



Restorative and Community Justice Section of the Academy of Criminal Justice Sciences

Editor:

John Wilt, MA, MS

Individual Highlights:

Letter from Jeremy Olson 1

Stephanie Mizrahi.....2-5

VACJE Home 6

Mid-Year Report..7-12

PITT.....13

Meeting Info.....14-15

IIRP Information.....16

Martin Alan Greenberg Books.....17-21

Jonathan Morgan Article22-24

Lander.....25

Happy New Year, RCJ Section Members,

I hope everyone is experiencing happiness, health, and a sense of both Community and Restorativeness as we all enter into 2026.

RCJ is happy to send a hearty "Congratulations" to Jessica Visnesky on her re-election as Executive Counselor for another year.

I'd like to ask you to do three things in 2026, all RCJ-natured. First, take a moment to truly identify at least five things that are going very well in your life. Write them down. Look at them once a month to remind yourself how, even in the midst of whatever conflict or chaos might also be happening, there are some pretty darn good things happening with you.

Second, make at least one SMART goal for living a little more restoratively in 2026. You don't have to change the world but work to be at least a little more of a restorative and/or community-building influence in something about someone's world. And- yes- it's absolutely OK if it's in your own world.

Third, come to any one or more of the General Business meetings we hold this year and tell us all about either of the above. We've been holding the meetings in a way to allow much more member input, so we'd love to hear your voice and see your face.

I'll send the meeting notices out shortly after we set the 2026 quarterly meeting schedule when we all meet in Philadelphia. If you haven't yet read the article in this *Dialogue* from Stephanie and me about all things RCJ at the annual conference, please be sure to take a look. Stephanie and I both hope to see you in at least one of the sessions in Philadelphia, cheesesteaks recommended, but optional.

Until then, I wish each of you all the best for 2026. May it be a year for your lifetime highlights reel!

Jeremy Olson, PhD- Chair

Restorative and Community Justice Section
Academy of Criminal Justice Sciences (ACJS)

12/31/2025



Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences

THE ROLE OF RESTORATIVE AND COMMUNITY JUSTICE IN 21ST CENTURY

GOVERNANCE

Dr. Stephanie Lipson Mizrahi, J.D., Ph.D.

ACJS President 2025-2026

Professor, Division of Criminal Justice, California State University, Sacramento

As I come to the end of my ACJS Presidency, I am thrilled to have this chance to thank the hardworking members of the Restorative and Community Justice Section for the inspiring and important work that you do.

In just a few short weeks, we will come together for the 63rd Annual Meeting of ACJS March 3-7 in Philadelphia. This section has always been an important part of our annual meetings and this year will be no different. In fact, the work and goals of the Restorative Justice section dovetail perfectly with this year's theme: "*Crises Across the Criminal Justice Landscape: The Nexus of Governance and Responsibility.*"

This year's theme stems from my interest in Homeland Security, Emergency Management and Transnational Crime. It uses the 25th Anniversary of the tragic events of 9-11 to look at how criminal justice has changed in the last two decades. This includes the emerging issues facing the criminal justice system, and — most importantly — the responsibility of the criminal justice system in addressing those issues at home and abroad. Because many of the issues criminal justice academics and practitioners are facing no longer stop at national borders, the conference is going to have a strong international as well as domestic focus.



**Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences**

The concept of restorative justice serves this theme in an important way. I believe that part of the responsibility for helping to create fair and and effective governance in criminal justice is to advocate for policies that bring communities together rather than tear them apart. Restorative and community justice brings together the victims of harm, “those responsible for the harm, and their communities of care” (NCORJ, n.d.). Dating back hundreds of years to numerous Indigenous, religious, and cultural practices, restorative justice promotes a set of principles, policies, and goals that together offer the promise of a criminal justice system focused on healing rather than punishment (NCORJ, n.d.).

Restorative justice approaches can also help bridge divides among criminal justice agencies and between criminal justice agencies and other areas of government, the private sector, and non-profit community organizations. For example, I read with great interest Dr. Kelly Sieger’s op-ed in the Spring 2025 issue of *Dialogue* where she argued for the need to consider vulnerable populations -- especially justice-involved individuals -- in developing disaster response policies from the very beginning (Sieger 2025). This is a growing perspective on both the domestic and international level. Global organizations such as the United Nation’s Commission on Crime Prevention and Criminal Justice are increasingly paying attention to the needs of vulnerable populations in their discussions. Indeed, I was honored to present on this topic at the ACJS side-events during the 2023 and 2024 Commission meetings.

The connection between restorative justice and my conference theme led me to create -- with the help of three great panelists -- a Keynote Panel focused on restorative justice and sentencing reform that opens the 63rd Annual Meeting. Titled “Redemption as Public Safety:



**Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences**

Reforming Sentencing Through Evidence and Restorative Justice” this panel addresses the frequent failure of the American sentencing system to deliver rehabilitation or public safety. As noted in the 2026 Annual Meeting Program:

Mandatory minimums, extreme terms, and limited review ignore human development, misjudge risk, and overlook strong evidence for transformation. This session combines a sentencing expert, a criminology professor, and a system-impacted practitioner who served twenty-six years, combining research and lived experience to show how current practices can harm communities, fail victims, and weaken long-term safety. We argue that redemption is an evidence-based public-safety strategy backed by desistance research and restorative outcomes, and we outline practical reforms—periodic reviews, individualized assessments, and restorative frameworks—that build safer, more just communities.

Join panelists Daniel Fetsco, former attorney and professor at the University of Wyoming; Ashley Nellis, nationally recognized sentencing scholar formerly of the Sentencing Project and now an Assistant Professor at American University; and Thomas Rivera III -- motivational speaker, advocate for sentencing reform and a psychology student -- who served 26 years of a LWOP sentence before being released as the result of *Miller v. Alabama*, which ended the use of LWOP sentences for juveniles. It is my hope that this panel will generate exciting insights and new perspectives on the the role of restorative and community justice efforts in the United States and globally. It is also my sincere hope that this is just one of the many panels, events, and networking opportunities for the section to enjoy. To that end, I highly recommend the list of panels curated by Section Chair Jeremy Olson that advance the ideals of restorative and community justice.

Our annual meeting has always been a time for reconnecting with old friends and discovering new ones across all facets of the criminal justice system, and I know that tradition



**Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences**

will continue in Philadelphia. I look forward to supporting the section in any way I can as I transition to my role as ACJS Immediate Past President. I wish the Restorative and Community Justice Section all the best in its endeavors this coming year.

REFERENCES

- National Center on Restorative Justice (NCORJ). n.d. "What is Restorative Justice?". Accessed January 22, 2026. <https://ncorj.org/what-is-restorative-justice/>
- Sieger, Kelly. 2025 "When Disaster Strikes: Truly Restorative Communities in Emergency Management and Planning." *Dialogue* Vol. 9, no. 2 (Spring): 13-14. <https://www.acjs.org/restorative-and-community-justice>



Restorative and Community Justice Section of the Academy of Criminal Justice Sciences

Visit www.vacje.com to learn more about our mission, purpose and commitment to excellence!

Virginia Association of Criminal
Justice Educators

[HOME](#) [MEMBERSHIP](#) ▼ [CALENDAR OF EVENTS](#) [NEWSLETTERS](#) [CURRENT EVENTS](#) [RESOURCES](#)



WELCOME

Where Passion Meets Education

Building a community of
lifelong learners!

ABOUT US

Our Mission

Advance, inspire, and promote the highest quality and evidence based practices of criminal justice education to students and practitioners in community colleges, colleges, and universities within the Commonwealth of Virginia

Our Purpose

Advocate for professional standards and competencies in criminal justice education.
Continuously search for new techniques and approaches in the delivery of academic criminal justice programs to advance criminal justice education in the Commonwealth of Virginia

Commitment to Excellence

Today, perhaps more so than ever before in our Commonwealth and in the Nation, an organization such as ours is needed to assist in guiding the channel of resources required to assist in building evidence-based knowledge and understanding in our chosen discipline. We can do so by being a substantive, significant and strategic organization that functions as a "community of practice."



Restorative and Community Justice Section of the Academy of Criminal Justice Sciences

ACJS SECTION BOARD REPORT

Mid-Year Board Report Annual Board Report Date 8/12/2025

Section Name: Restorative and Community Justice

Mission Statement:

The mission of the section of Restorative and Community Justice is to: provide a professional arena for academics, educators, justice agency practitioners, and victim advocates interested in developing restorative and community justice theory; conduct policy-relevant research on restorative and community justice practices; and educate individuals, organizations, institutions, and governmental entities about restorative and community justice principles and practices.

A. Names and Contact Information of Section Officers/Board Members and Terms

Name	Position/Office Held in Section	Affiliation	Email	Term Dates
Jeremy Olson	Chair	Lander University	jolson@lander.edu	2025-2027
Rebecca S. Sarver	Vice Chair	Lander University	rsarver@lander.edu	2025-2027
Jessica Visnesky	Executive Counselor	Vermont State University	Jessica.visnesky@vermontstate.edu	2023-2026* Appointed to one year extension after special section vote
Bradon Stroup	Executive Counselor	Vermont State University	Brandon.stroup@vermontstate.edu	2024-2026
Jonathan Morgan	Executive Counselor	University of Cincinnati	morga3jj@mail.uc.edu	2025-2027
Timothy J. Holler	Secretary (appointed)	University of Pittsburgh-Greensburg	Tjh67@pitt.edu	2025-2027
J. Renee Trombley	Immediate past president	Metropolitan State University-Denver	jtromble@msudenver.edu	2025

B. Number of Regular Members: 45
Number of Student Members: 35



Restorative and Community Justice Section of the Academy of Criminal Justice Sciences

Total Membership: 80

C. Section Committees

Committee Name	Chair (mark with *) and Members	Charge and Outcomes
Communications	Jessica Visnesky* Kelly Stieger	<p>The Communications committee will be working to get better name recognition for us and to increase our membership:</p> <p>First, the committee will work with our Dialogue editor, John Wilt, to increase member submissions to Dialogue content and to help the Editor prepare each issue of the Dialogue. The next issue is planned for January 31, 2026</p> <p>Second, the committee will work to coordinate a more visible section presence at the 2026 conference. Particularly, the committee will consider securing a table and volunteers to offer RCJ information at the conference. They will also explore how we might get a banner for the table and t-shirts to sell to members and others at the conference.</p> <p>Finally, the committee will work on developing a regular and maybe even fun update communication series for members, whether through social media, email, or other means.</p> <p>Separately, the subcommittee is continuing to work on the development of a dedicated Restorative and Community Justice Journal and the subcommittee has reached out to publishers and colleagues in the field with experience in creating/running a journal. Our hope is to help bridge the gap between academia and practice in the R & CJ worlds, and to provide our members, and others, with high quality research.</p>



Restorative and Community Justice Section of the Academy of Criminal Justice Sciences

<p>Programming</p>	<p>Jonathan Morgan* Jessica Mitchell</p>	<p>The Programming committee will be working on three tasks this year:</p> <p>First, to find, vet, and schedule speakers for the section’s Symposium Series. The symposium series hosts 1-2 speakers who have expertise or experience that would be of interest to Restorative and Community Justice members. We budgeted an honorarium totaling \$250 per symposium (\$250 for one speaker, \$125 each for two speakers, etc.).</p> <p>Second, the committee will be working to strengthen our web of connections and to improve collaborations between RCJ, NACRJ, and other professional or academic organizations. This includes, but is not limited to, exploring collaborative invitations to each other’s events, co-hosting new events and trainings, etc.</p> <p>Third, the committee will be working to plan and coordinate RCJ events for the March 3-7, 2026 ACJS conference in Philadelphia, PA.</p>
<p>Awards</p>	<p>Brandon Stroup* J. Renee Trombley Kelly Stieger Jessica Mitchell</p>	<p>The subcommittee is primarily responsible for exploring the development of section awards.</p> <p>We currently offer two-three student scholarships (\$250 each) for either undergraduate or graduate students to support travel to the annual conference. The committee will put together our call for submissions and made the membership aware of the scholarships.</p> <p>Also, examine the possibility of expanding these scholarships to support conference travel for practitioners as well.</p> <p>This committee also worked on creating the Hal Pepinsky Lifetime Achievement Award, which was</p>



Restorative and Community Justice Section of the Academy of Criminal Justice Sciences

		<p>submitted and approved by the ACJS National Board. We have opened nominations for the initial offering of the award in 2025 and the committee will be reviewing nominations for award selection.</p> <p>The committee is also working on the selection criteria for the section's previously approved Rising Star Award.</p>

D. Section Updates/News

During the March membership meeting, the Executive Committee and members discussed adding a fourth Executive Counselor to the Executive Committee. This particular Counselor position would be for a graduate (masters or doctoral) student. The position would also be responsible for social media coordination and receive the Social Media Coordinator stipend approved in our annual budget. Voting for the amendment went to all members from August 19, 2026 until August 26, 2025. The results of the vote were unanimous acceptance of the amendments. This amendment will now go before the ACJS National Board for review and approval.

During the March membership meeting, the Executive Committee and members discussed amending our executive committee duties to include an option for the Executive Committee to fill any vacant EC seats when vacant for any reason. Voting for the amendment went to all members from August 19, 2025 until August 26, 2025. The results of the vote were unanimous acceptance of the amendments. This amendment will now go before the ACJS National Board for review and approval.

E. Detailed Description of Section Activities and Accomplishments, include Awards and Recipients

We did not grant any awards so far in 2025.

During the 2025 conference in Denver, we also hosted a member dinner at the Yardhouse. The dinner was attended by about 9 members. (cost \$123.17).



Restorative and Community Justice Section of the Academy of Criminal Justice Sciences

Several section members have worked for a couple years to oversee the publication of a Restorative/Community Justice-themed special issue in *Criminal Justice Studies*. That work is now complete and all accepted articles have been published On-Line First.

F. Charges Assigned by the ACJS President

Charge/Task	Status and Comments

G. Section Future Plans; please provide a timeline or target date for completion and responsible Section Officer.

1. As we continue to work on our long-term activity ideas, we are working to implement talking circles during normal General Membership meetings. These circles will be opportunities for interested members/potential members to participate in and/or practice facilitating circles. We hope to hold the first such circle in September 2025.
2. We are also working on providing training opportunities through the section. One way we are doing this is by offering paid members restorative/community justice themed training through the section for free (non-members can join ACJS and the section prior to the training). Training would be provided by other members of the section with experience in providing the type of training offered. We are currently working up a plan to offer our first training on basic restorative concepts (approx. 20 hours) by Summer 2026.
3. Our Awards Committee is also working on the criteria for a new award designed to recognize early and promising efforts in Restorative/Community Justice.
4. We plan to publish the next issue of The Dialogue in January 2026.



**Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences**

- H. List Action Items (e.g., an issue/question you would like the Board to consider/respond to at their next convened meeting) for the ACJS Executive Board. If none, please specify "None at this time."
1. Review and consider our amendment to allow for the creation of the Graduate Student Executive Counselor position and our amendment to allow the Executive Committee to fill any vacant Executive Committee position.



Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences



IT'S Possible AT PITT.

 University of
Pittsburgh® | Greensburg
www.greensburg.pitt.edu

Pitt-Greensburg's Criminal Justice program combines insightful classroom preparation with robust internship experiences that lead to dynamic career opportunities.

Explore classes like Restorative Justice, Victimology, Issues of Rape & Sexual Assault, Women and Crime, and Delinquency & Juvenile Justice.

To learn more about Pitt-Greensburg's CJ program, contact Tim Holler, PhD, at tjh67@pitt.edu or 724-836-7593.



Scan this QR code to see an overview of the Pitt-Greensburg CJ program.



**Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences**

Restorative and Community Justice sessions for Philadelphia

In addition to the Presidential Panel Stephanie discussed, there are several Restorative and Community Justice-related individual events. Below is a summary of these events, as tentatively scheduled by the Program Committee.

The growth and success of the Section depend on your participation at the conference, at quarterly meetings, and in the work of the Committee. We hope you will take advantage of conference time in Philadelphia to explore topics of Restorative and Community Justice, to learn about what others are doing, to present your own efforts and success, and to build more links on your own web of connections.

So, come see us here:

Thursday, March 5, 3:30 – 4:45 pm, Franklin Hall 12
Business meeting of the RCJ Section

Come meet your fellow RCJ members and find out what we're about. We'll have a quick Section update for everyone and then we'll open the discussion to exploring what members are up to and what you want the Section to work on in 2026. As always, there will be an opportunity to meet with some of the Committee Chairs and discuss volunteering for activities in the section. And, if you come to the meeting, you'll get to find out where we're having dinner afterward.

Wednesday, March, 4, 11:00 am – 12:15 pm, 412
Section Roundtable: Integrating Restorative Justice into Higher Education

The Executive Committee members will be holding a roundtable to discuss ideas and practices for integrating restorative practices into the classroom and pedagogy. Two of our members, Dr. Brandon Stroup and Ms. Jessica Visnesky, helped to build and open the country's first bachelor's degree in Restorative Justice. Both Brandon and Jessica are planning to be at the conference, so there should be a good chance to talk with them about how they accomplished their goal.



**Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences**

Other individual events are:

Wednesday, March 4

9:30 – 10:45 am

KEYNOTE PANEL: Redemption as Public Safety: Reforming Sentencing Through Evidence and Restorative Justice Franklin Hall 5

11:00 am – 12:45 pm

Insights into Juvenile Correctional Trends
Franklin Hall 6

12:30 – 1:45 pm

Teaching Victimology and Victimization in the Modern Classroom (Theory, Practice, Pracademics, and Praxis) 409

Thursday, March 5

12:30 – 1:45 pm

Transforming Justice Systems: Pretrial Innovation, Problem-Solving Courts, and Restorative Practices
403

2:00 – 3:15 pm

School Safety and Law Enforcement Practices
305-306

Friday, March 6

2:30 – 3:45 pm

Advancing Restorative Justice: Theory, Policy, and Practice
303-304

There will be various RCJ-related papers and/or discussions at each of the above sessions.

In addition, there are quite a few Community-themed events set for Wednesday through Friday. If you search the online program for 'community justice' you can view the details of these to see which events and time fit best with your interests and schedule.



Restorative and Community Justice Section of the Academy of Criminal Justice Sciences



You want to effect real change.
Restorative practices will teach you how.

Earn a Master's Degree or Graduate Certificate in Restorative Practices

The IIRP empowers students and leaders with the resources and knowledge to strengthen social connections and relationships. With the flexibility to learn online, you can take the next step towards building an inclusive, strong, and resilient community that can face complex challenges, together.



"The IIRP not only allowed me the opportunity to obtain my master's degree, [but] took me on a journey to redefine who I am as a human, allowing me to broaden my lens with an international perspective through the experiences of my classmates and professors."

Bennie L. Williams, Jr. '23



Our international graduate school offers **online courses, transparent tuition, and scholarship opportunities to fit your goals.**

Graduate certificate options:

- Restorative Practices
- Relational Facilitation for Healing Trauma
- Change implementation in Organizations and Social Systems.

Specializations include:

- Education
- Community Engagement
- Thesis

 100% online with a few blended options

 0% Interest Tuition Financing

 Complete your degree in less than 3 years

LEARN MORE



A master's degree in restorative practices equips you with the leadership skills that today's employers are looking for—creating innovation in a group, adaptability, active listening and learning, and identifying key challenges and solutions.

Get started today at www.iirp.edu or contact us at studentservices@iirp.edu | 610-807-9221

**Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences****Martin Greenberg**

Martin Alan Greenberg, J.D., Ph.D. has been a member of the ACJS since about the year 1971 and has rendered service on its various committees for the past 50 plus years. He was recently selected for about the fourth time as a member of its Student Affairs Committee. He is retired SUNY-Ulster criminal justice professor and program chair. In the past, he co-chaired the founding committees of the Teaching, Learning, and Scholarship Section as well as the Community College Section. During his recent chairmanship of the Security and Crime Prevention Section, it became the Cybercrime, Terrorism and Security Studies Section. He is also the immediate past president of the Virginia Association of Criminal Justice Educators (vacje.com). He is also the immediate past chair of the Criminal Justice Committee and still serves on the Executive Board of the Schenectady (NY) NAACP Chapter. He was formerly a member of the Board of Directors of the Pennsylvania Association of Criminal Justice Educators and the founding director of the Criminal Justice Administration Graduate Program at Point Park University in Pittsburgh. He has served as a professor/department head at several universities throughout the country. His full-time criminal justice academic career has spanned a period of more than forty years.

He is married to Dr. Ellen C. Wertlieb (Wellness Director Emeritus, SUNY- Schenectady). He has one son, Edward, who was a member of the first doctoral graduating class in 2015 in Criminology/Criminal Justice at the University of Massachusetts-Lowell. From 1977 to 1981, Martin Greenberg served as an educational consultant in the field of police science for the U.S. Military Command in the Pacific. At the same time, he was an instructor and coordinator of the criminal justice program at Hawaii Community College, a division of the University of Hawaii at Hilo.

Including his New York State service in higher education at the community college level, Dr. Greenberg has had a twenty-six year public service career in New York State. His practitioner positions involved public safety employment as a senior court officer, acting court clerk, probation officer, and high school security aide (while earning his undergraduate degrees). He is a lifetime member of the Academy of Criminal Justice Sciences, the Criminal Justice Educators Association of New York State, and the Virginia Criminal Justice Educators Association.

Dr. Greenberg was also a volunteer supervisor of over 1,000 volunteers in the Auxiliary of the New York City Police Department. He was designated Executive Officer of the Queens Area Patrol Unit in the 1970s with the rank of Auxiliary Deputy Inspector, having performed evening patrol work and other assignments since 1965. He holds the unique distinction of being an Honorary Lifetime Member of the Auxiliary Police Benevolent Association of the City of New York, Inc., having served as its third president. He currently serves as the volunteer director of training and research for the New York State Association of Auxiliary Police. He has authored nine books.



**Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences**

His most recent and forthcoming ninth book is *Engaging Underprivileged Youth in the Nation's Capital: The Officer Oliver Cowan Story* (Bloomsbury, Summer 2026). Urban youth violence and mischief are intractable issues. The author traces the origins of several early youth programs from the Progressive and "Jim Crow" eras until the end of the 20th Century, with greatest emphasis on the contributions of Washington, DC Police Officer Oliver Cowan who initiated the first integrated youth program known as the Junior Police and Citizens Corps. In 1942, when he was newly assigned to the city's most impoverished precinct, he was able to convince the leaders of the worst gangs to join. The program was quickly adopted citywide due to its success. The entire story is placed in the context of the historical events of the times. Students, police cadets, educators, juvenile justice service providers, and persons interested in civil rights, sociology, and biography should find this book especially rewarding. Officer Cowan had a unique police career and his contributions have seldom, if ever, been duplicated.

His first published book was *Auxiliary Police: The Citizens Approach to Public Safety* (Westport, CT: Greenwood Press, 1984), now available in hardcover edition from Bloomsbury. This book explores the origins of the two major types of citizen volunteer police--auxiliary and reserve--and examines the history and current practices of volunteer policing. The heart of the book deals with the history of New York City's volunteer police and the inner workings of the New York City Auxiliary Police. The text is informed by the author's twelve years' experience as a participant-observer. Greenberg analyzes and evaluates current issues in volunteer policing. Based on his findings, he projected increased community involvement in volunteer police forces. ISBN-10 031323955X

His second book was *Prohibition Enforcement: Charting a New Mission*

(Springfield, IL: Charles C. Thomas, 1999). It considers our nation's incessant struggle to maintain civil order without diminishing civil liberties. Today, this issue is especially relevant as American society tries to cope with school and family violence, media presentations of violence, the growth of the Internet, and the ravages of substance abuse. The problem of substance abuse and control is given more attention in order to narrow the scope of this book. It is the only social problem among the foregoing that has actually been the subject of a specific Constitutional amendment (the Eighteenth). The amendment was aimed at eliminating the saloon and the consumption of liquor. The prohibition amendment is especially significant since it is the only amendment which has ever been repealed. The topic of substance abuse and control is presented by: considering the events leading to national prohibition in 1920: the enforcement of prohibition: and the more recent issues and trends regarding overall drug enforcement. A final section of the book describes several ideas concerning a new mission and role for modern prohibition enforcement agents. ISBN-10 0398069972



**Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences**

In 2005, the University of Pittsburgh Press published Dr. Greenberg's third book--Citizens Defending America: From Colonial Times to an Age of Terrorism (a revision of his doctoral dissertation). It includes details regarding homeland security efforts and various citizen emergency response groups, such as the Civil Air Patrol, U.S. Coast Guard Auxiliary, Community Emergency Response Teams, fire units, etc. It focuses new attention on the subject of citizen volunteerism by chronicling the nature and purpose of volunteer police units—authorized organizations of a public or private nature that work at deterring crime and/or preventing terrorism for little or no monetary compensation—in America since 1620. The history of such groups is interwoven with the nation's past in order to consider the possibilities for a safe and secure future.

Dr. Greenberg's fourth book is *American Volunteer Police: Mobilizing for Security*

(Boca Raton, FL: CRC Press, 2014 Hardcover; 2020 Paperback). The author estimated there are over 200,000 volunteers in police work throughout the United States. Although the need for such volunteers has never been greater, there is a lack of published materials regarding the nature of volunteer police work and how qualified citizens may augment police services. *American Volunteer Police: Mobilizing for Security* provides a selective overview of the history, organizations, operations, and legal aspects of volunteer police in various U.S. states and territories. Designed to help police leaders adopt or modify their own volunteer programs, the book highlights what average Americans have done and are currently doing to safeguard their communities; presents contributions of police and safety volunteers at all levels of government—including the work of FEMA volunteers, the Civil Air Patrol, and the Coast Guard Auxiliary; examines youth involvement in contemporary police departments; discusses a variety of legal matters concerning volunteer participation in policing; includes the latest Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) standards concerning auxiliary and reserve police; explores new roles for volunteer police, including the treatment of homeless persons, the prevention of human trafficking, violence prevention in schools, immigration and border protection, and the establishment of college-level reserve police officer training cadet programs. Instructor's Manual/Study Guide available from publisher. ISBN-10 082294264X



**Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences**

Dr. Greenberg's fifth book is *Renaissance Lawman: The Education and Deeds of Eliot H. Lumbard* (Lanham, MD: Rowman & Littlefield, February 2020). This book reviews the public service career of the founder and innovator of a variety of criminal justice institutions including among others: two Schools of Criminal Justice (Albany and Rutgers); the New York State Identification and Intelligence System (NYSIIS); and the New York City Police Foundation, Inc. Lumbard served as the chief counsel for the New York State Commission on Crime as well as the special assistant counsel for law enforcement during the administration of Gov. Nelson A. Rockefeller. Additionally, historical events associated with his times and that of his contemporaries are included. He was not your "ordinary lawman." In fact, he might easily have been identified as a "Renaissance Lawman." Lumbard gained considerable expertise in the operations of the political and justice systems; he proceeded to capitalize on this knowledge to become both an advocate and initiator of progressive reforms. His activities are juxtaposed with many of the major historical developments of his time along with the contributions of other relevant criminal justice leaders and personalities. It includes the activities and career shaping importance of Lumbard's WW II service as a U.S. Merchant Marine Academy student and officer in the U.S. Merchant Marine. ISBN-1: 978-1538136591

Dr. Greenberg's sixth book is *Everyone a Sheriff: The Democratization of Crime Prevention in America* (Lanham, MD: Lexington Books, 2021). In *Everyone a Sheriff*, the word "sheriff" serves as a metaphor for a host of programs involving citizen participation in social control initiatives. The establishment of a partnership between community members and their local police force is at the heart of any effective strategy aimed at reducing urban crime and insecurity. Ordinary community residents represent a vast, untapped resource in the fight against crime, disorder, and fear. The book tells the real story of how citizens have had a long association with the policing function, including the history, operations, and practicalities associated with the use of volunteers for achieving the goals of crime prevention. The book highlights include: an in-depth examination of volunteerism primarily at the law enforcement level; the importance of preparing youth and minorities for careers in policing and homeland security; the need for transitioning police and citizen volunteers from serving not only as peacekeepers, but becoming "peacemakers"; a realistic view of various pitfalls when regular and volunteer police are thrust into patterns of co-existence whether fighting crime out on the street or seeking solutions to crime; numerous examples of current police-sponsored citizen academies, police cadet and junior deputy programs; histories of the invention of police and citizen-supported neighborhood crime watch programs. *Everyone a Sheriff* also offers the reader a strong theoretical basis that promotes new ways to achieve improved police-community interactions, noting that policing at the volunteer level supports the current trend known as community policing and its off-shoot "community prosecution." Overall, insights are shared about a democratic approach to crime prevention involving the building of community relationships between the police and the public. The focus is to have civilians partnering with "regular" police for the purposes of upholding the rule of law and strengthening the democratization of the law enforcement process. ISBN-10: 9781793642714

**Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences**

Dr. Greenberg's seventh book is *Reframing Police Education and Freedom in America*. (Routledge, 2023) with co-author Dr. Beth Allen Easterling, Roanoke College, Salem, VA. The authors note that there is disarray in society about what police preparation and education should consist of in the US. American police education currently includes a mix of qualifications (e.g., the requirement of at least a high school diploma or its equivalency, physical fitness, etc.), sometimes various college certificates and degrees with and without field courses pertaining to law enforcement, completion of a period of academy residency or commuting to local or regional training program, and finally a period of on-the-job field training. Police training at all levels of government is examined—local, regional, state, and federal. In addition, citizen participation programs are highlighted including the role of the media and programs for furthering law-related education. The goal of this book is to untangle the components of police education and it proposes a more community-based training model with significant civilian oversight. The authors propose a police education model which recognizes that ordinary members of the American public need to contribute to the provision of basic police education for it is they who must both support and be served by their police. The focus is on teaching a “guardian style” of policing at the local level. Police education would combine higher education, necessary practical proficiencies, along with intensive field experiences through a gradual level of greater responsibility—likely extending over a 2 plus year period for trainees with less than a year of previous college credits. The important role of balancing individual rights with public safety controls is addressed. The police must be the role models for society, demonstrating that all of our freedom comes with obligations, both to the community as a whole, and to individuals in need within that community. Ultimately, the quality of police education will depend on the excellence of educational institutions, the merit of police candidates, and the strengthening of a community's trust in its police. ISBN-13 978-1000954890

Rounding out this collection is Dr. Greenberg's eighth book---*Youth Involvement in Public Safety in the U.S. - Mitigating Youth Violence through Community Programming* (Springer Nature, 2024). The book considers how youth based initiatives related to safety have been used to foster positive relationships between youth and their communities by reducing teen violence and promoting civic contributions. The book's topics are presented within an historical context—the same approach used in most of his other books. For more than a century, many social-minded reformers have developed programs which have involved engaging youth by immersing them in public safety related activities. The book delves into the past and present history of youth programs having a safety focus—junior police, school safety patrollers, youth courts, etc. The book reviews the history of such programs—typically involving mentoring, recreation, and leadership training. The work offers new strategies for reducing the occurrence of violence by improving social skills through civic engagement. ISBN-13 978-3031741722



Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences

Learning Community, One Sip at a Time

Lessons from a Mate Circle in Buenos Aires

Jonathan Morgan, University of Cincinnati, School of Criminal Justice

During my recent trip to Buenos Aires, one of the most meaningful lessons I took home did not come from a conversation. I barely speak Spanish. Instead, it came from a daily ritual I encountered in parks, on sidewalks, in cafés, and in stores. Everywhere I went, people were sipping *mate*.

In the United States, we encounter yerba *mate* in refrigerated bottles at the grocery store. In Argentina, *mate*, pronounced “mah tay,” is a hot, loose-leaf, tea-like beverage shared communally. I had heard of *mate* before, but I was unaware of its cultural significance. What I did not understand until I experienced it firsthand was how much community is quietly learned through the practice itself.

As a visitor, I entered *mate* culture as an outsider. I did not know the rules. I watched for several days from afar, trying to understand what was happening and to pick up on the nuances. I learned by observing how the cup moved from hand to hand, how no one rushed, how no one asked for modifications, and how nobody used their own straw. One day, as a group of college-aged men and women sat in a circle sipping *mate*, I was summoned over with a wave. I noticed that the invitation to join the circle, the *mateada*, came before any explanation of how the ritual worked. Participation preceded instruction. Belonging came first.

I was intimidated by the round gourd with a metal straw, the *bombilla*, protruding from it. Silently, the *mate*-filled gourd was passed to me, and I froze.

Mate is not simply consumed. It is shared. One cup. One straw. Passed deliberately around the group. The person serving, the *cebador*, prepares and refills the *mate* but does not control the group. Their role is responsibility, not authority. They set the pace, ensure fairness, and quietly correct missteps without drawing attention to them. Everyone waits their turn. Everyone accepts the *mate* as it is served. The ritual only works because participants respect one another and the shared norms that hold the circle together.

The *cebador* poured water from his *termo*, a thermos, into the gourd, filling it until just before the leaves were fully covered. I hesitated and went to stir the *mate*. I was stopped and shown that the *mate* is never stirred. Moving the straw, I learned, will clog it with the leaves. No words were spoken. I felt the power of ancestral knowledge being passed down to me through gesture alone. The *cebador* was like a caring uncle, guiding me by example and gently correcting me when it was needed.



Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences

In time, I learned what I came to think of as the cardinal rules of *mate*:

1. The *cebador* controls the flow.
2. The *cebador* drinks the first sip so the group does not receive the bitter dust that immediately settles.
3. Once the straw is inserted, it is not moved again.
4. Drink what is given to you. You do not choose the flavor of the *mate*.
5. Never wipe off the straw. This is the ultimate sign of disrespect to the group.
6. Wait your turn.
7. Drink all the liquid.
8. Return the gourd to the *cebador*.
9. This is done largely in silence. If you say *gracias*, it means you are finished drinking with the *mateada*.

What struck me was how little of this needed to be explained. No one named the values embedded in the practice, and no one framed it as community building. Yet the lessons were unmistakable: trust is assumed rather than negotiated, patience is practiced rather than requested, leadership is exercised through care rather than dominance, and obligation to the group outweighs individual preference.

Watching this ritual unfold, I could not help but think about how rarely we allow people to learn community this way in the United States. We often expect trust, accountability, and shared responsibility to appear at the moment harm occurs, rather than being cultivated long before they are needed.

Mate culture offered a different lesson. It showed how community norms can be learned through participation. No one handed me a list of rules when I joined the circle. I was invited to sit, observe, and take part. Correction came immediately, but quietly and empathetically. The goal was not to single anyone out, but to preserve the shared experience for everyone.

In restorative and community justice work, we often talk about the importance of trust, dialogue, and accountability. *Mate* reminded me that these are not abstract principles. They are habits learned through repeated, ordinary interactions that teach people how to share space, how to wait, how to listen, and how to be guided without being controlled. When these habits are absent, restorative processes can feel forced or artificial. When they are present, repair feels like a natural extension of how people already relate to one another.

The contrast with many U.S. justice settings is stark. Our systems tend to prioritize speed, efficiency, and individual responsibility, often at the expense of relationship and context. Accountability is frequently public and punitive. Leadership is associated with authority rather than care. Participation is structured, scripted, and time limited.



Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences

Mate culture does not eliminate conflict or disagreement, nor does it erase boundaries. What it does is normalize shared responsibility for maintaining the integrity of the group. Everyone knows the rules and their role, even if they are never formally stated. Everyone has a stake in ensuring the ritual continues to function. That kind of collective investment is foundational to community justice, yet it is often missing from the systems we rely on to respond to harm.

The lesson is not that the United States should adopt *mate* culture. Cultural practices are deeply rooted in history, place, and shared meaning. The more important lesson is that community justice depends on culturally grounded practices that teach belonging, patience, and mutual obligation over time. Many of these practices already exist in the United States, even if we rarely name them as justice work.

We see them in potluck meals where everyone contributes and no one is in director control, even if the host sets a theme. We see them in faith-based fellowship meals, recovery meetings, barbershops, beauty salons, and other informal spaces where turn-taking, storytelling, confidentiality, and accountability are practiced through unspoken and unwritten rules. These are places where people learn how to be part of something larger than themselves, governed solely by tradition.

Too often, our justice system treats community as something to be repaired after harm rather than something to be cultivated before it. Restorative justice initiatives struggle when they are asked to operate in isolation, without the cultural groundwork that makes restoration possible. When shared norms are weak or absent, dialogue becomes procedural and accountability becomes performative. *Mate* reminded me that when community has already been practiced, repair does not feel like an intervention. It feels like a continuation. The process becomes a comfort rather than a burden.

What I learned through *mate* was not a technique for resolving conflict. It was a reminder that justice begins long before harm occurs. It is learned slowly, through shared rituals and everyday practices that teach people how to belong. One cup. One pause. One sip at a time.



Restorative and Community Justice Section
of the
Academy of Criminal Justice Sciences

Lead. Protect. Respond. M.S. in Criminology & Criminal Justice

- **Flexible & 100% Online:** Balance your career and education with fully online courses.
- **Career-Focused Curriculum:** Learn crisis communication, criminal law, disaster response and more.
- **No GRE Required:** Start with just a bachelor's degree; no entrance exams needed.
- **Expert Faculty:** Train with experienced professionals, including law enforcement leaders and emergency responders.

Learn more at www.lander.edu/ms-cj

