

## **Meet & Greet with Dr. Faye S. Taxman**

Thursday October 20 12pm ET/9am PT

### **Dr. Faye S. Taxman Biography:**

Faye S. Taxman, Ph.D. is a University Professor at George Mason University. Dr. Taxman is recognized for her work in the development of the seamless systems of care models that link the criminal justice with other service delivery systems, as well as reengineering probation and parole supervision services, and organizational change models. She conducted a multi-level organizational survey of the correctional and drug treatment systems to examine the utilization of evidence-based practice in correctional and drug treatment settings and the factors that affect the adoption of science-based processes and interventions. She has several studies that examine the efficacy of various models of technology transfer and processes to integrate treatment and supervision. In one study, she explores the use of contingency management and incentive systems for drug-involved offenders.

Her work covers the breadth of the correctional system from jails and prisons to community corrections and adult and juvenile offenders. She has had three R01 from the National Institute on Drug Abuse and one cooperative agreement. She has also received funding from the National Institute of Justice, National Institute of Corrections and Bureau of Justice Assistance for her work. She has active “laboratories” with her 18 year agreement with the Maryland Department of Public Safety and Correctional Services and four year agreement with the Virginia Department of Corrections. She is the senior author of "Tools of the Trade: A Guide to Incorporating Science into Practice," a publication of the National Institute on Corrections which provides a guidebook to implementation of science-based concepts into practice. She is on the Editorial Boards of the Journal of Experimental Criminology and Journal of Offender Rehabilitation. She has published articles in Journal of Quantitative Criminology, Journal of Research in Crime and Delinquency, Journal of Substance Abuse Treatment, Journal of Drug Issues, Alcohol and Drug Dependence, and Evaluation and Program Planning. She received the University of Cincinnati award from the American Probation and Parole Association in 2002 for her contributions to the field. She is a Fellow of the Academy of Experimental Criminology and a member of the Correctional Services Accreditation Panel (CSAP) of England. In 2008, the American Society of Criminology’s Division of Sentencing and Corrections recognized her as Senior Scholar. She has a Ph.D. from Rutgers University-School of Criminal Justice and a B.A., from University of Tulsa.

### **Faye S. Taxman, PhD Contact Information**

*Faye Taxman, PhD*

*University Professor, George Mason University*

[ftaxman@gmu.edu](mailto:ftaxman@gmu.edu) | (703) 993-8555

### **Questions Asked during Meet & Greet**

*Your experiences*

1. This is a series dedicated to Alternative Academic careers, but you’re a University Professor who has spent most of their research career working from a university. Yet, you’ve dedicated this entire career to applied research. After you graduated from Rutgers, how did you know you wanted to take this kind of approach to your research agenda? And, how did this happen?

2. You have several “laboratories” as you call them across the country. Recently with Maryland Virginia. How did you get started building these?
3. For students who like the applied lens, but feel like a university setting suits them more, how do you would you suggest building a similar trajectory?

### *Skills*

1. In this series, we’ve spent some time talking about skills that are relevant to Alt-Ac spaces. For example: grant writing, translational writing, presentations to agencies, convening/facilitating stakeholder groups, designing applied research, working directly with practitioners, working with administrative data, and doing budget/cost estimations. However, not all faculty and departments consider teaching/mentoring to these skills. We want to talk a bit about how, as students, we can advocate for these skills.
  - a. What are your thoughts when you hear a student ask for specific skills out the gate?
  - b. What if our students’ faculty members aren’t entirely warm to the idea of providing a set of skills, how do you suggest students advocate for themselves?
  - c. Telling a tenured faculty member what you want is scary! Is there strategy to this? Is it little by little? Or, all at once and make a long-term plan?
  - d. How can students move from doing grunt work to leading most of these skills? Is there space for graduate students at these tables? How do you advocate for yourself at the larger table. For example, writing national grants with faculty, presenting to agencies, serving as the liaison between the research and the agency?
  - e. Do you recommend a specific way to structure your doctoral program to get these skills?

### *Professional Development Suggestions*

1. If students are interested in building their translational writing portfolio, do you have any suggestions?
2. If students are interested in working directly with agencies and building those networks, do you have any suggestions for how to go about this?

### *Competitive Advantage on the Market (15 minutes):*

1. As the director of a university research center, you’ve hired numerous full-time research staff and several post-doctoral candidates. When you think of your most successful candidates during the application process, what about them stands out? When you think about the most successful research staff, what about them made them so successful?