

CANADIAN SOCIAL SCIENCE
FACULTY SURVEY

Karin Stein
Anna Paletta

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The views expressed herein are solely those of the authors and do not necessarily represent the views of the Department of Justice Canada.



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1.0 Introduction

The Research and Statistics Division of the Department of Justice Canada undertakes research in support of the Department's work in making Canada's justice system relevant, accessible and responsive to the needs of Canadians while providing effective stewardship of that system. While this is part of a long-standing focus in the Department, in an era of rapid change this requires that the Department be ready to respond to emerging new areas of law, policy, and legal services. Good research is essential in facilitating this response.

Within this context, the Research and Statistics Division currently is engaged in a broad range of social, socio-legal, and socio-economic research to provide an understanding of both current and future needs. This research includes, but is not limited to, studies on crime patterns, family violence, underground economies, street youth, youth justice, transnational crime, crime on the Internet, restorative justice, crime prevention, diversity and gender equality, access to justice, and legal aid. While our research staff is made up of a dynamic group of professionals with backgrounds in a broad range of disciplines,¹ we have been building close associations and linkages between research activities at the Department of Justice and the broader research community both within and outside government. The Division participates in government-wide initiatives such as horizontal, or interdepartmental, policy development on the future needs of the Canadian justice system, as well as on interdepartmental working groups addressing a number of broader areas. In addition, we have been extending relations to multidisciplinary teams and forums which include partners from a broader research community, such as experts from the academic community, non-government organizations, and think tanks.

Working as partners in this broader research community, we routinely provide information about our own research activities. Our Web site provides information on the project areas in which we are currently engaged along with access to our publications where they can be viewed, ordered or downloaded at no cost.² We also produce a quarterly publication, *JustResearch*, which provides information on current and upcoming Divisional research, along with information about our highly successful seminar series, and syntheses of the latest relevant research literature. *JustResearch* also is available at our Web site.

1.1 Faculty Surveys

As part of our ongoing partnerships in the research community and in order to ensure access to the full range of academic expertise across Canada, we undertook an initiative to establish closer links between academic institutions and the Department. The first phase of this initiative was the Canadian Law School Faculty Survey, conducted in 1999 in collaboration with the Canadian Council of Law Deans. The Law Faculty Survey gathered information on the legal and socio-legal research being undertaken by the faculty of Canada's twenty-two law schools. A database of these faculty members and their areas of expertise is now resident in the Research and Statistics Division and we will be able to draw from this as the need arises. In addition a final report was prepared.³ This final report identifies summary information on the current research interests and activities in law schools across Canada.

The use of the Law School Faculty database as a source of experts working in a broad variety of legal areas is so rich that the decision was made to undertake a similar survey of social science faculties. Initially the faculty survey was to be sent to schools of criminology only. However, given the multi-disciplinary nature of the research that we do and in order to avoid missing more complex and non-criminal justice related issues that impact on justice policy, the list of faculties was soon expanded to include political science, psychology, social work and sociology. Most issues, be they emergent or longer term, are complex and often require a multidisciplinary approach to understand them fully. Identifying researchers and professors across disciplines facilitates this approach. Because the research undertaken by the Research and Statistics Division of the Department of Justice incorporates such a wide range of topics, and, moreover, because of the complexity of most issues at hand, it would be incomplete not to look at a particular topic through many lenses. For example, we are currently conducting research in the area of the corruption of public officials within the broader area of organized crime. While this has traditionally been an area under the jurisdiction of criminal law, contemporary organized crime extends far beyond a simple crime and justice approach. In order to get a complete picture of the topic, a more holistic approach must be taken such that the topic is looked at from the perspective of, to name a few, sociologists who can provide understanding of the social forces at work in creating environments that facilitate such criminal

¹ Disciplines include anthropology, criminology, economics, education, law, political science, psychology, social work, sociology and statistics.

² Our Internet address is: <http://canada.justice.gc.ca/en/ps/rs/index.html> or we can be reached at rsd_research@justice.gc.ca.

³ See Research Report 2000-3, *Canadian Law School Faculty Survey*, Anna Paletta, Christopher Blain and Daniel Antonowicz, Ottawa: Research and Statistics Division, Department of Justice Canada, 2000.

activity, psychologists who can shed light on the behaviour and characteristics of individuals involved in such criminal activity, and economists who are familiar with the financial repercussions of the corruption of public officials.

To assist in this, the Social Science Faculty Survey was conducted in 2000 and it gathered detailed information on teaching interests and research activity in broadly defined justice-related areas. This final report provides summary information on the current justice-related teaching areas and research activities of these faculties; while the report is a summary document, this summary information also proves interesting in and of itself.



2.0 Methodology

It should be noted from the outset that the purpose of the Social Science Faculty Survey is not to map the social sciences, but to gather information on research activities in the areas in which the Research and Statistics Division currently is working as well as in areas identified as emerging. In this, the questionnaire asks about justice related teaching and research in these areas; there likely are areas that responding faculty may be working on that are not captured here. On the other hand, we wanted to use broad parameters within these bounded areas. For example, in the area of Aboriginal people, we not only wanted to know about who was working in such areas of Aboriginal community justice but also about researchers working in the area of self-determination, or in the area of contemporary non-Aboriginal peoples' perceptions of Aboriginal issues.

Moreover, we wanted to include a broad range of researchers. Our population frame includes not only criminologists, sociologists, and political scientists, but also social workers and psychologists. Having said this, not all faculties are represented here; anthropology, philosophy or schools of education, for example, are not included. The population parameter was driven mainly by resources.

2.1 The Questionnaire

The design of the questionnaire was a collective undertaking with each member of the Research and Statistics Division providing input about their main areas of research responsibilities including information on prominent themes within those areas.

The wide range of topics within the questionnaire is indicative of the variety of topics on which researchers within the Division are or may be required to conduct work. The fifteen broad areas of interest included, in alphabetical order, are:

- Aboriginal peoples;
- alternative approaches to justice;

- criminology;
- diversity;
- families in transition;
- family violence;
- governance;
- impaired driving;
- large-scale crime;
- new genetics and biotechnology;
- new information technology/Internet;
- sexual offences;
- socio-political issues;
- victimology; and,
- youth justice.

Sub-areas are included for all broad areas other than impaired driving. For example, the sub-areas within criminology include corrections, deviance and social control, forensic psychology, mental disorder and the law, policing, sentencing, and theoretical criminology, along with "other, please specify".

In addition to research and teaching interests, the questionnaire asks faculty members to list their most recent publications, whether they have ever served as an expert witness, and the areas in which the students they are currently supervising are conducting research. A copy of the Social Science Faculty Survey is included as Appendix B.

2.2 Population Frame

Table 1: Total Number of Departments and Faculty Included in the Social Science Faculty Survey Population Frame

Department	Number of departments across Canada	Total number of faculty members in each
Criminology (E)	12	121
Criminology (F)	1	19
Native Studies (E)	1	1
Political Science (E)	50	450
Political Science (F)	8	45
Psychology (E)	65	750
Psychology (F)	14	215
Social Work (E)	26	403
Social Work (F)	7	33
Sociology (E)	44	780
Sociology (F)	9	41
Total	237	2,860

In order to build the population frame, complete lists of faculty members from each university department were required. Building the faculty lists was a fairly detailed process. The process began with the AUCC (Association of Universities and Colleges of Canada) Website that lists universities across Canada, both French and English, and their Internet addresses. Faculty lists, the director or chair of the department and mailing information were compiled using these Internet sites. A few schools that were not listed on the AUCC Website⁴ were included as other relevant Websites were consulted to ensure all universities across Canada were identified. The population frame included information on the faculty member's name, email address, phone number and fax number by university and department. The total number of departments and faculty is provided in Table 1.

2.3 Data Gathering Process

Data gathering was through a mail-out, mail-back questionnaire. An introductory letter from the Senior Assistant Deputy Minister, Policy Sector,⁵ Department of Justice Canada, was

sent to the director or chair of each department to introduce the survey (Appendix A). This introductory letter explained the purpose of the study and it included a faculty list that had been compiled from each department's Website where available. The director or chair was asked to update the enclosed faculty list, or to provide a list where none was available from a Website.⁶ Upon receipt of the updated list, questionnaires were sent out to each individual faculty member. In a small number of cases, chairs or directors were not available or in some cases there was a change-over in staff where the next chair or director of a given department was not yet known.⁶ In these cases surveys were sent directly to the individual faculty member from the initial stage.

The survey was mailed out by discipline in a staged approach between April and July 2000. Initially, each discipline was given one month to complete and return the questionnaire; a follow-up call was made to the director or chair of each department as a reminder to ask faculty members to complete the questionnaire. Once all the questionnaires were mailed out, a final follow-up email was sent to all directors or chairs of the departments as a final reminder, as well as to extend the mail-back deadline to October 31, 2000 to accommodate faculty members who were unavailable over the summer. The follow-up e-mail is provided in Appendix C.

2.4 Response Rate

Responses were received from all 237 departments, and a total of 552⁷ questionnaires were returned. Of the 552 surveys, 13 were incomplete and therefore could not be entered. One hundred and eighty one (181) respondents indicated that they were not working in a related area, they were not interested in being part of the database, or they were not available to undertake additional research at this time. The remaining 358 completed questionnaires comprise the database of experts who are interested and available. With a mail-out of 2,860, the overall response rate is 19%, with 358 or 12.5% comprising the final database.

The response rate in part reflects the areas of research and teaching interests of Canadian faculty. That is, it is likely that faculty not working in the areas simply did not take part. The response rate also reflects the interests or available time to participate in social science research in support of the activities

⁴ Some schools were not listed on the AUCC Website because they offer degrees through correspondence or because they are considered to be colleges, despite the fact that they offer Bachelor's degrees.

⁵ The Senior Assistant Deputy Minister, Policy Sector, at the time of mail-out was Janice Charette.

⁶ Some university staff were on holiday, and some academics were on sabbatical.



Table 2: Total Number of Departments and Faculty Included in the Social Science Faculty Database

Department	Number of departments from which responses were received	Total number of interested and available faculty
Criminology (E)	12	31
Criminology (F)	1	8
Miscellaneous ⁸ (E)	1 ⁹	3
Political Science (E)	50	74
Political Science (F)	8	3
Psychology (E)	65	102
Psychology (F)	14	14
Social Work (E)	26	34
Social Work (F)	7	10
Sociology (E)	44	78
Sociology (F)	9	1
Total	237	358

Table 3: Response Rate by Department

Departments (English and French)	Response rate: Percent of Departmental Faculty Included in the Database
Criminology	28%
Political Science	16%
Psychology	12%
Social Work	10%
Sociology	10%

and programs of the Department. Table 2 provides the total number of faculty included in our inventory of experts from which the Department of Justice can draw for social science research support. Where faculty are cross-appointed to more than one discipline, we have listed them according to how they self-identified on the returned questionnaire.

Table 3 illustrates the response rate by department, indicating the percentage of faculty members from each department that comprise the database.

⁷ A number of completed questionnaires were received after analysis was completed; these responses are included in our database but are not included in this report. All numbers in the report refer to questionnaires received before November, 2000.

⁸ There was one response from each of the departments of Native studies, law and accountancy. One school of accountancy and one law school were included because two professors indicated that these were the schools with which they were affiliated.

⁹ The one school that has a Native studies department was contacted, however the responses from the departments of Law and School of Accountancy were voluntary, and thus cannot be counted as having been contacted directly.



3.0 Findings

3.1 Areas of Interest

Table 4 presents the 15 broad areas of teaching and/or research interests by the number of faculty members who work in each area. The table is organized by number of faculty per area, starting with the largest number of faculty working within them to the areas with the fewest. All faculty members indicated more than one area in which they work and this results in the total number of teaching and research areas exceeding the total number of faculty members.

Of all 358 faculty, a substantial proportion indicated that they are working in the areas of diversity (57%), socio-political issues (47%), criminology (35%) and Aboriginal peoples (33%). Areas that did not garner as much interest are impaired driving (6%), new genetics and biotechnology (10%), new information and technology/Internet (11%), large-scale crime (12%) and victimology (13%). The remaining issues are of interest to between roughly 20% and 30% of participating social scientists.

Because each of these 15 areas of interest is a broad area, it is worthwhile to discuss some of the sub-areas that generated a large number of the total area responses. This discussion again begins with the most common areas of interest.

Diversity (n = 205 responding faculty)

Within the broad area of diversity, the majority of responding faculty indicate that they are doing work in *gender issues* (61%), as well as *multiculturalism* (49%) and *racism and race issues* (44%). Some of the other areas of work indicated by respondents include sexual orientation/homophobia, aging and nationalism.

Socio-Political Issues (n = 167 responding faculty)

In the broad area of socio-political issues, approximately one-third of responding faculty list an interest in *social cohesion* (35%) and *human rights law* (32%). Only a small proportion indicate interest in *firearm control* (7%) and *legal aid* (4%). A fairly substantial proportion (24%) indicate interest in *other* issues such as social and employment equity, the impact of globalization, and language policy.

Criminology (n = 127 responding faculty)

In the broad area of criminology, the most common sub-areas are *corrections*, and *deviance and social control* (35% each),

policing, and *theoretical criminology* (31% each). Some of the *other* categories proffered include criminal profiling, offender treatment prediction and recidivism, and eyewitness testimony.

Table 4: Area of Interest by Number and Percent of Faculty Teaching or Conducting Research in each Area

Area of Interest (in order of number of responses)	Number and Percent of Faculty Teaching or Conducting Research in each Area
	No. (%)
Diversity	205 (57%)
Socio-Political Issues	167 (47%)
Criminology	127 (35%)
Aboriginal Peoples	117 (33%)
Governance	107 (30%)
Family Violence	106 (29%)
Alternative Approaches to Justice	104 (29%)
Youth Justice (areas of interest)	94 (26%)
Sexual Offences	91 (25%)
Families in Transition	71 (19%)
Victimology	46 (13%)
Large-Scale Crime	43 (12%)
New Information Technology/Internet	39 (11%)
New Genetics and Biotechnology	38 (10%)
Impaired Driving	21 (6%)

Aboriginal Peoples (n = 117 responding faculty)

For the faculty teaching or conducting research in the area of Aboriginal Peoples, the most common sub-areas are *contemporary outcomes for Aboriginal people in the broader Canadian society* (28%), *treatment in the criminal justice system* (26%) and *Aboriginal community justice* (24%). However, the majority of respondents (36%) list some *other* issue that was not one of the available selections. These *other* issues include drug and alcohol problems, education, women's issues, self-government and comparative justice.

Governance (n = 107 responding faculty)

In the area of governance more than one-third (35%) of the 107 faculty who responded indicate *criminal law* as the sub-category of interest. An almost equal percentage (33%) indicates the *history of the law, or of crime and punishment* as sub-areas of interest. *Philosophy of law* is also an area of substantial interest (23%). Some of the *other* issues include federalism, policy-making and accountability.

Family Violence (n = 106 responding faculty)

Respondents working in the area of family violence indicate *spousal assault* (62%) and *child abuse* (57%) as the most common areas of interest. Some of the *other* sub-categories include same-sex conjugal violence, drugs and risk assessment.

Alternative Approaches to Justice (n = 104 responding faculty)

Within the area of alternative approaches to justice, slightly more than half (51%) of the responding faculty are working in the area of *restorative justice*. More than one-third (38%) indicate *community policing* and an additional 25% indicate *community justice*. Twenty percent indicate interest in the *other* category including social justice, community interventions and mediation, and feminist approaches.

Youth Justice (n = 94 responding faculty)

Within the area of youth justice, the most common area of interest is *alternatives to the formal justice process or to custody* (47%). To a lesser degree, the sub-issues of the *etiology of behavioural problems and law breaking* (37%), *sentencing* (32%), *mental disorder* (29%) and *substance abuse* (28%) also have generated interest and research on the part of respondents. Some of the *other* areas of interest include fetal alcohol syndrome, learning disabilities, and family interventions and risk assessment.

In addition to the aforementioned general areas of interest in youth justice, respondents have particular interests in *gender* (25), *diversity* (21), and *socio-economic factors* (16) as sub-

areas within youth justice parameters. In terms of *diversity*, a number of respondents indicate interest in Aboriginal and minority youth. With respect to *gender*, the focus appears to be on girls and violence. Interest in the area of *socio-economic factors* as they relate specifically to youth includes family income, parenting style and the relationship between poverty and delinquency.

Sexual Offences (n = 91 responding faculty)

With respect to the area of sexual offences, approximately half (54%) of the ninety-one faculty who reported working in this area indicate an interest in *child sexual abuse (including pornography and sex trade)* and *sexual assault* (47%). A small percentage list *sex trade tourism* (16%) as an area of interest. Within the *other* category, respondents list sexual harassment, sexual offenders and youth, juvenile issues and Aboriginal issues associated with sexual offences.

Families in Transition (n = 71 responding faculty)

In the area of families in transition, respondents working in the area indicate that their research or teaching focuses on *adoption, child support, custody and access, and divorce*. *Divorce* garners the most interest (42%) and *child support* garners the least (22%). Some of the *other* issues listed include same-sex families, family structure and employment.

Victimology (n = 46 responding faculty)

A small proportion of respondents (13%) indicate teaching or researching in the fairly new area of victimology. Within this area, the sub-issues of *victims as witnesses* (32%) and *advocacy, the rights of victims* (26%) are the most common. Some of the *other* areas of interest include psychological aspects related to being or having been a victim, eyewitness and other testimony, and victimology within Aboriginal communities.

Large-Scale Crime (n = 43 responding faculty)

With a total of 43 faculty who report working in the area, large-scale crime is not a very common area of work (12%) among the 358 faculty members. Of those who are researching or teaching in this area, between 20% and 40% work in the sub-areas of *corporate crime* (17), *organized crime* (15), *terrorism* (11), *trafficking in people* (11), and *transnational crime* (10). The majority of the other areas of interests have to do with drug crimes.

New Information Technology/Internet (n = 39 responding faculty)

The area of new information technology/Internet is a fairly new topic, and therefore not a lot of faculty members report



working in this area. The majority (21) of the thirty-nine responding faculty members in this category list *access to new information technology* as the primary area of interest, followed by *information/privacy issues* (12). Only five report working in *commercial law issues (intellectual property, e-commerce, international trade)*, and only four report working in the area of *Net crime and enforcement issues*. Some of the *other* topics mentioned include the use of new information technology/Internet in education and in the labour market, international trade and surveillance.

New Genetics and Biotechnology (n = 38 responding faculty)

A similar situation occurs with respect to the area of new genetics and biotechnology, where a small number of social science faculty (38) indicate doing work in this area. This is likely due to the relative newness of it as an area of study. The most common sub-area is *reproductive technologies* (17) followed by *human genetic information issues* (9) and *genetically altered food* (9). Of the *other* issues, use of DNA, surrogate contracts and the psychological issues related to reproductive technology are mentioned.

Impaired Driving (n = 21 responding faculty)

A very small number of responding faculty report researching or teaching in the area of impaired driving. This accounts for only 6% of all faculty interests.

3.2 Areas of Interest by Department

As discussed previously, we also are interested in the areas of work by discipline, as different disciplines bring different approaches to their research within any given area. Different approaches are important for a comprehensive understanding of the complexity of a number of issues at hand. It is therefore important to know what areas are of interest to faculty members by discipline.

As Table 5 indicates, the majority of responses came from the departments of psychology (116), followed by sociology (79), political science (77), social work (44), and criminology (39). The number of responses is, in part, a factor of the relative size of the department.

Psychology

The largest proportion (43%) of the 116 responding faculty from the field of psychology are interested in *diversity*. A smaller proportion (32%) are interested *criminology*. This interest in criminology reflects the fact that many responding psychology professors are cross-appointed to departments of

criminology because of the multidisciplinary nature of the field of criminology. This also is reflected in responding psychology professors interest in *family violence* (32%) and *youth justice* (28%).

Sociology

The issue of *diversity* is of interest to many of the 79 sociology professors who responded (66%), as are *socio-political issues* (58%) and *Aboriginal peoples* (48%). *Criminology* (44%) is also an area in which many sociology professors are currently working. Again, this interest is reflected in the presence of many sociologists within the departments of criminology.

Political Science

The 77 responding faculty in the field of political science are, not surprisingly, most interested in *socio-political issues* (76%). The issues of *governance* (61%) and *diversity* (59%) also garner a substantial amount of interest. The areas of impaired driving (1%), victimology and family violence (0.5% each) are the least common areas of interest to these political scientists.

Social Work

The majority of the 44 respondents from the faculties of social work are most concerned with *diversity* (73%), *sociopolitical issues* (53%) and *family violence* (50%). They are least interested in large-scale crime, new genetics and biotechnology, and new information technology/Internet (between 2% and 4%).

Criminology

Not surprisingly, almost all (92%) of the 39 responding faculty from the field of criminology list *criminology* as a primary area in which they teach or conduct research, followed by *alternative approaches to justice* (61%) and *diversity* (59%). A smaller proportion list *families in transition* (13%), and *impaired driving* and *new genetics in biotechnology* (10% each).

Table 5: Area of Interest by Department

Area of Interest	Number of Responses by Department					
	Criminology N=39	MISC* N=3	Political Science N=77	Psychology N=116	Social Work N=44	Sociology N=79
Aboriginal Peoples	13	2	29	22	14	38
Alternative Approaches to Justice	24	2	15	18	12	33
Criminology	36	1	8	37	10	35
Diversity	23	2	46	50	32	52
Families in Transition	5	1	6	25	16	18
Family Violence	18	1	4	37	22	24
Governance	21	2	47	11	4	22
Impaired Driving	4	-	1	11	-	5
Large-Scale Crime	12	-	12	5	1	13
New Genetics and Biotechnology	4	-	8	11	1	14
New Information Technology/Internet	7	-	10	10	2	10
Sexual Offences	15	1	7	29	15	23
Socio-Political Issues	19	2	59	18	23	46
Victimology	8	1	4	15	7	11
Youth Justice (areas of interest)	17	2	8	33	10	24

*MISC = Miscellaneous (Native Studies, Law School, School of Accountancy)

diversity (59%). A smaller proportion list *families in transition* (13%), and *impaired driving* and *new genetics in biotechnology* (10% each).

Miscellaneous

The three respondents from the faculties of Native studies, law, and accountancy show almost equal interest in the areas of *Aboriginal peoples*, *alternative approaches to justice*, *diversity*, *governance*, *socio-political issues* and *youth justice*.

The only areas that are not of interest are impaired driving and the “newer” areas of large-scale crime, biotechnology and information technology.

3.3 Related Areas of Interest

Pursuing a multidisciplinary approach a step further, a series of tabulations was done based on combined areas that could provide fruitful areas of research. We also wanted to provide

¹⁰ Access'97 is the computer package used for data capture and analysis.



Table 6: Combined Areas of Interest by Department

Number of Faculty With Interest in Both Areas	Department						
	Total Count N=358	Criminology N=39	Misc.* N=3	Political Science N=77	Psychology N=116	Social Work N=44	Sociology N=79
Aboriginal People And Alternative Approaches	49	6	1	8	7	6	21
Aboriginal People And Alternative Approaches And Youth Justice	28	4	1	2	4	3	14
Criminology And Large-Scale Crime	27	12	-	2	3	-	10
Criminology And Youth Justice	57	15	1	4	14	4	19
Diversity And Governance	62	15	2	22	8	2	13
Socio-Political Issues And Governance	56	11	2	25	3	1	14
Governance And Large-Scale Crime	23	10	-	6	2	-	15
Families in Transition And Family Violence	34	4	-	2	11	10	7
Sexual Offences And New Information Technology/Internet	11	4	-	2	2	1	2
Sexual Offences And Youth Justice	34	9	-	2	9	5	9
Victimology And Family Violence	21	6	-	-	3	6	6
Victimology And Sexual Offences	21	3	-	2	6	6	4

*Misc. = Miscellaneous which includes Native Studies, Law, and School of Accountancy

examples of the types of analysis that could be pursued through the database of experts.¹⁰ The results of these tabulations are provided in Table 6. Some of these combined areas are discussed briefly below.

Aboriginal Peoples and Alternative Approaches to Justice

Forty-nine responding faculty work in both the areas of alternative approaches to justice and Aboriginal Peoples. Of these 49, the majority (21) are common areas for sociology professors, followed by professors of political science (8), psychology (7), criminology and social work (6 each) and in the miscellaneous fields (1). The purpose of this tabulation is

in response to an increasing interest in alternative justice responses in relation to Aboriginal populations.

Aboriginal Peoples and Alternative Approaches to Justice and Youth Justice

Adding a third component, youth justice, to facilitate looking at Aboriginal youth and alternative justice responses reveals 28 respondents who do work in the three areas combined. Again, the majority (21 or 75%) of professors with an interest in these three areas comes from sociology departments.

Families in Transition and Family Violence

We have combined families in transition and family violence under the hypothesis that spousal violence sometimes increases around divorce or other familial changes. Identifying faculty working in both areas could facilitate related research. In isolation, families in transition draw 71 individual responses while family violence draws 107. However, only 34 respondents report working in both of these areas. The majority of these are from the departments of psychology (11) and social work (10).

Governance and Large-Scale Crime

The combination of studying large-scale crime in relation to governance would facilitate an exploration of legislative amendments. It would also be applicable to criminal law in relation to trans-border trafficking in people and transnational crime more generally, as well as in the areas of organized crime and corporate crime. A total of twenty-three responding professors are conducting research in both areas of governance and large-scale crime. The greatest proportion in this combination are in the faculty of sociology (15) perhaps reflecting a perspective on broad social organizations and their related issues. A number of criminologists (10) also work in both areas, as do six political scientists and two psychologists.

Socio-Political Issues and Governance

A substantial number of professors (56) are conducting research in both socio-political issues and governance. A strong result in this particular combination was expected given that each area, in isolation, yields significantly large numbers of responses (107 for governance and 167 for socio-political issues). Almost

half (25) of the professors who do research in these two areas are from the field of political science. A smaller number are from sociology (14) and criminology (11).

Sexual Offences and New Technology/Internet

The purpose of this particular combination is to locate professors who are exploring the link between the Internet and sexual offences, primarily pornography on the Net. Only 11 professors are doing research in both, and approximately one-third of these is from the field of criminology. The small number of faculty reporting work in these combined areas is reflective of the relative novelty of the issue.

Victimology and Family Violence

Combined interests in family violence and victimology do not yield a substantial number of respondents. Only 21 professors work in these two areas, however this represents approximately 40% of the total number of professors teaching or conducting research on victimology. Professors in faculties of criminology, sociology and social work (6 each) make up the bulk of the researchers.

Victimology and Sexual Offences

Twenty-one responding professors are working in the areas of sexual offences and victimology. This combination of interest is distributed across the faculties of social work (6), psychology (6), sociology (4), criminology (3) and political science (2).

3.4 Further Refinements in Area Specialization

In addition to the aforementioned grouped broad areas of interest, a series of tabulations also was done for individual categories or sub-areas of interest. Whether or not a faculty member indicates an interest in more than one of the sub-areas does not necessarily mean that he or she is doing work in all sub-areas combined under the broad area headings. An exploration across sub-areas allows a finer honing in on areas of expertise.

Self-determination/Legislative Amendments/History of Law

In total, 19 of the 358 responding faculty members do work in the area of Aboriginal self-determination. Of these 19, four do work in the area of the History of Law. In addition, two of the four who do work in both these areas also do work in legislative amendments.



Access to Justice/Diversity

Thirty-nine faculty report an interest in access to justice with 23 also reporting an interest in three of the four employment equity designated areas, namely, gender, race and persons with disabilities. Twenty-three have an interest in access to justice and same-sex couples.

Spousal Assault/Gender Issues/same-Sex Couples

A fairly substantial number of respondents (66) report doing work in the area of spousal assault. Of these 66, 42 are also doing work in the area of gender issues. An additional seven are also doing work in the area of same-sex couples.

Organized Crime/Sentencing/Transnational Crime

Of the 39 respondents who work in the broad area of large-scale crime, 15 are working specifically on organized crime and four of these are also doing work in the area of sentencing. In other words, sentencing does not appear to be a sub-category of interest for those working in the areas of organized crime. Of the 15 faculty members who report doing work in the area of organized crime, six also do work in the area of transnational crime.

Legislative Amendments/Commercial Law Issues

We expected to find some links between the areas of legislative amendments, information issues (e.g., control of privacy) and commercial law issues. However, out of 18 faculty members who report doing work in the area of legislative amendments, only two also do work in the area of information issues and none have an interest in the area of commercial law.

Criminal Law/Commercial Law Issues/Net Crime and Enforcement Issues

Given the current increase in use of the Internet and a subsequent rise in crime over the Internet, work in the areas of both criminal law and crime on the Net and its related issues is of increasing interest. Of the 38 responding faculty who work in the area of criminal law, only three work in the area of Net crime and enforcement issues (only five of the total responding faculty have an interest in Net crime and enforcement issues), and even fewer (2) work in the area of commercial law issues (e.g., intellectual property); none work in all three.

Corruption of Public Officials/Deviance and Social Control

A total of 20 responding faculty report an interest in corruption of public officials with only four also reporting an interest in deviance and social control.

3.5 Methodological Expertise, Doctoral Students, Experience as an Expert Witness

Methodological Expertise

A substantial proportion of responding faculty (225 or 63%) indicate having expertise in at least one social science methodology. Because many indicate an interest or expertise in more than one area, there is considerable overlap. Quantitative methods are the most commonly reported, garnering 143 responses or 40% of all faculty in the survey; qualitative methods are the expertise of 133 or 32% of all respondents; and 63 or 18% report expertise in both. Evaluation is an area of methodological expertise for 113 or 32% of all respondents. Some of the 42 write-ins under other areas of expertise include psychometric and psychological measurements, experimental and quasi-experimental design, ethnographic research and comparative research.

Doctoral Students

The survey also gathered information on the number of Ph.D. students faculty are currently supervising and the focus of the dissertations. Of the 358 responding faculty members, 155 are supervising a total of 455 doctoral students. Not all schools offer a Ph.D. program, and within those that do, not all the dissertation topics were deemed relevant by the responding faculty member. On average, each faculty member supervises three students, although the range is broad. The majority of responding professors are not supervising any students.

The topics that the doctoral students are currently working on cover a wide range of subjects, many of which might be of interest to the Department in the coming years. Some of the dissertation topics include: crime mapping; intellectual dialogue in the global village; political discontent, human capital and representative governance in Canada; biases in western theories of justice; and women in policing.

Expert Witness

A total of 117 of the 358 faculty members included here indicate that they have served as expert witnesses. Some of the more common areas in which their expertise is required is for various Governmental Standing Committees and House of

Commons debates, as well as one for the United States Congress. Others have served as expert witnesses at trials in the areas of adoption, child development and neuropsychology.



4.0 Discussion

The responses to the Social Science Faculty Survey indicate that there are clearly some issues that attract more interest and research than others, such as diversity, socio-political issues, criminology, governance and family violence. Within each of these areas of interest, the largest proportion of researchers is from the faculty of sociology, followed by political science, psychology, criminology and social work. It is encouraging that a number of researchers are also expanding their interests to the newer issues of new information technology and biotechnology, victims and cross-border crime. As these issues are fast becoming very important in Canadian society, the identification of such individuals is valuable. Even more encouraging is the fact that many areas are of interest across faculties so that almost no areas are limited to one field. For example, while criminologists and sociologists are working in the area of policing, so are a number of faculty members of political science and psychology. This range enables an interdisciplinary perspective and approach to dealing with almost any issue.

This survey, the second of its kind that we have undertaken, contributes to our growing database of information on the nature of justice-related research being conducted by social scientists across Canada. The first survey, the Canadian Law School Faculty Survey, allowed us to gain insight into the nature of research being conducted by Canadian law faculties. The Social Science Faculty Database is another important tool for the Research and Statistics Division as it provides a database of researchers working in socio-political areas which the Department periodically addresses through its justice policy and in response to court challenges. It also highlights some of the research interests of social science professors throughout Canadian universities, and will allow us to contact researchers who are doing work related to the interests of the Department. The multidisciplinary composition of the database is in keeping with the multidisciplinary nature of the research interests of the Department.

4.1 Limitations and Future Recommendations

The primary limitation of the study is that it is not as exhaustive as we would like with respect to the response rate. Although close to 3,000 questionnaires were sent out, 552 were returned and 358 respondents were willing to be a part of the database. There are two possible explanations for the low response rate: First, the mail-out was done over the summer, so many faculty members would have been away from their offices between May and August. However, one must also take into consideration that

had the questionnaire been sent during the academic year, a great number of faculty members may have been too busy to reply. Second, a fair number of faculty members may not have compatible interests with the Department. For example, a number of faculty members within psychology, the field that makes up a high representation of faculty in the social sciences, study and research more biological as opposed to social aspects of psychology. Third, and perhaps most importantly, the question where the respondent is asked whether he or she would like to be a part of the database does not have any follow-up questions. In future, we would recommend a follow-up question that asks the respondent specifically how he or she would like to be included, if at all. We would also ask why he or she would not be interested in being a part of the database.

Some other recommendations we would incorporate to make the study better would be to ensure that the questionnaire can be received and returned electronically. This would be beneficial in many ways as it would be less time consuming not only to distribute the questionnaires but also to complete them. Respondents could also submit an electronic version of their CV thus lowering the response burden even further. Electronic versions would also be easily transferred to an electronic database which could then be analyzed much more quickly.

In future, we would also like to expand the faculties and departments surveyed. In particular, we would include history, education, anthropology and philosophy. Many of our respondents in the current questionnaire indicated an affiliation with these departments.

Finally, future incarnations of the survey should be sensitive to changes in vocabulary and categories with respect to areas of study or interest. For example, the broad term “governance” may not be as widely known as its sub-categories (i.e., civil law, legislative amendments).



5.0 List of Recent Relevant Publications

Faculty members also were asked to provide recent relevant bibliographic information. While most professors did provide such information, a few did not. This section of the report includes the two most recent publications as provided, or one if it was the only relevant publication.

Abu-Laban, Yasmeeen
University of Alberta - Department of Political Science

Abu-Laban, Y. (1998). Welcome/STAY OUT: The contradiction of Canadian integration and immigration policies at the millennium. *Canadian Ethnic Studies*, XXX (3), 190-211.

Adam, Barry
University of Windsor - Department of Sociology and Anthropology

Adam, B., Duyvendak, J. W., & Krouwel, A. (2000). *The global emergence of gay and lesbian politics*. Philadelphia: Temple University Press.

Adam, B. (1999). Love and sex in constructing gender identity among men who have sex with men. *International Journal of Sexuality and Gender Studies*, 5(4), 325-339.

Ambert, Anne-Marie
York University - Department of Sociology

Ambert, A. M. (1999). The effect of male delinquency on mothers and fathers. *Sociological Inquiry*, 69(4), 621-640.

Anderson, Alan B.
University of Saskatchewan - Department of Sociology

Anderson, A. B. (2000). Multiple identities: Ethnicity and globalisation at the millennium. *Ethnic Studies Series*. Calgary: University of Calgary.

Anderson, A. B. (1999). Complications in political and economic relations between India and Canada. In V. K. Malhotra (Ed.), *Contemporary Indo-Canadian relations*. New Delhi: Amnol Publications.

Anselme, Mvilongo-Tsala
Université Laurentienne - École de service social

Anselme, M. (2000). Réalités interculturelles et intervention sociale. Dans H. Dorvil & R. Mayer (Eds.), *Nouvelles configurations des problèmes sociaux et l'intervention*. Québec: Presses de l'Université du Québec.

Archer, Keith
University of Calgary - Department of Political Science

Stewart, D. K., & Archer, K. (2000). *Quasi-democracy? Parties and leadership selection in Alberta*. Vancouver: University of British Columbia Press.

Farron, E., & Archer, K. (1997). Reform at the crossroads. In A. Frizzell & J. Pammett (Eds.), *The Canadian general election of 1997* (pp. 111-133). Toronto: Dundurn Press.

Armony, Victor
Université d'Ottawa - Département de Sociologie

Armony, V. (2000). *Représenter la nation : Le discours présidentiel de la transition démocratique en Argentine (1983-1993)*. Montréal/Paris: Balzac/Le Griot.

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Armstrong, Pat
York University - Department of Sociology

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Armstrong, P., & Armstrong, H. (1998). Health care as a business: The legacy of free trade. In W. Anthony (Ed.), *Power and resistance* (2nd ed., pp. 218-234). Halifax: Fernwood.

Arneil, Barbara
University of British Columbia - Department of Political Science

Arneil, B. (2000). The politics of human rights. *National Journal of Constitutional Law*, 11(2).

Arneil, B., & Owebs, H. (1999). The human security paradigm shift. *Canadian Foreign Policy*, 7(1), 1-12.

Ashton, Michael
Brock University - Department of Psychology

Ashton, M. C., Lee, K., & Son, C. (2000). Honesty as the sixth factor of personality: Correlations with machiavellianism, primary psychopathy and social adroitness. *European Journal of Personality*, 14 (4), 359-369.

Ashton, M. C., & Esses, V. M. (1999). Stereotype accuracy: Estimating the academic performance of ethnic groups. *Personality and Social Psychology Bulletin*, 25, 225-236.

Asowa-Omorodion, Francisca Isi
University of Regina - Department of Sociology and Social Studies

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Atkinson, Michael A.
University of Saskatchewan - Department of Political Science

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Atkinson, M. M., & Doherty, D. (2000). Parliament and political success in Canada. In M. Whittington & G. Williams (Eds.), *Canadian politics in the new millennium*. Toronto: Nelson.

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University of Ottawa - Department of Psychology

Aubry, T., Farrell, S., Virley O'Conner, B., Kerr, P., Weston, J., & Elliot, D. (2000). Family-focused care management: A case study of an innovative demonstration program. *Canadian Journal of Community Mental Health*, 19, 1-16.

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Université de Montréal - Département de criminologie

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Université d'Ottawa - Département de criminologie

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Université Laval - École de service social

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University of Western Ontario - Department of Sociology

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Université du Québec a Rimouski - Département de Sciences Humaines

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University College of the Cariboo - Department of Philosophy, History and Politics

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University of Victoria - Department of Sociology

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Université du Québec a Chicoutimi - Département de sciences humaines/science politique

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Brock University - Department of Sociology

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Brunet, Louis**Université du Québec à Montréal - Département de psychologie**

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Brynen, Rex Jeffrey**McGill University - Department of Political Science**

Brynen, R. J. (1999). Mirror, mirror: The politics of TV science fiction. In D. Schultz (Ed.), *It's showtime! Media, politics and popular culture*. Baltimore: Peter Lang.

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Burfoot, Annette Jane**Queen's University - Department of Sociology**

Burfoot, A. J. (Ed.). (1999). *Encyclopedia of reproductive technologies*. Boulder, Colorado: Westview Press.

Burfoot, A. J. (1999). Technologies of panic at the movies: Killer viruses, warrior women and men in distress. In S. Brodribb (Ed.), *Reclaiming the future*. Charlottetown: Gynergy Books.

Burke, Tara M.**Ryerson Polytechnic University - Department of Psychology/Justice****Studies**

Freedman, J. L., & Burke, T. M. (1996). The effect of pre-trial publicity: The Bernardo case. *Canadian Journal of Criminology, 38*, 253-270.

Burris, Christopher T.**St. Jerome's University - Department of Psychology**

Burris, C. T., & Jackson, L. M. (2000). Social identity and the true believer: Responses to threatened self-stereotypes among the intrinsically religious. *British Journal of Social Psychology, 39*, 257-278.

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Byers, Sandra**University of New Brunswick - Department of Psychology**

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Byrne, Barbara M.**University of Ottawa - Department of Psychology**

Byrne, B. M. (1998). *Structural equation modelling with LISREL, PRELIS and SIMPLIS: Basic concepts, applications and programming*. Mahwah, NJ: Erlbaum

Byrne, B. M. (1999). Academic self-concept: Its structure, measurement, and relation with academic achievement. In B. A. Bracken (Ed.), *Handbook of self-concept: Developmental, social and clinical considerations* (pp. 287-316). New York: Wiley.

Cameron, Maxwell A.**University of British Columbia - Department of Political Science**

Cameron, M., & Tomlin, B. (2000). *The making of NAFTA: How the deal was done*. New York: Cornell University Press.

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Campbell, Kathryn M.



University of Ottawa - Department of Criminology

Campbell, K., & Casoni, D. (2000). *Testimonies of violence: Portraits of couples experiencing wife assault*. Montreal: Les cahiers de l'école de criminologie, Université de Montréal.

Caragata, Lea

Wilfrid Laurier University - Faculty of Social Work

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Carrington, Peter

University of Waterloo - Department of Sociology

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Carroll, William Kingsley

University of Victoria - Department of Sociology

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Chan, Wendy

Simon Fraser University - School of Criminology

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Chawla, Saroj

York University - Department of Sociology

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Chow, Henry P.

University of Regina - Department of Sociology and Social Studies

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Chunn, Dorothy

Simon Fraser University - School of Criminology

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Clews, Rosemary Arrowsmith

St. Thomas University - Faculty of Social Work

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Cloutier, Richard

Université Laval - École de psychologie

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Appendix A: Introductory Letter

Re: Social Science Faculty Survey

On behalf of the Department of Justice Canada, it is my pleasure to invite you and your faculty to take part in our Social Science Faculty Survey. Although we carry out much of our research in-house, we also engage the services of the research community at large for special short-term and long-term research projects. We are finding that the range of issues that we must deal with in terms of justice-related policy and legislation is requiring an increasingly diverse pool of expertise. For example, at this time, in-house research projects are underway in the areas of family violence, restorative justice, youth justice, and cross-border crime, to name a few. The purpose of this survey is to develop an inventory of experts in a wide variety of fields from which we can draw for social science research in support of the activities and programs of the Department.

At this time in the survey process, we are compiling a complete list of faculty members in order to ensure comprehensive coverage for the survey. We have reviewed web sites of departments for faculty names. For departments where this information is available on the web, we are enclosing a copy of this list and request your help in updating it, if necessary. For those departments for which a list is not available, we would appreciate if you could provide us with a list of names, telephone numbers and e-mail addresses of your faculty members. You are welcome to mail, fax or e-mail the faculty list to us at:

Street address:

Department of Justice Canada
Research and Statistics Division
284 Wellington Street, East Memorial Building, 6th Floor
Ottawa, Ontario K1A 0H8
Fax: (613) 941-1845
E-mail: rsd_drs@justice.gc.ca

I thank you for your help in this and I look forward to our working in collaboration.

Yours Sincerely,

Janice Charette
Senior Assistant Deputy Minister
Policy Sector

Attachment



Appendix B: Social Science Faculty Survey Questionnaire



Social Science Faculty Survey

It is my pleasure to invite you to take part in the Social Science Faculty Survey – a project being undertaken by the Research and Statistics Division of the Department of Justice Canada. Our goal is to build links between university researchers and the Department.

Although we carry out much of our research in-house, we also engage the services of the research community at large for special short-term and long-term research projects. We are finding that the range of issues that we must deal with in terms of justice-related policy and legislation is requiring an increasingly diverse pool of expertise. For example, at this time, in-house research projects are underway in the areas of family violence, restorative justice, youth justice, and cross-border crime, to name a few.

The purpose of this survey is to develop an inventory of experts in a wide variety of fields from which we can draw for social science research in support of the activities and programs of the Department.

All information will be treated in confidence, consistent with the Privacy Act and Access to Information Act. The Research and Statistics Division will not disclose any information it has collected or prepared without consent of the individual concerned, subject to subsection 8(2) of the Privacy Act. The final report will identify general justice related research interests and activities, and only a list of publications will include the names of the participants. All other information will be published in aggregated form only.

Please return completed questionnaires by May 31, 2000

To:

Department of Justice Canada
Research and Statistics Division
284 Wellington Street
Ottawa, Ontario, K1A 0H8

Thank you for your co-operation. I look forward to hearing from you.

Sincerely,

Anna Paletta
Anna Paletta
Research Analyst

If you have any questions please phone me at (613) 941-4192, or contact me by e-mail at anna.paletta@justice.gc.ca. You can also write to me at the e-mail address given above.



Department of Justice
Canada

Ministère de la Justice
Canada

Canada

Justice Related Teaching and Research Areas of interest

1. Please indicate the primary areas in which you currently teach or conduct research.

Note: There is some overlap across categories; please review all of them before making your selections.

Aboriginal Peoples (Please include Aboriginal youth under Youth justice below.)

- 011 Aboriginal community justice
- 0112 Access to justice
- 013 Contemporary outcomes for Aboriginal people in the broader Canadian society
- 014 Historical perspectives
- 015 Contemporary non-Aboriginal peoples' perceptions of Aboriginal issues
- 016 Residential school issues
- 017 Treatment in the criminal justice system
- 018 Self-determination (e.g., land claims, economics, language)
- 019 Other, please specify _____

Alternative approaches to justice

- 021 Community justice
- 022 Community policing
- 023 Dispute resolution
- 024 Diversion
- 025 Restorative justice
- 029 Other, please specify _____

Criminology

- 031 Corrections
- 032 Deviance and social control
- 033 Forensic psychology
- 034 Mental disorder and the law
- 035 Policing
- 036 Sentencing
- 037 Theoretical criminology
- 039 Other, please specify _____

Diversity

- 041 Gender issues
- 042 Hate crime
- 043 Immigration
- 044 Multiculturalism
- 045 Persons with disabilities
- 046 Racism or race issues
- 049 Other, please specify _____

Families in transition

- 051 Adoption
- 052 Child support
- 053 Custody and access
- 054 Divorce
- 059 Other, please specify _____

Family violence

- 061 Child abuse
- 062 Elder abuse
- 063 Spousal assault (*include common-law and same sex couples*)
- 069 Other, please specify _____

Governance

- 071 Civil law
- 072 Criminal law
- 073 Legislative amendments
- 074 History of the law, or of crime and punishment
- 075 Philosophy of law
- 076 Capital punishment
- 079 Other, please specify _____

**Impaired driving**

- 081 Impaired driving

Large-scale crime

- 091 Corporate crime
- 092 Organized crime
- 093 Terrorism
- 094 Trafficking in people
- 095 Transnational crime
- 099 Other, please specify _____

New genetics and biotechnology

- 101 Human genetic information issues
- 102 Genetically altered foods
- 103 Genetically modified organisms (*excluding food*)
- 104 Reproductive technologies
- 109 Other, please specify _____

New information technology/Internet

- 111 Access to new information technology
- 112 Commercial law issues (*include intellectual property, e-commerce, international trade*)
- 113 Net crime and enforcement issues
- 114 Information issues (e.g., control of privacy)
- 119 Other, please specify _____

Sexual offences

- 121 Child sexual abuse (*include pornography and sex trade*)
- 122 Pornography (*adult*)
- 123 Prostitution/sex trade workers (*adult*)
- 124 Sex trade tourism (*adult*)
- 125 Sexual assault (*adult*)
- 129 Other, please specify _____

Socio-political issues

- 131 Access to the justice system
- 132 Corruption of public officials
- 133 Firearms control
- 134 Human rights law
- 135 Legal aid
- 136 Public opinion
- 137 Same sex couples
- 138 Social cohesion
- 139 Other, please specify _____

Victimology

- 141 Advocacy; the rights of victims
- 142 Restitution
- 143 Victim impact statements
- 144 Victims as witnesses
- 145 Other victim involvement in the criminal justice system, _____
- 149 Other, please specify _____

Youth justice: Areas of interest

- 151 Alternatives to the formal justice process or to custody
- 152 Custody and reintegration
- 153 Etiology of behavioural problems and law breaking
- 154 Legal rights and responsibilities
- 155 Legislation and policy
- 156 Mental disorder
- 157 Sentencing
- 158 Substance abuse
- 159 Other, please specify _____

Youth justice: Socio-demographic characteristics of youth of interest

- 161 Diversity, please specify _____
- 162 Gender, please specify _____
- 163 Socio-economic factors, please specify _____
- 164 Other, please specify _____

Expertise in social science methodologies

- 171 Evaluation
- 172 Qualitative methodologies
- 173 Quantitative methodologies
- 179 Other, please specify _____

Other

- 181 Other areas of your work which could be relevant to justice or justice-related issues:

- None of these areas is relevant to your teaching or research interests
SKIP TO QUESTION 5

Publications

2. Please list your three most recent, representative publications

i. _____

ii. _____

iii. _____

Student Activity

3. We are also interested in the work of future scholars. Please indicate the number of Ph.D. students you are currently supervising, their dissertation titles and years in which they expect to be completed.

____ 201 Number of Ph.D. students currently supervising

(Optional)	or Area of focus	of completion
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



List of experts

4. Occasionally the Research and Statistics Division of the Department of Justice Canada requires the assistance of outside experts either through contracts or, from time to time, as visiting scholars. With this in mind, do you wish to be included in an inventory of outside experts?
- 211 Yes: *please attach your C.V.*
- 212 No
5. Have you ever been called upon as an expert witness in a court of law?
- 221 Yes
- 222 No

Comments?

Faculty Information:

Name: _____

Phone number: _____

E-mail address: _____

University: _____

Department: _____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE!

Please return it by May 31, 2000



Appendix C: Follow-Up E-Mail



Social Science Faculty Survey

I am writing on behalf of the Research and Statistics Division of the Department of Justice Canada in Ottawa. Recently, we invited you to take part in the Social Science Faculty Survey with the ultimate goal of building links between university researchers and the Department by developing an inventory of experts in a wide variety of fields.

In order to reach as many faculty members as possible, we have extended the deadline for completed questionnaires to October 31st. Therefore, if you have received a questionnaire but have not yet completed it, please do not hesitate to complete it and send it to us at:

Department of Justice Canada
Research and Statistics Division
284 Wellington Street
Ottawa, Ontario, K1A 0H8

Thank you for your cooperation. I look forward to hearing from you.

Sincerely,

Karin Stein
Research Analyst

If you have any questions, please phone me at (613) 941-4149, or contact me by email at kstein@justice.gc.ca

c.c. Anna Paletta