

Report of the ASA Task Force on Sociology and Criminology Programs

As the first decade of the 21st Century comes to a close, there is a pressing need to better understand the factors that shape crime and society's response to it. There is also a need for educated and engaged criminal justice professionals who work to prevent crime where possible, and respond to it when needed.

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Executive Summary

The Task Force on Sociology and Criminology Programs (“the Task Force”) was established by the ASA Council in 2006 and charged with considering the various structural arrangements between sociology and criminology in academia, examining the potential benefits and challenges that these various arrangements pose, and developing recommendations to enhance the effectiveness and efficiency of these arrangements.

Committed to producing a report that would be objective, comprehensive, and representative of the wide range of views found in sociology departments with criminology or criminal justice programs, the Task Force solicited input from a broad array of stakeholders, surveyed department chairs, and reviewed the literature on the relation of sociology and criminology/criminal justice and the emergence of criminology and criminal justice programs.

The Task Force is unanimous in the belief that there is much common ground among sociology, criminology, and criminal justice, and that much is to be gained from their continued collaboration. We recognize, on the one hand, the pressing need to better understand the factors that shape crime and society’s response to it and, on the other, the need for educated and engaged criminal justice professionals.

The main goals of this report are to describe the historical context of the contested relationships and long-standing collaborations among sociology, criminology, and criminal justice; to provide a snapshot of the types of sociology/criminology/criminal justice program arrangements that are commonly found in the United States today and the extent to which problems and issues are experienced differently across those types; and to offer concrete recommendations to help departments make informed and intentional decisions about program arrangements, curriculum, and course content. Several major questions emerged in the course of our work. Among them are the following.

Major Questions for Departments of Sociology, Criminology and Criminal Justice

- To what extent should the availability of outside funding be allowed to determine the shape of departmental arrangements and curriculum and course content?
- How can relationships of mutual respect, based on the academic and intellectual contributions of sociology and criminology, be fostered within departments and institutions?

- What role should the liberal arts perspective within sociology—with its critical examination of social institutions—have in the baccalaureate studies of students pursuing careers in criminal justice?
- What should the balance be between academic, social science orientations in programs, versus vocational career-preparation orientations?
- What qualifications are appropriate for faculty teaching in criminology and criminal justice programs? Is a PhD in sociology required? Is a PhD in criminology or criminal justice sufficient—or better? What about a JD?
- Should departments that include sociology and criminology or criminal justice consider applying for ACJS certification? Should they use the 16 recommendations from the ASA Liberal Learning Report as a guideline for program development? What implications might a department or program's answers to these questions have for the liberal arts and social science tradition at the core of sociology and criminology?

Task Force Recommendations

The Task Force offers 15 recommendations that we believe will lead to even greater collaboration and more harmonious and effective relationships among sociology, criminology, and criminal justice. We also believe that sociology, criminology, and criminal justice programs will be strengthened by careful consideration of these recommendations and issues raised herein.

1. Before creating or separating joint programs, consider fully the many issues that will arise. While the immediate gains of a programmatic change may be appealing, the long-term impacts should also be weighed carefully.
2. Be explicit about the nature of the program. Department names should accurately reflect the program(s) offered. This carries through to brochures, course descriptions, and even supporting photos. Part of the curriculum should teach students about the differences between program types. That said, look for ways to create a balance between liberal arts and vocational orientations.
3. Develop student learning goals for methodological, theoretical, and vocational outcomes at the department or college level that apply to students in sociology as well as criminology and/or criminal justice. Begin this process by asking each disciplinary area to create independent learning goals, then come together to examine areas of similarity and difference.
4. When criminology or criminal justice is offered within a sociology department, continue to require all students to take the core sociology courses. The long term interests of the students and the university, as well as the discipline, will be served in doing so.
5. When criminology or criminal justice is offered in a department separate from sociology, consider how the examination of structural factors such as race, class, gender, social context and social process can become bridging points and

promising areas for integration and collaboration that will lead to an increasing breadth of vocational preparation.

6. Strengthen the visible ties between the sociology major and employment opportunities. Encourage and facilitate internships for all sociology majors, not just those in criminology or criminal justice. Stress research and data analysis skills throughout the curriculum. Teach majors how to explain and market their skills. This may help reduce the disparity in the number of majors often seen in sociology programs compared to criminology or criminal justice programs. At the same time, pursue the fundamental mission of the discipline and higher education in developing a critical perspective.
7. Track the careers of majors longitudinally. Use the data to measure program performance and to help the program remain vital in the midst of a changing labor market. Moreover, when contact is maintained with program alumni, they can become sources of internship opportunities and provide excellent employment advice for majors.
8. Advising loads should be fairly distributed across the department; disparities inevitably damage morale and have potentially negative impact on retention and promotion of junior faculty. Neither sociology, criminology, or criminal justice faculty should be the only connection between students and real world employment advice. Consider using internship programs and vocational mentorships to foster connections between practitioners and students—for sociology, criminology and criminal justice programs.
9. Departments should weigh carefully the potential benefits and costs of applying for ACJS certification for their criminology or criminal justice programs. The ASA has not engaged in program certification largely because such processes would not respond to the range of accredited institutions of higher education and academic contexts in which sociology is taught. Given the constraints that ACJS certification requirements place on the autonomous decision making of departments and programs, there is a strong possibility that compliance with ACJS standards could erode the social science base of sociology and criminology, and undermine the potential benefits to the programs and students.
10. Promote an interdisciplinary culture. When hiring, be explicit about the interdisciplinary nature of the collaborations between sociology and criminology or criminal justice programs and express interest in research areas that complement both areas. Include faculty from both areas on search committees and include students from both areas as participants in the process.
11. When perceptions of inequity and faculty tensions are emerging, consider how structural conditions may contribute to the problem, or could help ameliorate it. Are there disparities in the distribution of resources or workloads? Are all parts of the department represented in department leadership and governance?
12. Recognize that criminology and criminal justice programs are sometimes seen as revenue-generating opportunities by administrators, especially when the

programs are to be primarily staffed by adjuncts or individuals who have not completed a PhD for whom there are low research expectations. Sociology, criminology and criminal justice faculty should work together to educate administrators about the long-term needs of their students and their programs. Drawing on the principle of faculty governance, and working with the faculty senate, they should insist that new programs be given adequate resources to maintain academic integrity.

13. Create structural opportunities for faculty to become more familiar with each others' work. Sponsoring research and practice colloquia (and encouraging all faculty to attend) is one relatively simple, low-cost way to do this. Make sure that part-time and adjunct faculty are welcomed. Another approach involves establishing a department club that includes students and faculty from both programs.
14. Departments should consider ways to ensure research and publication requirements for full-time sociology and criminology or criminal justice faculty are equivalent. Departments should also work to ensure sociology and criminology or criminal justice faculty have basic familiarity with journals and their rankings in their own, and their colleagues,' research areas. It is especially incumbent on those central to tenure and promotion decisions to gain an extensive familiarity with relevant journals and their impact factor scores and be prepared to defend the quality of publications in all departmental decisions to administrative bodies as needed. The ISI Web of Knowledge provides journal citation reports and is a place to start gaining the needed familiarity. Evaluation criteria should be clearly written to apply appropriately to both basic and applied scholarship in all fields.
15. Decisions regarding research resource distribution should be made on a fair and transparent basis to foster both individual scholarship and a synergistic community of scholars.

Conclusions

The Task Force concludes that sociology, criminology and criminal justice have much common ground, and much to gain through collaboration. Sociology as a discipline is enriched by research on crime and the criminal justice system, one of society's major institutions. Criminology and criminal justice gain from the theoretical insights and methodological advances of sociology.

During its work, the Task Force members gained new levels of appreciation for the challenges facing institutions that offer sociology, criminology and criminal justice, as well as the good will and thoughtfulness of scholars working within these fields to define common ground and productive working relationships. We were also reminded of the basic sociological insight that structural inequities underlie many social problems, even when individuals act in good faith and with the best intentions. Transparency in decision-making, mutual intellectual respect and a willingness on the part of leadership to fight for greater equity are essential in meeting our challenges.

Students may arrive in classes with the expectation that they will learn specific job skills related to corrections or policing and be unsettled when faculty instead focus on inequalities in the criminal justice system, alternatives to incarceration, the death penalty, or racial profiling.

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I. Introduction

Across American colleges and universities, sociology, criminology and criminal justice are engaged in on-going and sometimes contentious discussions about their roles and relationships within and between departmental units. These institutional and department-level discussions reflect the vigorous and often challenging debates that are occurring at the level of national disciplinary organizations including the American Sociological Association, the American Society of Criminology, and the Academy of Criminal Justice Sciences.

Findings from the most recent ASA Department Survey once again indicate that when concentrations are offered within a sociology department, criminology or criminal justice is the most frequent option (Spalter-Roth 2008). It is also true that many colleges and universities have both a department of sociology and a department of criminology or criminal justice. This means that in the midst of on-going debates over disciplinary boundaries and definitions, faculty and administrators in colleges offering sociology and criminology or criminal justice must determine the functional relationships between curriculum requirements and course definitions, and establish fair and reasonable teaching and advising loads. They must define appropriate requirements for hiring and promotion, and manage demands for resources.

This report was prepared by the American Sociological Association's Task Force on Sociology and Criminology Programs to help institutions and departments make informed and intentional decisions within their own specific academic contexts. At the conclusion of its three years of work, the Task Force unanimously and strongly believes that there is much common ground among sociology, criminology, and criminal justice, and that much is to be gained from their continued collaboration. As the first decade of the 21st Century comes to a close, there is a pressing need to better understand the factors that shape crime and society's response to it. There is also a need for educated and engaged criminal justice professionals who work to prevent crime where possible, and respond to it when needed. The Task Force hopes that this report will help foster academically rigorous and professionally satisfying synergies within and across departments in order to produce the knowledge and the professional workforce necessary to respond effectively to crime and promote a more peaceful and just society.

This report has three main goals:

- to describe briefly the historical context of the contested relationships and long-standing collaborations among sociology, criminology, and criminal justice;

- to provide a snapshot of the types of sociology/criminology/criminal justice program arrangements commonly found in the United States today and the extent to which problems and issues are experienced differently across those types; and
- to offer concrete recommendations to help departments make informed and intentional decisions about program arrangements, curriculum, and course content.

Origin of the Task Force on Sociology and Criminology Programs

In the years leading up to the formation of the Task Force, the ASA Academic and Professional Affairs Program received a variety of requests for advice from departments and programs that combined sociology and criminology on issues such as:

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- how to best handle a criminology program that was moving into (or out of) a sociology department;
- how to respond to a criminology program that was becoming more vocational in its orientation;
- how to respond when a criminology or criminal justice department wanted to offer courses that were ordinarily offered through the sociology department;
- how to respond when a vocational criminal justice program wanted its courses to be counted as fulfilling social science general education requirements; and
- how to manage workloads in a joint department where the criminology program had the majority of majors, but only a minority of the faculty.

To provide a systematic response to these and similar requests, the ASA Council established the Task Force on Sociology and Criminology Programs in 2006. Council charged the Task Force with considering the various structural arrangements between sociology and criminology; examining the potential benefits and challenges that these various arrangements pose; and developing a list of recommendations for curriculum and courses to enhance the effectiveness and efficiency of these arrangements. During the Fall of 2006 a call for volunteers to serve on the new Task Force was published in *Footnotes*, the ASA's monthly newsletter. Potential members were asked to indicate the reasons for their interest in serving on the Task Force and to provide a curriculum vitae.

The final Task Force membership included:

Dennis W. MacDonald *Saint Anselm College. Task Force Chair through 2009*
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Kimberly J. Cook *University of North Carolina—Wilmington*
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Margaret Weigers Vitullo *ASA Staff Liaison*
Sandra D. Westervelt *University of North Carolina at Greensboro*

Activities of the Task Force

From the onset, the ASA Task Force on Sociology and Criminology Programs was committed to producing a report that would be objective, comprehensive, and representative of the wide range of views found in sociology departments with criminology or criminal justice programs. Toward that end, the Task Force's activities included soliciting input from a broad array of stakeholders, systematic data collection in the form of a survey of department chairs, and a review of the literature on the relations among sociology, criminology and criminal justice and the emergence of criminology and criminal justice programs.

Stakeholder Input

Individuals with interest in the relationships among sociology, criminology and criminal justice were invited to send input to the Task Force through:

- an article in the ASA newsletter, *Footnotes*, describing the work of the Task Force and inviting email comments;
- an electronic forum on the ASA website; and
- announcements in the newsletters of both the American Society of Criminology (ASC) and the Academy of Criminal Justice Sciences (ACJS) describing the Task Force and inviting email comments.

In addition, seven public meetings were held to solicit stakeholder views. Those public meetings included:

- 2007 ASA Chairs Conference. A meeting with interested sociology department chairs at this event, held the day prior to the opening of the ASA Annual Meeting;
- 2007 ASA Annual Meeting. A teaching workshop on sociology and criminology programs. Panelists and participants were mainly sociologists heavily involved in criminology and criminal justice programs;
- 2007 American Society of Criminology (ASC) Annual Meeting. Task Force members met with the ad hoc teaching committee of the ASC at its annual meeting in Atlanta;
- 2008 ASA Annual Meeting. Departmental Workshop on the challenges faced by departments and programs that combined sociology and criminology or criminal justice; and
- 2008 Academy of Criminal Justice Sciences (ACJS) Annual Meeting. Task Force members met with the elected leadership of the ACJS, and attended their session on certification.

- 2008 American Society of Criminology Annual Meeting. The Task Force held an open forum at American Society of Criminology. Presidents of both ASC and ACJS were among the participants.
- 2009 Academy of Criminal Justice Sciences Annual Meeting. The Task Force held an open forum at the ACJS meeting.

Systematic Data Collection and Analysis

The Task Force made use of existing data, including the ASA Department Surveys in 2001 and 2007, the Integrated Postsecondary Education Data System (IPEDS), and analysis of the use of CIP codes (Classification of Instructional Programs) in categorizing criminology and criminal justice programs. In addition, the Task Force conducted structured interviews with 47 sociology department chairs at post-secondary institutions with programs in sociology and criminology. Chairs' responses to the structured interview questions were coded and entered into SPSS for analysis. A detailed discussion of the sampling process and response rates can be found in Appendix A of this report. The protocol for the structured interviews can be found in Appendix B.

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Task Force Meetings

In addition to the activities described above, the Task Force met twice *en bloc*. The first such meeting occurred at the 2007 ASA annual meeting in New York City. At this session, the Task Force formed several subcommittees charged with drafting specific sections of this report. The Task Force also met at ASA headquarters in Washington, DC in March 2009 to review, discuss, and revise drafts of the report sections. Following this meeting, revised drafts of the report sections were submitted to the ASA to be compiled and edited. The resulting draft of the final report was then circulated among Task Force members, revised as needed, and subsequently submitted for approval to the entire Task Force and the ASA Council.

Perspective of the Task Force

Although the original charge to the Task Force was to examine the relationship between sociology and criminology only, in their earliest deliberations the Task Force members recognized that it would be important to consider criminal justice as well. Task Force members' own departments and institutions included: (1) a department of sociology that offers a sociology major while contributing to a multidisciplinary crime, law and society minor; (2) a department of sociology that offers a concentration in criminology and criminal justice; (3) a department of sociology and criminology; (3) a department of sociology and criminal justice; and (4) a sociology department at a campus with a separate department of criminal justice. Moreover, during its various meetings and at its various venues, Task Force members heard much testimony about the challenges, both serious and minor, posed by the various constellations of all three of these areas: sociology, criminology and criminal justice.

As sociologists, the members of the Task Force certainly recognize the value of a sociological understanding of crime and criminal justice. At the same time, we heard again and again in our meetings with scholars at various conferences that whatever divisions may have existed in the past, sociology, criminology and criminal justice now largely share (albeit with different emphases) a common view of the importance of social

structure—including race, class, and gender—for understanding crime and justice issues. Our meetings, discussions, and other activities also made us very aware of the shared concerns regarding identity, organization, pedagogy, process, and resources that were felt across the various departmental and institutional arrangements. Recognizing the common ground that is increasingly apparent among sociology, criminology, and criminal justice does not discount the intellectual and organizational tensions that have existed since the 1970s among the fields. The next section of the report examines the historical context of those tensions in some detail.

The testimony heard from stakeholders and the data from the interviews with department chairs all underscore the rationale for the formation of the Task Force, and the need for workable recommendations to help departments and institutions that offer sociology, criminology and/or criminal justice across a wide variety of operational arrangements. We trust this report will prove helpful in this regard, and we especially recommend it to institutions considering organizational changes in their program structures. The report will help raise awareness of the possible opportunities and pitfalls of joint or separate programs and of the intended and possibly unintentional consequences of the changes they are considering. We encourage a careful reading of the report and its recommendations and further encourage individuals, programs, and institutions facing the challenges we discuss to implement what they find useful and to work through difficult issues with patience, understanding, and even a sense of humor.

In one of the Task Force’s open forum meetings, a participant reported that among police chiefs there was a strong sense that the police academy was the place for student to learn about criminal procedure and “how to shoot a gun.” The chiefs wanted colleges and universities to teach the critical thinking and judgment necessary to know when to leave a gun in its holster.

II. History—Sociology, Criminology, and Criminal Justice

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While some members of combined sociology, criminology and criminal justice programs may be completely familiar with the history of these areas, others may be much less aware of their origins and long-standing relationships. Without a clear sense of this history the current debates over identity, structure, and resources can be difficult to comprehend. Many of the central questions that departments and institutions are asking today have their origins in discussions that started decades, if not centuries, ago. For this reason, the current report includes this section on the history of sociology, criminology, and criminal justice. As central questions regarding the relationships among these three areas arise in this section on history, those questions are highlighted and noted. In later sections of the report, each of the questions is addressed through discussions of the findings from the survey of department chairs and the recommendations of the Task Force.

As with any history, it is useful to begin with a point of demarcation. Fortunately, John Conrad (1979:7-8), a criminal justice specialist, has provided one.

Few watersheds in the history of any discipline can be so precisely dated as the transformation of criminal justice studies under the powerful influence of the Law Enforcement Assistance Administration. Before 1967, when the Omnibus Crime Control and Safe Streets Act was passed and signed into law, the study of crime took place in the backwaters of social sciences. . . . Before the creation of the Law Enforcement Educational Program [LEEP] under the auspices of the LEAA, almost nothing existed to provide systematic preparation for criminal justice occupations. . . . All that has changed, and within the span of hardly more than a decade nearly 1,000 colleges across the country are receiving LEEP funds. There are 1,243 schools in the LEEP catalogues, together with some 100 more that offer courses relevant to preparation for various criminal justice careers.

Sociologists would certainly take exception to Conrad's notion that prior to 1967, the study of crime took place in the backwaters of sociology—unless one defined the Chicago School as a 'backwater' and the sociologists who worked there as its denizens. But the sudden influx of LEAA and LEEP funds undeniably created strong incentives for the study of crime and justice, and influenced criminology and criminal justice curricula within academic settings. Moreover, it set in motion the ongoing debate regarding the orientation of criminology and criminal justice programs as either academic or vocational in nature.

To what extent should the availability of outside funding be allowed to determine the shape of departmental arrangements and curriculum and course content?

Criminology and Its Relationship to Sociology Before 1967

Criminology has had a much longer history than criminal justice and claims association with the earliest study of crime. Theory textbooks begin their treatment of criminological theories with brief descriptions of the writings of religious figures such as Thomas Aquinas, and contract theorists like Hobbes, Locke, and Rousseau, Beccaria and Bentham (Williams and McShane 1998). Contemporary criminology draws heavily on theorists such as Gabriel Tarde, Émile Durkheim, Max Weber, and Karl Marx. Because of his positivist approach to studying the causes of crime, writers typically give Lombroso credit as the father of modern criminology (Vold, Bernard and Snipes 2001; Moyer 2001; Lilly, Cullen and Ball 2007).

As alluded to earlier, criminology assumed its modern form in the United States with the work of the Chicago School in the nineteen-thirties. What was important about the work of many of the University of Chicago criminologists was the rejection of earlier theories that the cause of crime could be found in individuals. Instead, Shaw and McKay, as well as others, looked to structural factors and culture to explain criminality. Their work established the fundamental insight of the sociological study of crime—that people who commit crimes, the crimes they commit, and society’s response to those actions, cannot be fully understood except in the context of the larger system of relations in which they are located.

Ron Akers’ 1992 presidential address to the Southern Sociological Society discussed the relationship between sociology and criminology. His talk highlighted the pivotal place of Edwin H. Sutherland in that relationship. Akers (1992:3) called Sutherland, “the most important criminologist of the twentieth century.” Akers went on to say that Sutherland’s definition of criminology as “the study of the making of laws, the breaking of laws, and the social reaction to the breaking of laws,” is now “almost universally accepted” (p. 4). Further, Akers pointed out that Sutherland’s differential association theory had become perhaps the most influential sociological theory of crime. It was not only important in supplanting psychiatric, biological, and multiple factor approaches to crime, but helped to establish criminology as a legitimate field of study in the discipline of sociology (Akers 1992). Subsequently, most criminological theories were developed within sociology, most notably, Merton’s anomie theory, Cohen’s delinquent subculture, Cloward and Ohlin’s opportunity theory, and Quinney’s conflict theory, among others.

Akers argued that criminology was an important field of study within the discipline of sociology, one that benefited from sociological insights while simultaneously enriching and expanding the discipline as a whole. Akers further noted:

In short, at midcentury a mutually beneficial relationship between sociology and criminology had become well established. Criminology was very dependent on

sociology, and it in turn contributed significantly to general sociology. . . . By the mid 1900s, all criminology and delinquency courses in North American universities and colleges had come to be taught in departments of sociology (1992:5-6).

QUESTION 2

How can relationships of mutual respect based on the academic and intellectual contributions of sociology and criminology be fostered within departments and institutions?

Criminal Justice Before 1967

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Criminal justice as a discipline is usually viewed as having its origins in the development of a police training program by August Vollmer at the University of California, Berkeley in 1916. Vollmer's efforts over twenty years are viewed as the forerunner of today's criminal justice programs (Ward and Webb 1984).

During the period between 1930 and 1950 there was an emphasis in criminal justice on the education of police, which was provided primarily through community colleges. Some programs in corrections existed at the four-year and graduate level, but most of these were in departments of sociology. Students enrolled in law enforcement programs were usually in-service, that is, already employed by police departments. In contrast, students in corrections programs were often pre-service, studying for careers in institutional corrections, probation or parole (Ward and Webb 1984).

The period between 1950 and 1960 saw increasing changes in the criminal justice system although those changes were concentrated in a few cities and states. California and New York took the lead in establishing formal training programs for police. By 1965, there were sixty-five criminal justice related programs. Parole and probation officers typically received their degrees from schools of social work, but there was a clear trend beginning for individuals with an interest in criminal justice careers to embark on specific studies in corrections and sociology. During this period, there continued to be few pre-service students in law enforcement and many of the two year programs focused on training (Morn 1995).

The major changes began in the late 1960s with a series of federal government commissions that were established to investigate deficiencies in the criminal justice system. These commissions included the McCone Commission which investigated the Watts riots; the Kerner Commission with a focus on civil disorders; the Walker Commission which investigated the methods of preventing violence; and the 1967 President's Commission on Law Enforcement and Administration of Justice which investigated many issues related to criminal justice. All of the final reports had a common theme: the need to improve the quality of criminal justice personnel, particularly the police (Ward and Webb 1984).

Efforts at improving the quality of criminal justice personnel took two approaches. The first focused on education. The future of a "professional" criminal justice system had to be based on higher educational requirement for its members, in part because it was

believed that more education would have a “liberalizing effect.” Second, there was a view that criminal justice professionals should be seen as serving the public, with less emphasis on a quasi-military culture, particularly in law enforcement. In 1973 the National Advisory Commission on Criminal Justice Standards and Goals reaffirmed the view that higher education was critical to criminal justice and recommended that by 1982 all police officers should have a baccalaureate degree (Ward and Webb 1984). The recommendations of the Advisory Commission on Standards and Goals might seem a natural opportunity for collaboration between sociological criminology and criminal justice programs. But the reality was more complicated.

QUESTION 3

What role should the liberal arts perspective within sociology—with its critical examination of social institutions—have in the baccalaureate studies of students pursuing careers in criminal justice?

Follow the Money

The 1960s in the United States was characterized by considerable social unrest. Within that context, one of the central questions of the 1964 presidential campaign between Lyndon Johnson and Barry Goldwater was the appropriate response of the federal government to the problem of crime—but no one was sure how big the crime problem was. At the time, there was virtually no systematic data about crime or the administration of criminal justice in the United States (Feucht and Zedlewski 2007). Shortly after his inauguration, Johnson established the President’s Commission on Law Enforcement and the Administration of Justice. Perhaps with a cognizance of the connections between social unrest and crime, the individuals selected for the commission were primarily social scientists, rather than lawyers (Conley 1994). Their final report, entitled *The Challenge of Crime in a Free Society*, noted “The Commission has found and discussed throughout this report many needs of law enforcement and the administration of criminal justice. But what it has found to be the greatest need is the need to know” (1967:273).

Following publication of the commission’s report, Congress passed the Omnibus Crime Control and Safe Streets Act, which in turn led to the establishment of the Law Enforcement Assistance Administration (LEAA) in 1968. LEAA became a key source of funding for both educational programs and research. Research and the administration of research funds was handled through what became the National Institute of Justice (established in 1969), making available for the first time, a significant national-level source of support for dissertations, faculty research, and research by non-profit organizations.

Funding for educational programs was administered through the Law Enforcement Education Program (LEEP). Akers (1992:7) describes the impact of the passage of LEEP on studies of crime and justice by saying simply— “the field exploded.” **TABLE 1** provides a historical summary from 1969 to LEEP’s last season in 1980. In the first six months LEEP gave 6.5 million dollars to 17,992 students, ninety percent of whom were in-service police officers. In terms of students, the peak was in 1974 when over 113 thousand students were given funds. Despite the fact that the number of students declined after 1974, 40

TABLE 1

LEEP Activity 1969–1980*

FISCAL YEAR	ACADEMIC YEAR	NUMBER OF SCHOOLS	NUMBER OF STUDENTS
1969	68–69**	485	17,992
1970	69–70	735	51,358
1971	70–71	890	64,836
1972	71–72	962	81,165
1973	72–73	993	102,147
1974	73–74	1,036	113,119
1975	74–75	1,065	109,310
1976	75–76	1,031	84,458
Transition Budget	76–77	1,012	79,203
1977	77–78	994	72,250
1978	78–79	955	65,865
1979	79–80	867	31,692
1980***	80–81	830	22,500

* Table from Ward and Webb 1984:31

** LEEP funds were only available for 6 months of the 1968–69 academic year.

*** Student participation for 1980 is an estimate.

million dollars were appropriated each year from 1973 through 1977. After the peak in 1974, the number of students declined to about 22 thousand students in 1980 when LEEP funds were discontinued.

A similar picture is seen in **TABLE 2**, drawn from Myren (1979:23), which shows the growth in crime-related academic programs from 1966 through 1980. While **TABLE 1** and **TABLE 2** draw from different sources and definitions, the general trend is clear. There were over seven times the number of Associate programs in 1978–80 as in 1966–67, about 15 times the number of Baccalaureate programs in 1978–80 as in 1966–67, 14 times the number of Master’s programs in the latter as compared to the former period, and six times the number of doctoral programs in 1978–80 compared to 1966–67.

TABLE 2

Growth in Number of Crime Related Programs in Higher Education 1966–1980*

DIRECTORY	ASSOCIATE	BACHELOR’S	MASTER’S	DOCTORAL	INSTITUTIONS
1966–67	152	39	14	4	184
1968–69	199	44	13	5	234
1970–71	257	55	21	7	292
1972–73	505	211	41	9	515
1975–76	729	376	121	19	664
1978–80	1,209	589	198	24	816

*Table from Myren (1979:23). 1974 not included in original table.

The Consequences of Federal Funding

The rapid infusion of large amounts of federal money into colleges and universities for studies of crime and justice raised an array of controversial questions about how the money should be spent, how programs should be structured, how disciplines should be defined, and how all of these decisions would impact students and faculty. Conrad and Myren (1979:24) nicely summarize this uncertainty in the following passage:

The academic political struggle is over whether crime-related programs should remain in sociology, should be separate units denoted as criminology or criminal justice programs (departments, schools, or colleges), should be part of a public affairs program tied tightly to political science and public administration, or should be in some other setting (most frequently a vocational education unit). At stake is control over the faculty and staff, the student seats, and the physical facilities needed to implement the program. Intellectually, the battle is over whether the program should be vocational, professional, or behavioral/humanistic. Also at stake is a considerable amount of academic research and development money that has been available over the last decade and will probably continue to be available for the foreseeable future from both government agencies and private foundations.

Specifically, one of the most controversial efforts by LEEP was its attempt to influence curriculum planners. It rather quickly became apparent to the Law Enforcement Assistance Administration (LEAA) that LEEP money was being spent on in-service training rather than in support of college majors in academic programs of criminal justice. To address that problem, 1969 federal program guidelines specified that funds could not be used exclusively for training. Schools had to offer a minimum of 15 credit hours in courses directly related to law enforcement for students to qualify for loans.

QUESTION 4

What should the balance be between academic, social science orientations in programs, versus vocational career-preparation orientations?

A second area of controversy involved questions about the quality of students. During the mid-seventies, the majority of criminal justice students were in-service police officers. Critics of criminal justice maintained that the academic quality of these students was generally low. However, the criticism continued when pre-service students entered criminal justice studies in the late seventies. It is important to remember that this was a period of widespread criticism about the low quality of students across post-secondary institutions, not only in criminal justice (Ward and Web 1984).

A third area of controversy surrounded criminal justice faculty themselves. Many were recruited from the field of practice and had little or no familiarity with the academic process (Ward and Webb 1984). They often were appointed with adjunct or part-time positions and given full-time teaching loads. Few had doctorates or traditional academic credentials, publication records, and even fewer had research experience. Consequently, criminal justice faculty were viewed by their university colleagues as “different.” Coming from a military or quasi-military background, they had little understanding of the “community of scholars” approach to problem solving. On many campuses, the power of the faculty rested

with traditional scholars in the social and behavioral sciences who were not enamored with their criminal justice colleagues. Feelings of hostility and lack of acceptance developed between students and faculty in criminal justice and other disciplines.

QUESTION 5

What qualifications are appropriate for faculty teaching in criminology and criminal justice programs? Is a PhD in sociology required? Is a PhD in criminology or criminal justice sufficient—or better? What about a JD?

Finally, conflicts occurred among educators, particularly about the direction criminal justice should take. In 1963 a group of educators resigned from the American Society of Criminology (ASC) to form the International Association of Police Professors. They viewed themselves as applied criminologists in contrast to “sociological criminologists” (Morn 1995). In 1970, the membership of this group voted to change the organization’s name to the Academy of Criminal Justice Sciences (ACJS) to represent the majority of educators in both criminology and criminal justice education, although many members continued to hold their membership in the ASC (Morn 1995).

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The Development of Minimum Standards, Certification, and Accreditation

In an effort to address the problems in criminal justice that resulted from the sudden growth of the field, LEAA awarded a grant to the ACJS in 1977 to develop minimum standards for criminal justice programs. The understanding was that the ACJS would collaborate with the American Society of Criminology (ASC) through a joint advisory board.

The final report did not take a position on the implementation of minimum standards, believing it was an issue “the field itself must consider.” (Ward and Webb 1984:6) There is, however, a chapter in the report on the various approaches to the implementation of standards, ranging from accreditation to self-evaluation. The report did not take a stand on accreditation or certification per se, but recommended that criminology and criminal justice programs should offer the following eight core courses:

- Introduction to Criminal Justice
- Criminology
- Criminal Law
- Criminal Procedure
- Juvenile Delinquency
- Elementary Statistics
- Judicial Process
- Corrections.

Much of the momentum for accreditation was, and continues to be, associated with the ACJS rather than the American Society of Criminology (Vogel 1988). While the opinions of an organization’s elected leadership cannot be assumed to represent the entire membership, it is nonetheless worth noting that former presidents of both ASC and ACJS held strong and divergent opinions on this question. Edward Sagarin (1980:294-295), a former President of ASC, was clearly opposed to accreditation.

Criminology is not medicine, and the society [ASC] has no compelling reason to license people to practice criminology. . . . I see much greater social need for the

accreditation of schools for automobile mechanics and television repair persons than of schools or programs for criminologists. Nonetheless, as I understand it, the problem has become complex, because other forces, less equipped and less capable than ourselves (in my opinion and that of the colleagues with whom I have shared ideas on the subject) are aggressively seeking to become official accreditors of criminology programs. If we cannot convince the academic world, LEAA-sponsored groups, and others that the whole idea of accreditation is unnecessary and potentially more harmful than beneficial, we may be compelled to offer our knowledge and assume the burden, albeit with reluctance and regret.

More recently, ACJS President W. Wesley Johnson (2008) has contended the following:

I think ACJS is a leader in this area, initiating the first move toward accreditation with its development of a program certification process. The movement to certify and accredit programs in criminal justice/criminology is gaining momentum. The need to more clearly define what we do and who we are has arrived. The move toward program accreditation is a step in the right direction.

In 2005, the ACJS began an initiative to certify programs in criminal justice. (ACJS Certification Standards, <http://www.acjs.org/pubs/>http://www.acjs.org/pubs/167_667_3517.cfm). ACJS stresses that if certification standards are not met, the program may continue and reapply at a later time for certification. The Academy is clear that *certification* simply means that the program has met the standards specified by ACJS. By contrast, *accreditation* means the program has been evaluated and meets the standards of a specialized accrediting body sanctioned by the Council on Higher Education Accreditation through an accreditation process sanctioned by them.

That said, a review of the ACJS web site indicates that the academy sees itself on a trajectory from “peer review” to the “intermediate step” of certification. Regarding the next step of becoming an accrediting body, the web site states that ACJS “may decide to move in this direction, however, there are no specific plans to do so at the moment.” ACJS Certification (currently offered for Associate’s, Bachelor’s and Master’s programs) is voluntary and involves an assessment of a program’s compliance with a set of “Standards and Recommended Indicators” through “substantive, credible evidence” pertaining to the following areas (ACJS Certification Standards, 2005):

- Program Mission and History
- Program Structure and Curriculum
- Resources
- Integrity
- Branch Campuses, Additional Locations, and Other Instructional Sites
- Faculty
- Admission and Matriculation
- Student Services
- Program Quality and Effectiveness

The ACJS certification program is quite new and has not yet been widely embraced. As of 2009, seven programs at five campuses have been certified. Based on a review of the certification materials and Task Force members’ conversations with ACJS officials while attending their Annual Meetings, it appears that ACJS’s attempts to initiate certification of criminology and criminal justice programs does not represent a move to make the field more vocational. Rather, ACJS appears to be pushing the field toward a more academic

and social science-based future. A comparison of the ACJS certification requirements with the American Sociological Association's 16 "Best Practices for Achieving Study in Depth in Sociology" (discussed in the next subsection) reveal numerous similarities and considerable overlap.

American Sociological Association on the Question of Program Certification

ASA has deliberately chosen not to develop a single set of prescriptive criteria for programs in sociology. Sociology as a discipline is richly diverse in content and emphasis. Similarly, it is taught across a broad range of academic contexts and department and program arrangements. The association has taken the view that all sociology programs should focus on creating an experience of "study in depth," as defined by the Association of American Colleges. The defining criteria for study in depth include:

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- comprehension of a complex structure of knowledge;
- achievement of critical sophistication through sequential learning experiences (which cannot be reached merely by cumulative exposure to more and more subject matter);
- abilities and skills required to undertake independent work;
- development of and disposition to undertake new learning in order to serve themselves and their society as citizens;
- a central core of method and theory;
- a range of topics and variety of analytic tools; and
- a crucial interplay between continuous observation and a developing, articulated theoretical base.

The ASA has, however, convened two Task Forces charged with developing (and later updating) recommendations to help guide departments in their efforts to create study in depth experiences for students of sociology. The results of these two Task Forces' efforts can be seen in *Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the Twenty-First Century* (McKinney et al 2004). This small book defines and discusses 16 "Best Practices for Achieving Study in Depth in Sociology." The recommendations are explicitly framed as guidelines, rather than requirements, and departments and programs are encouraged to examine the recommendations in light of their own contexts, including their institution's mission, size and resources. A listing of the 16 recommendations can be found in Appendix C of this report.

QUESTION 6

Should departments that include sociology and criminology or criminal justice consider applying for ACJS certification? Should they use the 16 recommendations from the Liberal Learning Report as a guideline for program development? What implications might a department or program's answers to these questions have for the liberal arts and social science tradition at the core of sociology and criminology?

III. Institutional Arrangements

Given the complex history of relationships among sociology, criminology and criminal justice, it is not surprising that actual program arrangements are equally complex. There are almost as many institutional arrangements as there are institutions. To give just two examples, the University of California-Riverside provides an interdisciplinary major in law and society, and Lynchburg College in the fall of 2008 created an interdisciplinary major in criminology. Both of these universities draw from course offerings in related departments including, but not limited to, sociology. Some arrangements suggest close ties among programs, faculty and students, and others indicate little or no contact or common programming. We have tried to bring some order to this spectrum of configurations by categorizing programs into four main types of relationships:

1. a single department offering a major in sociology with concentrations, emphases, or minors in criminology or criminal justice;
2. a single department offering a major in sociology, as well as a major in criminology or criminal justice;
3. two distinct departments, one offering a major in sociology and the other offering a major in criminology or criminal justice; and
4. other configurations that do not fit into one of these three options.

The first three program types can be conceptualized as representing a spectrum in which, on one end, criminology and criminal justice are closely connected to sociology (existing as a minor or concentration within the sociology major) to the other end, in which sociology is in one department and criminology or criminal justice are located in another department completely distinct from sociology. The fourth category does not fall neatly onto the spectrum and is further described below.

A Note on Terminology

When examining academic programs, the line between “criminology” and “criminal justice” is often blurry. The question of what factors lead a department or program to include one term or the other in its name is interesting, but is not directly examined in this report. Among the four program types defined above, each type may include departments that use the word “criminology” as well as departments that use the word “criminal justice” to describe their offerings. For this reason, the remainder of the report uses the designation CCJ as an umbrella term for the words “criminology and criminal justice.”

Of the 47 department chairs with whom we conducted interviews, the majority (N=26, 55.3%) indicated that the relationship between sociology and criminology or criminal justice at their institution fell into either the first or second category. That is, some type of formal association between sociology and criminology or criminal justice existed, either by way of a CCJ concentration, emphasis, or minor within sociology, or alternatively, by offering both sociology and CCJ majors within single department. Another 38.3% of chairs indicated that the sociology major and the CCJ major were located in separate departments or in separate schools or divisions within the university.

TABLE 3

Program Configuration in Sample Institutions ¹

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PROGRAM CONFIGURATION	FREQUENCY	% OF TOTAL
<i>TYPE ONE: Single department with soc major and CCJ concentration or minor</i>	14	29.8%
<i>TYPE TWO: Single department offering both a soc major and CCJ major</i>	12	25.5%
<i>TYPE THREE: Sociology major and CCJ major in two separate departments</i>	18	38.3%
<i>TYPE FOUR: Other</i>	3	6.4%
<i>Total</i>	47	100.0%

¹ Because the final sample included only 1 institution, Lynchburg College, that carried a sociology major with only a minor in criminology, we have included that institution with those that carry a sociology major with a CCJ concentration or emphasis. That program had approved a criminology major within the Sociology Department effective Fall 2008.

TYPE ONE:

Single department with sociology major and CCJ concentration or minor

Nearly 30 percent of the department chairs interviewed were from departments that offered a major in sociology, with a concentration, emphasis, or minor in criminology or criminal justice. Typically, students in such a department take an array of classes along with all other sociology majors and then take a subset of classes designated specifically for the CCJ concentration, emphasis, or minor.

At the University of Montana, a Doctoral/Research-Intensive institution, the sociology department offers a BA in sociology. Students may complete the general sociology major or concentrate in one of three areas of emphasis, including criminology. Students choosing the criminology option take a core group of classes required of all sociology majors, including classical sociological theory, research methods and statistics, and choose from a selection of general sociology courses. They then take a subset of classes from a list of CCJ course options to complete their area of emphasis. The students in the Department of Sociology and Social Work at Hope College, a Baccalaureate-Liberal Arts institution, do much the same to complete a 'criminal justice focus' within their department with one addition; they must also complete an internship in criminal justice.

Having a CCJ emphasis, concentration, or minor within the sociology department does not preclude the university from offering a separate CCJ program or department located in a

different academic unit. Six institutions in this first category had a dual arrangement of this kind. Because interviews were conducted with the chairperson of the department of sociology primarily regarding conditions within that department, most of these cases were coded as being examples of the first program type: one department offering a major in sociology with a minor or concentration in criminology or criminal justice. For example, at Salem State College in Massachusetts, the Department of Sociology is located in the School of Arts and Sciences. Students can complete a BA in sociology or a BS in sociology. When completing the BS degree, students have the option to pursue a criminal justice emphasis as part of the sociology degree. In addition, Salem State offers the BS and MS degrees in criminal justice through the Department of Criminal Justice which is located in the School of Human Services, a separate academic unit. Another example of this is seen at California State University-Dominguez Hills, where the sociology department carries a CCJ emphasis and a separate criminal justice program is maintained in the business school. A similar arrangement exists at Bowling Green State University where the sociology and criminal justice programs are in separate departments, but the sociology program also maintains a criminology emphasis.²

TYPE TWO:

Sociology and CCJ majors offered within the Sociology Department

An additional 25.5 percent of the departments interviewed offered majors in both sociology and CCJ within a single department. These departments were often interdisciplinary in name as well as structure. For example, Augusta State University offers BA degrees in both sociology and in criminal justice within its joint Department of Sociology, Social Work, and Criminal Justice. The Department of Sociology, Anthropology, and Criminal Justice at Valdosta State University offers BA and MS degrees in criminal justice, the BA in sociology/anthropology, and the MS in sociology. The University of Delaware's Department of Sociology and Criminal Justice offers BA degrees in both sociology and criminal justice and MA and PhD degrees in both sociology and criminology. A few stand-alone sociology departments did offer BA degrees in both sociology and criminal justice. This arrangement is seen at Mount Saint Mary's University and SUNY-Potsdam. Finally, in some cases, both majors are offered by a Department of Social Sciences, such as the case with Brewton-Parker College and Alcorn State University.

TYPE THREE:

Sociology and CCJ majors offered in Separate Departments

The single most common configuration of the relationships between sociology and CCJ programs among institutions in our interview sample appears to be institutions that offer sociology and CCJ majors in separate departments or units (38.3%). For example, the University of South Carolina at Columbia offers the BA, BS, MA, and PhD degrees in both the Department of Sociology and the Department of Criminology and Criminal Justice. Both departments are located within the College of Arts and Sciences; however, the faculty and courses do not overlap and the programs are completely separate. USC is classified as a Doctoral/Research-Extensive university in the Carnegie classifications. New England College, classified as a Baccalaureate-General institution, maintains a very similar structure, with separate departments and a wholly separate curriculum. New England

² Information about program configurations at the institutions in our interview sample was taken directly from institutional and departmental websites. Because all information was public, we use the actual names of programs when discussing various configurations.

College offers a BA in Sociology and a BA in Criminal Justice. Both departments are housed in the Knowledge, Growth and Action Collegium which is a subdivision of the Liberal Arts and Sciences Division.

In some cases, not only are the sociology and CCJ programs located in different departments but also in different academic units within the institution. For example, at Pennsylvania State University at Harrisburg (classified as a Masters College and University I institution), the Department of Sociology offers the BS degree and is located in the School of Behavioral Sciences and Education while the Department of Criminal Justice offers the BS and MA degrees and is located in the School of Public Affairs. St. John's University in New York, a Doctoral/Research-Extensive university, also houses its Sociology and Criminal Justice programs in separate institutional units. The Department of Sociology and Anthropology is located in the College of Liberal Arts and Sciences and offers the BA and MA in sociology. The Department of Criminal Justice and Legal Studies is located in the College of Professional Studies and offers the BS degree in criminal justice (as well as in homeland and corporate security, and legal studies). These two departments work together across institutional units to offer combined BS/MA degrees in sociology and criminal justice, and sociology and legal studies. However, the departments themselves remain in separate academic units.

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Several institutions in our sample maintain separate sociology and CCJ departments but also have a sociology department that carries a criminology or criminal justice emphasis or concentration within the program. As mentioned above, Bowling Green State University, a Doctoral/Research-Intensive institution, offers the BA, MA, and PhDs in Sociology. The Sociology Department is in the College of Arts and Sciences and, within the department, students can choose from among four areas of emphasis, one of which is a specialization in criminology and deviance. The university also supports a Criminal Justice Program that provides the BS and MS degrees in criminal justice. This program is located within the Department of Human Services which is in the College of Health and Human Services. The criminology/deviance emphasis in the Sociology Department has a more liberal arts orientation while the degrees in the criminal justice program are tailored for more applied settings.

It is important to note that in some cases the separate criminology and criminal justice departments at these institutions were once majors or concentrations housed within the sociology departments but, for a variety of reasons, the departments split into separate entities. The remainder of this report will address some of the stresses and pressures that can lead to such a split. One such example is the University of Nebraska at Kearney, classified as a Masters College and University I, where criminal justice historically was part of the sociology department. However, the two disciplines are now housed in separate departments within the College of Natural and Social Sciences.

TYPE FOUR:

Other Configurations

As is obvious from the descriptions of the program configurations in this section, the ways in which sociology and criminology/criminal justice programs co-exist within institutions across the United States are widely varied and sometimes difficult to tease out. In addition to the array of arrangements already discussed, several programs (6.3%) simply could not be neatly categorized into any of the above designations. For example, Lander

University in South Carolina offers a sociology major with a criminal justice emphasis within the Department of Political Science and Social Sciences but also offers an on-line BS degree in criminal justice management for experienced law enforcement officers.

An examination of the institutional arrangements among sociology, criminology and criminal justice programs in our sample reveals wide variation in configurations and relationships. Such variation in types of configurations leads us to speculate that these arrangements have been more accidental than purposive on the part of the departments and/or institutions. Furthermore, the ‘accidental’ nature of these configurations is undoubtedly linked to how the challenges noted by department chairs and discussed elsewhere in this report were handled at various points in the development of the structure and curricula of these colleges and universities.

The remainder of the report highlights those challenges and offers suggestions to those departments and institutions that want to undertake the development of more purposive and effective program arrangements. The next section of the report examines how faculty and student numbers vary across the four program types.

The challenge for faculty in sociology, criminology and criminal justice departments is to better explain to students and future employers the specific types of skills that students receive in a liberal arts education, especially sociology, and better equip students to identify, demonstrate, and translate their use of those skills into specific job settings.

IV. Numbers of Students and Faculty Across Program Types

Department chairs were asked about the numbers of students and faculty in their departments and clear differences by program type emerged in their responses. As criminology and criminal justice moved away from sociology, the average number of students in those programs increased dramatically. However, the average number of CCJ faculty did not increase proportionally.

In Type One departments (offering a sociology major and a minor or concentration in sociology), the average number of sociology majors was 191.7 and the average number of students with a minor or concentration in CCJ was 68.5. In contrast, in Type Two departments (that offered both a sociology major and a CCJ major), the number of CCJ students was 129.5, nearly double the number of sociology majors, which averaged 68.5. When CCJ was offered in a separate department (Type Three departments), the average number of CCJ majors increased 70 percent, averaging 221 CCJ majors. This may account for the tendency of admissions officers, as reported by some participants in the Task Force's open forums, to push for separate CCJ departments. The average number of sociology majors in Type Two and Type Three departments was virtually the same.

As departments moved from a closer relationship between sociology and CCJ (Type One) to a more separate relationship (Type Three), the average number of faculty in sociology did not change significantly, while the average number of faculty in CCJ increased. However, the increase in CCJ faculty was negligible until CCJ became a separate department and the average number of CCJ faculty increased dramatically (from an average of 1.5 full time CCJ faculty position to an average of 5.1 full time CCJ positions). The average number of faculty teaching both sociology and CCJ courses was highest in Type Two departments, with a mean of 4.8 faculty teaching both, in contrast to 1.9 in Type One departments and merely 0.7 in Type Three departments. It seems that once a separate CCJ department is established, there is little overlap in duties between the faculty in the sociology department and in the CCJ department.

A major concern voiced to the Task Force by faculty in criminology and criminal justice programs was the disparity between sociology student-faculty ratios and CCJ student-faculty ratios. As **TABLE 4** indicates, whether the CCJ program is part of sociology or a stand-alone program, the data tend to confirm this disparity. As sociology and criminology become increasingly separate (moving from Type One departments to Type Three departments), the disparity in student faculty ratio increases. Recall that there were only three Type Four departments, but among them there was neither the disproportionate growth in CCJ students, nor the accompanying disparities in student-faculty ratios.

TABLE 4

Average Number of Faculty and Students by Program Type

	TYPE ONE: SINGLE DEPARTMENT WITH SOC MAJOR AND CCJ CONCENTRATION OR MINOR	TYPE TWO: SINGLE DEPARTMENT OFFERING BOTH A SOC MAJOR AND CCJ MAJOR	TYPE THREE: SOCIOLOGY MAJOR AND CCJ MAJOR IN TWO SEPARATE DEPARTMENTS	TYPE FOUR: OTHER
Mean				
<i>Sociology students*</i>	191.7	61	61.5	80
<i>CCJ students*</i>	68.5	129.5	221	79
<i>Sociology faculty</i>	8.2	5.7	5.2	2.3
<i>CCJ faculty*</i>	1.4	1.5	5.1	1.7
<i>Faculty teach both*</i>	1.9	4.8	0.7	2.3
<i>Sociology adjunct</i>	2.3	2.9	3.4	1.3
<i>CCJ adjunct</i>	1.5	2.9	3.6	2.0
<i>Sociology student to full-time faculty ratio</i>	18:1	7:1	11:1	28:1
<i>CCJ student to full time faculty ratio</i>	20:1	20:1	39:1	25:1

* ANOVA difference between means significant at the .05 level or less.

A note on program size

The interviews with department chairs suggest that the challenges of managing the relationship between sociology and CCJ became increasingly difficult as the CCJ program grew in size. Chairs at institutions with large numbers of CCJ majors were more likely to report problems with perceived inequities in advising loads and resource allocations between sociology and the CCJ program, as well as problems with course overlap between the two areas. Chairs at institutions with large numbers of CCJ majors also were less likely to say they would recommend their program arrangement to others.

Faculty issues, including teaching and advising loads and qualifications for hiring and promotion, are discussed in section VI.

RECOMMENDATION 1

Before creating, or separating, joint programs, consider fully the many issues that will arise. While the immediate gains of a programmatic change may be appealing, the long-term impacts should also be weighed carefully.

V. Sociology, Criminology, Criminal Justice and the Liberal Arts

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Many sociology departments are concerned that the study of crime and criminal justice, which first emerged within the discipline of sociology, is losing its sociological focus. For example, one survey respondent reported that sociology faculty were frustrated that the university's criminal justice program did not require students to take social statistics and research methods. This anecdote reflects a broader perception that sociology embodies the scientific liberal arts tradition while CCJ programs have become more vocational or career-oriented. In this section each of these issues is examined separately. First we consider chairs views of the CCJ program orientation. Then we explore the degree to which the CCJ curriculum maintains a commitment to traditional sociology courses. We next discuss the implications of these finding for both sociology and CCJ programs and the liberal arts more generally, drawing into question the often assumed divide between a liberal arts education and practical career preparation.

Program Orientation

Since the 1967 passage of LEEP, the relative weight that sociology, criminology and criminal justice programs should give to vocational training versus liberal arts education has been a matter of debate. To see where programs fell on this issue today, sociology department chairs were asked whether their CCJ program was best described as:

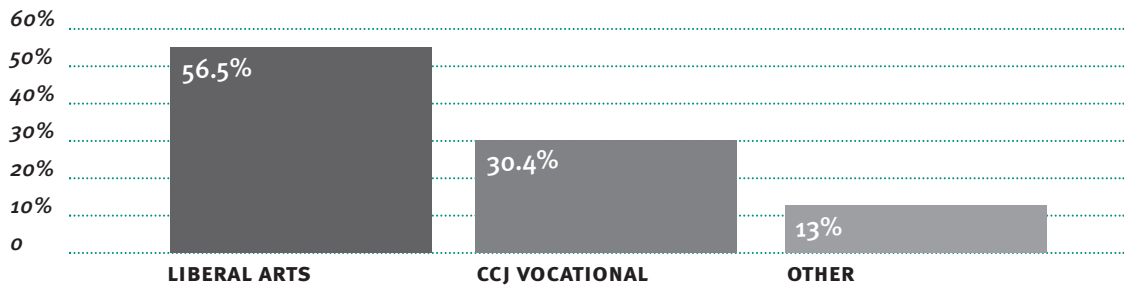
1. the study of crime and related issues from a liberal arts/social scientific perspective;
2. a program emphasizing the acquisition of knowledge and skills in preparation for a career in law enforcement, corrections, criminal justice administration and related areas; or
3. other.

Of the chairs interviewed, 56.5 percent indicated a liberal arts orientation for the CCJ programs at their institutions while 30.4 percent indicated a more vocational orientation. Another 13 percent classified their program's orientation as "other," which usually denoted an attempt to find a balance or combination between the two approaches by exploring crime from a social scientific perspective and offering courses that are geared toward vocational preparation (e.g. forensics and criminal justice procedure).

Recall from the previous section that over 55 percent of institutions that offer sociology and criminal justice or criminology do so within one department. That the majority of CCJ

FIGURE 1

Program Orientation



programs maintain a liberal arts focus, rather than a more vocational approach, may be directly related to the extent to which CCJ programs remain affiliated with sociology programs. When these programs share resources, faculty, and students, it might be expected that the liberal arts orientation of sociology is reflected in the CCJ program as well. As shown in **TABLE 5** below, in the majority of programs where there is an affiliation between sociology and CCJ, the orientation is described as liberal arts. By contrast, when CCJ programs reside in a separate department, 29.4 percent maintained a liberal arts orientation. One respondent indicated that the CCJ program on campus (which was a CCJ department separate from sociology) was moving away from a liberal arts focus towards a “security guard orientation.”

TABLE 5

Program Orientation by Program Type

	PROGRAM ORIENTATION*			TOTAL
	LIBERAL ARTS	CCJ CAREER	OTHER	
<i>TYPE ONE: Single department with soc major and CCJ concentration or minor</i>	76.9	7.7	15.4	100%
<i>TYPE TWO: Single department offering both a soc major and CCJ major</i>	84.6	7.7	7.7	100%
<i>TYPE THREE: Sociology major and CCJ major in two separate departments</i>	29.4	58.8	11.8	100%
<i>TYPE FOUR: Other</i>	0.0	66.7	33.3	100%

*Orientation of CCJ program as reported by sociology department chair.

Program Orientation and Student Expectations

Participants in the Task Force’s public meetings frequently commented that there was a disconnect between student expectations of a program and actual curricular requirements at their colleges and universities. The effect that television programs like “Law and Order” and “CSI” have had on prosecutors, juries and students has been widely discussed in the popular and academic press. Less often discussed is the potential contribution of these shows to a dissonance in students’ and faculty members’ expectations for CCJ courses.

Sociology department chairs were asked if there was a conflict between CCJ students’ expectations of a career-oriented program and their program’s liberal arts/social scientific orientation. Of the 47 chairs who were interviewed, 38.3 percent said that students in their program experienced this conflict. Several respondents noted the challenge of discussing Michel Foucault or engaging students in a critical assessment of policing or corrections when the students themselves were interested in learning how to perform forensic analysis, police procedure, or corrections administration. Other respondents noted that CCJ students sometimes complained that sociology courses were too “rigorous” compared to CCJ courses.

Given that researchers and practitioners in the fields of sociology, criminology and criminal justice continue to debate the relative distinctions and commonalities among their areas, it is not surprising that students also do not understand the difference between a criminal justice or criminology major that is offered within a sociology department, and a criminal justice major offered in a stand-alone CCJ department. Students may arrive in classes with the expectation that they will learn specific job skills related to corrections or policing and be unsettled when faculty instead focus on inequalities in the criminal justice system, alternatives to incarceration, the death penalty, or racial profiling.

One might expect that sociology department chairs at institutions where the CCJ program had a liberal arts orientation would be more likely to report a conflict between student expectations and curriculum requirements. But programs with a vocational orientation were just as likely to report a discrepancy between student expectations and curriculum requirements. As can be seen in **TABLE 6** below, those programs that attempted to create a balance between liberal arts and vocational perspectives were able to significantly reduce the disconnect between student expectations and their program curriculum. Although the numbers are very small (6 departments described their program orientation as “other”), the results suggest that finding a balance is not impossible, and may actually increase student satisfaction.

To minimize the discrepancy between faculty and student expectations, faculty reported that they used advising as a way to communicate with students about the nature of their programs. They also reported using data to drive their teaching. Faculty attempted to

TABLE 6
Percent of Sociology Chairs Reporting a Conflict Between Student Expectations and Program Curriculum Requirements*

CCJ PROGRAM ORIENTATION	CONFLICT BETWEEN CURRICULUM AND STUDENT EXPECTATIONS?		
	NO	YES	TOTAL
<i>Liberal Arts Orientation</i>	57.7	42.3	100%
<i>CCJ Career Orientation</i>	57.1	42.9	100%
<i>‘Other’ – Attempting to find a balance between the two</i>	83.3	16.7	100%

*Chi-square significant at .000 level

ground what they said in class within published and established research. They reported that in some cases they organized their classes around the examination of original criminological research, so that students could see the data for themselves rather than just have it reported to them. Integrating data analysis throughout the curriculum has been a central recommendation of the ASA Academic and Professional Affairs Program for many years. The value of helping students, including undergraduates, develop strong research skills is addressed at some length in the next section.

RECOMMENDATION 2

Be explicit about the nature of the program. Department names should accurately reflect the program(s) offered. This carries through to brochures, course descriptions, and even supporting photos. Part of the curriculum should teach students about the differences between program types. That said, look for ways to create a balance between liberal arts and vocational orientations.

Commitment to Sociology Curriculum
Across Program Types

The liberal arts versus vocational orientation of criminology and criminal justice programs, discussed above, was based on sociology department chairs’ evaluations. Another indicator of a program’s adherence to the liberal arts can be seen by examining required courses. Even a brief review of course catalog descriptions for sociology and criminology or criminal justice programs reveals that reliance on traditional courses in sociology varies enormously across programs. We examined the extent to which CCJ programs on campuses where sociology is offered continue to draw on the “core” curriculum in sociology and require courses that explore crime and justice issues from a sociological perspective.

Sociology chairs were asked to examine a list of eight courses traditionally taught within sociology and to indicate whether the CCJ program on their campus included each of them as a requirement, an approved elective, or neither. **TABLE 7** summarizes these results.

TABLE 7

Percentage of Sociology Courses Required
or Elective in CCJ Curriculum

COURSE NAME	REQUIRED	ELECTIVE	NEITHER	TOTAL
Introduction to Sociology	63.6	9.1	27.3	100%
Social Statistics	68.2	4.5	27.3	100%
Research Methods	79.5	2.3	18.2	100%
Social Theory	34.1	13.6	52.3	100%
Criminology	72.7	15.9	11.4	100%
Juvenile Delinquency	45.5	27.3	27.3	100%
Deviance	35.6	37.8	26.7	100%
Law & Society	22.2	33.3	44.4	100%

These data suggest that there continues to be important common ground in the curricula of Sociology and CCJ programs. **TABLE 7** indicates that 60 percent or more of the departments in our sample required students in the CCJ program on their campuses to take Introduction to Sociology, Social Statistics, Research Methods and Criminology within the sociology department. Fewer than 50 percent of the CCJ programs required a course in Social Theory, Juvenile Delinquency, Deviance or Law & Society from within the sociology department.

Among the eight courses examined, there appears to be a division between a set of core sociology courses (Introduction to Sociology, Social Statistics, Research Methods, and Social Theory) and a set of core criminology courses in the classic sense of studies of crime and justice from the sociological perspective (Criminology, Juvenile Delinquency, Deviance, and Law & Society). Based on this division, two “core curriculum” scores were calculated for each department in our sample. If a course was required, it was coded as ‘2’, an elective was coded ‘1’, and a course that was neither required nor an approved elective was coded ‘0.’ A department that required all four core sociology courses would receive a sociology curriculum score of 8. If that same department required one of the criminology core courses, and listed none of the other 3 core criminology courses as an approved elective, it would have a criminology curriculum score of 2. Core curriculum scores by program type are examined in **TABLE 8** below.

TABLE 8

Average Core Curriculum Scores by Program Type

PROGRAM TYPE	SOCIOLOGY CORE CURRICULUM SCORE*	CRIMINOLOGY CORE CURRICULUM SCORE*
<i>TYPE ONE: Single department with soc major and CCJ concentration or minor</i>	7.3	4.7
<i>TYPE TWO: Single department offering both a soc major and CCJ major</i>	5.8	5.4
<i>TYPE THREE: Sociology major and CCJ major in two separate departments</i>	2.7	3.4
<i>TYPE FOUR: Other</i>	7.3	7.7

*ANOVA difference of means test significant at .000

As programs move from an orientation in which criminology or criminal justice is closely related to sociology (Type One departments) to having them located in separate departments (Type Three departments), the commitment to a sociological or criminological core curriculum declines.

The above data show that important structural differences exist in these programs. The programs *least likely* to require CCJ students to take the above sociology courses are those where CCJ programs are housed in a department separate from sociology. Conversely, the sociological content of the CCJ curriculum is greatest where the Sociology Department offers a CCJ minor, concentration or a separate major alongside the sociology major. Among the small number of Type Four departments, there continues to be a strong reliance on core criminology curriculum in their programs.

The question of curriculum requirements in departments offering sociology and criminology and criminal justice was addressed in the 2004 ASA publication, *Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the 21st Century* (McKinney et al). Because of its direct relevance, an extended excerpt from that publication is included in the box below. In a similar spirit, the Task Force members agreed about the importance of building “intellectual bridges” among sociology, criminology and criminal justice in terms of both teaching and research. Honoring the intellectual differences among programs and disciplines is important, as is recognizing the similarities (Kain, Wagenaar, and Howery 2006). However, compromising the intellectual integrity of sociology as a discipline would not be in the best interests of the discipline, colleges and universities, faculty, or students. This does not mean that explicitly vocational courses cannot be included in the curriculum.

RECOMMENDATION 3

Develop student learning goals for methodological, theoretical, and vocational outcomes at the department or college level that apply to students in sociology as well as criminology and/or criminal justice. Begin this process by asking each disciplinary area to create independent learning goals, then come together to examine areas of similarity and difference.

RECOMMENDATION 4

When criminology or criminal justice (CCJ) is offered within a sociology department, continue to require all students to take the core sociology courses. The long term interests of the students and the university, as well as the discipline, will be served in doing so.

RECOMMENDATION 5

When criminology or criminal justice is offered in a department separate from sociology, consider how the examination of structural factors such as race, class, gender, social context and social process can become bridging points and promising areas for integration and collaboration that will lead to an increasing breadth of vocational preparation.

The Task Force’s recommendation that programs continue to require courses from the core of sociology does not suggest that departments and programs should dismiss students’ very real and understandable concern about their future employment prospects. This issue is addressed below.

Liberal Arts in the Context of Economic Insecurity and the Push for Employability

Both the analysis of program orientation and the analysis of course requirements show that there is considerable common ground between most sociology and CCJ programs in

Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the 21st Century (2004)

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How does a department offer a strong sociological foundation to students who primarily wish to pursue careers in law enforcement and whose course interests may be very different from those of traditional sociology majors? Graduates hired by federal, state, and local law enforcement agencies will attend training academies where they will study law enforcement techniques, evidence collection, and similar “practice-oriented” topics. Their undergraduate education, therefore, should focus on teaching them to think critically and analytically, develop an understanding of human behavior and diverse cultures, and communicate well both orally and in writing; all of these skills are key features of study in depth in sociology.

When a criminal justice program is housed with sociology, all criminal justice students, whether sociology majors with a concentration, track, or minor in criminal justice or criminal justice majors, should follow the spine model and be required to take the core courses for a sociology major—introductory, theory, methods and statistics, and a capstone. The department could allow criminal justice students to fulfill their theory requirement with a course on theories of crime instead of classical or contemporary sociological theory, which traditional sociology majors would take. Similarly, their projects in research methods and in the capstone experience could focus on criminal justice topics.

For electives, they could be steered toward taking Social Problems, Deviance, Criminology, Juvenile Justice, and the like. Other electives can provide them with the opportunity to explore specialized, upper-division topics in crime and criminal justice such as Violence in Intimate Relationships or Organized Crime. Although students may complain that they would like to have courses on law enforcement, any criminal justice major housed in a sociology department should maintain a solid foundation in the sociological study of crime and justice. Such a major will equip students with the knowledge and skills necessary for entering law enforcement and other criminal justice careers. In short, no matter how a department or academic unit is structured, and no matter what other programs exist at the institution, the spine, the basic core of courses — introductory sociology, statistics, methods, theory, and a capstone —are essential to the completion of a sociology major.

terms of social scientific orientation and the required or elective presence of sociology courses in CCJ curriculum. Sociology remains a central part of CCJ curriculum when the CCJ program is a minor, concentration or major housed within the Sociology Department. The influence of sociology on CCJ curricula diminishes when CCJ programs are developed as independent departments. Two factors that may contribute to establishing independent CCJ programs are economic insecurity and external agents mandating program creation.

Economic Insecurity

Cuts in state funding for public higher education and shrinking labor markets create two related challenges for colleges and universities. For some time, public institutions of higher education throughout the United States have experienced decreases in state funding support, and it is unlikely that this trend will be reversed. This creates pressures on colleges and universities to expand and/or develop programs that will retain and/or attract students to generate tuition revenue. Economic insecurity also is prompting many people to seek an undergraduate or graduate degree with the hope that they will be more competitive in the labor market. Several of our respondents noted that the CCJ programs at their institutions emerged to meet students' demands for a "practical" or vocational program of study—in contrast to their understanding of the liberal arts model—that they felt would more readily prepare them for a criminal justice career, an area of employment that has weathered economic downturns in recent decades better than many areas. Where there is pressure by students, administrators, alumni or other external constituents to offer a vocationally-oriented CCJ program, there may be a tendency to de-emphasize or eliminate traditional sociology courses in the curriculum. As will be discussed shortly, the Task Force sees this as a significant long-term miscalculation.

External Impetus for Program Creation:

In a previous section of this report the history of sociology and CCJ programs was discussed, highlighting the profound influence that Law Enforcement Education Program (LEEP) funds had on the development and expansion of CCJ programs on college campuses across America. That CCJ programs often emerge as the result of external agency was noted by a number of our respondents who indicated that a CCJ major was created via mandate by a dean, alumnus and/or a state legislator. In general, changes to programming and policy in academia are not well-received when those changes are perceived as resulting from external mandate and not done in consultation and collaboration with faculty and/or the affected programs. Further, when a CCJ program emerges in this context, there is little room to negotiate the new program's curriculum. It may be that under those circumstances, there is an increased danger of the sociology department experiencing a decline in the number of majors, and less likelihood that sociology faculty will play a major role in the new CCJ program.

Affirming the Practical Side of the Liberal Arts

While students may be reassured by the apparently clear connection between a vocationally-oriented CCJ program and well-known job descriptions, the realities of today's—and tomorrow's—job markets are considerably more complex. While in the past, employees often stayed with one organization for their entire careers, most workers today have 10 different jobs before they are 45 years old (Bureau of Labor Statistics 2008). Moreover, the labor market today is fast-changing, increasingly global and technology-driven. Many of the jobs that students will hold in the future do not even exist today.

The value of critical thinking and problem-solving skills for sociology, criminology and criminal justice students in the 21st Century cannot be overstated. In one of the Task Force's open forum meetings, a participant reported that among police chiefs there was a strong sense that the police academy was the place for student to learn about criminal procedure and "how to shoot a gun." The chiefs wanted colleges and universities to teach the critical thinking and judgment necessary to know when to leave a gun in its holster. Far more police chiefs today have PhDs than ever before, and they are users of statistics

and data to an unprecedented degree. The prominence of New York City's CompStat (Comparative Statistics) Program is now legendary and the use of statistics to drive management decisions has become widespread across American police departments (Weisburd et al 2004).

In 2006 the American Association of Colleges and Universities (AAC&U) conducted a survey to identify the essential aptitudes and skills employers wanted college graduates to gain during their studies. Employers reported looking for graduates who have strong skills in science and technology, combined with critical thinking, analytic reasoning, creativity and innovation. But they also want their employees to be able to use those skills with a multi-cultural, global understanding. They want their employees to have strong written and oral communication skills, be able to work effectively in diverse groups, and to have a deep sense of personal and social responsibility. The good news is that the skill sets that employers described are the hallmark of a strong liberal arts education in general, and are particularly emphasized within the sociological and criminological core curricula. It is important to note, however, that in addition to these skills and aptitudes, employers also wanted students to know how to put their knowledge to use in real-world applications (AAC&U 2008).

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Findings from the ASA Department of Research and Development confirm the view that students in today's job market need to be able to explain the applicability of their educational skills and describe their experience in using them. The majority of graduating seniors in sociology reported that they had gained basic research skills including: the ability to identify ethical issues; develop evidence-based arguments; evaluate different research methods; write reports for non-academic audiences; form causal hypotheses; use electronic resources to develop reference lists; and interpret the results of data gathering. A smaller proportion was confident of their ability to use statistical packages such as SPSS, SAS, or STATA and to discuss two-variable tables and tests of significance (ASA Research and Development 2006).

A subsequent wave of the study found that students who listed these practical sociological skills on their resumes and then talked about those skills during job interviews were significantly more likely to report using their skills on the job than those who did not. They also were significantly more likely to report being satisfied with their jobs (Spalter-Roth and Van Vooren 2008). A recent examination of employment notices in three popular on-line job banks adds further support for the practical employability of sociological research skills. When nine different search terms were used to locate job postings appropriate for a recent Bachelor's degree recipient in sociology, the three most successful terms were 'data,' 'research,' and 'analysis' (Vitullo 2009).

The challenge for faculty in sociology, criminology and criminal justice departments is to better explain to students and future employers the specific types of skills that students receive in a liberal arts education, especially sociology, and better equip students to identify, demonstrate, and translate their use of those skills into specific job settings. A participant in the Academy of Criminal Justice Sciences (ACJS) 2009 meeting noted that many faculty in CCJ programs were trained in the traditional liberal arts model and felt they were not well equipped with the skill set to help with vocational training of students or with their career planning. In today's and tomorrow's economy, neither students nor faculty can afford to see career planning as someone else's problem. We need to become

our own greatest advocates to challenge the perceived distinction between the liberal arts and pragmatic programs of study (Schneider 2009). This is consistent with the intention of the LEEP program, and is in the best interests of criminology and criminal justice, as well as sociology.

One glaring problem reported by department chairs was their inability to assess student outcomes in terms of post-degree employment. Among the department chairs interviewed by the Task Force, over 80 percent reported that their department did not track the careers of their majors. Although faculty are experiencing increasing institutional pressures and workloads, those very pressures make it all the more important to track the job and educational outcomes of majors as key measures of program performance.

RECOMMENDATION 6

Strengthen the visible ties between the sociology major and employment opportunities. Encourage and facilitate internships for all sociology majors, not only those in criminology or criminal justice. Stress research and data analysis skills throughout the curriculum. Teach majors how to explain and market their skills. This may help reduce the disparity in the number of majors often seen in sociology programs compared to criminology or criminal justice programs. At the same time, pursue the fundamental mission of the discipline and higher education in developing a critical perspective.

RECOMMENDATION 7

Track the careers of majors longitudinally. Use the data to measure program performance and to help the program remain vital in the midst of a changing labor market. Moreover, when contact is maintained with program alumni, they can become sources of internship opportunities and provide excellent employment advice for majors.

VI. Faculty Issues

Central to our examination of sociology and criminology programs were faculty issues. In blog postings and the open forums, Task Force members heard faculty discussing perceived inequities between sociology program faculty and CCJ program faculty in terms of teaching loads, class size, and advising responsibilities. Concerns also were expressed about differential hiring and promotion requirements as well as recognition of publications in criminology and/or criminal justice journals during tenure and promotion reviews. These issues were examined closely during the structured interviews with department chairs.

Teaching Loads and Class Sizes

The data from the interviews with department chairs did not support the contention that there was a pattern of inequities between sociology and CCJ program faculty in terms of teaching loads and course preparations. Faculty in institutions where sociology and criminology or criminal justice majors are offered all carry heavy instructional responsibilities. **TABLE 9** below shows the reported mean number of teaching and preparation loads per year for sociology and CCJ faculty, divided by program type.

TABLE 9

Mean Teaching and Preparation Loads Per Year of Full Time Faculty by Program Type

PROGRAM TYPE	SOCIOLOGY FACULTY		CCJ FACULTY	
	COURSES	PREPARATIONS	COURSES	PREPARATIONS
<i>TYPE ONE: Single department with soc major and CCJ concentration or minor</i>	6.38	5.38	6.38	5.31
<i>TYPE TWO: Single department offering both a soc major and CCJ major</i>	7.15	5.85	7.15	5.77
<i>TYPE THREE: Sociology major and CCJ major in two separate departments</i>	6.47	5.59	6.29	5.23
<i>TYPE FOUR: Other</i>	8.00	6.00	8.00	6.67

Because the number of courses taught and preparations per year are generally established at the division or college level, it is not surprising that these numbers are consistent on average across programs. However, class size is often determined by student interest, which can vary enormously depending on the topic of the course.

Almost half (45.5 percent) of the department chairs reported that faculty teaching criminology or criminal justice courses generally had larger class sizes than faculty teaching other courses in sociology.

To assess whether this burden of larger CCJ class sizes was ameliorated by sociology faculty teaching some of the larger CCJ classes, and criminology and criminal justice faculty teaching some of the smaller sociology classes, we asked chairs how many of their sociology faculty teach CCJ courses and vice versa. **TABLE 10** below shows that the degree of overlap between faculties varied by program type. In Type One departments, where CCJ courses were only offered as part of a minor or concentration within a sociology department, chairs were more likely to report that CCJ faculty taught sociology courses than the reverse. When the department offered majors in both sociology and criminology or criminal justice, as seen in Type Two departments, sociology and CCJ faculty were equally likely to teach in both programs. In Type Three departments, where the CCJ major was offered in a different department, the frequency with which faculty taught across the programs was greatly reduced. In those departments, CCJ faculty were more likely to be coming to the sociology department to teach courses than the reverse.

TABLE 10
Proportion of Faculty Who Teach Both Sociology and CCJ Courses by Program Type

PROGRAM TYPE	YES, SOCIOLOGY FACULTY TYPICALLY TEACH CCJ COURSES*	YES, CCJ FACULTY TYPICALLY TEACH SOCIOLOGY COURSES*
TYPE ONE: Single department with soc major and CCJ concentration or minor	53.8%	76.9%
TYPE TWO: Single department offering both a soc major and CCJ major	76.9%	76.9%
TYPE THREE: Sociology major and CCJ major in two separate departments	11.1%	33.3%
TYPE FOUR: Other	33.3%	66.7%

* Differences across program type significant at the .000 level

Advising Loads

During the Task Force’s open forums and in conversations with faculty who teach CCJ within sociology programs the issue of unequal workload in terms of student advising was frequently mentioned. The interviews with department chairs in three of the four program types examined in this report confirmed this as an area of concern.

As sociology and CCJ programs became more separate, unequal advising loads were reported more frequently. As the number of CCJ majors increased, there was also a significant increase in the frequency with which department chairs said that inequitable teaching loads were a problem in their department. This is consistent with the significant disparities in student-faculty ratios noted above. In addition, there was significant input

TABLE 11

Are Advising Loads Relatively Equal?

PROGRAM TYPE	YES	NO
<i>TYPE ONE: Single department with soc major and CCJ concentration or minor</i>	100.0%	0.0
<i>TYPE TWO: Single department offering both a soc major and CCJ major</i>	61.5%	38.5%
<i>TYPE THREE: Sociology major and CCJ major in two separate departments</i>	33.3%	66.7%
<i>TYPE FOUR: Other</i>	33.3%	66.7%

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in the public forums and in conversations Task Force members had with CCJ faculty about the problems related to inequity in advising loads. Faculty commented that advising loads needed to be more equitably divided between sociology and CCJ faculty. In one instance, faculty at a small liberal arts college that has a CCJ program and a sociology program are proposing to fold the CCJ major back into the sociology program to alleviate the advising loads for CCJ faculty.

In their qualitative comments, faculty reported three approaches for managing advising loads:

PROFESSIONAL STAFF Some departments with a very large numbers of majors use professional staff, such as those in an office of Career and Employment Services, to advise students. Respondents reported that, in some cases, major requirements are constantly changing and professional staff are therefore better trained to meet program demands.

CENTRALIZED ADVISING Other departments prefer a centralized model of advising: one faculty member is responsible for departmental advising of all students. This ensures that one faculty member is familiar with the “ins and outs” of the advising structure and meets with all of the majors in the department each semester. The faculty member who does the advising gets a course release each semester and agrees to a three-year appointment as student advisor. A major challenge with this model is for departments that are large or will grow larger; with hundreds of majors, the workload becomes too much for one faculty member each semester.

EQUITABLE ADVISING In another model, advising duties are divided equitably among all faculty members in a department. Faculty report that because there are more CCJ majors than sociology majors to advise, all faculty engage in the advising of both—some CCJ majors are advised by sociology faculty and vice versa. However, some faculty expressed concerns that sociology faculty may lack the knowledge necessary to provide appropriate career guidance, as apposed to academic advising.

RECOMMENDATION 8

Advising loads should be fairly distributed across the department; disparities inevitably damage morale and have potentially negative impact on retention and promotion of junior faculty. Neither sociology nor CCJ faculty should be the only connection between students and real world employment advice. Consider using internship programs and vocational mentorships to foster connections between practitioners and students—for both sociology and CCJ programs.

Faculty Qualifications

The history section of this report discussed that in the rush to establish criminal justice programs after the passage of LEEP, colleges and universities often hired former criminal justice system professionals to teach in their new programs (Ward and Web 1984). Few had doctorates or traditional academic credentials, publication records, and even fewer had research experience.

The Task Force's interviews with department chairs suggest that much has changed in the qualifications of CCJ program faculty since that time. A significant majority (86.3 percent) of the department chairs who answered the question about faculty requirements said that faculty in the CCJ program were required to have a PhD. A doctorate in sociology was the most widely accepted terminal degree for CCJ programs (accepted by 93 percent of the programs), followed by a PhD in Criminology or Criminal Justice (accepted by 81.4 percent of the programs). A much smaller proportion of the chairs reported that a Juris Doctorate (JD) or another doctorate qualified an individual to teach in their CCJ program (38.1 percent and 11.9 percent respectively).

TABLE 12

Faculty Hiring Requirements for Sociology and CCJ Programs—All Departments

		YES	NO
<i>Is a PhD required in the sociology department?</i>	(n=46)	97.8%	2.2%
<i>Is a doctorate required in CCJ program?</i>	(n=44)	6.3%	13.6%
<i>Which degree is appropriate for hiring in CCJ program?</i>			
<i>Sociology PhD</i>	(n=43)	93.0%	7.0%
<i>Criminology or Criminal Justice PhD</i>	(n=43)	81.4%	18.6%
<i>Juris doctorate (JD)</i>	(n=42)	38.1%	61.9%
<i>Another doctorate</i>	(n=42)	11.9%	88.1%

The responses of the 16 sociology department chairs from Type Three institutions (where the CCJ program was in a separate department) are summarized in **TABLE 13** below. A PhD in Criminology or Criminal Justice was an acceptable credential for teaching in the CCJ program in all 16 of those institutions; a sociology PhD also was acceptable in 14 of the 16 (87.5 percent). This suggests that even when CCJ programs exist separately from sociology, there continues to be strong recognition of the value of a sociology PhD for studies of

crime and justice. These departments also were more likely to see a Juris Doctorate as an acceptable credential for faculty in the CCJ program. The willingness of CCJ programs to accept sociology PhDs may be related to the small number of CCJ PhD recipients currently existing. This possibility is examined in greater detail in the subsection below examining faculty qualifications in PhD-granting departments.

TABLE 13

Type Three Institutions Only: Faculty Hiring Requirements for Sociology and CCJ Programs*

		YES	NO
<i>Is a PhD required in the sociology department?</i>	(n=18)	100.0%	0.0%
<i>Is a doctorate required in CCJ program?</i>	(n=16)	81.3%	18.6%
<i>Which degree is appropriate for hiring in CCJ program?</i>			
<i>Sociology PhD</i>	(n=16)	87.5%	12.5%
<i>Criminology or Criminal Justice PhD</i>	(n=16)	100.0%	0.0%
<i>Juris doctorate (JD)</i>	(n=16)	68.7%	31.3%
<i>Another doctorate</i>	(n=16)	25.0%	75.0%

* Two sociology department chairs in Type Three institutions (where the CCJ program was in a separate department) replied “don’t know” to these questions.

As noted, the ACJS began to push certification of programs in earnest in 2006. Standard C4 of the ACJS Certification Standards for Bachelor’s programs in Criminal Justice states: “Two-thirds of all full-time faculty in baccalaureate degree programs must hold an earned doctorate (PhD) in criminal justice or a closely related discipline. When a faculty member holds a graduate degree in a closely related discipline, there should be evidence of experience, scholarship, and professional involvement, demonstrating a clear commitment to and identification with the field of criminal justice.” If departments of sociology decide to pursue ACJS certification for their CCJ programs, this requirement will create constraints for their hiring policies. It also may impact how faculty in the department are deployed in teaching courses in both majors or in specific courses used in both majors (such as Theory, Methods and Statistics).

RECOMMENDATION 9

Departments should weigh carefully the potential benefits and costs of applying for ACJS certification for their criminology or criminal justice programs. The ASA has not engaged in program certification largely because such processes would not respond to the range of accredited institutions of higher education and academic contexts in which sociology is taught. Given the constraints that ACJS certification requirements place on the autonomous decision making of departments and programs, there is a strong possibility that compliance with ACJS standards could erode the social science base of sociology and criminology, and undermine the potential benefits to the programs and students.

Considerable caution should be taken in drawing conclusions based on these findings. In addition to the very small sample size, the information gathered came from the chairperson of the sociology department. The responses of the department chairs, however, are suggestive. First, most but not all CCJ programs now require faculty to have a PhD; and second, there continues to be considerable overlap between the teaching credentials seen as appropriate for programs of sociology and those seen as appropriate for CCJ programs.

Faculty Qualifications in PhD Programs

Among the 47 department chairs interviewed, 6 were from PhD-granting programs. All six of these chairs reported that a PhD was required for faculty in the CCJ program and that a PhD in sociology was an acceptable credential. Two said that a PhD in criminology or criminal justice was not acceptable for teaching in the CCJ program. Five of the six chairs reported that a JD was also not an acceptable credential for teaching in the CCJ program.

Will sociology continue to be an acceptable credential for faculty in CCJ programs? Carlan (2008) examined the 31 PhD-granting CCJ programs in America and their 500 faculty members. Among the faculty, 32 percent held a PhD in Sociology and 37 percent held a degree in CCJ-related fields. One-third of these programs reported that they would not hire an applicant with a Sociology PhD. This preference was strongest in programs where more than 50 percent of current faculty members have PhD degrees from CCJ programs.

That some PhD-granting Criminology and Criminal Justice programs have a preference for faculty who hold PhDs from similar programs is not altogether surprising; those faculty, by definition, help validate the program where they are employed. The very small number of PhD granting CCJ programs in existence today produce an insufficient flow of PhDs to meet the current demands for faculty who can teach courses in criminology and criminal justice. **TABLE 14** below compares degree completion rates for criminal justice, criminology and sociology for 1997–98 and 2007–08.

TABLE 14
Degree Completions—IPEDS Data 1998 and 2008

	1997–1998			2007–2008		
	BACHELORS	MASTERS	DOCTORATE	BACHELORS	MASTERS	DOCTORATE
<i>Criminal Justice</i>	24,753	1,956	39	40,199	5,170	81
<i>Criminology</i>	2,789	147	7	5,750	393	23
<i>Sociology</i>	24,809	1,737	596	31,619	1,565	469
<i>Total</i>	52,351	3,840	642	77,568	7,128	573

Over the past ten years, the number of doctorates in criminal justice has more than doubled—from a total of 39 PhD degrees awarded in 1997–1998 to 81 PhD degrees awarded in 2007–2008. Criminology doctoral degrees have tripled—from 7 PhD awards to 23. At the same time, the number of doctoral degree recipients in sociology has declined. However, the number of sociology PhDs (469 degrees granted) in 2007–2008 is four and half times greater than those granted in criminology and criminal justice combined (104 PhDs).

The number of Bachelors degrees in criminal justice during the same period rose from 24,753 to 40,199—a 62 percent increase—and the number of criminology Bachelors degrees more than doubled. Sociology BAs also grew by 27 percent. Overall, sociology, criminology and criminal justice BA degrees increased by over 25,000 (48 percent). In the short-run, it seems unlikely that the existing PhD-granting Criminal Justice and Criminology programs will be able to keep up with the demand for CCJ faculty. The longer run picture is less clear.

Continuing issues of acceptance

Despite the move toward requiring a PhD for faculty in CCJ programs, CCJ faculty commented in open forums and blog postings that they were often treated as “second-class citizens,” unable to shake the legacy of the “cop-shop” reputation. Some expressed the belief that sociology as a discipline saw studies of crime and justice as inferior, and that “sociologists think they’re better than us.” One speaker argued that sociology departments have “marginalized” criminology. An associate professor in a sociology department at a major research university summed up this view in the following blog posting:

“Sociology has largely given up on the study of deviance, crime, and social control. This is both an institutional and intellectual reality. The proliferation of new self-standing criminology and CJ programs and departments has a role in this (the pull from this new setting) but it also relates to the role of other sociological specialties and their representatives in having banned criminological sociologists from their midst (the push from within sociology).

In my mind, the resulting conditions are not always good. Crime, deviance, and social control are routinely ignored by many sociologists, despite the enormous relevance of these issues in society. Insights in criminological sociology that are very profound, moreover, are not known to many sociologists outside the specialty area. At best, criminological sociologists are tolerated (in order to teach popular and large classes). At worst, they are not accepted as fellow sociologists.”

For criminological sociologists, the situation may feel quite dire. On the one hand, they may fear losing their standing, intellectually and institutionally, within the discipline of sociology. At the same time, they may fear losing their standing in the multidisciplinary setting of criminology and criminal justice, especially inasmuch as the latter has been increasingly populated by a new breed of scholars with PhDs from CCJ programs.

RECOMMENDATION 10

Promote an interdisciplinary culture. When hiring, be explicit about the interdisciplinary nature of the collaborations between sociology and CCJ programs and express interest in research areas that complement both areas. Include faculty from both areas on search committees and include students from both areas as participants in the process.

RECOMMENDATION 11

When perceptions of inequity and faculty tensions are emerging, consider how structural conditions may contribute to the problem, or could help ameliorate it. Are there disparities in the distribution of resources or workloads? Are all parts of the department represented in department leadership and governance?

RECOMMENDATION 12

Recognize that CCJ programs are sometimes seen as revenue-generating opportunities by administrators, especially when the programs are to be primarily staffed by adjuncts or individuals who have not completed a PhD for whom there are low research expectations. Sociology and CCJ faculty should work together to educate administrators about the long-term needs of their students and their programs. Drawing on the principle of faculty governance and working with the faculty senate, they should insist that new programs be given adequate resources to maintain academic integrity.

RECOMMENDATION 13

Create structural opportunities for faculty to become more familiar with each others' work. Sponsoring research and practice colloquia (and encouraging all faculty to attend) is one relatively simple, low-cost way to do this. Make sure that part-time and adjunct faculty are welcomed. Another approach involves establishing a department club that includes students and faculty from both programs.

Promotion and Tenure considerations.

Topics about promotion and tenure produced the greatest tension during the Task Force's public meetings. The potential for perceived inequities among sociology, criminology and criminal justice to impact long-term career prospects negatively for junior faculty and those seeking promotion gave these issues special urgency.

In interviews with sociology department chairs, the Task Force asked about the research and publication expectations for sociology and CCJ faculty, whether publishing in criminology and criminal justice publications was acceptable for CCJ faculty seeking tenure or promotion, and the distribution of research funds within the department. The results are listed in **TABLE 15** below.

Recall that all of the 47 department chairs who were interviewed were in departments where sociology was offered. Some of the chairs, especially those who worked in institutions where criminology or criminal justice was offered in a separate department, felt they did not have sufficient information about the CCJ program at their institution to respond to questions regarding publication requirements and journals for CCJ faculty. The

TABLE 15

Sociology Department Chairs Responses to Questions About Research and Publications

	YES	NO
<i>Are research/publication requirements equivalent for sociology and CCJ faculty? (n=43)</i>	90.7 %	9.3 %
<i>Are publications in Criminology and Criminal Justice journals acceptable for CCJ faculty? (n=40)</i>	100.0 %	0.0 %
<i>Is there an inequitable allocation of research resources between sociology and CCJ programs? (n=46)</i>	19.6 %	80.4 %

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proportions in the table above are based on responses from those chairs who did answer each question. There were no significant differences by program type on any of these questions.

Among the chairs who responded, more than 90 percent said that research and publication requirements for sociology and CCJ faculty were the same, and all of the responding chairs said that publications in criminology and criminal justice journals were acceptable for CCJ faculty. The apparently positive picture these results suggest needs to be taken with considerable caution for several reasons, including the very small sample size and missing data. For faculty at schools where research and publication requirements are not equal, there is also small comfort in the possibility that conditions are more equitable at many other institutions. Finally, if many CCJ faculty are managing heavier advising loads and larger classes (as our data suggest), while being held to the same research and publication expectations, this may have potentially severe implications for the retention and promotion of CCJ faculty.

Two other related concerns arose in comments during the Task Force's public meetings. The first related to the sometimes different research approaches of sociology and criminology or criminal justice, and the perception that more theoretically-centered research was seen as higher quality than the applied research approaches more commonly used by CCJ faculty. The second was the perception that many sociology faculty were unfamiliar with the relative rankings of criminology and criminal justice journals, and that they had difficulty identifying appropriate external reviewers for input on tenure and promotion.

The interview data from department chairs regarding research resources—including funds for research assistants and to support colloquia—was informative. Nearly 20 percent of the chairs reported that there was an inequitable allocation of research resources between the sociology and the CCJ programs. Such structural inequities can lead to feelings of anger, promote lack of respect, and reduce morale if there are no counterbalancing efforts and transparency with regard to the allocation of resources. One chairperson from a department marked by such inequities called the work environment “strife filled.” Two other chairs, from programs with a more equitable distribution of responsibilities and resources, described fluid and transparent departmental processes that encourage mutual appreciation for each discipline, which helped all faculty understand the nuances of the field when a candidate was being considered for promotion and tenure.

RECOMMENDATION 14

Departments should consider ways to ensure research and publication requirements for full-time sociology and CCJ faculty are equivalent. Departments should also work to ensure sociology and CCJ faculty have basic familiarity with the journals and their rankings in their own and their colleagues' research areas at institutions where such rankings are factors in promotion and tenure decisions. It is especially incumbent on those central to tenure and promotion decisions to gain an extensive familiarity with relevant journals and their impact factor scores and be prepared to defend the quality of publications in all departmental decisions to administrative bodies as needed. The ISI Web of Knowledge provides journal citation reports and is a place to start gaining the needed familiarity. Evaluation criteria should be clearly written to apply appropriately to both basic and applied scholarship in all fields.

RECOMMENDATION 15

Decisions regarding research resource distribution should be made on a fair and transparent basis to foster both individual scholarship and a synergistic community of scholars.

Is the Struggle Over Yet and Where is Sociology?

As one of the Task Force members was making arrangements to fly to Washington DC for a Task Force meeting, a graduate student asked where he was going. "When I told her I was going to a Task Force meeting to discuss the relationships between sociology, criminology and criminal justice. She looked at me and said, 'What's the difference?'"

A number of writers have examined the relationships among sociology, criminology and criminal justice (Akers 1992; Borgatta and Cook 1989; Clear 2001). There are indications that the struggle among sociology, criminology and criminal justice, if not over, has led to coexistence. While this simplifies establishing more productive relationships among CCJ programs and sociology, there is still much to be done. One might be tempted to ask for a bottom line—"Is sociology becoming fundamentally separate from criminology and criminal justice?"

Monk-Turner, Triplett and Kim (2006) compared changes in the relationships among sociology and criminology and criminal justice between 1992 and 2002. They were particularly interested in changes in the extent to which sociology department faculty have criminology as a specialty. They collected information on all full-time faculty in graduate programs in the United States for 1992 and 2002 using the *ASA Guide to Graduate Programs in Sociology* as a source. The total sample was composed of 2,463 full-time professors. Departmental ranking was determined by the *U.S. News and World Report* Best Graduate Programs in Sociology.

If criminology has emerged as a distinct discipline, the authors hypothesized that there would be a decrease in the number of faculty listing criminology as a specialty. This hypothesis was not supported, suggesting that a disciplinary split did not grow between 1992 and 2002.

The authors also hypothesized that fewer faculty who work in the most prestigious sociology departments would list criminology as a specialty area. The data showed that faculty from the most prestigious departments were less likely to list criminology as a specialty. Also supported was the third hypothesis, that faculty receiving their PhD from the most prestigious institutions would be less likely to list criminology as a specialty. This does not appear to be a result of cohorts. Length of time since the PhD did not have an impact on listing criminology as a specialty. Women, however, were less likely to list criminology as a specialty than men.

Monk-Turner et al. conclude there is little evidence of a disciplinary split between sociology and criminology, but it is clear that during the time period covered, criminology as a specialty was more prevalent among faculty with PhDs from less prestigious graduate institutions and those who worked in less prestigious academic institutions.

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Sociology and criminology or criminal justice continue to coexist in many departments. The Task Force's interviews with department chairs suggest that there are fewer problems and more general satisfaction among faculty and students when programs maintain closer relationships between sociology and criminology or criminal justice. The Task Force concludes that sociology, criminology and criminal justice have much common ground, and much to gain through collaboration. Sociology as a discipline is enriched by research on crime and one of society's fundamental set of institutions—the criminal justice system. Criminology and criminal justice gain from the theoretical insights and methodological advances of sociology. The rise of interdisciplinary studies within the social sciences, such as African American Studies, Women's Studies, and Peace Studies point to the value of bringing many disciplinary lenses to bear on social and sociological questions. The Task Force hopes that this report and its recommendations will help departments explore ways to work within their institutional contexts to foster an intellectually stimulating, academically rich, and pedagogically rigorous interplay among sociology, criminology and criminal justice programs.

The Task Force's interviews with department chairs suggest that there are fewer problems and more general satisfaction among faculty and students when programs maintain closer relationships between sociology and criminology or criminal justice.

VII. Conclusions

During its work, the Task Force members gained new levels of appreciation for the challenges facing institutions that offer sociology, criminology and criminal justice, as well as the good will and thoughtfulness of scholars working within these fields to define common ground and productive working relationships with their colleagues. We also were reminded of the basic sociological insight that structural inequities underlie many social problems, even when individuals act in good faith and with the best intentions. This report identifies key sources of structural tensions and suggests strategies for confronting them. Transparency in decision-making, mutual intellectual respect and a willingness on the part of leadership to fight for greater equity are all essential to long-term success.

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Appendix A: Sampling and Methodology

The population for the survey of department chairs was drawn from IPEDS data for the 2006–2007 academic year and included institutions at the Baccalaureate level or higher that awarded degrees in sociology, or criminology, or criminal justice in that year. This produced a population list of 1,428 schools.

A stratified random sample of 10 percent of these institutions was drawn, chosen proportionately according to region and Carnegie classification. With some adjustments to account for low numbers in some regions, this yielded an intermediate sample of 152 institutions. From this intermediate sample, institutions that awarded degrees in only sociology, only criminology or only criminal justice were eliminated, as well as those that aligned criminal justice with social work (rather than sociology). This resulted in a final sample of 75 institutions that offered sociology plus criminology and/or criminal justice in some form.

Two of the programs originally included in the sample were later dropped. One was more appropriately dealt with as a case study due to the complexity and peculiarity of their situation, and another had not yet gotten their criminal justice program up and running because of funding problems. Of the 73 institutions remaining in the sample, interviews were successfully completed on 47 cases, resulting in a response rate of 64 percent.

Based on input from stakeholders during 2007 and part of 2008, the Task Force developed a structured interview instrument for department chairs that included questions on program type, orientation, numbers of faculty and students, curriculum, faculty workload, qualifications for hiring and promotion, graduate programs, and issues and challenges faced by the department. Each of the Task Force members was responsible for conducting a subset of the interviews and recording the responses which were later coded by the Task Force chair. The department chair interview protocol can be found in Appendix B of this report.

Appendix B: Department Chair Interview Protocol

PROGRAM STRUCTURE

1. Which of the following most closely describes the structure of your undergraduate program in Sociology and/or Criminology or Criminal Justice? _____
 - a. Sociology department offering a major only in Sociology.
 - b. Sociology department with Sociology major and a Criminology/Criminal Justice minor
 - c. Sociology department with Sociology major and a Criminology/Criminal Justice concentration, track or emphasis.
 - d. Sociology department offering both Sociology and Criminology/Criminal Justice majors.
 - e. Sociology department offering a Sociology major and a separate Criminology or Criminal Justice (or similar) department offering a Criminology/Criminal Justice (or similar) major.
 - f. Other. Please specify _____

If 'a' exit the interview. For all others continue to Question 2.

2. Regarding your Criminology or Criminal Justice (or related) program, how would you describe its orientation and objectives?
 - a. The study of crime and related issues from a liberal arts/social scientific perspective.
 - a. A program emphasizing the acquisition of knowledge and skills in preparation for a career in law enforcement, corrections, Criminal Justice administration and related areas.
 - a. Other. Please specify _____
3. Do you systematically track your graduates with respect to career paths?

Yes _____ No _____

If yes, would they be willing to share their data with the Task Force if requested?

Yes _____ No _____ NA _____

DEPARTMENT NUMBERS

4. Approximately, how many Sociology majors did you have as of Fall 2007? _____
5. Approximately how many Criminology/Criminal Justice majors (or students taking a concentration, emphasis or

track in Criminology/Criminal Justice) did you have as of Fall 2007? _____

6. How many full-time faculty do you currently have in
 - i. Sociology? _____
 - ii. Criminology/Criminal Justice? _____
7. How many adjunct faculty do you currently have in
 - i. Sociology? _____
 - ii. Criminology/Criminal Justice? _____
8. How many full-time faculty members teach in both Sociology and Criminology/Criminal Justice? _____

CURRICULUM

9. Does the Criminology/Criminal Justice major (or concentration, etc.) include the following Sociology courses (or equivalent) as requirements?

Introductory Sociology	Required: _____	Elective: _____
Social Statistics	Required: _____	Elective: _____
Research Methods	Required: _____	Elective: _____
Sociological Theory	Required: _____	Elective: _____
Criminology	Required: _____	Elective: _____
Juvenile Delinquency	Required: _____	Elective: _____
Deviance	Required: _____	Elective: _____
Law & Society	Required: _____	Elective: _____

- a. Please comment on any of the above that require clarification or qualification.

- b. Are other Sociology courses required for Criminology/Criminal Justice major (or concentration, etc.)? If so, please specify: _____

FACULTY WORK-LOAD

10. What is the typical teaching load for Sociology faculty? (E.g. 2 sections of Intro, 1 Social Problems, and 1 Criminology = 4 courses, 3 preparations)

Number of courses: _____ Number of preparations: _____

11. What is the typical teaching load for Criminology/Criminal Justice faculty?

Number of courses: ____ Number of preparations: ____

12. Do faculty teaching in Criminology/Criminal Justice typically have larger class sizes than faculty in Sociology?

Yes ____ No ____

13. Do Sociology faculty typically teach in the Criminology/Criminal Justice major?

Yes ____ No ____

14. Do faculty who teach Criminology/Criminal Justice courses also teach Sociology courses?

Yes ____ No ____

15. Are advising loads spread relatively evenly among Sociology and Criminology/Criminal Justice faculty?

Yes ____ No ____

Comment: _____

QUALIFICATIONS

16. Is a PhD generally required of faculty hired by your department (or required for tenure)?

Yes ____ No ____

17. Which of the following degrees are considered appropriate for hiring faculty in Criminology/Criminal Justice?

____ Sociology PhD ____ Criminology/Criminal
____ J.D. Justice PhD
____ PhD./J.D. not required
____ Other, please specify _____

18. Are research/publication expectations the same for Sociology and Criminology/Criminal Justice faculty?

Yes ____ No ____

19. For Criminology/Criminal Justice faculty, are publications in Criminology/Criminal Justice journals acceptable for meeting tenure and promotion requirements?

Yes ____ No ____ NA ____

Comment: _____

GRADUATE PROGRAMS

20. Does your institution offer any of the following graduate degrees? (Check all that apply)

____ Masters degree in Sociology
____ Doctoral degree in Sociology
____ Masters degree in Criminology/Criminal Justice
(or similar) areas
____ Doctoral degree in Criminology/Criminal Justice
(or similar) areas

If they offer none of these, skip to number 21 (Issues Section).

- a. What is the typical teaching load for graduate faculty in Sociology? _____
- b. What is the typical teaching load for graduate faculty in Criminology/Criminal Justice? _____

ISSUES

21. Which of the following are in your view issues, problems, and/or challenges in your Criminology or Criminal Justice (or related) program, or in the relation between Sociology and Criminology/Criminal Justice?

Indicate all that apply.

- a. ____ There is a conflict between Criminology/Criminal Justice students' expectations of a career oriented program and the liberal arts/social scientific orientation of your program.
- b. ____ Inequities in teaching loads of Sociology and Criminology/Criminal Justice faculty.
Comment: _____
- c. ____ Inequities in advising loads of Sociology and Criminology/Criminal Justice faculty.
Comment: _____
- d. ____ Departmental resources (e.g. funds for colloquia, research assistance, etc.) are not equitably shared between Sociology and Criminology/Criminal Justice faculty
- e. ____ Significant overlap of some Sociology and Criminology/Criminal Justice courses.
- f. ____ Lack of coordination between the programs/departments.
- g. ____ Other.

22. Which of these issues/problems/challenges are most important or pressing?

23. Please comment briefly on attempts to deal with these issues/challenges. What has worked and hasn't worked in your view?

24. If you have a department that includes both Sociology and Criminology/Criminal Justice, what do you see as its major advantages and/or disadvantages?

25. On a scale of 1 to 5, is the Sociology/Criminology/Criminal Justice model existing at your institution one that you would recommend to others. _____

1 Would not recommend to 5 Would highly recommend.

26. Is there anything else that you would like to comment on regarding Sociology and Criminology/Criminal Justice?

Appendix C: Sample Institutions

Alcorn State University	SUNY-Potsdam
American International College	Texas State University-San Marcos
Auburn University	Texas Wesleyan University
Augusta State University	Texas Woman's University
Aurora University	University of Arkansas at Monticello
Avila University	University of Arkansas-Little Rock
Bowling Green State University	University of California-Riverside
Brewton-Parker College	University of Colorado at Boulder
California State University-Dominguez Hills	University of Delaware
Calvin College	University of Maine
Campbellsville University	University of Montana
Carroll College	University of Nebraska at Kearney
Central Connecticut State University	University of Oregon
Columbia College	University of Portland
Elizabeth City State University	University of South Carolina-Columbia
Fort Lewis College	University of South Dakota
Fresno Pacific University	University of Tennessee-Chattanooga
Greensboro College	University of Wisconsin-Whitewater
Hamline University	Upper Iowa University
Hope College	Valdosta State University
Immaculata University	Virginia Union University
Indiana University-Kokomo	Waldorf College
Indiana University-Southeast	West Virginia State University
Ithaca College	
Jacksonville State University	
John Carroll University	
Keuka College	
Lakeland College	
Lamar University	
Lander University	
Langston University	
Lock Haven University of Pennsylvania	
Lynchburg College	
McDaniel College	
Mount St Mary's University	
Mount Vernon Nazarene University	
New England College	
New York Institute of Technology-Central Islip	
North Carolina A & T State University	
Oakland City University	
Ohio University	
Pennsylvania State University-Harrisburg	
Point Loma Nazarene University	
Rivier College	
Rutgers University-Newark	
Saint Ambrose University	
Salem State College	
Simpson College	
Slippery Rock University of Pennsylvania	
Southeastern Oklahoma State University	
St. John's University-New York	
SUNY Institute of Technology	

Appendix D: 16 Best Practices for Achieving Study in Depth in Sociology

From *Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the Twenty-First Century* by Kathleen McKinney, Carla B. Howery, Kerry J. Strand, Edward L. Kain, and Catherine White Berheide. This Report of the ASA Task Force on the Undergraduate Major was published in 2004. An earlier report, adopted by ASA Council in 1990, included 13 recommendations. Most of these were retained in the new report, though some were combined within broader recommendations in the 2004 edition of the report. The recommendations are:

Recommendation 1 Departments should develop a mission statement, goals, and learning objectives for their sociology program and make them public, especially to students.

Recommendation 2 Departments should gauge the needs and interests of their students, and department goals and practices should, in part, reflect and respond to these needs and interests as well as to the mission of the institution.

Recommendation 3 Departments should require introductory sociology and a capstone course in sociology as well as coursework in sociological theory, research methods, and statistics for the sociology major.

Recommendation 4 Departments should infuse the empirical base of sociology throughout the curriculum, giving students exposure to research opportunities across several methodological traditions, providing repeated experiences in posing sociological questions, developing theoretical explanations, and bringing data to bear on them.

Recommendation 5 Departments should structure the curriculum of required major courses and substantive elective courses to have at least four levels with appropriate prerequisites. At each succeeding level, courses should increase in both depth and integration in the major while providing multiple opportunities for students to develop higher order thinking skills and to improve their written and oral communication skills.

Recommendation 6 Within the four-level model, departments should also structure the curriculum to include one (or more) content area or substantive sequences which cut across two or more levels of the curriculum. Departments should design sequences

to develop students' skills in empirical and theoretical analysis along with their knowledge about one or more specialty areas within sociology.

Recommendation 7 Departments should structure the curriculum to develop students' sociological literacy by ensuring that they take substantive courses at the heart of the discipline as well as across the breadth of the field.

Recommendation 8 Departments should structure the curriculum to underscore the centrality of race, class, and gender in society and in sociological analysis.

Recommendation 9 Departments should structure the curriculum to increase students' exposure to multicultural, cross-cultural, and cross-national content relevant to sociology.

Recommendation 10 Departments should structure the curriculum to recognize explicitly the intellectual connections between sociology and other fields by designing activities to help students integrate their educational experiences across disciplines.

Recommendation 11 Departments should encourage diverse pedagogies, including active learning experiences, to increase student engagement in the discipline.

Recommendation 12 Departments should offer community and classroom-based learning experiences that develop students' critical thinking skills and prepare them for lives of civic engagement.

Recommendation 13 Departments should offer and encourage student involvement in out-of-class (co- and extra-curricular) learning opportunities.

Recommendation 14 Departments should develop effective advising and mentoring programs for majors.

Recommendation 15 Departments should promote faculty development and an institutional culture that rewards scholarly teaching and the scholarship of teaching and learning.

Recommendation 16 Departments should assess the sociology program on a regular basis using multiple sources of data, including data on student learning.



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