency at the Western Society of Criminology Meeting, Monterey, CA. February 26.
- 1993 Presenter and Discussant, on Strategies to Save Our Youth. Presented at the 2nd Annual Wisconsin African American Law Enforcement Training Conference, Milwaukee, WI.
- 1993 Discussant, Pressures and Joys Of Academic Life: Minority Statuses and Other considerations. Panel Discussion for the 45th Annual Meeting of The American Society of Criminology. October 27-30. Hyatt Regency Hotel, Phoenix, AZ.
- 1992 Chairperson, Child Maltreatment and Delinquency at the 44th Annual Meeting of the American Society of Criminology, November 4-7. Fairmont Hotel, New Orleans, LA.

SELECTED MEDIA (RADIO, TELEVISION, AND NEWSPAPER INTERVIEWS)

- 04/2012. L’Amerique d’Obama avec les tensions raciales. Interview with French newspaper *La Figaro* regarding the on-going Trayvon Martin case.
- 10/2007 UCF police practice how to respond to crisis. Interview with *the Orlando Sentinel*.
- 10/2006 UCF Faculty Profiles. Televised interview with *the UCF Channel*. Host: C. D. Weise.
- 10/2005 Race, Crime, and Justice Community Forum. Moderator. *Orange County Television*.
- 10/2004 Area bucks trend of less crime. Interview with *the Orlando Sentinel*.
- 10/1995 Proposed capital punishment legislation. Featured scholar on *Channel 6: Milwaukee*
- 09/1994 The death penalty: Politics or policy? Featured scholar on *Channel 6: Milwaukee*.
- 10/1994 Police community relations. Featured scholar on *Milwaukee Tonight* (radio station)
- 12/1994 The Susan Smith Case. Featured Scholar on *Channel 6: Milwaukee*

SERVICE TO PROFESSION

EDITORIAL BOARD MEMBER FOR THE FOLLOWING JOURNALS:

- | | |
|---------------|---|
| 2009-Present | Race and Justice: An International Journal |
| 2004-Present | African Journal of Criminology & Justice Studies |
| 2005-Present | Criminal Justice Studies |
| 1997-Present | International Journal of Offender Therapy and Comparative Criminology |
| 2001-03 | Journal of Crime and Justice |
| 1996-99, 2011 | Journal of Criminal Justice Education |

Kkkkkk

1996-98

Journal of Crime and Justice

Kkkkkk

ARTICLE REFEREE. (Reviewed articles for the following journals SINCE 1991):

Journal of Crime and Justice
Journal of Criminal Justice Education
Journal of Contemporary Human Services
Journal of Family Services
International Journal of Offender Therapy and Comparative Criminology
Journal of Men's Studies
Justice Quarterly
Journal of Race and Justice
Journal of Research in Crime and Delinquency

MANUSCRIPT REVIEWER AND CONSULTANT TO:

Allyn & Bacon (*The Spectacle of Criminal Justice, and Crime and Justice in America: A Casebook Approach*)
McGraw Hill Higher Education (*Criminology, 4th Edition*)
Ohlinger Publishing Services (*Introductory Statistics for Criminal Justice and Criminology*)
Prentice Hall, (*Victimology: A Supplemental Reader, and American Criminal Justice: A Primer*)
State University of New York Press. (*African American Criminological Thought*)

SERVICE TO UNIVERSITY OF CENTRAL FLORIDA

Committee Member, Southern Association of Colleges and Schools (SACS)
Member, Senate Personnel Committee
Professor, Honors Research Methods (Burnett Honors College)
Member, Search and Screen Committee: Director of Interdisciplinary Studies
Pegasus Society (Recognized Contributor to UCF)
Member, UCF Campus Ambassador Program
Member, UCF Faculty Senate
Participant, Annual Commencement Exercises
Invited Keynote Speaker: Amy Kuritar Lohrman Charity Auction (05, 09, and 2011)
Member, Black Faculty and Staff Association
Mentor, UCF Legacy Program
Advisor, National Association of Black Law Students (NBLSA)
Advisor, Faces Modeling Troupe
Speaker, CROP—Student Outreach Program
Judge, Delta Kappa Shakedown

SERVICE TO COLLEGE OF HEALTH & PUBLIC AFFAIRS

Member, Instructor/Lecturer Promotional Committee
Member, College Diversity Committee
Reviewer, Comprehensive Exam Review Committee
Representative, National Merit Scholars Reception
Guest Speaker, College Reach-Out Program (Representing CJ & LS)

Kkkkkk

SERVICE TO DEPARTMENT OF CRIMINAL JUSTICE

Coordinator, PAF Program (CJ Doctoral Students)
Chair, Dissertation Committee (2 completions, 1 in progress)
Member, Dissertation Committee (2 completions)
Coordinator, CJ Masters Program
Member, Masters Thesis Committee (2 completions)
Coordinator, Honors in the Major
Member, Honors in the Major Theses (5 completions)
Member, Undergraduate Planning Committee
Member, Graduate Planning Committee
Member, Diversity Committee
Member, Annual Merit Committee
Member, Guest Speakers Committee
Member, Criminal Justice Chair Search & Screen Committee (2007)
Member, Search & Scree Committee (2008)
Member, Search & Screen Committee (2009)
Member, Search & Screen Committee (2010)
Member, Promotion and Tenure Committee
Member, Program Review Committee,
Member, Amy Kuritar Lohrman Memorial Scholarship Committee
Member, Promotion and Tenure Committee
Member, Graduate Affairs Committee
Member, Undergraduate Affairs Committee

COMMUNITY SERVICE AND PROFESSIONAL CONSULTATION (RECENT AND PAST) TO:

Seminole County Domestic Violence Fatality Review Team (Member)
Office of Juvenile Justice and Delinquency Prevention (Technical Peer Reviewer)
The United States Department of Homeland Security (Technical Peer Reviewer)
National Institute of Justice (Technical Peer Review)
Program accreditation for Massoit Community College (external reviewer)
Program accreditation for North Shore Community College (External Reviewer)
Program accreditation for University of Mass—Boston (External Reviewer)
Milwaukee Task Force on Family Violence (Group Facilitator)
Racine County Sheriff's Department (Oral interview Board)
St. Charles Youth and Family Services (Program Evaluator)
State of Wisconsin Law Enforcement Standards Board (Evaluator)
Waukesha County Sheriff's Department (Oral interview Board)

Expert Witness Experiences

Served as an expert Witness for the State of Florida in a recent domestic violence case. Case Number 1235245MMA (Defendant's name redacted). August 24, 2012.

Served as an expert witness for the defense in a \$5 million civil case. *Pierre v. Holmes*

Kkkkkk

Trading Company, et al., represented by Choate, Hall, & Stewart. Boston, Massachusetts.

PROFESSIONAL AFFILIATIONS

Academy of Criminal Justice Sciences

Nominated 2ND Vice-President (22 votes shy of
election) Chair of Affirmative Action Committee,
Regional Trustee (2001-
2003) Regional Trustee
(2008-2011)

Minorities and Women Section

American Society of Criminology

American Probation and Parole Association

RESUME

Joseph B. Sanborn, Jr., PhD
2829 Lexington Court
Oviedo, FL 32765

EDUCATION:

Villanova University, B.A., Sociology, 1973, Magna Cum Laude

State University of New York at Albany, School of Criminal Justice

M.A., Criminal Justice, 1974

Ph.D., Criminal Justice, 1984

EMPLOYMENT:

August 1994 to Present	Associate Professor, University of Central Florida, Department of Criminal Justice and Legal Studies. Undergraduate Coordinator, Criminal Justice Program 1994-2000; Graduate Coordinator, Criminal Justice Program, 2006-2008.
------------------------------	---

September 1990 to June 1994	Associate Professor, Rowan College of New Jersey (formerly Glassboro State College), Law/Justice Studies Department, Chair: 1989-1992.
-----------------------------------	--

September 1983 to June 1990	Assistant Professor, Glassboro State College, Law/Justice Studies Department. Tenured, 1987. Elected Chair, 1989.
-----------------------------------	---

September 1986 to June 1994	Adjunct Professor, Villanova University, Criminal Justice Graduate Program.
-----------------------------------	---

January 1989 to June 1994	Instructor, West Chester University, Criminal Justice Department.
---------------------------------	---

PUBLICATIONS:

Sanborn, Jr., Joseph B. 1986. "A Historical Sketch of Plea Bargaining." *Justice Quarterly* 3: 111-138.

Reprinted in James A. Inciardi, *Examining the Justice Process*. Orlando: Harcourt

Brace, 1996.

Sanborn, Jr., Joseph B. 1992. "Pleading Guilty in Juvenile Court: Minimal Ado About Something Very Important to Juvenile Defendants." *Justice Quarterly* 9: 127-150. Reprinted in David L. Parry, *Essential Readings in Juvenile Justice*. Prentice Hall, 2005.

Sanborn, Jr., Joseph B. 1993. "The Right to a Public Jury Trial: A Need for Today's Juvenile Court." *Judicature* 76: 230-238. Reprinted in *Children's Legal Rights Journal* 15 (3/4): 35-47, 1995.

Sanborn, Jr., Joseph B. 1993. "Philosophical, Legal, and Systemic Aspects of Juvenile Court Plea Bargaining." *Crime and Delinquency* 39: 509-527.

Sanborn, Jr., Joseph B. 1994. "The Juvenile, the Court, or the Community: Whose Best Interests are Currently Being Promoted in Juvenile Court?" *The Justice System Journal* 17: 249-266.

Sanborn, Jr., Joseph B. 1994. "Certification to Criminal Court: The Important Policy Questions of How, When, and Why." *Crime and Delinquency* 40: 262-281. Reprinted in Ralph A. Weisheit and Robert G. Culbertson, eds. *Juvenile Delinquency: A Justice Perspective*. Prospect Heights, Ill.: Waveland Press, 1995, 2000 (3rd and 4th eds.).

Sanborn, Jr., Joseph B. 1994. "Constitutional Problems of Juvenile Delinquency Trials." *Judicature* 78: 81-88.

Sanborn, Jr., Joseph B. 1994. "Remnants of *Parens Patriae* in the Adjudicatory Hearing: Is a Fair Trial Possible in Juvenile Court?" *Crime and Delinquency* 40: 599-615. Reprinted in Barry C. Feld, ed. *Readings in Juvenile Justice Administration*. New York: Oxford University press, 1999.

Sanborn, Jr., Joseph B. 1995. "How Parents Can Affect the Processing of Delinquents in Juvenile Court." *Criminal Justice Policy Review* 7: 1-26.

Sanborn, Jr., Joseph B. 1995. "Guardian of the Public and/or the Child: Policy Questions and Conflicts for the Juvenile Court Prosecutor." *The Justice System Journal* 18: 141-156.

Sanborn, Jr., Joseph B. 1996. "Factors Perceived to Affect Delinquent Dispositions in Juvenile Court: Putting the Sentencing Decision into Context." *Crime and Delinquency* 42: 99-113. Reprinted in Richard Lawrence and Craig Hemmens, *Juvenile Justice: A Text/Reader*. Thousand Oaks, CA: Sage Publications, 2008.

- Bast, Carol M. and Joseph B. Sanborn, Jr. 1996. "Not Just any Sightseeing Tour: Surreptitious Taping in a Patrol Car." *Criminal Law Bulletin* 32: 123-133.
- Sanborn, Jr., Joseph B. 1996. "Policies Regarding the Prosecution of Juvenile Murderers: Which System and Who Should Decide?" *Law & Policy* 18: 151-178.
- Sanborn, Jr., Joseph B. 1998. "Second-class Justice, First-class Punishment: The Use of Juvenile Records in Sentencing Adults." *Judicature* 81: 206-213.
- Butts, Jeffrey A. and Joseph B. Sanborn, Jr. 1999. "Is Juvenile Justice Just Too Slow?" *Judicature* 83: 16-24.
- Sanborn, Jr., Joseph B. 2000. "Striking Out on the First Pitch in Juvenile Court." *Barry Law Review* 1: 7-61.
- Applegate, Brandon K., Michael G. Turner, Joseph B. Sanborn, Jr., Edward J. Latessa and Melissa M. Moon. 2000. "Individualization, Criminalization, or Problem Resolution: A Factorial Survey of Juvenile Court Judges' Decisions to Incarcerate Youthful Felony Offenders." *Justice Quarterly* 17: 309-331.
- Sanborn, Jr., Joseph B. 2001. "A *Parens Patriae* Figure or Impartial Fact Finder: Policy Questions and Conflicts for the Juvenile Court Judge." *Criminal Justice Policy Review* 12: 311-332.
- Sanborn, Jr., Joseph B. 2001. "Victims' Rights in Juvenile Court: Has the Pendulum Swung too Far?" *Judicature* 85: 140-146.
- Sanborn, Jr., Joseph B. 2003. "Hard Choices or Obvious Ones: Developing Policy for Excluding Youth From Juvenile Court." *Youth Violence and Juvenile Justice* 1: 198-214. Reprinted in Richard Lawrence and Craig Hemmens, *Juvenile Justice: A Text/Reader*. Thousand Oaks, CA: Sage Publications, 2008.
- Sanborn, Jr., Joseph B. 2009. "Juveniles' Competency to Stand Trial: Wading Through The Rhetoric and the Evidence." *Journal of Criminal Law and Criminology* 99: 135-214.
- Applegate, Brandon K. and Joseph B Sanborn, Jr. 2011. "Public Opinion on the Harshness of Local Courts: An Experimental Test of question Wording Effects." *Criminal Justice Review* 36: 487-497.

Books

Sanborn, Jr., Joseph B. and Anthony W. Salerno 2005. *The Juvenile Justice System: Law and Process*. Los Angeles: Roxbury Publishing Company.

Book Chapters

Sanborn, Jr., Joseph B. 1982. "The Rise and Fall of Juvenile Court: The Separation and Reunion of the Constitution and the Juvenile Defendant." In Gene Stephens, ed., *The Future of Criminal Justice*. Cincinnati: Anderson Publishing Co.

Sanborn, Jr., Joseph B. 2003. "The Adultification of Youth." In Alida V. Merlo and Peter J. Benekos, eds. *Controversies in Juvenile Justice and Delinquency*. Cincinnati: Anderson Publishing Co. PP. 143-164.

Sanborn, Jr., Joseph B. 2004. "Pleading Guilty and Plea Bargaining: The Dynamics of Avoiding Trial in American Criminal Courts." In G. Larry Mays and Peter R. Gregware, eds. *Courts and Justice*, Third Edition. Long Grove, IL: Waveland Press. PP. 67-86. 2009 Fourth Edition, pp 109-128.

Sanborn, Jr., Joseph B. 2009. "Prosecuting Juvenile Offenders in Criminal Court." In Alida Merlo and Peter Benekos, eds. *Controversies in Juvenile Justice and Delinquency*. Second Edition. Cincinnati: Anderson Publishing Co. PP. 173-201.

Book Reviews

Transferring Juveniles to Criminal Courts: Trends and Implications for Criminal Justice, by Dean J. Champion and G. Larry Mays. *Criminal Justice Review* 18: 118-120, 1993.

"Oh Where Oh where Has Juvenile Court Gone? (and Just Where or Where Should It Go?)" Review of Barry C. Feld's *Justice For Children: The Right to Counsel and The Juvenile Courts*, and Barry Krisberg and James F. Austin's *Reinventing Juvenile Justice*. *Journal of Criminal Justice Education*, 8: 113-120, 1997.

Conference Papers and Service

"Plea Bargaining in Juvenile Court: Types, Motivations and Roles." American Society of Criminology, 1980.

"The Negotiation-oriented Juvenile Court: Philosophical Conflict or Congruence?" Academy of Criminal Justice Sciences, 1981.

- “Making Sense of Plea Negotiation.” Academy of Criminal Justice Sciences, 1984.
- “A Historical Sketch of Plea Bargaining.” Academy of Criminal Justice Sciences, 1985.
- “The Impact of Plea Bargaining on Juvenile Court Sentencing.” Northeastern Association of Criminal Justice Educators, 1985.
- “An Analysis and Comparison of Plea Bargaining in Seven Juvenile Courts.” Academy of Criminal Justice Sciences, 1986.
- “The Concept of Mitigated Justice.” Academy of Criminal Justice Sciences, 1986.
- “The Defense Attorney’s Role in Juvenile Court: Must Justice and/or Treatment be Compromised?” Academy of Criminal Justice Sciences, 1987.
- “In re Gault and the Juvenile Court: What Twenty Years of Constitutional Domestication Have Wrought.” American Society of Criminology, 1987.
- “Certification to Criminal Court: Juvenile Court’s Most Important Decision, Academy of Criminal Justice Sciences, 1988.
- “Judicial Transfer: What It Should Be and What It Is.” American Society of Criminology, 1988.
- “Philosophical, Legal and Systemic Considerations Regarding Plea Bargaining in Juvenile Court.” Academy of Criminal Justice Sciences, 1989.
- “Pleading Guilty in Juvenile Court: Minimal Ado About Something Very Important to Juvenile Defendants.” Academy of Criminal Justice Sciences, 1990.
- “Remnants of *Parens Patriae* in the Adjudicatory Hearing: Is a Fair Trial Possible in Juvenile Court?” American Society of Criminology, 1990.
- “The Right to a Public/Jury Trial in Juvenile Court: An Issue Whose Time Has Come Again.” Academy of Criminal Justice Sciences, 1991.
- “The Juvenile, the Court, or the Community: Whose Best Interests are Currently Being Promoted in Juvenile Court?” American Society of Criminology, 1991.
- “Detention in Juvenile Court: Adequate Protection or Arbitrary Decision Making?” Academy of Criminal Justice Sciences, 1992.
- “The Role of the Parent in Juvenile Court: A Critically Important But Frequently

Neglected Figure.” American Society of Criminology, 1992.

“Factors Affecting the Dispositional Outcome in Juvenile Court: Are They Matters of Race, Sex, Class or Something Else?” Academy of Criminal Justice Sciences, 1993.

“Perceptions of Juvenile Court Workers Toward Disposition: Implications for Sentencing Policies in Juvenile Court.” American Society of Criminology, 1993.

“Masters Conducting Adjudicatory Hearings in Juvenile Court: Double Jeopardy and Due Process Problems.” Academy of Criminal Justice Sciences, 1994.

“An Analysis of the Human Rights Ideology: Just what Do They Mean By a New World Order?” Law and Society Association, 1994.

Professional Service

Academy of Criminal Justice Sciences:

Awards Committee, 2004

Program Committee, 2001, 2003

Chair, Juvenile Justice Section, 1999-2003; Immediate Past Chair, 2003-2005

Southern Criminal Justice Association

Board Member, 1996-1999

Second Vice-President, 1999-2000

First Vice-President and Program Chair, 2000-2001

President, 2001-2002

Immediate Past President, 2002-2003

Editorial Advisory Board

Journal of Criminal Justice Education, 1993-1996.

American Journal of Criminal Justice, 2000-present

Youth Violence and Juvenile Justice, 2005-present

Ad hoc Reviewer

Justice Quarterly; Journal of Criminal Justice; Law & Policy; Journal of Research in Crime and Delinquency; Journal of Criminal Justice Education.

Consulting

Consultant, Public Defender’s Office, Juvenile Division, Philadelphia, Pennsylvania.

Assisted in the design and evaluation of a Special Defense Unit for Habitual Offenders. September 1987-June 1989.

Consultant, Together, Inc. Glassboro, NJ. Evaluated family-oriented program, dealing with juvenile offenders, that served as an alternative to incarceration. September 1986-June 1987.

Consultant, Freedoms Foundation, Valley Forge, Pennsylvania. Served as Director of a Graduate Summer Seminar, "The American Revolution in the Delaware Valley," and year-round interpreter of Valley Forge Park and Colonial Philadelphia. June 1982-June 1987.

Consultant, Alfred J. DiBernardo, Management Consultants. Wrote grant proposal, funded by LEAA, concerning a NY study of diversion efforts for juveniles. Spring 1978.

Consultant, New York State Correctional Training Academy, Albany, NY. Lectured prospective prison guards in the area of prisoners' rights. Spring 1977.

Grants and Awards

LEAA College Scholarship, 1970-1973.

SUNYA School of Criminal Justice Fellowship, 1973.

Herbert S. Lehman Social Sciences Fellowship, 1973-1977.

SUNYA School of Criminal Justice Teaching Fellowship, 1976-1977, 1977-1978.

National Institute of Justice Dissertation Fellowship, 1981-1982.

Glassboro State College, Separately Budgeted Research (SBR)

Grant: Spring 1987; Fall 1988; Spring 1989; Fall 1991; Fall 1993; Fall 1994.

Summer Research Fellowship: 1985, 1986, 1987, 1988, 1989, 1992.

Vitae
Raymond B. Surette

College of Health and Public Affairs
Department of Criminal Justice
University of Central Florida
Orlando, Florida 32816-1600
Phone: (407) 823-5946

Education

B.S.	1974	Criminal Justice	Northeastern University, Boston, Mass.
M.S.	1977	Criminology	Florida State University, Tallahassee, Fla.
Ph.D.	1979	Criminology	Florida State University, Tallahassee, Fla.

Research Interests

Media, Crime, and Criminal Justice, Copycat Crime, Public Space Surveillance Systems, Statistical Criminology, Program Evaluation, Research Design and Methodology.

Instructional Interests (graduate and undergraduate)

Crime and Media, Criminological Theory, History of Criminal Justice, Introductory Statistical Analysis, Multivariate Analysis, Time Series Analysis, Meta-Analysis, Program Evaluation.

Professional Employment

1995-Present: Professor. College of Health and Public Affairs Department of Criminal Justice, University of Central Florida, Orlando, Fla.

1992-1995: Professor. School of Policy and Management, Florida International University, Miami, Fla.

1989-91, 1985-87: Chair/Associate Professor. Criminal Justice Department, Florida International University.

1987-89: Associate Dean. School of Policy and Management, Florida International University.

1980-85: Assistant Professor. Criminal Justice Dept. Florida International University, Miami, Fla.

1975-78: Project Monitor. Citizen Dispute Settlement Program sponsored by American Bar Association and The Edna McConnell Clark Foundation Correctional Reform Series.

1975-76: Research Director/Faculty Associate. Responsible for Orange County, Florida National Evaluation of Des Moines Replication Projects.

Other Professional and University Activities

2009, Panel Presentation: Popular Culture and Death Penalty Opinion presented at the annual meeting of the American Society of Criminology, Philadelphia, PA, November.

2002, Guest Speaker Crime, Media, and Public Policy Symposium on the Media, the Public, and Criminal Justice Policy. Central Missouri University.

1997, Keynote Speaker on Crime and the Media, Masters of Prevention Seminar for Legislators and Staff presented by Eysnik Smeets & Etman, Den Haag, Netherlands.

1989-1995: Masters of Criminal Justice Graduate Program Coordinator, Florida International University.

1988-1994: Project Director. Miami Coalition Against Drugs Scientific Advisory Committee; Coordinator of General Public Drug Attitude Telephone Survey, Drugs in the Workplace Survey, and Drugs in the School Survey.

1985-Present: Member, Florida State Board of Regents Common Course Numbering Committee.

1987-Present: Reviewer Criminal Justice and Popular Culture, Criminal Justice Policy Review, Journal of Criminal Justice Education, Journal of Drug Issues, Policy Studies Review, Journal of Crime and Justice, Journal of Crime and Justice, and Justice Quarterly.

1991: Member National Advisory Task Force. Equipment and Facilities adviser for Third Edition of Local Government Police Management, published by International City Management Association, Washington, D.C.

1990: Awarded FIU Research Sabbatical.

1989: Panel Chair. American Society of Criminology
Panel: "Media, Video Technology and Social Control"

1987: Plenary Speaker "Video Technology in Criminal Justice"
28th International Course on Criminology, Montreal, Canada, August,
1987

1986: Panel Chair. American Society of Public Administration.
Panel: "Media and Public Policy"

1984: Panel Chair. American Society of Criminology
Panel: "Media and Criminal Justice Policy"

1983: Trainer. Symposium on Computer Fundamentals for Local Government.
Dade County, Florida International University

1981: Principal Investigator. Human Service Computer Model.
Applied Research Grant from FIU Joint Center for Environmental Problems.

1980: Consultant. Needs Documentation Study: High Risk Drivers in Miami-Dade
County Florida, City of Miami Police Department.

1979: Consultant. Florida State Court Administrator's Office Evaluation Workshop.

Publications and Papers

Books

Media, Crime, and Criminal Justice: Images and Realities. (2010) fourth edition, Belmont, CA.: Thomson/Wadsworth.

Immigration and Its Impact on American Cities. (1996) with Steve Loveless, Cliff McCue & Dorothy Norris-Terrill New York: Praeger Publishers.

The Media and Criminal Justice Policy. (1990) Editor, Springfield, Ill.: Charles C. Thomas Pub.

Justice and The Media: Issues and Research. (1984) Editor, Springfield, Ill.: Charles C. Thomas Pub.

Refereed Articles

Cause or Catalyst: The Interaction of Real World and Media Crime Models in American Journal of Criminal Justice (forthcoming).

Preventive and Punitive Criminal Justice Policy Support in Trinidad: The Media's Role with D. Chadee, L. Heath and J. Young. Journal of Popular Culture (2011) vol. 7, no. 1, pp. 31-48.

Measuring Media Oriented Terrorism with K. Hansen and G. Noble. Journal of Criminal Justice (2009) vol. 37, no. 4, pp. 360-370.

Self-destructing Prophecies: Long-term Forecasting of Municipal Correctional Bed Need with B. Applegate, B. McCarthy and P. Jablonski. Journal of Criminal Justice (2006) vol. 34, pp. 57-72.

CCTV and Citizen Guardianship Suppression: A Questionable Proposition in Police Quarterly, (2006) vol. 9, no. 1, pp. 100–125.

Social Worker Perceptions of the Portrayal of the Profession in the News and Entertainment Media: An Exploratory Study with C. Zugazaga, M. Mendez and C. Otto. Journal of Social Work Education, (2006), Vol. 42, no. 3, pp. 621-636.

The Thinking Eye: Pros and Cons of Second Generation CCTV Surveillance Systems in Policing: An International Journal of Police Strategies and Management, (2005) vol 28, no 1, pp. 152-173.

Roles and Responsibilities: Analyzing Local Leaders' Views on Jail crowding from a Systems Perspective with Brandon Applegate, Robin Davis, Charles Otto, and Bernard McCarthy Crime and Delinquency, (2004) vol 50, no 3, pp. 458-482.

The Multifunction Jail: Policy Makers' Views of the Goals of Local Incarceration with Brandon Applegate, Robin Davis, Charles Otto, and Bernard McCarthy Criminal Justice Policy Review, (2003) vol 14, no 2, pp. 155-170.

A Test of a Crime and Justice Infotainment Measure with Charles Otto, The Journal of Criminal Justice, (2002) vol 30, no 5, pp. 443-453.

From Killers to Cuddlers: News Media Coverage of Law Enforcement Canines with C. Meslow. Police Forum (2002) vol 12, no 4, pp. 1-14.

Self Reported Copycat Crime among a Population of Serious Violent Juvenile Offenders Crime and Delinquency, (2002) vol 48, no 1, pp. 46-69.

Public Information Officers: The Civilianization of a Criminal Justice Profession Journal of Criminal Justice, (2001) vol 29, no 2, pp. 107-117.

Media Echoes: Systemic Effects of News Coverage Justice Quarterly. (1999) vol. 16, pp. 601-631.

Detention and Desistence from Crime: Evaluating the Impact of a New Generation Jail on

Recidivism with Brandon Applegate and Bernard McCarthy Journal of Criminal Justice. (1999) Vol. 27, no. 2, pp. 539-548.

Public Information Offices: A Descriptive Study of Crime News Gatekeepers with Alfredo Richard (1995) Journal of Criminal Justice. Vol. 23, pp. 325-336.

A Serendipitous Finding of a News Media History Effect: A Research Note (1995) Justice Quarterly. Vol 12, no. 2, pp. 355-364.

Reprinted in Constructing Crime (eds) G. Potter and V. Kappeler, Waveland Press, 1998.

Methodological Problems in Determining Media Effects on Criminal Justice: A Review and Suggestions for the Future Criminal Justice Policy Review (1992) vol. 6, no. 4, pp. 291-310.

The Case for Videotaping Misdemeanor Defendants with Clinton Terry, The Judges' Journal (1991) vol. 30, no. 3, pp.20-25,45.

Media Trials The Journal of Criminal Justice (1989) vol. 17, no. 4, pp. 293-308.

The Mass Media and Criminal Investigations: Crime Stoppers in Dade County, Florida Journal of Justice Issues (1986) vol 1, no. 1, pp. 21-38.

Pinch-Hitting in the Courtroom with Susan Witkin, The Judges' Journal (1986) vol. 25, no. 3, pp. 18-21,53-55.

Media Technology and the Courts with Clinton Terry, Criminal Justice Review (1986) vol. 11, no. 2, pp. 31-36.

A Note on the Historical Relationship Between the Economy and Police Organizational Activities Criminal Justice Review (1985) vol. 9, no. 2, pp. 47-52.

reprinted in The Administration and Management of Criminal Justice Organizations. (eds.) S. Stojkovic, J. Klofas, and D. Kalinich, Waveland Press, 1990.

Television and Punitive Criminal Justice Policy Support Journalism Quarterly (1985) Summer, pp. 373-377,450.

Video Street Patrol: Media Technology and Street Crime The Journal of Police Science and Administration (1985) vol. 13, no. 1, pp. 78-85.

Video in the Misdemeanor Court: The South Florida Experience with Clinton Terry, Judicature (1985) vol. 69, no. 1, pp. 13-19.

Crimes, Arrests, and Elections: Predicting Winners and Losers Journal of Criminal Justice

(1985) vol. 13, no. 4, pp. 321-328.

The Historical Development of Criminological Statistics with Luis Salas, Journal of Criminal Justice (1984) vol. 12, no. 5, pp. 457-465.

Problems in Comparative Crime Statistics for Latin America and the English-Speaking Caribbean, 1973-1978 with Luis Salas, The Statistical Abstract of Latin America (1984) vol. 23, pp. 783-793.

Processing Citizens' Disputes Outside the Courts: A Quasi-Experimental Evaluation with Ross Conner, Evaluation Review (1980) vol. 4, no. 6, pp. 739-768.

reprinted in New Directions in Public Administration. eds. B. Bozeman and J. Straussman, Brooks/Cole, 1984.

Organizational Models and Prisons: A Synthesis New England Journal on Prison Law (1979) vol. 6, no. 1, pp. 113-127.

Under Review

Self-Reported Copycat Crime among Non-Incarcerated At-Risk Youth. Submitted to *Journal of Popular Culture*.

Recurrent issues in efforts to prevent homicidal youth violence in schools: Expert opinions with K. Dill, R. Redding, P. Smith, & D. Cornell. Submitted to New Directions in Youth Development.

The Executioner's Song does not Fall on Deaf Ears: Changing Death Penalty Opinion with Robert Bohm. Submitted to *Criminology*.

In Preparation

Self-Reported Copycat Crime among Male and Female Inmates.

A Test of a Typology of Copycat Crime Utilizing Films Linked with Copycat Crime Incidents.

Citizen Attitudes, Media Use and Perceptions of Police and Criminal Justice in Contemporary Russia.

Self-Reported Copycat Crime among Delinquent Incarcerated Youth in Trinidad and Tobago.

Book Chapters and Solicited Works

Mass Media, Crime and Justice. In Oxford Bibliographies Online: Criminology. Ed. R.

Rosenfeld. New York: Oxford University Press. Forthcoming, Jan 2011:
www.oxfordbibliographiesonline.com

Gothic Criminology and Criminal Justice Policy (2007) in Monsters Among and Within Us,
Editors: C. Picart and C. Greek, Fairleigh Dickinson University Press.

The Media, the Public, and Criminal Justice Policy (2003) Journal of the Institute of Justice and International Studies, no. 2: 39-51.

The Promise and the Reality: Peddling Violent Entertainment to Children (2001) in The World and I (April 2001) Morton Kaplan, editor, Washington, D.C.: The Washington Times.

The Media's Role in the Definition of Crime in What is Crime Mark Lanier and Stuart Henry (editors) (2001) with Charles Otto Rowman and Littlefield Publishers.

Some Unpopular Thoughts about Popular Culture in Popular Culture, Crime and Justice (1998) Frankie Bailey and Donna Hale editors, West/Wadsworth.

That's Entertainment? in The World and I (September, 1998) Michael Marshall, editor, Washington, D.C.: The Washington Times.

The Media and Crime in Crime and the Justice System in America (1997) Frank Schmalleger editor, Westport, Conn.: Greenwood Press.

News from Nowhere, Policy to Follow: Media and the Social Construction of Three Strikes and You're Out in Three Strikes and You're Out: Vengeance as Public Policy (1996) David Shichor & Dale Sechrest editors, Thousand Oaks, Ca.: Sage.

Media, Violence, Youth, and Society in The World & I: Currents in Modern Thought. (July, 1994) Michael Marshall editor, Washington, D.C.: The Washington Times.

reprinted in e-Journal World Media Association Spring, 2006, vol. 2, no. 1.
<http://www.wmassociation.com/ejournal/index.html>

Predator Criminals as Media Icons in Media, Process, and the Social Construction of Crime: Studies in Newsmaking Criminology (1994) Gregg Barak editor, Garland Publishing.

In The Media and Criminal Justice Policy (1990) Charles Thomas Pub.

"Criminal Justice Policy and the Media: Evidence of a Mass Media Effect"

"The Magnitude and Mechanisms of Copy Cat Crime"

"Media Trials and Their Echoes"

"Policing and Camera Surveillance"

"The Media and Criminal Justice Public Policy - Future Prospects"

Video Technology in Criminal Justice: Live Judicial Proceedings and Patrol and Surveillance in New Technologies and Criminal Justice, (1988) Proceedings of the 28th International Course on Criminology, International Society of Criminology and the University of Montreal Centre on Criminology.

In *Justice and The Media* (1984) Charles Thomas Pub.

"Media, Crime, and Criminal Justice"

"Two Media Based Crime Control Programs"

"Videotaped Misdemeanor First Appearances: Fairness from the Defendant's Perspective" with Dr. W. Clinton Terry

"Media and Justice: Future Prospects"

Monographs, Grants, and Reports

An Evaluation of IRIS: A Community Anti-Crime CCTV System. (2010) Orlando, Fl., Orlando Police Department. Principal Investigator. \$18,000.

Focus on Juvenile Crime – Phase II: Serious and Violent Juvenile Criminal Cases in Orange and Osceola Counties, Florida, 2000 and 2006. (2008) Co-Principal Investigator, primary data analyst. Jointly funded by the Office of the state Attorney, Ninth Judicial Circuit of Florida and the College of health and Public Affairs, University of Central Florida.

Focus on Juvenile Crime – Phase I: Observations Based Upon Trend Analysis of Serious and Violent Juvenile Criminal Cases in Orange and Osceola Counties, Florida January 1995 thru December 2006. (2007) Co-Principal Investigator, primary time-series data analyst. Jointly funded by the Office of the state Attorney, Ninth Judicial Circuit of Florida and the College of health and Public Affairs, University of Central Florida.

Incarceration and Retention Trends at the Orange County Corrections Department. (2006) Co-Principle Investigator with Mike Reynolds. Orange County, Florida, \$67,361.

A Field Test of a Computer Vision Enhanced Crime Detection and Deterrence System for Downtown Orlando, Florida . (2004) Co-Principle Investigator with Mubarak Shah. Center of Metropolitan Studies Univ. of Central Florida and City of Orlando, Florida, \$40,000.

Influences on Orange County, Florida Jail Overcrowding. (2003) University of Central Florida Department of Criminal Justice and Legal Studies, Orlando, Florida. Co-Principle Investigator with B. Applegate and B. McCarthy. Sponsored by Orange County, Florida Corrections. \$128,104.

An Evaluation of the TASC Component of the Juvenile Assessment Center, Orange County, Florida (1999) Co-Principal investigator with Donna Bishop. Sponsored by Sate of Florida Department of Children and Families District 7. \$50,223

An Evaluation of the Orange County Corrections Division New Generation Jail. (1997) University of Central Florida Department of Criminal Justice and Legal Studies, Orlando, Florida. Co-Principle investigator with B. Applegate and B. McCarthy. Sponsored by Orange County, Florida Corrections. \$31,000

Crime Prevention in Hispanic Florida Communities: The First Year of the Crime Prevention Among Hispanics Project. (1996) Center for the Administration of Justice, Florida International University, Miami, Florida. Research Associate. Sponsored by State of Florida Attorney General Office.

Attitudes of Dade County Residents Toward Illegal Drugs and Drug Abuse: Summary and Comparisons. (1989-1993) Miami Coalition for a Drug Free Community Annual Reports. Pro-bono.

Public Information Officers in Florida: A Descriptive Study. (1993) Florida International University. Conducted on behalf of FLEPIO. Pro-bono.

The Relationship between Media Use, Training and Attitudes for Correctional and Law Enforcement Recruits at the Southeast Florida Institute of Criminal Justice. (1991) Florida International University. Sabbatical Research Project.

"Forecasting the Impact of Immigration on the Provision of Municipal Services in Dade County." (1990) Florida STAR grant. Co-Principle Investigator with Steve Loveless. \$50,000.

Dade County Comprehensive Alcohol Treatment Program: A Regional Demonstration of a Computer Simulation Model. (1981) Research Associate FIU/FAU Joint Center for Sponsored Research.

The High Risk Driver in Dade County: An Evaluation of the Current Data Base. (1980) City of Miami Police Department. Co-Principle Investigator with Luis Salas. \$35,000

Training for the Worker with Aged and Elderly Disabled: An Evaluation. (1980) (Title XX Social Security Act. Research Associate FIU/FAU Joint Center for Sponsored Research.

The Citizen Dispute Settlement Program. (1978) Site Evaluator with Dr. Ross Conner, American Bar Association Correctional Reform Experimental Studies Series.

CURRICULUM VITAE

R. Cory Watkins

PERSONAL DATA

Place of Birth: Toledo, OH
December 5, 1968

EMPLOYMENT

1998-Present Associate Professor
Department of Criminal Justice and Legal Studies
University of Central Florida
Orlando, FL 32816

EDUCATION

December 1998 Ph.D. Criminal Justice, University of Cincinnati

Dissertation: Explaining the Distribution of Random Gunfire: A Block-Level Analysis of the Relationship Between Physical and Social Incivilities and Random Gunfire

December 1994 M.S. Criminology/Criminal Justice, University of Cincinnati

May 1992 B. S. Criminal Justice, Bowling Green State University

I. RESEARCH RELATED ACTIVITIES

This section details the research activities undertaken by the candidate. It is comprised of four major parts: scholarly publications, technical research reports, scholarly presentations, and research grant and external funding activity.

REFEREED PUBLICATIONS

2011 **Watkins, R. C.**, Reynolds, K. M., and Eaglin, R. Learning to talk: Improving criminal justice system operations through enhanced criminal justice information sharing, *Social Science Computer Review*. Revise and Resubmit.

- 2003 Mazerolle, L. G., Rogan, D., Frank, J., Famega, C., Eck, J. and **Watkins, R. C.** Managing citizen calls for police service: An assessment of non-emergency systems, *National Institute of Justice: Research in Brief*. National Institute of Justice. U.S. Department of Justice.
- 2003 Lambert, E., Reynolds, K., Paoline, E., & **Watkins, R. C.** The effects of work stressors and pay perceptions on jail staff job satisfaction, *Journal of Crime and Justice*. Forthcoming Volume 27:1.
- 2003 **Watkins, R. C.**, Reynolds, K. M., Demara, R., Geogiopoulos, M., Gonzalez, A., and Eaglin, R. Tracking dirty proceeds: an examination of traditional and new innovative methodologies to investigate money laundering, *Policing Practice and Research*, 4: 163-178.
- 2002 **Watkins, R. C.**, Mazerolle, L., Rogan, D., and Frank, J. Technological approaches to controlling random gunfire: Results of a gunshot detection system field trial, *Policing: An International Journal of Police Strategies and Management*, 25: 345-370.
- 2000 **Watkins R. C.**, Mazerolle, L. and Rogan, D. The spatial distribution of random gunfire: a block level investigation of the physical and social structural conditions associated with random gunfire, *American Journal of Criminal Justice*, 24: 217-234.
- 1999 Mazerolle, L. G., **Watkins, R. C.**, Rogan, D., and Frank, J. Random gunfire problems and gunshot detection systems, *National Institute of Justice: Research In Brief*, December, 1-7.
- 1998 Mazerolle, L. G., **Watkins, R. C.**, Rogan, D., and Frank, J. Gunshot location systems in police departments: the impact on response time and officer workloads, *Police Quarterly*, 1: 21-50.
- 1997 Frank, J. , Brandl, S., and **Watkins , R. C.** (1997). The content of community policing: a comparison of the daily activities of community and beat officers, *Policing: An International Journal of Police Strategy and Management*, 20: 716-728.
- 1997 Brandl, S., Frank, J., Wooldredge, J., and **Watkins, R. C.** On public support for the police: a research note, *Policing: An International Journal of Police Strategy and Management*, 20: 473-480.

REFEREED PUBLICATIONS IN PREPARATION

- 2012 Lucken, Karol, and **Watkins, R.C.** She said he said: Factors affecting the outcomes of civil protection order hearings.
- 2012 Rhinehart, D and **Watkins, R. C.** The School resource officer in public schools: An exploratory analysis of the perceived deterrent effect on campus crime.
- 2012 **Watkins, R. C.**, Haley, K., and Stallo, M. Crime analysis: The struggle for legitimacy, *Police Quarterly*. Revise and Resubmit.

INDEXED JOURNAL PUBLICATIONS

This section includes articles authored by the candidate, which have been published in professional indexed journals. While not peer reviewed, these publications are reviewed by journal editors and selected from among numerous submissions.

- 2001 Wolf, R. and **Watkins, R. C.** Alcohol and drug use in American colleges and universities, *Campus Law Enforcement Journal*, 31: 33-35.
- 1999 **Watkins, R. C.** and Reynolds, K., M. Spotlight on crime mapping and analysis, *The Police Chief*, LXVI: 38-47.

NON REFEREED PUBLICATIONS - Book Reviews, Technical Research Reports

This section includes publications where the candidate reviewed books. While not peer reviewed, journal editors solicit book review contributions and make a determination among multiple contributions as to which book reviews will be published. This section also includes the technical reports prepared by the candidate. It should be noted that while the subject of some of the reports resulted in journal publications, the proprietary nature of others prevented the material from being published in a journal, even though the research was of journal quality. The reports listed also include training manuals developed by the candidate on the subject of pawnshop automated data transfer.

- 2008 **Watkins, R. C.** *Osceola County Adult Drug Court*, Final evaluation report delivered to the Osceola County Commissioners Office.
- 2007 **Watkins, R. C.** *Osceola County Juvenile Drug Court*, Year 1 evaluation report delivered to the Osceola County Commissioners Office.
- 2005 **Watkins, R. C.** *Osceola County Adult Drug Court*, Year 1 evaluation report delivered to the Osceola County Commissioners Office.
- 2004 **Watkins, R. C.** *Osceola County Juvenile Drug Court*, Year 1 evaluation report delivered to the Osceola County Commissioners Office.
- 2002 Reynolds, K. M., Paoline, E., and **Watkins, R. C.** *Orange County jail study*, Final evaluation report delivered to the Orange County Jail Oversight Commission.
- 2002 Reynolds, K. M. and **Watkins, R. C.** *Orange County Sheriff's Office crime mapping project*, Final evaluation report delivered to the Orange County Sheriff's Office.
- 2001 Mazerolle, L., Rogan, D., Frank, J., Eck, J., Famega, C., and **Watkins, R. C.** *Reducing non-emergency calls to 9-1-1: an assessment of four approaches to handling citizen calls for service*, Final evaluation report delivered to the National Institute of Justice, Department of Justice.
- 2001 Reynolds, K. M. and **Watkins, R. C.** *Evaluation of orange county juvenile arrest and monitoring program (J.A.M.)*, Final Evaluation Report delivered to the Orange County Sheriff's Office.
- 2001 **Watkins, R. C.** and Reynolds, K. M. *Police interoperability barriers: a statewide examination of the resource requirements and barriers to police information sharing in Florida*,

Final Evaluation Report delivered to the University of Central Florida Office of Sponsored Research.

- 2001 Reynolds, K. M. and **Watkins, R. C.** *Development of an automated reporting system for pawn shop receipt reports*, Final Evaluation Report and Deliverables delivered to the Brevard County Sheriff's Office.
- 1999 Mazerolle, L. G., Rogan, D., **Watkins, R. C.** and Frank, J. *A field evaluation of the Shotspotter gunshot location system*, Final Evaluation Report delivered to the National Institute of Justice, Department of Justice.
- 1999 Laurence, M. D., Snortum, J. R. and Zimring, F. E. (eds.) Social control of the drinking driver, Chicago, IL: University of Chicago Press. *Journal of Crime and Justice*, 22: 225-230.
- 1998 Mazerolle, L. G., Rogan, D., **Watkins, R. C.**, Frank, J. and Kadleck, C. *A field evaluation of the system for the effective control of urban environment security (SECURES)*, Final Evaluation Report delivered to the National Institute of Justice, Department of Justice.
- 1995 Frank, J. and **Watkins, R. C.** *Community policing efforts in Cincinnati: the content of community policing and perceptions of community policing audiences*, Final Evaluation Report Delivered to the City of Cincinnati.

PROFESSIONAL CONFERENCE PRESENTATIONS AND INVITED APPEARANCES

The following entries represent the candidate's presentation of research results to peers at National and International conference proceedings.

- 2012 *She Said He Said: Factors Affecting the Outcomes of Civil Protection Order Hearings*. American Society of Criminology, Washington, D.C.
- 2009 *Perception versus Reality – the Saga Continues: Employing Information Led Policing to Develop Local Policing Solutions*. 10th Annual Crime Mapping Conference. New Orleans, LA.
- 2008 *Singing the Geocoding Blues: Robbery Research Challenges*. 10th Annual Crime Mapping Conference, New Orleans, LA.
- 2007 *Criminal Spaces or Places of Criminals: Mobility Patterns of Robbery Offenders*. Academy of Criminal Justice Sciences, Seattle, WA.
- 2007 *Improving Criminal Justice System Operations through Enhanced Information Sharing*. Academy of Criminal Justice Sciences, Seattle, WA.
- 2006 Information Sharing in the Criminal Justice System. Invited presentation to the Florida Council for Crime and Delinquency (FCCD) Orlando, FL.
- 2003 *Alcohol and drugs on college campuses: Strategies to reduce their use*, Presentation

to the Association of College Administration Professionals (ACAP) Orlando, FL.

- 2003 *Juvenile drug court development and implementation seminar*, Presentation of potential process and outcome evaluation designs to evaluate juvenile drug court operational effectiveness, Phoenix, AZ.
- 2002 *Correctional staff perspectives on the work environment: A multidimensional assessment*, American Society of Criminology, Chicago, IL.
- 2001 *3-1-1 and 9-1-1 dispatches: officer perceptions of non-emergency call systems*, American Society of Criminology, Atlanta, GA.
- 2001 *Police interoperability barriers: a statewide examination of the resource requirements and barriers to police information sharing in Florida*, Academy of Criminal Justice Sciences, Washington, DC.
- 2001 *Juvenile drug court development and implementation seminar*, Presentation of potential process and outcome evaluation designs to evaluate juvenile drug court operational effectiveness, New Orleans, LA.
- 2000 *Crime mapping and police information technology*, University of Central Florida Technology Showcase, Orlando, FL.
- 2000 *Crime analysis: demanded products, current skill levels, and perceived training needs in Florida*, Academy of Criminal Justice Sciences, New Orleans, LA.
- 2000 *Florida law enforcement property recovery unit workshop*, Opening remarks and presentation of Brevard county automated pawn ticket reporting system. Pursuant to UCF Grant # 18-65-805 Orlando, FL.
- 2000 *Florida Department of Law Enforcement*, Presentation of the Florida Sexual Predator and Offender Geomapping Application - v 1.0 to FDLE Commissioner and Sexual Predator/Offender Unit Department Heads. Pursuant to UCF Grant # 18-65-711 Tallahassee, FL.
- 1999 *Restoring community order through the application of simple spatial analysis techniques: A case study*, Fourth Annual Crime Mapping Research Conference, San Diego, CA.
- 1999 *Crime analysis: roles, responsibilities, and resource requirements of crime analysts in Florida*, American Society of Criminology, Toronto, Canada.
- 1999 *Sexual predator notification in Florida: designing and developing a sexual predator information and notification geomapping application*, Southern Criminal Justice Association, Chattanooga, TN.
- 1999 *Environmental and demographic correlates of random gunfire: A spatial analysis of the distribution of random gunfire*, Academy of Criminal Justice Sciences Orlando, FL.
- 1999 *Florida Department of Law Enforcement tune up seminars*. Presentation of information on sexual predator/offender geomapping application. Pursuant to UCF Grant # 18-65-711, Ft. Myers, FL.
- 1998 *Explaining the distribution of random gunfire: A block level analysis of the*

relationship between random gunfire, ecological correlates, and social structural correlates, American Society of Criminology, Washington, D.C.

- 1998 *Hot spots, cold spots, and random gunfire: A block level analysis of the relationship between physical disorder and random gunfire*, Academy of Criminal Justice Sciences, Albuquerque, NM.
- 1998 *Public acceptance of surveillance technology in public places*, Institute of Law and Justice Research in Progress Series, Washington D.C.
- 1997 *Policing and technology: officer perceptions of gunshot detection systems*, American Society of Criminology, San Diego, CA.
- 1997 *Technology versus tradition: officer perceptions of being directed to calls for service by a random gunfire detection system (SECURES) versus traditional citizen-initiated calls for service*, Academy of Criminal Justice Sciences, Louisville, KY.
- 1997 *NIJ Technology Conference*. Presentation of information on public acceptance of gunshot location technology in public places. Pursuant to NIJ Grant # 6-8971-OH-IJ, Washington, D.C.
- 1996 *On the measurement of public support for the police*, Academy of Criminal Justice Sciences, Las Vegas, NV.
- 1996 *Impact of a televised use of force arrest on citizens attitudes toward the police*, Academy of Criminal Justice Sciences, Las Vegas, NV.
- 1995 *The content of community policing: A comparison of the daily activities of community and beat officers*, Midwestern Criminal Justice Association Conference, Chicago, IL.
- 1995 *Evaluation of community oriented policing in Cincinnati, Ohio*, Academy of Criminal Justice Sciences, Boston, MA.

PROFESSIONAL CERTIFICATIONS

2008-12 CITI Certification for Institutional Review Board Submissions

10)	FDLE Drug Intelligence Database Co-Principal Investigator	FDLE	1999/2000	\$250,000	12
11)	Automated Web based Pawn Ticket Reporting System Principal Investigator	BCSO	1999/2000	\$17,000	3
12)	Crime Mapping and Crime Analysis Enhancement Grant Principal Investigator	UCF-COHPA	1999/2000	\$4,000	1
13)	Sexual Predator Geomapping Information and Notification System Principal Investigator	FDLE	1999/2000	\$68,000	2
14)	Reducing Non-Emergency Calls to 9-1-1* Project Coordinator (L.G.Mazerolle, PI) Research Associate	NIJ	1997/1999	\$400,000	4
15)	Field Evaluation of ShotSpotter Gunshot Location Technology* Project Coordinator (L.G. Mazerolle, PI) Research Associate	NIJ	1996-1998	\$50,000	2
16)	Field Evaluation of SECURES Gunshot Location Technology* Project Coordinator (L.G. Mazerolle, PI)* Research Associate	NIJ	1995-1996	\$200,000	4

The funding agencies for the grants obtained and not obtained by the candidate have been abbreviated in the Grant Related Activity Table. Below is a list of the agencies and their respective abbreviations.

BCSO	Brevard County Sheriff's Office
OCG	Osceola County Government
OCSO	Orange County Sheriff's Office
NIJ	National Institute of Justice
SAMSHA	The Substance Abuse and Mental Health Services Administration
UCF	University of Central Florida
UCF-OSR	University of Central Florida – Office Sponsored Research
UCF-COHPA	University of Central Florida – College of Health and Public Affairs
UCF-FCTL	University of Central Florida – Faculty Center of Teaching and Learning
*	Grants received while employed as Research Associate at the Center for Criminal Justice Research, University of Cincinnati.

Total Funding as PI or Co-PI: \$653,000 (including equipment grants)

Total Funding as a non-PI: \$650,000

Detailed Description of Significant Grants from Grant Related Activity Table

Title of Project: Orange County Sheriff's Office Crime Mapping Project-Phase 1 (#3 in the Grant Related Activity Table)

Principal Investigator: K. M. Reynolds

Co Principal Investigator: R. C. Watkins

Funding agency: Orange County Sheriff's Office

Grant #: 18-65-809

Contract amount: \$112,000 over one year (has been extended to an on-going initiative)

Description: This project had as its objective the development of a web-based crime mapping application. The system developed would obtain the majority of its information from the Orange County Sheriff's Office Computer Aided Dispatch System (CAD). Crime analysts, investigators, police officers, and command staff personnel in the Orange County Sheriff's Office will utilize this system. Two Ph.D. students and three master's students were supported by this project.

Title of Project: Police Interoperability Barriers: A Statewide Examination of the Resource Requirements and Barriers to Police Information Sharing Florida. (#7 in the Grant Related Activity Table)

Principal Investigator: R. C. Watkins

Funding Agency: University of Central Florida Office of Sponsored Research

Grant #: 18-65-911

Contract Amount: \$8,000 over one year

Description: The purpose of this project was to conduct a statewide needs assessment of law enforcements' information sharing capabilities and the obstacles they encounter when attempting to share information across jurisdictions. This project is very important as it embraces an interdisciplinary partnership between the Department of Criminal Justice and Legal Studies. Specifically, this project will collect the information necessary to begin the planning and development of information technology infrastructures that will permit law enforcement agencies statewide to communicate in cyberspace. One master's student was supported by this project

Title of Project: Innovative Solutions to Solving Law Enforcement Interoperability Problems (#8 in the Grant Related Activity Table)

Principal Investigator: K. M. Reynolds

Co Principal Investigator: R. C. Watkins

Funding Agency: University of Central Florida

Grant #: 18-65-806

Contract Amount: \$50,000 over one year

Description: The purpose of this project was to acquire funds for computer hardware and software equipment designed to aid in the development of statewide information sharing systems. Based on the results from the statewide needs assessment a variety of technology was obtained to begin the design and development of information sharing systems.

Title of Project: Design of Web-based Curriculum in Computer Crime Mapping (#9 in the Grant Related Activity Table)

Principal Investigator: R. C. Watkins

Funding Agency: University of Central Florida Faculty Center for Teaching and Learning

Grant #: College Funded (Health and Public Affairs)

Contract Amount: \$1,000 over one year

Description: This project focused on learning web-based instruction for the purpose of deploying on-line the undergraduate certificate program in crime mapping and analysis. There is a large demand for formalizing and certifying crime analysts nationwide. Moreover, there is a large demand for courses in this field of study. Learning the skills of on-line teaching is critical to reaching out to a broad range of interested students. Currently, the first course in a three-course sequence will be deployed in the Fall 2002 semester.

Title of Project: The Florida Department of Law Enforcement Drug Database Project (#10 in the Grant Related Activity Table)

Principal Investigator: K. M. Reynolds

Co-Principal Investigator: R. C. Watkins

Funding Agency: Florida Department of Law Enforcement

Grant #: 18-65-712

Contract Amount: \$250,000

Description: This project had as its objective to develop The State Drug Intelligence System of a web based intelligent system. This system will provide the ability to gather and share drug-related intelligence among law enforcement officers throughout the state of Florida. This is an extremely sophisticated application that provides law enforcement officers with a powerful tool to aid in the investigation of drug related and money laundering activities. This project supported 12 master's students for one full year.

Title of Project: FDLE Sexual Offender/Predator Program (#13 in the Summary)

Principal Investigator: R. C. Watkins

Funding Agency: Florida Department of Law Enforcement

Grant #: 18-65-711

Contract Amount: \$68,000

Description: This project had as its objective to develop a web-based interactive state map for Florida that depicts the residence location of sexual predators/offenders and their proximity to schools and day-care centers. This project supported 3 master's students for one full year.

Title of Project: Reducing Non-Emergency Calls to 9-1-1: An Assessment of Four Approaches to Handling Citizen Calls for Service (#14 in the Summary)

Principal Investigator: L. G. Mazerolle

Research Associate: R. C. Watkins

Funding Agency: National Institute of Justice

Grant # 98-IJ-CX-0067

Contract Amount: \$400,000

Description: This project had as its objective to assess the different approaches that law enforcement uses when handling non-emergency calls that are received on 9-1-1 emergency call systems. This was a nationally funded project with significant exposure in the academic and practitioner communities. The results of this project are being used by agencies nationwide to assist in the development of best practices for handling the overload of non-emergency calls that come into respective 9-1-1 call systems. This project supported 2 doctoral students.

Title of Project: Field Evaluation of SECURES Gunshot Location Technology (#16 in the Summary)

Principal Investigator: L. G. Mazerolle

Research Associate: R. C. Watkins

Funding Agency: National Institute of Justice

Grant # 6-8971-OH-IJ

Contract Amount: \$200,000

Description: This project had two fundamental objectives. Objective one was to evaluate the operational effectiveness of the gunshot location technology for law enforcement purposes. This technology was designed to locate sniper fire in the military. Subsequent to our evaluation this technology is now being used by law enforcement agencies to rapidly identify and pinpoint the locations of gunfire in the environment. Objective two was to identify the utility of this technology for law enforcement. Specifically, how does this technology effect law enforcement's handling of gunfire related calls for service (i.e. does it improve response time, does it improve apprehension rates, does it reduce gunfire related fatalities).

II. TEACHING RELATED ACTIVITIES

This section details the teaching related activities undertaken by the candidate. It is comprised of courses taught, student supervisory activities, Doctoral dissertation and Master's Theses reviewed, and teaching enhancement activities.

COURSES TAUGHT

Course	Title	Term	Class Size
CCJ 3014_W	Crime in America	SU-12	72
CCJ 5015_W*	Nature of Crime	SU-12	26
CCJ 3014	Crime in America	SP-12	75
CCJ 4663	Crime Analysis I	SP-12	27
CCJ 5015_W*	Nature of Crime	SP-12	25
CCJ 5015_W*	Nature of Crime	FA-11	30
CCJ 3024	Criminal Justice Systems	FA-11	50
CJE 3662	Criminal Justice Technology & Data Mgmt.	FA-11	33
CCJ 3014_W	Crime in America	SU-11	67
CCJ 5015_W*	Nature of Crime	SU-11	28
CCJ 5015	Nature of Crime	SP-11	23
CCJ 5015_W*	Nature of Crime	SP-11	26
CCJ 4663	Crime Analysis I	SP-10	12
CCJ 5015_W*	Nature of Crime	FA-10	28
CCJ 3024	Criminal Justice Systems	FA-10	59
CJE 3662	Criminal Justice Technology & Data Mgmt.	FA-10	22
CCJ 3014_W	Crime in America	SU-10	60
CCJ 5015_W*	Nature of Crime	SU-10	31
CCJ 3014	Crime in America	SP-10	62
CCJ 4663	Crime Analysis I	SP-10	18
CCJ 5015_W*	Nature of Crime	SP-10	27
CCJ 3024	Criminal Justice Systems	FA-09	66
CJE 3662	Criminal Justice Technology & Data Mgmt.	FA-09	25
CCJ 5015_W*	Nature of Crime	FA-09	21
CCJ 3014	Crime in America	SP-09	48
CCJ 4663	Crime Analysis I	SP-09	06
CCJ 5015_W*	Nature of Crime	SP-09	25
CCJ 3024	Criminal Justice Systems	FA-08	72
CJE 3662	Criminal Justice Technology & Data Mgmt.	FA-08	18
CCJ 5015_W*	Nature of Crime	FA-08	30
CCJ 3014	Crime in America	SU-08	25
CCJ 5015_W*	Nature of Crime	SU-08	18
CCJ 3014	Crime in America	SP-08	32
CCJ 4663	Crime Analysis I	SP-08	12
CCJ 5015_W*	Nature of Crime	SP-08	24
CCJ 3024	Criminal Justice Systems	FA-07	49
CJE 3662	Criminal Justice Technology & Data Mgmt.	FA-07	25
CCJ 5015_W*	Nature of Crime	FA-07	25
CCJ 3014	Crime in America	SU-07	13

CCJ 5015_W*	Nature of Crime	SU-07	10
CCJ 3014	Crime in America	SP-07	38
CCJ 4663	Crime Analysis I	SP-07	29
CCJ 5015_W*	Nature of Crime	SP-07	28
CCJ 3024	Criminal Justice Systems	FA-06	53
CJE 3662	Criminal Justice Technology & Data Mgmt.	FA-06	32
CCJ 5015_M*	Nature of Crime	FA-06	34
CCJ 3014	Crime in America	SU-06	16
CCJ 5015_M*	Nature of Crime	SU-06	13
CCJ 3024	Criminal Justice Systems	SP-06	46
CCJ 4663	Crime Analysis I	SP-06	28
CCJ 5015_M*	Nature of Crime	SP-06	28
CCJ 3024	Criminal Justice Systems	FA-05	68
CJE 3662	Criminal Justice Technology & Data Mgmt.	FA-05	34
CCJ 5015_M*	Nature of Crime	FA-05	28
CCJ 4701	Research Methods	SU-05	23
CCJ 5015_M*	Nature of Crime	SU-05	23
CCJ 3014	Crime in America	SP-05	42
CCJ 4663	Crime Analysis I	SP-05	31
CCJ 5015_M*	Nature of Crime	SP-05	34
CCJ 3662	Criminal Justice Technology & Data Mgmt.	FA-04	24
CCJ 3014	Crime in America	FA-04	69
CCJ 5015_M*	Nature of Crime	FA-04	25
CCJ 3014	Crime in America	SU-04	60
CCJ 3024	Crime Justice Systems	SU-04	39
CCJ 5015_M*	Nature of Crime	SU-04	25
CCJ 3024	Criminal Justice Systems	SP-04	100
CCJ 4663	Crime Analysis I	SP-04	30
CCJ 5015_M*	Nature of Crime	SP-04	32
CCJ 3014	Crime in America	FA-03	98
CJE 3662	Criminal Justice Technology & Data Mgmt.	FA-03	27
CCJ 5015_M*	Nature of Crime	FA-03	31
CCJ 3014	Crime in America	SU-03	45
CCJ 4076	Crime Analysis II	SU-03	12
CCJ 5015_M*	Nature of Crime	SU-03	24
CCJ 5015_M*	Nature of Crime	SP-03	32
CCJ 4663	Crime Analysis I	SP-03	31
CCJ 3024	Criminal Justice Systems	SP-03	99
CCJ 4076	Crime Analysis II	SU-02	14
CCJ 5105	Foundations of Law Enforcement	SU-02	14
CCJ 4075	Crime Analysis I	SP-02	27
CCJ 5015_M*	Nature of Crime	SP-02	27
CCJ 3072	Criminal Justice Technology & Data Mgmt.	FA-01	19
CCJ 3014	Crime in America	FA-01	74
CCJ 3014_2	Crime in America	FA-01	45
CCJ 4076	Crime Analysis II	SU-01	12
CCJ 5015*	Nature of Crime	SU-01	20
CCJ 4075	Crime Analysis I	SP-01	9
CCJ 5015*	Nature of Crime	SP-01	30
CCJ 3072	Criminal Justice Technology & Data Mgmt.	FA-00	15

CCJ 3014	Crime in America	FA-00	61
CCJ 4701	Research Methods	SU-00	12
CCJ 4076	Crime Analysis II	SU-00	16
CCJ 4075	Crime Analysis I	SP-00	18
CCJ 5015*	Nature of Crime	SP-00	14
CCJ 3072	Criminal Justice Technology & Data Mgmt.	FA-99	20
CCJ 3014	Crime in America	FA-99	67
CCJ 4701	Research Methods	FA-99	22
CCJ 5015*	Nature of Crime	SU-99	9
CCJ 4701	Research Methods	SU-99	11
CCJ 6485	Issues in Justice Policy	SU-99	17
CCJ 4071	Research Methods	SP-99	33
CCJ 3014	Crime in America	SP-99	78
CCJ 5105*	Foundations of Law Enforcement	FA-98	14
CCJ 4701	Research Methods	FA-98	22

NOTE 1: Criminal Justice Technology & Data Management, Crime Analysis I, and Crime Analysis II were taught as Special Topics (CCJ 4932) before they were listed in the Catalog as CCJ 3662, CJE 4663, and CCJ 4076. The course numbers for two of these courses have changed yet again. This is a three-course certificate sequence that prepares students for managing crime data and conducting various data analytic techniques to explain the temporal and spatial patterns of crime distributions.

NOTE 2 * denotes graduate level courses taught by the candidate.

NOTE 3 CCJ 5015_M is a web-enhanced course developed by the candidate and deployed in the spring of 2002.

NOTE 4 CCJ 5015_W was converted to a full web-enhanced course developed by the candidate and deployed in the fall of 2007.

STUDENT SUPERVISORY ACTIVITIES

Dissertation Chair (graduated)	1
Dissertation Chair (in progress).....	1
Dissertation Reviews.....	2
Master's students graduated (Theses or Research Reports)...	6
Master's students with thesis in progress.....	0
Honors in the Major student graduated.....	5
LEAD Scholars.....	1
Directed Independent Studies (in credit hours).....	37

DISSERTATIONS AND THESES SUPERVISED/REVIEWED

- 2012 *The Effect of the Knowledge of Concealed Weapon Permit Issuance on Criminal Inclination.* James Lickteig, Doctoral Dissertation. Chair
- 2012 *Has the pendulum swung too far: A legal evaluation of Florida's child abuse and neglect registry.* Juliana Debler, Honor's Thesis
- 2011 *The school resource officer in public schools: A deterrent effect on juvenile crime,* David Rhinehart, Doctoral Dissertation. Chair
- 2011 Gina Hall (Cynthia Brown Chair) Honor's Thesis
- 2011 Evan Malloy (Cynthia Brown Chair) Honor's Thesis

- 2002 Criminal Mobility of Robbery Offenders, Joe Ryan Drealan, Master's Thesis. Chair
- 2002 *Car theft: A temporal and spatial analysis*, Dominique Murray, Honors Thesis.
- 2000 *The Allen Charge, Judicial economy or coercion*, Roy Manning, Master's Thesis.

TEACHING ENHANCEMENT ACTIVITIES

- 2012 Summer Faculty Development Conference – Competitive Series (\$800.00 Stipend)
- 2008-9 Developing specialization in gang behavior with focus on developing foundation of gang coursework.
- 2001 *IDL 6543 WebCT and Course Development* – This is a forty-hour course designed to prepare faculty to conduct on-line educational services.
- 2001 *Environmental Systems Research Institute (ESRI) 3 day training course for Spatial Analysis Software*, Charlotte, NC.
- 2001 *On-line Visual Basic Training Seminar*.
- 2000 *Summer Teaching Institute*, Karen Smith Faculty Center for Teaching and Learning

III. SERVICE RELATED ACTIVITIES

This section details the candidate's service related activities to the profession in four categories: university service, department service, professional service, and consulting.

UNIVERSITY SERVICE

- 2011-2012 Florida Eastern European Linkage Institute
- 2011-2012 University Parking and Transportation Committee
- 2009-2010 Personnel Committee.
- 2002-2012 Faculty Senate Representative.
- 2008-2009 Faculty Senate Steering Committee
- 2005-2007 Personnel Committee.
- 2005-2006 Graduate Council.
- 2004-2005 Personnel Committee.

- 2002-2004 Budget and Administrative Procedures Committee (faculty senate).
- 2001-Present Ad hoc Criminal Justice Technology Committee - interdisciplinary committee comprised of faculty from Departments of Criminal Justice and Computer and Electrical Engineering.
- 2001-Present Faculty Representative-University of Central Florida Paint Ball Club.
- 2000 Karen Smith Faculty Center for Teaching and Learning - New faculty orientation.

DEPARTMENT SERVICE

- 2012 Instructor/Lecturer Promotion Committee
- 2011-2012 Faculty Senate Parking and Transportation Committee, Chairperson
- 2010-2011 Faculty Senate College Representative (At Large).
- 2008-Present Undergraduate Curriculum Committee
- 2007-2008 Faculty Chair Search Committee
- 2005-present Criminal Justice Scholarship Committee
- 2004-2005 Faculty Search Committee
- 2004-present Tenure and Promotion Committee
- 2001-2004 Ph.D. Curriculum and Development Committee.
- 2000-Present Undergraduate Curriculum Committee.
- 2002-Present Faculty Advisor, Alpha Phi Sigma National Criminal Justice Honor Society.
- 1999-Present Undergraduate Program Coordinator for Crime Analysis and Crime Mapping.
- 1999-2000 Faculty Search Committee.

PROFESSIONAL SERVICE

Manuscript Review Board

Police Quarterly
Police Practice and Research: An International Journal
Policing: An International Journal of Police Strategies and Management
American Journal of Criminal Justice

Manuscripts/Manuals Reviewed

- 2011 *Evaluating the Effectiveness of an Acoustic Gunshot Location System in St. Louis, MO*, Policing: A Journal of Policy and Practice.
- 2005 *Confidence in the Police in Latin America*, American Journal of Criminal Justice.
- 2005 *A National Survey of Female Police Officers: An Overview of Findings*, Police Practice and Research: An International Journal.
- 2003 *Peer group aggressiveness and the use of coercion in police suspect encounters*, Police Practice and Research: An International Journal.
- 2002 *Length of service and police officer cynicism*, Policing: An International Journal of Police Strategies and Management.
- 2001 *Evaluating crime measures at the face block and block group levels: calls for service versus UCR crime incident data*, American Journal of Criminal Justice.
- 2001 *Redefining the homicide squad: the Richmond, California comprehensive homicide initiative*, Policing: An International Journal of Police Strategies and Management.
- 2001 CrimeMap Tutorial Workbook: MapInfo V. 5.5.
- 2001 CrimeMap Tutorial Workbook: ArcView 3.x.
- 1999 *Individual neighborhood attachment and perceptions of neighborhood safety*, American Journal of Criminal Justice.
- 1998 *Night walking safety and overall satisfaction with the police*, Policing: An International Journal of Police Strategies and Management.

Academic Community Support

- 2010 – 2012 Central Florida User's Group
- 2005 National Association of Drug Court Professionals (NADCP), Assist with program organization and operation.
- 2003-2004 Academy of Criminal Justice Sciences (ACJS), Program Steering Committee.
- 2001 Peer reviewer for the National Institute of Justice. GIS and Crime Mapping Software and Proposal Review.
- 1999 Staff Member for International Crime Mapping Research Conference. Sponsored by National Institute of Justice.

Community Support

- 2002-Present Juvenile Drug Court Steering Committee. Provide research and assessment

support to Brevard County Drug Court Committee.

- 2002-Present Juvenile Drug Court Steering Committee. Provide research and assessment support to Osceola County Drug Court Committee.
- 2001 Assist Florida Crime Analysts Association (FCIAA) with training needs and crime analysis/mapping certification efforts.
- 2000 Provide computer mapping and analysis (GIS - geographic information systems) support to Osceola County Sheriff's Office, Crime Analysis Unit.
- 2000 Hosted annual "Florida Law Enforcement Pawn Recovery Unit Conference" (FLEPRU) at the University of Central Florida. Project Organizer: **R. Cory Watkins**.
- 2000 Conducted data analysis for Orange County State Attorney's Office - Conduct and analyze countywide assessment of citizens' perceptions of Orange County Judiciary.
- 1999 Hosted symposium on "The Impact of Technology and Information Systems on Law Enforcement and Public Safety" at the University of Central Florida. Participants included U.S. Customs Service, Florida Department of Law Enforcement, New Orleans Police Department, Brevard County Sheriff's Office, Orange County Sheriff's Office, University of New Brunswick. Project Organizers: **R. Cory Watkins** and K. Michael Reynolds.

CONSULTING

- 2012 Process and Outcome Evaluation of Brevard County Family Dependency Court. SAMHSA Federally funded research project. Under Review
- 2003-2006 Consultant to Osceola County. Process and Outcome Evaluation of Osceola County Adult Drug Court. SAMHSA Federally funded research project.
- 2002-2005 Consultant to Osceola County. Process and Outcome Evaluation of Osceola County Juvenile Drug Court. SAMHSA Federally funded research project.
- 2003 Consultant to Orange County. Process and Outcome Evaluation of Orange County Adult Drug Court. Orange County Sheriff's Office funded research project [Pending].
- 2003 Consultant to Brevard County. Process and Outcome Evaluation of Brevard County Juvenile Drug Court. Brevard County Sheriff's Office funded research project [Pending].
- 2001 Consultant to National Institute of Justice. Solicitation Reviewer for National Institute of Justice Annual Investigator Initiated Research.
- 2001 Consultant to Orange County Sheriff's Office. Evaluation of Orange County Drug Problem. Orange County Sheriff's Office funded research project.

1998 Consultant to University of Cincinnati. Reducing Non-Emergency Calls to 9-1-1: an Assessment of Four Approaches to Handling Citizen Calls for Service. NIJ funded research project.

IV. PROFESSIONAL AFFILIATIONS

American Society of Criminology (ASC)

Florida Crime and Intelligence Analyst Association (FCIAA).

International Association of Crime Analysts (IACA).

V. APPOINTMENTS AND AWARDS

2011 Associate Graduate Faculty Member, Appointment by College of Graduate Studies, University of Central Florida

2000 Top Ranked Grant Proposal. University of Central Florida Open Solicitation Series.

1998 Student-Faculty Summer Research Fellowship Award, Summer 1998.

1996-1998 Research Associate, Center for Criminal Justice Research, University of Cincinnati.

1994-1998 Graduate Assistantship, University of Cincinnati.

1993-1995 University Graduate Scholarship, University of Cincinnati.

1990-1992 Member of Alpha Phi Sigma, National Criminal Justice Honor Society.

ROSS WOLF

Department of Criminal Justice
College of Health and Public Affairs
University of Central Florida
P.O. Box 161600
Orlando, Florida 32816-1600

CURRICULUM VITA

e-mail: ross.wolf@ucf.edu
fax: (407) 823-5360
office: (407) 823-2603

EDUCATION

1998

DOCTOR OF EDUCATION

Leadership
University of Central Florida, College of Education
Dissertation: *Campus safety directors: A leadership frame analysis*

1991

MASTER OF PUBLIC ADMINISTRATION

University of Central Florida, College of Health and Public Affairs
Emphasis in Organizational Management and Budgeting

1988

BACHELOR OF ARTS IN LIBERAL STUDIES

University of Central Florida, College of Arts and Sciences

1986

ASSOCIATE OF ARTS

Pasco-Hernando Community College

ACADEMIC AND EDUCATIONAL LEADERSHIP

APPOINTMENTS

AUG '10-

ASSOCIATE PROFESSOR

APRIL '12-

GRADUATE PROGRAM COORDINATOR, Department of Criminal Justice

MAY '12-

CRIMINAL JUSTICE TRACK COORDINATOR, Public Affairs Doctoral Program

i

EXECUTIVE FELLOW College of Health and Public Affairs

n

University of Central Florida, Orlando

JULY '00 -

POLICE ACADEMY ADJUNCT INSTRUCTOR

Central Florida Criminal Justice Institute; Valencia College, Orlando

AUG '04 - AUG '10

ASSISTANT PROFESSOR

Criminal Justice & Legal Studies, University of Central Florida, Orlando

AUG '04 - APRIL '12

TECHNOLOGY ADVISOR AND SENIOR RESEARCH ASSOCIATE

Weapons & Equipment Research Institute; Florida Gulf Coast University,
Fort Myers

AUG '99 - AUG '04

INSTRUCTOR AND COORDINATOR OF CRIMINAL JUSTICE

Criminal Justice & Legal Studies, University of Central Florida, Orlando

JAN '93 - JAN '95

DIRECTOR

Development and Fundraising, Bishop Moore High School, Orlando

OCT '92 - AUG '00

ADJUNCT INSTRUCTOR

Public Administration, University of Central Florida, Orlando

OCT '92 - JAN '93

INTERIM DIRECTOR

Alumni Relations, University of Central Florida, Orlando

OCT '91 - OCT '92

COORDINATOR

Student Orientation, University of Central Florida, Orlando

OCT '90 - SEPT '91

REGENT/MEMBER

F
I
O
r
i
d
a
B
o
a
r
d
o
f
R
e
g
e
n
t
s
,
S
t
a
t
e
U
n
i
v
e
r
s
i
t
y
S
y
s
t
e
m
o
f
F
l
o
r
i
d
a

, Tallahassee

AUG '89 – AUG '90

LEGISLATIVE AFFAIRS DIRECTOR
FIFlorida Student Association, Inc. Tallahassee

PUBLICATIONS AND PRESENTATIONS

Areas of specialization include: Police Training and Administration, Police Use-of-Force, College and University Law Enforcement, Tourism Policing, Volunteer Policing.

- **Wolf, R.**, Mesloh, C., & Wood, R. (under contract, expected 2012). *Constitutional Limitations of Interviews and Interrogations in American Policing*. Durham, NC: Carolina Academic Press.
- **Wolf, R.** & Jones, C. (under contract, expected 2013). *Choosing to Serve: Volunteerism in Law Enforcement*. New York: CRC-Press- Taylor and Francis Group Publishing.

BOOK CHAPTERS

- **Wolf, R.** (in progress). Civic volunteerism in Orange County, Florida: Sworn reserves in a metropolitan sheriff's office. In J. Albrecht (Ed.) *Police Reserves and Volunteers in Law Enforcement: Global Perspectives*. New York: CRC Press.
- **Wolf, R.** & Potter, R. H. (2011). Sin City v. Fantasyland: Crime, legislation, and policing in two different tourism environments. In C. Jones, R. Mawby, & E. Barclay (Eds.) *The Problem of Pleasure: Tourism, Leisure, and Crime*. Routledge Publishing: U.K.
- **Wolf, R.** & Korosec, R. (2010). E-government, Security, and the Right to Privacy: Constitutional Rights versus Government Responsibility. In C. G. Reddick (Ed.), *Citizens and E-Government: Evaluating Policy and Management*, Thompson-Wadsworth Publishing: CA.
- Mesloh, C., Henych, M., & **Wolf, R.** (2009). Conducted Electrical Weapons and Resolution of Use-of-Force Encounters. In M. Kroll & J. Ho (Eds.), *TASER Electronic Control Devices: Physiology, Pathology, and Law* (pp. 23-39). Springer-Kluwer Publishing.
- Gordon, A., & **Wolf, R.** (2008). License Plate Recognition (LPR) Technology: Innovation in Law Enforcement Use. In J. M. Ziembo-Vogl (Ed.), *New Technologies and Criminal Justice* (pp. 15-20). Thompson-Wadsworth Publishing: CA.

PUBLISHED REFEREED JOURNAL ARTICLES

- Mesloh, C., **Wolf, R.**, & Medley, L. (2011). Infrared beacons: Applications for law enforcement. *Law Enforcement Executive Forum*, 11(3), 107-116.
- Eastep, M.A., & **Wolf, R.** (2010). Toward enhanced criminal justice employability: Linking internships, curriculum content and assessment. *Academy of Criminal Justice Sciences Assessment Forum* (May, 2010), 1-18.
- **Wolf, R.**, Mesloh, C., & Henych, M. (2010). Fighting campus crime: Perceptions of police canines at a metropolitan university. *Critical Issues in Justice and Politics*, 3(1), 1-18.
- **Wolf, R.**, Mesloh, C., Henych, M., & Thompson, F. (2009). Police use of force and the cumulative force factor: A five year analysis. *Policing: An International Journal of Police Strategies and Management*, 32(4), 739-757.
- **Wolf, R.**, Pressler, T., & Winton, M. (2009). Campus Law Enforcement Use-of-Force and Conducted Energy Devices: A National-Level Exploratory Study of Perceptions and Practices. *Criminal Justice Review*, 34(1), 29-43.
- **Wolf, R.** (2008). Tourism Oriented Policing: An examination of a Florida/Caribbean partnership for police training. *International Journal of Police Science and Management*, 10(4), 402-416.
- **Wolf, R.**, Mesloh, C., & Henych, M. (2008). Cumulative Force Factor: Examining Resultant Suspect and Officer Injuries. *Law Enforcement Executive Forum*, 8(4), 65-79.
- **Wolf, R.**, Korosec, R., & Goltz, J. (2008). An analysis of factors affecting the implementation of small municipal police agencies: An open-systems approach. *American Journal of Criminal Justice*, 33(2), 177-192.

Mesloh, C., **Wolf, R.**, Henych, M., & Thompson, F. (2008). Less Lethal Weapons for Law Enforcement: A Performance-Based Analysis. *Law Enforcement Executive Forum*, 8(1), 133-149.

- **Wolf, R.**, & Gordon, A. (2007) License Plate Recognition (LPR) Technology: Practical and Legal Issues for Police Implementation. *Law Enforcement Executive Forum*, 7(7), 93-99.

- Mesloh, C., **Wolf, R.**, & Henych, M. (2003). Corrections personnel and perceptions of misconduct: An examination of ethics at one correctional institution. *Corrections Compendium*, 28(5), 1-19.
- **Wolf, R.** (2002). Proactive change toward a Tourism-Oriented Police in Saint Lucia. *Caribbean Journal of Criminology and Social Psychology*. 7(1&2), 235-244.
- Mesloh, C., **Wolf, R.**, & Henych, M. (2002). Sniff Test: Utilization of the law enforcement canine in the seizure of paper currency. *Journal of Forensic Identification*. 52(6), 704-720.
- Mesloh, C., **Wolf, R.**, & Holmes, S. (2002). A pilot study of the confounding effects of “Jute” on law enforcement canine training. *The Journal of the Academy of Canine Behavioral Theory*. 1(3), 2-9.
- Mesloh, C., **Wolf, R.**, & Henych, M. (2002). Scent as forensic evidence and its relationship to the law enforcement canine. *Journal of Forensic Identification*. 52(2), 169-182.

CUSTOM TEXTS

- **Wolf, R.**, Mesloh, C., & Wood, R. (2009). *Interviews, Interrogations, Contacts, and Questioning: Examining Constitutional Boundaries in the Practice of American Policing*. Pearson Custom Publishing, Boston, MA.
- **Wolf, R.**, Mesloh, C., & Cherry, B. (2004). “You have the right to remain silent:” Examining the Constitutional boundaries of police interviews and interrogations. Pearson Custom Publishing, Boston, MA.
- **Wolf, R.**, Mesloh, C., & Cherry, B. (2002). *Constitutional issues surrounding police interviews and interrogations*. Pearson Custom Publishing, Boston, MA.
- **Wolf, R.**, & Mesloh, C. (2001). *Interviews and interrogations: an examination of cases on the use of interviews and interrogations by the police*. Thompson Learning Custom Publishing, OH.

VIDEO EPISODE

- **Wolf, R.** (Author). (2011). Electronic Control Devices. In Taylor, R. W. (Director of Education), *Law Enforcement Training Network*. Carrollton, TX: Critical Information Network, LLC. Available at: http://www.letn.com/information_center_about_us.php

NON-REFEREED JOURNAL ARTICLES

- **Wolf, R.**, & Beary, K. (2010). The Orange County Sheriff’s Office Reserve Unit: A strong cohesive volunteer unit able to handle multiple functions. *Deputy and Court Officer* (2), 26-30.
- **Wolf, R.**, Mesloh, C., & James-Mesloh, J. (2009). Student Perceptions of Collaborative Learning in the Criminal Justice Classroom. *American Criminal Justice Association LAE Journal*, 22-26.
- Gordon, A., & **Wolf, R.** (2007) License Plate Recognition (LPR) Technology: Innovation in Law Enforcement Use. *FBI Law Enforcement Bulletin*. 76(3), 8-13.
 - Reprinted in: *Police Down Under* (2007), 40(5), 22-27.
- **Wolf, R.**, & Russo, C. (2005) Utilizing reserves: Getting the most from your volunteers. *Campus Law Enforcement Journal*, 35(3), 24-28.
- Mingo, R., **Wolf, R.**, Mesloh, C., & Kelchner, T. (2005). The use of Electro-Muscular Disruption Devices (EMDs) in Higher Education Law Enforcement. *Campus Law Enforcement Journal*, 35(2), 29-32.
- **Wolf, R.**, & McCarthy, B. (Winter, 2004). Florida and the Caribbean: Economic development and police training partnerships. *Global Linkages*, University of Central Florida, Office of International Studies. p. 8.

- Mesloh, C., & **Wolf, R.** (2003). The use of canines in higher education law enforcement: An examination of policies and procedures. *Campus Law Enforcement Journal*, 33(6), 26-29.
- Mesloh, C., **Wolf, R.**, & Mingo, R. (2001). Establishing a campus canine unit: An analysis of costs and benefits. *Campus Law Enforcement Journal*, 32(1), 23-26.
- **Wolf, R.**, & Watkins, R. (2001). Alcohol and drug use in American colleges and universities. *Campus Law Enforcement Journal*, 31(4), 33-35.
- **Wolf, R.** (2001). A nationwide survey of the use of leadership frames by campus safety directors. *Campus Law Enforcement Journal*, 31(2), 17-20.
- Leubscher, M., & **Wolf, R.** (1999). Gotcha! Orange County Sheriff's Office Auto Theft Unit in safe pursuit to TRAP stolen autos. *Air Beat*, 28. 18-23.

REPORTS

- Mesloh, C., Medley, L., Werbalis, J., & **Wolf, R.** (2011). *Muzzle blast cartridges: Identification of malfunctions and solutions for successful application*. Report to the National Institute of Justice under award no. 2009-DI-BX-K008.
- Mesloh, C., Werbalis, J., Medley, L., & **Wolf, R.** (2011). *An exploratory study of stingball grenades*. Report to the National Institute of Justice under award no. 2009-DI-BX-K008.
- Mesloh, C., Henych, M., **Wolf, R.**, Collie, K., Wargo, B., Berry, C. (July, 2008). *Evaluation of Chemical and Electric Flares*. National Institute of Justice Report 224277. Available at: <http://www.ncjrs.gov/pdffiles1/nij/grants/224377.pdf>
- Mesloh, C., Henych, M., **Wolf, R.**, & Gallatin, K. (April, 2008). *Infrared Beacons Evaluation: Applications for Law Enforcement*. National Institute of Justice Report 224278. Available at: <http://www.ncjrs.gov/pdffiles1/nij/grants/224278.pdf>
- Mesloh, C., Henych, M., Thompson, L. F. & **Wolf, R.** (August, 2007). *A Qualitative & Quantitative Analysis of Conducted Energy Weapons (CEWs): TASER X26 vs. Stinger S200*. National Institute of Justice Report: NCJ 222769. Available at: <http://www.ncjrs.gov/pdffiles1/nij/grants/222769.pdf>
- Mesloh, C., Henych, M., & **Wolf, R.** (June, 2007). *Less Lethal Weapon Effectiveness, Use of Force, and Suspect and Officer Injuries: A Five-Year Analysis*. National Institute of Justice Report: NCJ 224081. Available at: <http://www.ncjrs.gov/pdffiles1/nij/grants/224081.pdf>
- Korosec, R., **Wolf, R.**, & Maroney, T. (May, 2007). *An Analysis of the Economic, Geographic, and Environmental Factors Regarding the Potential Implementation of a Police Department for Minneola, Florida*. City of Minneola, FL.
- Mesloh, C., & **Wolf, R.** (2002) *Establishing a canine unit on a university campus: A cost-effectiveness analysis for the University of Central Florida*. University of Central Florida Police Department, Orlando, FL.
- Henych, M., Mesloh, C., & **Wolf, R.** (2001). *Osceola County Department of Corrections personnel study*. Osceola County, FL.
- Mesloh, C., Mingo, R., & **Wolf, R.** (2001). *The feasibility of trained narcotics detection canines on the University of Central Florida Campus*. Report to the University President, University of Central Florida, Orlando, FL.
- Board of Regents Committee on Academic Advising (1991). *Report on the status of advising practices for undergraduate students in the State University System of Florida*. Tallahassee, FL: Florida Board of Regents Government Document. (Chairman of BOR Committee on Academic Advising)

BOOK REVIEWS

- **Wolf, R.** (2000). Book Review: Police and Society, Second Edition by Roy Roberg, John Crank, and Jack Kuykendall. *Policing: An International Journal of Police Science and Management*, 23(4), 555-556.

REFEREED PRESENTATIONS AND PROCEEDINGS

- *Volunteer police officers: A preliminary review of British and American policies and training* (2011). Panel chair and paper presentation “Police Training Issues” panel at the Southern Criminal Justice Association annual conference: Nashville, TN.
- *My weapon is bigger than yours: the need for self regulation in the less lethal marketplace* (2010). Presentation at the American Criminal Justice Association annual conference: San Diego, CA.
- *The Use of Theory in Identifying and Explaining International Violence in the Criminal Justice Classroom* (2009). Faculty Showcase of Creative Teaching practices and SoTL Research, University of Central Florida: Orlando, FL: with Winton, M.
- *Is there an effect of race on police use of force decisions?* (2008) “Analyzing Police and Citizen Use of Force” panel at the American Society of Criminology Annual Meeting: St. Louis, MO: with Barringer, T. and Mesloh, C.
- *Operability, dependability, and reliability of Conductive Energy Device (CED) systems* (2008). “Issues in Policing” panel at the Southern Criminal Justice Association Annual Conference: New Orleans, LA; with Mesloh, C.
- *The pedagogy of Criminal Justice internships: curriculum, expectations, and satisfaction* (2008). “Internships” panel at the Southern Criminal Justice Association Annual Conference: New Orleans, LA.
- *The value of internships to the undergraduate Criminal Justice education: Preliminary findings* (2008). Faculty Showcase of Creative Teaching practices and SoTL Research, University of Central Florida: Orlando, FL: with Eastep, M. A.
- *Electronic Control Weapons: Operability and reliability* (2008). “Police Use of Non-Lethal Force: Tasers” panel at the Academy of Criminal Justice Sciences Annual Meeting: Cincinnati, OH: with Mesloh, C., Henych, M., and Thompson, F.
- *Police use of force and the cumulative force factor: A five year analysis* (2008). Research Showcase, Academy of Criminal Justice Sciences Annual Meeting: Cincinnati, OH: with Mesloh, C.
- *Force Choice Theory: New perspectives on use of force* (2007). “On the Job Stress and Use of Force” panel at the Academy of Criminal Justice Sciences Annual Meeting: Seattle, WA; with Mesloh, C., and Henych, M.
- *Examining the cause of officer and suspect injuries in arrest confrontations* (2007). “Police Officer Deaths” panel at the Academy of Criminal Justice Sciences Annual Meeting: Seattle, WA; with Mesloh, C., and Henych, M.
- *Does higher education open the door for promotion in policing? An Analysis of the Relationship Between One Agency’s Educational Incentive Policies and Promotion* (2006). Panel chair and paper presentation for the “Police Personnel” panel at the Southern Criminal Justice Association Annual Conference: Charleston, SC; with Kelchner, T.
- *Target hardening in a tourism environment* (2006). Paper presentation for the “Vulnerability Assessment and Target Hardening” panel at the Academy of Criminal Justice Sciences Annual Meeting: Baltimore, MD; with McCarthy, B.
- *Campus law enforcement and TASER utilization: An exploratory study* (2005). Southern Criminal Justice Association Annual Conference: Jacksonville, FL; with Kelchner, T.
- *“Magic” City v. “Sin” City: A comparative analysis of tourism policing* (2005). Paper presentation for the “Law Enforcement in Small Towns and Urban Settings” panel at the Academy of Criminal Justice Sciences Annual Meeting: Chicago, IL; with McCarthy, B.
- *Student satisfaction of collaborative learning in the Criminal Justice classroom* (2005). Paper presentation for the “Criminal Justice Pedagogy” panel at the Academy of Criminal Justice Sciences Annual Meeting: Chicago, IL; with James-Mesloh, J.

- *International partnerships for tourism policing* (2004). Panel chair and paper presentation for the “International Crime and International Policing” panel at the Academy of Criminal Justice Sciences Annual Meeting: Las Vegas, NV.
- *Organizational and leadership development in police reserve units* (2004). Paper presentation for the “Law Enforcement Management Issues” panel at the Academy of Criminal Justice Sciences Annual Meeting: Las Vegas, NV; with Russo, C.
- *Proactive change toward a tourism-oriented police in Saint Lucia* (2003). Panel chair and paper presentation for the “Responses to victim’s concerns and crime in the Caribbean” panel at the Academy of Criminal Justice Sciences Annual Meeting: Boston, MA.

INVITED PRESENTATIONS

- *Comparative Volunteer, Reserve, and Auxiliary Management Structures* (March 1, 2012). Florida Citizen’s Police Academy Association Seventh Annual Conference: Orlando, FL
- *A preliminary nationwide survey of reserve and volunteer policing* (January 20, 2012). Reserve Law Enforcement Officer Committee, National Sheriff’s Association: Washington, DC.
- *Reserve and Auxiliary Coordinator’s Workshop* (October 22, 2011). Workshop moderator and presenter. International Reserve Training Conference, Volunteer Law Enforcement Officer Alliance: Orlando, FL.
- *Comparative reserve and auxiliary police management structures* (April 6, 2011). International Reserve Police Conference: Lafayette, LA.
- *Use of force in American Policing* (March 9, 2011). Presented at the seminar “Comparative Policing in the United States and the United Kingdom. University of Chester, Warrington Campus: Warrington, U.K.
- *Use of force in American policing* (March 24, 2010). Department of Natural and Social Sciences, University of Gloucestershire: Cheltenham, UK.
- *American policing: A division of powers* (March 23, 2010). Department of Natural and Social Sciences, University of Gloucestershire: Cheltenham, UK.
- *Volunteer policing in the United States* (March 20, 2010). Specials Conference, 2010. London: UK.
- *Research Results on Less Lethal Weapons and Taser Applications* (October 26, 2009). International Association of Correctional Training Personnel: Orlando, FL.
- *Pathways for matriculation in Criminal Justice education* (January 26, 2009). Florida Criminal Justice Educator’s Association: Orlando, FL
- *Research and education in crime prevention* (January 6, 2009). The Central Florida Crime Prevention Association: Orlando, FL.
- *Police use of force* (2008). Public Affairs Today, University of Central Florida Television Series.
- *Innovations in Criminal Justice research* (June 20, 2008). University of Central Florida Summer Research Academy: Orlando, FL.
- *Use of force and the Orlando Police Department: A five-year analysis* (October 26, 2007). Orlando Police Department Management Training: Orlando, FL.
- *Use of force and the Orange County Sheriff’s Office: A five-year analysis* (October 24, 2007). Orange County Sheriff’s Office Command Staff: Orlando, FL.
- *Communication skills for corrections and probation officers* (August 22, 2007). Florida Council on Crime and Delinquency Annual Conference: Orlando, FL.
- *License Plate Recognition technology and legal implications* (May 10, 2007). Florida Auto Theft Investigators Conference: Tampa, FL.

- *Advanced communication skills and the Criminal Justice professional* (October 4, 2006). Florida Council on Crime and Delinquency Annual Conference: Orlando, FL.
- *Leadership and ethics in Criminal Justice* (August 31-September 1, 2005). Florida Council on Crime and Delinquency Annual Conference: Lake Buena Vista, FL; with Steele, M.
- *Interviewing juveniles: Case law, the influence of age on suggestibility* (August 25-26, 2004). Florida Council on Crime and Delinquency Conference: St. Petersburg, FL.
- *Communication skills and Critical Incident Debriefing* (September 2003). Saint Lucia Hotel and Tourism Association, Royal Saint Lucia Police Force Training Seminar: Castries, Saint Lucia, WI; with Steele, M.
- *Tourism Oriented Policing* (September 2003). Saint Lucia Hotel and Tourism Association, Royal Saint Lucia Police Force Training Seminar: Castries, Saint Lucia, WI.
- *Tourism Oriented Policing in the Caribbean* (September 23, 2003). Rotary Club of St. Lucia: Castries, Saint Lucia, WI.
- *Tourism Oriented Policing in the Caribbean* (September 22, 2003). Virtual Presentation; Association of Caribbean States, International Conference on Tourism Safety, Trinidad and Tobago, WI.
- *Alcohol and drugs on college campuses: Strategies to reduce their use* (March 17, 2003). Association of College Administration Professionals: Kissimmee, FL; with Watkins, C.
- *The feasibility of trained narcotics detection canines on university campuses* (2002). International Association of Campus Law Enforcement Administrators, National Conference: Cleveland, OH.
- *Ethical and personal issues for corrections personnel* (2001). Osceola Department of Corrections: Osceola, FL; with Mesloh C., and Henych M.
- *Crime and Justice Symposium* (2000). Invited Guest Speaker and Moderator for “Leadership Seminole County.” Sanford, FL.

FUNDING

FUNDED RESEARCH/GRANTS/CONTRACTS

- Principal Investigator (2012). *Policing in the United States*. \$1,400; University of Gloucestershire, UK.
- Principal Investigator (2011). *Critical Incident Stress Debriefing (CISD)*. \$918 (additional expenses paid directly through government of Saint Lucia); Royal Saint Lucia Police Force and Office of the Prime Minister, Saint Lucia.
- Principal Investigator (2010). *Video Courseware: Electronic Control Weapons*. \$1,200; Critical Information Network (CiNet).
- Principal Investigator (2009). *The Deterrent Effect of Less-Lethal Weapons to Gain Compliance*. \$2,500; UCF College of Health and Public Affairs Research Fellowship Award.
- Principal Investigator (2009). *Measuring the Deterrent Effect of Police Less-Lethal Weapons to Gain Compliance*. \$7,500; UCF Sponsored Programs, Office of Research and Commercialization.
- Co-Principal Investigator (2008). *Tying curriculum to employability in Criminal Justice: What do employers look for?* \$2,000; UCF Faculty Center for Teaching and Learning, Scholarship of Teaching and Learning; with Eastep, M.
- Co-Principal Investigator (2006). *An Analysis of Human Injuries and TASER Deployment: A Regional Study to Determine the Effect of Less Lethal Weapons in the De-escalation of Force*. \$99,856; National Institute of Justice; with Mesloh, C.
- Co-Principal Investigator (2006). *Minneola Police Department: An investigation of political, economic, geographic, and environmental factors regarding the implementation of a city police agency*. \$16,990; City of Minneola, FL; with Korosec, R.

- Principal Investigator (2006). *Venue-Specific Proposal: Cricket World Cup 2007, Saint Lucia; Emergency Responders, Police, and Security for Large-Scale Sporting Events*. \$83,800; Cricket World Cup Saint Lucia, Inc.
- *The Learning Institute for Elders at University of Central Florida Inc., Competitive Grant Program* (2005). \$1,000 award to provide graduate research assistance in Criminal Justice.
- Co-Principal Investigator (2004). *Center for Community Partnerships*. \$6,500; College of Health and Public Affairs: with Russo, C.
- Principal Investigator (2002). *Saint Lucia Tourism Policing: Understanding the role of police and security operations in a Caribbean Tourism environment*. \$27,500 (expenses directly through the SLHTA); Royal Saint Lucia Police Force and the Saint Lucia Hotel and Tourism Association (SHLTA).
- Principal and Co-Principal Investigator (2002-present). *UCF Division of Continuing Education - Contract Funding*. Over \$316,854 (gross) total external funding received by the university through one-day and three-day symposiums and seminars.
- Principal Investigator (2001). *Corrections Personnel Ethics Study*. \$4,000; Osceola County Department of Corrections.

LAW ENFORCEMENT EXPERIENCE

DEC '02 –	RESERVE DIVISION CHIEF, Orange County Sheriff's Office, Specialized Patrol Section <ul style="list-style-type: none"> • Command level-line supervisor for approximately 100 sworn officers • Accountable for command and supervision of law enforcement special events, specialized details, and road patrol assignments, directed patrol, and non-uniform assignments. • Responsible for internal accreditation and mandated agency audits and complaint investigations. • Represent the agency regionally, nationally, and internationally regarding volunteer policing.
JAN '02 – DEC '02	RESERVE CAPTAIN, Orange County Sheriff's Office, Field Services Division <ul style="list-style-type: none"> • Responsible for special operations and training, including development of new policies and procedures in cooperation with training staff and command staff personnel.
AUG '99 – JAN '02	RESERVE DEPUTY SHERIFF, Orange County Sheriff's Office, Specialized Patrol Division
MAR '98 – AUG '99	DETECTIVE/DEPUTY FIRST CLASS, Orange County Sheriff's Office, Criminal Investigation Division, Auto Theft Unit
JAN '95 – MAR '98	DEPUTY SHERIFF, Orange County Sheriff's Office, Field Services Division, Sector IV
MAY '91 – JAN '95	RESERVE I DEPUTY SHERIFF, Orange County Sheriff's Office, Field Services Div., Sector II

TEACHING

GRADUATE COURSES

- CCJ 5105: Foundations of Law Enforcement (lecture, mixed-mode, and web formats)
- CCJ5489: Professionalism in Criminal Justice Organizations (lecture format and web format)
- CCJ 5931: Contemporary Criminal Justice Strategies (mixed-mode format)
- CCJ 5934: Criminal Justice Investigative Process (mixed-mode format)
- CCJ 6431: Leadership and Ethics in Criminal Justice (lecture, mixed-mode, and web formats)
- PAD6053: Public Administrators in the Governance Process (lecture format)
- CRMJ512: Police Administration (web format)
- CRMJ525: Negotiations: Crisis and Hostage (web format)

UNDERGRADUATE COURSES

- CCJ 3014: Crime in America (lecture format)
- CCJ 3024: Criminal Justice Systems (lecture format)
- CCJ 4195: Interviews and Interrogations (lecture and mixed-mode formats)
- CCJ 4454: Policy Development in Law Enforcement (mixed-mode format)
- CCJ 4934: Emergent Criminal Justice Issues (mixed-mode format)
- CJE 4014: Police and Society (lecture format)
- PAD3003: Public Administration in American Society (lecture format)
- PAD4034: Administration of Public Policy (lecture format)

POLICE ACADEMY COURSES

- Vehicle Stops, Auto Theft, Arrest Warrant Procedures, Social Service Agencies, High Risk Vehicle Stops, Human Behavior, Human Needs, Crime and the Elderly, Juveniles and Youthful Offenders, Developing Information Sources, Job Preparation and Interviews
- Curriculum Maintenance System (CMS) Courses: Investigations, Patrol Tactics, Unknown Risk Traffic Stops, High Risk Traffic Stops, Substance Abuse, Human Interaction, and Taking Statements, Arrest and Custody.

SERVICE

STATE UNIVERSITY SYSTEM

- Board of Regents Task Force on Ethics and Values; Student Relations Committee (Chairman); Academic Advising Task Force (Chairman); Program and Planning Committee, Access and Equity Committee; Florida State University and University of Central Florida Presidential Search Committees (1990-1991)
- Chairman, Statewide Higher Education Summit of the Florida Department of Education, the Florida Board of Regents, the Florida Cabinet, the Florida House, and the Florida Senate (1991)

UNIVERSITY

- Chair, University of Central Florida Committee on Transportation and Parking (2006-2012)
 - Member, Service Vehicle/Vendor Task Force
 - Member, Motorized Cart Task Force
- Doctoral Fellowships Committee (2011-present)
- Editorial Board Member for the UCF Undergraduate Research Journal (2005-2010)
- UCF Task Force on Alcohol Policies (2005-2006), Member of Law Enforcement Action Group
- University of Central Florida Alumni Association Board of Directors (1993-96 and 1999-2005)
- Search Committee Chair and committee member for University Police Department positions (2002-2006)
- Member, Administration and Finance Grievance Committee (2006)
- Member, University Assessment Committee (2002-2005)
- Chair, Transportation Access Fee Committee (2000-2002)
- Chair, University of Central Florida Alumni Association Legislative Relations Committee (1999-2004); Member of Committee (1993-96 and 1999-2005)

COLLEGE

- Research Fellow (2009-2010), College of Health and Public Affairs
- Teaching Incentive Program (TIP) Committee, Selection Committee (2007, 2011)

- Member, Diversity Week Committee (2001-02, 2009-10)
- Member, International Affairs Committee (2011- 12)
- Member of the College of Health and Public Affairs Divisional Review Committee for Quality Assessment (2002-2006, 2010-present)
- Member, Search Committee, Assistant Dean for Graduate Affairs (2001)
- Member, Academic Affairs Committee (2000-2002)

DEPARTMENT

- Chair, Criminal Justice Scholarship Selection Committees (2002-present)
- Chair, International Criminal Justice Committee (2009-present)
- Chair, Criminal Justice Graduate Committee (2010-present); Member (2002-present)
- Member, Criminal Justice Undergraduate Affairs Committee (1999-2010)
- Faculty Advisor for Lambda Alpha Epsilon, American Criminal Justice Association (1999-2008, 2010-present) Co-Faculty Advisor (2008-2010)
- Search Committee Chair and committee member for faculty and administrative positions in the Department of Criminal Justice (2002-present)
- Conceptualized, planned, developed, coordinated, and implemented the Law Enforcement Officer Training Corps (LEOTC) Program with the University of Central Florida and the Orange County Sheriff's Office. Responsible for approximately five interns per year (1999-present)
- Chair, Institutional Effectiveness Committee (2000-2004)

DISCIPLINE

- Member, Central Florida Intelligence Exchange (CFIX) Steering Committee (2011-present).
- Member, National Sheriff's Association Reserve Law Enforcement Officers Committee (2010-present).
- Valencia Community College Criminal Justice Institute (Police Academy) Advisory Board (2009-present)
- External Reviewer: *Policing: an International Journal of Police Strategies and Management* (2011); *Police Quarterly* (2009); *Criminal Justice Review* (2009); *Justice Quarterly* (2008, 2010, 2011); *Journal of Criminal Justice Education* (2008); *Homicide Studies: An Interdisciplinary and International Journal* (2007-2008); *American Journal of Criminal Justice* (2006-2010), Oxford University Press, *America's Cops: History and Issues in Policing* (2008), and; Thomson-Wadsworth Publishing: *Criminal Justice in Action* (2005).
- Peer-Reviewer and Subject Matter Expert (SME) for the U.S. Department of Homeland Security, DHS Preparedness Directorate, Office of Grants and Training, Commercial Equipment Direct Assistance Program: CEDAP (2006-present).
- William R. Boone High School Criminal Justice Academy Advisory Board (2001-2010)
- Mentor, Volunteers in Police Service Mentor Program, International Association of Chiefs of Police (2006-present)
- Volunteer: Reserve Police Officer Association International Conference (2009, 2010, 2011)
- Industry Advisory Council Member on Criminal Justice and Security: American Military University (2006-2009)
- Conference Volunteer: Florida Sheriff's Association (2008)
- Fundraising Committee Member: Southern Criminal Justice Association (2007, 2008)
- International Conference Committee, ASIS International (2005)

- Naval Air Warfare Center Training Systems Division, Law Enforcement Computer Based Training Software Evaluator (2001)
- Florida Police Corps Advisory Board (1999-2003)

COMMUNITY

- Volunteer case reviewer, cold case investigation: Orlando Police Department (2012)
- Volunteer instructor for the Orange County Communications Division for new dispatch and communications desk/phone operators on “Ethics and Leadership” (2005-2006)
- City of Orlando Police Department Vehicle For Hire Appeal Board Member (1999-2004), Vice Chairman (2000-2001), Chairman (2001-2004)
- Goldenrod Festival and Parade Committee (2002)
- Member, University of Central Florida Alumni Association Student Mentor Program (1995-present)
- Rotary Club of College Park (1993-1995): Sergeant at Arms (1993-94)

DISSERTATION AND THESIS COMMITTEES

POST-GRADUATE DISSERTATION COMMITTEES

- Maroney, Tom (prospectus defended). *Sanction effectiveness in youth diversion programs*. Doctorate in Public Affairs.
- Anliker, Timothy (prospectus to be defended). *Multijurisdictional concerns of Identity Theft and law enforcement reaction*. Doctorate in Public Affairs.
- Kelton, K. (prospectus to be defended). *A study of the comparison between teacher perceptions of school climate and the existence of processional learning community dimensions*. Doctorate in Education.
- Jones, J. (prospectus defended). *Principal perceptions of self-efficacy in relation to school security preparation, implementation, and social cognitive influences*. Doctorate in Education.
- McDonald, James (2012). *Correlates of police and correctional officer burnout: An exploratory study*. Doctorate in Public Affairs.
- Haynes, Lloyd (2011). *The relationship of participation in single gender classrooms in one elementary school to the Florida Comprehensive Assessment Test in reading and mathematics: 2006-2009*. Doctorate in Education.
- Rhinehart, David (2011). *The School Resource Officer in Public Schools: Perceived Deterrent Effect on Campus Crime*. Doctorate in Public Affairs.
- Ortiz, Vivian (2010). *Student Attitudes towards Campus Law Enforcement: Issues of Confidence, and Utilization*. Doctorate in Public Affairs.
- Shanoff, Mark (2010). *Changes to operational, financial, and organizational structures of school districts during mayoral takeovers*. Doctorate in Education.
- Bolen, Robert (2007). *A Case Study of the Perceptions of Public School Principals of Voucher Eligible High Schools in Florida*. Doctorate in Education.
- Goltz, Jeff (2006). *Police Organizational Performance in the State of Florida: Confirmatory Analysis of the Relationship of the Environment and Design Structure to Performance*. Doctorate in Public Affairs.
- King-Davis, Robin (2006). *Transferring Juveniles to the Adult Court: A Factorial Survey of Florida Prosecutors*. Doctorate in Public Affairs.
- Russo, Charles (2006). *Automatic Vehicle Locators and Response Time Reduction: Image and Reality*. Doctorate in Public Affairs.

- Baker, Jill (2004). *The impact of student involvement and satisfaction with collegiate experience on alumni participation*. Doctorate in Higher Education Administration.
- Hougland, Steve (2004). *Exploring the impact of law enforcement accreditation: Do outside licensing boards decrease civil liability?* Doctorate in Public Affairs.
- Otto, Charles (2004). *Improving Comprehension of capital sentencing instructions: a bias-reduction approach*. Doctorate in Public Affairs.
- Henych, Mark (2003). *Perceptions of computer crime in the state of Florida: Potential impact of the future public policy*. Doctorate in Public Affairs.
- Mesloh, Charles (2002). *Analysis of Use of Force with Police Canines in the State of Florida*, Doctorate in Public Affairs.

GRADUATE THESIS COMMITTEES

- Drealan, Joseph (2007). *Criminal Mobility of Robbery Offenders*. Master's Thesis for Criminal Justice.

UNDERGRADUATE THESIS COMMITTEES

- Rodriguez, Yisell (2012). *Immigration law and enforcement: The role of state and local authorities*. Undergraduate Honors-in-the-Major Thesis.
- Wright, Scott (2009). *The Globalization of Crime: A Look at INTERPOL Past, Present, and Future*, Undergraduate Honors-in-the-Major Thesis (Chair).
- Loch, Ericha (2006). *Financing Terrorism: Examining State Sponsors, Narcoterrorism, and Charities*, Undergraduate Honors-in-the-Major Thesis.
- Thibault, Jeff (2005). *Eminent Domain: The Taking of Private Property for Gentrification*, Undergraduate Honors-in-the-Major Thesis.
- Musser, Lauren (2004). *An examination of Lawrence v. Texas and its significance to the same-sex marriage issue*. Undergraduate Honors-in-the-Major Thesis.
- Sunday, Lynn (2001). *Ted Bundy: Portrait of a Madman*. Undergraduate Honors-in-the-Major Thesis.

AWARDS/RECOGNITION/MEMBERSHIPS

ACADEMIC, LEADERSHIP, AND COMMUNITY AWARDS

- University of Central Florida College of Health and Public Affairs “Excellence in Undergraduate Teaching” award (2003, 2012)
- United States President’s Council on Service and Civic Participation “Lifetime Call to Service Award” (2006) and the “President’s Volunteer Service Award” (2004 – 2009, 2011)
- University of Central Florida “Excellence in Professional Service” award (2010)
- University of Central Florida College of Health and Public Affairs “Excellence in Professional Service” award (2004, 2008, 2010)
- University of Central Florida “Teaching Incentive Program” Award (2003-04, 2008-09)
- University of Central Florida College of Health and Public Affairs “Research Initiative Award” (2007)
- Career Profile: Ross Wolf. In Siegel, L. & Senna, J. (2007). *Essentials of Criminal Justice: Sixth Edition* (pp. 3-4). Thomson/Wadsworth Publishing, CA; and in Siegel, L. & Senna, J. (2006) *Essentials of Criminal Justice: Fifth Edition* (pp. 2-4). Thomson/Wadsworth Publishing, CA.
- University of Central Florida “Teaching Faculty Leadership Award” (2006)
- University of Central Florida College of Health and Public Affairs “Unsung Hero Award” (2006)
- “Who’s Who among America’s Teachers” (2003, 2004, and 2005)
- University of Central Florida “Excellence in Faculty Advising” award (2004)

- University of Central Florida College of Health and Public Affairs “*Excellence in Faculty Advising*” award (2002, 2004)
- City of Orlando *Outstanding Volunteer of the Year Award* (2003)
- University of Central Florida “*Administrative Faculty Leadership Award*” (2003)
- Received Pi Beta Phi “*Honoree*” award for *Excellence in Teaching* (2001)
- Recognized in the *H. Trevor Colbourn Oral History Collection, 1987-2006* (2000)
- University of Central Florida “*Excellence in Adjunct Teaching*” award (1995).
- Nominated by Pasco-Hernando Community College for the “*LeRoy Collins*” *State of Florida Outstanding Community College Alumni Award* (1991)

LAW ENFORCEMENT AWARDS

- Orange County Sheriff’s Office *Sheriff’s Citation* medal and ribbon (2001, 2011)
- Orange County Sheriff’s Office *Administrative Excellence* medal and ribbon (2009)
- Orange County Sheriff’s Office *Distinguished Service Award* (2003, 2005-09, 2012)
- Orange County Sheriff’s Office *National Recognition Award* ribbon (2005)
- Orange County Sheriff’s Office *Hurricane Response Award* ribbon (2005)
- Orange County Sheriff’s Office *Unit Citation* ribbon (1998, 1999, 2005)
- Orange County Sheriff’s Office *Certificate of Commendation* (2001, 2002)
- Orange County Sheriff’s Office *Certificate of Meritorious Service* (2002, 2007, 2012)
- Orange County Sheriff’s Office *Certificate of Appreciation* (2000, 1993)
- United States Secret Service *Certificate of Appreciation* (2000)
- Orlando Police Department *Unit Citation* ribbon (1999)
- Orange County Sheriff’s Office *Law Enforcement Memorial Citation* ribbon (1998)
- Orange County Sheriff’s Office *Specialty Unit Citation* ribbon (1998)
- International Association of Chiefs of Police *Certificate of Appreciation* (1998)
- Orange County Sheriff’s Office *World Cup* ribbon (1994)
- Metropolitan Bureau of Investigation *Appreciation* ribbon (1992)

MEMBERSHIPS

- American Society of Criminology (2005-present)
- Academy of Criminal Justice Sciences (2004-present)
- Southern Criminal Justice Association (2005-present)
- American Criminal Justice Association (2001-present)
- The International Association of Chiefs of Police (2005-present)
- ASIS International (2004-present)
- Florida Sheriff’s Association (2005-present)
- Reserve Police Officer’s Association (2008-present)
- Order of Omega, National Leadership Society
- Omicron Delta Kappa, Leadership Honor Society
- Kappa Delta Pi, Honor Society in Education
- Phi Kappa Phi, National Honor Society

TRAINING FLORIDA DEPARTMENT OF

LAW ENFORCEMENT CRIMINAL JUSTICE STANDARDS AND TRAINING

Advanced Training Certificate: *Law Enforcement Instructor*, August 1998, May 2002, May 2000
Curriculum Maintenance System Instructor Transition Certification, June 8, 2004

Advanced Training Certificate: *Criminal Law*, January 1998

Advanced Training Certificate: *Investigative Interview*, February 1997

Advanced Training Certificate: *Field Training Officer*, August 1996

Training Certificate: *Basic Law Enforcement Certification*, May 1995

Training Certificate: *Auxiliary Basic Law Enforcement Certificate*, May 1991

SPECIALIZED AND ADVANCED LAW ENFORCEMENT TRAINING (selected list)

Florida Department of Law Enforcement: *Criminal Justice Officer Ethics and the Role of the Criminal Justice Standards and Training Commission*, May 2012

Florida Criminal Justice Executive Institute: *Standards for Photographic or Live Lineups in Eyewitness Identification*, January 2012

Orange County Sheriff's Office: *Electronic Control Weapons User Course*, December 16, 2009

Emergency Management Institute (FEMA): *Developing and Managing Volunteers IS-244*, July 2008

Orange County Sheriff's Office: *Advanced Incident Command Systems for Expanding Incidents (FEMA ICS-300 compliant)*, and *Advanced Incident Command Systems for Complex Incidents (FEMA ICS-400 compliant)*, May 2006

Emergency Management Institute (FEMA): *National Incident Management System IS-700*, and *National Response Plan IS-800*, February 2006

Orange County Sheriff's Office: *Weapons of Mass Destruction and Incident Command (FEMA ICS-100 and ICS-200 compliant)*, 2004

Orange County Sheriff's Office: *Electronic Control Weapons*, August 3, 2004

Jewish Institute for National Security Affairs: *Law Enforcement Exchange Program, Terrorism Symposium*, October 25, 2004

Orange County Sheriff's Office: *Supervisor Disciplinary Standards Training*, June 7, 2004

Orange County Sheriff's Office: *Supervisor Training*, February 2003

Orange County Sheriff's Office: *Move to Contact Training*, June 2002, August 2003, September 2008

Orange County Sheriff's Office: *Federal Aviation Administration Approved Training for Law Enforcement Officers Flying Armed*, April 2002

Federal Bureau of Investigations: *Violent Crime Investigation*, March 2000

Criminal Justice Institute: *Search Warrants and Confessions, Criminal Law*, June 1999

Orange County Sheriff's Office: *Human Diversity/Discriminatory Profiling*, February 1999, August 2002

Metropolitan Police Institute, Miami-Dade, Florida: *Auto Theft Investigations and Vehicle Identification*, January 1999

John E. Reid and Associates, *Reid Technique of Interviews and Interrogations*, September 1998

Public Safety Institute, University of North Florida: *Investigative Techniques for Patrol Officers and Detectives*, March 1998

Orange County Sheriff's Office: *Advanced Field Training Officer School*, February 1997

Orange County Sheriff's Office: *Dignitary Protection School*, November 1996

Orange County Sheriff's Office: *Perimeter Coordination Training*, April 1996

Orange County Sheriff's Office: *World Cup ERT Mobile Field Force Training*, June 1994
Calibre Press: *Street Survival*, October 1993

UNIVERSITY OF CENTRAL FLORIDA

Accessibility and Content in the Online Course Environment (2012) UCF Center for Distributed Learning
Summer Faculty Development Conference (2010, 2011)
Scholarship for Teaching and Learning (SoTL) Research Project Series, Summer/Fall 2007
PeopleSoft 8.9 Authorizer Training, October 2006
Collaborative IRB Training Initiative Protection of Human Research Subjects, July 2006; April 2012
WebCT Vista Updates Training, February 2006
Interactive Distributed Learning for Technology-Mediated Course Delivery, Feb-April 2002
Basic Navigation (FNNV100), June 2003
Summer Faculty Development Institute, April-May 2002
PeopleSoft Payroll Training, December 2000
Interviewer Certification, September 1992

CURRICULUM VITAE

JACINTA GAU

Department of Criminal Justice
College of Health and Public Affairs
University of Central Florida
4000 Central Florida Blvd
Orlando, FL 32816
Cell Number: (973) 270 - 7122
E-mail: william.moreto@ucf.edu

EDUCATION

Rutgers University 2009 - 2013
Newark, New Jersey, United States
Doctor of Philosophy, School of Criminal Justice
Dissertation: *To Conserve and Protect: Examining Law Enforcement Culture and Operations in Queen Elizabeth National Park, Uganda* (Chair: Ronald V. Clarke, Ph.D.)

Rutgers University 2011
Newark, New Jersey, United States
Master of Arts, Criminal Justice
Awarded after completing qualifying examination while pursuing Doctoral Degree

Simon Fraser University 2006 - 2008
Burnaby, British Columbia, Canada
Bachelor of Arts, Criminology

Kwantlen Polytechnic University
(Formerly Kwantlen University-College) 2002 - 2005
Surrey, British Columbia, Canada
Associate of Arts, Criminology

AREAS OF SPECIALIZATION AND RESEARCH INTERESTS

- Environmental criminology and crime prevention
- GIS and spatiotemporal analysis
- Qualitative methodology
- Wildlife crime
- Policing

CURRENT POSITION

Assistant Professor **2013 - Present**
University of Central Florida
 Orlando, Florida, USA
 Courses: Data Management for Crime Analysis (Graduate-level)

PREVIOUS TEACHING EXPERIENCE

Part-Time Lecturer 2011 - 2012
Rutgers University
 Newark, New Jersey, USA
 Courses: Criminology (Undergraduate: Fall, 2011; Spring, 2012)
 Reducing Local Crime (Undergraduate: Summer, 2012)

Teaching Assistant 2011
Rutgers Center for Public Security (RCPS)
Rutgers University
 Course: Risk Terrain Modeling Workshop Webinar (Online)
 Supervisor: Joel Caplan, Ph.D.

Teaching Assistant 2010 - 2011
Rutgers University
 Newark, New Jersey, USA
 Course: Race and Crime (Undergraduate)
 Supervisor: Rod Brunson, Ph.D.

Teaching Assistant 2009 - 2010
Rutgers University
 Newark, New Jersey, USA
 Course: Criminal Justice Research Methods (Undergraduate)
 Supervisor: Joel Miller, Ph.D.

PROFESSIONAL EXPERIENCES

Spatial Analyst Researcher **2012 - Present**
The Corbett Foundation
 Corbett Tiger Reserve, India
 Collaborators: Ronald V. Clarke, Ph.D., and Harendra Bargali, Ph.D.

Law Enforcement Researcher <i>The Uganda Wildlife Authority</i> Queen Elizabeth National Park, Uganda Collaborator: Andrew M. Lemieux, Ph.D.	2012 - 2013
Curator for the Wildlife Crime Collection Don M. Gottfredson Criminal Justice Library <i>Rutgers University – Newark</i> Newark, New Jersey, USA Supervisors: Ronald V. Clarke, Ph.D., and Phyllis Schultze	2010 – 2013
Research Assistant Rutgers Center for Public Security (RCPS) <i>Rutgers University – Newark</i> Newark, New Jersey, USA Supervisors: Joel Caplan, Ph.D. and Leslie Kennedy, Ph.D.	2009 – 2012
Student Assistant for National Institute of Justice Grant Application <i>Rutgers University - Newark</i> Newark, New Jersey, USA Supervisors: Todd Clear, Ph.D. and Joel Caplan, Ph.D.	2010
Library Assistant Don M. Gottfredson Criminal Justice Library <i>Rutgers University – Newark</i> Newark, New Jersey, USA Supervisor: Phyllis Schultze	2009 – 2010
Student Intern/Research Assistant Sex Offender Management Unit (SOMU) <i>New Jersey State Parole Board</i> Trenton, New Jersey, USA	2009
Undergraduate Research Assistant <i>Simon Fraser University</i> Burnaby, British Columbia, Canada Supervisor: Eric Beauregard, Ph.D.	2008

AWARDS

Dissertation Fellowship

2012 - 2013

Rutgers University

Awarded \$20,000 stipend from the Graduate School-Newark for a one-year fellowship while completing dissertation research.

Teaching Assistantship

2009 - 2012

Rutgers University

Awarded by the School of Criminal Justice for a three-year teaching assistantship with full tuition remission, medical benefits and stipend (Approx. \$23,000) for each academic year under contract.

REFEREED JOURNAL ARTICLES

Moreto, W.D., Piza, E.P., & Caplan, J.M. (2013). 'A Plague on both Your Houses?': Risks, Repeats and Reconsiderations of Urban Residential Burglary. *Justice Quarterly*. Online First. DOI: 10.1080/07418825.2012.754921

Pires, S.F., & **Moreto, W.D.** (2011). Preventing Wildlife Crimes: Solutions That Can Overcome the 'Tragedy of the Commons'. *European Journal of Criminal Policy and Research*, 17, 101-123.

To be reprinted in R. White (Ed.), *The Library of Essays on Transnational Crime Series: Transnational Environmental Crime*. Ashgate (Expected 2013).

CONTRIBUTIONS TO EDITED VOLUMES

Moreto, W.D., & Clarke, R.V. (Forthcoming). Script Analysis of the Transnational Illegal Market in Endangered Species: Dream and Reality. In B. Leclerc and R. Wortley (Eds.), *Cognition and Crime: Offender Decision-Making and Script Analyses*. New York, NY: Routledge.

Moreto, W.D., & Lemieux, A.M. (Forthcoming). Law Enforcement Monitoring in Uganda: The Utility of Official Data and Time-Based Ranger Efficiency Measures. In A.M. Lemieux (Ed.), *Situational Prevention of Poaching*. New York, NY: Routledge.

Caplan, J.M., **Moreto, W.D.**, & Kennedy, L.W. (2011). Forecasting Global Maritime Piracy Utilizing the Risk Terrain Modeling (RTM) Approach to Spatial Risk Assessment. In

L.W. Kennedy and E. F. McGarrell (Eds.), *Crime and Terrorism Risk: Studies in Criminology and Criminal Justice*. New York, NY: Routledge.

OTHER SCHOLARLY MONOGRAPHS

Moreto, W.D., Piza, E.L., & Caplan, J.M. (2013). *Risky Repeats: Using RTM and the Near Repeat Calculator to Analyze Urban Residential Burglary*. Case Study Research Brief. Rutgers Center on Public Security. Newark, NJ: Rutgers University.

Caplan, J.M., & **Moreto, W.D.** (2012). *GIS for Public Safety: An Annotated Guide for ArcGIS Tools & Procedures*.

Moreto, W.D. (2011). Applying Risk Terrain Modeling to Urban Residential Burglary in Newark, NJ. In J.M. Caplan and L.W. Kennedy (Eds.), *Risk Terrain Modeling Compendium: For Crime Analysis*. Newark, NJ: Rutgers Center on Public Security.

Moreto, W.D. (2011). Risk Factors of Urban Residential Burglary. In J.M. Caplan and L.W. Kennedy (Eds.), *Risk Terrain Modeling Compendium: For Crime Analysis*. Newark, NJ: Rutgers Center on Public Security.

Moreto, W.D., & Caplan, J.M. (2010). *Forecasting Global Maritime Piracy Utilizing a Risk Terrain Modeling (RTM) Approach*. Case Study Research Brief. Rutgers Center on Public Security. Newark, NJ: Rutgers University.

Moreto, W.D., Kennedy, L.W., & Caplan, J.M. (2009). *Gang-related Graffiti Locations and Relationships to Certain Types of Crimes*. Research Brief. Rutgers Center on Public Security. Newark, NJ: Rutgers University.

BOOK REVIEWS

Moreto, W.D. (2012). Review of "Transnational Environmental Crime: Toward an Eco-Global Criminology". Author: Rob White, 2011. Criminal Law and Criminal Justice Books Review, January 2012.

GRANTS AND FUNDING SUPPORT

School of Criminal Justice Dean's Research Grant	2012
<i>Rutgers University - Newark</i>	
Principal Investigator	

Awarded: \$2500.00

Preliminary funding for dissertation project entitled:

To Conserve and Protect: A Mixed-Method Analysis of Law

Enforcement and Illegal Activities in Queen Elizabeth National Park,

Uganda

School of Criminal Justice Dean's Research Grant

2011

Rutgers University – Newark

Principal Investigator

Awarded: \$543.99

Preliminary funding for a research project entitled:

'A Plague on Both Your Houses?': Risks, Repeats and Reconsiderations

of Urban Residential Burglary

School of Criminal Justice Dean's Research Grant

2009

Rutgers University – Newark

Principal Investigator

Awarded: \$800.00

Preliminary funding for a research project entitled:

Forecasting Transnational Maritime Piracy Incidents

INVITED PRESENTATIONS

Moreto, W.D. (2013). *Poaching and Its Prevention in Uganda*. Poster presentation at the 22nd Environmental Criminology and Crime Analysis Symposium. June 17th - 20th, 2013. Temple University, Philadelphia, United States.

Moreto, W.D. (2013). *Law Enforcement and Poaching in Uganda*. Poster presentation at the **Wildlife Crime Symposium**. May 14th, 2013. Rutgers University, Newark, NJ, USA.

Moreto, W.D. (2012). *Spatial and Temporal Aspects of Rangers Patrols and Documented Illegal Activities in Queen Elizabeth National Park, Uganda*. Presented at the **21st Environmental Criminology and Crime Analysis Symposium**. June 25-27, 2012. Stavert, Norway.

Moreto, W.D. (2012). *Contextualizing Space-Time Movement Patterns to Identify Risky Crime Journeys and Enforcement Journeys*. Presented at a Brown Bag Luncheon, March 20, 2012. Netherlands Institute for the Study of Crime and Law Enforcement, Amsterdam, the Netherlands.

Moreto, W.D., & Clarke, R.V. (2011). *Reasoning Poachers: A General Typology*. Presented at the **20th Environmental Criminology and Crime Analysis Symposium**. July 19 – 21, 2011. Durban, South Africa.

Moreto, W.D., & Caplan, J.M. (2010). *Forecasting Global Maritime Piracy: Utilizing a Risk Terrain Model Approach*. Presented at the **Symposium on the Study of Emergent Threats in the 21st Century: Searching for a Common Methodology**. March 18 – 19, 2010. Division of Global Affairs. Rutgers University, Newark, NJ, USA.

CONFERENCE PRESENTATIONS

Moreto, W.D. (2012). Critic for *Critic meets Author Session: "Sold into Extinction: The Global Trade in Endangered Species"* (Author: Jacqueline L. Schneider). At the **American Society of Criminology 2012 Annual Meeting**. November 14-17. Chicago, IL, USA.

Moreto, W.D. (2012). *The Thin Green Line: Findings from Participant Observations and Interviews of Rangers in Queen Elizabeth National Park, Uganda*. Presented at the **American Society of Criminology 2012 Annual Meeting**. November 14-17. Chicago, IL, USA.

Moreto, W.D., Piza, E.L., & Caplan, J.M. (2011). *'A Plague on Both your Houses?': Risks, Repeats and Reconsiderations of Urban Residential Burglary*. Presented at the **American Society of Criminology 2011 Annual Meeting**. November 16-19. Washington, DC, USA.

Moreto, W.D. (2010). *Sturgeon Poaching in the Caspian Sea and the Illegal Caviar Market: Utilizing a Situational Crime Prevention Approach*. Presented at the **American Society of Criminology 2010 Annual Meeting**. November 16–23. San Francisco, CA, USA.

PROFESSIONAL SERVICE

Manuscript Reviewer

International Journal of Comparative and Applied Criminal Justice
Justice Quarterly

ACADEMIC SERVICE

President	2011 - 2012
------------------	-------------

Student Government Association
Rutgers University – Newark
School of Criminal Justice
Newark, New Jersey, USA

Graduate Student Government Association (GSGA)	2010 - 2011
---	-------------

**Representative for the Student Government Association for the
School of Criminal Justice**
Student Government Association

Rutgers University – Newark
School of Criminal Justice
Newark, New Jersey, USA

President

Amnesty International – Simon Fraser University 2008
Simon Fraser University
Burnaby, British Columbia, Canada

PROFESSIONAL MEMBERSHIPS

Member of the American Society of Criminology (ASC)
Member of the International Association of Crime Analysts
(IACA)
Member of the International Association of Law Enforcement Intelligence Analysts (IALEIA)

ACADEMIC AFFILIATIONS

Associate, Center for Conservation Criminology (CCC)

SKILLS

Microsoft Word, Microsoft Excel, ArcGIS, QGIS, CrimeStat III, GeoDa, SPSS, NVivo

Matthew C. Matusiak

Department of Criminal Justice, College of Health and Public Affairs, University of Central Florida

P.O. Box 161600, Orlando, Florida 32816-1600

Work: 407.823.3931

E-mail: Matthew.Matusiak@ucf.edu

Education:

- 2013 Doctor of Philosophy (Ph.D.), *Criminal Justice*
Sam Houston State University
Huntsville, Texas
Dissertation: "The Dimensionality and Effect of Institutional Environment upon Police Leaders"
- 2006 Master of Science (M.S.), *Criminal Justice*
University of Central Florida
Orlando, Florida
- 2005 Bachelor of Science (B.S.), *Criminal Justice*
Trine University, formerly Tri-State University
Angola, Indiana

Professional Experience:

- 2013 – Present Assistant Professor, Department of Criminal Justice
University of Central Florida
- 2010 – 2013 Graduate Research Assistant, College of Criminal Justice
Sam Houston State University
Created data collection instruments, collected, entered, and analyzed data, and managed data bases for an evaluation of ATF's National Integrated Ballistics Information Network (NIBIN) program. Research funded by the National Institute of Justice.
- Collected and entered data from police academy recruits for the "National Police Research Platform Project." Project funded by the National Institute of Justice via a sub-contract with SHSU.
- 2005 – 2006 Graduate Research Assistant, Department of Criminal Justice and Legal Studies
University of Central Florida
Assisted the delivery of an undergraduate course related to terrorism. Conducted research in multiple areas of terrorism.

2006 – 2009 Product Liability Investigator/Insurance Adjustor
Defense Litigation Group, Inc.
Conducted detailed investigations related to product liability claims and lawsuits.
Investigations included Federal, State, and local Court research as well as
interviews and recorded statements from law enforcement officers and other
relevant people.

Chapters:

2013 “The Myth that Police Use of Force is Wide Spread.” William R. King and Matthew C. Matusiak. Chapter 17 (p. 178-184) in Demystifying Crime and Criminal Justice, edited by Robert M. Bohm & Jeffery T. Walker (2nd Ed.). New York: Oxford University Press.

Papers in Progress:

Matusiak, Matthew C., Michael S. Vaughn, & Rolando V. del Carmen. (Under Review). The Progression of “Evolving Standards of Decency” in U.S. Supreme Court Decisions.

Matusiak, Matthew C., Bradley. A. Campbell, & William R. King. (Under Review). Twenty-Five Years of LEMAS: The Utilization of Variables and Constructs Derived from the BJS LEMAS.

Invited Presentations:

2012 Matusiak, Matthew C., and Kimberly A. Chism.
“Police and Business/Administration Leadership: A Systematic Review and Comparison of the Literature.”
Presented to Law Enforcement Management Institute of Texas, Sam Houston State University, May 4, 2012.

Presentations:

2013 King, William R., Matthew C. Matusiak, and Bradley A. Campbell. “Organizational and Environmental Determinants of Ballistic Imaging Productivity in U.S. Crime Laboratories.” Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Dallas, March 20, 2013.

2012 Matusiak, Matthew C., Bradley A. Campbell, and William R. King. “Twenty-Five Years of LEMAS: The Utilization of Variables and Constructs Derived from the BJS LEMAS.” Paper presented at the annual meeting of the American Society of Criminology, Chicago, November 14, 2012.

2012 Matusiak, Matthew C., and William R. King. “The Dimensionality of Police Institutional Sovereigns.”
Paper presented at the annual meeting of the Midwestern Criminal Justice Association, Chicago, September 28, 2012.

- 2012 Matusiak, Matthew C., and Kimberly A. Chism. "Police and Business/Administration Leadership: A Systematic Review of the Literature Addressing the State of the Art." Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, New York, March 17, 2012.
- 2011 Matusiak, Matthew C. "Do the Evolving Standards of Decency Have a Future in Death Penalty Cases?" Paper presented at the annual meeting of the Midwestern Criminal Justice Association, Chicago, September 29, 2011.
- 2010 King, William R., and Matthew C. Matusiak. "The Theoretical Foundations of a Life Course Perspective of Police Organizations." Paper presented at the annual meeting of the American Society of Criminology, San Francisco, November 17, 2010.

Unpublished Technical Reports:

- 2011 King, William R., Matthew C. Matusiak, and Bradley A. Campbell. An Analysis of Proposed GPLEA Questions, with Responses and Suggestions. Unsolicited report prepared for the Bureau of Justice Statistics and the Urban Institute.
- 2011 King, William R., Matthew C. Matusiak, and Bradley A. Campbell. An Analysis of Published Studies Using Variables or Constructs Derived from the BJS LEMAS Survey. Unsolicited report prepared for the Bureau of Justice Statistics and the Urban Institute.

Institutional Service:

Sam Houston State University, College of Criminal Justice	
Dean's Student Advisory Council, member	2011 – 2012
First Year Doctoral Student Peer Mentor	2011 – 2012

Honors and Awards:

Alpha Chi Honor Society	2004
Alpha Phi Sigma Honor Society	2006

Professional Affiliations:

American Society of Criminology	2009 – Present
Academy of Criminal Justice Sciences	2010 – Present
Midwestern Criminal Justice Association	2011 – Present

Appendix 9-2

Grant Activity 2008 – 2012



UNIVERSITY OF CENTRAL FLORIDA

RESEARCH & COMMERCIALIZATION

Sponsored Research

Funded-Pending-Declined Report for Time Interval 7/1/2008 -*All external new funding at Department Level broken down by Individual Researchers with splits***Criminal Justice****Funding for Criminal Justice**

	Funded \$ Amount	# Funded	Pending \$ Amount	# Pending	Declined \$ Amount	# Declined
Criminal Justice	\$2,184,824.00	29	\$2,685,950.40	6	\$9,886,779.83	21

Funding by Researcher

Researcher	Funded \$ Amount	# Funded	Pending \$ Amount	# Pending	Declined \$ Amount	# Declined
Applegate, Dr. Brandon K	\$0.00	0	\$0.00	0	\$580,545.53	3
Brown, Dr. Cynthia A	\$0.00	0	\$0.00	0	\$447,001.00	2
Burroughs, Dr. Daniel	\$313,356.00	2	\$0.00	0	\$117,307.00	1
Childs, Dr. Kristina Kay	\$60,481.00	1	\$898,093.81	1	\$0.00	0
Craig, Dr. Susan C	\$0.00	0	\$0.00	0	\$5,000.00	1
Eastep, Mary A	\$0.00	0	\$0.00	0	\$128,198.46	1
Flint, Mr Michael Wayne	\$0.00	0	\$0.00	0	\$213,081.71	1
Ford, Dr. Robert E	\$0.00	0	\$0.00	0	\$213,081.71	1
Gau, Jacinta Michelle	\$0.00	0	\$187,500.00	1	\$0.00	0
Holmes, Dr. Stephen T	\$0.00	0	\$0.00	0	\$346,023.29	2
Jordan, Dr. Kareem L	\$0.00	0	\$409,461.50	2	\$0.00	0
Langworthy, Dr. Robert H.	\$0.00	0	\$0.00	0	\$451,249.73	2
Lanier, Dr. Mark M	\$0.00	0	\$0.00	0	\$1,245,764.80	2
Paoline, Dr. Eugene A	\$0.00	1	\$0.00	0	\$0.00	0
Potter, Dr. Roberto Hugh	\$413,160.00	8	\$380,990.10	3	\$4,604,458.01	10
Reynolds, Dr. Kenneth M	\$1,303,737.00	12	\$809,905.00	2	\$603,362.74	4
Rosky, Jeffrey William	\$0.00	0	\$0.00	0	\$548,124.17	2
Surette, Dr. Raymond B	\$91,972.00	5	\$0.00	0	\$269,688.63	3
Wolf, Dr. Ross A	\$2,118.00	2	\$0.00	0	\$113,893.05	1

Appendix 10-1 UCF Library Report

University of Central Florida Libraries

To: Eugene A. Paoline III, Ph.D.
Associate Professor
Department of Criminal Justice

From: Michael A. Arthur
Head of Acquisitions & Collection Services

Date: July 1, 2011

Subject: Program Proposal for Ph.D. in Criminal Justice

Please find attached the information you requested regarding the ability of the library to provide resources to support a proposed Ph.D. in Criminal Justice. Please append the attached document to your degree proposal.

The analysis showed that the library has adequate collections to support this program though there are areas for improvement within specific classifications as compared to the collections of some peer institutions.

I suggest that an amount of \$4,000.00 per year for three years, for a total of \$12,000.00, be included in the program budget to enable the library to purchase additional monographs at the research level to strengthen our holdings in support of the program. This will also ensure that some materials can be purchased during the next few budget cycles when library funding may be negatively impacted by the budget crisis.

Please let me know if you have any questions.

Michael A. Arthur

Enclosure:

cc: Barry Baker, Director of Libraries
Mary Page, Associate Director for Collections and Technical Services
Dr. Patricia Bishop, Vice Provost and Dean, College of Graduate Studies
Meredith Semones, Associate Librarian, Librarian Liaison to Criminal Justice

To: Michael A. Arthur, Head, Acquisitions & Collections Services

From: Meredith Semones, Associate Librarian, Librarian liaison for Criminal Justice

Date: June 30, 2011

Subject: Program Proposal for Ph.D. in Criminal justice

This memorandum is being submitted for your review and approval. As library resources are essential to any new degree program, an analysis of library holdings was conducted at the request of Dr. Eugene A. Paoline, Professor, Department of Criminal Justice in the College of Health and Public Affairs. Dr. Paoline identified four peer institutions for comparison to the University of Central Florida Libraries holdings, University of Nebraska (Omaha), University of Cincinnati, University of South Carolina and Northeastern University. Attached is a summary of the comparison data.

Projected costs for new library resources to support this PhD program.

2012/2013

\$4000 –books

2013/2014

\$4000 – books

2014/2015

\$4000 -- books

These funds will be used for research recommended books in Criminal Justice and for books not sent on the YBP approval plan.

Comparison to Peer Institutions – Monographs

The following data compares the library holdings of the University of Central Florida Libraries against the holdings of University of Nebraska (Omaha), University of Cincinnati, University of South Carolina and Northeastern University. These benchmark institutions were chosen by Dr. Eugene A. Paoline in the Department of Criminal Justice.

The University of Central Florida was compared to the benchmark institutions on June 20, 2011. The following chart provides details regarding how the collections compare for title count using selected subject headings.

Subject Heading or Keyword	UCF	Univ of Nebraska Omaha	Univ of Cincinnati	Univ of S C	Northeastern
Criminal Justice	3,742	1,531	2,808	3,708	1,237
Criminal Justice Administration	3,342	1,445	2,571	3,421	1,102
Criminal Justice Personnel	181	25	52	96	18
Criminal Law	2,923	1,699	2,645	3,160	1,293
Criminal Procedure	2,188	734	2,372	2,630	783
Criminal Courts	903	375	463	414	179
Criminology	1,148	1,052	413	586	237
Corrections	1,348	212	640	1,221	219
Correctional Personnel	221	80	83	62	264
Community Policing	413	348	186	225	84
Police or Policing	4,395	3,782	5,730	3,894	1,328
Police Administration	558	591	917	481	83
Policewomen or Police Women	159	127	141	146	82
Prosecution	222	354	187	219	102
Total	21,743	12,355	19,208	20,263	7,011

The chart confirms that the library has adequate monograph collections to support this proposed Ph.D. in Criminal Justice and that the library compared favorably to the chosen peers. Previous financial support for the UCF Libraries has resulted in a continued emphasis on print monographs, the foundation of a strong research library. The above analysis reflects that emphasis. However, the strides that have been made in the past decade to improve the collection at UCF are in jeopardy and current year funding levels will not permit the library to purchase any new materials in support of this program, and the expectations for 2011/2012 are not encouraging. Budget cuts combined with inflation have resulted in large reductions in the number of new monographs purchased across all disciplines. In addition, the library may cancel journals and databases in order to meet the university-wide budget cuts.

As a participant in the Federal Depository Library Program, the UCF Libraries provide print and online access to much of the information from relevant federal agencies, including Congress, the Executive Office of the President, and the Departments of Defense, Homeland Security, Justice, State, Transportation, and Treasury.

Strengths of the UCF Libraries Collection in Support of the Program

UCF Libraries subscribes to over 200 online journals in the subject areas of Criminal Justice, Criminology, Legal Studies and the Social Sciences, including the following titles:

- **Aggression and Violent Behaviour**
- American Criminal Law Review
- American Journal of Criminal Justice
- American journal of Criminal Law
- American Journal of Law and Medicine
- American Law Review
- **Australian & New Zealand Journal of Criminology**
- **British Journal of Criminology**
- **Canadian Journal of Criminology and Criminal Justice**
- Contemporary Justice Review
- Corrections Today
- **Crime & Delinquency**
- **Crime and Justice**
- **Crime Law and Social Change**
- Crime, Media, Culture
- Crime Prevention and Community Safety
- Criminal Justice Ethics
- Criminal Justice Policy Review
- Criminal Justice Review
- Criminal Justice Studies
- Criminal Law Forum
- **Criminology**
- Criminology & Criminal Justice
- Criminology & Public Policy
- Critical Criminology
- Deviant Behavior
- European Journal of Crime, Criminal Law and Criminal Justice
- European Journal of Criminology
- FBI Law Enforcement Bulletin
- Federal Sentencing Reporter
- Feminist Criminology
- Florida Bar Journal
- Forensic Examiner
- Forensic Science International
- Forum on Crime and Society
- Global Crime
- **Homicide Studies**
- Howard Journal of Criminal Justice
- International Criminal Justice Review
- **International Journal of Law, Crime and Justice**

- **International Journal of Offender Therapy and Comparative Criminology**
- International Journal of Police Science & Management
- International Journal of the Sociology of Law
- Journal for Juvenile Justice and Detention Services
- **Journal of Criminal Justice**
- Journal of Criminal Justice and Popular Culture
- Journal of Criminal Justice Education
- Journal of Criminal Law
- **Journal of Criminal Law & Criminology**
- Journal of Ethnicity in Criminal Justice
- Journal of Experimental Criminology
- Journal of International Criminal Justice
- Journal of Investigative Psychology and Offender Profiling
- Journal of Juvenile Law
- Journal of Offender Rehabilitation
- Journal of Police Crisis Negotiations
- **Journal of Quantitative Criminology**
- **Journal of Research in Crime and Delinquency**
- Judicature
- Justice Policy Journal
- Justice Professional
- **Justice Quarterly**
- Law and Contemporary Problems
- Law and Human Behavior
- Law and Justice Journal
- Law Enforcement Technology
- Law & Order
- Law & Policy
- **Legal & Criminological Psychology**
- National Black Law Journal
- National Institute of Justice journal
- National Law Journal
- Police Chief
- Police Department Disciplinary Bulletin
- Police Practice & Research
- Police Quarterly
- **Policing**
- **Prison Journal**
- Probation Journal
- **Psychology, Crime & Law**
- **Punishment & Society**
- Security Journal
- **Social & Legal Studies**
- Social Forces
- Social Problems
- Surveillance and Society

- **Theoretical Criminology**
- Trends and Issues in Crime and Criminal Justice
- University of Chicago Legal Forum
- Women & Criminal Justice
- Yale Law Journal

The titles bolded are those with the highest impact factor according to Journal Citation Reports 2009; UCF Libraries subscribes to 31 of the top 32 English language journals with the highest impact factor for titles in Criminology & Penology.

The UCF Libraries subscribes to the following online databases which provide indexing and selective full text access to articles and other materials relevant to this program:

- **Criminal Justice Periodical Index**
Full text coverage of criminal justice journals as well as indexing and abstracts of 100+ additional journals.
- **Criminal Justice Abstracts**
Indexes and abstracts journals, books, reports, dissertations and unpublished papers in criminal justice & criminology and related disciplines worldwide.
- **National Criminal Justice Reference Service (NCJRS) Abstracts Database**
National Criminal Justice Reference Service Abstracts Database is published by the Office of Justice Programs, U.S. Department of Justice's National Criminal Justice Reference Service, an information clearinghouse for people around the U.S. and the world involved with research, policy, and practice related to criminal and juvenile justice, and drug control. The NCJRS Abstracts Database contains summaries of over 200,000 U.S. and international publications, including federal, state, and local government reports, books, research reports, journal articles, audiovisual presentations, and unpublished research.
- **Criminal Justice Collection**
Covers over 150 criminal justice journals as well as journals in the social sciences.
- **Lexis Nexis Academic**
Full text coverage of legal resources, including Landmark cases, Supreme Court briefs, law reviews and legal reference sources.
- **Index to Legal Periodicals**
Indexing and selected full text of English language legal journals.
- **SAGE Journals Online**

Full text to 30 journals in Criminal Justice and Criminology as well journals in the related disciplines of social sciences and psychology.

- **Additional multidisciplinary databases relevant to the program:**

- Academic Search Premier
- Sociological Abstracts
- PsycInfo
- Dissertations & Theses Full Text
- Social Sciences Full Text
- Social Science Citation Index
- Springer Link & Springer E Book collection
- NetLibrary

A comparison of the peer universities' databases with UCF Libraries databases shows that UCF subscribes to all the essential Criminal Justice databases and in many cases exceeds those of the peer institutions, especially in reference to multidisciplinary databases.

Links to Additional Information

Research guides can be found at:

<http://guides.ucf.edu/content.php?pid=41587&sid=329018>

Criminal Justice & Legal Online journals can be found at:

<http://tinyurl.com/69kckcz>

Databases can be found at:

<http://library.ucf.edu/Databases/>