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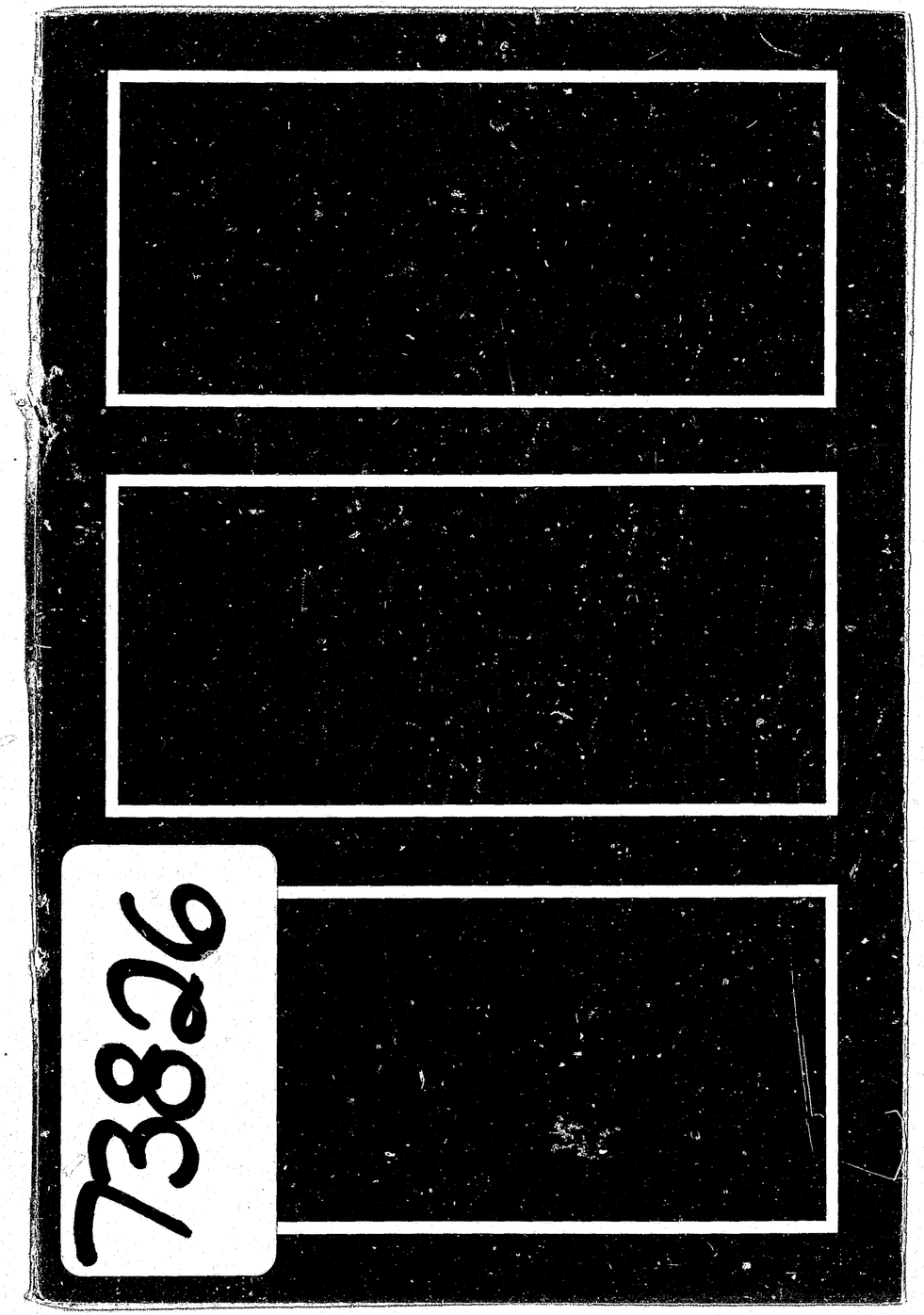

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IX The Productivity of Criminology and Criminal Justice Faculty

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Contents

Preface

The Productivity of Criminology
and Criminal Justice Faculty

Introduction

Methodology

Summary and Suggestions

Notes

References

Appendix

Preface

To date, little attention has been paid to the structure of criminological and criminal justice knowledge. The examination of the structure of knowledge necessarily involves the assessment of the organized production of knowledge. Institutions of higher learning, especially those which support graduate education, are dominant in the organized production of knowledge. The analysis of scholarly productivity of criminology and criminal justice faculty and programs constitutes one approach to studying the structure of criminological and criminal justice knowledge. Such analysis leads to the examination of a host of factors which may be useful in explaining knowledge productivity levels. Program prestige, faculty preparation, recruitment and hiring patterns, tenure status, and faculty size are but a few of the many variables that may interact to determine productivity levels.

The research reported in this monograph utilizes techniques developed in more traditional disciplines and applies them to criminology and criminal justice in order to assess faculty and program productivity. The Joint Commission on Criminology and Criminal Justice Education and Standards hopes that Matthew DeZee's work will generate increased interest in the theoretical and methodological issues surrounding the study of the structure and production of criminological and criminal justice knowledge. The research that follows from increased interest to these issues can provide guiding insight as criminology and criminal justice continues to develop.

Vincent J. Webb
Principal Investigator

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The Productivity of Criminology and Criminal Justice Faculty

Introduction

In the three decades following the signing of the Declaration of Independence, higher education in the United States was restricted to a relatively few four-year institutions characterized by:

> . . . largely ministerial faculty, a classical and traditional centered curriculum, a recitative class session, a small student body highly selected for gentility and social status, and an unearned Master's degree given to alumni for good behavior after graduation (Berelson, 1960:16).

All too often, Americans interested in pursuing post-baccalaureate work were virtually forced to satisfy their quest for knowledge at the more established European universities. Yet, when graduate education finally took root, the awarding of graduate degrees increased at an unexpected rate and by the turn of the 20th century the Ph.D.'s conferred at American schools became the ultimate symbol of academic respectability and competence (Somit and Tanenhaus, 1967:8). Although not too surprising, this unprecedented growth soon generated biting criticism as evidenced in William James' discourse on the production of doctorates, entitled "The Ph.D. Octopus" (1903):

> . . . that the Doctoral-Monopoly in teaching, which is becoming so rooted an American custom, can show no serious grounds whatsoever for itself in reason. In reality, it is but a sham, a bauble, a dodge, whereby to decorate the catalogues of schools and college (1911:338).

Further research into the development of graduate education suggests that it is the recipient of praise and criticism, affirmation and controversy, acceptance and denial. These concerns typically center around the universities' procedures and standards, philosophical orientation, administrative policies and their role in the political, social and economic institutions outside the university setting (Maccoby, 1964; Hartnett, 1969; Sharr and Wolin, 1969; Klare, 1970; Illich, 1970). As scientific disciplines soon became more refined, however, and graduate programs matured, additional concern was directed toward intra-disciplinary and intra-departmental development and quality as indicated in the early works of Manis (1950), Keniston (1959), Axelson (1960) and Crane (1965).

Typifying this concern is Cartter's (1965) work which, based on the subjective opinions of numerous academicians, established prestige levels for several academic disciplines at various universities. This comprehensive and exhaustive

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document served to both substantiate and subvert the reputations of some universities while providing recognition to some of the more deserving programs that had recently developed. From this research (almost predictively) emanated an unending debate among various institutions with regard to who had the most reputable program with the most profound and prolific faculty. The study is also noteworthy in that it served as a useful guide for students, faculty and professionals alike, on which they could more accurately base their decisions vis-a-vis the schools of immediate interest.

In both the physical and social/behavioral sciences, several attempts have been made to identify those institutions producing the finest scholarly material under optimal educational conditions. Sociology, which has been under constant scrutiny since its broadly diffused borders were first defined by Emile Durkheim, has, since the Cartter report, been the source of numerous endeavors to establish a hierarchy of educational quality. Regretfully though, criminology, a discipline whose roots in this country can be traced to the Sociology Department at the University of Chicago (established in 1892), has received almost negligible recognition with reference to the quality and prestige of schools offering advanced degrees. This is indeed a curious occurrence since "the academic excellence and prestige of our Chicago forerunners were established in large measure because of their research in the field of crime and deviance within the context of an emerging urban sociology" (Blumberg, 1974:v-vi).

In recognition of this void and as a contribution to this area of study, the present work attempts to identify the prestige levels and faculty productivity levels of graduate programs in criminology/criminal justice while also establishing an objective rating of the departments. However, an important question which necessarily needs to be answered centers around determining what possible gain can materialize from a study of this nature; or more succinctly, how can this study actually contribute to our understanding of the diversified concepts and theories subsumed under the title of criminology? The importance for this type of research (of which very little can be found in works concerning sociology) can be gleaned from both a theoretical as well as a practical standpoint.

Oromaner (1970:243) suggests that the nature and quality of academic departments will in large measure determine the future development of a discipline (sociology). This seemingly simplistic prediction takes on serious and far-reaching dimensions when juxtaposed with Merton's (1957) assessment of the valuable contributions produced through the study of Wissenssoziologie—Sociology of Knowledge. The sociology of knowledge, in the tradition of European scholarship (thus inclusive of virtually all ideas and beliefs) analyzes the construction of intellectual perspectives via societal phenomena, and primarily focuses upon the intellectual products of experts from the sciences. In viewing Wissenssoziologie as a viable avenue for providing a more accurate understanding of sociological theory and analytic procedure, Merton's thesis centers around the relations between social and cultural existential factors and that of knowledge. That is, he contends (relying on the various works of Marx, Scheler, Mannheim, Durkheim and Sorokin) that there is an existential basis for mental productions, and based on this, constructs a paradigm to facilitate the usefulness and appreciation of the study of the sociology of knowledge. The existential basis of mental productions is located, in part, in the broad arena of social bases, of which a vital component worthy of examination, is group structure—this includes universities and academies (1957:460-467).

More directly related to this type of research and in support of attempting this

particular work, Merton indicates that there is a strong relationship between the character of knowledge and the social organization of intellectual activities found in the university setting (1957:484-485). Yet:

> . . .much remains to be investigated concerning . . . intellectuals . . . Vestiges of any tendency to regard the development of science and technology as *wholly* self-contained and advancing irrespective of the social structure are being dissipated . . . in short, the shifting of the intellectual and the relation of these changes to the structure, content and influence of his work requires growing attention (1957:485-487).

In summary then, there is sufficient theoretical evidence suggesting that the collection of data concerning academe and academicians charged with disseminating the beliefs and ideas indigenous to the discipline may increase our comprehension of influential factors guiding the direction and parameters of the field. By enumerating some of the structural elements of academic institutions and the quality of professional journals, we may possibly expand our knowledge of the field.

On a more practical and inherently more interesting level, the importance of this type of research can be measured by its need and usefulness in providing basic information concerning the contemporary university setting.

For instance, some studies indicate that faculty productivity greatly influences academic appointments, promotion, tenure and university affiliation (Cole and Cole, 1973; 71; Hagstrom, 1967). Alternatively, universities receiving the highest prestige ratings also create the most favorable conditions for research by providing excellent financial and physical support, superior intellectual stimulation from colleagues and graduate students, and adequate amounts of time to pursue research interests (Crane, 1970; Hagstrom, 1968).

Likewise, Blackburn, et al (1978) found that not only do full professors tend to be more productive than those of lower ranks, but also that being tenured does not decrease an individual's academic productivity. Those professors teaching graduate students are much more prolific than those teaching undergraduates (Blackburn, et al, 1978) and the size of the department is positively correlated with faculty productivity (Wispe, 1969). Although debate still exists in reference to the direction of the influence of productivity (Long, 1978), the voluminous professional literature on this topic indicates that it is an extremely important area of study.

The value of studies of this nature may also be based on the relationship between academic competition and scientific advancement. Reisman (1958) presents a rather unique argument that the competition which exists between universities serves to maintain academic standards. Going one step further, Ben-David (in three separate works) indicates that one of the primary reasons for American universities' greater scientific productivity rates as compared to those in Europe, is their degree of competition (1960, 1962, 1968). The same themes have been more thoroughly discussed in more recent essays (Bennett and Marshall, 1979; and Felkenes, 1979). These articles, without question, beg for additional information about the nature and scope of our educational field.

It is all too obvious that graduate level education in criminology/criminal justice has increased at an astonishing rate in the past decade. The International Association of Chiefs of Police "Directory of Law Enforcement and Criminal Justice Education, 1980" claims over a 700% increase in masters degree programs and over a 150% increase in doctoral programs between 1970 and 1978. Based on these and other figures, Klyman and Karman (1972:400-403) predict

that for the academic year of 1980, 15,000 graduate degrees will be conferred in the criminal justice area. Further, Senna (1974:391-397) in identifying the extreme difficulties of merely obtaining reliable and accurate data in reference to the number and type of criminology programs offered, recommends the establishment of a centralized organization delegated with the responsibility of evaluating and coordinating educational standards, curriculum review, faculty requirements and accreditation. Although the graduate programs will presumably increase, it does not necessarily follow

> . . . that the nature and format of those programs will adhere to existing practice . . . and therefore the format of the new programs must be assessed (Klyman and Karman, 1972:402-404).

Thus it seems reasonable to assume that the growth of the field may well generate a rather intense interest on the part of educators, practitioners and prospective students in knowing the calibre of the various programs. Existing evidence indicates that the interest of students in higher education in general has apparently reached its zenith—especially in the social sciences (Sewell, 1972:111).

From this discussion, it seems reasonable to assume that the acknowledged perplexities enveloping the structural and operational peculiarities of educational institutions lends support to the need for serious inquiry into these centers of learning. Undoubtedly, this type of research will provide valuable insight into the discipline and the individuals associated with the academic field. Concern can now focus on the variety of investigative strategies available to research the specific areas of interests.

Methodology

The stratification of different schools and departments in terms of academic excellence has, for the most part, been determined by rating systems based on the opinions of concerned "experts" and by measuring the influence of certain departmental characteristics. The prestige of schools, as measured merely by the opinions of academicians (e.g., Cartter, 1965), is of course, a subjective rating that lacks both reliability and validity. In recognition of this, a common theme prevalent in subsequent studies (Wanderer, 1966; Lewis, 1968; Knudsen and Vaughan, 1969; Glenn and Villemex, 1970) analyzes the relationship between the prestige of departments (a subjective measurement) and the publication productivity of faculty (as an objective measurement). Faculty productivity, as a measure of quality, has undergone several transitions vis-a-vis weighting procedures, journal selection and criteria for books published. Of the numerous methods used, the Glenn-Villemez Comprehensive Index of productivity seems to minimally separate the influence of sheer quantity of works from the quality of the publications. It should be noted though, that it was not until recently that a strong relationship between prestige and productivity (Solomon, 1972; r=.81) and prestige and peer recognition (Lightfield, 1971; r=.79) was verified. As concern intensified, new variables and statistical techniques were introduced to more fully explain factors involved in the determination of rankings (Cole and Cole, 1971; Fulton and Martin, 1974; Blackburn, Behymer and Hall, 1978; Reskin, 1977; Long, 1978; Abbott, 1972; Chubin 1973). These later studies strongly indicate that future research will continue to adopt sophisticated statistical procedures to comprehend the complex relationships, as well as new areas that may enhance our understanding of prestige ratings.

Although all the studies presented thus far are extremely useful for understanding the germane issues, the interdisciplinary nature of criminology/criminal justice makes the selection of academic programs and journals a difficult problem. Accordingly, a three-fold process for the selection of journals was used for this study. In preparation for a previous work (DeZee, 1974) the author selected from a list of ninety-two (92) journals that represented the areas of Law Psychology, Psychiatry, Political Science, Economics, Public Administration, Anthropology, Criminology, Corrections, Police Science, Geography, Forensic Science and Social Work. Since this represented a rather diverse and extremely lengthy list, representatives from the more traditional disciplines were asked to rate only those journals with which they were familiar based on the quality of articles peculiar to criminology/criminal justice. Those rating the journals represented (and held Ph.D.'s in) the following academic disciplines:

1) Sociology (7)
2) Criminology (2)
3) Political Science (1)
4) Law (1)
5) Psychology (1)
6) Economics (1)
7) Social Science (1)
8) Public Administration (1)

The means were then computed for each journal, and those with which at least 50% of the raters were not familiar enough to score were eliminated. Of those journals remaining, the top 32 were selected—all of which had a mean score of 5.00 or above.

A sample was next taken from the membership lists of the American Society of Criminology and the Crime and Delinquency section of the American Sociological Association for the year 1974. Systematic random sampling procedures were used to extract one quarter of the original population from each membership list and produced a total sample with an N=370 (ASA, N=163; ASC N=207). Those selected were simply asked to rate the quality of articles pertaining to academic criminology in each journal using a base weight of 10 assigned to *The Journal of Criminal Law and Criminology* which received the highest weighting from the pilot study. Again, in both of these sections, those sampled were asked not to apply ratings to journals they were not familiar with and to indicate their lack of familiarity in a separate column. The initial questionnaire, a replacement questionnaire, and a reminder post-card were mailed out within a sixty (60) day period and yielded a paltry 46% return rate.

The selection of schools with graduate programs was also complicated due to the nature of the discipline. Unlike more mature disciplines such as Political Science, Criminology/Criminal Justice does not have a leading, well organized professional organization that regularly prints information in reference to schools offering graduate degrees. Thus, with graduate degrees being offered in university programs under a wide variety of titles (e.g., Administration of Justice, Social Justice, Judicial Administration, etc.) and with some institutions offering a M.A. in Criminology but a Ph.D. in Sociology (University of Pennsylvania) or providing just an emphasis or "substantive area" in criminal justice (University of Illinois), it became a difficult task to simply *locate* which schools offer graduate degrees.

It was decided that due to the lack of accurate and available data, the selection of schools would be limited to those offering graduate degrees (M.A., M.S.,

Ph.D.) in criminology or criminal justice including those offering advanced degrees in such areas as Administration of Justice, Corrections, Law Enforcement. etc., as well as outstanding departments of sociology that provide degrees in criminology. Through the use of the International Association of Chiefs of Police's 1980 Directory of Law Enforcement and Criminal Justice Education, seventy-one (71) schools appeared to meet the established criteria. Schools were eliminated if they were not operational in 1974 or did not offer graduate degrees in the specific areas.

A sample was next taken from the membership lists of the American Society of Criminology and Academy of Criminal Justice Sciences for the year 1979. Systematic random sampling procedures were used to extract 12% of the original population (excluding cross membership) from each membership list and produced a total sample with an N=245 (ACJS, N=84; ASC, N=161). Those selected were simply asked to rate the quality of articles in terms of their contribution to academic criminology in each journal (using a base weight of 10 assigned to *The Journal of Criminal Law and Criminology*, which received the highest weighting from the pilot study) and to indicate the consistency with which each journal's articles contribute to the body of knowledge associated with academic criminology. They were also asked to rate each school based on a seven point scale (Appendix A). Again, in both of these sections, those sampled were asked not to apply ratings to schools or journals with which they were not familiar and to indicate their lack of familiarity in a separate column. The initial questionnaire, a replacement questionnaire and a reminder post-card were mailed out within a two-month period and yielded a 72% return rate.

In addition to the above information, telephone calls were made to the various educational institutions soliciting facts concerning the schools. Given the unreliability of college catalogues, it was felt that by calling the university directly we could get specific and accurate information concerning faculty size and composition. The accuracy of this information becomes critically important as will be noted in some of the analyses discussed below.

In all, a total of 71 schools were selected for the study. As previously indicated, the individuals chosen in the sample were simply asked to give their personal opinion concerning the quality of the graduate program at each school. Table I provides a rank order of the mean weights assigned to the schools by the respondents. At first glance, the rank order of the universities are intuitively acceptable with such noteworthy schools as Pennsylvania, Albany, Michigan State, Florida State and Rutgers occupying the top positions. A more thorough scrutinization illuminates a problem concerning the number of respondents who felt they had insufficient knowledge of a school to provide a quality rating. This polemic becomes visible with the rating of the University of Mississippi eleventh, yet only thirty-eight (38) people or 22% of the total number of respondents had enough knowledge of the school to apply a rating. Thus, this measurement should be interpreted as reflecting only part of the prestige level of the institution—the intensity of prestige.

A more accurate measure of the school's prestige would account for both the intensity as well as the extensity of prestige. The extensity of prestige (or the extent of being known) is only valid when all the respondents who have knowledge of the object provide it some prestige (Glenn; 1971:300). Therefore, for the purposes of this study the final prestige ratings of the schools were derived from the formula:

$$P=I(E)$$

Prestige (P) is a function of the intensity (I) of the school's prestige (I=mean weight of the school) multiplied by the extensity (E) of prestige (E=percent of respondents who placed the department in a prestige category).

The adjusted prestige rankings are presented in Table II which includes a breakdown by membership in the American Society of Criminology and the Academy of Criminal Justice Sciences. The most noteworthy change is with John Jay which ascends to the number one position. The other top twenty (20) schools remain relatively stable. It appears then that the adjusted measures provide a clearer picture of the prestige of the individual school. These ratings are, of course, based on subjective opinions and thus difficult to qualify in terms of telling us why the differences exist. A measure that would provide more insight into why some departments are viewed more favorably than others can be obtained from faculty productivity levels.

As noted previously, faculty publication productivity has been used as an "objective" measure of the quality of graduate programs. The objectivity of this method is questionable in that some researchers have arbitrarily assigned weights to the different journals and categories of books. Probably the most glaring and obvious abuse of this type of rating is provided in Parker and Goldfeder (1979). The authors use a weighting scheme that not only has little to do with the quality of journals but the selection of journals is not related to the audience of interest.

A more valid means by which to obtain the prestige level of journals is to utilize the ratings provided by an audience of professionals and academicians. Parenthetically, the rationale for differentiating the rank order of journals is based on the assumption that the individuals who publish articles are evaluated not only on the intrinsic worth of the material presented, but also on the reputation of the journal. In addition, there is the assumption that the journal in which the article is published may to some degree determine the impact of the article on the field.

Table III provides the unadjusted means of the journals for both the quality and consistency scores. Since some journals do not deal exclusively with articles associated with criminology (e.g., American Sociological Review had the highest quality score but received a consistency score well below journals dealing exclusively in criminal justice) a final adjusted score would have to reflect the interaction of both quality and consistency. Similarly, the intensity and extensity of the ratings were also included in the adjusted scores.

The final journal scores in Table IV represent the quality and consistency scores adjusted for extensity. The last column is the product of the two scores multiplied by .10 to make them more manageable for further calculations.

With the ranking of journals established, the next procedure was to systematically go through each of these journals for the calendar years 1970-1978 and account for the number of articles and research notes authored by faculty from the selected departments. After the selection process was completed, it was found that the articles came from a variety of institutions which started programs at different times. Thus, since the latest to establish a program was in 1974, only articles appearing in journals after this date were accepted. It had also been hoped to use journal articles published in 1979, but our library had shipped all those journals to a binding company. Thus, the last publication in 1978 was the last issue utilized in this study.

It is important to note that *articles* and not authors were scored, thus eliminating possible problems of multiple authorship. In cases of multiple authorship in which the authors came from different schools, if one of the authors was part of the faculty at one of the selected institutions, then the article would count in favor

Table I
Mean Prestige Scores of Graduate Programs in Criminology/Criminal Justice

Schools	Total sample			ASC Sample			ACJS Sample		
	Mean	Standard Deviation	Valid Cases	Mean	Standard Deviation	Valid Cases	Mean	Standard Deviation	Valid Cases
1. University of Pennsylvania	5.870	1.045	108	5.846	1.152	78	5.933	.944	30
2. State University of New York at Albany	5.838	1.329	136	5.936	1.350	94	5.619	1.268	42
3. Florida State	5.647	1.190	136	5.511	1.154	90	5.913	1.226	46
4. Michigan State	5.470	1.443	132	5.372	1.320	86	5.652	1.649	46
5. Rutgers University	5.375	1.163	112	5.395	1.096	76	5.333	1.309	36
6. Pennsylvania State	5.120	1.200	100	5.000	1.146	68	5.375	1.289	32
7. John Jay College of Criminal Justice	5.100	1.638	160	5.037	1.420	108	5.231	2.025	52
8. Sam Houston State	5.085	1.747	118	4.769	1.682	78	5.700	1.728	40
9. Washington State	4.976	1.499	82	5.036	1.279	56	4.846	1.712	26
10. University of Maryland	4.964	1.340	110	4.897	1.244	78	5.125	1.561	32
11. University of Mississippi	4.947	1.723	38	4.625	1.857	16	5.182	1.622	22
12. University of Pittsburg	4.926	1.257	54	4.600	1.163	30	5.333	1.274	24
13. The American University	4.821	1.555	112	4.730	1.511	74	5.000	1.644	38
14. San Jose State	4.692	1.442	104	4.486	1.282	70	5.118	1.665	34
15. Claremont Graduate School	4.577	1.433	52	4.500	1.363	36	4.750	1.612	16

16. California State-Sacramento	4.563	1.283	64	4.174	1.141	46	5.556	1.097	18
17. California State-Long Beach	4.514	1.295	74	4.160	1.201	50	5.250	1.189	24
18. Temple University	4.512	1.136	82	4.300	1.133	50	4.813	1.091	32
19. Southern Illinois	4.509	1.375	106	4.294	1.210	68	4.895	1.573	38
20. Portland State	4.375	1.279	64	4.261	1.405	46	4.667	.840	18
21. Eastern Kentucky	4.341	1.730	82	3.920	1.614	50	5.000	1.723	32
22. State Univ. College at Buffalo	4.313	1.390	64	4.143	1.260	42	4.636	1.590	22
23. Virginia Commonwealth	4.306	1.479	72	4.087	1.488	46	4.692	1.408	26
24. Georgia State	4.290	1.335	62	4.158	1.516	38	4.500	.978	24
25. Arizona State	4.277	1.387	94	4.161	1.257	62	4.500	1.606	32
26. University of Colorado-Denver	4.267	1.274	60	4.316	1.276	38	4.182	1.296	22
27. Western Illinois	4.240	1.546	50	3.846	1.434	26	4.667	1.579	24
28. Alabama-Birmingham	4.237	1.355	76	4.190	1.194	42	4.294	1.548	34
29. University of Louisville	4.233	1.420	86	3.960	1.414	50	4.611	1.358	36
30. Indiana State	4.214	1.173	84	4.000	1.221	52	4.563	1.014	32
31. University of New Haven	4.206	1.592	60	3.789	1.379	38	4.909	1.716	22
32. Eastern Illinois University	4.160	1.845	50	4.000	2.037	28	4.364	1.590	22
33. Texas A & I University	4.133	1.925	30	4.143	2.445	14	4.125	1.408	16
34. East Texas State	4.091	1.659	22	3.750	1.770	16	5.000	.894	6
35. Univ. of Southern Mississippi	4.056	1.835	36	3.429	1.742	14	4.455	1.819	22
36. Clark University	4.000	1.234	22	3.857	1.512	14	4.250	.463	8

(Continued on page 16)

(Continued from page 15)

Schools	Total Sample Mean	Total Sample Standard Deviation	Total Sample Valid Cases	ASC Sample Mean	ASC Sample Standard Deviation	ASC Sample Valid Cases	ACJS Sample Mean	ACJS Sample Standard Deviation	ACJS Sample Valid Cases
37. Wichita State	3.970	1.347	66	4.091	1.361	44	3.727	1.316	22
38. California State-Fresno	3.960	1.049	50	3.588	.857	34	4.750	1.000	16
39. Central Missouri State	3.905	1.998	42	3.667	2.223	18	4.083	1.840	24
40. University of Akron	3.941	1.413	34	3.333	1.372	18	4.625	1.147	16
41. Xavier University	3.941	1.536	34	3.125	1.500	16	4.667	1.188	18
42. West Chester State College	3.904	1.109	22	3.000	.943	10	4.667	.492	12
43. University of Toledo	3.882	1.094	34	3.600	1.142	20	4.286	.914	14
44. Long Island Univ.-Brooklyn	3.875	1.718	32	3.667	1.680	18	4.143	1.791	14
45. Univ. of Nebraska-Omaha	3.871	1.274	62	3.429	1.063	42	4.800	1.196	20
46. Oklahoma City	3.867	1.432	30	3.778	1.353	18	4.000	1.595	12
47. Arkansas-Little Rock	3.857	.848	28	3.500	.730	16	4.333	.778	12
48. University of South Florida	3.839	1.231	62	3.762	1.246	42	4.000	1.214	20
49. Indiana Univ. of Pennsylvania	3.739	1.307	46	3.000	1.026	26	4.308	1.225	26
50. Auburn-Montgomery	3.722	1.427	36	3.125	.619	16	4.200	1.704	20
51. Salve Regina-Newport College	3.667	1.534	18	3.000	.667	10	4.500	1.927	8
52. Louisiana State	3.600	1.580	40	3.091	1.342	22	4.222	1.665	18
53. Sangamon State	3.586	1.338	58	3.294	1.292	34	4.000	1.319	24
54. California Lutheran College	3.583	1.213	24	2.857	.864	14	4.600	.843	10
55. Chapman College	3.533	1.432	30	3.273	1.386	22	4.250	1.389	18
56. Pepperdine University	3.467	1.556	60	3.429	1.640	42	3.556	1.381	18
57. Northern Arizona	3.450	1.085	40	3.417	1.283	24	3.500	.730	16

58. Northeast Louisiana	3.444	2.007	18	2.000	.894	6	4.167	2.038	12
59. Missouri-Kansas City	3.421	1.482	38	2.900	1.334	20	4.000	1.455	18
60. Long Island Univ.-Greenvale	3.222	1.518	18	3.500	1.195	8	3.000	1.764	10
61. Rollins College	3.214	1.287	28	3.273	1.241	22	3.000	1.549	6
62. Oregon College of Education	3.200	1.508	20	2.600	1.265	10	3.800	1.549	10
63. Florida International	3.194	1.524	62	3.333	1.509	42	2.900	1.533	20
64. Troy State-Troy	3.143	1.919	28	2.167	.718	12	3.875	2.217	16
65. Jacksonville State	3.115	1.517	52	2.933	1.143	30	3.364	1.916	22
66. West Georgia College	3.006	1.380	22	3.000	1.044	12	3.000	1.764	10
67. Mercy College	2.941	1.413	34	2.667	.840	18	3.250	1.844	16
68. Webster College	2.800	1.704	20	2.333	1.155	12	3.500	2.204	8
69. Troy State-Montgomery	2.800	2.041	30	2.000	.784	14	3.500	2.530	16
70. American Technological University	2.500	.926	8	2.000	.000	6	4.000	.000	2
71. Nova University	2.424	1.523	84	2.240	1.519	50	2.706	1.508	34

Table II
Adjusted Rank Order of Mean Prestige Scores
of Graduate Programs in Criminology/Criminal Justice

Schools	Total Sample	ASC Sample	ACJS Sample
1. John Jay College of Criminal Justice	4.636	4.533	4.857
2. State Univ. of New York at Albany	4.511	4.649	4.214
3. Florida State	4.363	4.133	4.857
4. Michigan State	4.102	3.849	4.643
5. Univ. of Pennsylvania	3.602	3.799	3.178
6. Rutgers University	3.420	3.416	3.428
7. Sam Houston State	3.409	3.099	4.071
8. University of Maryland	3.102	3.183	2.929
9. The American University	3.067	2.916	3.393
10. Pennsylvania State	2.909	2.833	3.071
11. San Jose State	2.772	2.616	3.107
12. Southern Illinois	2.715	2.433	3.322
13. Washington State	2.318	2.350	2.250
14. Arizona State	2.284	2.149	2.571
15. Temple University	2.102	1.800	2.750
16. University of Louisville	2.068	1.650	2.964
17. Eastern Kentucky	2.022	1.633	2.857
18. Indiana State	2.011	1.733	2.607
19. California State-Long Beach	1.897	1.733	2.250
20. University of Alabama-Birmingham	1.829	1.466	2.607
21. Virginia Commonwealth	1.761	1.566	2.178

22. California State-Sacramento	1.659	1.600	1.786
23. Portland State	1.590	1.633	1.500
24. State Univ. College at Buffalo	1.568	1.450	1.821
25. Georgia State	1.511	1.316	1.929
26. University of Pittsburgh	1.511	1.150	2.286
27. Wichita State	1.488	1.500	1.464
28. University of Colorado-Denver	1.454	1.366	1.643
29. University of New Haven	1.431	1.199	1.929
30. Univ. of Nebraska-Omaha	1.363	1.200	1.714
31. Claremont Graduate School	1.352	1.350	1.357
32. University of South Florida	1.352	1.316	1.429
33. Western Illinois	1.204	.8333	2.000
34. Eastern Illinois University	1.181	.9333	1.714
35. Pepperdine University	1.181	1.200	1.143
36. Sangamon State	1.181	.9333	1.714
37. Nova University	1.159	.9333	1.643
38. California State-Fresno	1.125	1.016	1.357
39. Florida International	1.125	1.166	1.036
40. University of Mississippi	1.068	.6166	2.036
41. Indiana Univ. of Pennsylvania	.9772	.5000	2.000
42. Central Missouri State	.9318	.5500	1.750
43. Jacksonville State	.9203	.7332	1.322
44. Southern Mississipi	.8296	.4000	1.750
45. Louisiana State	.8181	.5666	1.357
46. Northern Arizona	.7840	.6834	1.000
47. Akron College	.7613	.4999	1.321

(Continued on page 20)

(Continued from page 19)

Schools	Total Sample	ASC Sample	ACJS Sample
48. Xavier University	.7613	.4166	1.500
49. Auburn-Montgomery	.7613	.4166	1.500
50. University of Toledo	.7499	.6000	1.072
51. Missouri-Kansas City	.7386	.4833	1.286
52. Long Island Univ.-Brooklyn	.7045	.5500	1.306
53. Texas A & I University	.7044	.4833	1.179
54. Oklahoma City	.6591	.5667	.8570
55. Arkansas-Little Rock	.6136	.4666	.9290
56. Chapman College	.6022	.6000	.6070
57. Mercy College	.5681	.4000	.9290
58. East Texas State	.5113	5.000	.5360
59. Rollins College	.5113	.6000	.3210
60. Clark University	.5000	.4499	.6070
61. Troy State-Troy	.5000	.2167	1.107
62. West Chester	.4886	.2500	1.000
63. California Lutheran College	.4885	.3333	.8210
64. Troy State-Montgomery	.4772	.2333	1.000
65. Salve Regina-Newport College	.3750	.2500	.6430
66. West Georgia College	.3750	.3000	.5350
67. Oregon College	.3636	.2166	.6790
68. Northeast Louisiana	.3522	1.000	.8920
69. Long Island Univ.-Greenvale	.3295	.2333	.5360
70. Webster College	.3181	.2333	.5000
71. American Technological University	.1136	.1000	.1430

of that school. This only occurred in a few situations. Multiple authors from the same school were only given one score. Articles written by visiting professors were credited to the institution in which they held their visiting appointment. Finally, works published by graduate students were not counted towards the department's productivity rating.

In the productivity ratings of the schools, the most visible change (in comparison with the prestige ranking) that takes place is John Jay's descent from the top position to fourth place. SUNY Albany clearly assumes the number one position without any close competition. Albany accounts for the greatest number of articles counted and accounts for the greatest proportion of articles published in the five most prestigious journals. The raw score in Table IV tells us little unless we recognize the number of full-time faculty. The phone calls to each school provided a reasonably accurate assessment of the average number of faculty at each institution between 1974-1978. Table V provides a rank order of schools based on faculty productivity adjusted by the number of faculty. The most obvious change is in John Jay which has a total faculty pool of approximately 250 and assigned around fifty (50) faculty on a rotating basis from related academic departments.

While Albany clearly remains at the top, some of the smaller staffed institutions like East Texas State, Portland State, Georgia State and Colorado-Denver fare extremely well. Other schools which have traditionally done well (e.g., Florida State University and Michigan State University) drop off significantly.

The use of a publication index is, of course, subject to some important limitations. The lower scores of some institutions may reflect current priorities and orientations. That is, the "publish or perish" syndrome may or may not exist at some institutions, while others may place greater emphasis on books and monograph publications—which were not used in this study. An exact account of all faculty assigned to the departments during the specified time period is almost impossible to obtain, thus the possibility of missing some articles exists.

In acknowledgement of the limitations, the third and final measure used was a citation count from five basic introductory texts in criminology/criminal justice.[1] A citation count theoretically addresses the issue of worth or impact of the scholarship produced by faculty. While some departments may be highly productive in terms of producing a voluminous amount of works, the research may be of a low quality. However, if the research is widely quoted or referenced in texts, then it may be considered as having a substantial influence in the development of the discipline—either negatively or positively.

The citation count also helps to reduce the presence of a current "academic star" at a single department. For instance in an earlier study, DeZee (1974) found that Mike Hindelang accounted for 61% of the total publication count at SUNY Albany. In this study Professor Hindelang is responsible for 38% of the total publication count. However, he only accounts for 4% of the citations attributed to Albany. Quite clearly, this is *not* in any way to be interpreted that Hindelang's work does not have a significant impact on the field. Rather, it is probably a reflection of the fact that his contributions are too recent to have yet stood the test of time. This becomes more obvious with the realization that the individuals with the highest citation counts have been writing in the field for several years (Table VII).

As shown in Table VI, little variation occurs in the rank order of schools vis-a-vis the two previous outcomes. Again Pennsylvania, Albany and Florida State are close competitors, with Pennsylvania taking over first place in both the

Table III
Mean Quality and Consistency Scores of Selected Journals

Journal	Total Sample					
	Mean Quality Weight	Standard Deviation	Valid Cases	Mean Consistency Weight	Standard Deviation	Valid Cases
Journal of Criminal Law & Criminology						
American Sociological Review	11.079	5.635	126	9.410	5.965	122
Sociology & Social Research	9.892	10.775	74	7.500	4.236	72
American Political Science Review	10.049	5.121	82	8.805	5.390	82
British Journal of Criminology	9.860	4.566	100	9.660	4.242	94
Juvenile Justice	7.229	3.523	70	7.618	3.641	68
Prison Journal	8.548	16.926	62	6.367	3.987	60
Journal of Criminal Justice	9.231	4.061	130	9.190	4.407	126
Social Forces	9.766	5.177	94	8.022	4.906	90
Canadian Journal of Criminology & Corrections	7.742	3.934	62	7.759	4.075	58
Issues in Criminology	8.327	4.183	98	7.938	3.944	96
Criminological Theory	8.524	5.417	34	12.222	20.107	36
American Journal of Sociology	10.544	5.691	114	10.179	12.374	112
Law and Society Review	10.906	10.460	106	9.710	4.819	100
Crime and Delinquency	10.125	9.895	144	9.903	6.044	144
Criminology	10.286	5.773	140	10.014	3.355	138
Intl. Journal of Criminology & Penology	8.265	3.995	68	8.438	3.323	64
Federal Probation	6.500	3.107	132	6.794	3.084	126
Journal of Police Science & Administration	7.741	3.647	108	7.843	3.579	102
Social Problems	10.898	10.130	98	8.021	4.086	96
American Journal of Corrections	5.773	3.054	88	6.000	3.045	86
Law and Contemporary Problems	8.971	3.636	68	7.656	3.925	64
The Police Journal	6.950	3.738	80	6.974	3.833	76

Mean Quality and Consistency Scores of Selected Journals

Journal	ASC Sample					
	Mean Quality Weight	Standard Deviation	Valid Cases	Mean Consistency Weight	Standard Deviation	Valid Cases
Journal of Criminal Law & Criminology						
American Sociological Review	11.457	5.977	92	9.818	6.498	88
Sociology & Social Research	10.808	12.521	52	7.840	4.569	50
American Political Science Review	10.923	5.551	52	9.269	5.991	52
British Journal of Criminology	10.162	5.205	74	9.794	4.737	68
Juvenile Justice	7.375	3.846	48	7.739	3.774	46
Prison Journal	55.850	4.611	40	6.579	4.500	38
Journal of Criminal Justice	39.125	4.126	80	9.462	4.287	78
Social Forces	9.853	5.689	68	8.091	5.488	66
Canadian Journal of Criminology & Corrections	7.769	4.250	52	7.833	4.343	48
Issues in Criminology	8.028	4.335	72	7.514	3.930	70
Criminological Theory	8.400	6.021	20	14.364	25.472	22
American Journal of Sociology	10.976	6.240	82	9.333	6.222	78
Law and Society Review	10.086	4.627	70	9.606	4.574	66
Crime and Delinquency	9.240	4.151	100	10.500	6.973	100
Criminology	10.612	6.774	98	10.292	3.767	96
Intl. Journal of Criminology & Penology	8.542	4.395	48	8.409	3.756	44
Federal Probation	6.188	3.236	96	6.556	3.261	90
Journal of Police Science & Administration	6.914	3.188	70	7.219	3.175	64
Social Problems	11.667	11.577	72	8.257	4.532	70
American Journal of Corrections	5.552	3.107	58	5.536	3.033	56
Law and Contemporary Problems	9.238	3.962	42	7.200	3.930	40
The Police Journal	6.545	3.950	44	6.619	3.944	42

Mean Quality and Consistency Scores of Selected Journals

Journal	ACJS Sample					
	Mean Quality Weight	Standard Deviation	Valid Cases	Mean Consistency Weight	Standard Deviation	Valid Cases
Journal of Criminal Law & Criminology						
American Sociological Review	10.059	4.505	34	8.353	4.191	34
Sociology & Social Research	7.727	3.978	22	6.727	3.326	22
American Political Science Review	8.533	3.910	30	8.000	4.119	30
British Journal of Criminology	9.000	1.579	26	9.308	2.573	26
Juvenile Justice	6.909	2.741	22	7.364	3.416	22
Prison Journal	13.455	27.452	22	6.000	2.960	22
Journal of Criminal Justice	9.400	3.990	50	8.750	4.606	48
Social Forces	9.538	3.591	26	7.833	2.823	24
Canadian Journal of Criminology & Corrections	7.600	1.578	10	7.400	2.547	10
Issues in Criminology	9.154	3.684	26	9.077	3.825	26
Criminological Theory	8.714	4.631	14	8.857	4.521	14
American Journal of Sociology	9.438	3.818	32	12.118	20.473	34
Law and Society Review	12.500	16.795	36	9.912	5.328	34
Crime and Delinquency	12.136	16.733	44	8.545	2.619	44
Criminology	9.524	1.890	42	9.381	2.036	42
Intl. Journal of Criminology & Penology	7.600	2.798	20	8.500	2.164	20
Federal Probation	7.333	2.597	36	7.389	2.533	36
Journal of Police Science & Administration	9.263	3.984	38	8.895	3.999	38
Social Problems	8.769	3.326	26	7.385	2.483	26
American Journal of Corrections	6.200	2.952	30	6.867	2.921	30
Law and Contemporary Problems	8.538	3.932	26	8.417	3.878	24
The Police Journal	7.444	3.451	36	7.412	3.702	34

Table IV
Adjusted Quality Rating of Journals

Journal	Total Sample		ASC Sample		ACJS Sample		Total
	Quality Weight	Consistency Weight	Quality Weight	Consistency Weight	Quality Weight	Consistency Weight	Quality/ Consistency Weight
Journal of Criminal Law & Criminology							10.000
American Sociological Review	7.931	6.523	8.783	7.199	6.107	5.071	5.1733
Sociology & Social Research	4.159	3.068	4.683	3.266	3.036	2.643	1.2759
American Political Science Review	4.681	4.102	4.733	4.016	4.571	4.286	1.7060
British Journal of Criminology	5.602	5.159	6.266	5.549	4.179	4.322	2.2900
Juvenile Justice	2.875	2.943	2.95	2.966	2.714	2.893	.8461
Prison Journal	3.011	2.170	1.95	2.083	5.286	2.357	.6533
Journal of Criminal Justice	6.818	6.579	6.083	6.150	8.393	7.5	4.4855
Social Forces	5.215	4.102	5.583	4.450	4.429	3.357	2.9391
Canadian Journal of Criminology & Corrections	2.727	2.556	3.366	3.133	1.357	1.321	.6970
Issues in Criminology	4.636	4.329	4.816	4.383	4.250	4.214	2.0069
American Journal of Sociology	6.829	6.477	7.500	6.066	5.393	7.357	4.4231
Law and Society Review	6.568	5.517	5.883	5.283	8.036	8.018	3.6235
Crime and Delinquency	8.284	8.102	7.7	8.75	9.535	6.714	6.7116
Criminology	8.182	7.851	8.666	8.233	7.143	7.036	6.4238
Intl. Journal of Criminology & Penology	3.193	3.068	3.416	3.083	2.714	3.036	.9796
Federal Probation	4.875	4.863	4.950	4.917	4.714	4.750	2.3707
Journal of Police Science & Administration	4.750	4.545	4.033	3.850	6.286	6.036	2.1588
Social Problems	6.068	4.375	7.000	4.816	4.071	3.429	2.6547
American Journal of Corrections	2.886	2.931	2.638	2.583	3.321	3.679	.8460
Law and Contemporary Problems	3.466	2.784	3.233	2.4	3.964	3.607	.9649
The Police Journal	3.159	3.011	2.399	2.316	4.785	4.500	.9511

Table V
Adjusted and Unadjusted Rank Order of Graduate Schools of Criminology/Criminal Justice by Faculty Productivity

Schools	Unadjusted Score	Adjusted Score	Number of Articles	Number of Faculty
1. State University of New York at Albany	96.3475	(1) 6.0217	21	16
2. Pennsylvania State	57.9358	(3) 4.8279	10	12
3. Florida State	45.6299	(9) 2.6841	10	17
4. John Jay College of Criminal Justice	40.9093	(23) .1636	5	250
5. University of New Haven	35.7099	(10) 2.5507	6	14
6. University of Pennsylvania	30.3353	(4) 4.3336	4	7
7. Rutgers University	28.8182	(8) 2.8818	5	10
8. Michigan State	21.9177	(13) 1.2176	7	18
9. Wichita State	16.6625	(15) .8769	4	19
10. Georgia State	16.4237	(6) 3.2847	2	5
11. Portland State	16.3134	(5) 4.0783	3	4
12. University of Maryland	14.3657	(12) 1.5962	3	9
13. Indiana State	13.2890	(11) 1.8984	3	7
14. Southern Illinois	11.7554	(14) .9796	3	12
15. San Jose State	10.9092	(11) .7272	2	15
16. East Texas State	10.5092	(2) 5.2546	2	2
17. Western Illinois	10.0000	(17) .7143	1	14
18. University of South Florida	7.5573	(16) .7557	2	10
19. American Technological University	7.2625	(18) .6602	4	11
20. University of Colorado-Denver	6.4236	(7) 3.2118	1	2
21. Arizona State	4.4856	(21) .3450	1	13
22. Florida International	4.4856	(20) .4485	1	10
23. University of Nebraska-Omaha	4.4856	(21) .3450	1	13
24. Temple University	3.6235	(19) .4529	1	8
25. Pepperdine University	3.4348	(22) .2290	2	15
26. Sam Houston State	2.1589	(24) .1028	1	21

Table VI
Rank Order of Graduate Departments of Criminology by Percentage of Citations in 5 Introductory Texts and Percentage of Faculty Cited

Schools	Number of Citations	Percent of Citations	Schools	Number of Total Faculty Cited	Percent of Faculty Cited	
University of Pennsylvania	55	.214	University of Pennsylvania	7	1.000	(N= 7)
State Univ. of New York at Albany	45	.175	Portland State	2	.500	(N= 4)
Florida State	31	.121	Florida State	8	.471	(N=17)
John Jay College of Criminal Justice	25	.097	State Univ. of New York at Albany	6	.375	(N=16)
Portland State	23	.090	Pennsylvania State	4	.333	(N=12)
University of Maryland	20	.078	University of Maryland	2	.222	(N= 9)
Southern Illinois	11	.043	Georgia State	1	.200	(N= 5)
Georgia State	10	.039	The American University	2	.182	(N=11)
Pennsylvania State	8	.031	Michigan State	3	.167	(N=18)
Michigan State	5	.020	Southern Illinois	2	.167	(N=12)
Rutgers University	5	.020	Temple University	1	.125	(N= 8)
The American University	3	.012	Rutgers University	1	.100	(N=10)
University of South Florida	3	.012	University of South Florida	1	.100	(N=10)
Temple University	3	.012	Univ. of Nebraska-Omaha	1	.077	(N=13)
Sam Houston State	2	.008	San Jose State	1	.067	(N=15)
Univ. of Nebraska-Omaha	1	.004	Sam Houston State	1	.047	(N=21)
San Jose State	1	.004	John Jay College	6	.024	(N=250)

percentage of total citations and the percentage of different faculty cited. The greatest change exists in Portland's obtainment of 4th and 2nd place in the respective categories. In addition, Table VII identifies the ten most cited individuals and, as one would expect, the same elite core of schools remain true.

A variety of regression techniques were employed to obtain a clearer understanding of the relationships between some of the variables already described, plus some additional variables derived from departmental characteristics. The reasonably small "N" and consequently the instability of estimates, however, rendered most procedures questionable at best. Thus a set of bivariate intercorrelations among only a few variables was adopted for further analysis. The matrix describing these relationships in Table VIII presents the opportunity for analyzing which variables are most strongly related to the prestige scores of the schools.

The correlations identified suggests that the number of book citations is a strong predictor of prestige and is closely followed by the productivity scores not adjusted for the number of faculty and the total number of articles published. However, the obvious multicollinearity renders these results most difficult to interpret. It does indicate though that a strong relationship between prestige and productivity does exist.

Summary and Suggestions

In an attempt to illuminate some features that would possibly increase our comprehension of the discipline, primary interest focused on identifying the prestige levels of the different departments and the variables contributing to their status. Faculty publication productivity appears to be a strong predictor of the prestige of the schools in accounting for over 46% of the variation in the prestige levels.

Of immediate interest is the occurrence of what seems to be an elite core of schools. These schools consistently maintain the top positions throughout the various measures employed. Further studies may well direct their attention to explaining why this elite core exists. This may be accomplished in part by capitalizing on some of the limitations of this work (e.g., a more accurate list of schools, increased audiences, use of book publications, etc.) and by addressing more salient issues dealing with the academic goals and orientations of the various schools. That is, do some schools apply more emphasis on placing their graduates in the educational as opposed to the professional field? Are some schools, more than others, identified with a specific theoretical approach? Or, could the variance be explained by the degree of emphasis on theoretical concerns as opposed to methodological issues or specific substantive areas? These are only a few examples that are worthy of research.

If criminology is to establish itself as a separate scientific discipline, then some priority must be given to research geared toward studying the academic setting. It is more than plausible that the structure and functions of academe have, and will continue to play a significant role in the development and direction of the intellectual pursuits of criminology. Thus, a broader knowledge base must be established in order to facilitate our comprehension of the science.

Table VII
The Ten Most Cited Faculty in 5 Introductory Texts by Names, Number of Citations and Schools

Individuals	Number of Cites	School
1. Sellin	36	Pennsylvania
2. Wolfgang	31	Pennsylvania
3. Gibbons	21	Portland State
4. Wheeler	16	Maryland
5. Jeffery	13	Florida State
6. Newman	12	Albany
6. Hirshi	12	Albany
7. Peterson	10	Georgia State
8. Ward	8	John Jay
8. Waldo	8	Florida State

Table VIII
Bivariate Correlation Matrix (1)

	Mean Quality Weight	Adjusted Productivity	Unadjusted Productivity	No. of Citations	No. of Faculty
Mean Quality Weight					
Adjusted Productivity	.681				
Unadjusted Productivity	.734	.909			
Number of Citations	.782	.849	.746		
Number of Faculty	.549	−.103	.209	.028	
Number of Articles	.721	.838	.989	.660	.317

Notes

1. The following books were selected for use in the citation count. The various departments were asked which text was used in their introduction to Criminal Justice or Criminology class. The ones listed below are the five which were used most often.

   A. Vernon Fox, *Introduction to Criminology*. Englewood Cliffs, New Jersey, Prentice-Hall, 1976.

   B. Martin Haskell and Lewis Yablonsky, *Crime and Delinquency*. Chicago, Rand McNally, 1974.

   C. Sue Titus Reed, *Crime and Criminology*. New York, Holt, Rinehart and Winston, 1976.

   D. Joseph Senna and Larry Siegal, *Introduction to Criminal Justice*. St. Paul, West Publishing Company, 1978.

   E. Richard Quinney, *Criminology*. Boston, Little Brown, 1975.

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Appendix

Please assign weights to the following types of publications in accordance with your judgement of:

(A) the *quality* of their contribution to the field of academic criminology, and
(B) the *consistency* with which each journal's articles contribute to the body of knowledge associated with academic criminology.

For a standard of reference, a weight of ten (10) has been arbitrarily assigned to articles in the *Journal of Criminal Law and Criminology* for both quality and consistency. Journal publications only half as scholarly should be assigned a weight of five (5), whereas journal articles possessing twice the scholarly worth should be assigned a weight of twenty (20), etc. The same also applies for consistency scores.

If you do not have sufficient knowledge of a journal to assign a weight, please place an "X" in the space provided for the weights.

Also, indicate whether you have published in each of the journals.

Journal	Quality Weight	Consistency Weight	Have you ever published in this journal?
Journal of Criminal Law & Criminology	10	10	
American Sociological Review			
Sociology & Social Research			
American Political Science Review			
British Journal of Criminology			
Juvenile Justice			
Prison Journal			
Journal of Criminal Justice			
Social Forces			

Canadian Journal of Criminology and Corrections			
Issues in Criminology			
Criminological Theory			
American Journal of Sociology			
Law and Society Review			
Crime and Delinquency			
Criminology			
International Journal of Criminology & Penology			
Federal Probation			
Journal of Police Science & Administration			
Social Problems			
American Journal of Corrections			
Law & Contemporary Problems			
The Police Journal			
Other			

Undoubtedly, your professional experience has assisted in formulating an opinion concerning the quality of graduate programs at the various institutions listed below. On the seven-point scale, seven (7) represents a program of the highest quality while one (1) represents a program of the lowest quality. Please rate the schools accordingly. If you are not able to assign a quality weight to the school, please check the appropriate space.

		Insufficient Knowledge
Jacksonville State	1 2 3 4 5 6 7	____
Troy State-Montgomery	1 2 3 4 5 6 7	____
Troy State-Troy	1 2 3 4 5 6 7	____
Alabama-Birmingham	1 2 3 4 5 6 7	____
Arizona State	1 2 3 4 5 6 7	____

Auburn-Montgomery	1 2 3 4 5 6 7	____
Northern Arizona	1 2 3 4 5 6 7	____
Arkansas-Little Rock	1 2 3 4 5 6 7	____
California Lutheran College	1 2 3 4 5 6 7	____
California State-Fresno	1 2 3 4 5 6 7	____
California State-Long Beach	1 2 3 4 5 6 7	____
California State-Sacramento	1 2 3 4 5 6 7	____
Chapman College	1 2 3 4 5 6 7	____
Claremont Graduate School	1 2 3 4 5 6 7	____
Pepperdine University	1 2 3 4 5 6 7	____
San Jose State	1 2 3 4 5 6 7	____
University of Colorado-Denver	1 2 3 4 5 6 7	____
University of New Haven	1 2 3 4 5 6 7	____
The American University	1 2 3 4 5 6 7	____
Florida International	1 2 3 4 5 6 7	____
Florida State	1 2 3 4 5 6 7	____
Nova University	1 2 3 4 5 6 7	____
Rollins College	1 2 3 4 5 6 7	____
University of South Florida	1 2 3 4 5 6 7	____
Georgia State	1 2 3 4 5 6 7	____

	1 2 3 4 5 6 7	Insufficient Knowledge
West Georgia College		____
Eastern Illinois University		____
Sangamon State		____
Southern Illinois		____
Western Illinois		____
Indiana State		____
Wichita State		____
Eastern Kentucky		____
University of Louisville		____
Louisiana State		____
Northeast Louisiana		____
University of Maryland		____
Clark University		____
Michigan State		____
University of Mississippi		____
Univ. of Southern Mississippi		____
Central Missouri State		____
Missouri-Kansas City		____
Webster College		____

	1 2 3 4 5 6 7	
Univ. of Nebraska-Omaha		____
Rutgers University		____
John Jay College of Criminal Justice		____
Long Island Univ.-Brooklyn		____
Long Island Univ.-Greenvale		____
Mercy College		____
State Univ. College at Buffalo		____
State Univ. of New York at Albany		____
University of Akron		____
University of Toledo		____
Xavier University		____
Oklahoma City		____

END