

ACJS *today*

Academy of Criminal Justice Sciences Newsletter



Greetings from ACJS President Dr. Anthony Peguero

¡Saludos ACJS members! I hope you, your familia, and loved ones are safe and well. I would first like to express that it is indeed an honor to serve as the 61st and first Latino president of the Academy of Criminal Justice Sciences. I would like to thank the ACJS Board members who completed their term of service as well as the new ACJS Board members who rotated on in March 2023. Moreover, a significant and deep appreciation goes to Denise Paquette Boots (immediate past president), Stacy L. Mallicoat and Jennifer Wareham (co-chairs of the Program Committee), Kristine Artello (local arrangements coordinator), John L. Worrall (executive director), Letiscia Perin (association manager), Charanjit "Jeet" Singh (assistant to the president), ACJS Executive Board members, and all who served on the conference program for a wonderful and suc-

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successful conference in National Harbor, MD. Their service contributions have and will continue to leave a long-lasting imprint on ACJS. We are all indebted to their service to our organization.

The theme for the 2024 conference, which will be held in Chicago from March 19–23, 2024, is Represent: Pursuing Equitable Justice for Families, Schools, Communities, and Marginalized Populations and Individuals. I am incredibly fortunate to work alongside my three dedicated program co-chairs: Henrika McCoy (University of Texas at Austin), Janice A. Iwama (American University), and Patricia Campie (American Institutes for Research) as well as the incredibly patient Letiscia Perrin, long-time active ACJS Second Vice-President Stephanie Mizrahi, and Charanjit “Jeet” Singh for the past 3 years. Additionally, I would like to thank my local arrangements co-chairs LaDonna M. Long (Roosevelt University) and Xavier Perez (DePaul University). All of whom have generously served and given their time to support ACJS and our meeting programming, especially as we have transitioned to a new submission and registration system. I would like to now introduce my program co-chairs and local arrangements co-chairs.

Dr. Henrika McCoy is the Ruby Lee Piester Centennial Fellow in Services to Children and Families and associate professor at the Steve Hicks School of Social Work at University of Texas at Austin. She received her PhD from the George Warren Brown School of Social Work, Washington University in St. Louis, her MSW from

the University of Pennsylvania, and her master of jurisprudence from Loyola University Chicago School of Law. She also earned her bachelor of arts in African and African American Studies and Sociology from Washington University in St. Louis.



Dr. McCoy conducts her research in partnership with community members/experts and predominantly focuses her efforts in two areas. First, she examines how mental health issues precipitate the involvement of Black boys in the juvenile legal system while also exploring how those mental health issues are identified and their related experiences and outcomes. Second, she focuses on better identifying and understanding the violent victimization experiences of young Black males ages 18 to 24. Beyond those areas, her overarching scholarship extends to exploring the impact of structural and systemic racism on Black persons in America. Her research has received funding from entities such as the Robert Wood Johnson Foundation, the National Institute of Justice (NIJ), and the National Institute of Minority Health and Health Disparities. She currently serves as a co-investigator on the NIJ and Centers for Disease Control and Prevention–funded longitudinal Adolescent Brain Cognitive Development Study–Social Development (AB-CD-SD) and as senior personnel on the Arnold Ventures–funded project, “A Multisite Randomized Evaluation of PeaceRox, a School-Based Violence Reduction Program.”



ACJS President's Welcome Message

Dr. Janice Iwama is an associate professor in the Department of Justice, Law & Criminology at American University in Washington, D.C. She received her PhD in criminology and justice policy from Northeastern University. Dr. Iwama's research focuses on the intersection between race, ethnicity, immigration, and crime. With more than 15 years of research experience, she has worked extensively on projects with federal, state, and local law enforcement agencies examining patterns and trends using spatial and temporal analyses to develop a better understanding of crime and victimization given recent demographic, political, and social changes. She has collaborated with federal, state, and local agencies in identifying best practices and provided training to prevent and reduce hate crimes, gun violence, and racial profiling in pedestrian and traffic stops. Her work on racial profiling, hate crimes, and gun violence has been highlighted in national and local news outlets.



Dr. Patricia Campie is a principal researcher in the Human Services program at American Institutes for Research. Utilizing 25 years of experience, Dr. Campie's primary research focus is on preventing and reducing lethal violence among youth and young adults in the United States and other countries, serving as a core member of the global Armed Conflict and Violence Prevention Research Advisory Group for USAID's Center for Conflict and Violence Prevention. Among

her recent work, she has coauthored studies on gang desistance in the Northern Triangle, youth violence in Colombia, and a global evidence review of what works to prevent lethal community-based violence. In the United States, Dr. Campie has been co-leading, since 2013, a series of studies on Massachusetts' Safe and Successful Youth Initiative (SSYI), a statewide violence prevention initiative, deemed a promising practice by Crime Solutions. SSYI targets high-impact gun and gang-involved males and females (17–24 yrs.) at risk for violence in 14 cities in Massachusetts, producing more than a 2-to-1 cost benefit advantage for reducing violent crime and victimization. Dr. Campie is also principal investigator on a multi-year longitudinal study through the National Institute of Justice to study the root causes of school and community violence in California. For that study, she is partnering with police agencies, schools, social service providers, local businesses, youth, and families to understand root causes of violence and readiness to implement effective violence prevention strategies in urban, suburban, and rural contexts. She recently began evaluating the Community Crisis Intervention Program in Philadelphia, an intervention patterned after the Cure Violence model and aimed at reducing gun violence in the city.



Dr. LaDonna Long is an associate professor of criminal justice and associate chair of law, so-



ciety and sustainability at Roosevelt University in Chicago. Her research focuses on women's experiences with victimization, particularly how race, class, and gender influence post-assault coping mechanisms. Her prior work focused on age and educational differences in African American women who have experienced sexual victimization as well as factors that predict disclosure of sexual victimization to health professionals. Second, via multiple funding sources, she explored and published work on rape medical advocates' experiences in the emergency room with survivors and law enforcement as well as vicarious trauma. Currently, she is focused on how restorative justice practices can be an alternative to the legal system and foster accountability and healing for survivors of sexual victimization and those that have caused harm.



Dr. Xavier Perez is an assistant professor and co-founder of the Criminology Department at DePaul University. He is an advocate for critical and inclusive perspectives in criminal justice. Growing up in Chicago, Dr. Perez experienced the social consequences associated with disinvestment, housing segregation, and mass incarceration. As a scholar, Dr. Perez's research interests address two broad areas of study: criminology and Latinx crime. Specifically, what distinguishes Latinx communities from other racial/ethnic groups in America? Dr. Perez's research interests also explore variation in legal

traditions around the world and the implications of such variation on crime policies. In particular, his research examines police/community relations in Puerto Rico. Specifically, Dr. Perez examines the impact of this training on police behavior and community relations in Puerto Rico. More recently, Dr. Perez's research examines the impact of COVID-19 on violence prevention efforts in working class communities of color. As an advocate for criminal justice reform, Dr. Perez teaches inside correctional institutions to humanize punishment in American society.



Although I am the current ACJS president, I acknowledge that many within the ACJS membership do not know me. In regard to my professional background, I am a professor of sociology and criminology in the T. Denny Sanford School of Social and Family Dynamics and School of Criminology and Criminal Justice at Arizona State University and the director of the Laboratory for the Study of Youth Inequality and Justice. My research interests involve youth violence, socialization and marginalization, schools, and the adaptation of the children of immigrants. I am also a member of Latina/o/x Criminology and Racial Democracy, Crime, and Justice Network which hold the goals of advancing research on the intersection of race, crime, equity, and justice, promoting racial democracy within the study of these issues by also supporting early-career scholars from under-



represented groups. It is humbling to note that I have more than 100 published or forthcoming peer-reviewed journal articles and book chapters, two books, seven edited special issues, two edited volumes, and I am associated with approximately \$8 million of funding. According to Google Scholar I have more than 4,500 citations.

But, there is a biography that reflects a positionality and cumulative series of biographical events that forged my path to my research, teaching, and service commitments. I am not different from many other Latina/o/x youth born in New York City (NYC) with immigrant parents. I worked hard during my elementary and junior high



school education. My parents not only planted the seed of high aspiration and hope for educational success, but also the work ethic to pursue them. When I reached high school, however, the harsh reality of being a second-generation immigrant with limited resources set me on another path: being a dropout/pushout. Jonathan Kozol's (1991) seminal research *Savage Inequalities* is reflective of my high school experience. In addition, when I reflect on Rubén Rumbaut,

Alejandro Portes, Min Zhou, and Marcelo and Carola Suárez-Orozco's studies on the children of immigrants, I identify with both their research and findings. My family faced a number of economic challenges and hurdles. I had to work. In addition, violence at school and in the community was common. Fortunately, as a family we had just enough social and economic capital to try to pursue a better life in Miami, Florida—another immigrant gateway city. In South Florida, I earned my General Educational Development (GED) certificate and continued my education. Although the transition was arduous, attending Florida International University and University of Miami were great experiences.

Even though I attended Hispanic-serving institutions (HSIs), I only had two Latina/o/x professors as role models: Ramiro Martinez Jr. and Elizabeth Aranda. This leads me to what is currently on my mind as ACJS president and reflects one of the many aspects of the 2024 conference theme.

On June 29, 2023, the U.S. Supreme Court made it more challenging for higher education and within criminology and criminal justice (CCJ) education to achieve student equity and inclusivity. The decision will have detrimental consequences for CCJ higher education and diversity, equity, and inclusion efforts. It will disrupt the education, progress, and development of future practitioners, workers, teachers, researchers, community advocates, and leaders who can thrive in an increasingly multicultural and global society.



Social science, educational, and CCJ research have demonstrated that policies incorporating diverse groups in social institutions, especially criminal justice institutions and agencies, have driven social change and progress. The U.S. Supreme Court's decision overlooks longstanding evidence-based research that educational disparities, resulting from unequal conditions in schools across the United States as well as the deliberate, historic, and persistent exclusion of minoritized students, were the catalyst for recognizing the rights of Black/African American, Indigenous, Latina/o/x, Asian, and other marginalized students to pursue educational opportunities at colleges and universities.

A fundamental goal of CCJ education is to foster equity, critical thinking, civic awareness, and social cohesion among society's members. Without sustained interaction, contact, communication, and representation among diverse individuals, future generations will likely be deprived of opportunities to develop empathetic understanding and acceptance of those who differ from themselves. They may lack the social skills to find common ground amidst a sea of diverse ideas and global views. We all may struggle to uphold shared values of equality, liberty, and justice for all.

I urge all educational institutions and CCJ program faculty to take all legal efforts toward the pursuit of equitable opportunities and just treatment for students from all backgrounds. Moreover, I urge researchers, practitioners, administrators, and stakeholders to work with colleges

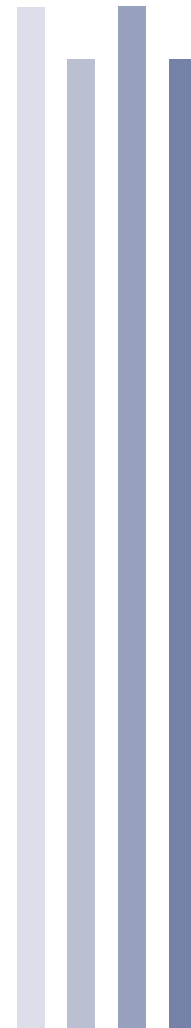
and universities to develop and implement admissions criteria and processes that are as inclusionary and representative as possible for students in order to address systemic inequities and structural discrimination.

In sum, there are many aspects of who I *represent*. As a Latino scholar, I will always be deeply appreciative of all the resources and support extended by the Racial Democracy Crime and Justice Network and the Latina/o/x Criminology group that were and continue to be extended to me. I am incredibly thankful for all my peer mentors and early career scholars who push me to strive but also remind me to laugh, love, and instill critical optimism to our profession and lives. Needless to say, I am incredibly privileged to have a home with Jennifer Bondy (aka Dr. Mrs.) and furry babies (Nana, Quito, Nola, and Guaya) over the decades that provided a safe, healthy, and nurturing space and respite from all the challenges and adversity evident in the academy. Of course, I continue to strive to be the best life partner/esposo, hijo/son, primo/cousin, colega/colleague, amigo/friend, and researcher and scholar that I can be. But, what it means to be a good scholar has changed over the past years. I have a responsibility to be part of an educational process that facilitates all scholars to be critical professionals, academics, and democratic citizens. I am also a part of an academic community attempting to research, address, and ameliorate the abundant social, economic, and educational inequalities that marginalized and vulnerable communities and individuals endure.



ACJS President's Welcome Message

In closing, the ACJS Program Committee and leadership teams are working hard to provide a productive, inclusive, eventful, enriching, and representative annual meeting with opportunities for all our Academy members. I want to acknowledge the tremendous support I have received from our amazing ACJS Executive Board members, our regional association and section leaders, ACJS executive director, manager, and assistant to the president, as well as my standing committee chairs and program topic chairs. Wishing the entire ACJS membership safety and health as well as a smooth start to the new academic year. ¡Nos vemos en Chicago! ■



Special Issue

Feminist approaches to justice: contributions to CSW66

Guest Co-Editors: Rosemary Barberet, John Jay College of Criminal Justice (CUNY), Sheetal Ranjan, Montclair State University, Dawn Beichner-Thomas, Illinois State University

Free to Read*

***International Journal of Comparative and Applied Criminal Justice* volume 47 issue 2**

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Advances in Measurement of Sex, Gender Identity, and Sexual Orientation in Surveys

By Andy Davies, PhD and Anna Beckley, Deason Criminal Justice Reform Center

In January, 2023, the White House Office of Management and Budget (OMB) released its Recommendations on the Best Practices for the Collection of Sexual Orientation and Gender Identity Data on Federal Statistical Surveys. As the agency charged with coordinating Federal statistical collections, OMB's guidance is likely to result in changes to the ways sexual orientation and gender identity (SOGI) data are collected in all Bureau of Justice Statistics (BJS) data collection efforts.

As cultural understandings of sexual orientation and gender identity evolve, ACJS members may find OMB's review useful for development of their own research instruments. Some of the guidance OMB offers is specific to the needs of Federal statistical agencies—for example, on how to modify instruments already in broad use to be “more inclusive” (OMB, 2023, p. 5). But the report's review of studies of SOGI measurement is a useful resource for those in need of technical advice on question construction. And, as the report makes clear, continued evolution in the field is creating new needs for additional research and improved understanding all the time.

The National Academies Report

The National Academies of Sciences (NAS) 2022 report *Measuring Sex, Gender Identity, and Sexual Orientation* is a foundational work on which OMB's report relies (Bates et al., 2022).

Conducted by a specially convened NAS committee following a request from several entities within the National Institutes of Health (and supported by experts, including a representative of the Bureau of Justice Statistics), the report was a comprehensive attempt to evaluate existing measures of sex, gender, and sexual orientation in interdisciplinary surveys.

Five Principles for SOGI Measurement

Although replete with recommendations on question wording, the NAS report begins with a statement of principles. Because language on SOGI is continually evolving, NAS was explicit that its recommendations on language were likely to be superseded. To guide that future evolution, it laid out five “principles for data collection” in SOGI.

1. Inclusiveness: that people deserve to count and to be counted;
2. Precision: that SOGI constructs such as sex and gender are distinct and should not be used as proxy measures for each other;
3. Autonomy: as measures of personal identity, capturing a person's choice about self-identification is paramount in SOGI measurement. This implies a role for open-ended self-identification items and options for respondents to choose not to self-identify at all;
4. Parsimony: that SOGI measures should only be collected where needed;



5. Privacy: that confidentiality should be maintained, especially bearing in mind that SOGI data may be susceptible to misuse.

Adherence to these principles—rather than specific question wording formulas—allows for continual adjustment to SOGI measurement as cultural understanding and research each continues to evolve.

Sex, Gender Identity, and Sexual Orientation

Lack of national consensus on what sex, gender, and sexual orientation mean limits the utility of research, so the NAS report suggested its own definitions.

Sex is defined as “a multidimensional construct based on a cluster of anatomical and physiological traits,” often “assigned at birth” by observation of genitalia (Bates et al., 2022, pp. 3, 20).

Gender is defined as “a multidimensional construct that links gender identity, gender expression, and social and cultural expectations about status, characteristics, and behavior that are associated with sex traits,” and which is at the core of a “person’s individual sense of self” (p. 4).

Sexual orientation is “a multidimensional construct encompassing emotional, romantic, and sexual attraction, identity, and behavior,” comprising “a person’s core internal sense of their sexuality” (p. 5).

“Defaulting” to Collection of Gender Identity

In a key early conclusion, the report argues that “in many contexts...collection of data on gender is more relevant than collection of data on sex as a

biological variable, particularly for the purposes of assessing inclusion and monitoring discrimination and other forms of disparate treatment” (Bates et al., 2022, p. 8). The report goes on:

Gender-based social structures and expectations can influence behaviors and both create or magnify differences that might otherwise appear to be based in biology due to correlations with sex as a biological variable; however, these processes can only be understood if measures of gender are also routinely collected by default. (p. 43)

Because gender cannot be reduced to biological sex traits, the report recommends collection and reporting of gender identity by default. Sex, the report argues, should be collected in tandem with gender and only where biological characteristics may be relevant (pp. 43–44).

Nonbinary Identities

Gender (and sex) identity measurement requires response options beyond the “binary” of male and female. Failure to include such options leaves people with “nonbinary” gender identities—identities that lie outside of male and female—with no appropriate response option. Depending on the context, measurement strategies may need to consider changes in gender identity, or “gender fluidity,” over time. And further complexities are added by the need to consider the situations of people whose physiological traits do not fit standard definitions of male or female (labeled “intersex” or “difference of sex development, DSD” traits), and of people who identify as transgender.



Inferring Transgender Identity Through Collection of Sex and Gender Identity

Collecting both “gender identity” and “sex assigned at birth” through separate questions is specifically recommended when researchers seek to capture experiences of people identifying as transgender. Although sex assigned at birth is an “imperfect proxy” for sex traits (Bates et al., 2022, p. 106), the report cites evidence that transgender (and, indeed, gender) identity is most reliably measured by asking respondents a two-step question:

Q1: What sex were you assigned at birth, on your original birth certificate?

- Female
- Male
- Don’t know
- Prefer not to answer

Q2: What is your current gender?

- Female
- Male
- Transgender
- [For American Indian/Alaska Native respondents] Two-Spirit
- I use a different term: [free text]
- Don’t know
- Prefer not to answer

Transgender identity is inferred when respondents choose contrasting binary gender identities between questions 1 and 2, when “Transgender” or “Two-Spirit” options are checked at question

2, or when a term suggesting transgender identity is identified by researchers in the free text field of question 2. “Two-Spirit” is a term reserved by NAS for American Indian and Alaska Native respondents, covering a wide variety of gender concepts “not limited to a Western binary [gender] construct or expression” (p. 23).

Sexual Orientation

Due to the sensitive nature of sexual behavior, the National Academies report recommends focusing on “sexual orientation identity.” The recommended question is as follows:

Which of the following best represents how you think of yourself?

- Lesbian or gay
- Straight, that is, not gay or lesbian
- Bisexual
- [For American Indian/Alaska Native respondents] Two-Spirit
- I use a different term: [free text]
- Don’t know
- Prefer not to answer

Among the strengths of the measure, the National Academies report points to the fact that this question format allows for ready distinction between “sexual [orientation] minority and majority populations.” Among the limitations that the report itself raises, however, are the non-inclusion of emerging terms (e.g., asexual, pansexual, questioning) that have been subject to little research by survey methodologists and yet may be critical to understanding new and emerging sexual orientations.



OMB's Additional Questions

The OMB's (2023) guidance on question wording largely hewed to NAS's recommendations (with the exception that it omitted "prefer not to answer" response options). But in addition to mirroring the questions already noted, OMB also made important recommendations about further question formulations for specific situations.

Unlike NAS, OMB suggested that if questions are already in use that fail clearly to distinguish sex and gender concepts and allow only binary male/female responses, simple amendments that don't go as far as the NAS's recommendations can still be helpful. It suggested the following formulation for a sex/gender identity question, which it conceded was "less detailed," but contended would "minimize burden, sensitivity, and privacy risk" (p. 5):

Are you: [Mark all that apply]

- Female
- Male
- Transgender, non-binary, or another gender

OMB (2023) also suggested a single-question approach to "determine a person's sexual gender minority (SGM) status." This conceptual category, not addressed by NAS, is captured by asking respondents to "select all that apply" from a list including both minority sexual orientation categories and minority gender identities. Implicitly, any person responding in any way other than checking only "Straight or heterosexual" may be classified as SGM.

Which of the following do you consider yourself to be? You can select as many as apply.

- Straight or heterosexual
- Gay
- Lesbian
- Bisexual
- Transgender

Future Research

The NAS report acknowledges several potential challenges to its own recommended measures, urging further research and investigation. The reliance on a measure of sex in the two-step approach to gender identity assessment, for example, incorporates known flaws. Measuring sex assigned at birth may be complicated by new legislation allowing alteration of birth certificates. Changes to birth certificate recording practices in hospitals may render the measure increasingly invalid over time. And people identifying as transgender may find the concept of "sex assigned at birth" insensitive and be unwilling to answer.

OMB and the National Academies both allude to the challenge of nonresponse, that is, survey respondents choosing not to respond to SOGI questions or even declining to be surveyed on any matter if SOGI questions are on the same instrument. The OMB (2023) report is bullish, stating respondents are "unlikely to skip SOGI questions" (p. 3) and that SOGI items "[do] not cause significant survey breakoffs" (p. 4), though it also notes item nonresponse varies by demographic group. The NAS report also raised wider concerns about these measurements' ability to balance community responsiveness with applicability to the general



population (Bates et al., 2022, p. 69). As terminology in SOGI-minority communities expands, researchers debate the utility of including more exhaustive lists in their questions, which could potentially add “cognitive burden” and reduce comprehension for the general population (pp. 87, 124).

The loudest call for further research in both the National Academies and OMB reports concerns the need to develop measures for intersex or DSD status. People with intersex traits are either born with, or develop later in life, “genitals, reproductive organs, or chromosomal patterns that do not fit standard definitions of male or female” (Bates et al., 2022, p. 15). The National Academies suggests stand-alone questions on the status where needed, and it specifically recommends against adding “intersex” as a response option to an existing sex or gender identity question.

Application in the National Crime Victimization Survey (NCVS)

At least one administration of the NCVS has included both a question on sexual orientation and a two-step gender identity question. Administered in early 2016—shortly before an apparent change in executive branch policy on SOGI data collection (Cahill & Makadon, 2017)—the data collected went on to produce some of the first national estimates of violent victimization among people with minority sexual orientation and gender identities. Among other highlights, the BJS report that resulted from the data collection, authored by Truman and Morgan (2022), identified higher rates of violent victimization among people identifying as lesbian, gay, and bisexual when compared to people identifying as straight,

and higher rates among people identifying as transgender as compared to those identifying as cisgender.

Conclusions

Traditional measures often fail to capture the complexity of sex and gender by conflating them into a single measure while typically excluding populations with differences in sex development or transgender identities. Sexual orientation is also often collected using methods predicated on a gender binary. Reductive survey options erase sexual and gender minorities and prevent identification of inequities in matters including victimization and treatment by justice agencies. ■

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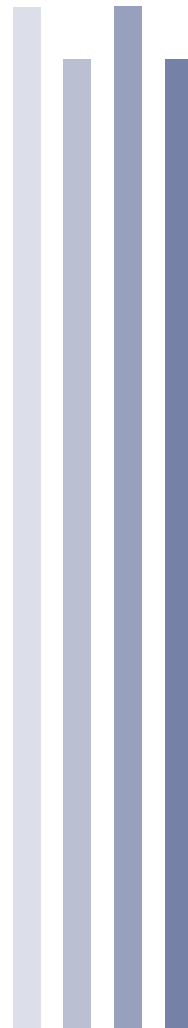
Andrew Davies, PhD, discovered research during an internship in a capital defender office in Atlanta, GA. A PhD in criminal justice followed, kicking off

a career examining indigent defense systems. His work has been published in various places and funded by the National Institute of Justice, the National Science Foundation, and the Bureau of Justice Statistics. He is currently president of the Indigent Defense Research Association and director of research at the Deason Criminal Justice Reform Center at SMU Dedman School of Law in Dallas.



Anna Beckley is a senior at Southern Methodist University and a scholar at the Deason Center. She is majoring in English on a pre-law track and is interested in pursuing a career in

public policy reform.



CALL FOR PRESENTATIONS!



Join over 1,500 industry and academic professionals at the **ACJS 61st Annual Meeting, March 19 - 23, 2024, at the Hilton Chicago** for experience unlike any other. Full of relevant, timely, and thought-provoking educational sessions, this meeting provides attendees the opportunity to learn, grow, and network!

You now can download the [2024 Call for Presentations](#). This document provides details on the various Annual Meeting topic areas, types of submission formats, and deadline information.



Anyone interested in presenting during the ACJS 61st Annual Meeting is encouraged to [submit an abstract](#) by the deadline: preferred, September 22; final, October 9.

To learn more, visit: <https://www.acjs.org/page/2024CallforPresentations>.

We look forward to seeing you March 2024!



WELCOME MESSAGE FROM JOURNAL EVALUATION JOURNAL EDITOR DR. UNNITHAN

The *Justice Evaluation Journal* (JEJ) is a relatively new ACJS publication that first appeared in 2017. It is currently in its sixth volume and produces two issues a year through the Academy's publisher, Routledge, Taylor & Francis. Thanks to JEJ's first two editors, Alex Piquero and Peter Wood, the journal now has a solid foundation and appears on a regular basis carrying six to eight articles per issue. Beginning in September 2023, I will be editing JEJ, and the publication will move to the campus of Colorado State University in Fort Collins. As indicated in our Aims and Scope statement, JEJ will continue its mission to disseminate "evidence-based reports into criminal justice programs and policies, focusing on efficacy and efficiency of crime reduction and prevention." We will do so with a reconstituted editorial board and a strong commitment to a rigorous review process. Our focus will be on identifying and publishing timely and important contributions that exemplify the best of systematic criminal justice policy and program evaluation.

I served on the ACJS Executive Board when plans for the journal were first mooted by then-Executive Director Mary Stohr. Later as Second Vice-President, I led the search for its first editor. I realize that running a major criminal justice journal, especially JEJ, which is meant to serve both academics and practitioners, will be a challenge. It is my intent to work with ACJS and Routledge to make sure that we run a tight operation such that submissions are processed and reviewed in a timely manner and authors informed of decisions as soon as possible. I will promote competent, helpful, and prompt refereeing, making every effort to ensure manuscripts receive two or more substantive reviews, regardless of the area of criminal justice represented, methods utilized, or results found. I believe in a review process wherein my personal views play a negligible and insignificant role and the assessments of independent reviewers prevail. Of course, all editors exercise discretion in the form of preference and judgment, but I wish to avoid having my own views always win out over those of reviewers. Manuscript decisions will not be communicated in a "form" email without any additional input from me. In most cases, I will synthesize reviewer comments to indicate the basis for a judgment about the relative merits (or lack thereof) of a given manuscript. I have recruited Cassandra Olivarez, a graduate student in our department, to serve as journal manager. She will assist me with the journal's Web presence, manuscript processing, and other day-to-day tasks. On the more prosaic side of journal editing, I will maintain a dialogue with the publisher making sure to keep journal operations on a regular schedule and to track an accepted manuscript's first appearance online until its final inclusion in an issue of JEJ.

Despite optimistic rhetoric about adherence to evidence-based policies, we are currently in an era that is also marked indifference, if not outright hostility, to the findings of all forms of systematic scientific research including in criminal justice. Much of this trend is fostered by some individuals and groups who literally should "know better" but are influenced by authoritarian political ideologies that privilege received wisdom, overheated rhetoric, and conspiracy theories. It has never been easy or possible to separate politics from criminal justice. However, the value of the organized skepticism that evaluation research brings to bear on programs and procedures needs ongoing support and constant reiteration. It is my hope that, in the next few years, we will be able to make a dent in the cynicism and denial of science that currently permeates discussions about what needs to be done in the field of criminal justice. Please join the JEJ editorial board and me in your capacities as authors, reviewers, and as practitioner- and academic- readers in this effort.



-- N. Prabha Unnithan, Colorado State University, Incoming Editor, *Justice Evaluation Journal*

WELCOME MESSAGE FROM JOURNAL OF CRIMINAL JUSTICE EDUCATION EDITOR DR. MARCUM

It is an honor to be chosen to serve as the newest editor of the Journal of Criminal Justice Education, and as such I am excited to work with the Academy of Criminal Justice Sciences to maintain its long-standing reputation for high-quality scholarship and promotion of the importance of innovative pedagogy in the field. JCJE officially has a social media presence on [Facebook](#), [Instagram](#) and [Twitter](#). Academics, practitioners, and students can stay updated on newly released articles, calls for special issues, and other exciting journal news. Check out our upcoming special issue on [Latinx Criminology](#) on the JCJE website!

We are also excited to announce the inaugural awarding of the "JCJE Article of the Year" at the Academy of Criminal Justice Sciences Annual Meeting in Chicago in March 2024. A committee of editorial board members will choose the winner based on the culmination of articles published in 2023. The author(s) of the article will be recognized for their work and presented with a plaque at the JCJE Editorial Board meeting.

I am extremely grateful for the help of Dr. Shaun Gabbidon, immediate past editor, for his assistance transitioning the journal. Along with my associate editor, Dr. Shelly Clevenger, and editorial assistant, Katelyn McKinney, we look forward to working with all the members of the editorial board. Thank you to all the past editorial board members who served much-appreciated lengthy terms. JCJE is always in need of new reviewers! If you are a doctoral student, newly graduated scholar, or seasoned practitioner or academic, please reach out if you are interested in serving the journal.

I look forward to seeing your submissions!
-- Dr. Cathy Marcum, Editor





Evaluating the Reasonable Person Standard of Objectivity: A Framework for Fair and Equal Justice

By Ryan Houser

Our criminal justice system was created with the focus of keeping communities safe through prevention and rehabilitation, in a framework of fair and equal justice. Any gaps in the criminal justice system would thus be equitably applied throughout society; however, there is more than one criminal justice system within the United States. The country's system is burdened by outdated and unfair practices that disproportionately impact marginalized and subordinated people and communities, creating different realities of justice.

The reasonable person standard refers to a hypothetical person in society who exercises average care, skill, and judgement in conduct (Scalet, 2003). This hypothetical person is used as a comparative standard in tort law as well as criminal law. The reasonable person standard has endured through generations of law changes as a construct that is meant to establish a duty of care that furnishes the foundation for remedies and punishment to be enacted. This standard was meant to provide a rational justification for the judgements offered, ensuring the equal justice motif is upheld. However, individual biases often shape our views of which characteristics to consider when formulating a reasonable person standard. A standard that is meant to provide an objective, but flexible standard for legal proceedings has now become subjective due to the unprincipled and inconsistent biases in our society. The disparate realities that exist within our society

thus cloud any sense of objectivity, which would be necessary to apply this reasonable person standard equitably in a criminal proceeding. The reasonable person standard has shifted from a reasonable man standard to better align with the current perspectives of society; however, the standard is still intertwined with the legal doctrines created by a white man and is interpreted frequently to fit the facts of white men's lives.

Within a polarized society, especially with deep-rooted political ideology, certain reasonableness could be contrived differently by different sets of the population. Certain populations may be more likely to be indifferent to the claims of certain claimants than others. Courts have held that "reasonableness" must be determined based upon the circumstances facing a defendant. Populations may be more sympathetic to defendants like Bernhard Goetz, who responded to some youths demanding that he "give [them] five dollars" by shooting at them, claiming he was afraid, based on prior experiences, of being "maimed" (*People v. Goetz*, 68 N.Y.2d 96). This can have negative and detrimental impacts on marginalized populations who are forced into a legal discourse defined by confines and realities that are not their own. A deference to police officers with a reasonable police officer standard can allow the unequal application of laws. Although legislation at the heart of certain cases, like *Kolender v. Lawson* (1983), may be constitutionally invalid



due to vagueness, other laws may be specific in nature, but not equally applied. Built into the Terry stop from *Terry v. Ohio* (1968) was the reasonable suspicion claim that followed similar potential bias applications. Traffic stops are not inherently problematic on their face; however, African Americans can be disproportionately stopped by police following reasonable suspicion. Lawson was stopped 15 times from March 1975 to January 1977. After the Supreme Court decision, Lawson was again stopped because he was driving slowly in an elementary school zone in a predominantly white neighborhood when he was charged with violations of the motor vehicle code, giving false information to a police officer, and obstructing and delaying a police investigation. Justice most certainly is not blind, and the variety of incidents have shown that the behavior of a black person may be seen as suspicious by a white officer, who might think that someone who appears white and is engaged in the same activity is not suspicious at all (Goodnough, 2009). These social cognitive boundaries provide large latitude for police officers, but the same deference is not applied in the reasonable person standard for African Americans, who have different reactions to police encounters due to the unequal distribution of stops and the numerous cases of injury or even death just within the past couple of years. In a system where police officers' reasonableness standards are not truly objective, it would be unfair to assume that juries would be able to apply an objective standard to an African American male at the absolute worst, although a subjective consideration of their different experiences would lead to more equal justice. These implications also play out in sentencing when minority victims get

less retribution for acts done to them (Levinson, et al, 2019).

Throughout the course of our history, as a country, we have amended our legal system and legislation to better match the perspectives of our society. From law imported from England, there has been gradual change to our current system that has embraced and advanced social change, as it did with *Brown v. Board of Education* (1954). Segments of the population that were marginalized and silenced have begun to be recognized by the courts. The diverse and disparate segments of the country, which are a byproduct of our "melting pot" society, have necessitated an evaluation of certain standards within the law, especially the reasonable person standard.

In a society in which African Americans are disproportionately impacted by the criminal justice system, including numerous confrontations with police and the realities of the consequences of, or even a perception of, noncompliance, a reasonable person standard that does not consider these realities is one that would not provide fair and equal justice. Instituting a "reasonable black person standard" could thus be seen as a way to overcome the disparate realities of life that influence actus reus and mens rea. White men and black men, due to their environments and historical experiences, will react differently to situations such as police encounters. These differences would need to be considered when applying a reasonable person standard, which is not currently done in the criminal justice system. A standard that is constructed within the relevant culture, with cultural perspectives utilized to define the contours of the societal reality that exists within the population,



can be an important way of reducing disparate impacts caused by the reasonable person standard. This would necessitate jury selection that is more representative of the population in question because culture norms and societal realities are not easily testified to and would become a point of contention between the prosecution and defense.

However, this type of deference to the specific population at the center of a court case can even further disproportionately impact the marginalized populations in America. Numerous recent case law examples show how police officers leverage the “reasonable police officer standard” by asking the jury not to consider what a reasonable person would do, but what a reasonable police officer should do (see, e.g., *Graham v. Connor*, 490 U.S. 386, 396–97 [1989]). This permits testimonies from police officers that describe the mens rea and behaviors of police officers in a way that makes their biased actions seem permissible as acceptable behavior, for a police officer. This is compounded by the fact that the reasonable police officer is permitted more imperfections in their reasonable standard than the reasonable lay person, an ill-designed and imperfect balance that permits the pervasiveness of the social, ethnic, and racial disparities that play out throughout the criminal justice system (Mandiberg, 2010).

A standard based in enduring legal constructs that are meant to safeguard the integrity of the law is currently embedded in the unjust social relations of our society. The reasonable person standard itself is, thus, just an outdated method of criminal law procedure that serves to promote unequal justice in direct opposition to the purpose of the system. Our law must continue on the progressive

path to respect and understand the culture of our society. In order to embrace and advance social change that promotes equal justice in criminal law, the reasonable person standard must be eliminated, especially in this society in which biases are pervasive in the dominant segment of the population. This, however, may be a challenge due to the polarized political climate that currently exists. Removing an entire standard of the law could help address the disparate impact in the criminal law realm on marginalized populations, but it may be difficult to pass. However, the Model Penal Code could be amended to define the relevant and irrelevant characteristics that can be attributed to a reasonable person. Getting a consensus on what should be included will again likely be a challenge, but the ability to define certain permissible or nonpermissible characteristics can begin to address some of the disparate reasonable person constructions that influence the disparate impacts in the criminal law system.

Only recently have scholars argued that “the reasonable person standard just doesn’t make sense in an unequal society, where bias in the dominant group runs rampant,” especially in the light of rampant implicit bias, even disregarding the pervasive impact of explicit bias that is becoming more common in today’s society (Lustbader, 2020). The reevaluation of the reasonable person standard is necessary due to “its significant disconnect from the human communities that are emplaced into the legal process” (Astrada & Astrada, 2020). The repressive nature of the traditional reasonable person standard ablates the subjective, minimizing the cultural traditions and histories that are not comprehended broadly



Reasonable Person Standard of Objectivity

and which should be celebrated in the melting pot that is America. There are emerging segments of the population that were previously silenced and marginalized who are only now beginning to get their voice (Astrada & Astrada, 2020). It is time for a comprehensive reconsideration of what their voices mean for a reasonable person standard and, by extension, reasonableness within the law.

Martin Luther King, Jr. said that law and order exist for the purpose of establishing justice. He, however, noted that when law and order fail to establish justice, they become dangerously structured dams that block social progress. Our current system is established with unequal justice that disparately impacts marginalized and subordinate populations as well as communities who face unreasonable applications of the true realities of their lives. These communities and populations face discrimination from law enforcement and the criminal justice system through the established norm of a white male reasonable standard and criminal punishment that has no rehabilitative purposes, creating an endless cycle of disparities that prevent social progress. ■

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Michael Fiddler, Theo Kindynis, and Travis Linnemann's

Ghost Criminology: The Afterlife of Crime and Punishment

NYU PRESS

ISBN-13:978-1479842438

Review by Adam Dean

Ghost Criminology: The Afterlife of Crime and Punishment is a collection of burgeoning scholarly insights that challenge the current criminological establishment to view crime and the criminal justice system in a new light. Attempting to challenge the status quo of the discipline of criminology, Drs. Fiddler, Kindynis, and Linnemann put together a masterpiece that fuses criminological concepts with paranormal fascination. Rooted in Dr. Fiddler's theory of hauntology, *Ghost Criminology* argues that scholars should purposefully look in the "shadows" and "make visible what has been hidden" (Fiddler et al., 2023). In essence, *Ghost Criminology* is about uncovering the "phantoms" that are left through environmental and traumatic events. Coupling metaphoric paranormal terminology, the authors draw interest to classical concepts in criminology, all while breathing new life into it.

Fiddler et al. (2023) argue that more attention should be paid to presence or, rather, lack thereof. Absence plays an integral part of the *Ghost Criminology* methodology, and it is a call for scholars to pay attention to what is not there when attempting to look at criminogenic effects. The hauntology concept is not a new concept; however, the authors revive the

concept from different disciplines and apply it to criminological literature. Through a lens of hauntology, the scholars argue that researchers should pay particular attention to two things, which are the central elements of hauntology: what's "no longer" and what's "not yet, but already effective." In doing this, ghosts can be seen as a metaphor for the persistence of the past and represent the past that haunts the present, reminding us of the crimes and punishment that have taken place in the past. To make this concept clearer, think of a haunted house. Ghosts that inhabit the house are reminders of past events that have left an indelible mark on the present. Metaphorical ghosts can also be seen as a symbol of the trauma that has been passed down from one generation to another. The concept of transgenerational trauma is key to understanding the hauntology framework. For the sake of this review, transgenerational trauma and environmental trauma will be grouped together in this author's analysis.

In essence, transgenerational trauma is the trauma that permeates throughout the lineage of the oppressed and is felt through multiple generations. This occurs when the psychological impacts of a past potentially traumatic event extend to the next generation and create ongoing trauma throughout the lineage (Heberle et al., 2020). Dating back to the indigenous people, generational trauma has been inflicted on those who are different from the governing class. Especially evident is the correlation between increased intergenerational trauma and state-perpetrated violence (Heberle et al., 2020). In fact, Fiddler et al. (2023) argue that institutional racism is created through colonization, gentrification, mass incarceration, and economic inequality. This is why this author chose to discuss intergenerational trauma and environmental trauma together because through a hauntology lens, both build upon each other. Through oppressive efforts of the governing class, those deemed



“different” have been relegated to what Fiddler et al. (2023) deem “imposed invisibility” (p. 69). These lives are forced out of the public view due to economic inequality and systematic exclusion. Further, Nutton and Fast (2015) articulated that historical trauma leads to increased substance use and developmental delays in children in new generations.

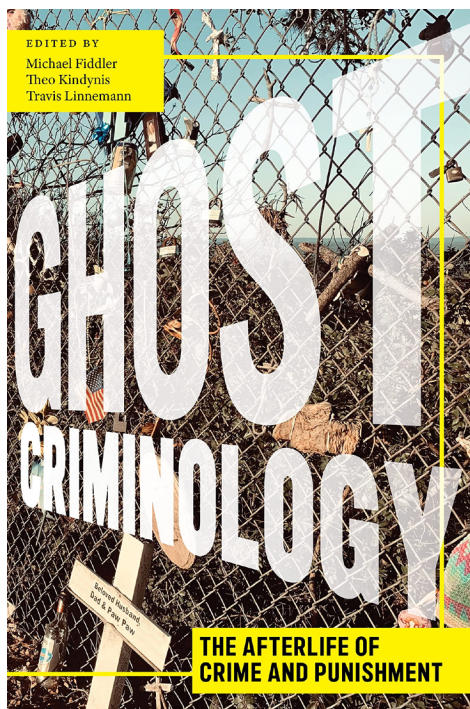
Transgenerational trauma is a forced consequence of environmental trauma in that the concept of colonization is a causing force that seeps from the shadows when discussing these concepts in Ghost Criminology. Colonization, although not fully explained in the text, is the forced oppression of people. As has been well documented throughout criminological literature, colonization has created the marginalized class that has been victimized by the carceral regimes (Fiddler et al., 2023; Nutton & Fast, 2015).

Core to the argument of transgenerational trauma is the topic of mass incarceration and racism. It is well documented throughout the correctional literature that racial disparities abound in corrections. A disproportional number of African American, mostly males, are incarcerated in the United States. According to Muller and Weidman’s (2016) study, African Americans account for the highest rate of incarceration at one in five to one in three. Heberle et al. (2020) notes that these individuals often come from low-income families. Ghost Criminology ask scholars to take a deeper look at these statistics and view them with a macro-lens. The theme of colonization, portrayed as a true shadow specter, has often forced institutional discriminatory practices at the community level and

can be found in community ordinances, such as zoning laws and housing guidelines, that have forced the lower socioeconomic population, often African American, to communal neighborhoods (Gaston, 2019). While it’s no secret in the world of criminology that Black neighborhoods are more targeted than their Anglo counterparts, a deep dive into the literature shows that there is an active megaphone to the other side, in that it illuminates and lets the communities speak of the horrors and trauma.

To better illuminate this ghost, Gaston (2019) argues that policing practices are often morphed into a state-led repressive movement in these neighborhoods. Criminological literature illuminates that these communities often see more “proactive” policing measures, which also leads to increased officer bias. These biases often lead to officers having heightened suspicion of criminality in these neighborhoods. Often these suspicions lead to a greater number of arrests, and higher incarceration rates, than in Anglo neighborhoods.

Noting that the ripple effects are felt through generations, Haney (2018) illuminated more on this environmental trauma, studying parental incarceration. He found that approximately 10% of all children in the United States have a parent incarcerated. Incarceration is not just felt by the person and immediate family, but also by the community as a whole. In studying parental incarceration, Shihadeh et al. (1994) reviewed data that led them to determine that children with incarcerated parents often turned to criminality as well. Due to the trauma of parental incarceration, the children’s developmental needs





were not met, causing negative peer influences to often lead them astray. The community felt the effects through ongoing atavistic behavior.

Ghost Criminology challenges the field of criminology to lurk in the shadows to find answers the field is searching for. Through bringing a spotlight onto the racial colonization effects of criminal justice, one is able to see there is much research left to be done. In essence, ghost criminology is a framework for further academic research methodologies to undertake. In paying attention to the “phantoms” of transgenerational/environmental trauma, Ghost Criminology has highlighted the oppressive ways of our current system. Much literature abounds the libraries around the pitfalls of criminal justice; however, Ghost Criminology challenges the readers to further challenge their own lenses with which they view crime. This work is not without its flaws, however. One of the major pitfalls is the inference of colonialism’s influence in our society today. While not expressly worked out in the book, colonialism is portrayed through racial disparities in mass incarceration and police brutality. Through the efforts of the ruling class, transgenerational trauma has continued to permeate our society and the discipline of criminal justice. Ghost Criminology fails to fully elaborate on how other theoretical underpinnings in outside disciplines can be utilized in ways to help criminal justice researchers gain better understandings of what lies in the shadows. As an example, Heberle et al. (2020) highlighted the importance of bringing in interdisciplinary theoretical principles such as life course theory and intersectional theory. While life course theory is utilized in criminology occasionally, it is utilized in other social science disciplines more frequently. This theory is rooted in cycles of human development and how trauma impacts overall development. The intersectionality theory was developed by Black feminist scholars who were interested in studying the oppressive system structures like race,

gender, and class (Heberle et al., 2020). These theories were employed in Heberle et al.’s (2020) study on intergenerational transmission of trauma. Utilizing interdisciplinary theoretical foundations can help the criminological universe grow in its understanding of the shadows. ■

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Beth J. Sanborn's *The Missing Piece: Your School Resource Officer as an Ally in Parenting*

ISBN-13: 979-8359135559

Review by Martin Alan Greenberg, JD, PhD

Beth Sanborn's new paperback book is about the evolving role of school resource officers (SROs) in American society. It comes at a time when a national debate is still being carried out regarding the police misconduct at the time of the death, now adjudicated as murder, of George Floyd more than 3 years ago. More recently, much public scrutiny has been given to the undue response delay during the Uvalde school massacre. But even as police conduct absolutely must be held accountable, there are daily reminders of the bravery and resolve that go into many police shifts. We should not "forget that cops have stressful and emotionally fraught jobs that require them to be everything from mental-health care providers to medics in addition to crime solvers.... By many measures, policing has become more dangerous since the spring of 2020. In fact, the number of officers shot in the line of duty is up 52% from May of 2020" (Waite, 2023).

Throughout the United States new security measures at both public and private schools have increased in the wake of the horrendous loss of life taking place as a result of school shootings. The recent one-year anniversary of the Robb Elementary School massacre in Uvalde, Texas, where an 18-year-old shooter killed 19 children and two teachers and injured an additional 17 people, brought about new attention to those efforts. In the White House,

President Biden offered his condolences and stated, "today, guns remain the number-one killer—the number-one killer of children in America. Guns." (Biden, 2023). In his speech, President Biden quoted from a handwritten note he had received from a grandmother who had lost her granddaughter during

the massacre—it read, "Erase the invisible line that is dividing our nation. Come up with a solution and fix what's broken and make the changes that are necessary to prevent this from happening again" (qtd. in Biden, 2023).

Public officials across the nation are revamping their security protocols and seeking ways to upgrade the safety of school students. For example, although in June, 2020 the Denver School Board unanimously voted to cut ties with Denver Police following the murder of George Floyd, it is now seeking to restore the presence of SROs in all of the city's schools. In February 2023, after the shooting death of East High student Luis Garcia, 16,—who was shot in the head while he was sitting in his car on the school campus—students appeared before the Denver City Council to ask them to return SROs to Denver public schools. The following month, students also demonstrated in front of the state capitol to urge legislators to do something about the gun violence in schools. Chris Hansen, the current state senator for Colorado Senate District 31, highlighted his positive experience with SROs at George Washington (GW) High School. "My experience of that at GW, and through my son, was that there were some really positive attributes to it....Students felt like they had somebody they could go to and quietly say 'I think there's gonna be a fight after school, this kid's got a knife and we think this kid's got a gun.' You



have a chance for that SRO to really help improve safety in schools” (qtd. in Brambila & Nico, 2023). According to Jeremy Meyer, a Colorado Department of Education spokesperson, the number of school districts across Colorado using SROs is unknown because the state does not keep such records (Brambila & Nico, 2023).

In Arizona, Superintendent of Public Instruction Tom Horne is committed to having more police officers inside the state’s public schools. The state leader of schools asserted that having more SROs is a solution to keep students safe amid a rise in mass shootings this year. “I give my first priority to school resource officers, but that doesn’t mean I’m against having counselors in the schools,” Horne said. “I think kids should have somebody to talk to when they have emotional problems” (qtd. in Loya, Dana, & Bassler, 2023).

Kentucky lawmakers in 2022 and 2023 have authorized the use of SROs. In 2022, House Bill 63 required every public school campus to have an SRO. In 2023, House Bill 540 provided that private and parochial schools could enter agreements with local law enforcement agencies or the Kentucky State Police to provide SROs. “Especially when we have a highly trained individual in our schools to hopefully prevent that thing we dread the most or that person we dread the most from ever walking through the doors,” Governor Beshear said (qtd. in Passmore, 2023).

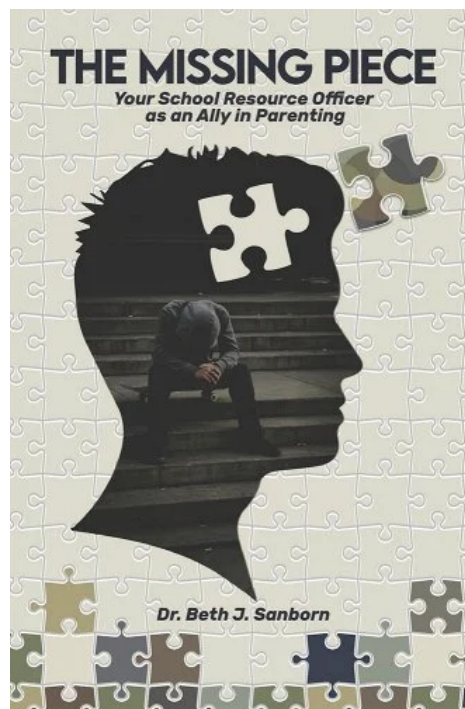
Similar initiatives involving the return or new use of SROs are taking place throughout the U.S. Yet, with few exceptions, the media reporting on the

topic has mostly focused on the law enforcement aspects of SRO work. Moreover, even when that role is addressed, it falls far short of the actual day-to-day responsibilities carried out by SROs. Fortunately, a new and concise work, *The Missing Piece: Your School Resource Officer as an Ally in Parenting* by Beth J. Sanborn, is now available through Amazon.com to address the actual responsibilities of SROs. These duties fall into three main categories: law enforcement, informal counseling, and school safety education,

also known as the “SROs triad” (see North Carolina Center, 1995; NASRO, 2023). The extent to which each activity is to be emphasized and the specific school assignments to be covered by SROs are typically addressed in a formal “Memorandum of Understanding” (MOU) between the concerned school district and police agency.

Dr. Sanborn, who earned her doctoral degree from West Chester University in 2019, has been a police officer for more than a quarter of a century and for 7 years worked as an SRO with simultaneous assignments at

the elementary, middle school, and high school levels. In addition, she had responsibilities for all juvenile cases in her township of Lower Gwynedd, Pennsylvania. Lower Gwynedd, located only minutes from the city of Philadelphia, is one of the oldest townships in Montgomery County. It was founded in 1698 by William Penn. Officer Sanborn is a national police trainer and youth advocate, having founded a program called “Hidden, High, and Hammered” to educate





parents, teachers, and social service providers about the indicators of drug use and abuse as well as the other dysfunctional lifestyle choices among youth. In order to serve in the SRO position, she completed a wide range of classes, including child development during adolescence, with critical attention focused on adverse childhood experiences (ACEs), the science of the teenage brain, de-escalation tactics, ethics, communication skills, how to encourage responsible decision making, emergency operations planning, school safety, threat response, and juvenile law.

Sanborn's book, which is divided into 17 brief chapters, provides a first-person analysis of what it means to serve as an SRO and the particular roles she performed on a daily basis. In this regard, Dr. Sanborn had a unique assignment, which was also a first for her own police department. Officer Beth, as she was known by many of her students, was able to carry out her roles and develop a program based on the needs of her school district. Her initial programming included setting up "a mock teenage bedroom" so parents could learn about the hiding places and things used by youth to hide drug usage and other dangerous behaviors (such as eraser tips to burn their flesh by excessive rubbing or the tiny blades found in small pencil sharpeners to cut themselves). Simultaneously, visitors to the exhibit were able to meet with social service providers for guidance and assistance.

A fascinating insight made by Officer Sanborn is that her work in the schools provided a candid opportunity for her to view the attitudes students share with their peers when they think that no adults are around. This type of knowledge enabled her to contribute to the moments when

other professionals and parents were looking for the missing pieces of the puzzle regarding a child in crisis. Officer Sanborn had a good deal of flexibility in making her observations during her workday. Another distinctive feature of her work, not necessarily widely appreciated, concerned the fact that her role was not limited to standing post at the entrances and perimeters of school buildings. In contrast, the work of an SRO is much more robust. In addition to serving as a positive role model, her work entailed engaging in the SRO triad. With respect to her law enforcement role, she notes that she is not merely in school to "proactively" arrest children. "That's not what we do,...[as] the MOU clearly spells out" (see Sanborn, 2022, pp. 23–24). While there may be times when an arrest is necessary, other alternatives may be better under the "totality of circumstances" in order to resolve a particular conflict and to prevent it from happening again. For example, "an arrest won't calm a mental health crisis. But care, treatment, supervision and other services just might" (p. 25). Accordingly, of the three facets of her job, Officer Sanborn indicates that she most strongly identified with the role of informal counselor/mentor. She notes, "I talk with students all day long because communication is an essential part of building relationship and trust" (p. 26). In support of these efforts, she routinely shared her work cell phone number with students and attended school crisis team meetings. In Pennsylvania, these teams are known as the "Student Support Program" (SSP; p. 142).

The importance of relationship building is a key component of the book. When SROs engage in these types of efforts they can avert crises or be better able to contend with them at the time of their occurrence. Relationship building



established the invisible bonds of trust needed for a student or parent to share personal details. Such information can provide essential clues about current problems and help to prevent future conflicts. Dr. Sanborn states that her best advice to parents is “always to talk to your children when you have concerns or notice changes in their behavior” (Sanborn, 2022, p. 147).

The contents of this book can make a difference in the lives of all those persons involved in the school community because SROs serve schools as a resource to students, parents, staff, and the community at large. An SRO program should be available in every school so long as each SRO is properly selected, trained, and equipped. SROs need spaces where they can safely talk with students and they need ways for members of the school community to contact them. Police officers who take on SRO assignments will become an established part of the school environment and due to their involvement will have opportunities to enhance any school district’s safety. ■

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Martin Alan Greenberg, JD, PhD, is the current chair of the Security and Crime Prevention section of the Academy of Criminal Justice Sciences and

holds lifetime board certification in security management from ASIS International. He is also the president of the Virginia Association of Criminal Justice Educators. His experience also includes service as senior court officer, acting court clerk, probation officer, judicial clerk, and more than 40 years as a professor and chair of criminal justice college programs. He served in the New York City Auxiliary Police Force for 12 years, sharing supervisory responsibility for more than 1,000 volunteer officers when he was the executive officer of the Queens Area Auxiliary Patrol Force. He is also the author of seven books on public safety; the latest is *Reframing Police Education and Freedom in America* (Routledge 2023) with Beth A. Easterling.



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Published online: April 17, 2023

<https://doi.org/10.1080/24751979.2023.2200966>



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William F. McDonald

It is with great sadness that the International Section informs of the passing of Professor William F. McDonald, emeritus professor and former chairperson, Department of Sociology, College of Arts and Sciences, Georgetown University; and co-director, Institute of Criminal Law and Procedure at the Georgetown University Law Center. His expertise was in crime and the administration of criminal justice. He taught and published widely on victims, undocumented immigrants, police, prosecutors, defense counsel, courts, pre-trial processes, sentencing, globalization, and international cooperation. His two recent areas of interest were the immigration-crime-justice nexus and transnational law enforcement cooperation. Major publications include *The Criminal Victimization of Immigrants* (2017); *Immigration, Crime and Justice* (2009); *Crime and Law Enforcement in the Global Village* (1997); *Plea Bargaining: Critical Issues and Common Practices* (1985); *The Defense Counsel* (1983); *Plea Bargaining* (with J. A. Cramer, 1980); *The Prosecutor* (1979); *Criminal Justice and the Victim* (1976); *Immigration, Crime and Justice* (2008).

For excellence in scholarship related to victims of crime, he was awarded the Stephen Schafer Award of the National Organization for Victim Assistance in 1979. Formerly on the faculty of Florida State University, he earned his doctorate from the University of California, Berkeley in 1970. In the same year he joined Georgetown University's Institute of Criminal Law and Procedure at the Law Center as a senior researcher and began teaching a course in the Sociology Department, which had just been established. Subsequently, that appointment was expanded

into a tenure-track position as the department grew. His courses included criminology, sociology of criminal justice, methods of social research, social statistics, social stratification, 19th- and 20th-century American civilization; and introductory sociology. He was awarded a Fulbright Fellowship to the Netherlands, a Vocational Rehabilitation Administration fellowship, and two Visiting Fellowships to the National Institute of Justice, U.S. Department of Justice. He was either the principal investigator or a senior research participant in research projects awarded to Georgetown University for a total of about \$2 million. Bill contributed his expertise, sound judgment, and positive outlook to the ACJS, including as an executive counselor (2007–2008) for the ACJS International Section. His international scholarship was an inspiration to many, and he will be dearly missed.

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