

# Indiana State University

2005 - 2006 Academic Annual Report

Department of Criminology

Year in Review

## Accomplishments

**As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]**

1. Visit by Carlos Ponce, ISU Criminology alumnus and Director, CECRIPOL (Centro de Criminologia y Ciencias Policiacas/ Center for Criminology and Police Sciences) of the National Civil Police of El Salvador. His visit included consultation with ISU faculty on advanced research projects we are conducting in El Salvador, presentations to Criminology classes, a briefing of the Indianapolis/Marion County Gang Task Force at the Police Academy in Indianapolis, and presentations to a conference on the ISU campus for police and corrections representatives from Indiana, Illinois and Kentucky. This activity received significant media attention both locally and in the Indianapolis market. 2. The exchange agreement with the University of Zagreb (Croatia). Criminology professors negotiated the original agreement during a trip to the Balkans for an academic conference. Representatives from Croatia ultimately traveled to ISU where we signed the agreement at Condit House. We have already sent faculty to Zagreb (Dr. Roy and Dr. Huckabee) and we hosted a two-week workshop, led by Dr. Roy, for Croatian students and their American counterparts in May, 2006. The workshop received significant local and Indianapolis publicity. 3. The CTI Partnership. This agreement between Criminology and the Indiana Department of Correction has generated over 100,000 SCH since its inception about 7 years ago. We also have a number of training sessions for the IDOC personnel on campus every year. This program provides considerable good will within state government through frequent consultations with senior officials including the administration of the Department of Correction and on one occasion, the governor. 4. Phil Shon and Shannon Barton-Bellessa are co-recipients of a Promising Scholars grant. Phil has already been to El Salvador as a guest of the National Civil Police and has full access to case files and personnel to conduct a study of homicides in El Salvador. Phil has already developed two Criminology 4/516 symposia to bring his research to the classroom and to involve students in the research. Drs. Barton-Bellessa and Shon presented preliminary results of their study at the recent conference on the ISU campus. This research will ultimately result in significant academic publications and media attention. 5. Lisa Decker is in charge of our Career Fair, an annual event which brings 40-60 agencies to campus to interview prospective employees or actually to take applications. This annual event is conducted by Criminology, but it is open to all students and all majors. This past year, the conference attracted agency representatives from major federal units such as the FBI and NCIS as well as state and local units from as far away as New Mexico.

## Research and Scholarship

**What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?**

Generally, the faculty are productive researchers and publishers. Virtually all faculty have active

research agendas and regularly present their research at professional meetings and publish in refereed journals and in professional publications. The department is well-respected nationally and continues to be productive. Perhaps research and scholarship could improve with the addition of more tenure-track faculty (or at least the replacement of our three vacant tenure-track lines).

Publications 2005-6 Shannon Barton and Sudipto Roy (2005). "Convicted Drunk Drivers in a Day Reporting Center Program" in *Criminology and Social Integration*, 13(1), 1-9. Mark S. Hamm (2005). "Crimes Committed by Terrorist Groups: Theory, Research and Practice." National Institute of Justice, Grant Award DT-CX-0002, Washington. Mark S. Hamm (2006). "The Laundering of White Crime" in *Images of Color, Images of Crime* by Coramae Richey Mann, Marjorie S. Zatz and Nancy Rodrigues, Los Angeles, Roxbury Pub. Co. (Third Ed.), pp. 231-243. Mark S. Hamm (2005). "After September 11: Terrorism Research and the Crisis in Criminology" in *Theoretical Criminology* (9) 2: 237-251. Mark S. Hamm (2005). "Crimes Committed by Terrorists Groups" in *Society for Internet Research*. Mark S. Hamm and Jeff Ferrell (2005). "Rap, Cops and Crime: Clarifying the 'Cop Killer' Controversy" in Institute for Jewish Policy Research. Mark S. Hamm (2005). Court TV documentary titled "Behind the Mask" based on Hamm's 2001 book *In Bad Company: America's Terrorist Underground*. Mark S. Hamm (2005). "Doing Terrorism Research in the Dark Ages: Confessions of a Bottom Dog" in *Edgework: The Sociology of Risk-Taking* edited by Stephen Lyng, New York: Routledge, pp. 273-292. Phillip C. H. Shon (2005). "Language and the law: The semiotic nature of police-citizen encounters" in *Elsevier Encyclopedia of Linguistics*, New York: Elsevier. Phillip C. H. Shon (2005). "Cheating through passing: The paradox of gender performance during in-class examinations" in *Criminology and Social Integration* 13(1): 21-34. Phillip C. H. Shon (2005). "I'd grab the S-O-B by his hair and yank him out the window: The fraternal order of warnings and threats in police-citizen encounters" in *Discourse & Society* 16(6): 829-845. D. D. Woods, Jr., D. T. Skelton, and Carlos E. Ponce (2005). "Transforming crisis to consensus: the origins of civilian policing in El Salvador" in *Law Enforcement Executive Forum*, 22(3), 161-172. Carlos E. Ponce, DeVere D. Woods, Jr., and David T. Skelton (2005). "Changing tactics: how the national police of El Salvador eliminated kidnapping" in *Law Enforcement Executive Forum*, 22(3), 173-185. DeVere Woods (2005 in press). "The Investigative Challenge of Serial Murder" in P. Shon & D. Milovanovic (eds). *Serial Killers: Understanding Lust Murder*. Carolina Press. D. Woods & K. Myrha (2005). "The Twenty-First Century Detective" in *Law Enforcement Executive Forum*, 5(2): 51-61. Presentations 2005-6 Jennifer Grimes (2006). "Putting 'What Works' into Juvenile Rehabilitation: Juvenile Day Treatment Programs and Effective Intervention." Paper presented at Western Society of Criminology annual meeting, Seattle, WA. Jennifer Grimes (2006). "Building 'Community' in Distance Learning Classes: Trials, Triumphs, and Tribulations." Paper presented at Western Social Science Association annual meeting, Phoenix, AZ. Mark S. Hamm (2005). "Terrorism and Style: Cultural Criminology Unleashed." Paper presented at American Society of Criminology annual meeting, Toronto. Mark S. Hamm (2005). Participant in "Hate Crime Conference" sponsored by the National Institute of Justice in Toronto. Mark S. Hamm (2005). "The Abandoned Ones: The Imprisonment and Uprising of the Mariel Boat People." Paper presented at the Human Rights Conference, Indiana State University.

### Grants, Contracts & Off Campus Professional Service

**What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?**

Off campus professional service has been a major part of our department's work for over three decades. We are in constant contact with practitioners in the United States and other countries as consultants, trainers and researchers. The reputation of our department has been founded on our ability to combine academic inquiry with practical aspects of criminal justice administration. More information on this topic is reported under "Community Engagement." Our ability to engage in grant

research agendas and regularly present their research at professional meetings and publish in refereed journals and in professional publications. The department is well-respected nationally and continues to be productive. Perhaps research and scholarship could improve with the addition of more tenure-track faculty (or at least the replacement of our three vacant tenure-track lines).

Publications 2005-6 Shannon Barton and Sudipto Roy (2005). "Convicted Drunk Drivers in a Day Reporting Center Program" in *Criminology and Social Integration*, 13(1), 1-9. Mark S. Hamm (2005). "Crimes Committed by Terrorist Groups: Theory, Research and Practice." National Institute of Justice, Grant Award DT-CX-0002, Washington. Mark S. Hamm (2006). "The Laundering of White Crime" in *Images of Color, Images of Crime* by Coramae Richey Mann, Marjorie S. Zatz and Nancy Rodrigues, Los Angeles, Roxbury Pub. Co. (Third Ed.), pp. 231-243. Mark S. Hamm (2005). "After September 11: Terrorism Research and the Crisis in Criminology" in *Theoretical Criminology* (9) 2: 237-251. Mark S. Hamm (2005). "Crimes Committed by Terrorists Groups" in *Society for Internet Research*. Mark S. Hamm and Jeff Ferrell (2005). "Rap, Cops and Crime: Clarifying the 'Cop Killer' Controversy" in Institute for Jewish Policy Research. Mark S. Hamm (2005). Court TV documentary titled "Behind the Mask" based on Hamm's 2001 book *In Bad Company: America's Terrorist Underground*. Mark S. Hamm (2005). "Doing Terrorism Research in the Dark Ages: Confessions of a Bottom Dog" in *Edgework: The Sociology of Risk-Taking* edited by Stephen Lyng, New York: Routledge, pp. 273-292. Phillip C. H. Shon (2005). "Language and the law: The semiotic nature of police-citizen encounters" in *Elsevier Encyclopedia of Linguistics*, New York: Elsevier. Phillip C. H. Shon (2005). "Cheating through passing: The paradox of gender performance during in-class examinations" in *Criminology and Social Integration* 13(1): 21-34. Phillip C. H. Shon (2005). "I'd grab the S-O-B by his hair and yank him out the window: The fraternal order of warnings and threats in police-citizen encounters" in *Discourse & Society* 16(6): 829-845. D. D. Woods, Jr., D. T. Skelton, and Carlos E. Ponce (2005). "Transforming crisis to consensus: the origins of civilian policing in El Salvador" in *Law Enforcement Executive Forum*, 22(3), 161-172. Carlos E. Ponce, De Vere D. Woods, Jr., and David T. Skelton (2005). "Changing tactics: how the national police of El Salvador eliminated kidnapping" in *Law Enforcement Executive Forum*, 22(3), 173-185. De Vere Woods (2005 in press). "The Investigative Challenge of Serial Murder" in P. Shon & D. Milovanovic (eds). *Serial Killers: Understanding Lust Murder*. Carolina Press. D. Woods & K. Myrha (2005). "The Twenty-First Century Detective" in *Law Enforcement Executive Forum*, 5(2): 51-61. Presentations 2005-6 Jennifer Grimes (2006). "Putting 'What Works' into Juvenile Rehabilitation: Juvenile Day Treatment Programs and Effective Intervention." Paper presented at Western Society of Criminology annual meeting, Seattle, WA. Jennifer Grimes (2006). "Building 'Community' in Distance Learning Classes: Trials, Triumphs, and Tribulations." Paper presented at Western Social Science Association annual meeting, Phoenix, AZ. Mark S. Hamm (2005). "Terrorism and Style: Cultural Criminology Unleashed." Paper presented at American Society of Criminology annual meeting, Toronto. Mark S. Hamm (2005). Participant in "Hate Crime Conference" sponsored by the National Institute of Justice in Toronto. Mark S. Hamm (2005). "The Abandoned Ones: The Imprisonment and Uprising of the Mariel Boat People." Paper presented at the Human Rights Conference, Indiana State University.

### Grants, Contracts & Off Campus Professional Service

**What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?**

Off campus professional service has been a major part of our department's work for over three decades. We are in constant contact with practitioners in the United States and other countries as consultants, trainers and researchers. The reputation of our department has been founded on our ability to combine academic inquiry with practical aspects of criminal justice administration. More information on this topic is reported under "Community Engagement." Our ability to engage in grant

and contract activity is severely hampered by a lack of personnel to actually perform the work of the grants and contracts and a lack of funding for adjuncts to replace them. With the increasing burden of teaching progressively larger sections due to lack of instructional resources, there is little motivation to take on the additional work of generating and performing grants and contracts. Despite these barriers, we have been reasonably active and successful in generating grants and contracts over the past few years. We have also addressed this problem specifically in our application for distinctive program funding. Shannon M. Barton-Bellessa and Phillip Shon (January 2006-September 2006, received December 2005). "Improving homicide case solvability: A structural examination of crime scene behavior." Indiana State University Promising Scholars Program. Mark Hamm (2003-2005). Crimes Committed by Terrorist Groups: Theory, Research and Prevention. National Institute of Justice. Purpose: to identify the distinguishing features of terrorist-oriented criminality. Mark Hamm (Sept. 2005). "Terrorist Recruitment in American Correctional Institutions: An Exploratory Study of Non-Traditional Faith Groups." National Institute of Justice.

### Teaching

**We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.**

Our department has recently developed cross-listed classes with Life Sciences and Economics. We are currently in discussions with Psychology and Counseling for the development of a multi-disciplinary degree track in correctional counseling and treatment. We have recently assisted the College of Business with the development of their program in forensic accounting. We are discussing a multi-disciplinary degree track in crime analysis/intelligence which would involve GGA, Math and CS, and the College of Business. Because our department is multi-disciplinary, we are comfortable in working with colleagues from many different and diverse areas. We have developed new methods of teaching on the Internet. We have involved practitioners as adjunct instructors, and we have brought practitioners to campus for conferences on law enforcement and correctional issues. Faculty have attended CIRT programs to help improve instructional delivery strategies, and faculty have worked with distance education support services for course development and delivery improvements. We have also addressed the need to improve communication between and faculty and distance education students in our application for distinctive program funding. We have for more than three decades offered night classes to meet the needs of part-time and working students. We have developed distance learning courses to serve students who are not able to attend classes on campus. We have offered a variety of continuing education courses at locations around Indiana. We have now converted nearly all of our courses to distance education format (Blackboard) and we also use these computer-based materials in the face-to-face classroom, thus allowing a smooth transition to the laptop initiative. We have developed research-related symposia to bring faculty research directly to the classroom (e.g., symposia on "Law in the Time of War"; "Family Violence and Homicides"; "American Court System"). We have developed experientially-based courses (e.g., "hands on" criminal investigation, moot court competitions, formal student research presentations in classes, structured classroom debates, case method instruction). We have developed enhancements for internships (close cooperation with host agencies, expansion of placement opportunities, assistance to students seeking paid internships, request practitioner alumni to accept interns). We have used high level practitioners as adjuncts for speciality courses (i.e., a forensic pathologist teaches our advanced criminalistics course in death investigation; the deputy commissioner of the Indiana Department of Correction teaches our graduate correctional administration course).

### Course Scheduling/Enrollment Management

**What have been your greatest challenges in scheduling courses to meet student needs this year?**

## **How were you able to overcome them?**

The greatest challenge in scheduling courses has been the lack of instructional funds to hire sufficient personnel (either tenure track appointments or adjuncts) to staff the classes. We have responded to this challenge by voluntarily canceling our Associate's degree program because of lack of resources. We have reduced the total number of sections (thus increasing section enrollments) for lower division classes. We have converted most summer classes to distance education classes of 13 weeks duration to serve both distance and on-campus students with a single summer section to achieve greater efficiency. We have reduced the frequency of offerings (e.g., offering a course only once per year instead of every semester). Of course, this has resulted in very large classes, has greatly increased workload for faculty, and threatens the quality of instruction. We have also deferred offering a number of electives which enrich our program but which are not essential for degree completion. We have now reached the realistic limits of our ability to teach the classes necessary for our students to earn their degrees.

## Outreach

### **What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)**

I am uncertain what this question means. If it means "where can we find more students?", then the answer is obvious in our case. We already have a fully-developed distance education program which serves the degree-completion needs of undergraduates and the professional development needs of criminal justice practitioners. We could also market to the very large pool of students in the military, but we lack the instructional resources (under present conditions and policies) to teach all of the students that effort would generate. We have had effective articulation agreements with two-year institutions for many years (the agreement with Vincennes Univ. is over 30 years old), and we continue to welcome such agreements from other institutions. Our faculty routinely make high school, community college and other public presentations with literature distribution to encourage enrollment at ISU. Our departmental website information including photographs and videos of departmental activities, guest access to Blackboard courses and faculty Power Point research presentations. We also have hallway displays of recruitment information, faculty research Power Point presentations, photographs and videos of departmental activities. We have assisted in course development with other ISU departments and colleges (Life Sciences, Economics, Forensic Accounting). When IvyTech began offering criminal justice courses, our department designed their curriculum (including their distance education courses) and made their curriculum articulate smoothly with ours.

## **Strategic Initiatives**

### Development Activities

#### **What steps have you taken to support development activities in your department? How can your efforts be supported?**

We make an effort to maintain contact with our alumni base to solicit their support (including financial support). Unfortunately (at least for development activities), our alumni tend to have careers in public service professions which do not produce the high income which might make them significant donors. They are, however, good will ambassadors for ISU and we encourage them to identify potential donors.

### Community Engagement I

**Please summarize your faculty's efforts in community engagement this year.**

For more than 30 years, our department has been a leader in community engagement and experiential learning. All of our students, undergraduate and graduate, are required to complete internships. We follow a pedagogy of engagement by requiring active student participation and “hands on” experiences in the classroom. Our faculty are actively engaged in consulting and research activities with practitioners, and they bring this experience into the classroom. Our department is engaged in partnerships with practitioners and academics, ranging from the local (Wabash Valley Center for Dispute Resolution) to the state (Indiana Department of Correction) to the national (National Institute of Justice; U.S. Navy) to the international (National Civil Police of El Salvador; University of Zagreb). We have an extensive program of distance education which serves a national and international community of criminal justice practitioners. We have a formal agreement for international academic exchanges with the University of Zagreb (and we are discussing similar arrangements in Slovenia, Serbia and Italy).

### Experiential Learning

**We are interested in hearing about any innovative approaches you might have taken to incorporate experiential learning into your course or departmental work this year.**

Every undergraduate and graduate student participates in professional internships as an integral part of their curriculum.

### **Future Goals**

#### Future Goals

**The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?**

Within the larger context of ISU’s mission, vision, values, and goals, our teaching, research, and public service are directed toward the study of crime, criminals, and related phenomena not only to develop a theoretical understanding but also to apply our knowledge to the implementation of public policy and the solution of pressing problems of public safety and social justice. We seek to discover, advance, and report knowledge concerning all aspects of criminology and criminal justice, and we seek to apply this knowledge to the peaceful resolution of disputes, the protection of innocent lives, and the equitable functioning of the criminal justice system. • Diversity – we actively seek minority students and have consistently enrolled American and International students of all origins and backgrounds. We especially attempt to inculcate concepts of mutual understanding and respect in our students who will typically work in police and correctional agencies which must serve all members of our society impartially. • Community Engagement – Every member of the faculty has, at one time or another, held a professional position with a criminal justice agency, either as a practitioner or as a consultant. Our faculty serve on a variety of local, state, national and international advisory boards. The faculty maintain contacts with agencies to stay current with knowledge of contemporary practices in the field and to provide expertise as consultants to police agencies, correctional agencies, prosecutors, courts, and organizations in the private economy. • Experiential Learning – All of our students are required to complete internships to gain experience by working with criminal justice practitioners. We also incorporate experiential learning into the majority of our courses (such as “hands on” crime labs, moot court competitions, formal research presentations, and in-class debates). • Service – Our department functions as an unofficial clearinghouse for criminal justice agencies in Indiana and other locations. We frequently interact with practitioners to bring intellectual viewpoints to the solution of practical problems. • Innovation – We have developed new methods of teaching on the Internet. We have involved practitioners as adjunct instructors, and we have brought practitioners to campus for conferences on law enforcement

and correctional issues. Faculty have attended Center for Teaching and Learning programs to help improve instructional delivery strategies, and faculty have worked with distance education support services for course development and delivery improvements. • Excellence – We have maintained high academic standards in the face of increasing difficulty as our enrollments, measured by student credit hours, have remained high as our resources have not kept pace. Our annual reviews, however indicate that we have not experienced grade inflation, and the success of our graduates indicates continued high quality of education. Every member of the faculty has produced scholarly publications, presented papers at scholarly meetings, and conducted significant academic research. • Partnerships – We have developed formal partnerships with the Indiana Department of Correction, the National Civil Police of El Salvador, and the University of Zagreb (Croatia). We have informal partnerships with the Indiana Sheriffs' Association, the Indiana Inspector General, the Indianapolis/Marion County Gang Task Force, and other agencies for whom we provide assistance from time to time. • Alumni – The success of our alumni is the best indicator of quality. Our alumni include three ISU Distinguished Alumni Award recipients (one of whom is now an ISU trustee). We can claim the head of the Naval Criminal Investigative Service, the director of the research division of the National Civil Police of El Salvador, two commissioners of the Indiana Department of Correction (and very many senior administrators of that agency), a number of Indiana Sheriffs, a former mayor of Terre Haute, a number of chief probation officers (local, state, and federal), a number of chiefs of police, a number of wardens and associate wardens (state and federal), and a number of directors of correctional agencies. About 30 of our alumni have earned the Ph.D. and are professors at other institutions. • Access – We have for more than three decades offered night classes to meet the needs of part-time and working students. We have developed distance learning courses to serve students who are not able to attend classes on campus. We have offered a variety of continuing education courses at locations around Indiana. Of course, we intend to continue these activities in the future. We have also submitted a proposal for funding as a program of distinction, but we are still awaiting the results. That proposal calls for increased efforts to obtain outside funding for research, increased efforts to improve the quality of our distance education programs, and increased efforts to provide information to the public about crime in Indiana.