

October 2011
Volume 6, Issue 2

EDITORIAL

IN THIS ISSUE

- 1 Editorial
- 3 **Announcement:**
DEC Offers Workshop on
Experimentation at ASC
Conference
- 4 **Announcement:**
AEC / DEC Events at ASC
Conference
- 5 **George Mason
University**
By Cynthia Lum and
Devon Johnson
- 6 **Michigan State
University**
by Edmund McGarrell
- 7 **Cambridge University**
by Lawrence Sherman
- 8 **Rutgers University**
By Todd Clear and Michael
Ostermann
- 9 **University at Albany**
By Allison Redlich
- 10 **University of Maryland**
By Sally Simpson
- 10 **Temple University**
By Jerry Ratcliffe
- 11 **Northeastern
University**
By Brandon Welsh, Natasha
Frost, and Jack McDevitt
- 12 **Sam Houston State
University**
By Todd Armstrong
- 13 **University of Cincinnati**
By John Eck
- 14 **The Journal of
Experimental
Criminology**
- 15 **DEC Mentoring Project**
- 16 **Upcoming Conferences**

As we get ready for the American Society of Criminology's (ASC) annual meeting in Washington DC this November, much has been happening within the Division of Experimental Criminology (DEC). Chief among them is the continued growth in our Division's membership in the two years since its launching in November 2009. According to the most recent ASC count, the DEC now has more than 160 members.

We do not, however, intend to rest on our laurels. **We encourage everyone receiving this newsletter to help grow our membership by reaching out to new and potential members at next month's annual ASC meeting.** Please spread the word about DEC and all the benefits that accrue to members. For a mere \$35 (for faculty) or \$10 (for students), members get a print subscription to the *Journal of Experimental Criminology*. Just as importantly, DEC offers mentorship and support to all members planning and implementing their own experimental studies.

Beyond membership numbers, though, another indication of the growing importance that rigorous methodology is now playing in our discipline is the increased focus on experimental and quasi-experimental methods occurring in doctoral programs across the US and beyond. We therefore decided to dedicate this issue of the AEC/DEC newsletter to sharing some of the many happenings taking place in programs around the world. Towards those ends, we asked schools offering a doctoral program in criminology and criminal justice to tell us about, "any programs, classes, training or research using experimental and quasi-experimental methods being conducted through your program." Individuals from ten universities wrote back outlining some of the activities currently underway. Their responses are contained in this newsletter and unequivocally demonstrate all the many ways in which graduate education is now increasingly focused on methods which can provide a rigorous testing of policies and programs used in making evidence based decisions. This includes developing courses exclusively focused on experimental methods (as is being done at George Mason University and University of Maryland), offering degrees emphasizing experimental research and evidence-based decision making (Cambridge University), and providing doctoral students with hands-on experience working with professors conducting experiments. In fact, students would seem to have a number of choices as there is a lot of experimenting going on!

Currently, faculty from these programs are using experiments to investigate gang prevention programs (University at Albany), peer influences on delinquency (University of Maryland), youthful offenders programs (Sam Houston State University), problem-oriented policing

(Cambridge University), hot spot policing (George Mason University and Cambridge University), correctional drug treatment programs (George Mason University), prison fellowship programs (Cambridge University), prisoner reentry programs (Michigan State University, Rutgers University, and Temple University), and restorative justice (Cambridge University), to name just a few.

Please feel free to share this newsletter with students who might be considering a graduate education and encourage them to contact individuals from these programs. And for those who are already involved in these endeavors, please make sure to join us at conference at one of the AEC/DEC events (see page 4 for a listing of these events) or support your fellow experimentalists by attending one of the many presentations on experiments currently underway (see ASC program at <http://www.asc41.com/annualmeeting.htm>).

We hope that we can meet and get to know as many of our new members as possible at this conference. And for all of our current DEC members, we look forward to reconnecting with you at conference. Finally, for those contemplating joining or who have just recently joined, feel free to come up and introduce yourself should you see any one of us at conference. We will be wearing the ASC name badge along with a badge that identifies us as members of the DEC.

Whether you are a member or not, the Division of Experimental Criminology welcomes all who may be interested in learning more about the DEC and experimental research.

Lynette Feder & Anthony A. Braga (co-editors)

ANNOUNCEMENT**The Division of Experimental Criminology Announces Workshop:*****Experiments Without Grants: How to Run Low-Cost Field Experiments***

Date: Tuesday, November 15, 2011

Scheduled Time: 2 p.m. – 5 p.m.

Fee: Free (For all attendees)

Location: Washington Hilton Hotel, Cabinet Room, Concourse Level

Instructors: Lawrence Sherman, Cambridge University and University of Maryland
Heather Strang, Cambridge University and The Australian National University
Barak Ariel, Cambridge University

Discussants: David Weisburd, Hebrew University and George Mason University
Doris MacKenzie, Penn State University
Geoffrey C. Barnes, University of Pennsylvania

At a time of restricted funding for research on both sides of the Atlantic, this workshop offers the practical steps to setting up high-quality randomized field experiments with criminal justice agencies without any funding. The evidence discussed in the workshop comes from ongoing experiments at Cambridge that have little or zero funding from research agencies, but which are supported by operating agencies seeking to answer a research question. These experiments include prosecution, diversion to a desistance "turning point", restorative justice, mass transit patrols, and community corrections and problem-oriented policing.

Each experiment forms a case study for showing: 1.) How course work with mid-career professionals can lead to experiments, 2.) How agencies can support experimental treatments, 3.) How agencies can produce data on treatment and outcomes, 4.) How universities can analyze the data for publication, 5.) How universities can provide the leadership for high-integrity RCTs.

On the premise that highly-cited, policy-relevant publications are still more important than grants per se, the workshop encourages anyone who seeks to produce high-impact scholarship.

To Register: send an email to Joanne Garner at jf225@cam.ac.uk

ANNOUNCEMENT

AEC / DEC Events at the 2011 American Society of Criminology Conference

The Academy of Experimental Criminology and the Division of Experimental Criminology will be holding the following events at the 2011 American Society of Criminology conference. We hope to see you there.

Joan McCord Lecture and AEC Fellows Induction

Scheduled Time: Wednesday, November 16, 2:00 – 3:20 pm

Location: International Ballroom West, Concourse Level, Washington Hilton Hotel

Division of Experimental Criminology Awards and Business Meeting

Scheduled Time: Wednesday, November 16, 3:30 – 4:50 pm

Location: International Ballroom West, Concourse Level, Washington Hilton Hotel

Announcing the 2012 Stockholm Prize in Criminology

Scheduled Time: Wednesday, November 16, 5:00 – 6:20 pm

Location: International Ballroom West, Concourse Level, Washington Hilton Hotel

Journal of Experimental Criminology Board Meeting

Scheduled Time: Thursday, November 17, 11:00 am – 12:20 pm

Location: Room A – Albright, Terrace Level, Washington Hilton Hotel

Division of Experimental Criminology Social and Dance (Featuring the Hot Spots Band)

Scheduled Time: Thursday, November 18, 9:00 – 11:00 pm

Location: International Ballroom West, Concourse Level, Washington Hilton Hotel

FEATURE ARTICLES

Graduate Education for Evidence-Based Crime Policy at George Mason University

by Cynthia Lum and Devon Johnson

Doctoral education and training in criminology and criminal justice have often been policy-oriented, given the discipline's general focus on social problems and their solutions. Indeed, the recent emphasis on evidence-based policy at the Office of Justice Programs and its various components is not a new fad, but reflects many decades of research, evaluation and partnership efforts in the field, often spearheaded by academics and researchers at universities. One might believe these efforts naturally bleed into graduate student education at these institutions, through research projects and curricula. But at the same time, graduate training on the tools, methods, and specialized knowledge related to evidence-based crime policy has often been informal, mentor-based, and "learn as you go." In light of the growing interest in evaluative and evidence-based approaches to crime policy and practice, more formal training is in demand. The doctoral program in Criminology, Law and Society at George Mason University is a good example of what a more formal education for evidence-based crime policy might look like. Specifically, the experience emphasizes three levels of training that prepare interested students to become more involved in evaluation *and* research dissemination, two core competencies in this area.

As an introduction, PhD students at Mason take coursework that reflects not only the specialties of its faculty but more specifically, basic training and knowledge acquisition in evidence-based crime policy. The program has a concentration of faculty who specialize in the evaluation of justice interventions and organizations and teach about the theories, methods, and approaches that aim to make science a part of criminal justice decision-making. For example, Mason's required *Crime and Crime Policy* course not only educates students on criminological theory, but extends their knowledge by examining how theories underpin crime policies and how tests of both help develop the field and practice. Similarly, the required *Justice Organizations and Administration* course also focuses on empirical knowledge that tests organization theory, with an emphasis on examining the organizational determinants of effective interventions. As with other departments, students at Mason complete required statistics and research methods courses. However, the two senior faculty members who teach statistics are leaders in the Campbell and Cochrane Collaborations, two major international organizations that advocate for more science in policy

making through the use of systematic reviews and meta-analyses. Judging quality of method is a theme in the systematic review approach, and one which is an important applied skill for the criminologist training to work within the evidence-based paradigm.

At the intermediate level, graduate education in evidence-based crime policy should focus on specialized coursework, as well as opportunities for training through graduate mentoring and assistantships that emphasize conducting evaluations in justice agencies. A brief review of the top twenty criminology programs in the U.S. indicates Mason's program is one of the few that offers courses in experimental methods and meta-analysis, two important skill sets for evidence-based crime policy. Further, because doctoral student training also occurs outside the classroom, students need experiences working on evaluation research. Eight of the fourteen tenure-line faculty at Mason specialize in the evaluation of interventions and have conducted experimental evaluations. Their ongoing research projects on topics ranging from hot spots policing to drug treatment in correctional settings provide doctoral students with funded opportunities to acquire hands-on training.

Finally, at the advanced level of evidence-based crime policy training, graduate students at Mason are afforded opportunities to learn about an important aspect of the evidence-based approach: research translation and dissemination, and the challenges of these tasks. Students interested in pursuing a career in evidence-based crime policy must not only learn to publish in academic journals, but must also understand what types of information and knowledge are best received by justice practitioners and decision makers, and also learn how to work with justice agencies to institutionalize that research into practice. This very specialized understanding of implementation supplements the intermediate education and training students receive while taking courses or even working on evaluation projects. Many of the research centers affiliated with the Department of Criminology, Law and Society center their mission around research dissemination and actively integrate graduate students in this process. These research centers approach dissemination in innovative ways from creating web-based tools designed to help practitioners better receive information, to presenting findings in non-academic settings such as congressional briefings and special symposia.

Students seeking a good foundation for evidence-based crime policy should look for programs like Mason's that provide strong skill development across multiple levels of learning. Understanding how research is translated, used, disseminated, or rejected is an important part of incorporating research into

practice. Students seeking such an education should look for programs that provide the basic, intermediate and advance training above, and should seek real evidence of this emphasis during their interviews and searches.

Cynthia Lum is the Deputy Director of the Center for Evidence-Based Crime Policy and Associate Professor of Criminology, Law and Society at George Mason University.

Devon Johnson is the Director of Graduate Studies and Associate Professor of Criminology, Law and Society at George Mason University.

Developing the Next Generation of Evidence-Based Scholarship: The School of Criminal Justice at Michigan State University

by Edmund F. McGarrell

As the nation's pioneer land grant university, Michigan State University (MSU) has been committed to translational research that links research to practice since its founding in 1855. This has been a characteristic of MSU's School of Criminal Justice as, for example, was evident in early experiments in traffic safety and quasi-experiments in foot patrol. Today this commitment continues and has been intensified through a dedication to research that informs evidence-based practice. This is reflected in the graduate curriculum as well as in the research conducted by faculty and doctoral students.

The commitment to evidence-based scholarship is reflected in the School's doctoral curriculum involving offerings within the School and throughout the University. In addition to basic doctoral methods and statistics courses, students are required to take an Advanced Research Methods that focuses on design with particular attention to experimental and quasi-experimental designs. Students also have the opportunity to take an advanced evaluation course and are required to take advanced research courses offered throughout MSU. Examples include hierarchical linear modeling, structural equation modeling, growth curve models, social network analysis, and many more. Many doctoral students complement these studies through workshops offered by the Center on Statistical Analysis and Consulting as well as by attending summer workshop courses at the University of Michigan offered through the National Archive of Criminal Justice Data that is directed by MSU Professor Tim Bynum. Finally, our doctoral students have access to courses developed as part of the School's master degree program in "law enforcement intelligence and analysis." These include courses in crime analysis, geospatial analysis, and problem solving policing.

As important as the coursework, doctoral students learn through their involvement in experiments and quasi-experiments conducted by faculty. Doctoral students are involved in the all of the facets of this research including coding data, mapping crime hotspots, developing human subject protection applications, negotiating with criminal justice officials over access to data and cooperation in implementing research designs, and analysis and publication. Examples of such projects that involve current doctoral students include quasi-experiments on various "pulling levers" initiatives in Flint and Lansing as well as a street-worker prevention program known as "One Vision, One Life" in Pittsburgh. Another group of students have worked with faculty in Detroit by evaluating efforts to reduce homicide and gun violence. Much of this research involves very contemporary issues such as offender re-entry and supervision of sex offenders. In one example, recent doctoral graduate Eric Grommon directed an evaluation of a transitional prisoner reentry program designed to reduce relapse and recidivism for parolees with severe substance dependencies. All individuals scheduled for parole to a local jurisdiction were screened for eligibility during the pre-parole process. If deemed eligible, parolees were randomly assigned to treatment (program participation) or control (traditional parole) conditions. A similar project is now being launched involving a number of doctoral students and faculty but focused specifically on the experience of women returning to the community from prison. One of the goals of this study is to determine "what works" with women on parole supervision. Similarly, MSU faculty, alumni, and doctoral students are using a quasi-experimental design to study the efficacy of sex offender residency restrictions in Michigan and Missouri.

The use of experimental designs is not limited to understanding traditional criminological issues such as violent crime prevention and community correctional supervision. Indeed, the faculty and students involved in MSU's conservation criminology program that is focused on environmental and natural resource crime recently designed an experiment to assess consumer decisions related to an educational intervention on electronic waste. This study was triggered by MSU faculty and student research on the environmental harm associated with international transport and illegal dumping of electronic waste.

The involvement of doctoral students in all of these studies both strengthens the quality of the research and provides an ongoing laboratory for the development of the next generation of scholars producing evidence and informing practice. Indeed, MSU alumni conducting experiments and quasi-experiments in leading research programs such as the University of Cincinnati, University of Missouri at St. Louis, University of Texas at Arlington, and Indiana University Purdue University at Indianapolis, among many other programs, are contributing to evidence-

based practice through their research and teaching.

The faculty have also recognized that a commitment to generating evidence-based practice involves two essential ingredients. The first is the ability to work with criminal justice professionals in a way that engenders cooperation and mutual benefit. This cooperation and spirit of partnership is a long-standing trait of the School and is taught as part of a focus on action research and police-researcher partnerships. It is also encouraging that criminal justice professionals are increasingly committed to evidence-based practice and desiring research findings of the highest quality to inform decision-making at both policy and practice levels. The second key fundamental is to continually improve our research and our doctoral program. Indeed, one of the great benefits for faculty in a university with outstanding doctoral education is that our students bring the latest design strategies and analytical techniques to our experiments and quasi-experiments and thereby continually enhance our ability to contribute to evidence-based practice.

Edmund F. McGarrell is Director and Professor in the School of Criminal Justice at Michigan State University

The Jerry Lee Centre of Experimental Criminology Institute of Criminology at Cambridge University

by Lawrence W. Sherman

As the only centre in the world (so far) named for *experimental* criminology, the Jerry Lee Centre at Cambridge is currently conducting or launching 6 randomized controlled trials:

- 1) The first RCT in decades to be conducted in British prisons with recidivism outcomes, evaluating the effect of the Prison Fellowship's Sycamore Tree Program. Margaret Wilson, a PhD candidate and former London police constable, is leading the RCT towards a planned sample size of 800 cases.
- 2) The first RCT to divert adult offenders from prosecution into "Turning Point Policing" led by a police offender management unit, with a projected 300 cases, led by former Chief Constable Peter Neyroud for his PhD thesis under a grant from the Monument Trust. The tested strategy will defer prosecution and close the case after 4 months if defendants comply with certain conditions designed to support a turning point away from their criminal careers to going straight.
- 3) The first RCT of uniformed hot spots police

patrol on "hot platforms" in the 120 highest crime London Underground stations, led by Dr. Barak Ariel, a Jerry Lee Centre Fellow who is Chief Analyst of the Centre's TEST (Tactical Experiments and Strategic Testing) Program and a lecturer in the Cambridge Police Executive Program's postgraduate degree course.

- 4) A test of Problem-Oriented Policing and restorative justice tactics with repeat callers about local disorder and anti-social behavior problems, with a projected sample of 800 in one site and 200 in a second site. The principal investigators for this project are Professor Heather Strang, Deputy Director of the Jerry Lee Centre and of the Police Executive Programme, Superintendent Alex Murray of the West Midlands Police and President of the Society of Evidence Based Policing, and Dr. Katrin Muller Johnson, Lecturer in the Police Executive Program and Fellow in the Jerry Lee Centre.
- 5) An RCT comparing two different forms of caution for arrestees in minor domestic violence cases, approved by the Director of Public Prosecutions and the Home Secretary, with a projected sample size of 300. The project is directed by Professor Heather Strang in collaboration with Chief Constable Alex Marshall of Hampshire Police, with Superintendents Robin Jarman and Scott Chilton.
- 6) A planned RCT comparing prosecution for driving while using a hand-held mobile phone to a class on safe driving paid for by the defendant. The planned sample size is 800, with frequency and seriousness of repeat moving vehicle violations of all kinds the primary outcome measure. The principal investigator on this experiment will be Superintendent Linda Kelly.

All 5 of the police experiments are a direct result of the mid-career executive program leading to a Master's in Applied Criminology and Police Management that was launched by Professor Sir Anthony Bottoms in 1995. This program has over 500 graduates, many of whom have become chief constables. Since the founding of the Jerry Lee Centre of Experimental Criminology, the Police Executive Program has become much more experimental in its focus on evidence-based policing. Several experiments in US police agencies have also been designed by students in the Police Executive Program. The synergy between executive education and experiments can be easily explained: it links senior people who can use their organizations as field laboratories to academic criminologists who can help design and analyze the experiments. It is a low-cost, high-yield model for developing a program with local criminal justice agencies—the theme of the Division of Experimental Criminology workshop at the 2011 ASC

meeting.

Lawrence W. Sherman is Wolfson Professor of Criminology at Cambridge University and Distinguished University Professor of Criminology and Criminal Justice at University of Maryland.

Rutgers University Evidence-Based Institute

by Todd R. Clear and Michael Ostermann

In 2011, the New Jersey Office of the Attorney General gave a small seed grant to Rutgers University to establish an Evidence-Based Institute (EBI). Operating as a joint initiative of the School of Criminal Justice and the School of Law, the EBI will strengthen the evidence-based foundation for state justice system practices by (a) assessing how well current practices align with established evidence-based principles, (b) providing training to increase the level to which these practices coincide with these principles; and (c) conducting studies of the effectiveness of current justice system practices.

The School of Criminal Justice at Rutgers University-Newark was founded in 1972 by an act of the New Jersey Legislature, and was given a special mission within the state of New Jersey. The EBI fits the part of the mission that requires the School “to provide state and local justice agencies with crucial evidence and consultation about the policy and practice of criminal justice.” The three prongs of the EBI—assessment, training, and evaluation—are designed to give organizational underpinning to the school’s responsibilities in this area. The EBI will use a range of evaluation designs, with a premium placed on implementing randomized controlled trials and well-designed quasi-experimental evaluations to provide our practitioner partners with strong empirical evidence on program effectiveness.

The EBI began its work this semester with a two-day, statewide conference on the theme, “*Evidence: The Catalyst for Change*.” The first day of the conference presented the concepts of evidenced-based practices and the potential impacts that embracing these concepts can have both on broad social policy as well as the practice of criminal justice. Keynote speakers for the opening day of this initial conference were Steve Aos, Director of the Washington State Institute for Public Policy and Ed Latessa, Founder of the Corrections Institute at the University of Cincinnati. The second day of the conference focused on evidence about the impact of gender on criminal justice practice; keynote speakers were Barbara Owen of the California State University at Fresno, and Patricia Van Voorhees of the University of Cincinnati.

Over 100 private- and public-sector practitioners and managers from around the state attended the conference, where they heard presentations by the directors of the Department of Corrections, the Parole Board, and the State Police, in addition to the keynote speakers.

Even though it is new, the EBI is already quite busy. Current projects include an assessment of the reentry service delivery network in Essex County (Newark) New Jersey, an evaluation of the effectiveness of the New Jersey Department of Corrections’ contracted private-sector halfway houses, a cost-benefit assessment of the impact of an early release program, and an assessment of the impact of parole supervision on recidivism for inmates released from New Jersey prisons over the last decade. In the next 12 months, the EBI will host a series of regional, public *Crime Summits* that will invite local political and business leaders to attend a one-day meeting that will explore locally-relevant crime and justice problems in New Jersey. The aim of the *Crime Summits* is to improve the general knowledge of the public about pressing issues of crime and justice and to create an open dialogue about these issues between local stakeholders, practitioners, and academia.

The EBI was created to serve as the School of Criminal Justice’s core mechanism for connecting social science about crime and justice with important problems facing the justice system. The Institute is actively working on projects with several of New Jersey’s criminal justice agencies. The EBI will involve the School’s graduate students in its research in various ways including data gathering and analysis, report drafting, and will eventually provide opportunities to develop and conduct training based off of the Institute’s assessment and evaluation work. This will provide students with valuable inroads to the state’s criminal justice practitioner-base, which will allow for the pursuit of research agendas that have practical relevance that can potentially impact state-level public policy. Further, through collaborating with the Institute, students will have the opportunity to build potentially long-lasting professional relationships with practitioners. Because Rutgers faculty from the School are actively pursuing research on a wide range of policy problems—from street violence to mental health services in jails; from the spatial distribution of crimes to the collateral impact of incarceration—the EBI will serve as an important vehicle for spreading news about this work, as well.

Todd R. Clear is Professor and Dean of the School of Criminal Justice at Rutgers University.

Michael Ostermann is Director of the Evidence-Based Institute and Research Assistant Professor in the School of Criminal Justice at Rutgers University.

Evidence-based Graduate Education for Criminology and Criminal Justice PhD Students: The University at Albany Experience

by Allison D. Redlich

I am delighted to be writing this essay for my School's CJ PhD program, University at Albany. I am an experimental psychologist by training and so when my dean approached me about this piece, I said 'sure!' Okay, first I asked when it was due, and then I said 'sure!' after finding out I had a reasonable time. Experimental and quasi-experimental designs have had and continue to have an important place in the Albany curriculum. Below, I highlight three (including my own) faculty members' efforts.

Professor David McDowall: To quote Professor McDowall, "Experimental and quasi-experimental designs are central to any scientific research enterprise, and they should be integral to any adequate social science graduate program." One example of how McDowall stays true to this sentiment is his emphasis on interrupted time-series, a quasi-experimental research design, in his classes and his research/writings. Of importance, in teaching time series analysis, McDowall 1) recognizes the inherent threats to validity and causal inference, 2) describes methods to overcome or diminish these threats (ala the work of Donald Campbell), and 3) explains how time series designs face fewer threats to validity than do most other non-experimental designs. Professor McDowall is one of most popular and effective teachers. Indeed, he was just honored with the ASC Teaching award.

Professor Dana Peterson: Professor Peterson also introduces experiments into her curriculum. She can speak from first-hand experience, which is always a plus in teaching. Peterson is an investigator (with Finn-Aage Esbensen, PI, from UMSL) on a longitudinal evaluation of a school-based gang prevention program. The Gang Resistance Education and Training (G.R.E.A.T.) program is offered by law enforcement officers to middle school students around the country in an effort to prevent or reduce youths' involvement in gangs, delinquency, and violence and to improve relationships between young people and law enforcement. With funds from NIJ, seven diverse cities were selected to participate in an experimental evaluation. Classrooms within schools were randomly assigned to receive the program or serve as controls. To date, analyses of post-test and one-year follow-up surveys of nearly 4,000 students reveal a 39% reduction in odds of gang membership and more positive attitudes toward law enforcement among G.R.E.A.T students compared to controls; in addition, the program appears to influence a number of mediating or proximal risk factors, decreasing, for example, susceptibility to peer pressure and

association with delinquent peers. In addition to sharing these experiences in her classes, Peterson has involved a number of UAlbany graduate students, who have served as an integral part of the research team, participating in many aspects of the research process from instrument development and administration to data analysis to presentations, report-writing, and publishing.

Professor Allison Redlich: As mentioned, I am an experimental psychologist. Since coming here about three years ago, I have worked to introduce my discipline to students in various ways. Most recently, I established a laboratory (both designing the physical space and bringing on board grad and undergrad students). I and Professor Shawn Bushway hold monthly lab meetings with 10-15 students where research is presented and critiqued, and other relevant topics are discussed. Next week, the lab will run its first study. Juveniles and young adults from the community will come to the lab to partake in an experiment on plea decision-making. Additionally, I teach an Experimental Criminology class to PhD students. Several students from this class are now doing their own experiments for their comprehensive or dissertation research.

Like many CJ departments, the UAlbany faculty represents multiple disciplines, including criminology/sociology, political science, law, psychology, etc. Though I chose to describe three faculty's curriculum on experimental methods, these are but just a few examples our program has to offer. As can be seen, the methods used by Professors McDowall (secondary data analysis experiments), Peterson (field experiments), and myself (lab experiments), while distinct, are also quite complementary. In this manner, our students are introduced to a broad range of methods; a fact of which we are quite proud.

Allison D. Redlich is Associate Professor in the School of Criminal Justice at the University at Albany, State University of New York.

Evidence-based Graduate Education at the University of Maryland

by Sally S. Simpson

At the University of Maryland, evidence-based graduate education for criminology and criminal justice Ph.D. students is emphasized in both coursework and research apprenticeships. Specifically, in a course on Experimental Criminology taught by Dr. Lawrence W. Sherman, doctoral students can learn about critical *methodological concepts* as counterfactuals, effect sizes, statistical power, base rates, variance, logic models, external and internal validity, eligibility criteria, blocking for homogeneity in random assignment, batch versus trickle-flow sample recruitment, treatment fidelity, attrition from treatment, attrition from measurement, baseline equivalence, before-after vs. after-only analysis, intention-to-treat analysis, theory-testing versus policy-testing, efficacy versus effectiveness trials, prospective meta-analysis, binary vs. count analyses, and related concepts. The course focuses on actual experiments in criminology so that students are exposed to examples of good and no-so-good experiments to build both qualitative knowledge of the content criminology has gained from experiments, and quantitative understanding of the strengths and weaknesses of the evidence they provide. In addition, evidence-based research is emphasized in other courses in the curriculum, including (but not limited to) Innovations in Policing, Juvenile Delinquency, and Corrections.

Research apprenticeships are available to students who want more hands-on experiences with experimental methods and evidence-based data analysis (including systematic reviews and meta-analysis). Professor David Maimon, for instance, is leading an effort to generate a more complete understanding of the underlying factors that shape cybercrime through the use of target computers (honey-pots) built for the sole purpose of being attacked. Researchers use different devices to monitor these computers but attackers are unaware that they are being observed. This architecture allows Maimon and his colleague (Michel Cukier in Mechanical Engineering) to train students in the design and execution of empirical experiments from which they collect and analyze data from real time attacks at both the host and network levels.

Dr. Jean McGloin and Dr. Raymond Paternoster are also working closely with doctoral students using an experimental design to study peer influences on delinquency, and Dr. Paternoster and Dr. Tom Loughran have been working with several doctoral students on experiments designed to better understand the mechanics and process of offender decision making. Finally, Dr. Sally Simpson is conducting a systematic review on corporate crime deterrence—specifically a review of studies that

examine formal legal and administrative strategies and interventions to prevent and control corporate crime. Doctoral students are involved in all aspects of the review, including identifying relevant articles, developing and utilizing a coding scheme, and data analysis

Sally S. Simpson is Professor and Chair of the Department of Criminology and Criminal Justice at University of Maryland.

Graduate Education for Evidence-Based Crime Policy at Temple University

by Jerry H. Ratcliffe

“Research that makes a difference.” That is the motto of the graduate program at Temple University’s Department of Criminal Justice. While the number of journals and outlets has increased in recent years, quality experimental and quasi-experimental research studies are still the gold standard for the best graduate education, top flight journals, and best career opportunities. That is why Temple’s graduate program is committed to going beyond the standard point-and-click approach to statistics and instead nurtures in students a deeper understanding of a range of advanced experimental and statistical techniques. With research active faculty and former graduate students embedded in criminal justice institutions across the city, Philadelphia is the perfect research environment for students interested in not only undertaking fascinating research, but also influencing policy in the city, region and beyond.

Masters students have access to a new 18-seat graduate computing laboratory while PhD students have office computers with full versions of a wealth of software titles, including ArcGIS, SPSS, Stata, GeoDa, Matlab, HLM6, SAGE and Atlas.ti. These programs are used in graduate classes with options across a range of course offerings, including; HLM techniques (taught by Dr Ralph Taylor), agent-based models and simulation studies (Dr Elizabeth Groff), recidivism and prediction (Dr Kate Auerhahn), qualitative research methods (Dr Jennifer Wood), advanced research methods (Dr Matt Hiller/Dr Rely Vilcică), and GIS and crime mapping (Dr Jerry Ratcliffe).

With access to the latest research techniques, experienced faculty and a myriad array of software, many students find that Philadelphia is the perfect research laboratory. Connections and established research relationships exist between faculty and city, county, and state departments such as probation and parole, the prisons and jails, and the police department. For example, researchers John Goldkamp, Rely Vilcica and Kay Harris conducted an independent investigation on behalf of the Pennsylvania Governor examining the handling of

violent offenders through the corrections and parole process in Pennsylvania, and Temple is the home of the Pennsylvania Center for the innovative CJDATS project. The latter is a five-year project incorporating multi-site cluster randomized trials in correctional settings to test the impacts of various interventions to improve the implementation of evidence-based practices in assessment, medication-assisted drug treatment, and HIV services. A number of Temple faculty and doctoral students are working on the CJDATS projects in collaboration with agency partners in state and local corrections, county probation, and community-based treatment and prevention providers.

The department has a memorandum of agreement to share data on research projects with the Philadelphia Police Department, exposing students to over 10 million records of police incidents, arrest records and recorded crime dating back years, all geocoded and ready for approved research projects. An example of a recent department publication that illustrates this confluence of research methods and data accessibility is the Philadelphia Foot Patrol Experiment, a randomized controlled trial of the impact of police foot patrol in violent crime hotspots (published in *Criminology*, August 2011). Further details are available at www.temple.edu/cj.

Jerry H. Ratcliffe is Professor and Chair of the Department of Criminal Justice at Temple University.

Evidence-Based Crime Policy is a Top Priority at Northeastern University

by Brandon C. Welsh, Natasha A. Frost, and Jack McDevitt

The advancement of evidence-based crime policy has long figured prominently at Northeastern University. Faculty research and scholarship, training of graduate and undergraduate students, experiential learning, international collaborations, and community outreach have been among the core efforts that have made evidence-based policy a major focus here. In more recent years, Northeastern University's School of Criminology and Criminal Justice has greatly expanded its research capacity and teaching curriculum to meet the needs of this exciting field of academic and policy research. This article reports on what our program is doing to prepare graduate students for research and careers in evidence-based policy and the opportunities that await future graduate students.

Policy Research Centers

The School of Criminology and Criminal Justice includes three highly active research centers, all of which conduct evidence-based research and include students as research assistants. The Institute on Race

and Justice is currently conducting research on human trafficking, hate crimes targeting immigrants and Hispanics, and racial profiling. The Center for Criminal Justice Policy Research (CCJPR) conducts program evaluations and research on public policy questions. Some of the current research projects at the CCJPR include an assessment of inmate re-entry programs in one of Massachusetts's Houses of Correction and serving as the statewide research partner for a Massachusetts anti-gang violence initiative. The third research center is the Institute for Security and Public Policy. Projects include analyses of firearm trafficking between Mexico and the U.S. and international money transfers and the potential connections to terrorist networks.

In all of these research projects undergraduate and graduate students play a major role. Students code data from agency files, interview victims and policymakers, run analyses from a vast number of existing databases, and assist in the preparation of reports. This analysis is supervised by a member of the School's faculty and the reports are presented to policymakers in an effort to use scientific evidence to inform policy decisions. The research of these teams of faculty and students have impacted public policy decisions nationally and internationally; for example, the Institute of Race and Justice developed and implemented the country's first data collection system of cases of human trafficking.

Graduate Training

The graduate programs at Northeastern are particularly focused on cultivating scholars skilled in an array of evaluation methods who will contribute to the development of the next generation of evidence-based policy. In the Criminology and Justice Policy Ph.D. program, 5 of the 10 courses required beyond the Master's degree focus on methods and statistics. With coursework emphasizing evaluation methods and the latest statistical techniques, the curriculum is designed to produce graduates who are methodologically and analytically sophisticated. There is also a substantive focus on evidence-based policy across the curriculum. The various electives offered throughout the graduate program are notably policy-oriented and each of the faculty emphasizes high-quality research in their courses. The School also just introduced a new course on evidence-based crime policy, which will train graduate students in carrying out systematic reviews.

Other Research and Scholarly Opportunities

There are a number of other initiatives that highlight Northeastern's leadership in advancing evidence-based policy. Funded research and research collaborations with the Netherlands Institute for the Study of Crime and Law Enforcement in Amsterdam and the U.S. organization Advancing Evidence-Based Practice have opened the doors for a number of students to obtain research experience on the subject. With the United Nations, Northeastern is spearheading

a global initiative to develop a teaching curriculum on anti-corruption and to foster evidence-based practices. Also, Northeastern University Press recently launched a Criminology and Justice Policy book series with Professor Frost serving as founding editor. The CJP book series will showcase books that center on criminal justice policy issues through offering implementation or policy analysis of particular initiatives, as well as works that focus more generally on policy-relevant issues. The CJP series considers books in all criminal justice policy areas, including communities and crime, correctional treatment and punishment, crime prevention, juvenile violence, policing, and terrorism.

Brandon C. Welsh is an Associate Professor in the School of Criminology and Criminal Justice at Northeastern University.

Natasha A. Frost is an Associate Professor in the School of Criminology and Criminal Justice at Northeastern University.

Jack McDevitt is Associate Dean for Research and Director of the Institute on Race and Justice in the School of Criminology and Criminal Justice at Northeastern University.

Evidence-Based Research at Sam Houston State University

by **Todd Armstrong**

Sam Houston State University has a rich tradition of applied criminal justice system research. This tradition is supported by strong ties between the University and criminal justice system agencies. Graduates of the College of Criminal Justice at Sam Houston State University can be found working in police departments, corrections agencies, and probation and parole departments throughout Texas and nationally. The College of Criminal Justice also hosts state and national training programs including programs serving senior leadership. These ties help to support applied criminal justice research and have been key in developing the trust necessary for the implementation of randomized controlled trials.

The Adolescent Community Reinforcement Approach (ACRA) + Assertive Continuing Care (ACC) for Justice System Involved Youth

A recent randomized controlled trial led by Dr. Craig Henderson in the Department of Psychology at Sam Houston State University tested the efficacy of ACRA + ACC treatment for justice system involved youth. ACRA treatment components included a structured assessment of substance use and prosocial behaviors, behavioral skills training, and positive reinforcement. In an extension of the traditional ACRA approach, the ACRA + ACC treatment added family sessions, home

based delivery and provided a menu of ACRA procedures for treatment providers to choose from. Study participants were recruited from a juvenile probation department north of Houston, Texas. Eligible youth between 13 and 17 years of age that were currently experiencing substance use problems were randomized into either the ACRA + ACC or a services as usual condition (N = 129). Outcome measures were gathered at 3, 6 and 12 months after intake. Results provide robust evidence for the efficacy of the ACRA + ACC approach in the population under consideration. Youth in the ACRA + ACC condition experienced lower severity of problems associated with substance use and fewer substance use disorder symptoms

The Pre Release Initiative

Recently, Dr.'s Gaylene Armstrong and Todd Armstrong in the College of Criminal Justice at Sam Houston State University tested the efficacy of the Pre Release Initiative (PRI) with a multi site randomized controlled trial. The PRI targeted non-violent, adult offenders during their last 90 days of incarceration. The primary goal of the PRI was to bolster offender reintegration in the community through a focus on known correlates of recidivism including substance abuse, education, and employment. PRI services included a prevention curriculum and a transition plan. A total of 338 offenders were randomized into treatment and control groups at five different state jails. At each state jail case managers were fully responsible for program implementation with oversight from a general program manager who was located off-site. Researchers were not involved in program implementation and only met periodically with staff to discuss the program and evaluation efforts. Re-arrest data were collected for a minimum of two years following release. Results showed that those in the treatment group were rearrested for a new crime following their release less often than those in the control group, but these differences were not statistically significant (64.7% and 73.65%). Additional analyses showed that program effects varied across sites with differences ranging from trivial and non-statistically significant to substantial and statistically significant).

Absent strong researcher involvement in measuring implementation and providing feedback regarding implementation, the results of this randomized controlled trial are less a definitive test of program content and more an evaluation of what can be expected if the PRI program was taken to scale. The variability of program effects indicates that beyond content and implementation the impact of a re-entry program is potentially influenced by the characteristics of those implementing the program, the setting of program implementation, and the communities that program participants return to.

Todd Armstrong is Associate Professor in the College of Criminal Justice at Sam Houston State University.

Evidence-based Education at the University of Cincinnati's School of Criminal Justice

by John E. Eck

Created twenty years ago, the University of Cincinnati's School of Criminal Justice applies a rigorous approach to the development of programs to reduce crime and increase justice. In less than a decade, it became one of the very top ranking doctoral programs in criminology or criminal justice. It has sustained this very high ranking since— regardless of the measurement standard used – with a commitment to research and evidence-based practice. During its first 20 years, the School of Criminal Justice has graduated over 100 Ph.D.s who teach at Universities throughout the United States.

The graduate programs within the University of Cincinnati's School of Criminal Justice place strongly emphasize the use of evidence to drive improvements in crime reduction and offender treatment. In the doctoral program, all incoming doctoral students take a sequence of courses in statistics to learn statistical modeling, and a second sequence in research methods to learn about evaluation and measurement practices.

Doctoral students specialize in one of five core areas: corrections, policing, crime prevention, criminal justice or criminology. Theory courses in these areas not only focus on the development of ideas, but on the evidence supporting theories and practices. This approach is mirrored in the two criminal justice masters programs: a traditional on campus program and a distance learning program serving students from around the world.

The University of Cincinnati's School of Criminal Justice sponsors a wide variety of studies designed to increase evidence and improve practice. Faculty and graduate students have evaluated numerous correctional rehabilitation programs and made substantial contributions to what we know works to reduce offenders' involvement in crime. These lessons have been incorporated into best practice training programs run by the School's Corrections Institute for corrections professionals in North America.

Police researchers at the School of Criminal Justice have investigated a host of policing practices, including problem-oriented policing and focused deterrence. Because of the faculties' expertise, and its strong interest in evidence-based policy, faculty members are routinely asked to assist police agencies. For example, in 2001 faculty and graduate students assisted the Federal Courts, city administration, and local community groups to fashion a fair and effective policing strategy for Cincinnati. More recently, through the School's Institute for Crime Science, faculty and

students helped the Cincinnati develop and administer an approach to reduce gang violence, based on evaluated focused deterrence efforts from around the U.S. Faculty and graduate students have also helped police around the U.S. address concerns about racial profiling by conducting intensive data gathering projects to measure the severity of racial differences in police stops of citizens. These not only help identify specific problems but assist communities and police in developing methods for addressing concerns about racial discrimination.

Crime prevention faculty members also provide technical assistance to police agencies. Locally, faculty and graduate students have assisted police develop a strategic approach to handling excessive calls for service from apartment buildings, address local drug markets, and prevent pedestrian robberies. On a wider scale, faculty and graduate students have produced problem specific guides for the Center for Problem-Oriented Policing to assist police and community groups deal with such diverse problems as street robberies, college student drinking riots, and pedestrian-vehicle accidents.

The University of Cincinnati's commitment to evidence-based practice is reflected in educational partnerships it has forged with policing and other agencies dealing with offenders. The Turkish National Police routinely sends mid-ranking officers to the School of Criminal Justice to receive a masters or doctoral education. The Cincinnati Police send mid-ranking officials to the criminal justice masters program. Recently, other local police agencies and treatment providers have begun sending mid-level managers to the masters program to assure that their future leadership understands research and can apply it in their agencies.

Coursework, research opportunities, and connections with practitioners have resulted in a wide variety of publications from faculty and graduate students. The University of Cincinnati produces evidence and helps practitioners put it to use, and graduate students are at the center of these activities.

John E. Eck is Professor in the School of Criminal Justice at the University of Cincinnati.

Journal of Experimental Criminology

The ***Journal of Experimental Criminology*** is published four times a year in cooperation with the Academy of Experimental Criminology and Division of Experimental Criminology. A subscription to the Journal is included in the Division's membership dues. The *Journal of Experimental Criminology* focuses on high quality experimental and quasi-experimental research in the development of evidence based crime and justice policy. The journal is also committed to the advancement of the science of systematic reviews and experimental methods in criminology and criminal justice. The journal seeks empirical papers on experimental and quasi-experimental studies, systematic reviews on substantive criminal justice problems, and methodological papers on experimentation and systematic review. The journal encourages submissions from scholars in the broad array of scientific disciplines that are concerned with crime and justice problems.

Editor-in-Chief:

David Weisburd, *Hebrew University, Israel; and George Mason University, USA*

Managing Editor:

Rochelle Schnurr, *Hebrew University, Israel*

Associate Editors:

Mimi Ajsenstadt, *Hebrew University, Israel*

Lorraine Mazerolle, *University of Queensland, Australia*

David B. Wilson, *George Mason University, USA*

Editorial Board Members:

Richard Berk, *University of Pennsylvania, USA*

Anthony Braga, *Rutgers University and Harvard University, USA*

Howard Bloom, *MDRC, USA*

Robert Boruch, *University of Pennsylvania, USA*

Chester Britt, *Northeastern University, USA*

Shawn Bushway, *SUNY, Albany, USA*

Gerben Bruinsma, *NSCR & Leiden University, The Netherlands*

John Eck, *University of Cincinnati, USA*

David Farrington, *University of Cambridge, UK*

Denise Gottfredson, *University of Maryland, USA*

Peter Grabosky, *Australian National University, Australia*

Hans-Jürgen Kerner, *University of Tübingen, Germany*

Martin Killias, *University of Lausanne, Switzerland*

Simcha Landau, *Hebrew University, Israel*

Mark Lipsey, *Vanderbilt University, USA*

Friedrich Loesel, *University of Erlangen-Nuremberg, Germany*

Michael Maltz, *Ohio State University, USA*

David McDowall, *University at Albany, NY, USA*

Daniel Nagin, *Carnegie Mellon University, USA*

Anthony Petrosino, *Learning Innovations at West Ed, USA*

Alex Piquero, *Florida State University, USA*

Hannah Rothstein, *Baruch College, USA*

Lawrence Sherman, *University of Cambridge, UK*

Faye Taxman, *George Mason University, USA*

Richard Tremblay, *University of Montreal, Canada*

For up-to-date information, instructions for authors & your FREE online sample, visit the Journal's homepage at

<http://www.springer.com/social+sciences/criminology/journal/11292>

DEC MENTORING PROJECT

The membership of DEC includes a number of experienced evaluators who have conducted randomized controlled trials (RCTs) and overcome problems in a variety of settings resulting in rigorous testing of promising programs or policies that have advanced the field. The collective wisdom of these individuals is an invaluable asset to researchers interested in launching their own rigorous evaluations.

In order to take advantage of the resources available within DEC, Peter Greenwood, Denise Gottfredson, Dennis Rosenbaum, Eileen Ahlin, and colleagues are working with DEC to establish a Mentoring Program to serve the needs of less experienced evaluators and help them achieve the degree of rigor in their research designs we all desire. The Mentoring Program will serve both as a means of recruiting young scholars to our Division within ASC (non-member, no mentor) and increasing the quality of evaluations.

The Mentoring Program will include:

- A roster of individual members along with their particular skills and experience in particular settings who are willing to serve as mentors.
- A standardized protocol for DEC members to request mentoring, which would include all of the factors required to match them with appropriate mentors.
- A process for reviewing requests, recruiting appropriate mentors, and tracking the outcome of the effort.
- A way of announcing or advertising the availability of this service.
- A way of recognizing and rewarding mentors.

Some of the specific issues that mentors might help evaluators deal with include:

- Feasibility assessments;
- Justifying an RCT;
- Design and treatment decisions;
- Implementation integrity;
- Implementation and process measurement;
- Impact measurement;
- Statistical techniques most appropriate to test hypotheses regarding program effects;
- Conclusions, interpretations, limitations; and
- General education.

Stay tuned for more information about how to become a mentor or mentee, and how to take advantage of additional resources (e.g., literature) available through the Mentoring Program!

UPCOMING CONFERENCES.

◆ The 12th Annual Jerry Lee Crime Prevention Symposium

Washington, DC, USA, April 23-24, 2012
University of Maryland Confer

The symposium will feature the work of the Campbell Collaboration Crime and Justice Group. Presentations will focus on methodological issues of random assignment and meta-analysis. Research results on two key topics – problem oriented policing strategies for reducing crime and the effects of outpatient treatment for drug involved offenders – will be presented and followed by reactions from panels of leading practitioners and policymakers.

Website:

<http://gunston.gmu.edu/cebcp/JerryLee.html>

◆ Stockholm Criminology Symposium

Stockholm, Sweden, June 11-13, 2012
Swedish National Council for Crime Prevention & Stockholm University

The purpose of the symposium is for international criminologists and practitioners to learn about the latest research findings of importance for crime policy and discuss strategies, methods, and measures to reduce crime and improve levels of safety in society.

Website:

http://www.criminologyprize.com/extra/pod/?module_instance=2

◆ US National Institute of Justice Annual Conference

Washington, DC, USA, June, 2012
US National Institute of Justice (NIJ)
Precise dates will appear in the next issue of the newsletter

The conference showcases developments in technology that increases public safety will be featured. The conference puts a heavy emphasis on the benefits to researchers and practitioners who work together to make effective evidence-based policies and practice what works, what doesn't work, and what the research shows as promising.

Website:

http://www.ojp.usdoj.gov/nij/events/nij_conference/welcome.htm

◆ 22nd Annual ANZSOC Conference

Auckland, New Zealand, September 26-29, 2012
Australian & New Zealand Society of Criminology

The ANZSOC conference is the premier crime and criminal justice research forum in Australia. Themes include: evidence-based policy making, persistence and desistance, peace-building and security, regulation in theory and practice, interdisciplinarity and theory.

Website:

<http://www.anzsoc.org>

◆ 12th Annual Conference of the European Society of Criminology

Bilbao, Spain, September 12-15, 2012
European Society of Criminology (ESC)

The annual conferences of the Society provide an opportunity for the members to present papers on the results of their own research projects as well as learn about the research being done elsewhere in Europe. The conferences are also an occasion where the members can meet each other and discuss on mutual research interests; the meetings have already proved to be an important platform for new pan-European research initiatives.

Website:

<http://www.esc-eurocrim.org/conferences.shtml>

◆ 63rd Annual Meeting of the American Society of Criminology – *Breaking the Mold*

Washington, DC, USA, November 16-19, 2010
American Society of Criminology (ASC)

The American Society of Criminology is an international organization concerned with criminology, embracing scholarly, scientific, and professional knowledge concerning the etiology, prevention, control, and treatment of crime and delinquency. The themes discussed in the meeting are varied and include the measurement and detection of crime, legislation, the practice of criminal law, as well as a review of the law enforcement, judicial, and correctional systems

Website:

<http://www.asc41.com/annualmeeting.htm>