IN THIS ISSUE
From the President ........................................2-3
From the Editor ........................................4
An Invitation to Share Your Thoughts ...............4
Run for Election ........................................5
The 2022 WSC Annual Meeting ..........................6-12
  Award Recipients .......................................6-12
  Student Award Recipients .............................13-14
  Keynote Speakers ......................................15
Upcoming 2023 WSC Annual Meeting .................16
  Call for Award Nominations ..........................16
  Call for Student Award Applications ...............17-18
  Call for Participation ..................................19
  Hotel Information ....................................20
Institutional Sponsors ....................................21
From the WSC members ..................................22-27
WSC Contacts ........................................28
CCJLS Call for Papers ....................................29
CCJLS Editor Solicitation .................................30
WSC on Social Media ....................................31

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c/o California State University, Long Beach
School of Criminology, Criminal Justice, & Emergency Management
1250 Bellflower Blvd. Long Beach, CA 90840

Visit us at https://westerncriminology.org
@WSCriminology
FROM THE PRESIDENT

PROF. DAVID MACALISTER
Simon Fraser University

We are now into March and all of us are still savouring the memories from the Western Society of Criminology (WSC) annual conference in Hawai‘i held on February 3-5, 2022. This was the 48th annual gathering of academics, researchers, students and practitioners. All attendees I have spoken with enjoyed the ambiene of the Sheraton Waikiki Hotel. Those of us who flew to Hawai‘i from Canada were very happy to leave behind the snow and rain for what could only be described as perfect weather. To Canadians it seemed like paradise. The President’s Reception was led by Christine Scott-Hayward who welcomed our friends and colleagues from around the region and beyond. The food and drinks were excellent! Registration and attendance were remarkably high for a COVID-era conference. We had 340 registrants, with 69 scheduled panel sessions, and 34 posters.

The panels, presentations, and keynote speakers were of the usual high caliber I have come to expect from the WSC conferences. Lisa Growette Bostaph, from Boise State University, gave a Plenary Breakfast talk via Zoom on Perspectives on Research and Justice: An Unscientifically Valid Case Study. She received the Morrison-Gitchoff Award for improvement to the quality of Justice. John B. Gould (University of California, Irvine) gave a captivating keynote, bringing to bear his many years of experience on justice policy, social change and government reform. John received the Tappan Award for outstanding contribution to the field of criminology. Awards were also received by Kathleen A. Fox (Arizona State University) for her scholarship on the intersection of women and crime (the Meda Chesney-Lind Award), Jennifer Macy (California State University, Dominguez Hills) received the Tewksbury Award for her work on the intersection of crime and sexuality, Edward R. Maguire (Arizona State University) won the Fellows Award for contributions to the field by someone associated with the western region, and Ashley Hewitt (Texas State University) received the Lohman Award for outstanding contributions to WSC over the past several years, particularly for her work as a WSC board member and as the editor of The Western Criminologist newsletter. The President’s Award for positive influence on the current WSC president’s career went to Hank Fradella (Arizona State University). Additionally, the DuBois Award for contributions to racial and ethnic issues in criminology went to Ojmarrh Mitchell (Arizona State University).

A Presidential Plenary was held in which several legal practitioners discussed Issues in Pretrial Justice Reform. The panel was composed of Justin Kollar from Faair and Just Prosecution, Mateo Caballero, from Caballero Law, LLC, and Melinda Yamaga, an Assistant Federal Defender. The wide-ranging discussion allowed for a review of developments in bail, with a particular focus on Hawai‘i.
At the Saturday board meeting Christine Scott-Hayward’s term as President ended and mine began. Many thanks to Christine for the work she put into this conference. I am grateful to have Christine around for this coming year as Immediate Past President, and to have many past Board members remain on the Board. Several new Board members will complement those who have been around for a while, reinvigorating the society with their energy. We will be sad to lose our premiere organizer and fixer when he steps down later this year. Hank Fradella has served as the Executive Director of WSC for as long as most of us can remember, carrying with him years of institutional memory that will be missed by all. We will also be sad to lose Elaine Gunnison and Jacqueline Helfgott as the editors of *Criminology, Criminal Justice, Law & Society*, as they have entered their last years as the journal’s editors.

The success of conferences like the one in Honolulu does not just rest on the shoulders of a few. The entire Board, as well as student volunteers, contribute to the accomplishment. I am looking forward to working with new Board to plan and execute a successful conference in Vancouver in 2022. The conference will be held at the prestigious Sheraton Vancouver Wall Centre on February 2nd to 4th. This promises to be an excellent venue, still in the heart of Vancouver. Be sure to check our web site for more information about the Vancouver conference (https://westerncriminology.org/conference).

WSC’s annual conference remains my favourite of all criminology-related conferences. It is big enough to be an important conference, but not so big that you get lost in the crowd. It is also important to me that the WSC conference is student friendly. It allows students the opportunity to disseminate their own work, often for the first time, and to meet academics and fellow students from other institutions. The networking that happens at conferences like this is very important to burgeoning academics. These conferences also provide an opportunity for all of us to mix with practitioners. This helps to keep us academics on a path to produce policy-relevant and practice-relevant research.

The past several Presidents of WSC have sought to ensure significant practitioner involvement and the delivery of practice-relevant research in conferences. I hope to carry forward that approach. WSC has historically tried to ensure practitioner involvement and real-world relevance rather than catering to academics seeking to engage solely with each other. Finally, I would like to send out a big thank you to those institutions and individuals who have provided sponsorships for the WSC conference. Without you, it would not be possible to pull off such great events!
FROM THE EDITOR

DR. VICTORIA TERRANOVA

University of Northern Colorado

I’m excited to share The Western Criminologist spring 2022 issue with you all. This issue highlights much of the 2022 annual meeting of the WSC in Honolulu, HI. Hawaii made a beautiful backdrop for another productive and successful meeting. Congratulations to the award and student award winners. Detailed below are their remarkable accomplishments and contributions to our field. Conference attendees had the opportunity to see Dr. Lisa Growette-Bostaph (June Morrison-Tom Gitchoff Founders Award winner!) share her enlightening perspectives on research and justice at the Plenary Breakfast, as well as Dr. Jon Gould’s (Paul Tappan Award winner!) presentation on the importance of research in practice and policy at the Keynote Brunch. This was followed by an insightful discussion on issues in pretrial justice reform led by 2021-22 WSC president Dr. Christine Scott-Hayward and local community practitioners and reform advocates. A very special thanks to all of 2022 conference sponsors for their on-going support.

Next year we will be celebrating WSC’s 50th anniversary! Don’t miss out on our 2023 annual meeting call for nominations and conference information. Take a few minutes to also check out insights from WSC members including a brief on a recent publication from Adam Dunbar and WSC’s new social media director Peter Hanink, perspectives on the role of a crime analyst from Daniel Reinhard, Monica Caballero and Vienna Lam, and an interesting piece about becoming a scholar during the pandemic from a returning newsletter contributor, Marilyn Ee. This issue wraps up with important updates for the WSC’s journal Criminology, Criminal Justice, Law & Society (CCJLS). The CCJLS is looking for new editor seeking submissions by July 1st, 2022. Hope you all enjoy the spring issue and have a great end to the 2021-2022 academic year!

AN INVITATION TO SHARE YOUR THOUGHTS

I would like to invite both practitioners as well as academics in the field of criminology and criminal justice to consider contributing your thoughts on a topic that is of interest to you and the WSC readership to be included in the Fall 2022 issue of our newsletter. Please send your article, or any questions, to:

Dr. Victoria A. Terranova
Department of Criminology and Criminal Justice, University of Northern Colorado
victoria.terranova@unco.edu
RUN FOR ELECTION TO THE WSC EXECUTIVE BOARD

Each year, the Western Society of Criminology elects two or three Executive Counselors to serve three-year terms. And, each year, the WSC also elects one person to serve three consecutive years in the offices of Vice President, President, and Immediate Past President, respectively.

Board Members:

- Form the policies of the WSC;
- Determine the date, location, and general program of the Annual Meeting;
- Ratify the budget for the WSC;
- Review the accounts and disbursements of the WSC;
- Act on resolutions submitted by the Resolution Committee;
- Coordinate a book exhibit to raise scholarship funds for students each year;
- Select editors for our journal, *Criminology, Criminal Justice, Law & Society*; and,
- Select award recipients from the slate of people nominated by the general membership of the Society.

We hope that you will choose to get more involved with the WSC by running for election to the Board! Nominations, including self-nominations, are welcome. Please contact Dr. Veronica Herrera, Chairperson of the Nominations Committee, for more information:

**Dr. Veronica Herrera**  
Division of Politics, Administration and Justice  
California State University, Fullerton  
657-578-8531  
veherrera@fullerton.edu
CONGRATULATIONS TO THE WSC AWARD RECIPIENTS FOR 2022!

Dr. Jon Gould

Paul Tappan Award: To honor outstanding contributions to the field of criminology

Jon B. Gould is the dean of the School of Social Ecology at the University of California, Irvine. Prior to coming to UCI he was the Foundation Professor and Director of the School of Criminology and Criminal Justice at Arizona State University. Preceding his position at ASU he was the inaugural director of the Washington Institute for Public Affairs Research and chair of the Department of Justice, Law and Criminology at American University. He served as the principal investigator for the Preventing Wrongful Convictions Project, a multi-year research initiative funded by the National Institute of Justice. More recently, Gould was appointed and served as a Senior Policy Advisor in the U.S. Department of Justice during the Obama Administration and was director of the Law and Social Sciences Program at the National Science Foundation.

Dr. Gould is an internationally known expert on justice policy, social change, and government reform. An author of four books and over 50 articles, he has written on such diverse subjects as erroneous convictions, indigent defense, prosecutorial innovation, police behavior, hate speech, sexual harassment, and international human rights, among others. His first book, Speak No Evil: The Triumph of Hate Speech Regulation, was a co-winner of the 2006 Herbert Jacob award for the best book in law and society. His second book, The Innocence Commission: Preventing Wrongful Convictions and Restoring the Criminal Justice System, was named an Outstanding Academic Title by the American Library Association. Professor Gould has won awards for his teaching and service as well and is a regular contributor to The Hill newspaper.

Dr. Gould’s research has been supported by more than $3.2 million in external funding and has been cited in multiple court pleadings and judicial decisions. He has received grants from the National Institute of Justice and the National Science Foundation and has been supported by several private foundations, state and local governments, and government of Canada. He is regularly called upon to serve as a consultant to governments and non-governmental organizations alike, both domestically and abroad.

Prior to joining American University, Gould was an Associate Professor and Director of the Center for Justice, Law and Society at George Mason. He has practiced law with the Washington, D.C. office of Mayer, Brown and Platt and helped to direct programming for the International Human Rights Law Institute.

Dr. Gould is a fellow of the American Bar Foundation and is a former U.S. Supreme Court Fellow. He has served on multiple non-profit boards and is a trustee of the Law and Society Association. In 2015, U.S. Chief Justice John Roberts appointed him as reporter for a committee of the federal courts evaluating the operation of the Criminal Justice Act. Professor Gould received the Administration of Justice Award from the U.S. Supreme Court Fellows Association in 2017.
CONGRATULATIONS TO THE WSC AWARD RECIPIENTS FOR 2022!

Dr. Edward Maguire

Fellows Award: To honor a person generally associated with the western region who has made important contributions to the field of criminology

Edward R. Maguire is a Professor in the School of Criminology and Criminal Justice at Arizona State University, where he also serves as an associate director of the Center for Violence Prevention and Community Safety. He received his Ph.D. in Criminal Justice from the State University of New York at Albany in 1997.

Dr. Maguire’s research focuses primarily on policing and violence. He is also interested in the application of criminology to the study of crime and justice issues in the developing world. He has lectured or carried out research in 21 nations on five continents. He has also written or edited five books and more than 80 journal articles and book chapters.

Early in his career, much of Dr. Maguire’s research applied organizational theory to the study of police agencies. He carried out four national studies of police organization and innovation in the United States, three of which were funded by grants from the U.S. Department of Justice. This work led to his first book, Organizational Structure in American Police Agencies, as well as many other publications on police organizations, police innovation, and community policing.

Later in his career, Dr. Maguire began to focus on the capacity of police and other community organizations to influence crime, particularly violent crime. His work on this issue has led to several externally funded studies, including a field study of human trafficking in the Philippines, a six-year study of violent crime in Trinidad and Tobago, a study of the MS-13 street gang in El Salvador and the United States, and an evaluation of the CureViolence initiative in Trinidad and Tobago. He has also carried out numerous smaller projects related to policing and violence throughout Latin America and the Caribbean.

Over the past decade, Dr. Maguire has also turned his attention toward public perceptions of police, with a strong focus on procedural justice and legitimacy. His work on these issues seeks to make two primary contributions. First is a stronger focus on methodology, with a reliance on improved methods for measuring public opinion and the use of laboratory experiments to study issues (such as police treating citizens poorly) that cannot reasonably be tested in real-life field trials. Second is an attempt to widen the generalizability of this research by drawing on data from other nations and from immigrant populations in the United States.

In 2011, Dr. Maguire began to study the police response to the Occupy movement. The study began by surveying protesters in several cities about their interactions with the police. With funding from the U.S. Department of Justice, he was also able to examine this issue from the police perspective, visiting with police departments throughout the United States to learn more about how they handle protests. These projects have led to several publications, including a forthcoming guidebook for police on how to handle protests. This work has also led to speaking and training opportunities with police and other audiences in Australia, England, and the United States. This line of research is ongoing, with current projects focusing on the police response to protests in Phoenix and in Honduras.
CONGRATULATIONS TO THE WSC AWARD RECIPIENTS FOR 2022!

Dr. Lisa Growette Bostaph

June Morrison – Tom Gitchoff Founders Award: To honor a person who, through scholarship and/or activism, has significantly improved the quality of justice in the United States

Lisa Growette Bostaph, PhD, is a Professor of Criminal Justice at Boise State University. Dr. Bostaph has made significant contributions to improving the quality of justice and her work has impacted academia, as well as the larger community. Prior to completing her PhD in Criminal Justice at the University of Cincinnati, she was the founder and administrator of Project P.E.A.C.E., a domestic violence/sexual violence/child abuse community advocacy program in Minnesota, and subsequently served as a victim/witness coordinator. In Idaho, Dr. Bostaph has led multiple funded research projects for agencies such as the Idaho Council on Domestic Violence and Victim Assistance and the Idaho Coalition Against Sexual and Domestic Violence, as well as other victim service and policing agencies. The results of these studies have had significant impacts on policy and practice throughout the state. Dr. Bostaph is also a founding member of the Idaho Victim Assistance Academy, the primary researcher on the development and validation of the Idaho Risk Assessment of Dangerousness, and has served multiple appointed terms on the Idaho Commission on Pardons & Parole and the Idaho Criminal Justice Commission. In addition to her impactful work in the community, Dr. Bostaph’s scholarship on victimization and policing has appeared in journals such as Policing: An International Journal of Police Strategies & Management, Journal of Interpersonal Violence, Child Maltreatment, and Journal of Criminal Justice Education.
CONGRATULATIONS TO THE WSC AWARD RECIPIENTS FOR 2022!

Dr. Ashley Hewitt

*Joseph D. Lohman Award*: To honor a person who has provided outstanding service to the Western Society of Criminology

Ashley Hewitt is an Assistant Professor in the School of Criminal Justice and Criminology at Texas State University. She joined the faculty in 2017 after earning her PhD in Criminology at Simon Fraser University. Dr. Hewitt's research largely applies environmental criminology to the study of sexual violence. She has additional research interests in offender and geographic profiling, offender decision-making, victim/target selection, homicide, typologies, and criminal investigations. Dr. Hewitt has served on the Board of the Western Society of Criminology since she was a graduate student. After serving as the Student Representative to the Board, she was appointed to a term as a Counselor-at-Large. And, since February of 2016, she has served as the Editor for the WSC’s Newsletter, The Western Criminologist. Editing the newsletter is a time-intensive venture. It involves corralling contributors to submit pieces in a time manner, manually editing those submissions, and then laying out the final version of newsletter in a visually appealing manner. Dr. Hewitt has dedicated five years of service in this role to the WSC.

Dr. Ojmarrh Mitchell

*W.E.B. DuBois Award*: For significant contributions to advancing awareness of racial and ethnic issues in criminology and criminal justice

Ojmarrh Mitchell is an associate professor in the School of Criminology and Criminal Justice. Professor Mitchell earned his Ph.D. in Criminology and Criminal Justice from the University of Maryland with a doctoral minor in Measurement, Statistics, and Evaluation. His research interests center on criminal justice policy, particularly in the areas of drug control, sentencing and corrections, and racial fairness in the criminal justice system. More broadly, Dr. Mitchell studies the effectiveness and fairness of criminal justice sanctions. His research has appeared in many criminology journals including *Justice Quarterly, Journal of Experimental Criminology, Journal of Quantitative Criminology, Journal of Research in Crime and Delinquency*, and *Criminology & Public Policy*. Dr. Mitchell recently won NIJ’s W.E.B. Du Bois Scholars in Race and Crime award to study prosecutorial decision-making and case processing in the state of Florida.
Dr. Kate Fox

Meda Chesney-Lind Award: For significant contributions to scholarship or activism on the intersection of women and crime

Kate Fox is a Professor in the School of Criminology & Criminal Justice at Arizona State University and she also Directs the Research on Violent Victimization lab, which Her research is focused on finding solutions to reduce gender-based violence among diverse and underserved populations with the ultimate goal of promoting safety and health among all women. To that end, Fox’s research involves the collection of original data to answer questions about victimization among underserved racially and ethnically diverse populations of women. Her work pushes the boundaries of criminology and seeks to find solutions to complex gendered problems faced by underserved and understudied populations of women and girls. Perhaps most notable is Fox’s community-based participatory research among (1) migrant Somali women and girls exposed to a form of gender-based violence known as female genital mutilation/cutting and (2) Native American women and girls who are missing and murdered. I briefly highlight Fox’s work within each of these important arenas.

Female genital mutilation/cutting (FGM/C) is a gender-based violation of human rights. It is the removal of female genitalia for non-medical reasons and it has happened – and continues to happen – to millions of women and girls worldwide. Fox partners with medical practitioners and key community stakeholders to conduct culturally-appropriate research among Somali migrant women in the U.S. who have experienced FGM/C with the goals of learning about their experiences, perceptions, victimization histories, medical needs, and access to adequate healthcare. Her work in this area has been funded by the Department of Health and Human Services Office on Women’s Health and has been published in leading public health journals (Fox & Johnson-Agbakwu, American Journal of Public Health, 2020). To share her work back with the Somali community, Fox and her colleagues hosted a statewide “data walk” at a local health clinic and featured her team’s research visually through the use of posters which Somali women viewed while enjoying musical performances, artwork, and food from their local culture.

Turning to Fox’s other main focus on gender-based violence, her work is particularly focused on the missing and murder of Indigenous (Native American) women and girls (MMIWG). MMIWG is now recognized as an international crisis. Indigenous women are murdered at a rate of 10 times the national average. To address this gender-based violence, Fox partners with Indigenous community members, legislators, victim advocates, and criminal justice personnel to lead the research on Arizona’s statewide investigation into the prevalence, contextual characteristics, and policies impacting MMIWG. Her team’s statewide report reveals that MMIWG is happening at high rates and has been increasing over the past 40 years (Fox et al., MMIWG, 2020). To promote awareness of MMIWG, Fox and her community partners host annual events to recognized May 5 as the national recognition day of MMIWG. This year her team will host a virtual 10K run, present research findings via Zoom, and gather in solidarity as the state capitol is lit in red (e.g., red represents the color of MMIWG).
CONGRATULATIONS TO THE WSC AWARD RECIPIENTS FOR 2022!

Dr. Jennifer Macy

*Richard Tewksbury Award: For significant contributions to scholarship or activism on the intersection of crime and sexuality*

Jennifer Macy (formerly Dr. Jennifer Macy Sumner) is an Associate Professor of Criminal Justice Administration in the Department of Public Administration at California State University, Dominguez Hills (CSUDH). She completed her Master of Arts degree in Criminal Justice at Rutgers University, Newark and her doctorate in Criminology, Law and Society at the University of California, Irvine.

Dr. Macy research examines correctional policy, practice, and culture and the relationship between gender, sexuality, and the criminal justice system. She has obtained funding from the National Science Foundation to examine correctional policy in international settings. Her research has been published in journals such as Criminology, Critical Criminology, Deviant Behavior, Justice Quarterly, Law & Social Inquiry, and Punishment & Society, and in several edited volumes. She is also the coeditor of the book Sex, Sexuality, Law, and (In)Justice. She has been a tireless advocate for policy changes that reduce sexual victimization in correctional settings, especially for LGBTQ+ persons.

In addition to researching, presenting, and publishing on the plight of trans inmates, Dr. Macy has been a tireless advocate for change by preparing research reports on LGBTQ+ safety in correctional settings; giving testimony before legislative bodies and in court cases; training correctional officers and ICE officials to understand LGBTQ issues and respond to those issues more effectively; and lending her expertise to numerous institutions of higher education with regard to building curricula that embrace justice equality.

Dr. Macy works to connect research to policy and practice in order to contribute to correctional reform efforts in general and to improve the treatment of incarcerated transgender populations. In 2018, she was awarded CSUDH’s award for Excellence in Research, Scholarship, and Creative Activity Award. Dr. Macy is a member of the American Society of Criminology, European Society of Criminology, Law and Society Association, and Western Society of Criminology (WSC). She has served as an Executive Counselor and a Counselor-at-Large for the WSC since 2014. During those years of service, she co-chaired the program committee for three years and served on the awards committee, chairing it in 2020.
Dr. Hank Fradella

President’s Award: For contributions to the field of criminology and positive influence on the current Western Society of Criminology president’s career

Henry F. Fradella is a professor in the School of Criminology and Criminal Justice at Arizona State University, where he also serves as the associate director of the school. In addition, he is an affiliate professor in the Sandra Day O’Connor College of Law and a core faculty member in the University’s interdisciplinary Law and Behavioral Science program. He earned a bachelor’s degree in psychology from Clark University, a master’s degree in forensic science and a law degree from George Washington University, and a Ph.D. in interdisciplinary justice studies from Arizona State University.

Fradella researches the historical development of substantive, procedural, and evidentiary criminal law; the evaluation of law’s effects on human behavior; the dynamics of legal decision-making; and the nature, sources, and consequences of variations and changes in legal institutions or processes. He is the author or coauthor of 11 books including Punishing Poverty: How Bail and Pretrial Detention Fuel Inequalities in the Criminal Justice System (University of California Press); Stop and Frisk: The Use and Abuse of a Controversial Police Tactic (New York University Press); Sex, Sexuality, Law, and (In)Justice (Routledge); Mental Illness and Crime (Sage); The Foundations of Criminal Justice (Oxford University Press); Defenses of Excuse in American Law (Academica); a casebook on criminal law (forthcoming from Oxford University Press); and four textbooks published by the Wadsworth/West Division of Cengage Learning, including America’s Courts and the Criminal Justice System and Criminal Procedure for the Criminal Justice Professional. Fradella has also authored or coauthored more than 90 articles, book chapters, reviews, and scholarly commentaries that have appeared in outlets such as the American Journal of Criminal Justice; American Journal of Criminal Law; ConLawNow; Criminal Justice Policy Review; Criminal Justice Studies; Criminal Law Bulletin; the Criminal Law Practitioner; Criminology and Public Policy; Federal Courts Law Review; Ohio State Journal of Criminal Law; Police Quarterly; Journal of Contemporary Criminal Justice; Journal of Criminal Justice Education; Journal of Law and Sexuality; Journal of Homosexuality; Journal of Legal Education; Justice Systems Journal; Law, Culture, and the Humanities; Cardozo Public Law, Policy, and Ethics Journal; Law and Psychology Review; the University of Florida Journal of Law and Public Policy; and the law reviews of Arizona State University; Lewis & Clark University; the University of North Carolina (Chapel Hill); Pepperdine University; Rutgers University; the University of Nevada, Las Vegas; and the City University of New York.

A fellow and past-president of the Western Society of Criminology (WSC), Dr. Fradella served as the editor of that society’s journal, Criminology, Criminal Justice, Law & Society, from 2013 through 2017. He also guest-edited three special issues of the Journal of Contemporary Criminal Justice (2002, 2011, 2020). He received the WSC’s Joseph D. Lohman award in 2014 for his professional service and was honored with the Richard Tewksbury Award for scholarship and activism on the intersection of crime and sexuality in 2017. He currently serves as the Editor-in-Chief of Thomson/Reuter’s Criminal Law Bulletin.

Fradella is a member of the American Society of Criminology, the Academy of Criminal Justice Sciences, the American Bar Association, the American Psychological Association, the American Psychology and Law Association, the Western Society of Criminology, the State Bar of Arizona, Alpha Phi Sigma, and Phi Beta Kappa.
CONGRATULATIONS TO THE WSC STUDENT AWARD RECIPIENTS FOR 2022!

Miki Vohryzek-Bolden Student Paper Competition

Laurie Becker
University of Massachusetts, Lowell

“Police Perceptions of Police-Involved Overdose Outreach Program Effectiveness”

Abstract: This study surveys police officers from three New England states to examine the perceptions officers hold toward the effectiveness of police-involved overdose outreach programs, the variables that serve as significant predictors for perceptions of program effectiveness, and the extent to which attribution theory can explain these perceptions. The majority of officers displayed positive perceptions of program effectiveness, eight significant predictors were identified, including attribution theory which showed significant in explaining why police officers perceive these programs as effective. As an increasing number of police departments take a service-centered approach to working with individuals with substance use disorder, police-involved overdose outreach programs are becoming more commonplace. From the results of this study, practitioners are able to identify variables that predict officer views of program effectiveness. Equipped with this knowledge, increasing the support of these related concepts will help to subsequently increase the likelihood of officers viewing these programs as effective.

Xiaoshuang Iris Luo
University of California, Irvine

“An Empirical Test of Procedural Fairness, Legitimacy and Public Cooperation with the Police in China”

Abstract: Grounded in the pathbreaking work of Tom Tyler and his colleagues, procedural justice and legitimacy have been widely tested in different fields in Western societies. Although a small body of research provides some evidence supporting the process-based model of policing in China, studies testing the theory of procedural justice using a larger representative sample are lacking. Drawing upon survey data collected by the Chinese General Social Survey in 2017, this study assesses the applicability of Tyler’s work in a non-democratic setting – China – and finds that the Western wisdom of process-based policing is largely supported. Procedural justice, as the strongest predictor, plays a crucial role in predicting Chinese people’s feelings of obligation to obey and willingness to cooperate with the police. Police effectiveness also promotes police legitimacy and cooperation. This study highlights the implications of procedural justice and police legitimacy in a different cultural context.
CONGRATULATIONS TO THE WSC STUDENT AWARD RECIPIENTS FOR 2022!

June Morrison Scholarship Fund

Katharine Brown
Arizona State University

Kim Satterfield
Seattle University
2022 KEYNOTE SPEAKERS

Plenary Breakfast

“Perspectives on Research and Justice: An Unscientifically Valid Case Study”

Dr. Lisa Growette Bostaph

Boise State University

Keynote Brunch

“Lost in Translation? Not!”

Dr. Jon Gould

University of California, Irvine
CALL FOR WSC AWARD NOMINATIONS

We invite you to nominate a deserving person for a WSC award

Nominations for each of the following WSC Awards are currently being accepted:

- **Paul Tappan Award** for outstanding contribution to the field of criminology.
- **Fellows Award** conferred upon individuals generally associated with the Western region who have made important contributions to the field of criminology.
- **W.E.B. DuBois Award** for significant contributions to the field of racial and ethnic issues in criminology.
- **Meda Chesney-Lind Award** for significant contributions to the intersection of gender, crime, and justice.
- **Richard Tewksbury Award** for significant contributions to the intersection of sexuality, crime, and justice.
- **June Morrison – Tom Gitchoff Founders Award** for significant improvement of the quality of justice.
- **Joseph D. Lohman Award** for outstanding service contributions to the Western Society of Criminology.

*Neither the nominator nor the nominee needs to be a member of the WSC.*

The deadline for submissions for each of these awards is **Friday, April 29, 2022, by 5:00 p.m. PST**. Please submit your nomination via email to the Chairperson of the Awards Committee:

**Dr. Alyssa Chamberlain**  
**Alyssa.Chamberlain@asu.edu**

Please be sure to include:

- A short biographical sketch of each nominee (approximately 100 words) summarizing why the person is deserving of the *specific* award;
- A link to the nominee’s *curriculum vitae*, résumé, or online biography.
CALL FOR WSC STUDENT AWARD APPLICATIONS

June Morrison Scholarship Fund: Using money raised from the Book Exhibit, the June Morrison Scholarship Fund provides supplemental funds to help defray the cost of student members’ participation at the annual meeting, provided that they are presenting papers at the conference. Typically, one or two awards are made to students attending the annual meeting of the WSC. The amount of the awards varies by year (usually between $200 and $300), depending on the sales of books at the Book Exhibit the prior year. Please note that this scholarship is not related to the Student Paper Competition. All students attending the annual meeting are encouraged to apply.

• Eligibility: Any student currently enrolled full-time or part-time in an academic degree program at either the undergraduate or graduate level is eligible to apply for this award, provided that he/she is presenting a paper at the annual conference. Conference registration and student membership dues must be paid prior to the scholarship being awarded.

• Submission Requirements:
  o A résumé or curriculum vitae
  o A cover letter, indicating your intent to apply for the award, including the following information:
    1. your full contact information, including your name, address, phone number, and email address;
    2. the name of your school, department, and whether you are a graduate or undergraduate student;
    3. the title of your paper presentation;
    4. a summary of other funding sources available to you, if any;
    5. a brief explanation of how conference attendance will be valuable to your career development (including how it will relate to future career plans); and,
    6. a brief summary of how your presentation fits into your larger research trajectory (i.e., what, if any, are your plans for the project you plan to present at the conference, such as use in project, thesis, or dissertation; submission for publication to a specific journal; etc.).
  o An e-mail message from a faculty sponsor from your school to the Chairperson of the Awards Committee, Dr. Jennifer Sumner, indicating his/her support of your request for travel funds.

Email the information to Dr. Alyssa Chamberlain  
Alyssa.Chamberlain@asu.edu

by 5:00 p.m. PST on Friday, October 7, 2022.

Winners will be notified in writing by December 9, 2022.
Miki Vohryzek-Bolden Student Paper Competition: Students are invited to compete in the Miki Vohryzek-Bolden Student Paper Competition sponsored by WSC each year. Appropriate types of papers include, but are not limited to, policy analyses, original research, literature reviews, position papers, theoretical papers, and scholarly commentaries. Please note that papers co-authored by faculty will not be considered.

- **Eligibility:** Any student currently enrolled full-time or part-time in an academic degree program at either the undergraduate or graduate level is eligible to submit a paper. Students from all majors are eligible, however, all entries must be related to criminology, criminal justice, or criminal law and society. Papers must not exceed 30 pages, including abstract, text, references, tables and figures, notes, et cetera. Papers exceeding this limit will not be considered. Papers must be double-spaced, typed in 12-point font on pages using one-inch margins, and conform to a standard format for the organization of papers and citation (e.g. APA, ASA, Bluebook). The WSC Awards Committee is responsible for evaluating papers meeting the guidelines described above.

- **Award Prize:** Students selected for this award will be recognized at the WSC's annual conference; will receive a reimbursement of student conference fees (less membership dues); and will receive a cash award of between $125 and $250 for first place, depending on whether the paper was sole-authored or co-authored. Additionally, if the award recipient desires, the best paper will be submitted for review to the journal of *Criminology, Criminal Justice, Law & Society*. In rare circumstances, a cash award of up to $100 may be awarded to a second place paper. Please note that the cash award must be used to fund travel or hotel expenses for the award recipient to attend the WSC conference. An award winner who does not attend the conference will not receive the cash stipend.

- **Please Note:** The paper that students submit to compete in Miki Vohryzek-Bolden Student Paper Competition need not be the same paper that they present at the conference. We recognize that conference presentations may be works in progress or may be a result of joint efforts with faculty mentors. In contrast, papers submitted for the Student Paper Competition must be completed papers that were written by a student (or co-authored by two or more students) without the assistance of faculty. Papers are welcome from students matriculated at any college or university anywhere in the world.

Email the information to Dr. Alyssa Chamberlain
Alyssa.Chamberlain@asu.edu

by 5:00 p.m. PST on Friday, October 7, 2022.

Winners will be notified in writing by December 9, 2022
People wishing to present at the conference will be able to submit proposals through our online abstract submission system between August 1 and October 7, 2022. We encourage the submission of complete panels of three (3) to four (4) papers.

Panel Topics

- COURTS AND JUDICIAL PROCESSES (INCLUDING SENTENCING)
- CORRECTIONS
- CRIME ANALYSIS (INCLUDING GEOGRAPHY & CRIME AND SOCIAL NETWORKS & CRIME)
- CRIMINOLOGICAL THEORY
- CYBERCRIME
- DRUGS/SUBSTANCE ABUSE & CRIME
- FORENSIC SCIENCE
- SEX, GENDER, SEXUALITY, & CRIME
- JUVENILE JUSTICE
- LEGAL ISSUES IN CRIMINAL JUSTICE (CRIMINAL LAW, CRIMINAL PROCEDURE, & EVIDENCE)
- ORGANIZED CRIME & GANGS
- PEACEMAKING CRIMINOLOGY
- POLICING
- SEX CRIMES
- TEACHING & ASSESSMENT IN JUSTICE EDUCATION
- TERRORISM
- WHITE COLLAR CRIME

All proposals must be electronically submitted through the WSC’s online Abstract Submission System http://westerncriminology.org/conference-3/abstract-submission-gateway/. The portal will open on August 1, 2022 and close on October 7, 2022, the deadline for submissions.

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

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

Please note that all presenters are required to preregister and prepay the nonrefundable conference fees no later than Friday, December 23, 2022. Failure to do so will result in presentations being removed from the final program.
50th ANNUAL CONFERENCE
HOTEL INFORMATION

The Sheraton Vancouver Wall Centre
1000 Burrard Street
Vancouver, British Columbia, Canada V6Z 2R9
(604) 331-1000

Dates: February 2, 2023 through February 4, 2023

Room Rate: $189 CAD per night, plus taxes and fees

Reservations: The link to a special portal for WSC guests to register at The Sheraton Vancouver Wall Centre will be posted to our website shortly.

For additional membership or conference information, visit us online at: http://westerncriminology.org/

Submission Deadline for Abstracts – October 7, 2022
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From the WSC members…

Check out a brief on a recent publication by the WSC’s new director of social media, Peter Hanink. This is followed by a multi-perspective reflection piece on the job of a crime analysts from Daniel Reinhard, Monica Caballero and Vienna Lam. Finally, Marilyn Ee has provided another write-up for the WSC newsletter. This issue she is providing her thoughts on becoming an academic scholar during the pandemic. Enjoy!

Policing protests: An experimental evaluation of the impact of protester race on support for police reform
Adam Dunbar¹ and Peter Hanink²
¹University of Nevada, Reno
²Cal Poly Pomona

An experimental study by Adam Dunbar (University of Nevada, Reno) and Peter Hanink (Cal Poly Pomona), entitled “Policing protests: an experimental evaluation of the impact of protester race on support for police reform,” was recently published in the Journal of Experimental Criminology. The study, which evaluates how racialized images of protests affect support for police reform, found that while racialized images of protests do not influence support for police reform, pre-existing perceptions of protests and policing do.

Analysts’ perspective to educate CCJ students and faculty
Daniel Reinhard,¹ Monica Caballero,² Vienna Lam ³
¹ Boulder Police Department, Boulder, CO, 80301
² San Antonio Police Department, San Antonio, TX, 78207
³ Port Moody Police Department, Port Moody, BC, V3H 2C4

The qualities and skills that make for a “successful” police department (PD) crime analyst aren’t necessarily inherent among or taught to university students in criminology and criminal justice (CCJ) programs. We believe this to be detrimental, both to students, and to university faculty interested in preparing students or having collaborative endeavors with PDs (see e.g., Braga, 2013; Drawve et al., 2018). Crime analysts play an important role in furthering evidence-based policing (Smith et al., 2018), and they may be involved in varying capacities with evaluating interventions (Piza & Feng, 2017). Educating and preparing future analysts is complicated by discrepancies in what is taught in universities versus what is used in PDs. For example, more PDs use Microsoft: Excel than SPSS (Kringen et al., 2017). There are also many kinds of analyst positions; analyst job descriptions may provide an incomplete account of tasks and the kind of individuals likely to be successful (Corkill et al., 2015).

We agree that self-motivation, data literacy, and interpersonal communication are integral for crime analysts (Weston et al., 2020), but additional perspective is useful to clarify some of the above points. We present perspective and transparency about our day-to-day tasks, and ways that future applicants can prepare to be successful in a PD. The three of us are different kinds of analysts, working in separate police departments of varying sizes.

Daniel:
I’m the chief data analyst at a mid-sized agency, and my position requires that I understand, integrate, and disseminate various kinds of data in agency internal and external capacities. My position affords me a lot of discretion and flexibility. Critical components of the position include presenting crime meetings to command staff (what crime trends look like, where things are happening, spatial and pattern analysis), assisting with crime and
safety updates at city council meetings ("our numbers say this, and here is why that matters"), and various tasks as assigned. For example, assisting with department grants (like pulling data, finding research, writing), collaborative analysis with partner agencies (look up "Policing Benchmark Cities Survey") and educating PD employees about data ("we have numbers about that!"). To do those things, I regularly use Microsoft: Excel, SQL Server Management Studio, ESRI ArcPro, and I occasionally uses Stata, several agency-internal dashboards, and several analytics and data sharing platforms.

There are university courses I wish I’d taken, and preparation that would have made this position easier for me. Each point can be considered by both faculty and students. First, assign and practice visualizing information. I’m asked daily to answer crime data questions in clear and concise ways, like by creating crime-trend line charts with confidence intervals and multi-year averages. CCJ graduates will need to efficiently communicate information, perhaps more than they will need to conduct any singular inferential statistic. Consider including aspects of “translational criminology” into courses. Second, learn technical skills, especially technical computer skills. It’s my opinion that CCJ classes should prepare students to enter the workforce, and that requires computer competency. Gain an understanding about databases (e.g., database keys, SQL queries, join types), about crime mapping fundamentals (import/export data from a GIS, data layers, creating buffers), about efficient ways of sorting through numbers and words (pivot tables, slicers, conditional formatting, functions). Lastly, evaluation courses are valuable, consider practical examples in your other classes. If the agency tries something, it helps to have ideas about how success could be measured. You may be asked to analyze staffing issues, training concerns, use-of-force incidents, department procedures, many kinds of things that are not crime or disorder. Try to be intellectually nimble.

Monica:
At a large agency I’m one of several crime intelligence analysts. We each have a main area we work under such as homicide, gangs, street crimes, special victims, fusion center, etc. My day-to-day tasks primarily include analyzing data, creating and presenting reports to command staff, providing open-source intelligence as needed, and monitoring for trends in criminal activity within our area of responsibility as well as nationwide. To accomplish this, I work closely with sworn staff and the other analysts. I most frequently use Microsoft Excel, ESRI ArcPro, and various databases within my agency and nationwide.

I have three suggestions to help future analysts. First, learn database basics and Excel. There are so many types of data to collect and organize. A knowledge of database management techniques and common procedures will help you be able to quickly pick up any database that’s thrown at you. Not every PD is able to afford expensive software, but pretty much every PD has Excel. When working with other analysts (internal and external), Excel provides a file format that can be opened by anyone. Take a class and/or watch videos on YouTube with a focus on these topics. Second, understand data collection. You’ll likely be asked to answer many different types of questions. How data was collected impacts which questions can be answered and which analytical techniques should be used. This topic can also be researched online or take a class. Lastly, practice interpersonal communication skills. This is a broad suggestion and any improvement or effort will be beneficial in all workplaces. However, as analysts work with all levels of staff from commanders to patrol officers, it’s important to be able to understand and communicate effectively with everyone. One suggestion to aid in understanding patrol officers is to do ride-alongs. This will give a sense of what their day is like, how they write up reports, and what is important to them.

Vienna:
As the sole crime analyst for a small municipal agency, I am expected to be a jack-of-all trades. Although I am situated within the Major Crimes Section, my portfolio also includes performing geospatial and statistical analyses for different sections, producing reports for the executive team, liaising with other agencies, managing collaborative research projects, and (to my surprise) serve as the lead architect for the creation of a new internal information dashboard. I’m also charged with representing our agency at several regional meetings and serve as a living-directory for where information lives and how to get it. As someone that highly values autonomy at the
workplace and enjoys variety, I naturally gravitated towards working in a smaller agency that could offer flexibility. Although you might not have other analysts as colleagues, you will likely still be working within a team dynamic and there are many opportunities to get involved with professional organizations and can build rapport with analysts from neighbouring jurisdictions.

Here are a few ways you can make yourself more competitive. First, create a digital portfolio of tailored data visualizations and writing samples that can effectively communicate the immediate value you would bring to their organization. Second, prepare for entrance exams. In Canada, municipal agencies have the ability to administer their own exam, which may include written and/or practical components that may differ tremendously from the RCMP exam. Of the texts that I used to prepare, I found Crime Analysis with Crime Mapping (Santos, 2016) particularly useful for getting a fundamental understanding of the crime analyst role and associated jargon. To prepare for the practical exam, generate several use-case scenarios and practice various functions in Excel. For instance, you may be supplied a large text file from which you will write a macro to pull relevant information into a usable dataset that can be interrogated further. Lastly, prioritize developing strong technical skills. Consider taking electives that will help you hone your quantitative skills, including GIS, data structures and programming, data visualization, computer systems, statistics, and technical writing courses. You will learn a lot on the job, but a strong understanding of research design is valuable. If you’re interested in becoming an intelligence officer, I’d also recommend learning more about open-source research and social network analyses. Data literacy is key.

While we attempted to provide some insight, there is a lot of other information available for future analysts and faculty likely to teach students interested in working for a PD. For example, check out the websites for the International Association of Crime Analysts (IACA), and International Association of Law Enforcement Intelligence Analysts (IALEIA). When applying to PDs, keep in mind how large the agency is, how specialized the position is, and where the position is within the organizational chart for the PD. We find this work to be exciting, rewarding, and useful for public safety, and data-driven law enforcement efforts. We hope that our perspectives help future applicants and prepare them to feel the same way.

References
Raising Academic Pandemic Scholars
Marilyn Ee
Sam Houston State University

I consider myself an academic pandemic baby, a term I've coined for all academics who were "born and raised" during the early years of the COVID-19 pandemic. Having begun my journey as a doctoral student in the Fall of 2019, my full experience of graduate school was rudely interrupted by outbreaks, lockdowns, and massive way-of-life changes before the end of my first year. Classrooms were shut down, conferences were cancelled, and productivity entered a state of stasis as students of all levels tried to keep up with their lessons and coursework through virtual means. For almost an entire year, I remained in what some call my "bunker", almost never stepping outdoors, meeting no one except through video calls.

The initial transition into virtual learning was challenging. Since it had not been the norm prior to the pandemic, few people knew how to effectively conduct and learn in a virtual classroom. The transition to online learning was harder for some courses than it was for others - statistics classes that required the use of licensed (and costly) software, for example, simply were not functional. Students were confused, faculty members and administrations were scrambling, and frustrations were at an all-time high across the board. As a party of one, I cannot speak for everyone's experience throughout the pandemic - some people have been more affected than others; some have adapted better and quicker than others; some have felt more loss than others. What I can offer is my experience and lessons I have learned as both a doctoral student and an instructor, which I hope might be useful to others like me.

The Doctoral Student

Learning is hard

Learning at the graduate school level is not easy to begin with. Learning on virtual platforms in a global environment of tension, fear, and uncertainty is even harder. I had to take the extra initiative to push through classes, remain engaged, and find additional resources to aid learning and skill development. That said, graduate students are generally expected to do these things anyway; as scholars and teachers-to-be, self-improvement and resourcefulness are always good skills to have.

Engagement, as I have learned, does not only apply to the classroom. It includes keeping in touch with people within the program, especially peers, a practice that facilitates much-needed socialization and support. Learning together and teaching one another is much better and easier than going about it single-handedly.

Social support

Social support is essential in graduate school. Most discussions surround financial support (which is important!), whereas social support sometimes take a back seat in the overall academic discourse. Realistically, however, social support plays a critical role in students’ well-being and likelihood of success – we must talk about it.

To my point in the previous section, social support can come from fellow graduate students. Other students are probably the people who best understand the specifics of your academic journey because they are going through the same circumstances. The support of my peers has been fundamental to my survival in graduate school. Likewise, it is just as important for me (you) to provide support to other students. The camaraderie and solidarity you build in graduate school will follow you for years to come.
Social support in graduate school can also come from faculty mentors. As a student, it is crucial to find a faculty member who you work well with and feel you can trust to help guide you through your academic journey. I have had several mentors from different places within academia; while each of them have played a different role and varying mentorship styles, they have all supported me in my goals, given me room to grow, provided help where they could, and cheered me on as I progressed and achieved milestones in my journey. The support I have received from my mentors has reassured me of my dreams and decisions in the many times I’ve doubted myself; they have said kind and encouraging words that help me believe that I am absolutely capable of reaching my goals.

Set your goals and stick with them

As graduate students, we are often marketed a great deal of information about academia, from publication to professional advice. A lot of advice we receive is undoubtedly important. However, advice isn’t always useful without a broader context. It is equivalent to being given building blocks or puzzle pieces without an idea of what to construct. In my case, the broader context that has helped me focus and kept me motivated is the career and life goals beyond my degree.

At the risk of sounding cliché, I believe that setting personal goals and dreams keeps students driven and steadfast in their journey. Unless you are getting your doctoral degree for personal gratification or accomplishment and are already established in life, the degree should never be your final goal. Think bigger; think farther! With the big picture to which your degree is just another puzzle piece, you may:

- Remain driven throughout graduate school. You will no longer just be going through the motions; you will have something to look forward to and fight for.
- Tailor the advice given to you in a way that is most advantageous to you and your career goals so you may achieve the success and fulfilment you desire in life.
- Seek out specific types of support, opportunities, and resources that help build you up as a person and scholar to maximize your chances to reach your goals.

Just keep swimming

As academic pandemic babies, some of us may feel like we are “underperforming” – e.g., we do not have as many publications as others, we have not attended as many conferences, we have not had a chance to collaborate with our colleagues, etc. Where performance as an absolute concept is concerned, this is generally true in all fields: the pandemic has slowed productivity. Many aspects of “productivity” in academia were halted or severely limited due to the conditions created by COVID-19. None of this is your fault; do not let anyone, including yourself, hold it against you.

Performance is often also perceived in relative terms, so we may feel like we are not accomplishing as much as the next rising scholar. There is a lot of variability in personalities, coping skills, adaptability, pre-existing networks, goals, and even luck among graduate students. We are bound to find that some academic pandemic students are doing better than others. Be very wary about comparing yourself to your fellow graduate students – this has the potential to be debilitating. Rather, capitalize on your strengths, manage your weaknesses, and keep advancing in your journey. You should be the best version of yourself, not the best version of your colleague.

The Instructor

Teaching is hard
Like graduate school, teaching is undoubtedly difficult. Teaching during a pandemic can be especially challenging or nerve-wracking. I began teaching a year and a half into the pandemic, when classes were back in person but concerns about COVID-19 remained high, instructions, mandates or recommendations for vaccines and masks were unclear, and people were still feeling the effects of the past year. Prior to the start of the semester, I prepared not only course material but also a mindset and attitude that I hoped would make the process of teaching and learning smoother and more effective for myself and my students, respectively. The following sections represent a combination of my preparation and the lessons I have learned while teaching.

**Be real and respectful**

Social distance necessarily exists between instructors and students. This social distance establishes a hierarchy, which is needed for classroom management but can also make an instructor seem unapproachable. I have found that being “real” – authentic, genuine, or sincere – with my students helps them to relate to me as another human being. This goes hand in hand with treating students with respect. Even in a hierarchical relationship, one cannot demand respect; they must earn it, and most people will reciprocate when you are respectful first. Lead by example.

**Empathy goes a long way**

No one has gone unscathed by the COVID-19 pandemic. Even if not physically impacted, we have all experienced some form of injury, from job loss and financial hardship to emotional and mental health deterioration. Keeping this in mind, I approach my students with the probability that they may be absent from class from time to time, that they may not buy their textbook, or that they may have delays in completing their assignments. I set guidelines and deadlines and stick to them but include safeguards to allow students a level of flexibility in case of unexpected events. I acknowledge notices of absence and reasons given for such absences and ensure my students feel supported through hardships or challenges. I take into account that many students work while they go to school and that they may have to take care of family members. And when I am in doubt, I choose compassion. Be kind – it does wonders for earning respect from others.

**Focus on learning, not compliance**

Something I have realized is that much of the average classroom concerns the compliance of students – warnings for tardiness, point-deduction for absences, using lectures as the only source of information-sharing, standardized tests, word counts, page limits, perfected APA citations, etc. Likewise, many questions I’ve received has to do with compliance - how many words should I have on my paper? How many pages? Do I need to have page numbers or a title page? Will I lose attendance or participation points if I miss class this week due to (insert reason here)?

While it is obviously important to have rules and boundaries in the classroom, I have questioned what it is I truly want to measure when I test my students – their progress in learning or their ability to comply? If they are absent, am I more concerned about deducting points or making sure they comprehend the class material? If students are starting assignments and completing them in the middle of the night after the deadline, am I more concerned about the late submission or the quality of their work? If I see errors in formatting, spelling, and organization, am I able to discern between plain, sloppy work or a true demonstration of the student’s progress and effort? When I prioritized learning over compliance, I began seeing things in a very different light and teaching made a lot more sense. Make no mistake: compliance is important – there will always be rules to abide by in life – but equally as important, if not more so, is the personal and professional growth of your students.
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CALL FOR PAPERS

Criminology, Criminal Justice, Law & Society (CCJLS) is the official journal of the Western Society of Criminology. This open-access, peer-reviewed journal builds on the mission of its predecessor, Western Criminology Review (WCR), by promoting understanding of the causes of crime; the methods used to prevent and control crime; the institutions, principles, and actors involved in the apprehension, prosecution, punishment, and reintegration of offenders; and the legal and political framework under which the justice system and its primary actors operate.

CCJLS invites all of the following:
- theoretical and empirical research on criminology, criminal justice, and criminal law and society;
- practice-oriented papers (including teaching/pedagogical issues);
- essays and commentary on crime, law, and justice policy;
- replies and comments to articles previously published in CCJLS or WCR;
- book, film reviews, and scholarly article reviews;
- historical and contemporary perspectives are encouraged, as are diverse theoretical and methodological approaches.

Manuscripts must be submitted electronically through the journal’s portal on Scholastica. Submissions should be formatted according to the Publication Manual of the American Psychological Association, Sixth Edition (2009). All correspondence is conducted online to speed the review process. There are no page, color, or appendix restrictions, although a 30-page upper limit for the body of papers is recommended. Additionally, authors may, at their discretion, include images (in .jpg. or .gif formats), as well as hyperlinks to web pages, source documents, YouTube videos, and similar multimedia materials on the Internet to take full advantage of the digital nature of the journal. Our evaluation process involves an internal review by editorial staff, followed by a blind assessment by two external reviewers. Inquiries about CCJLS should be directed to the editors—Jacqueline Helfgott and Elaine Gunnison—via email at CCJLS@WesternCriminology.org.

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New Editor Sought for *Criminology, Criminal Justice, Law & Society*

The Western Society of Criminology (WSC) invites applications for the position of Editor(s) of *Criminology, Criminal Justice, Law & Society, (CCJLS)*, the official journal of the Society. It is anticipated that new manuscript submissions will transfer to the new Editor around January 2023 for a three-year term.

The Editor is responsible for the timely and substantive publication of the journal, including the solicitation of manuscripts, supervision of the peer-review process, selection of articles for publication, and the final publication process (including proofreading and typesetting). The WSC supports this process by paying for the following expenses: CCJLS’s manuscript submission and processing system (Scholastica) and copy-editing. The Editor’s supporting institution might propose to provide office space, file storage, equipment, and funds to cover graduate student assistance and release time for the Editor.

Interested applicants may contact the current Editors, Jacqueline B. Helfgott, (jhelfgot@seattleu.edu) and Elaine Gunnison (gunnisone@seattleu.edu) for additional information regarding the logistics or operational details of editing and producing the journal or to discuss their application before submission. Application materials should include (1) a statement of editorial philosophy, (2) *curriculum vitae* of all proposed personnel, and (3) assurances and details of institutional support. Application materials should be sent by email to:

Elaine Gunnison, Co-Editor  
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gunnisone@seattleu.edu

Applications must be received by **July 1, 2022.**
Peter A. Hanink is an Assistant Professor of Sociology and Criminology at Cal Poly Pomona, where he teaches criminological theory, policing, research methods, and statistics. He received a PhD in Criminology, Law & Society from UC Irvine, a JD from Brooklyn Law School, and an MPA from New York University. His research focuses upon race and policing. A member of WSC since he was a first-year PhD student, Dr. Hanink is also a member of the Law & Society Association and the American Society of Criminology. In addition to publishing his research in academic journals and presenting at conferences, he has testified before the California State Assembly on police reform, has consulted on trials involving racial profiling, and has frequently been interviewed by newspaper and radio reporters about police use of force.

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