In This Issue

Editor's Note:

As the new Vice President of ASC, I am committed to taking this role very seriously. I look forward to working with ASC President, Sally Simpson, and the other ASC leadership, and am grateful for the mentorship given by Pamela Wilcox this past year. I also very much look forward to working with Michael Benson, who is the new Associate Editor of *The Criminologist.*

One of my responsibilities as Editor is to solicit the lead essays for issues of *The Criminologist* published during 2020. Given that we are entering a new decade that promises to usher in new changes for good and for ill, and to accelerate ongoing social shifts in ways that will become impossible to ignore, I have decided to make the theme of the lead essays *Pressing Issues for the 2020s and Beyond.* As criminologists, we tend to rely heavily on the past to predict the future. Yet, so many dimensions of our society are trending in ways that make past behaviors less informative. Technological advancement has opened up new markets for criminality, but it also grants us access to previously inaccessible knowledge, and presents us with methods that can be used to better monitor validity in scholarship. The detrimental, permanent, and escalating effects of climate change promise to alter all aspects of our day-to-day lives and the lives of our subjects. The *Me Too*, *Black Lives Matter*, and other social movements, combined with the coming of age of the most diverse generation in U.S. history, challenges current theory, policy, and practice to consider perspectives other than those based on the dominant culture. And these are just a few of the *known* challenges and opportunities we will face. While the upcoming essays will be unable to address all pressing issues, I hope they encourage bigger conversations on how we, as criminological scholars, can better calibrate our scholarship to align with these changing times.

The essay for this issue was originally scheduled to be published in 2019, and was therefore not solicited under the 2020 theme. Yet, its topic challenges us to reconsider the roles of key participants in commercial sex work because these acts now fall within the purview of human trafficking, thus aligning with the broader theme of adapting to changing times.

The Criminologist

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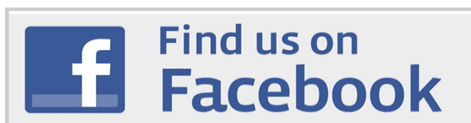
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Moving Human Trafficking Research Forward:
Five Challenges

Teresa C. Kulig, University of Nebraska at Omaha

The discovery of "human trafficking" has important ramifications for how the justice system and scholars perceive and respond to these events. It was not always the case that compelling another person to engage in behaviors such as forced labor or commercial sex would evoke the phrase "human trafficking." For example, those involved in commercial sex have historically been treated as willing participants, even if coerced to perform such acts. Calling their actions "trafficking," however, transformed these individuals from criminals meriting punishment into exploited victims needing protection. Those who induced them to engage in such behaviors were rebranded as "human traffickers," a label implying offenders who deserved lengthy incarceration. In this context, federal and state legislation has been developed and updated to define this conduct as a form of trafficking as opposed to some other offense (e.g., promoting prostitution) (Farrell, Owens, & McDevitt, 2014). Although laws are only one component in the construction of trafficking as a social problem, the passage of such statutes is vital because it justifies, if not mandates, a new justice system response to these crimes (Spector & Kitsuse, 1977).

This shift to recognize behaviors as trafficking also has real-life implications for how events are handled by prosecutors and discussed in the media and beyond. Recent high-profile cases illustrate how trafficking crimes can be propelled into the national spotlight. For example, Jeffrey Epstein, a now deceased wealthy financier, was recently arrested on federal sex trafficking charges spanning from incidents during the early 2000s (Doubek, 2019). In another example, Cyntoia Brown was sentenced to life in prison for shooting and killing a man alleged to have bought sex from her when she was 16 years old. After 15 years in prison, a budding social movement to recognize Cyntoia as a sex trafficking victim—as opposed to an offender only—ultimately resulted in the governor granting her clemency (Griffith, 2019). This case in particular highlights changing attitudes to treat minors involved in commercial sex as victims deserving of services rather than offenders who may have been compelled to engage in crimes while they were being exploited.

The broader point of these cases is that human trafficking is identified as a serious social concern that requires a concerted response. This awareness has been amplified by social movements such as #FreeCyntoiaBrown or even #MeToo that have contributed to a wider cultural awakening of these events, especially as it relates to the sex trafficking of females (Cerullo, 2018; Stoltz, 2018). The conceptualization of trafficking as a new crime affects agendas to inform the identification of incidents as trafficking, criminal justice system processes, legislative updates, service provisions, and interventions. In other words, this recognition of trafficking has necessitated the creation of a new criminological enterprise to understand this phenomenon. These developments have captured criminologists' and victimologists' attention, prompting new courses and a wealth of scholarly publications. Given the nature of these offenses, human trafficking thus provides unique challenges when studying these events but also special opportunities. This essay reviews five of these challenges and offers avenues for future consideration.

Five Challenges

Challenge #1: Legal Inconsistencies

Anti-trafficking legislation was first passed at the federal level in 2000, with all 50 states eventually following suit. However, as definitions and criteria of trafficking have changed, so too have the laws. Laws evolve over time in order to address issues that are revealed during implementation, and human trafficking laws are still being reformed to accommodate a broadening definition of what constitutes human trafficking.

Discrepancies between federal and state definitions of human trafficking create inconsistencies in how similar cases are processed across states. For example, federal legislation defines sex trafficking as the recruiting, harboring, transporting, providing, obtaining, patronizing, or soliciting of a person through the use of force, fraud, or coercion for the purpose of a commercial sex act (Victims of Trafficking and Violence Protection Act of 2000). For this definition, minors under the age of 18 who are induced to engage in commercial sex are defined as victims of sex trafficking regardless of whether force, fraud, or coercion were used. Some states, however, have varying age cutoffs or criteria to establish whether a minor engaging in a commercial sex act is a victim of sex trafficking. Minors who do not meet the definition of trafficking in some states may then be arrested as prostitutes (Dysart, 2014). Thus, depending on the context, individuals can be classified in very different ways for the same behaviors.

Future Considerations. Inconsistencies in legislation can affect the identification and classification of potential victims by police or other first responders. Oftentimes, these problems are exacerbated if law enforcement officials are not properly trained on the

signs of trafficking, which can lead to "missing" victims or misclassifying them as offenders (Farrell et al., 2014). Because anti-trafficking statutes may vary across jurisdictions (e.g., offense criteria), understanding how these laws are developed and applied by legal actors (e.g., police, lawyers, judges) can have real-life consequences for victims, offenders, and the community. Therefore, it is important to examine how changes in legal criteria affect officials' attitudes, responses, and investigative techniques when confronted with trafficking incidents (e.g., Farrell et al., 2019).

As laws continue to be implemented or modified, one central issue to explore is how and why discretion is used by legal actors when deciding how to classify an event (e.g., charge an adult female with prostitution versus rescuing her as a trafficking victim). Depending on the jurisdiction, legal officials will likely have more or less discretion when responding to cases and the types of crimes they can charge someone with violating. Researchers who are able to investigate these decision-making processes in real time could identify patterns or trends in daily routines that affect legal responses. So, even if the nature of the laws creates challenges across locations, how those laws are applied, and how legal officials perceive those laws can still be an important area of consideration.

Challenge #2: Measurement Issues

Another challenge when studying human trafficking involves the complex issue of measuring these events. Like any crime, scholars and professionals in the field are concerned with "how much" trafficking actually happens. The estimates that are developed can have implications for future crime prevention efforts, including where resources are concentrated. Notably, innovative studies have examined these events and explored various methodological considerations that can advance understanding of the prevalence and nature of trafficking (e.g., Farrell & de Vries, 2019). Examples of these efforts to determine the extent of trafficking include content analyses, multiple systems estimation, official reporting systems (e.g., National Incident-Based Reporting System), and surveys of legal actors and law enforcement officials. Of course, these studies are generally limited to officially identified trafficking cases and thus are unable to assess the "dark or hidden figure" of human trafficking crimes. Another limitation of measurement can be how these offenses are defined, which is not always consistent or based on legal definitions. The issue then is that few reliable measures of trafficking exist, which is a barrier to determining exactly how many of these incidents occur (Farrell & de Vries, 2019).

Future Considerations. Although we likely will never know the true estimate of trafficking (similar to issues with the "dark figure" of crime more generally), there are strategies that can help inform our understanding of these crimes. One promising approach is for scholars to work with local agencies and providers (e.g., service providers, law enforcement, child welfare) to better understand trafficking events in specific contexts. In this way, researchers would build relationships with local agencies to harness their data systems and determine how they define, collect details on, and respond to trafficking events (Anderson, Kulig, & Sullivan, 2019).

Importantly, once relationships are established with partnering agencies, they can then be used to monitor the nature of current data gathering techniques and how they might change over time. The overarching goal of these efforts would be three-fold: (1) to establish how much trafficking is being uncovered by existing data collection efforts; (2) to provide direction in how resources and efforts can be maximized within agencies to improve data collection and responses; and (3) to determine what steps would need to be taken to implement a centralized reporting system to streamline reporting and account for duplicate cases across participating agencies. Although achieving these outcomes is challenging, this approach can provide valuable avenues for future research once baseline data and processes are gathered.

Challenge #3: The Role of Offenders

Although scholarship on trafficking is growing, including interviews conducted with victims and key stakeholders (e.g., police, service providers), few studies have focused on the perpetrators of these crimes. Knowing how individuals commit their offenses or what led them to this life choice is integral for developing effective prevention strategies. Interviews with traffickers are needed to deepen understanding about a range of issues—for example, how traffickers select and recruit their victims, control them through psychological and physical means, plan and sustain their criminal enterprise with fellow perpetrators, and ultimately are detected and prosecuted.

Future Considerations. Although there have been efforts to interview traffickers to identify who these individuals are and how they commit their offenses, they remain limited in number and scope (e.g., Shively, Smith, Jalbert, & Drucker, 2016). Additionally, most research in this area focuses on sex traffickers rather than labor traffickers or those who commit both offenses. Future research will benefit as more studies conduct interviews with different types of traffickers in various roles in the criminal enterprise to learn more about how targets are selected and details about decisions made while facilitating these crimes.

Because arranging interviews can be difficult given the nature of these offenses, researchers oftentimes need to rely on other

methods to gain insights on traffickers. For example, some scholars have been able to review and code details from prosecuted trafficking cases (Bouché, 2017) or publicly available records (Kulig, 2018). Other researchers have coded existing case files of trafficked individuals in addition to interviewing service providers with detailed knowledge of the events (Reid, 2016; Reid & Fox, 2019). These studies have provided information on diverse features of traffickers and their victims, including (1) the background characteristics of the parties and their relationship; (2) methods used to coerce victims' compliance, ranging from "love" to brutality (e.g., beating, chaining); (3) the duration of the offense; and (4) the location of offenses. The main point here is that while interviewing traffickers is an important endeavor for future research, it is not the only way to study traffickers.

Challenge #4: Consequences of Trafficking Victimization

A core consideration when examining any type of victimization involves the consequences or costs of experiencing the event. For victims of trafficking, the effects may be substantial and enduring, given the nature of the crime. These effects may be further exacerbated if victims were already socially and/or psychologically vulnerable. Additionally, trafficking is generally not a one-time event, but an ongoing exploitation by perpetrators that can last weeks, months, or longer—meaning that coercion or abuse could also be enduring over a substantial period of time. Not surprisingly, scholars have identified various costs associated with trafficking victimization (e.g., anxiety, depression, post-traumatic stress disorder; Dell et al., 2019).

What is less clear, however, is how to track these individuals over time to ensure they receive appropriate services that help facilitate recovery. It can be difficult to gain access to this population and even more challenging to follow them for months or even years at a time. Furthermore, service providers or other professionals may be wary of connecting researchers to clients, especially if they do not see the advantage of the proposed research investigations. Beyond human subjects standards, studies must be sensitive to the unique needs of victims and, if undertaken, advance our understanding of what consequences victims face in the future, how these needs can change, and how to respond effectively.

Future Considerations. Given that little is known about the long-term effects of trafficking on victims, their life prospects, or their risk of revictimization, the field could benefit greatly from more efforts in this area. Some scholars have started to address this knowledge gap by examining follow-up data from identified sex trafficking victims in a survivor-mentor program (Rothman et al., in press). It will be important to continue this work in different settings and to track victims over time, conduct high-quality surveys and interviews, and ensure that services are being administered appropriately. Another area of consideration would be to assess the capacity needs of service providers to ensure that they have the resources required to treat victims effectively. For example, what service providers are available to target these populations in a given community? What types of services do they provide and where are the gaps (e.g., housing, medical, employment training, education, mental health)? These are critical questions that could have significant implications for the individuals that require assistance.

Challenge #5: Bridging Theoretical Perspectives with Trafficking Offending and Victimization

Related to the previous challenge, there are few guiding theoretical frameworks for how to best identify, treat, and respond to victims of trafficking to ensure their vulnerabilities are addressed and the likelihood of recurrent victimization dissipates over time. Although it is possible that existing trauma-informed interventions are effective for treating trafficking victims, more research is needed to determine best practices (Dell et al., 2019). Similar challenges are present for the offenders who engage in these offenses related to reducing recidivism. Although punishing traffickers has been a top priority, a challenge is ensuring that these individuals do not commit future crimes after they are released back into the community. Providers are then left with developing responses to trafficking-involved individuals without a clear theoretical perspective on what works best to achieve desired rehabilitative outcomes (e.g., Kulig & Butler, 2019).

Future Considerations. A key next step in trafficking research is to put forth a theory of trafficking victimization. The goal of this framework would be to identify the most important risk factors for victimization and reduce future vulnerabilities. For example, prior research suggests that certain adverse childhood experiences can increase the likelihood of being trafficked (Reid et al., 2017). But not everyone who experiences these adverse events are trafficked. Future research could provide more insights into exactly why some individuals with the same vulnerability factors are targeted by traffickers and others are not. Also, are certain factors more important for reducing subsequent vulnerabilities than others (e.g., sexual abuse)? What role does context play in facilitating individual vulnerability? What should providers or agencies target first to maximize their efforts and how should these components be targeted (e.g., cognitive-behavioral therapy, eye movement desensitization and reprocessing; Reid, Strauss, Haskell, 2018)? Again, perhaps existing trauma-informed frameworks apply in this context, but more research should confirm how those models could be adapted to address trafficking victims' needs.

Alternatively, offenders who are not treated may be likely to engage in subsequent offending behaviors that ultimately put individuals and the community at risk. The risk-need-responsivity model for offender rehabilitation may be an efficient response to

reducing recidivism among traffickers, but additional research is needed to examine this relationship with this particular population (Bonta & Andrews, 2017). Or, perhaps another or modified rehabilitative model would be more appropriate. In sum, if the ultimate goal is to respond effectively to trafficking victims and offenders, then there is ample opportunity for researchers to assess the best ways to facilitate their rehabilitation.

Conclusion

Given the national recognition that human trafficking has garnered by politicians, the news media, celebrities, and the public more generally, this is an area that is going to continue to receive ample attention. Additionally, as people become aware of this crime and the individuals affected, social movements—such as #FreeCyntoiaBrown or even #MeToo—will likely continue to raise awareness and prompt collective responses to these events. Considering that "human trafficking" is gaining such momentum, it will be important for future research to emphasize the significance of data and evidence-based responses to these crimes.

To continue moving the field forward, it is essential to take stock regularly of what information we have and where the gaps are in the research. As with all research enterprises, there are complex issues that affect our ability to study these crimes. In particular, a lack of data on this topic provides unique hurdles for scholars, but this is not the only area that has struggled with this problem. Learning from other difficult-to-measure areas in the field (e.g., white-collar crime) and beyond can offer guidance on innovative research methods. Hopefully, this essay highlighted some new or creative ways to think about these issues and opportunities for future endeavors. However, this list is not exhaustive. There are other future considerations and areas within human trafficking research that also deserve special attention but were not able to be elaborated on here (e.g., encouraging research on labor trafficking, accounting for individuals' perspectives who have been victimized, distinguishing features between sex work and sex trafficking, consequences of labeling "victims" and "traffickers"). These topics and beyond are also vitally important for future scholars to consider as they advance the field.

In conclusion, trafficking requires a comprehensive understanding of how the offenses are carried out, who is likely to be targeted, who is likely to offend, and the contextual circumstances that help facilitate these events to fully understand the breadth and depth of the criminal enterprise. Of course, the broader goal of these initiatives is to hopefully prevent future harms. As we research and learn more about these offenses, we can then work to ensure that we adequately respond to those needing services and implementing prevention and intervention techniques that are effective.

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EDITOR'S CORNER

From the Co-Editors of *Criminology*

With this column we inform the ASC membership of changes at the *Criminology* editorial office. Effective December 31, 2019, Brian Johnson (University of Maryland) and Janet Lauritsen (University of Missouri-St. Louis) completed their three-year terms as Co-Editors of the journal. They will continue to handle the papers currently holding revise and resubmit status and have contacted their respective authors to inform them about the procedures for handling their resubmissions. Effective January 1, 2020, Charis Kubrin (University of California-Irvine) joined Co-Editors David McDowall (University at Albany) and Jody Miller (Rutgers University) as a new Co-Editor of the journal. We look forward to working with Dr. Kubrin and appreciate her commitment and dedication to the journal and to the ASC. We also thank Dr. Johnson and Dr. Lauritsen for their thousands of hours of dedicated work over the past three years.

At the time of this writing, the Co-Editors were still in the process of securing a fourth Co-Editor for the journal. The workload at *Criminology* necessitates four Co-Editors, and the choice of Co-Editor requires the approval of the ASC Executive Board before that person may begin their duties. The membership will be informed of the new Co-Editor as soon as this process is finalized.

Along with the change in editorship, we are in the process of making some changes to the Editorial Board of *Criminology* to reflect the changing needs of the journal. Editorial Board members are selected by the Co-Editors because they have demonstrated a consistent willingness to provide a large number of timely and high-quality reviews, but they are also chosen because of their abilities to assist the Co-Editors with making decisions for manuscripts involving new areas of research and theory. We are grateful to the Editorial Board members who have served with the Co-Editors from late 2016 through 2019 and look forward to working with those new members who will join for 2020 through 2022.

In addition to notifying the membership of recent changes at the journal, we would like to note the range of issues the Co-Editors, authors, and the ASC are likely to be discussing for the foreseeable future. These matters are most thoughtfully assessed in materials available through the international Committee on Publication Ethics (https://publicationethics.org), as well as through the U.S. Department of Health & Human Services Office of Research Integrity (ori.hhs.gov). The field will need to engage in serious discussions about issues such as authorship and contributorship, conflicts of interest, problems with peer reviewers, data and reproducibility, allegations of misconduct, ethical oversight and more. There are no quick and simple solutions for any of these topics, which have been typically guided by general scientific norms as well as pressure for publications, rather than uniform adherence to principled policies. We also expect an increasing number of challenges in the future as the status of science comes under growing attacks from those who do not like particular sets of findings, or by those who are trying to establish themselves as self-appointed guardians (and often entrepreneurs) of science. The need for ongoing discussions about emergent issues in the ethics of scientific publication, and due process in evaluating concerns and complaints, are essential for the future of scientific inquiry and for the broader discipline of criminology in years to come. As Co-Editors, we look forward to working to advance these difficult but necessary discussions in the field.

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Exhibit Hall

Poster Session
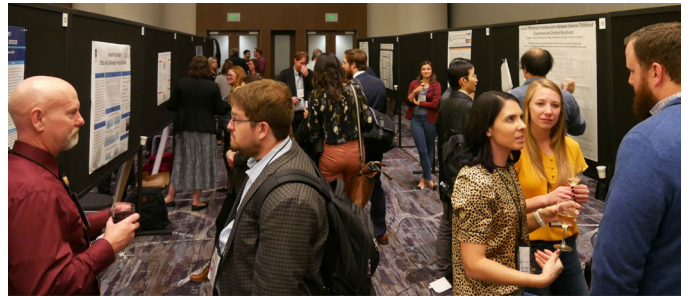
Poster Session

Ice Cream Social
Chris Eskridge & Meda Chesney-Lind

Ice Cream Social
Chris Eskridge & Lorine Hughes

2019 ASC ANNUAL MEETING

ASC Presidents
Front row from left: Meda Chesney-Lind, Todd Clear, Dan Nagin, Al Blumstein, Sally Simpson, Frank Cullen
Back row from left: Rick Rosenfeld, David Farrington, Karen Heimer, Charles Wellford, Steve Messner, Gary LaFree

ASC Presidents
Sally Simpson & Meda Chesney-Lind

AROUND THE ASC

AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

Annual Meeting 2020
Washington, D.C.
November 18 – 21, 2020
Washington, D.C. Marriott Marquis

Crime and Justice Theory and Research:
Thinking Outside the Box

Program Co-Chairs:

Carole Gibbs, Michigan State University

and

Lee Ann Slocum, University of Missouri-St. Louis

meeting@asc41.com

ASC President:

Sally S. Simpson University of Maryland

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 20, 2020

Posters, roundtable abstracts, and lightning talk abstracts due:
Friday, May 15, 2020

AROUND THE ASC

SUBMISSION DETAILS
All abstracts must be submitted on-line through the ASC website at www.asc41.com/annualmeeting.html. You will need to create a new profile for 2020. On the site, you will be asked to indicate the type of submission you wish to make. The submission choices available for the meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics Session, (4) Poster Presentation, (5) Roundtable Submission, or (6) Lightning Talk Presentation. **Please continue to click** *Accept and Continue* **in the lower right hand corner until you no longer see it.** You will receive a confirmation email after you submit. If you do not, email meeting@asc41.com.

Please note that late submissions *will NOT be accepted*. In addition, submissions that do not conform to the guidelines will be rejected. We encourage participants to submit well in advance of the deadline so that ASC staff may help with any submission problems while the call for papers is still open. Please note that ASC staff members respond to inquiries during normal business hours.

Complete Thematic Panels: Must include a title and abstract for the entire panel as well as titles, abstracts and author information for all papers. Each panel should contain between three and four papers and possibly one discussant. We encourage panel submissions organized by individuals, ASC Divisions, and other working groups.

- PANEL SUBMISSION DEADLINE:
  Friday, March 20, 2020

Individual Paper Presentations: Submissions for a regular session presentation must include a title and abstract along with author information. Please note that these presentations are intended for individuals to discuss work that has been completed or where substantial progress has been made. Presentations about work that has yet to begin or is only in the formative stage are not appropriate here and may be more suitable for roundtable discussion (see below).

- INDIVIDUAL PAPER SUBMISSION DEADLINE:
  Friday, March 20, 2020

Author Meets Critics: These sessions are organized by an author or critic, consist of one author and three to four critics discussing and critiquing a recently published book relevant to the ASC (note: the book must appear in print before the submission deadline (March 20, 2020) so that reviewers can complete a proper evaluation and to ensure that ASC members have an opportunity to become familiar with the work). Submit the author's name and title of the book and the names of the three to four persons who have agreed to comment on the book.

- AUTHOR MEETS CRITICS SUBMISSION DEADLINE:
  Friday, March 20, 2020

Poster Presentations: Submissions for poster presentations require only a title and abstract along with author information. Posters will be 4' x 8' should display theoretical work or methods, data, policy analyses, or findings in a visually appealing poster format that will encourage questions and discussion about the material. One poster submission per presenter.

- POSTER SUBMISSION DEADLINE:
  Friday, May 15, 2020

AROUND THE ASC

Roundtable Sessions: These sessions consist of three to six presenters discussing related topics. For roundtable submissions, you may submit either a single paper to be placed in a roundtable session or a complete roundtable session. Submissions for a roundtable must include a title and abstract along with participant information. A full session requires a session title and brief description of the session. Roundtable sessions are generally less formal than thematic paper panels. Thus, ASC provides no audio/visual equipment for these sessions.

- ROUNDTABLE SUBMISSION DEADLINE:
  Friday, May 15, 2020

Lightning Talks: These sessions are a series (usually at least 6-7) of 5 minute talks/presentations by different speakers, each introducing a topic or idea very quickly. Lightning Talks is a way to share information about diverse topics from several presenters, while still captivating the audience. Each presentation should consist of a maximum of 3 to 5 PowerPoint slides or prompt cards, with a total of one or two key messages for the entire presentation. Each slide should consist of a few words and one primary image. Lightning talks are ideal for research and theory development in its early stages. See **LIGHTNING TALKS: Sharing and Learning at Lightning Speed** pdf on the American Society of Criminology website for further information. Submissions for a lightning talk full panel session must include a title and abstract for the entire panel as well as titles, abstracts and author information for all talks/presentations. Each panel should contain between 6-7 talks/presentations.

- LIGHTNING TALK SUBMISSION DEADLINE:
  Friday, May 15, 2020

Only original papers that have not been published may be submitted to the Program Committee for presentation consideration. Presentations of the same paper presented elsewhere are discouraged.

The meetings are Wednesday, November 18 through Saturday, November 21, 2020. Sessions may be scheduled at any time during the meetings. ASC cannot honor personal preferences for day and time of presentations. If a session does not have a chair, a program committee member may choose a presenter from the last paper on the session. All program participants are expected to register for the meeting. We encourage everyone to pre-register before October 1 to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. You can go to the ASC website at www.asc41.com under Annual Meeting Info to register online or access a printer friendly form to fax or return by mail.

SUBMISSION DEADLINES

- **Friday, March 20, 2020** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.

- **Friday, May 15, 2020** is the **absolute** deadline for the submission of posters, roundtable, and lightning talk sessions.

ABSTRACTS
A typical abstract will summarize, in one paragraph of 200 words or less, the major aspects of your research, including: 1) the purpose of the study and the research problem(s) you investigate; 2) the design of the study; 3) major findings of your analysis; and 4) a brief summary of your interpretations and conclusions. Although not all abstracts will conform to this format, they should all contain enough information to frame the problem and orient the conclusions.

AROUND THE ASC

EQUIPMENT

Only LCD projectors will be available for all panel and paper presentations, including lightning talks to enable computer-based presentations. However, presenters will need to bring their own personal computers or arrange for someone on the panel to bring a personal computer

GUIDELINES FOR ONLINE SUBMISSIONS

Before creating your account and submitting an abstract for a single paper or submitting a thematic panel, please make sure that you have the following information on *all* authors and co-authors (discussants and chairs, if a panel): name, phone number, email address, and affiliation. **This information is necessary to complete the submission.**

When submitting an abstract or complete panel at the ASC submission website, you should select a single sub-area in the broader areas listed below. Please select the area and sub-area most appropriate for your presentation and only submit your abstract once. If you are submitting an abstract for a roundtable, lightning talk, poster session or author meets critics panel, you only need to select the broader area; no sub-area is offered. Your choice of area and sub-area (when appropriate) will be important in determining the panel for your presentation and will assist the program chairs in avoiding time conflicts for panels on similar topics.

Tips for choosing appropriate areas and sub-areas:
- o Review the entire list before making a selection.
- o Choose the most appropriate area first and then identify the sub-area that is most relevant to your paper.

PLEASE NOTE: WHEN UTILIZING THE ON-LINE SUBMISSION SYSTEM, BE SURE TO CLICK ACCEPT AND CONTINUE UNTIL THE SUBMISSION IS FINALIZED. *After you have finished entering all required information, you will immediately receive a confirmation email indicating that your submission has been entered. If you do not receive this confirmation, please contact ASC immediately to resolve the issue. You may call the ASC offices at 614-292-9207 or email at meeting@asc41.com*

For participant instructions, see Ethics and Guidelines

AROUND THE ASC

PROGRAM COMMITTEE

Area II	Perspectives on Crime	Olena Antonaccio	oantonaccio@miami.edu
1	Biological, Bio-social, and Psychological Perspectives	Michael Rocque	mrocque@bates.edu
2	Developmental and Life Course Perspectives	Arjan Blokland	a.a.j.blokland@law.leidenuniv.nl
3	Strain, Learning, and Control Theories	Cesar Rebellon	Cesar.Rebellon@unh.edu
4	Labeling and Interactionist Theories	Stacy De Coster	smcoster@ncsu.edu
5	Routine Activities and Situational Perspectives	Tim Hart	thart@ut.edu
6	Deterrence, Rational Choice and Offender Decision-Making	Kyle Thomas	thomaskj@umsl.edu
7	Structure, Culture, and Anomie	Joanne Kaufman	jkaufman@albany.edu
8	Social Disorganization and Community Dynamics	Dave Kirk	david.kirk@sociology.ox.ac.uk
9	Critical Race/Ethnicity	Robert Duran	rjduran@tamu.edu
10	Feminist Perspectives	Stacey Nofziger	sn18@uakron.edu
11	Theories of Conflict, Oppression, and Inequality	Michael Long	michael.long@okstate.edu
Area III	Types of Offending	Kristy Holtfreter	Kristy.Holtfreter@asu.edu
12	Violent Crime	Sarah Becker	sbecker@lsu.edu
13	Property and Public Order Crime	Jinney Smith	jinneys@umd.edu
14	Drugs	Jessica Craig	Jessica.Craig@unt.edu
15	Family and Intimate Partner Violence	Rachael Powers	powersr@usf.edu
16	Rape and Sexual Assault	Pamela Wilcox	pamelawilcox@psu.edu
17	Sex Work	Susan Dewey	sdewey3@uwyo.edu
18	Human Trafficking	Amber Horning Ruf	Amber_Ruf@uml.edu
19	White Collar and Corporate Crime	Jay Kennedy	jpk@msu.edu
20	Organized Crime	Sharon Melzer	smelzer@gmu.edu
21	Identity Theft and Cyber Crime	David Maimon	dmaimon@gsu.edu
22	State Crime, Political Crime, and Terrorism	Jennifer Varriale Carson	jcarson@ucmo.edu
23	Hate Crime	Brendan Lantz	blantz@fsu.edu
Area IV	Correlates of Crime	Lisa Broidy	lbroidy@unm.edu
24	Gangs and Co-offenders	Dena Carson	carsond@iupui.edu
25	Substance Use and Abuse	Eric Wish	ewish@umd.edu
26	Weapons	David Hureau	dhureau@albany.edu
27	Trauma and Mental Health	Matt Vogel	mvogel@albany.edu
28	Race and Ethnicity	Joseph Richardson	jrichar5@umd.edu
29	Immigration/Migration	Stephanie DiPietro	dipietros@umsl.edu
30	Neighborhoods and Communities	Adam Boessen	boessena@umsl.edu
31	Macro-Structural	Ashley Arnio	aarnio@txstate.edu
32	Sex, Gender, and Sexuality	Lisa Pasko	Lisa.Pasko@du.edu
33	Poverty and Social Class	Waverly Duck	wod1@pitt.edu
34	Bullying, Harassment, and Abuse	Nadine Connell	Nadine.Connell@utdallas.edu

AROUND THE ASC

PROGRAM COMMITTEE

35	Families and Peers	Jean McGloin	jmcgloin@umd.edu
36	School Experiences	Cresean Hughes	cresean@udel.edu
Area V	**Victimization**	**Min Xie**	**mxie@umd.edu**
37	Causes and Correlates of Victimization	Maribeth Rezey	mrezey@luc.edu
38	Policy and Prevention of Victimization	Callie Rennison	Callie.Rennison@ucdenver.edu
39	Consequences of Victimization	Jill Turanovic	jturanovic@fsu.edu
Area VI	**The Criminal Justice System**	**Robin Engel**	**engelrs@ucmail.uc.edu**
40	Police Organization and Training	Brian Schaefer	brian.schaefer@indstate.edu
41	Police Legitimacy and Community Relations	Scott Wolfe	wolfesc1@msu.edu
42	Police Misconduct	Mike White	mdwhite1@asu.edu
43	Police Strategies, Interventions, and Evaluations	Chris Koper	ckoper2@gmu.edu
44	Prosecutorial Discretion and Plea Bargaining	Brian Johnson	bjohnso2@umd.edu
45	Courts & Sentencing	Shi Yan	shiyan@asu.edu
46	Capital Punishment	Scott Phillips	Scott.Phillips@du.edu
47	Jails & Prisons	Brianna Remster	brianna.remster@villanova.edu
48	Community Corrections	Jill Viglione	jill.viglione@ucf.edu
49	Prisoner Reentry	Shelley Johnson Listwan	slistwan@uncc.edu
50	The Juvenile Justice System	Tom Loughran	tal47@psu.edu
51	Challenging Criminal Justice Policies	Devon Johnson	djohns22@gmu.edu
52	Collateral Consequences of Incarceration	Sara Wakefield	sara.wakefield@rutgers.edu
53	Prisoner Experiences with the Justice System	Paula Smith	smithp8@ucmail.uc.edu
54	Law Making and Legal Change	Marisa Omori	momori@miami.edu
55	Guns and Gun Laws	April Zeoli	zeoli@msu.edu
56	Inequality and Justice	Joshua Cochran	cochraju@ucmail.uc.edu
57	Immigration and Justice Issues	Ramiro Martinez, Jr.	R.Martinez@northeastern.edu
Area VII	**Non-Criminal Justice Responses to Crime & Delinquency**	**Brandon Welsh**	**b.welsh@northeastern.edu**
58	Regulatory/Civil Legal Responses	Melissa Rorie	melissa.rorie@unlv.edu
59	Institutional Responses	Kelly Welch	kelly.welch@villanova.edu
60	Community Responses	Roger Jarjoura	rjarjoura@air.org
Area VIII	**Perceptions of Crime & Justice**	**Lauren Porter**	**lporter1@umd.edu**
61	Media & Social Construction of Crime	Gregg Barak	gbarak@emich.edu
62	Attitudes about the CJS & Punishment	Jeffrey Butts	jbutts@jjay.cuny.edu
63	Activism and Social Movements	Val Jenness	jenness@uci.edu
64	Fear of Crime and Perceived Risk	Mark Berg	mark-berg@uiowa.edu

AROUND THE ASC

PROGRAM COMMITTEE

Area IX	**Comparative & Historical Perspectives:**	**Tusty ten-Bensel**	**ixzohra@ualr.edu**
65	Cross-National Comparison of Crime & Justice	Ting Wang	tinglowan@gmail.com
66	Historical Comparisons of Crime & Justice	Angela Zhou	zhuoy@stjohns.edu
67	Globalization, Crime, and Justice	Rob White	R.D.White@utas.edu.au
68	Human Rights	Hollie Nyseth Brehm	brehm.84@osu.edu
Area X	**Critical Criminology**	**Martin Schwartz**	**schwartm@gwu.edu**
69	Green Criminology	Kimberly Barrett	kbarret7@emich.edu
70	Queer Criminology	Dana Peterson	dpeterson@albany.edu
71	Convict Criminology	Daniel Kavish	Daniel.kavish@swosu.edu
72	Cultural Criminology	Avi Brisman	avi.brisman@eku.edu
Area XI	**Methodology**	**Chris Melde**	**melde@msu.edu**
73	Advances in Quantitative Methods	Gary Sweeten	Gary.Sweeten@asu.edu
74	Advances in Qualitative Methods	Wilson Palacios	Wilson_Palacios@uml.edu
75	Advances in Evaluation Research	Charlotte Gill	cgill9@gmu.edu
76	Advances in Experimental Methods	Graham Ousey	gcouse@wm.edu
77	Advances in Teaching Methods	Danielle Rudes	drudes@gmu.edu
Area XII	**Roundtable Sessions**	**Jennifer Wareham**	**jwareham@wayne.edu**
Area XIII	**Poster Sessions**	**Susan Case**	**asc@asc41.com**
Area XIV	**Author Meets Critics**	**Mona Lynch**	**lynchm@uci.edu**
Area XV	**Methods Workshop**	**Andy Hochstetler**	**hochstet@iastate.edu**
78	Quantitative Methods	Aaron Chalfin	achalfin@sas.upenn.edu
79	Qualitative Methods	Heith Copes	jhcopes@uab.edu
Area XVI	**Professional Development/Students Meets Scholars**	**Trina Hope**	**thope@ou.edu**
Area XVII	**Diversity and Inclusion**	**Vanessa Panfil**	**vpanfil@odu.edu**
Area XVIII	**Lightning Talk Sessions**	**Lynn Addington**	**Adding@american.edu**
Area XIX	**Peterson Workshop**	**Ruth Peterson**	**peterson.5@osu.edu**
Area XX	**Ethics Panels**	**William Terrill**	**William.Terrill@asu.edu**
Area XXI	**Policy Panels**	**James Lynch**	**jlynch14@umd.edu**

AROUND THE ASC

American Society of Criminology

Announces its call for nominations

for the 2020 Awards

ASC Fellows

Herbert Bloch Award

Gene Carte Student Paper Competition

Ruth Shonle Cavan Young Scholar Award

Michael J. Hindelang Award

Mentor Award

Outstanding Article Award

Ruth D. Peterson Fellowship for Racial and Ethnic Diversity

Sellin-Glueck Award

Edwin H. Sutherland Award

Teaching Award

August Vollmer Award

**These Awards will be presented during the Annual Meeting of the Society.
The Society reserves the right to not grant any of these awards during any given year.
Award decisions will be based on the strength of the nominees' qualifications and not on the number of
nomination endorsements received. Current members of the ASC Board are ineligible to receive any ASC award.**

AROUND THE ASC

NOMINATIONS FOR 2020 ASC AWARDS

We invite and encourage nominations for the awards noted on the following pages. A list of previous recipients can be found at www.asc41.com/awards/awardWinners.html

EDWIN H. SUTHERLAND AWARD, which recognizes outstanding scholarly contributions to theory or research in criminology on the etiology of criminal and deviant behavior, the criminal justice system, corrections, law or justice. The distinguished contribution may be based on a single outstanding book or work, on a series of theoretical or research contributions, or on the accumulated contributions by a senior scholar. When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1**.

Committee Chair: **LORRAINE MAZEROLLE**   **+61 (7) 334-67877**
                          University of Queensland   **l.mazerolle@uq.edu.au**

AUGUST VOLLMER AWARD, which recognizes an individual whose scholarship or professional activities have made outstanding contributions to justice or to the treatment or prevention of criminal or delinquent behavior. When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **LORIE FRIDELL**   **(813) 974-6862**
                          University of South Florida   **lfridell@usf.edu.**

HERBERT BLOCH AWARD, which recognizes outstanding service contributions to the American Society of Criminology and to the professional interests of criminology. When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **LEANA ALLEN BOUFFARD**   **(515) 294-6480**
                          Iowa State University   **lab17@iastate.edu**

THORSTEN SELLIN & SHELDON AND ELEANOR GLUECK AWARD, which is given in order to call attention to criminological scholarship that considers problems of crime and justice as they are manifested outside the United States, internationally or comparatively. Preference is given for scholarship that analyzes non-U.S. data, is predominantly outside of U.S. criminological journals, and, in receiving the award, brings new perspectives or approaches to the attention of the members of the Society. The recipient need not speak English. However, his/her work must be available in part, at least, in the English language (either by original publication or through translation). When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **SHELDON ZHANG**   **(978) 934-4160**
                          University of Massachusetts, Lowell   **sheldon_zhang@uml.edu**

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD - This Award is given to recognize outstanding scholarly contributions to the discipline of criminology by someone who has received the Ph.D., MD, LLD, or a similar graduate degree no more than five years before the selection for the award (for this year the degree must have been awarded no earlier than May 2015), unless exceptional circumstances (ie., illness) necessitates a hiatus in their scholarly activities. If the candidate has a multiple of these degrees, the last five-year period is from the date when the last degree was received. The award may be for a single work or a series of contributions, and may include coauthored work. Those interested in being considered or in nominating someone for the Cavan Award should send: (a) a letter evaluating a nominee's contribution and its relevance to the award; (b) applicant's/nominee's curriculum vitae; and (c) no more than 3 published works, which may include a combination of articles and one book. All nominating materials should be submitted to the Committee Chair in electronic format, except for book submissions. A hard copy of any book submission should be mailed to the Committee Chair. **The deadline for nominations is March 1.**

Committee Chair: **CALLIE BURT**   **(206) 685-2043**
                          University of Washington   **chburt@uw.edu**

AROUND THE ASC

NOMINATIONS FOR 2020 ASC AWARDS

OUTSTANDING ARTICLE AWARD - This award honors exceptional contributions made by scholars in article form. The award is given annually for the peer-reviewed article that makes the most outstanding contribution to research in criminology. The current Committee will consider articles published during the 2018 calendar year. The Committee automatically considers all articles published in *Criminology* and in *Criminology & Public Policy*, and will consider articles of interest published in other journals. We are also soliciting nominations for this award. To nominate articles, please send full citation information for the article and a brief discussion of your reasons for the recommendation to the Committee Chair. **The deadline for nominations is February 15.**

Committee Chair:	**CHRISTOPHER SULLIVAN**	**(513) 556-3851**
	University of Cincinnati	**christopher.sullivan@uc.edu**

MICHAEL J. HINDELANG AWARD - This award is given annually for a book, published within three (3) calendar years preceding the year in which the award is made, that makes the most outstanding contribution to research in criminology. For this year, the book must have been published in 2017, 2018, or 2019. To be considered, books must be nominated by individuals who are members of the American Society of Criminology. The Committee will not consider anthologies and/or edited volumes. To nominate a book, please submit the title of the book, its authors, the publisher, the year of the publication, and a brief discussion of your reasons for the recommendation to the Committee Chair. **The deadline for nominations is February 15.**

Committee Chair:	**WENONA RYMOND-RICHMOND**	**(413) 545-0577**
	University of Massachusetts, Amherst	**wenona@soc.umass.edu**

ASC FELLOWS - The title of "Fellow" is given to those members of the Society in good standing who have achieved distinction in the field of criminology. The honorary title of "Fellow" recognizes persons who have made a scholarly contribution to the intellectual life of the discipline, whether in the form of a singular, major piece of scholarship or cumulative scholarly contributions. Longevity alone is not sufficient. In addition, a Fellow must have made a significant contribution to the field through the career development of other criminologists and/or through organizational activities within the ASC. In your nominating letter, please describe the reasons for your nomination and include a copy of the nominee's curriculum vitae (or make arrangements to have it sent to the Committee Chair). Please limit nominations to a single cover letter and the nominee's curriculum vitae. All materials should be submitted to the Committee Chair in electronic format. The Board may elect up to four (4) persons as Fellows annually. Large letter-writing campaigns do not benefit nominees and unnecessarily burden the Committee. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate. **The deadline for nominations is March 1.**

Committee Chair:	**CHERYL MAXON**	**(949) 824-7577**
	University of California, Irvine	**cmaxson@uci.edu**

RUTH D. PETERSON FELLOWSHIP FOR RACIAL AND ETHNIC DIVERSITY

The Ruth D. Peterson Fellowship for Racial and Ethnic Diversity is designed to encourage students of color, especially those from racial and ethnic groups underrepresented in the field, to enter the field of criminology and criminal justice, and to facilitate the completion of their degrees.

Eligibility: Applicants are to be from racial and ethnic groups underrepresented in the field, including but not limited to, Asians, Blacks, Indigenous peoples, and Latinas/os. Applicants need not be members of the American Society of Criminology. Individuals studying criminology or criminal justice issues are encouraged to apply. The recipients of the fellowships must be accepted into a program of doctoral studies.

Application Procedures: A complete application must contain (1) proof of admission to a criminal justice, criminology, or related program of doctoral studies; (2) up-to-date curriculum vita; (3) personal statement from the applicant as to their race or ethnicity; (4) copies of undergraduate and graduate transcripts; (5) statement of need and prospects for financial assistance for graduate study; (6) a letter describing career plans, salient experiences, and nature of interest in criminology and criminal justice; and (7) three letters of reference. All application materials should be submitted to the Ruth D. Peterson Fellowship Committee Chair in electronic format as a single pdf attachment.

Awards: Three (3), $6,000 fellowships are awarded each year, paid out in November.

Submission Deadline: All items should be submitted to the Committee Chair in electronic format by **March 1**.

Committee Chair:	**KAREEM JORDAN**	**(202) 885-1866**
	American University	**jordan@american.edu**

AROUND THE ASC

GENE CARTE STUDENT PAPER COMPETITION, Sponsored by Wiley

The Gene Carte Student Paper Award is given to recognize outstanding scholarly work of students.

Eligibility: Any student currently enrolled on a full-time basis in an academic program at either the undergraduate or graduate level is invited to participate in the American Society of Criminology Gene Carte Student Paper Competition. Prior Carte Award first place prize winners are ineligible. Students may submit only one paper a year for consideration in this competition. Dual submissions for the Carte Award and any other ASC award in the same year (including division awards) are disallowed. Previous prize-winning papers (any prize from any organization and or institution) are ineligible. Multiple authored papers are admissible, as long as all authors are students in good standing at the time of submission. Papers that have been accepted for publication at the time of submission are ineligible.

Application Specifications: Papers may be conceptual and/or empirical but must be directly related to criminology. Papers may be no longer than 7,500 words (inclusive of all materials). The _**Criminology**_ format for the organization of text, citations and references should be used. Authors' names and departments should appear only on the title page. The next page of the manuscript should include the title and a 100-word abstract. The authors also need to submit a copy of the manuscript, as well as a letter verifying their enrollment status as full-time students, co-signed by the dean, department chair or program director, all in electronic format.

Judging Procedures: The Student Awards Committee will rate entries according to criteria such as the quality of the conceptualization, significance of the topic, clarity and aptness of methods, quality of the writing, command of relevant work in the field, and contribution to criminology.

Awards: The 1st, 2nd, and 3rd place papers will be awarded prizes of $500, $300, and $200, respectively and will be eligible for presentation at the upcoming Annual Meeting. The 1st prize winner will also receive a travel award of up to $500 to help defray costs for attending the Annual Meeting. The Committee may decide that no entry is of sufficient quality to declare a winner. Fewer than three awards may be given.

Submission Deadline: All items should be submitted to the Committee Chair in electronic format by **April 15**.

Committee Chair: **CHRISTINA M. SMITH** **(905) 828-5395**
University of Toronto **cm.smith@utoronto.ca**

TEACHING AWARD

The Teaching Award is a lifetime-achievement award designed to recognize excellence in undergraduate and/or graduate teaching over the span of an academic career. This award is meant to identify and reward teaching excellence that has been demonstrated by individuals either (a) at one educational institution where the nominee is recognized and celebrated as a master teacher of criminology and criminal justice; or, (b) at a regional or national level as a result of that individual's sustained efforts to advance criminological/criminal justice education.

Any faculty member who holds a full-or part-time position teaching criminology or criminal justice is eligible for the award, inclusive of graduate and undergraduate universities as well as two- and four-year colleges. In addition, faculty members who have retired are eligible within the first two years of retirement.

Faculty may be nominated by colleagues, peers, or students; or they may self-nominate, by writing a letter of nomination to the Chair of the Teaching Award Committee. Letters of nomination should include a statement in support of nomination of not more than three pages. The nominee and/or the nominator may write the statement.

Nominees will be contacted by the Chair of the Teaching Award Committee and asked to submit a teaching portfolio of supporting materials.

The teaching portfolios should include:

1. Table of contents,
2. Curriculum Vita, and
3. Detailed evidence of teaching accomplishments, which may include:
   - student evaluations, which may be qualitative or quantitative, from recent years or over the course of the nominee's career
   - peer reviews of teaching
   - nominee statements of teaching philosophy and practices
   - evidence of mentoring
   - evidence of research on teaching (papers presented on teaching, articles published on teaching, teaching journals edited, etc.)
   - selected syllabi
   - letters of nomination/reference, and
   - other evidence of teaching achievements.

AROUND THE ASC

The materials in the portfolio should include brief, descriptive narratives designed to provide the Teaching Award Committee with the proper context to evaluate the materials. Student evaluations, for example, should be introduced by a very brief description of the methods used to collect the evaluation data and, if appropriate, the scales used and available norms to assist with interpretation. Other materials in the portfolio should include similar brief descriptions to assist the Committee with evaluating the significance of the materials.

Letters of nomination (including statements in support of nomination) should be submitted to the Teaching Award Committee Chair in electronic format and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted to the Teaching Award Committee Chair in electronic format and must be received by **June 1**.

Committee Chair:	**JORGE CHAVEZ**	**(303) 315-6300**
	University of Colorado, Denver	**jorge.chavez@ucdenver.edu**

MENTOR AWARD

The Mentor Award is designed to recognize excellence in mentorship in the discipline of Criminology and Criminal Justice. Nominations of individuals at all stages of their academic careers are encouraged.

Any nonstudent member of the ASC is an eligible candidate for the ASC Mentor Award, including persons who hold a full or part time position in criminology, practitioners and researchers in nonacademic settings. The award is not limited to those who participate in the ASC mentoring program.

Nonstudent members may be nominated by colleagues, peers, or students but self-nominations are not allowed. A detailed letter of nomination should contain concrete examples and evidence of how the nominee has sustained a record of enriching the professional lives of others, and be submitted to the Chair of the ASC Mentor Award Committee.

The mentorship portfolio should include:

1. Table of contents,
2. Curriculum Vita, and
3. Detailed evidence of mentorship accomplishments, which may include:
   - academic publications
   - professional development
   - teaching
   - career guidance
   - research and professional networks, and
   - other evidence of mentoring achievements.

The letter should specify the ways the nominee has gone beyond his/her role as a professor, researcher or collaborator to ensure successful enculturation into the discipline of Criminology and Criminal Justice, providing intellectual professional development outside of the classroom and otherwise exemplary support for Criminology/Criminal Justice undergraduates, graduates and post-graduates.

Letters of nomination (including statements in support of the nomination), the nominee's portfolio, and all other supporting materials should be submitted to the Mentor Award Committee Chair in electronic form by **June 1**.

Committee Chair:	**BRENDA SIMS BLACKWELL**	**(912) 478-0202**
	Georgia Southern University	**bblackwell@georgiasouthern.edu**

AROUND THE ASC

2020 ELECTION SLATE FOR 2021 - 2022 ASC OFFICERS

The following slate of officers, as proposed by the Nominations Committee,
was approved by the ASC Executive Board for the 2020 election:

President
Janet Lauritsen, University of Missouri–St. Louis
Jeremy Travis, Arnold Ventures

Vice President
Ramiro Martinez, Northeastern University
Jeff Ulmer, Penn State University

Executive Counselor
Venessa Garcia, New Jersey City University
Kareem Jordan, American University
Jay Kennedy, Michigan State University
Tom Loughran, Penn State University
Melissa Morabito, UMass Lowell
Sandra Walklate, University of Liverpool

Additional candidates for each office may be added to the ballot via petition. To be added to the ballot, a candidate needs 125 signed nominations from current, non-student ASC members. If a candidate receives the requisite number of verified, signed nominations, their name will be placed on the ballot. Fax or mail a hard copy of the signed nominations by Friday, March 13, 2020 (postmark date) to the address noted below. Email nominations will NOT be accepted.

American Society of Criminology
1314 Kinnear Road, Suite 212
Columbus, Ohio 43212-1156
614-292-9207 (Ph)
614-292-6767 (Fax)

CALL FOR NOMINATIONS FOR 2021 ELECTION SLATE OF 2022 - 2023 OFFICERS

The ASC Nominations Committee is seeking nominations for the positions of President, Vice-President and Executive Counselor. Nominees must be current members of the ASC at the time of the nomination, and members in good standing for the year prior to the nomination. Send the names of nominees, position for which they are being nominated, and, if possible, a current C.V. to the Chair of the Nominations Committee at the address below (preferably via email). Nominations must be received by June 1, 2020 to be considered by the Committee.

Ineke Marshall
Northeastern University
Sociology & Anthropology/
School of Criminology & Criminal Justice
959 Renaissance Park
Boston, MA 02115
617.373.4988
i.marshall@neu.edu

AROUND THE ASC   ASC AWARD UPDATE

Joan Petersilia Outstanding Article Award

The ASC Board voted in November to name the Outstanding Article Award, the Joan Petersilia Outstanding Article Award.

Joan Petersilia was a transformational leader and scholar who led the United States in correctional reform. She dedicated her life work to bringing social science research to bear on crime policy, and her work laid the foundation for methodologically rigorous, practice informed, and policy-relevant research and evaluation that set the standard for the field. She is most well-known for her work in the area of corrections, particularly her early work on intensive supervision probation. She was also pioneer in the study of prisoner reentry, and published the seminal book, *When Prisoners Come Home: Parole and Prisoner Reentry.* This work serves as one of the major resources on reentry and offers a framework for reform that is still relevant today.

Joan was also an embedded researcher and served as special advisor to the governors of California during a critical time of reform and reorganization, and her efforts were instrumental in de-carceration in this state. She was also a generous mentor and teacher and trained her students to use science to inform policy. She took an active role in training applied criminologists at the University of California-Irvine and brought her knowledge of law in practice to students at Stanford. She was one of the very few who was able to blend academic skills with a unique ability to work with policymakers and practitioners in the criminal justice field.

Joan was also a tireless fighter for individuals with disabilities, something both of her sons faced. Those who knew Joan best would agree and attest to the fact that her passion for the work she did was fueled by the sheer love of doing criminological research and an unwavering commitment to escorting research into arenas where it could make a difference in the lives of real people, families and communities, especially those who most suffer from policies and practices. Her compassion for others knew no bounds; it motivated her dogged work ethic and insatiable desire to "get it right."

Joan began her career as director of the Criminal Justice Program at the RAND Corporation. She then moved to the University of California-Irvine where she served as Professor of Criminology, Law and Society for twenty years. She also co-founded the UCI Center on Evidence-Based Corrections. She ended her academic career as the Albert H. Sweet Professor of Law at Stanford University. Her work has been honored in many ways including the 2014 Stockholm Prize in Criminology, the American Society of Criminology (ASC) Vollmer Award, and the 2002 ASC Division on Corrections and Sentencing Senior Scholar Award. Joan also served as president of the American Society of Criminology in 1990. She will always be one of the foundational scholars of correctional and criminal justice research and policy reform.

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Graduate Programs in Criminal Justice

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Doctor of Philosophy

Main Areas of Specialization:
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Christina Campbell | *Michigan State University*
Joshua C. Cochran | *Florida State University*
Nicholas Corsaro | *Michigan State University*
Francis T. Cullen | *Columbia University, Emeritus*
John E. Eck | *University of Maryland*
Robin S. Engel | *University of Albany, SUNY*
Ben Feldmeyer | *Pennsylvania State University*
Emma Fletcher | *University of Cincinnati*
Bonnie S. Fisher | *Northwestern University*
James Frank | *Michigan State University*
Cory Haberman | *Temple University*
Edward J. Latessa | *The Ohio State University*
Hexuan Liu | *University of North Carolina at Chapel Hill*
Sarah Manchak | *University of California, Irvine*
Joseph L. Nedelec | *Florida State University*
Ebony Ruhland | *University of Minnesota*
Paula Smith | *University of New Brunswick*
Christopher J. Sullivan | *Rutgers University*
Lawrence F. Travis, III | *University at Albany, SUNY, Emeritus*
Patricia Van Voorhis | *University at Albany, SUNY, Emeritus*
John D. Wooldredge | *University of Illinois*
John P. Wright | *University of Cincinnati*
Roger Wright | *Chase College of Law, Emeritus*

POLICY CORNER

Natasha Frost has stepped down as chair of the Policy Committee after three years of exceptional service. Thank you, Natasha! We also want to thank Bill Bales who has reached the end of his term on the committee, as well as Robin Engels and Meda Chesney-Lynd. We welcome Beth Huebner, Cynthia Lum, Ojmarrh Mitchell, and Sheetal Ranjan who all joined the Committee at this year's meeting.

As many of you may recall, last year the Policy Committee decided to solicit Policy Panels in a manner different from what had been done previously. Rather than have the Committee aggressively recruit panels, it was decided that policy panels would be simply included in the Call for Paper the way that other panels are. Policy Panels, however, do not have the same format or composition as other panels. Therefore, we believe that in addition to listing Policy Panels as an Area (XXI) in the Call, it would also be beneficial to include a brief description of the uniqueness of the format and composition of these panels, as is done with all other modes of presentation, e.g. Poster presentations, Roundtables and Lightening Talks. To that end, I draw your attention to the following description of the requisites of a policy panel that Natasha provided in an earlier Policy Corner.   We are working with Susan Case and her staff to build this description into the on-line submission system for the 2020 Meetings.

> "Policy panels are **discussion-based panels of 5-7 participants** that **focus on the accumulated research related to criminal justice policy issues that are of broad interest to the ASC membership**. While findings from empirical research often anchor the policy panel, **discussants must include a mix of traditional and non-traditional panelists (including academics, policymakers, practitioners, advocates, journalists, etc.).** Policy panels that focus on policy implementation are encouraged to engage participants from local, city, state, and federal governmental and non-governmental agencies and organizations as well as local communities (where appropriate).
>
> Submissions meeting the criteria above should be made through the Policy Panel Area (XXI) section of the program submission system and are due at the same time as all other panel submissions. All policy panel submissions will be reviewed by the policy committee to ensure they meet the criteria listed above. Sessions accepted as policy panels will be featured as policy panels in the annual meeting program. **Sessions that are initially submitted as policy panels but that are deemed not to meet the criteria, will be redirected to other areas of the program** for consideration in time to be included in the annual program. **To facilitate this process, please indicate in your submission another Area in the program where your policy panel might be included.**"

We will keep you appraised of any changes in the submission and review processes as this new approach to developing policy panels unfolds.

Washington Update 11/1/2019

The Washington Update was prepared for the Crime and Justice Research Alliance by Liliana Coronado of the Brimley Group.

For the last few months, the Senate has been working on funding bills for FY2020, including the Commerce, Justice, Science bill that funds the Department of Justice, which culminated in the passage of the Senate CJS funding bill. The Senate and House are still attempting to reconcile the competing spending allocations before these bills become law. Since they have not yet finalized them, Congress passed a continuing resolution on the eve of the deadline, which continues the FY19 funding levels through December 20th. President Trump is expected to sign it into law. There continues to be a hold up on finalizing the FY2020 spending bills largely around border wall funding.

Both the House and Senate Judiciary Committees held oversight hearings about the Bureau of Prisons, where recently appointed BOP Director Kathleen Hawk Sawyer testified. In addition to Director Hawk Sawyer, the House Judiciary Committee invited Antoinette Bacon, Assistant Deputy Attorney General, who is overseeing implementation of the risk/needs assessment portion of the First Step Act, to testify. Other witnesses at the House hearing included David Patton, the Executive Director of the Federal Defenders of New York, Dr. Melissa Hamilton, Reader in Law at the University of Surrey School of Law, who focuses on risk/needs assessment, Andrea James, Founder and Executive Director of the National Council on Incarcerated and Formerly Incarcerated Women, and John Walters, COO and Director of the Hudson Institute. Although the hearings were not solely on implementation of the First Step Act, DOJ/BOP expressed support for the First Step Act and indicated that good progress has been made toward implementation, including constitution of the Independent Review Committee and development and release of the risk assessment tool (PATTERN)

POLICY CORNER

in July, thereby meeting the statutory deadline. Ms. Bacon indicated that they are on target to complete a needs assessment of everyone in BOP custody by January 14, 2020, also as required by the Act. The non-government witnesses focused on the problems with AC and heating at MDC Brooklyn and the need for accountability (Patton), concerns about over-incarceration (Patton and James), the need for further CJ reform (James), the need for PATTERN to be gender responsive (James and Hamilton), concerns about BOP's capacity to fulfill the promise of First Step with adequate programming and the importance of preparing people for reentry (Patton, Walters), and concerns about transparency, accuracy and racial/ethnic bias in PATTERN (Hamilton). Of note is the fact it was announced that NIJ will issue a new RFP for an outside organization to validate PATTERN in the near future. The House Judiciary Committee also held a hearing on bail reform, and considered and passed out of committee, a marijuana reform bill.

CJRA and COSSA sent a letter to the Bureau of Justice Statistics within DOJ inquiring about missing reports and are awaiting a response.

Media Relations Update 11/1/2019

The Media Relations Update was prepared for the Crime and Justice Research Alliance by Caitlin Kizielewicz.

In October and November, CJRA promoted the *Justice Quarterly* study, "The Cannabis Effect on Crime: Time-Series Analysis of Crime in Colorado and Washington State," by Ruibin Lu and colleagues. More than a dozen reporters requested the full report and even more reporters published articles about the article. CJRA also worked with the public relations team at SUNY to promote research from the November 2019 issue of *Criminology & Public Policy*. The Alliance also promoted the *Justice Quarterly* study, "Crime Risks Increase in Areas Proximate to Theme Parks: A Case Study of Crime Concentration in Orlando," by Alex Piquero.

The main focus for CJRA over the last few weeks was on the recent ASC Annual Meeting where the Alliance held its annual roundtable and media training workshop. The workshop was filled to max capacity and received positive remarks and reviews from participants. Many suggestions were gathered during the CJRA roundtable discussion – including the possibility of creating webinars as resources to members, allowing more researchers to participate in the media training workshop and outlining ways researchers can effectively engage with policymakers. Stay tuned to the CJRA newsletter and website on updates regarding these efforts.

Over the last two months, CJRA secured more than 30 opportunities for CJRA experts to speak with reporters and secured more than 35 media placements through outreach to more than 550 reporters. Interviews were secured with national media outlets and regional press, including the Washington Post, the Associated Press, The Hill and others. The Alliance added two new experts to its expert directory and ensured 50 scholars were added to the Scholars Strategy Network (SSN). CJRA continues to distribute its monthly newsletter to reporters, policymakers, researchers and practitioners in the field. To stay informed of the latest efforts by CJRA, sign up for the monthly newsletter or follow the Alliance on Twitter @cjralliance.

Here is a link to sign-up for the newsletter: https://emailmarketing.fp1strategies.com/h/d/B6AA25B91CB0D15B

TEACHING TIPS

"Unlocking" Student Success:
Gamification Tools and a Solution to the PowerPoint Puzzle

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School of Criminal Justice

Faculty members often remark how the atmosphere in the classroom prior to the start of class has drastically changed over the last decade. Where students were once actively talking to one another about weekend plans, sporting events, and social activities, they now stare silently at their phones, thumbs tapping away as they scroll through various apps and conquer levels on the newest games. While this phenomenon is frustrating to those of us that grew up prior to the spread of social media and phone gaming, we must realize that these distractions have framed learning in other contexts for our students and that by creating coursework that parallels these systems we can more readily engage our students and assist them with actualizing success. We designed a course modification based on students' familiarity with phone apps/games that unlock rewards for completing sequential tasks—a process that appears to positively affect motivation and performance in both gaming and academic contexts.

PowerPoint, Learning, and Student Satisfaction: Managing competing goals?

When designing course materials, faculty members often must weigh two divergent interests: the desire to educate students in a way that fosters curiosity, the development of critical thinking skills, and the retention of substantive material, and their students' satisfaction with the course and instruction style. Take the example of what we will label the PowerPoint puzzle: faculty members often believe that providing digital copies of course slides may lead to drops in attendance, focus, and course performance; however, they also understand that the practice is positively related to student evaluations of teaching (Apperson, Laws, & Scepansky, 2008). If we utilize gaming strategy in our course design we create a system that satisfies students, avoids the aforementioned pitfalls, and improves course performance.

A case can be made for providing copies or digital files of Powerpoint slideshows to students prior to lectures based on the assumption that it will empower students to listen to the lecturer, reflectively consider issues, engage in debate, and add their own thoughts to the notes. Some research has indicated that students perform better when they have access to copies of the class slides provided (e.g., Chen & Lin, 2008), but there seem to be far more empirically supported pedagogical reasons for withholding slides from students. First, instructors providing digital copies of lecture slides in advance see meaningful drops in attendance (Young 2004; Weatherly et al., 2003), which is generally one of the top predictors of success (Ahmadi et al., 2007). This may be a hidden threat as students often fail to realize that the availability of provided slides affects the consistency of their class attendance (Ahmadi et al., 2007). Having detailed notes provided may also free students to let their minds wander during lecture and reduce the perceived importance of maintaining focus (Levasseur & Sawyer 2006). More importantly, studies often indicate that classes provided with digital copies of slides perform worse than those that are not (Worthington & Leasseaur, 2015; Weatherly, Grabe, & Arthur, 2003; Debevec et al., 2006). Do we succumb to "the tyranny of the evaluation form" (Spooren et al., 2013, p. 600) by providing digital copies of the slides because students will be more content (Apperson, Laws, & Scepansky, 2008, Gabriel, 2008; Babb & Ross, 2009) while accepting that course attendance and performance will likely suffer? Using gamification design (Zichermann & Cunningham, 2011) creates a way that this dilemma may be avoided entirely— yielding courses with maximize both student success and satisfaction.

Unlocking Success and Satisfaction: Where Gaming Meets PowerPoint

Today's students are readily familiar with app-based gaming frameworks. Seldom do we teach students without some sort of smart phone or tablet that is used to pass the time between classes. Many students play trivial games, most of which incorporate a similar pattern of incremental challenges that are tied to a rewarding mechanism (Dubois & Tamburrelli, 2013). These sequential challenges and their associated rewards increase game loyalty and the likelihood of in-application purchases. Marketing and training programs now draw from this logic, labeling their revised programs "gamification." Gamification is also applied to education, from elementary students (Simões, Redondo, & Vilas, 2013) to university undergraduates (Landers & Callan, 2011). The process in these educational

applications mirror gaming's *if-then reward system* (Zichermann & Cunningham, 2011); if a student completes a predetermined step in an academic process, then they receive minor rewards. Early rewards are generally most effective if they are tangible, but later levels may use more cost effective rewards such as status, access, or power (in gaming, these would include "badges," leaderboard rankings, access to locked content, etc.). The sequential rewards system seems to strengthen motivation and self-efficacy in the classroom much in the same way it does in gaming (Banfield & Wilkerson, 2014).

We used this understanding of gamification to develop optional teaching materials that might improve student performance in a number of areas. The belief was that the opportunity to "unlock" bonus course materials would motivate students to do those things that they should be doing, value and utilize the unlocked materials more than they would if they were provided directly, and develop confidence in their course performance. The task required to unlock bonus materials was generally an online randomized quiz based on a single reading. Successful performance on the quiz would unlock a reward, generally a digital file that included many of the slides from the lectures associated with that reading. The students could then bring printouts of those files to class and use them as the foundation for their notes.

The goal for the optional unlocking task was to encourage them to read the chapter or article in its entirety. Therefore, each student was allotted only enough time to allow them to answer most of the questions from memory and have a few moments to perhaps look up a couple of the more challenging items. In fact, a handful of challenging items were included so that students would have to return the reading to reread particularly meaningful segments. The unlocking task seemed to serve its main purpose. Students were increasingly reading in advance, answering questions in class correctly, and prepared for discussion. They commented that the quizzes gave them structure, a deadline (despite being optional), and prevented them from "slacking off." They also suggested a secondary benefit was that they became familiar with the manner that their instructor and teaching assistant asked questions prior to the first scored exam.

As for the quiz details, we created question banks with far more items than any one student would see. This allowed us to setup quizzes in our university's online learning platform where each student would get a randomized subset of questions, making group work on them (which was banned per the syllabus) less appealing and less effective. Generally, quizzes were 10-20 multiple-choice questions (approximately 1/3 of which were challenging) and students were allotted 20 minutes to complete them. Those that scored 80% or higher unlocked the reward. Students were given two attempts per quiz to account for those that would likely try the quizzes without reading, struggle (score less than 80%), read the material, and then return to the quiz (which then presented another set of randomly selected items from the bank). As the goal of this step was to facilitate reading rather than be punitive, allotting a second attempt was consistent with overall goals. This pattern of less than ideal behavior seemed to play out when looking at the quiz data; those that used both attempts generally took time between the first and second which we assume was used to read/reread the chapter. The vast majority of those that attempted the optional quizzes earned an 80% in one of their two attempts; however, only 40-50% of the students would attempt each quiz. Quizzes were locked prior to the start of class so students were only rewarded if they did readings prior to class.

The reward that was unlocked following a score of 80% or higher was a set of partial slides for the lecture corresponding to that reading—as students perform better when they are provided incomplete notes/slides as opposed to complete ones (Cornelius & Owen-DeSchryver, 2008; Grabe, Christopherson, & Douglas, 2004-2005; Chen et al., 2017). Slides that lack key terms and omit list items reinforce the need to attend class since students are less likely to believe they have all of the information prior to class. Further, the empty spaces lead them to remain active note-takers in class. As they mark-up and complete their copies, they also add content presented orally but not on the slides to their notes. The incomplete slides kept the pens in their hands and seem to facilitate better and more thoughtful note-taking. Those that completed the quizzes and used the partial slides performed substantially better on exams, but we acknowledge that a selection effect likely contributed to this differential.

Recently, we have experimented with other "unlocking" items such as review videos, study guides, and the like. In some cases, these additional rewards are a surprise (as the gaming literature suggest that some uncertainty in rewards can increase motivation via piquing curiosity [Despain, 2013]). In all cases, the quizzes remain optional. Students seemed to particularly value the 10-15 minute video files reviewing key points. Students did not seem to mind that there was additional work when it was presented as optional and as a benefit for them. After all, they could chose to skip them without a penalty. They liked being able to earn a reward and this practice allows us to offer rewards that are not extra credit which artificially inflates grades. The reward was study tools—tools they seemed to value more because they had to earn them. They were motivated to attend class to complete the partial slides because they had already made an investment to obtain them. They avoided skipping through review videos because that would be wasting the effort they used to get access to them. They cared more because they invested early and drew every benefit they could from

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the materials.

Overall, this method seemed to immensely improve student performance. The previously described unlocking model was the only modification to three recent sections of a course taught by the lead author (~250 students total) who had taught fifteen previous sections without unlockable materials. Attendance was not noticeably negatively affected as might be expected when slides are available. More importantly, the portion of students withdrawing from the course after receiving poor midterm grades dropped, as did the portion that ended the course with a D or an F. The combined "D,F,W rate" decreased by over 40% despite lectures, tests, and other graded items remaining similar. While care must be taken in inferring causality, this is compelling justification for exploring further use of the "Unlocking Student Success" Model.

Stepwise instructions for utilizing the "Unlocking Success Model"

1. Design the course lecture, discussion, and activity schedule as you normally would.
2. Create 20-40 multiple choice question banks for each reading assignment.
3. Create 10-20 item online quizzes from the aforementioned banks. Allow limited time (e.g. 20 minutes), limited attempts (2), and lock quizzes before the start of the corresponding class.
4. Create handout files for each quiz where some text is strategically replaced with blanks.
5. Set each handout file as locked and to only appear when the corresponding reading quiz is successfully completed with a score of 80% or higher.
6. Explain the system to students. Introduce them as a bonus tool that they may access if they want to do better.
7. Alter the time allotted for quizzes of students identified by disability services as needing such a modification.
8. When students struggle on the first graded assignment or exam and look for a way to improve their grades, suggest they take advantage of the optional reading quizzes.
9. Consider adding review videos, study guides, and other tools as you become more familiar with the method.
10. Collect data to determine gamification is associated with student performance.

Conclusion

Creating optional quizzes with nearly forty questions for every chapter or reading is a tedious task, but certainly not one without rewards. Pairing this system with "unlocking" rewards has noticeably decreased course withdrawals and failing grades in criminological theory courses. It has also had a positive impact on student evaluations of teaching in the three sections in which it was piloted. The optional nature of the system satisfies those students hungry for more opportunities and challenges while allowing those who prefer their own established study habits to continue unimpeded. Gamification of criminal justice and criminology courses may allow faculty members to better reach students and assist them with reaching their full potential.

TEACHING TIPS

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DOCTORAL STUDENT FORUM

More Than Just Time: Managing Tasks and Attention in Graduate School

Kristin Lloyd, Florida State University

Graduate school is a unique experience, providing new learning opportunities and the beginning of long-term collaborations if we approach it properly. Unfortunately, the time spent working on a PhD can also be a time of significant stress and even failure (see Fernandez et al., 2019). In the early years of a program, this is likely a result of the learning curve we face, but an additional contributing factor is that we are constantly asked to balance multiple tasks, projects, life events, and stages in the doctoral program (coursework, comps, publications, and dissertation). What is more, graduate students who are also full-time employees face an even tougher challenge of balancing different aspects of their lives. Studies have found that several factors moderate the relationship between stress in graduate school and life satisfaction, including social support from family and friends (Lawson & Fuerer, 1989) and time management (Britton & Tesser, 1991; Schlemper, 2011). As such, maintaining relationships with those who can provide social support, as well as learning techniques and management skills that help reduce the stressors of graduate school, are of utmost importance.

Time management is a key factor in our productivity and success. Everyone has heard of time management, but do we truly know what it means or how to do it? The answer, according to research, is a resounding "no". Nadinloyi and colleagues (2013) found that most college-age students were not managing their time or themselves effectively or efficiently, and their academics suffered as a result. However, with proper training and recommendation, their skills became more enhanced and they became more successful in the college setting. This is unsurprising given the amount of free time and work students suddenly have when they enter higher education. The same issue presents itself for graduate students. As Schlemper (2011) points out, "an increase in workload, challenging courses as well as teaching and taking courses can contribute to this balancing act" (p. 69). Therefore, graduate students are often encouraged to protect their time and learn to better manage their schedules.

Indeed, time management is an incredibly necessary skill that we should craft throughout our careers, particularly those of us in academia. Learning how to balance our workloads and increased responsibilities is important. The problem, however, is that managing our time alone is often not enough to keep us on track. Adam Grant, a professor of management and psychology at the University of Pennsylvania, suggests that people can simultaneously be experts at time management and some of the least productive people in their respective fields (Grant, 2019). For this reason, Grant suggests that we should focus on managing our attention by prioritizing what matters most and managing tasks effectively.

Managing Tasks and Attention

It is probably safe to assume that most people use some sort of to-do list or task tracking method to manage their day-to-day schedules and projects. Some may choose to make a bulleted or numbered list, while others may choose to simply add items to their calendars and set reminders. Regardless of what task-tracking methods are used, it can be very difficult to determine which items take precedence over others. Therefore, choosing how much time to allot for each task—and when to block it off—becomes more difficult. And while there is no one-size-fits-all method for this process, there is a trick to organizing those tasks that experts suggest everyone should follow: assigning priority to each item that needs to be accomplished.

There are two ways that we can assign priority to our tasks. First, the order of priority for the list may reflect the deadlines set for those lists. Naturally, if a deadline is quickly approaching, we are likely to give priority to completing that item on our list over others. If no hard deadline has been imposed (by a professor, the university, a journal, etc.), then we may find it beneficial to set an informal deadline for ourselves. Sticking to self-imposed deadlines is an important part of prioritizing our tasks, as it keeps us on track and reinforces the priority afforded to each item. The second way we can prioritize our lists is by organizing projects by the time we need to allot to each one. These lists can either be organized by the least or most amount of time we will need to accomplish each item, whichever method makes most sense (for discussion, see Tracy, 2001). These two steps in task management are important in assuring that our time is used wisely. However, once we decide where projects fall on our list of priorities, it is up to us decide how and why we need to accomplish them. This process requires managing our attention.

Attention management, according to Grant (2019), "is the art of focusing on getting things done for the right reasons, in the right places and at the right moments." These "right reasons" may very well be necessary goals, such as passing comprehensive exams or publishing a manuscript. Grant (2019) argues that if we are completing these tasks for ourselves and our personal goals, then we do not need to worry so much about the time we spend completing them, but rather *why* we are willing to spend the time completing them. Sometimes the hardest part about starting something on our list is just getting motivated, but our understanding of why

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something has to be done is a key element in this process. What is essential in this process is simply making sure we are using our time wisely. This is only possible if we are invested in what we are doing and accomplishing goals for the right reasons.

Experts also argue that we should pay attention to *where* we are most productive, such as certain environments, weather conditions, or noise levels (Lee, Gino, & Staats, 2014). Lee and colleagues' (2014) breakthrough research finds that bad weather actually increases individual productivity. They state that this is due to fewer cognitive distractions—such as wanting to go outside—and that individuals are able to focus on the tasks at hand much easier. But what does this mean for graduate students trying to manage their attention? Put simply, it means that we should become familiar with our own individual patterns of productivity during changing seasons, weather, and level of distraction around us. Learning how changes affect us individually could be a key part of increasing productivity.

Perhaps one of the greatest challenges related to attention management, though, is figuring out how to be disciplined enough when the motivation just is not there. We all have projects that we must accomplish that are not exactly thrilling. So how do we become motivated and how do we see them through to completion? The key may be in just starting the project and allowing ourselves to take breaks when necessary. Take the dissertation, for example. It is a huge project that each of us will have to finish in order to graduate, which should be motivation enough. However, with a project so large, there are likely going to be times of stagnation and lack of motivation along the way. Sometimes, stepping away from the project for a short period of time may be beneficial. Take a walk, go to the gym, read for fun—whatever helps the motivation return!

Overall, attention management is a skill that ought to be crafted with intention. There is a certain awareness required of us through this process: what needs to be completed at each stage of the degree (and our careers), why it needs to be completed, and how we can complete it. Approaching each of these steps in understanding what needs to be done is of utmost importance in managing our attention. Sharpening this skill can pay dividends in successful completion of the doctoral degree.

Conclusion

Throughout our lives, we have all heard suggestions regarding time management. In fact, most people believe that all we must do is budget our time in order to be efficient and productive. But experts suggest that we stop focusing on time alone and shift our focus to ourselves. After all, there are several shortcomings to time management, including determining which tasks we should prioritize more, how much time each task will require, and how to deal with tasks that we are not naturally motivated to complete. Covey's (1989) self-help book about becoming a successful person is a great example of this. Our proactivity leads to our productivity, and we can only be proactive about tasks and projects that we are excited to complete. The issue in graduate school, however, is that we are often tasked with items we are not really able to get all too excited about (e.g., comprehensive exams). For this reason, it is imperative to remember what our goals are and how accomplishing tasks along the way will lead to our goals.

In the end, the key to reducing stress and being more productive may very well lie in our ability to manage our time, tasks, and attention accordingly. Frequent reminders of the purpose of a given project may prove to be beneficial in increasing motivation and focusing our attention on the task at hand. Graduate school, by nature, is a stressful environment that requires quite a bit of work and time. As a result, learning to manage *ourselves* rather than just our time is a key component in successfully completing our degrees and reducing the amount of stress we face in the process.

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CRIMINOLOGY AROUND THE WORLD

Decolonization of Criminology and Justice: A new journal is born in New Zealand

Dr. Juan Tauri and Dr. Antje Deckert

Criminology scholars Juan Tauri (Ngāti Porou) and Antje Deckert both live and work in New Zealand – at the University of Waikato and Auckland University of Technology (AUT) respectively. Dr Juan Tauri is a renowned Indigenous scholar who, together with Professor Chris Cunneen, co-authored the ground-breaking book *Indigenous Criminology*, published in 2016 by Policy Press. Dr Antje Deckert was born and bred in East Germany where she studied and practised criminal law after the fall of the Berlin wall. She immigrated to New Zealand in 2006. Her most prominent work to date is the co-edited *Palgrave Handbook of Australian and New Zealand Criminology, Crime and Justice* published in 2016.

The two scholars have been working closely for nearly a decade engaged in scholarship and scholar-activism that advocates anti-racism, Indigenous self-determination, intersectionality and abolitionism. In pursuing their work and actively following the work of like-minded peers, they found that the publication market offers several scholarly journals that address decolonization across various social topics including education, social justice and health. But since criminology and criminal justice scholars tend to share their work on an already highly specialized publishing market, they concluded that "broader decolonizing journals may not provide the desired level of peer exposure for criminologists" (Deckert & Tauri, 2019, p.1). Hence, decolonizing topics may often be covered in book format, such as Luana Ross' *Inventing the Savage: The Social Construction of Native American Criminality* (1998), Biko Agozino's *Counter-Colonial Criminology: A Critique of Imperialist Reason* (2003) and Lisa Monchalin's *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada* (2016).

Since the call to decolonize criminal justice continues to grow louder, it seemed timely for Tauri and Deckert to establish a journal in which both Indigenous and non-Indigenous academics can publish work that aims to contribute to decolonization processes. Hence, *Decolonization of Criminology and Justice* (DCJ) was born and its inaugural issue published in October 2019. The editorial board is comprised of over 30 criminological scholars from around the world with its composition demonstrating DCJ's commitment to intersectionality. Professor Biko Agozino officially launched DCJ in June 2018. His presentation is available in video format on the DCJ homepage (https://ojs.aut.ac.nz/dcj).

Next to original research, DCJ also publishes commentaries, book reviews and creative writings. In the spirit of decolonization, DCJ is open-access and explicitly embraces work that privileges the voices and experiences of individuals and communities who have been or continue to be impacted by colonizing practices and research that supports decolonizing community activities. Such work may include "theoretical, qualitative and quantitative inquiries into traditional and emerging justice topics and studies on epistemologies, methodologies and methods related to criminological research and tertiary teaching" (Deckert & Tauri, 2019, p.2). The journal also welcomes contributions that seek to develop new criminological strands, anti-criminology or explicitly go beyond criminology.

The co-editors have chosen the koru (Māori language term for a spiral motif that symbolizes a coiled, unfolding fern leaf) as the icon that represents DCJ. To the co-editors, it denotes the unfolding and emerging nature of the work DCJ seeks to publish. The orange background color represents Papatūānuku – Mother Earth – who, according to DCJ's inaugural editorial, "gives birth to all things, including people and their ideas". It also serves the co-editors as a reminder "that DCJ must stay firmly grounded and true to its values and the schools of thought it seeks to represent" (Deckert & Tauri, 2019, p.3).

A call for papers is currently open for DCJ's second Volume issues 1 and 2, which will be published in 2020. All research manuscripts should be submitted before 15 February 2020 or 15 July 2020 respectively. Commentaries, creative writings and book reviews should be submitted by 15 April 2020 or 15 September 2020 respectively. If you would like to review a book, please contact DCJ's book editor Dr. Jason Williams via email. The co-editors are looking forward to reading your manuscripts.

CRIMINOLOGY AROUND THE WORLD

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Transcrime – the Joint Research Centre on Transnational Crime

Transcrime (www.transcrime.it) is the Joint research centre on transnational crime of the Università Cattolica del Sacro Cuore of Milan (Italy). The institution, directed by the founder Prof. Ernesto Savona, is one of the biggest centers on criminological research in Europe, involving about 30 people – both researchers, IT developers, project and communication managers. Transcrime covers the full spectrum from teaching to academic research, to policy-oriented analysis and – through its spin-off company Crime&tech - to the development of IT applications and tools for public and private bodies.

Since 1994 Transcrime has carried out more than 100 projects funded by international organizations, governments (national and local) and private companies in the field of study of crime dynamics, evaluation of crime prevention policies and development of risk assessment models. Transcrime has a global-wide acknowledged experience in the analysis of organised crime, economic crime, money laundering and transnational illicit markets (see list of relevant research projects here). It relies on a worldwide network of academic and institutional partners, which include United Nations agencies UNODC and UNICRI, Interpol, Europol, Eurojust, SELEC, national ministries, LEAs, FIUs, AROs, Customs and Supervisory agencies at national and international level.

Transcrime coordinates a MSc program in Security Policies, that in the last 10 years graduated more than 500 alumni, now working in the public and private sector as security managers, compliance officers, analysts, scholars. Transcrime also coordinates a Phd program in Criminology, supported by other faculties in Europe and beyond.

CRIMINOLOGY AROUND THE WORLD

CRIMINOLOGY MEETINGS AND CONFERENCES

January 20-21, 2020
ICT 2020: Law and Criminology in the New Digital Era
Seville, Spain
www.ict2020.es

March 4-6, 2020
Conference on Crime and Punishment
Eastern and Western Perspectives on Recent and Fundamental Criminological Questions
Heidelberg, Germany
crime.punishment@krimi.uni-heidelberg.de

March 31-April 1, 2020
Howard League for Penal Reform
Crime, Justice and Social Harms
Keble College Oxford
https://howardleague.org/events/crime-justice-and-social-harms/

May 13-15, 2020
Young Criminologists Forum
Criminological Research and Practice – National and International Perspective
University of Bialystok, Poland
www.ofmk.uwb.edu.pl/Indexen.html

June 8-10, 2020
9th Biennial Surveillance and Society Conference of the Surveillance Study Networks
Rotterdam, The Netherlands
https://www.eur.nl/en/eshcc/research/ermecc/conferences/ssn-2020

June 9-11, 2020
Stockholm Criminology Symposium
Gun Violence: Sound Knowledge and Countermeasures
Stockholm, Sweden
https://www.criminologysymposium.com/

June 25-26, 2020
The 33th Baltic Criminological Seminar
Crime and Crime Control: Classic Issues and New Challenges
Tallinn, Estonia
Contact Anna Markina (anna.markina@ut.ee)

August 7-9, 2020
The Society for the Study of Social Problems (SSSP) Annual Meeting
Bringing the Hope Back In: Sociological Imagination and Dreaming Transformation
San Francisco, CA
https://www.sssp1.org/2020_Call_for_Papers

CRIMINOLOGY AROUND THE WORLD

European Society of Criminology Annual Meeting 2020

The next Annual Meeting of the ESC will be held from September 9-12, 2020 in Bucharest, Romania. The theme of the meeting will be *(Il)legal Organizations and Crime. Challenges for Contemporary Criminology*.

After centuries of research in which different theories had as a main goal to explain individual behaviour, it is a new challenge to take into account organizations' "behaviours". But is it possible to describe an (il)legal organization without looking into the peculiarities of the individuals comprising the said organization? It is a fact that lately more and more of the criminal legislation (domestic or international) provides for the accountability of organizations, but should such a criminal law perspective be seen as having consequences in criminological theories? The ESC invites you to reflect on such issues and many more linked to the theme of our 20th Annual Meeting. For more information, please visit us at www.eurocrim2020.com. You may also find us on Facebook and Twitter.

Asian Criminological Society 12th Annual Meeting, October 2-5, 2020

The Asian Criminological Society (ACS) will hold its 12th annual meeting on October 2-5, 2020, in Kyoto, Japan. The main organizer is the Ryukoku Criminology Research Center. The keynote speakers will include David W. Garland, Shadd Maruna, Lorraine Mazerolle, and Dennis S. W. Wong. This will be an ideal opportunity to satisfy your academic and cultural interests all at once. Check the conference site for more details: http://acs2020.org/.

OBITUARIES

Dr. Margaret E. Beare (1946-2019)
Professor of Sociology and Law, York University and Osgoode Hall Law School

On August 10, 2019, Margaret Beare passed away after a courageous battle with cancer. For those in the criminology community that knew Margaret, she was a passionate believer in the advancement of knowledge to ameliorate the many social ills that challenge a civil society. She was a regular attendee at the ASC Conferences, as well as the renowned Cambridge Conference at Jesus College. A frequent contributor to local Canadian news organizations on issues related to crime, organized crime, and public corruption, Margaret was a prolific researcher who published many articles, co-edited and co-authored several books, as well as publishing, *Criminal Conspiracies: Organized Crime in Canada (2015)*.

Dr. Beare was instrumental in establishing the Nathanson Center for the Study of Organized Crime and Corruption in 1996. Committed to exporting the research of those who challenged traditional notions of organized crime, Margaret was in the fore-front of ensuring that organized crime research was given a diverse platform from which new and innovative approaches could be researched, critiqued and successfully implemented. Inviting renowned social scientists from across the globe to participate in conferences and symposiums organized and funded by the Nathanson Center, Margaret championed conflicting means and methods in describing organized crime and its attendant social and political consequences. She was certainly not shy about enlisting the cadre of conflict and Marxist criminologists in the "war against organized crime," advancing the belief that much of what is defined or described as *organized crime* are crimes committed by the state against its people. This certainly set the stage for much after-hours discussions that veered into the wee hours of the morning.

A world traveler, Margaret ultimately adopted the love of her life, Nhai Nguyen-Beare. A devoted mother, Margaret provided Nhai with a wholesome home filled with many academics that came to visit her on a regular basis in Toronto, Canada, exposing Nhai to the diversity that Margaret came to believe was the essence of life. She will be sorely missed by her daughter, and her sisters. And without doubt, by the community of criminologists and students that she infected with her sense of optimism and spirit of adventure. Rest in peace our dear friend and colleague.

Frederick T. Martens, former President of IASOC

Renewal Reminder

Please watch your inbox for your renewal reminder email. It will be sent out during the first half of January. If you do not receive it, please make sure you visit the ASC website to retrieve a paper form or log in and renew online.

If we do not have an email address on file for you, then we will mail you a paper form.

Questions? Please email or call the ASC office (614.292.9207).

MARK YOUR CALENDAR
FUTURE ASC ANNUAL MEETING DATES

2021	November 17 -- 20	Chicago, IL	Palmer House Hilton
2022	November 16 -- 19	Atlanta, GA	Atlanta Marriott Marquis
2023	November 15 -- 18	Philadelphia, PA	Philadelphia Marriot Downtown
2024	November 20 -- 23	San Francisco, CA	San Francisco Marriott Marquis
2025	November 19 - 22	Washington, D.C.	Washington D.C. Marriott Marquis
2026	November 18 - 21	Chicago, IL	Palmer House Hilton
2027	November 17 -- 20	Dallas, TX	Dallas Anatole Hilton
2028	November 15 -- 18	New Orleans, LA	New Orleans Riverside Hilton
2029	November 14 - 17	Philadelphia, PA	Philadelphia Marriott Downtown
2030	November 20 - 23	San Francisco, CA	San Francisco Marriott Marquis
2031	November 12 - 15	Washington, D.C.	Washington, D.C. Marriott Marquis

2020 ANNUAL MEETING

THEME: *Crime and Justice Theory and Research: Thinking Outside the Box*

Make your reservations early for Washington, D.C.
November 18 - 21, 2020

Courtyard by Marriott Washington Downtown/Convention Center
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Washington, DC 20001
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