

# ACJS *today*

Academy of Criminal Justice Sciences Newsletter



## The Transition to Academia: Perspectives of Former Criminal Justice Professionals

*Stephen W. Bell, PhD, Deneil D. Christian, PhD, Joshua L. Adams, PhD, Eddie Gordon, PhD, Jamie Wicker, EdD, and Chuck Russo, PhD*

A career in academia may seem very appealing to many. The idea of teaching a few classes each semester with weekends, holidays, and summers off seems like the perfect career. However, there is far more involved in a professorship. People who transition from industry to academia may find the reality different from the perceptions they originally held (Mouratidou, 2020). Faculty members are often expected

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to teach, advise students, serve on committees, engage in community service, and maintain a research agenda.

Research indicates that those transitioning from practice to academia do so in search of work-life balance (Laari et al., 2021; Mouratidou, 2020); however, academia requires significant commitment despite the fantasies of shorter workdays and the freedom to enjoy weekends and holidays (Smith et al., 2019). New faculty members may experience stress as they struggle to find the time to meet their work demands (Cleary et al., 2011).

The purpose of this article is to share the experiences of six criminal justice professionals transitioning from practice to academia. We discuss the commonalities and recommendations for those aspiring to transition to higher education and for hiring managers who see value in selecting practitioners as scholars.

Stephen Bell, PhD, Criminal Justice

Assistant Professor of Criminal Justice, Mount Marty University

Los Angeles Police Department, California

### Background

I had a 22-year career with the Los Angeles Police Department that included patrol, undercover operations, detective assignments, and supervising undercover units. Throughout the 22 years, I completed my degrees as an adult learner. My career in academia began as an

adjunct, then a community college instructor, and finally, I secured a tenure-track professorship at a university.

### Rationale for Transitioning to Academia

With each promotion, I found myself farther removed from the profession's daily operations and tangible impact. I wanted to impact the criminal justice field at an elevated level. These desires could be fulfilled at the administrator level, but achieving this success in a large municipal agency is equally dependent on political networking as it is on the practitioner's skill. Knowing my odds of becoming the chief of police at LAPD allowed me to seek higher education as an alternative.

### Experience During the Transition

Since I began as an adjunct and then at a community college, the focus on technical education at the community college level lent itself well to the marriage of practical and theoretical. One of the aspects of my professional experience that I value the most is my diverse experience in urban law enforcement. From patrol to investigations to supervisory responsibilities, my experience plays a significant role in bringing the theoretical textbook lessons into focus.

### Lessons Learned and Advice

Law enforcement officers rarely have an inbox. Officers are generally mandated to stay until the problem is solved if there is a significant incident. The next day, the slate is wiped clean. In an academic faculty position, many tasks cannot be completed in a day. One works until they are



finished for the day, then the project continues again. This change in perspective was a significant hurdle in my acclimation to academia.

I became overwhelmed with preparation for lectures, grading, research, and service responsibilities. I was forced to make significant changes to how I budgeted my time. Creating a weekly calendar and staying faithful to it significantly reduced the stress I felt in my first semester of academia.

Unbeknownst to many practitioners, academia is more than teaching. One must familiarize oneself with this concept and be familiar with universities' research agendas and find the appropriate academic venue. The same can be said for those who merely wish to engage in teaching. There are plenty of opportunities in academia for a teaching professor or professor-in-practice. Additionally, the community college level is a rewarding opportunity to engage in teaching without the research agenda associated with universities.

Deneil Christian, PhD, Criminal Justice

Assistant Professor of Criminal Justice, Tennessee State University

New Orleans Police Department, Louisiana and Jamaica Constabulary Force

### **Background**

My practitioner career spanned from the Jamaica Constabulary Force in capacities such as national intelligence, communication, special

operations, and mounted patrol, to the New Orleans Police Department, the police department at Southeastern Louisiana University, and the Pennsylvania Bureau of Juvenile Justice Services. Immediately before transitioning to higher education, I served as a business and criminal justice teacher in Philadelphia for 3 years.

### **Rationale for Transitioning to Academia**

I was motivated toward academia because I love to impart knowledge to others. Initially, I did not consider the other responsibilities associated with being a professor, such as advising, research, and service. However, as I became more educated, I realized that a career in law enforcement was no longer my passion.

### **Experience During the Transition**

My graduate education was critical to my move to academia. There are only a few higher education faculty positions that you can obtain without having a graduate degree. Even such positions may stipulate a preference for a graduate degree. I am currently a tenure-track assistant professor at Tennessee State University (TSU), where a doctorate was required to obtain this position. The same is true for my previous tenure-track position at the University of the Virgin Islands (UVI). Hence, my doctorate certainly helped me achieve my career goals.

Though neither the position at UVI nor at TSU listed professional criminal justice experience as a required or preferred qualification, the search committees highlighted my criminal justice experience. The department chairs at UVI and TSU



## Transition to Academia from CJ Professional

were particularly impressed with my experience as a police officer in Jamaica and shared that I would bring a unique perspective. It was a clear indication that having faculty members with expertise in the field is valued.

### Lessons Learned and Advice

As a teacher at a high school for 3 years, I had similar responsibilities as a college faculty member. I taught courses, served on committees, moderated clubs, and volunteered with a juvenile diversion program. When I became a professor, my high school experience made the transition smoother.

I learned several valuable lessons in my first year during a global pandemic. First, academia is stressful. Self-care is important while being committed to your faculty responsibilities. The second was the importance of a mentor (formal or informal). Having an experienced colleague who can guide you is helpful. At UVI, there was a formal mentorship program for junior faculty; however, I also had an informal mentor. Third, time management is important as you realize how many responsibilities are associated with your faculty position. During my first year, I had a 3/4 teaching load, scholarly expectations, student advising, and committee and community services. To avoid being overwhelmed, I planned my semester and my weeks to ensure that I devoted time to each of my obligations.

The following are some of my recommendations for anyone aspiring to make the transition to academia from the criminal justice field:

- Earn a doctorate in criminal justice. Academia is competitive. Even if a position only requires a master's degree, a doctorate may have the advantage.
- Look for conference and publication opportunities while in school.
- Gain teaching experience to be competitive. Consider high school, college adjunct, or professional development instructor opportunities.

Joshua Adams, PhD, Criminal Justice/Homeland Security

Professor of Practice/Program Director of Online Graduate Programs, Arizona State University

United States Army Criminal Investigation Division

### Background

I am a retired special agent for the U.S. Army Criminal Investigation Division, investigating violations of United States and military law. I was responsible for quality control and consultation in all death, sex, and child abuse investigations for 10 states along the Eastern coast of the United States.

### Rationale for Transitioning to Academia

I found myself gravitating toward helping others. I find it fulfilling to share my experiences so that other law enforcement professionals can save the precious time they usually do not have to focus on other things, like their families. I reached a point in my career where I just fell in love with the transfer and creation of knowledge.



### Experience During the Transition

My PhD in criminal justice/homeland security was informed by my experiences of investigating terrorism. A unique aspect of my career was that I attained my terminal degree as a busy practitioner who traveled the world as part of my duties. The attainment of my terminal degree aided me to become an adjunct professor, prior to my current appointment as a full-time professor of practice.

As a scholar-practitioner, my experiences assist me in bridging the gap between theory, practice, and application, which students find informative and rare in an instructor. The diversity of my investigation and leadership experiences have prepared me to be a part of my institution's administrative leadership team as the director of online graduate programs.

### Lessons Learned and Advice

Perhaps the easiest part of my transition into academia is recognizing a rank structure. Coming from a paramilitary/military organization, I can appreciate the concept of a hierarchy. One of the most difficult parts of my transition has been to find "my" pace. As a previous part-time instructor, I did not always see the daily tasks required to make an academic program successful, so I am taking some time to learn processes and procedures to make the student experience enjoyable and rigorous while reflecting on my previous identity as a criminal investigator.

During a transition to academia from practice, you have to realize that not everyone will value

your practical experience. You bring with you a uniqueness that cannot be replicated easily because of the work you have done in your career. When you retire from a career, you take with you the experiences that increased your organization's human capital, so you have to put that same effort into your second career and train your replacement.

It is often said that "those who cannot do, teach." This could not be further from the truth. If you plan on pursuing a career in academia, you will have to give up something in your life, for a while, that you enjoy doing in order to obtain a terminal or graduate-level degree. Do not make the mistake of believing that you are unique and will be welcomed with open arms into academia. Be intentional in making yourself a better candidate before you start applying for positions.

Eddie Gordon, PhD, Criminal Justice  
Assistant Professor, Adler University  
Fulton County Sheriff's Office, Georgia

### Background

I started as a special investigator in child welfare. Toward the latter part of my career, I decided to enroll in a PhD program to enhance my research and analytical skills, to better understand human behavior.

After defending my dissertation, I decided to transition into academia full time. In 2014, I decided to put myself through the police academy



and served as a reserve deputy sheriff. Currently, I'm chair of my department.

### **Rationale for Transitioning to Academia**

I decided to transition from state government to academia because of the advice I received from other investigators. I was informed that I had a keen ability to explain complex problems with simple solutions. For example, whenever I would come across a high-profile case, I would remove personal emotions and judgments and center the outcome on facts. We all have a personal view on how small issues can change into something large; however, we must understand that everyone wants to be validated and seen.

### **Experience During the Transition**

My graduate degree helped me align my calling from investigations to the classroom. Graduate school taught me to exercise restraint from judgment when making decisions that are centered on human behavior. I will continue to believe that theories play a part in shaping one's understanding of culture or belief systems. As a former investigator, the professional experience I gained was invaluable and helped mold my worldview of inclusivity and social justice. Currently, as the chair of my department, I spend a great deal of time sharing practical experience, which allows me to help students understand that theories in a book won't always produce the results needed. Sharing case-related examples will always garner support from future practitioners who are relying on shared experience and theoretical application.

### **Lessons Learned and Advice**

From the standpoint of an investigator, the easiest part was following agency protocol that sometimes conflicted with theories from textbooks in graduate school. For example, when you are dealing with an irate person, the first thing that comes to mind is ensuring your surroundings are safe. From the standpoint of a theory, your goal is to find common ground and build trust, so the person doesn't see an imbalance in communication. In theory, that sounds great, but when you are in a life-or-death situation, you don't have time to find common ground. The difficult part of transitioning is getting students to understand there is a gray area that cannot always be ignored. In theory, it's great to try and reason with a suspect. However, your chain of command or agency protocol may require you to do something that is completely against what you learned in school.

One of the central lessons I have learned during my transition is to couple politics with every single imaginable outcome possible. In academia, you can be up one minute but thrown to the wolves the next. Meaning if there is a change in leadership, all the work you have brought to the table can be gone in the blink of an eye. The workforce needs academia to be successful. Agencies that employ the next generation of workers need to understand that society is changing with or without their outdated, antiquated practices.

Transitioning from the workforce to academia can be challenging, but the rewards outweigh



any potential negative aspects. Having the ability to disseminate information and change the lives of prospective practitioners will have an everlasting positive effect. Many agencies are trying to thrive under the mantle of social justice. As we work with the next generation of workers, it is imperative that we disseminate information that is theory-based coupled with practical experience.

Jamie Wicker, EdD, Community College Executive Leadership

Provost, Public Safety Education and Training, Wake Technical Community College

Harnett County Sheriff's Office and Lillington Police Department, North Carolina

### Background

I worked in full-time law enforcement for more than 6 years. I was promoted to detective and worked on several specialized assignments. I continued my education with the hopes of teaching after retirement. I began as an adjunct for a community college in their criminal justice program. When a full-time position became available, I transitioned to academia and maintained certification as a reserve officer. I then completed a terminal degree and was selected for other roles in higher education.

### Rationale for Transitioning to Academia

I was tired of missing important events with my family. I never seemed to get off work on time. The rotating shifts and long hours started to take a toll on my family. I saw an opportunity to ad-

vance my career, still contribute to public safety, be more present for my family, and get a better salary while keeping my certifications.

### Experience During the Transition

My master's in education helped me transition in that I had a stronger practical skill set regarding research and vetting of resources. I was able to understand academia better and teach from a higher level than practical instruction. My critical thinking was better as a result of my master's degree, and I was better able to draft lessons and build classes for student success.

My professional experience helped me to multitask and helped me with a strong work ethic. Additionally, my professional experience helped me to apply the correct context to the theoretical material so that it was approachable and interesting for students. Being able to mix the practical and the theoretical was helpful for students and helped to keep their interest. Because of my professional experience, I was able to teach concepts from several different angles and levels, and this seemed to keep students interested in the material and the progra.

### Lessons Learned and Advice

The easiest part of the transition for me was adjusting to a new schedule. I found the autonomy of the position, having summers off, and the flexibility of workload made it simple to navigate the change. The most difficult part of the transition is not as simple. I found the generally slower pace and lack of adherence to the chain of command difficult to navigate. Learning how to advise and



assist students with navigating processes of academia was challenging.

My best advice would be to consider that there are transferrable skill sets between the two professions. Still, anyone considering the switch to academia should not rely on their professional expertise to carry them in the new career. There are many things about academia that require their own level of experience and expertise relative to higher education.

Finally, working in academia is just as important and just as rewarding as working in the profession full time. The reach and influence of academia are rewarding, and I do not doubt that my contributions to the research and the profession are necessary and valuable. It feels like a great way to give back.

Chuck Russo, PhD, Public Affairs

Department Chair of Human Justice, American Public University System

Daytona Beach Police Department, Florida

### **Background**

I am the department chair of human justice at American Public University System. I began my career in law enforcement in 1987 in Florida in all areas of patrol, training, special operations, and investigations before retiring in 2013. My research focuses on emerging technology and law enforcement applications, post-traumatic stress, agency response to officer suicide, human trafficking, nongovernment intelligence actors, and online learning.

### **Rationale for Transitioning to Academia**

I was working on my degree in criminal justice in the early 1990s and remember taking a police technology course with an instructor who retired from the NYPD in the late 1960s. I ended up helping him and even teaching some of the courses because I had access to the newer technology and could explain how it worked. At that point, I figured I could teach and decided to pursue this path. I was accepted into the master of education instructional system design program. It was for instructional designers and training specialists who worked in settings where education, training, and professional development take place. It was a perfect fit for me.

### **Experience During the Transition**

I was later asked by the chair of the criminal justice department to enroll in his new graduate criminal justice degree. After a lot of work and long hours, I earned a second graduate degree in criminal justice in 1995. At that time, he was tasked to determine how to use the Internet for education. With my dual graduate degrees, he figured I had the best shot at making it work. I've been involved in higher education ever since.

As a practitioner-scholar, I often linked criminal justice and criminology theories to real-world examples I brought in fresh "off the street" as I concurrently ran both careers, an academic in higher education and a uniformed police officer. Often, I would come into the classroom straight off the street and end up teaching while still in uniform. Students seemed to appreciate my ability to tie the academic theories and the





real-world examples experienced on the street.

### **Lessons Learned and Advice**

Academics would often seek me out and include me in research projects when a researcher would be required to either speak with or interview officers. As a current, and now retired, officer, I have credibility with an audience that is often difficult to crack for traditional academics. The most difficult part of my transition has been gaining credibility with those who consider themselves “true academics.” As one who “got his hands dirty,” I was not viewed as “one of them” and was held in “lower status” among academic circles.

### **Common Themes**

Although each contributor entered academia after a significant time in law enforcement, none initially desired the academic lifestyle. Only after spending time in the field did the contributors amend their occupational goals and desires. This experience informs their trajectory in academia compared to those who took the path of professorships directly after graduate school.

The next theme was the motivation to enter academia. Once exposed to the field of law enforcement, the practitioners shared a growing desire to contribute to the world of criminal justice in a manner that did not exist in peace officer capacities. Stephen Bell described his revelation as his police rank promotions removed him from the “profession’s daily operations and tangible impact.” Similarly, Jamie Wicker discussed her domestic motivations when she stat-

ed she seized the “opportunity to advance my career, still contribute to public safety, [and] be more present for my family.” Deneil Christian’s dwindling desire for law enforcement was evident when he stated he “realized that a career in law enforcement was no longer my passion.”

Regardless of the desires that fueled the authors’ motivations, the singular motivations for transitioning to academia appear initially myopic. The contributors viewed teaching as the primary, if not the only, responsibility of higher education. Although some authors elected to apply their efforts to classroom teaching solely, others were introduced to management opportunities or conducting research. There was a divergence in the occupational interests of those transitioning from practitioner to academic, in that some preferred teaching while others sought management or researcher roles.

Another commonality was how the contributors created a marriage between practical application and theoretical learning. Eddie Gordon described this significance by saying, “Theories play a part in shaping one’s understanding of culture or belief systems.” Jamie Wicker echoed those thoughts by explaining how theoretical learning helped her “understand academia better and teach from a higher level than practical instruction.” The value in the practical application was a common theme. Chuck Russo’s visual description was particularly poignant as he “concurrently ran both careers, an academic in higher education and a uniformed police officer. Often, I would come into the classroom straight



off the street and end up teaching my university courses while still in uniform.”

A remarkable lack of consistency lies in the authors’ descriptions of the challenges and simplicities of the transition. The aspects making transition difficult for some were the more manageable portions for others. Some felt the academic workload and schedule were more demanding, but that same experience was a relief to others after entering academia.

Understanding the importance of avoiding burnout was a common lesson learned. Stephen Bell would ensure future academic practitioners are aware of the research agenda expected at many universities. Deneil Christian was clear when he described the rewarding feeling he experienced when imparting knowledge, but he expressed that taking responsibility for one’s academic career is most effective through an increasing level of education and a marketable curriculum vitae. Jamie Wicker warned future academics that merely relying on prior law enforcement experience would not necessarily result in academic success.

### **Discussion and Recommendations**

This study continues the research of practitioners who transitioned to academia. Mabry et al. (2004) initially looked at this phenomenon among human resource professionals. In the current study, it is important to discuss the recommendations for a successful transition for criminal justice professionals. This transition begins with the recruitment and interview process. Administrators and human resource representa-

tives in academia must be transparent in their faculty expectations. If a research agenda is a significant aspect of the position, this must be expressed early in the recruitment process. There is no benefit in ambiguity. Likewise, the interview process should include a discussion of all expectations (e.g., scholarly, service, teaching).

Onboarding is not one size fits all. Explaining the cultural climate in academia can be a significant aspect of the onboarding process (Howley, 2020). Specifically for those transitioning into academia as a second career, tailoring the process to the specificities of their needs would benefit the school and the employee. The transitioners in this study completed terminal degrees while working full time as law enforcement officers, indicating their experience in school was not as immersive as those entering academia directly from graduate school who may understand the culture and idiosyncrasies of scholastic environments better than those who split their time between school and career. Mentors from the institutions could prove beneficial for the novice educator, much like the recommendation of Mabry et al. (2004). A more casual discussion of expectations and daily functions can often result in better retention than the information gleaned during the interview process.

### **Conclusion**

Each contributor made the conscious decision to leave the practical field of law enforcement and take the necessary steps to enter academia. This decision does not come flippantly, given the advanced degrees and commitment required to



secure an academic position. Those who wish to follow in the footsteps of these transitioners must not take lightly the lessons learned and advice provided. Administrators who see value in recruiting and selecting former practitioners could benefit from tailoring the processes associated with talent acquisition. Given the dual nature of employees who enter academia directly from graduate school and those who began as practitioners, the hiring, onboarding, and mentoring stages must reflect those differences. ■

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## National Criminal Justice Month



**Dr. Stephen Bell** is Assistant Professor of Criminal Justice at Mount Marty University. His research interests lie in the study of discretionary policing behaviors. Prior to academia, he retired from the Los Angeles Police Department after 22

years of service.



**Dr. Deneil Christian** is Assistant Professor of Criminal Justice at Tennessee State University. He served in law enforcement and juvenile justice before transitioning to high school and then college education. Dr. Christian's research interests include the

academic achievement of juvenile offenders, mental health issues in the juvenile justice system, and alternatives to juvenile incarceration. His work has been published in *Youth Justice, Policing & Society*, and *Safety & Emergency Services Journal*.



**Dr. Joshua L. Adams, CFE**, is Professor of Practice and Director of Online Graduate Programs in the School of Criminology and Criminal Justice at Arizona State University. His research interests center on criminal investigation and forensic

science, particularly in the areas of rural policing, crime scene investigation, military policing, police legitimacy, police leadership, and organizational justice. He has published in *The Qualitative Report*, *Journal of Forensic Sciences*, and *Journal of Forensic Identification*.



**Dr. Eddie Gordon** earned his degree in Criminal Justice from Capella University. His research includes female prisoners in the state of Georgia, deviant behavior, public policy, and criminology. His previous research

attempted to shed light on how female offenders in the state of Georgia are becoming the fastest-growing population, but only accounted for less than 1/3 of the programs designed to reintegrate citizens back into their community. He is also the author of *Addiction and Hate: Two Competing Interests*. He is currently positioned as an Assistant Professor in the Master of Public Administration program at Adler University.



**Dr. Jamie Wicker** is Assistant Professor of Provost and Chief Campus Officer for Public Safety Education and Training at Wake Technical Community College. Dr. Wicker has published or given conference presentations regarding multidisciplinary

approaches to the opioid epidemic, co-producing better training models with academics and practitioners, and how approaches to campus policing impact perceptions of safety. Dr. Wicker's primary research interests involve failure points in training academies and multidisciplinary approaches to emerging industry challenges.



**Dr. Chuck Russo** is the Department Chair of Human Justice/Criminal Justice at American Military University. He began his career in law enforcement in 1987 in Central Florida and was involved in all areas of patrol, training, special operations, and

investigations before retiring from law enforcement in 2013. Dr. Russo continues to design and instruct courses, as well as act as a consultant for education, government, and industry throughout the world. His recent research and presentations focus on emerging technology and law enforcement applications, post-traumatic stress, agency response to officer suicide, human trafficking, nongovernment intelligence actors, and online learning.

# 2023 ACJS ACADEMY AWARD RECIPIENTS



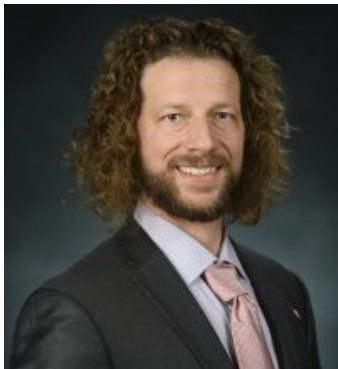
## Bruce Smith Sr. Award

Henry Pontell,  
John Jay College of  
Criminal Justice



## Academy Fellow Award

Nicole Piquero,  
University of Miami



## Founders Award

Wesley Jennings,  
University of  
Mississippi



## Outstanding Book Award

“Surviving Solitary:  
Living and Working  
in Restricted Housing  
Units”

Danielle Rudes,  
George Mason  
University



## The Michael C. Braswell/Routledge Outstanding Dissertation Award

Suzanne Coble,  
University of  
Arkansas at Little  
Rock



## Donal MacNamara Award

“Meth Cooking as  
a Job: Identity and  
Dirty Work”

Heith Copes,  
University of  
Alabama at  
Birmingham



# 2023 ACJS ACADEMY AWARD RECIPIENTS



## Donal MacNamara Award

“Meth Cooking as a Job: Identity and Dirty Work”

Jacob H. Erickson,  
Georgia Southern University



## Donal MacNamara Award

“Meth Cooking as a Job: Identity and Dirty Work”

Andy Hochstetler,  
Iowa State University



## The William L. Simon/ Routledge Outstanding Paper Award

“I don’t want to be a statistic”: Racial-criminal stigma, redemption bids, and redemptive generativity”

Jesse Brey, Temple University



## The William L. Simon/ Routledge Outstanding Paper Award

“I don’t want to be a statistic”: Racial-criminal stigma, redemption bids, and redemptive generativity”

Jamie Fader, Temple University



## The William L. Simon/ Routledge Outstanding Paper Award

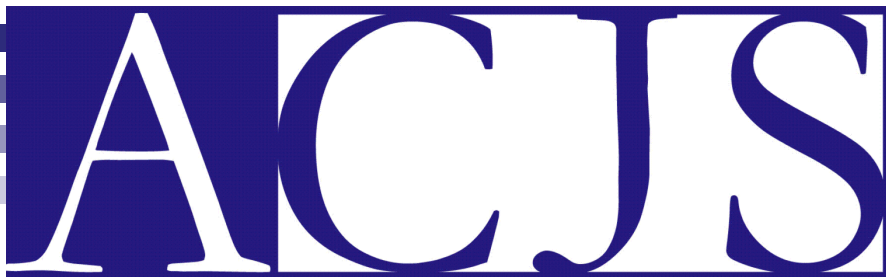
“I don’t want to be a statistic”: Racial-criminal stigma, redemption bids, and redemptive generativity”

Abigail Henson, Arizona State University



## Academy New Scholar Award

Peter Lehmann,  
Sam Houston State University



# 2023 ACJS ACADEMY AWARD RECIPIENTS



## Academy Leadership and Innovation Award

Celeste Clark,  
Raymond Coalition  
for Youth  
Raymond, NH



## ACJS Agency or Nonprofit Organization Leadership and Innovation Award

Raymond Coalition  
for Youth  
Raymond, NH



## ACJS Outstanding Mentor Award

Gaylene Armstrong,  
University of  
Nebraska, Omaha



## ACJS Outstanding Mentor Award

Shelly Clevenger,  
Sam Houston State  
University



## ACJS Outstanding Mentor Award

Jason Ingram, Sam  
Houston State  
University



## ACJS Outstanding Mentor Award

Gillian Pinchevsky,  
ICF, Inc.



# 2023 ACJS ACADEMY AWARD RECIPIENTS



## ACJS Outstanding Mentor Award

Ráchael Powers,  
University of South  
Florida



## ACJS Outstanding Mentor Award

Frank Wilson,  
Indiana State  
University



## Ken Peak Innovations in Teaching Award

Jennifer Murphy,  
Pennsylvania State  
University



## Minority Mentorship Grant Award

Jennifer Edwards,  
Northeastern State  
University



## Minority Mentorship Grant Award

Gemini Creason-  
Parker, Texas A&M  
University



## Dorothy Bracey & Janice Joseph Minority & Women New Scholar Award

Janet Garcia-  
Hallette, University  
of New Haven



## Student Scholarship Mini-Grant Travel Award for People of Color & Women

Sarah Franklin,  
University of South  
Carolina



## Student Scholarship Fund Award

Giovanni Chiarini,  
Insubria University





# ChatGPT: An AI Language Model with Implications for Academia and Beyond

*By Thomas Hyslip, PhD*

The new artificial intelligence program ChatGPT has taken the Internet by storm, amassing more than 1 million uses in just 5 days. To put that in comparison, it took Facebook 10 months and Instagram 2.5 months to reach 1 million users. ChatGPT, as the name implies, is a chatbot that enables you to have human-like conversations.

intelligence in a way that is safe and beneficial for humanity.

ChatGPT was first introduced in 2018 as an extension of the GPT (Generative Pre-trained Transformer) model, which was first introduced in 2017. GPT was trained on a massive amount of text data and was able to generate human-like text responses to a wide range of prompts. However, ChatGPT was trained on an even larger amount of text data and was able to generate even more human-like responses. This makes ChatGPT one of the most powerful language models to date (Brown, 2020).



It will answer your questions, compose e-mail messages, write essays, and even write software programs. But does ChatGPT have a place in academia? Here is an overview of ChatGPT and its capabilities:

ChatGPT is a large language model developed by OpenAI, a research company founded in 2015 by Elon Musk, Sam Altman, Greg Brockman, Ilya Sutskever, and Wojciech Zaremba. The company's mission is to develop artificial

In 2019, OpenAI released ChatGPT-2, an improved version of the model. It was trained on a dataset of over 570GB of text, which is more than 10 times the size of the dataset used to train GPT-1. As a result, ChatGPT-2 has been able to generate even more human-like responses, making it even more powerful than its predecessor (Brown, et al., 2020).

In 2020, OpenAI released a more powerful version of the model called GPT-3. This model



was trained on a dataset of over 570GB of text, which is more than 10 times the size of the dataset used to train GPT-2. GPT-3 has been trained on a diverse set of text data which allows it to generate human-like responses on a wide range of topics. This makes GPT-3 one of the most powerful language models to date (Brown, et al., 2020).

Since its introduction, ChatGPT has been used in a wide range of applications, including natural language processing (NLP) tasks such as language translation, text summarization, and question answering. It has also been used in chatbots, automated writing, and text completion. ChatGPT has been widely adopted by researchers, developers, and businesses, thanks to its ability to understand natural language and generate human-like text (Chung, et al., 2019).

One of the ways that ChatGPT can be used by college professors is as a tool for teaching and learning. For example, ChatGPT can be used to generate practice questions and answers for students to study, or to generate summaries of key concepts for students who are struggling to understand a topic. Additionally, ChatGPT can

be used to generate automated feedback for students, which can help educators to provide more personalized and timely feedback to students.

Another way that ChatGPT can be used by college professors is as a tool for research. For example, ChatGPT can be used to analyze large amounts of text data, such as social media posts, news articles, and research papers. This can help researchers to identify patterns, trends, and

insights that would be difficult to detect manually. Additionally, ChatGPT can be used to generate hypotheses, which can save time and effort for researchers.

However, it's important to note that while ChatGPT and other large language models have many potential benefits for education, they also

raise significant ethical concerns. For example, the use of ChatGPT and other large language models in education could perpetuate existing biases and reinforce stereotypes. Additionally, the use of ChatGPT and other large language models in education could lead to a loss of critical thinking skills and creativity among students. Therefore, it's important for educators to use ChatGPT and other large language models re-





## Implications of ChatGPT

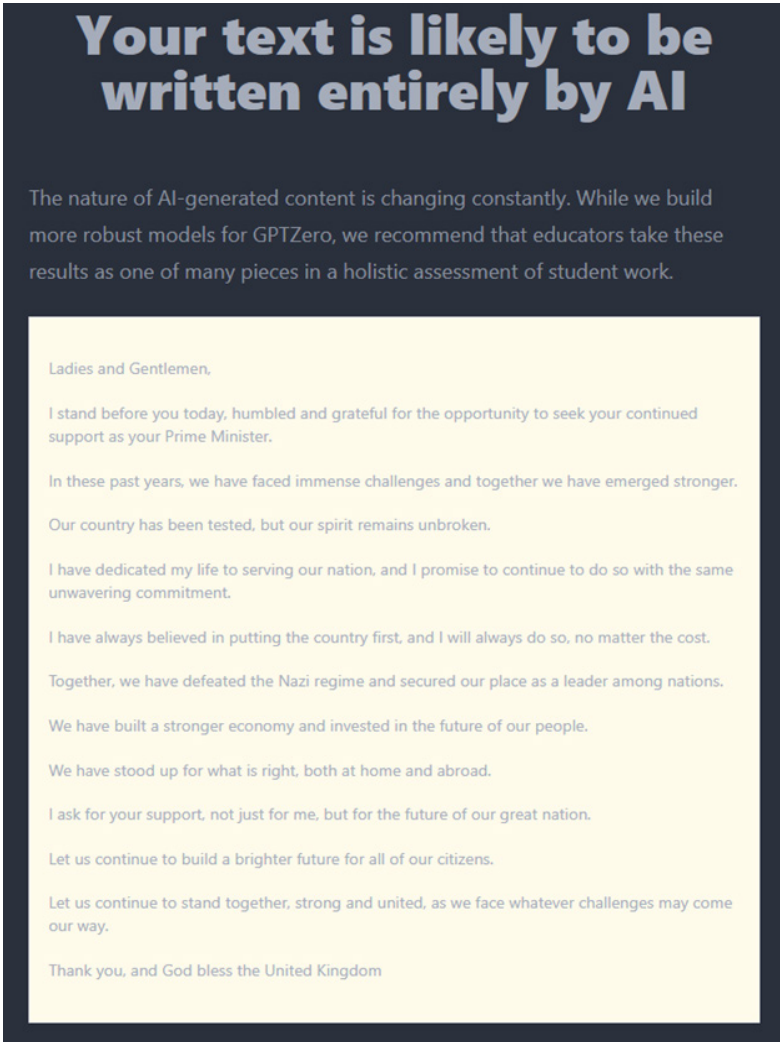
sponsibly and with caution, and to consider the ethical implications of their use.

One of the concerns with ChatGPT and other large language models like it, is its potential use for cheating by students. One of the main capabilities of ChatGPT is its ability to generate responses to a wide range of prompts. This can be beneficial for students who are struggling to understand a concept or write an essay, but it can also be used for malicious intent. For example, students could use ChatGPT to generate responses to test questions or essays, which would allow them to cheat on exams and assignments. Additionally, ChatGPT's ability to generate text that is similar to human-written text can make it difficult to detect when a student is using the model to cheat. The

generated text may not be identical to the text produced by a human, but it may be similar enough to be difficult to distinguish. This can make it challenging for educators to detect and prevent cheating. Furthermore, ChatGPT's ability to understand natural language can also be

used for cheating in language-based exams, such as foreign language exams. Students could use the model to translate exam questions and answers, which would allow them to cheat on the exam (Amershi, 2020).

There are several ways that educators can address the potential use of ChatGPT for cheating. One approach is to use plagiarism detection software to identify text that has been generated by a language model. This can be done by comparing the text in question to a database of known language model-generated text. Another approach is to use proctoring software to monitor students during exams and assignments, which can detect any suspicious behavior. Additionally, educators can educate students about the potential consequences of using ChatGPT or other language models for cheating. This can include the possibility of failing the exam or assignment, as well as the potential for disciplinary action. It is important to raise awareness among





students about the potential misuse of technology and the consequences of cheating.

Another approach is to incorporate anti-plagiarism techniques such as Turnitin, Grammarly, and plagiarism checker software in the assessment process. These tools are designed to identify plagiarism and can help educators to detect if a student has used ChatGPT or any other language model to cheat.

Educators can also consider using more open-ended questions in exams and assignments. This can make it more difficult for students to use ChatGPT or other language models to cheat as the model will have a hard time to generate a unique and authentic answer.

**If you are wondering about the writing ability of ChatGPT, this article up until now was written by ChatGPT (except for the first paragraph). ChatGPT also added the citations and created the reference list at the end of this article.**

In addition to the methods suggested by ChatGPT to prevent and detect cheating by students, there is a new AI system to help you determine whether something was written by ChatGPT. [GPTZero.me](https://gptzero.me) was recently introduced to help educators detect material that was written with ChatGPT and other AIs. I tested GPTZero by uploading a short speech I asked ChatGPT to write. As you can see from the result below, GPTZero identified the speech as likely to have been written by AI.

So how can ChatGPT help you? Recently a

co-worker discovered that ChatGPT can write a very good course description that may provide inspiration for your own course descriptions. ChatGPT was asked to “write a course description for Policing and the Constitution.” The response was as follows:

*Policing and the Constitution is a course that examines the role of law enforcement in a democratic society. It covers the constitutional and legal foundations of policing, including the Fourth, Fifth, and Fourteenth Amendments. The course also explores the relationship between policing and civil rights, including issues such as racial profiling, use of force, and police accountability. The course will use case studies and current events to help students understand the complex legal and policy issues surrounding policing in the United States. The course will be taught in a seminar format, with active participation and discussion encouraged.*

ChatGPT can also assist with literature reviews and annotated bibliographies. I asked ChatGPT to summarize an article I co-authored, titled “Examining the Correlates of Failed DRDOS Attacks,” by submitting the written article with the command “summarize this research article.” This was its response:

*This study aims to understand stresser service operations by identifying a sample of stresser clients through a unique sampling methodology. The researchers used a cracked database of stresser customers that was posted online, containing 51,909 unique email addresses, to invite them to participate in an anonymous online sur-*



vey between November 27 and 29, 2016. The survey consisted of 22 multiple-choice questions and one comment box for follow-up requests. The questions related to the use of stressors and booters, including the respondent's skill level, type of payment used, attack protocols used, targets of attacks, motivation for usage, and demographics. The survey closed on December 30, 2016. 5,226 emails were verified as received and opened, and 821 individuals completed the survey, which is a substantial drop-off in respondents. The study found that majority of respondents (75%) claimed the attack they used was functional, and the researchers examined the factors associated with failed attacks.

Although I do not recommend you use ChatGPT to grade your students' papers, ChatGPT can evaluate and grade a paper. I asked ChatGPT to evaluate a 2000-word paper on the financial services critical infrastructure sector:

*This research paper receives a grade of 80 out of 100 points. The paper presents a clear and well-organized overview of the importance of the financial services sector as a part of America's Critical Infrastructure and the potential consequences of a disruption in its services. The writer also provides specific examples of the types of organizations that comprise the sector and the shared vision statement for improving resilience. The author also provides well-supported argument about the current risk of cyber-attacks in the sector and the measures that have been taken to address them.*

*However, the paper could be stronger if the au-*

*thor provided more analysis of the specific challenges and risks faced by the financial services sector and how they differ from other critical infrastructure sectors. Additionally, the paper could benefit from more detail about the "Cybersecurity and Infrastructure Security Agency Act of 2018" and the role of CSIA in protecting the financial services sector. The paper also could benefit from a more formal introduction and conclusion. Overall, the paper is informative and well-written, but could benefit from additional analysis and structure.*

In addition to writing and evaluating papers, there are many other tasks ChatGPT can do, and developers are quickly writing plugins for browsers and applications to use ChatGPT. For example, ChatGPT can provide text summaries of YouTube video transcripts, respond to e-mail messages and tweets, and solve written math questions:



We can start solving the problem by using algebra. Let  $x$  be the number of large dogs signed up for the dog show. Then, according to the information given, the number of small dogs is  $x + 130$ .

We also know that 14 small dogs failed to show up and 9 large dogs failed to show up. So, the number of small dogs that made it to the show is  $x + 130 - 14 = x + 116$ . And the number of large dogs that made it to the show is  $x - 9$ .

Additionally, we know that 20 large dogs came unannounced, so the number of large dogs that made it to the show is  $x - 9 + 20 = x + 11$ .

So, the total number of dogs that made it to the show is  $(x + 116) + (x + 11) = 2x + 127$

And we know that there are 240 dogs signed up for the show, so we can set up an equation:  $240 = 2x + 127$

Solving for  $x$ , we get  $x = 56$

So, there were 56 large dogs signed up for the show. And since there were 130 more small dogs than large dogs, there were  $56 + 130 = 186$  small dogs signed up for the show.

To find the ratio of small dogs to large dogs that made it to the show, we divide the number of small dogs that made it to the show by the number of large dogs that made it to the show:

$$186/(56+11) = 186/67 = 2.8:1$$

So, the ratio of small dogs to large dogs that made it to the show is 2.8:1, which means there were 2.8 small dogs for every 1 large dog.



There are 240 dogs signed up for a dog show. There are 130 more small dogs than large dogs. 14 small dogs failed to show up. 9 large dogs also failed to show up. 20 large dogs came unannounced. What is the ratio of small dogs to large dogs that made it to the show?

Although there is an obvious concern that students will use ChatGPT to do their homework or cheat on exams, you can see by this answer that ChatGPT can also be used by students and teachers to help explain math problems. ChatGPT can also help students by explaining complex topics, reviewing their math work, and providing a “peer” review of written works with suggestions for improvement.

ChatGPT has many more uses, such as writing computer programs, reviewing computer programs for errors, reviewing resumes and cover letters, translating written works, and even telling you a joke.

To try ChatGPT for yourself, sign up for an account at <https://chat.openai.com/> and have fun. But you may have to wait a few days to receive an account because the response to ChatGPT has been overwhelming and they are still catching up with account creations. ■

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# A Right to Be Wrong: Employee Discipline for Perpetuating Mis-, Dis-, or Malinformation on Social Media

*By Clifford T. King*

In a recent speech, Cybersecurity and Infrastructure Security Agency (CISA) director Jen Easterly stated that the nation's cognitive infrastructure is its most critical infrastructure and that her agency will be searching for methods of securing it (*Missouri v. Biden, 2022*). Director Easterly's comments appear to use a similar definition of cognitive infrastructure as that developed by the Defense Intelligence Agency's (DIA) former Chief Technical Officer (CTO) Bob Gourley. Less tangible than other forms of infrastructure, it consists of the mental and decision-making capacities of people, organizations, and government, as well as the channels (i.e., news, Internet, school) used to transmit information (Gourley, 2019). As the health of a nation's cognitive infrastructure relies on the quality of information fed into the system, CISA's concerns regarding disseminating misinformation, disinformation, or malinformation (MDM) are readily apparent.

Per CISA, misinformation is defined as false information, but not information that was created or shared with the intent of causing harm (CISA, n.d.). Disinformation is also false information but was created to deliberately harm, mislead, or otherwise manipulate recipients (CISA, n.d.). The last category, malinformation, can be true or based on truth but is presented out of context to harm, mislead, or manipulate recipients (CISA, n.d.). Finally, critical infrastructures are those sections, physical or virtual, that would undermine the security, economy, public health, or safety of the U.S. were they attacked or

destroyed (CISA, 2020). Thus, the federal government is exploring a policy position where false or misleading speech constitutes a threat to the nation's critical infrastructure and, by extension, national security.

Nations, including the United States, are responsible to their citizens and their fundamental security interests (Reinold, 2011). Extending from the right of self-defense, nations possess a moral duty to defend themselves against both rival nations and individuals seeking to cause harm (Rodin, 2004). This right provides the foundation for the various military branches and law enforcement agencies and allows the government to protect various sectors deemed "critical infrastructure" within the nation. Based on this movement toward classifying false speech or misleading information as a threat to critical infrastructure, this paper asks if such a position provides public sector employers, particularly law enforcement agencies, with additional avenues to control employee speech. Rather than examine all possible forms of speech, this paper will focus on social media posts as this form tends to be both long-lasting and quickly distributed to a large audience. Thus, the question becomes, can employers discipline employees for social media posts containing MDM because such posts represent a threat to national security?

### **False or Misleading Speech**

The First Amendment to the Constitution permits freedom of speech. However, the amendment possesses a potentially fatal flaw as it fails to distinguish between factually true speech and MDM (Guzelian, 2010). Although even a cursory analysis of the text, history, and tradition of First Amendment law clearly bars the government from restricting sincere factual speech, MDM is less clear (Guzelian, 2010). A literal interpretation of the First Amendment would imply that any speech is protected. However, the Supreme Court held in *Gertz v. Robert Welch, Inc* that "there is no constitutional value in false statements of fact"



(1974; Guzelian, 2010; Norton, 2012). On its face, this position appears to hold that false speech exists outside the boundaries of the constitution and is a position with significant historical legislative and judicial support (i.e., fraud, deceptive trade practices, perjury). The Supreme Court, however, has yet to maintain this position consistently and permits at least some incidents of false speech or MDM, depending on the motivation behind the utterance and its audience (Norton, 2012; *United States v. Alvarez*, 2012). Therefore, although the judiciary encourages individuals to be truthful and accurate in their speech, such honesty is not an absolute requirement in all circumstances. Presently, there is no majority approach for determining which lies may be prohibited and which lies may be allowed from a constitutional perspective (Norton, 2012).

### **Social Media and Employee Discipline**

Social media posts do not receive more or less protection than any other speech in the public sphere (*Castagliuolo v. Danaher*, 2010). Although speech is protected, it is well established that an employer may discipline or even terminate employees for their speech under certain conditions (O'Rourke et al., 2018). As courts have held that social media posts are similar to a press conference or letter to the newspaper, the reach and potential disruption of such speech allow employers a vested interest in its potential censure (*Gresham v. City of Atlanta*, 2013).

The legal principle of collective action permits employees to discuss working conditions and seek ways to improve them without specifying a particular means of communication. Although significant, these protections are not ironclad and do not extend to mere personal grievances or conversations that extend to the public at large (O'Rourke et al., 2018). Additionally, while employees are allowed to speak internally about work conditions and externally about matters of public concern, speech likely to subvert the employer's mission

or significantly harm the employer is unlikely to be protected (*NLRB v. City Disposal Systems, Inc.*, 1984; *Pickering v. Board of Education*, 1968; *Garcetti v. Ceballos*, 2006). Thus, derogatory work discussions on social media may be censurable, depending on their nature, audience, reach, and permanence, as well as agency policies and employment status (i.e., probationary, at-will, or union; Green, 2012). Furthermore, the right of an employer to impose speech restrictions necessary for efficient and effective operation is not limited to private entities and may extend to government agencies (*City of San Diego v. Roe*, 2004).

### **Government Censure of False or Misleading Speech?**

Three critical components determine whether a government agency may discipline an employee for posting MDM on social media. (1) Can a public sector employer discipline an employee for social media posts in some cases? (2) Does a government agency have a responsibility to protect the nation's critical infrastructure? (3) Is speech that is designed to mislead the public or create a false impression protected speech? The first two questions are quickly resolved as the answer to each is yes. The answer to the final question depends on the type of speech, its subject, and its purpose.

Gertz implied that all false speech is equal, but Alvarez pointed to a more nuanced approach (*Gertz v. Robert Welch, Inc.*, 1974; *United States v. Alvarez*, 2012). Social media posts intended to disrupt agency operations are unlikely to be protected (Nord v. Walsh County, 2014; Morgan v. Robinson, 2019). Additionally, government agencies gain certain powers when required to protect the communities within their jurisdiction or the national government. For example, government agencies may act to protect communities against an epidemic that threatens their safety, so long as those actions demonstrate a





substantial relationship to the protection of public health (*Jacobson v. Massachusetts*, 1905; *Delaney v. Baker*, 2021). Therefore, in the case of MDM related to COVID-19, the government could likely discipline employees for their posts.

MDM relating to political speech, such as election denial, is more complicated. Alvarez implied that regulations may be valid if they closely target MDM likely to cause specific, articulable harm (*United States v. Alvarez*, 2012; Brannon, 2022). MDM that strikes at the core of democracy, such as speech intended to undermine faith in political processes, poses a danger to the nation by targeting the cognitive infrastructure necessary to maintain society (Farrell & Schneier, 2018). As election denial, by its very nature, potentially diminishes public trust in the democratic process, there may be grounds to discipline an employee for a post related to this and other similar topics. Thus, depending upon the nature of the speech and its reach, sufficient grounds may exist for a public sector employer to take action in the name of protecting national security.

### Discussion and Conclusion

Treating MDM as a threat to the critical infrastructure of the United States presents an interesting First Amendment question. Does an employee have a right to be wrong? As MDM covers instances ranging from factually mistaken speech, to speech taken out of context, to intentionally false speech, any blanket prohibition initially appears unconstitutional. However, the current literature implies that this is not the case.

There appear to be three paths available to discipline or even terminate an employee for spreading MDM through their social media posts. First, if CISA succeeds in having cognitive infrastructure specifically enumerated as a critical infrastructure, the existing literature and case law indicate that a government agency may be able to discipline or even terminate an employee

for spreading MDM through their social media posts. Public sector agencies already possess the ability to do so on certain specific grounds, and including MDM as a just cause for disciplinary action would merely be an extension of their existing powers. A second path to employee discipline lies in the ethical standards that underpin professional licensure requirements. As with doctors and attorneys, many law enforcement certifications are governed by state licensing boards or certifying agencies. As the board's rules for professional conduct prohibit the spread of MDM that may be harmful to patients or clients, many medical licensing boards and bar associations are exploring disciplinary options for members found engaging in false speech (Foong-Reichert et al., 2022; Jefferson, 2021; Rubin, 2022). Similar rules of professional conduct could easily be applied to law enforcement licenses and would provide another potential avenue to discipline officers. The final path available to agencies involves "Brady listing" officers for posting MDM. *Under Brady v. Maryland* (1963), prosecutors must disclose all potentially exculpatory evidence to the defendant and their counsel. Key to this exculpatory evidence is the credibility of the witnesses that will be called to testify in the trial (Ferguson, 2020). Prior acts of dishonesty may be used to impeach a witness's testimony, and thus officers whose truthfulness is in question may be placed on a "do not call" list or a "Brady list" (Ferguson, 2020). The purpose of the list is simple. It enables prosecutors to avoid calling witnesses who have known credibility issues. Under the theory discussed in this paper, officers found posting MDM could face impeachment on their general truthfulness and credibility and thus be "Brady listed" to prevent their testimony at trial. Needless to say, an officer who cannot testify in court often finds "Brady listing" to be a career-ending event (Perdue, 2017).

Should cognitive infrastructure be officially added to the list of U.S. critical infrastructure sectors, the current literature supports the possible discipline



or termination of an employee, particularly a law enforcement officer, for posting MDM. However, any attempt at doing so will likely be heavily litigated until sufficient judicial precedents are established to allow or deny discipline on these grounds. The success or failure of any test cases will likely turn on the question of which individuals or organizations are allowed to determine what is, in fact, true, something that remains undiscussed at present. Until a legal test is established that enables individuals to predict whether their speech is MDM prior to acting, any discipline or termination based on discrimination against MDM as an attack on the nation's critical infrastructure will remain unpredictable and of disputable legality. ■

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Walter Campbell, Sarah Jalbert & Holly Swan

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Nicole Frisch-Scott, Anat Kimchi & Kristofer B. Bucklen

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## Edward Winterhalder's *Searching for My Identity: The Chronological Evolution of a Troubled Adolescent to Outlaw Biker and Searching for My Identity: The Chronological Evolution of an Outlaw Biker on the Road to Redemption*

BLOCKHEAD CITY

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Review by Taylor Lopez

In Edward Winterhalder's books *Searching for My Identity: The Chronological Evolution of a Troubled Adolescent to Outlaw Biker* and *The Chronological Evolution of an Outlaw Biker on the Road to Redemption*, Winterhalder discusses the events that led him to becoming an outlaw biker and eventually becoming the leader of a motorcycle club in the midwestern United States as well as Canada. These are only two of the many books authored by Winterhalder along with the several television programs he's produced on the topic of outlaw biker culture. These memoirs are written in a nontraditional manner using a chronological recollection of Winterhalder's life

stories and experiences, Volume 1 going from the 1960s–2001 and Volume 2 from 2001–2022. These memoirs give you a firsthand account of what it was like to grow up as a troubled adolescent and what drew his interest in taking part in notable motorcycle clubs at the height of their popularity. From a criminological perspective, you can see the evolution of a troubled youth into a distinguished leader of a prominent motorcycle club and subsequent withdrawal from the organization and the deviancy that comes along with being part of the outlaw biker culture.

Criminologically speaking, there is a lot to take away from Winterhalder's memoirs. Criminologists often study the characteristics of people who commit crimes and engage in deviant behaviors in order to understand and explain those crimes, with the goal in mind to diminish their negative impacts. These books are not research based, but if you look at them through the lens of a researcher, you can see the development of the outlaw crime culture over time. Winterhalder's experiences give details into the why's and how's of the inner



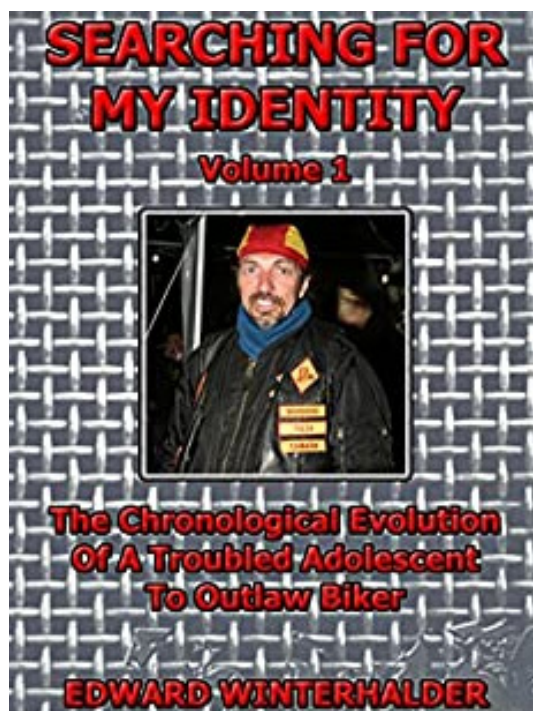
working of outlaw crime. Volume 1 begins by giving extensive insight into the mind of a troubled individual who gets caught in a life of deviancy (Chapters 1–4, Vol. 1). Winterhalder talks in depth about what parts of his childhood led him to the life of an outlaw biker, particularly his unstable upbringing. At the time of Winterhalder's upbringing there wasn't much information or research out on childhood deviancy and how that could affect one's adulthood, as opposed to today when we have much more information on the subject. Winterhalder's experiences in the outlaw lifestyle truly begin in the 1970s, a time when these clubs had more innocent beginnings with greater emphasis on brotherhood, and you're able to see the progression of their criminalistic ways as the organizations expanded their chapters across the country (Chapters 4–24, Vol. 1). The second volume of these memoirs covers Winterhalder's immigration to Canada and the continuation of his club leadership across the border. His leaving the lifestyle, and his life as a retired outlaw biker, are heavily covered in Volume 2; you're able to see how being in the biker culture continues to impact his life and how he's changed from the young delinquent you're introduced to in the beginning of Volume 1.

These memoirs would be of interest to those in the field of criminology, among others, in order to look deeper into the criminals that they study. There has been a rise in the portrayal of outlaw bikers and motorcycle clubs in popular culture,

but no one truly has an idea of who they are besides the people within the culture. Outlaw bikers and motorcycle clubs are one of the most notorious groups and/or demographics known for criminal activity, but there's little to no information out there that academics can use to learn about and gauge an understanding of these groups. This lack of literature creates a void in the criminology field—a void that Winterhalder's memoirs can potentially fill. Winterhalder brings light to the important fact that “The majority of motorcycle club members are legitimate hardworking men that rarely cause any problems” (Introduction, para. 13). And that could make one wonder why these hardworking men would want to get involved in the intense organized crime of motorcycle clubs. The crimes that motorcycle clubs cover is a vast list, including money laundering, intimidation, assault, murder, fraud, theft, counterfeiting, weapons trafficking, drug trafficking, stolen goods, prostitution, etc. All of which are touched on, and some even engaged in,

by Winterhalder himself. Many of the theories that are taught in criminal theory classes can be applied to the crimes themselves, Winterhalder's personal experiences, the outlaw culture, and the inner workings of motorcycle clubs.

The nontraditional way in which these memoirs are written brings a unique reading experience. In the introduction of both volumes, Winterhalder prefaces the book by stating that his writing may come across as immature due to him being





an outlaw biker, not a literary master, but this certainly does not mean his writing is devoid of personality. Though this way of writing is something a reader may need to adjust to within an academic setting, it's enjoyable, clear, and engaging. Often it feels as though you're sitting down with Winterhalder himself while he tells you his life story, and it is apparent that he is passionate about outlaw biker culture and all that comes with it. Though *Searching for My Identity: The Chronological Evolution of a Troubled Adolescent to Outlaw Biker* and *The Chronological Evolution of an Outlaw Biker on the Road to Redemption* don't have the literary complexities of Maya Angelou's *I Know Why the Caged Bird Sings* or the captivating storytelling of Jeanette Walls' *The Glass Castle*, Winterhalder succeeds in writing of his hardships, as those authors did before him, in a way that's equally entertaining as it is compelling.

Along with its copious strengths, there are sure to be some weaknesses to the books. The unrefined structure is something that should be (and has been) noted, and the lack of a true thesis can make it confusing for the reader as to what the takeaway of the books are, if reading them for academic purposes. This is something a reader can easily get past when considering the fact that these books weren't written with a true thesis or research purpose. Despite these drawbacks, these books provide a valuable window into the world of outlaw biker culture and the inner workings of an outlaw biker's brain that is, for the most part, inaccessible. There can be several academic takeaways from these books depending on the lens you use, and in the case of a criminology lens I believe these books are beneficial as supplementary texts for any lower level criminal justice and criminology course,

possibly public policy as well. ■



**Taylor Lopez** is a fourth-year student at Michigan State University's College of Social Sciences, where she is pursuing a degree in Anthropology (BS) and a

minor in Law, Justice, and Public Policy. She plans to expand her knowledge on subjects of forensics and osteology and her goal after school is to use her degree to assist with missing persons cases and unidentified remains.



## Hal Pepinsky 1945–2023

Professor Emeritus Hal Pepinsky of Indiana University, Bloomington, Department of Criminal Justice passed away on January 28, 2023. Hal earned a JD from Harvard University in 1968 and a PhD from the University of Pennsylvania in 1972. He was trained in sociology, Chinese, and law. Professor Pepinsky spent his scholarly life describing crime and violence, their roots, their antithesis, and the ways in which people can and do make peace. Hal Pepinsky was a Senior Fulbright Scholar in Norway and conducted field research around the world. He authored 50 peer-reviewed articles and four books, and he edited four volumes.

Borrowing from a variety of ancient indigenous justice systems from around the world and incorporating these various models of conflict resolution, Hal Pepinsky founded the modern field of peacemaking criminology. Using numerous cross-cultural practices and informal strategies, these modern models of conflict resolution are now widely practiced in many different settings.

Hal was a member of many ASC divisions, especially the divisions of Critical Criminology and Social Justice, Women and Crime (now Feminist Criminology), and People of Color and Crime. Hal was committed to giving voices to crime victims and supported the division of Victimology.

John Braithwaite said, “Hal was a delightful conversationalist who cared passionately about the future of our field. He was a great builder of critical criminology, where the biggest of many contributions was in

peacemaking criminology. This work shifted circuits of thought and laid a foundation for many other strands of positive criminology in which healing mattered. I was a friend of Paul Jesilow who was so supported by Hal, and in turn so admired by Paul, as they did influential and provocative work together on *Myths That Cause Crime*. Hal Pepinsky will be missed for his supportive way of being with many criminologists.”

I met Hal through Joan Petersilia, Gilbert Geis, and Paul Jesilow. Paul and Hal were colleagues at IU. When Paul returned to UC Irvine/CLS, Paul mentioned he wrote a book with Hal. Hal often spoke how peacemaking applied to victimization in tribal communities. Hal’s last words whispered, “Quinney, Quinney” about Richard Quinney, his friend he so loved.

Hal leaves his spouse, Jill Bystydzienski (Professor Emerita, The Ohio State University), their daughter, Katy; son-in-law, Christian; and grandchildren Mila (age 15) and Evan (age 12).

*-Julie C. Abril, Independent Social Scientist*





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