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Title: Studying Violent Extremism and Hate Crime Using Open-Source Data

by

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Introduction

In America's tensely divided political environment, the impacts of violent extremism and hate crime¹ can often be amplified. Sensationalized cases like the gunning down of Black jogger Ahmaud Arbery by three White neighbors and the pandemic-inspired spate of violence against Asian Americans have the potential to shock our nation's collective conscience, fuel social justice movements, and contribute to changes in law. This isn't entirely new. Other cases, such as the infamous 1998 anti-gay murder of Matthew Shepherd and anti-Black murder of James Byrd Jr. the same year, have had similar effects. Despite the potential impacts of such violence, and some notable exceptions (e.g., Levin & McDevitt, 1993), criminologists have had relatively less to say about them in comparison to other forms of violence. This is likely due in part to their statistical rarity and a lack of reliable official crime data which have long inhibited criminological research on topics like violent extremism and hate crime.

It is important, however, not to conflate statistical frequency with the potential for social and political salience of crimes. We know that novel forms of violence like violent extremism and violent hate crime can shape the lives of many as forms of secondary and tertiary victimization (Iganski, 2001). Some forms of violent extremism are also becoming more deadly over time (Gruenewald & Parkin, 2018), with mass shootings becoming an increasingly common mode of attack. The ranks of racist and violent anti-government groups are also increasing and, as tragically demonstrated during the January 6th Capitol Riots, they remain a threat to homeland security. The exponential spike in violence against Asian Americans over the last year is tragically reminiscent of the attacks against Muslims and those perceived to be Muslim following the 9-11 terrorist attacks two decades ago (Brockell, 2021). Once again, we see how periods of social and political turmoil can breed sometimes deadly acts of misguided retaliatory violence against some of society's most marginalized and vulnerable groups.

Accordingly, criminologists must do more to advance the study and help lead the national conversation about violent extremism and hate crime. In this brief essay, I review some of the obstacles still inhibiting the empirical study of serious forms of violence perpetrated by domestic violent extremists and violence targeting persons because of their real or perceived race, ethnicity, religion, sexual orientation, gender identity, and homed status. I then address how researchers like myself are turning to open-source crime data to overcome some of these obstacles. Finally, I end with some recommendations for advancing future studies of violent extremism, hate crime, and other forms of relatively novel forms of violence based on open-source crime data.

(continued...)

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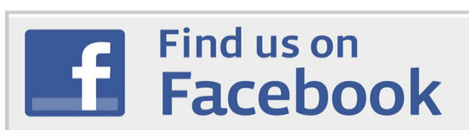
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Data on Violent Extremism and Hate Crime

The relative paucity of research on violent extremism and hate crime is likely because they are uncommon compared to other forms of violence, perhaps suggesting to some that they may not be worth studying. It is also the case that students are exposed to a range of official crime data sources in criminology and criminal justice courses, but we often neglect sources of alternative, open-source data. Students are rightly taught about the importance of traditional crime data (e.g., FBI's UCR data) and how heavily we rely on them to answer critical questions about the nature of crime and criminal justice. Studying violent extremism and hate crime based on traditional data sources, however, remains problematic, or even impossible for serious crimes like hate-motivated homicide. It is no secret that official classification of violent extremism and hate crimes is unreliable (Bell, 2002; Boyd, Berk, & Hamner, 1996; Franklin, 2002; Haider-Markel, 2002; Martin, 1995; Nolan & Akiyama, 1999), and there are systematic biases in the availability of official data on these types of crime. Our inability to use official crime data to study these forms of violence may deter some from engaging in this area of research, a major obstacle for training future generations of criminologists who study violent extremism and hate crime.

The good news is that the field has seen an increase in the creation of alternative data sources on violent extremism and hate crime derived from publicly available materials. Open-source databases draw from materials like court documents, official press releases, and media reports. Focusing on serious forms of violence like homicide increases the likelihood that information will be accessible to researchers via criminal justice agencies and media-generated articles. Moreover, by limiting the scope of open-source crime research to the last 20 to 30 years, researchers can increase the chance that relevant materials will be freely accessible via the Internet. The most obvious advantage of open-sources is that they fill critical gaps left by official crime data sources, making it possible to collect various types of information about violent extremism and hate crime that are not otherwise available.

Of course, one of the main drawbacks of open-source crime data is that they require original data collection. This is very resource-intensive work necessitating the development of detailed inclusion criteria, coding protocols, and methods for data quality assessment. Graduate and undergraduate students are usually needed to assist in the various stages of data collection and management. Depending on the scope of the project, it may take months or even years of data collection before data have been validated and are ready to be analyzed. This may seem daunting for students and young scholars working against graduation and tenure clocks, respectively.

Another issue to contend with is the general unfamiliarity with open-source crime data by others in the field. Criminology job candidates utilizing novel open-source databases may have to struggle to justify their use of alternative data sources to hiring committees unfamiliar with them. Scholars may also struggle to convince journal editors and anonymous reviewers, who are more comfortable with traditional data sources, that open-source data are reliable sources of crime data. Some reviewers may even confuse the analysis of open-source crime data with content analysis because data originate from materials like media articles and court documents.

These have been some of my experiences over the last 15 or so years studying violent extremism and hate crime based on open-source crime data. During this time, I have come to believe that bringing a broader awareness of open-source crime data to the field of criminology is incumbent upon those of us engaged in this type of research. It is only by sharing information and lessons learned about open-source crime data that they will become more familiar and widely accepted. In view of this, I discuss below some of the open-source databases that I oversee or help manage, including some those housed in the Terrorism Research Center (TRC) at the University of Arkansas.

The American Terrorism Study (ATS)

The ATS is, to my knowledge, the oldest open-source terrorism database in the United States created in the late 1980s by pioneer terrorism researcher Brent Smith (1994).ⁱⁱ The study originated out of the recognition that there were no available official data on the criminal activities of terrorists operating in America. In the early years of the ATS, the FBI periodically released a list of persons indicted under the FBI's Counterterrorism (CT) Program to Smith who would then assemble a research team to travel to and collect data from the respective federal district courts and archives where the files had been stored. More recently, official lists of federal terrorism cases have been unavailable, resulting in the need for the development of a series of protocols for systematically identifying cases from various sources, including press releases from the Executive Offices of U.S. Attorneys. By consistently relying on the FBI's definitions of terrorism, the ATS is arguably one of the most complete chronicle of the federal government's response to terrorism over last 40 years, containing information on nearly 3,000 persons indicted for terrorism or terrorism-related activities in over 1,400 federal criminal cases. Data on approximately 500 variables have been extracted primarily from federal court records originally collected from federal courthouses or downloaded from the online Public Access to Court Electronic Records (PACER) system and supplemented by media reports. Today, ATS data encompass legal outcomes (e.g., conviction patterns, sentence length, criminal statutes) and offender characteristics (e.g., demographics, personal background), as well as temporal and spatial markers related to target locations and preparatory activities of those affiliated with the extreme far-right, extreme far-left and eco-terrorism, and radical Islamic terrorism.

Resources provided primarily by the National Institute of Justice (NIJ) and the START Center, a Department of Homeland Security (DHS) Emeritus Center of Excellence, have been critical for expanding the ATS over the last 20 years to encompass information on those indicted for terrorism-related crimes and how and where they operate in the United States. During this time, hundreds of graduate students and undergraduate interns have contributed to the ATS. Some of the most recent studies utilizing ATS data have examined how precursor activities predict terrorist outcomes (Gruenewald, Drawve, & Smith, 2019; Gruenewald et al., 2019) and the role of gender in criminal justice responses to federal terrorism (Jackson, Ratcliff, & Gruenewald, 2021). Archived versions of the ATS are freely available to researchers from the ICPSR's National Archive of Criminal Justice Data. In addition, a current NIJ-funded project will make thousands of pages of open-source materials and descriptive statistics on terrorism in the United States available to federal, state, and local law enforcement officials and NIJ-funded researchers via a web platform (i.e., American Terrorism Study Court Record Repository, ATS CoRR) in early 2022.

The Extremist Crime Database (ECDB)

The U.S. Extremist Crime Database (ECDB) is an open-source database created in 2006 by criminologists Joshua Freilich and Steven Chermak because there was no other existing source of data on the crimes of violent extremists who were not prosecuted in federal court. This difference in scope from the ATS is important for two reasons. One, many extreme far-right defendants are prosecuted for homicide and other forms of serious violence in state courts rather than federal courts. Two, some defendants are never prosecuted because they are killed by law enforcement or commit suicide during the commission of their crimes.

The ECDB's incident identification and coding is a multi-stage process (Freilich et al., 2014). For a case to be included in the ECDB, the crime must have been committed (or attempted) in the U.S. by one or more perpetrators who acted to further their extremist beliefs. Acts of violent extremism are initially identified from various sources, including other terrorism databases, federal agency reports, archival materials (e.g., reports, chronologies, extremist watch-groups, and media reports). More than 30 open-source search engines and databases are then used to collect all publically available information on each crime. Researchers scour all related materials to verify that the incident met the inclusion criteria, conduct additional, targeted open-source searches, and code a series of established incident-, offender-, and victim-level variables. The ECDB currently includes the names of over 3,000 extreme far-right, extreme far-left, and radical Islamic terrorists who committed ideologically motivated violent or non-violent financial/material support crimes since 1990. The ECDB tracks over 450 attributes at the offender-, victim-, target-, and incident-levels.

The ECDB has been funded directly from the Department of Homeland Security, as well as the START Center, a Department of Homeland Security (DHS) Emeritus Center of Excellence, and most recently by NIJ. Many undergraduate and graduate students have contributed to the coding of the ECDB over the last 15 years, all of which who were trained by first coding previously coded cases to assess inter-coder reliability, while coding abnormalities were continually addressed by project managers. The ECDB has been recently used by the Governmental Accountability Office in two different reports on the state of violent extremism in the U.S. (2017 and 2021) and cited as a definitive and reliable source of data on domestic violent extremism.ⁱⁱⁱ Today, over 70 peer-reviewed studies have used ECDB data to illuminate incident-, offending-, and victim-level patterns of fatal attacks perpetrated by White supremacists and anti-government extremists.

Bias Homicide Database (BHDB)

In 2009, I created the open-source Bias Homicide Database (BHDB) to fill gaps in official crime data and the ECDB on violence perpetrated by those who intentionally targeted victims based on their real or perceived social group, but who did not adhere the beliefs of some broader ideological movement. I realized early in my career that most hate-motivated murders were not committed by members of White supremacist groups, but instead individuals and small groups unaffiliated with organized extremism. It was also clear that official homicide data sources could provide little reliable information on hate homicide over the last 30 or so years. Therefore, I created the BHDB based on a unique set of inclusion criteria and the organizational structure and open-source data collection processes of the ECDB.

A defining feature of the BHDB is its reliance on the discriminatory selection model for case inclusion (Lawrence, 1999). What this means is that homicides are included when there is evidence available in open-sources that offenders selected their victims based wholly or in part on their real or perceived membership in a social group. This is advantageous given the challenges of determining animus or "hate" as a motive absent any sort of psychological exam or explicit admission by offenders. Original indicators of discriminatory selection, and some borrowed from law enforcement training materials, include the use of derogatory remarks, offender admission to committing a hate crime, the official labeling of a crime as a hate crime by police or prosecutors, symbolic location, mode of victim selection associated with a particular social identity group, the commission of previous hate crimes, and the symbolic manipulation of victims' bodies. Most bias homicides are associated with multiple indicators. In the past, studies have relied on data from the BHDB to comparatively examine the nature of homicides targeting social group attributes like race, ethnicity, sexual orientation, gender identity, homed status, and religious affiliation (Gruenewald, 2020; Gruenewald & Allison, 2018).

Future Open-Source Crime Research

Despite the creation of multiple open-source crime databases over the last twenty or so years on violent extremism and hate crime, these approaches are still relatively novel in criminology. As such, I end with a few summative observations and recommendations for facilitating future open-source crime research on these and related topics.

First, criminologists planning to create an open-source database should embrace collaborative research team models. I have been fortunate to work with many faculty researchers, graduate students, and undergraduate students over the years and across multiple universities. Free, web-based applications make it possible for researchers to simultaneously contribute to an open-source database in real time. Managing access and creating back-up versions of open-source databases is becoming easier every day. Undergraduate students wanting to get involved in research can be recruited to assist in the laborious tasks of open-source data collection and coding, graduate students can serve as project managers and oversee data quality control strategies. More experienced researchers can then help guide the initial development of the project and its long-term vision.

Second, transparency is paramount when discussing open-source data collection processes and potential sampling biases. It is incumbent on researchers to present detailed descriptions of case inclusion criteria, lists of open-sources used, and coding protocols, especially during the initial years of a project. Assessments of inter-coder reliability and other quality control measures should be offered, and how studies address issues such as conflicting information in open-source materials should be discussed. Methodological transparency will reduce uncertainty in open-source crime data over time and will contribute to broader discussions of best-practices. More work like that of Chermak et al. (2012) that directly assesses the reliability of open-source crime data is needed.

Third, more effort is needed to increase accessibility of open-source databases. Ironically, open-source databases can be some of the most difficult data for outside researcher to access. One reason may be IRB restrictions based on the sensitive nature of open-source information once collated, including identifiable markers of victims, such as names, birthdates, and addresses. Nonetheless, researchers should continue to archive de-identified versions of open-source crime databases in publicly accessible data repositories, as is usually required with federally-funded research. Those wishing to access open-source data should also not hesitate to contact research teams directly. The Terrorism Research Center, for example, receives and fulfills requests for open-source crime data multiple times a year, most often by students studying violent extremism at other universities.

Fourth, and finally, we should teach criminology students about open-source crime data sources in research methods courses and how to analyze these data in both quantitative and qualitative data analysis courses. I routinely teach research methods courses at the undergraduate and graduate levels and have found that some of the most commonly-used social research textbooks have yet to catch up to changes in the availability of open-source crime data and their use in criminological research. Until that occurs, instructors will need to be resourceful, extracting lessons from recently published studies and available versions of open-source crime data. My hope is that guidebooks and “how to” video tutorials will also become increasingly available as resources for learning how to access, manipulate, and analyze various forms of open-source crime data in the future.

Conclusion

In sum, I foresee the increasing availability of open-source crime data leading to major advancements in the empirical study of rare forms of violence like violent extremism and hate crime. Researchers will continue to be able to study various aspects of the nature and responses to serious forms of violence that have the potential to disproportionately impact already disenfranchised and marginalized communities, as well as public discourse and policy. By sharing and making approaches to open-source crime research more transparent, and data more accessible to the next generation of criminologists, studying relatively rare forms of crime based on open-source data will eventually cease to be considered novel and instead become commonplace.

Endnotes

ⁱ For the purposes of this essay, I consider violent extremists to include racially or ethnically motivated extremists, animal rights/environmental violent extremists, abortion-related violent extremists, anti-government violent extremists; terrorists to include those affiliated with radical Islamic terrorist groups; and violent hate crime offenders to include those not associated with a broader ideological movement who target persons wholly or in part based on the real or perceived membership in a social group.

ⁱⁱ I now oversee the ATS since Smith’s retirement from the University of Arkansas in 2019.

ⁱⁱⁱ <https://www.gao.gov/assets/gao-17-300.pdf>, <https://www.gao.gov/assets/gao-21-216.pdf>

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Counting Crimes: An Obsolete Paradigm

by

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[the author gratefully acknowledges critical review and commentary from Drs. Janet Lauritsen, James Lynch, Erica Smith, and Daniel Cork]

To the extent that a paradigm is defined as the way we view things, the crime statistics paradigm in the United States is inadequate and requires reinvention.

Since 1930, policy makers and legislators have relied on the metrics generated by the Uniform Crime Reporting (UCR) Program administered by the Federal Bureau of Investigation (FBI) based on voluntary contributions of data from law enforcement agencies. But the UCR Program does not measure the full extent of crime in the U.S., even with its evolution into the National Incident-Based Reporting System (NIBRS). Criminologists have long recognized the limited scope of the UCR summary crime data, leading to the creation of other supplementary crime data measurement vehicles. However, despite these measures, the United States still has no comprehensive national data on the amount of crime that has occurred.

Most notably, the 1968 Presidential Crime Commission report on the Challenge of Crime in a Free Society lamented the absence of sound and complete data on crime in the U.S. and called for the creation of a National Crime Survey (NCS) that eventually evolved into the National Crime Victimization Survey (NCVS) (Commission, 1967). Since then, we have slowly attempted to make improvements that will lead to more robust data. Only in 2021 did the FBI end UCR summary-based crime data collection and move to require crime data contributions to adhere to NIBRS formats.

The shift to NIBRS will unleash a sea change in how we analyze crime data and use it for decision making, creating a robust dataset that will foster a multitude of new frameworks for understanding crime in the U.S. However, NIBRS remains incomplete as a measure of all crime. In the landmark study by the National Academy of Sciences (NAS) Panel on Modernizing the Nation's Crime Statistics (sponsored by the FBI and the Bureau of Justice Statistics), the panel members grappled with this reality and called out the absence of national statistics on crime that would fully inform policymaking on this critical subject (Lauritsen and Cork, 2017).

The original construct of UCR was based on the notion that a set of indicators of crime trends could be created around seven so-called index crimes (Maltz, 1977). Over time, the seven offense categories captured in the UCR summary program increased to ten categories, based on legislative mandates and decisions made by the FBI's Advisory Policy Board. When the UCR summary program was retired on January 1, 2021, the ten offense categories were murder, rape, robbery, aggravated assault, human trafficking—involuntary servitude, human trafficking—commercial sex acts, burglary, larceny-theft, motor vehicle theft, and arson.

Although this concept was never intended to describe all of the crimes reported to the police, the index crimes eventually became the basis of the FBI's annual report, which has been titled "Crime in the U.S." The public, led by thousands of press releases and media stories, has come to believe that this report does describe all of crime. Policymakers have gone so far as to use this incomplete data—UCR reported crimes—as the basis for allocating federal grant funds to states. The NAS report succinctly summarizes the situation in its statement that "The historical branding of UCR tabulations as Crime in the United States contributes to a somewhat exaggerated sense of comprehensiveness and absolute accuracy—for several reasons, not least of which is that the UCR logically cannot encompass total crime because not all crime is reported to the police" (National Academies, 2016, p.47).

The statement—"not all crime is reported to the police"—lies at the very heart of why our current crime data are inherently incomplete. It is a direct reference to the fact that not all "street crime" is reported and that state and local law enforcement are not the only entities responsible for overseeing violations of societally established norms ("street crime" or otherwise). Two significant gaps exist, in that: 1) official reporting of crime from state and local law enforcement agencies cannot provide insight into unreported incidents, and 2) state and local law enforcement may not have or acknowledge jurisdiction over certain types of matters, such as cybercrime, corruption, environmental crime, or terrorism, and therefore cannot or do not report on those incidents.

Even the improvements and extensions to the FBI data collections, such as the addition of human trafficking offenses, have not resulted in extensive reporting by all agencies. Federal law enforcement agencies, including the FBI, have been notoriously absent in reporting data to the UCR Program even though they are directly required to report by federal law. (It should be noted that the FBI has made a strong effort in recent years to encourage that reporting.)

The invocation of the NCVS was, in part, to illuminate the so-called "dark" figure of crime based on the assumption that people would admit to being a victim even when they did not report that information to law enforcement. Studies have indeed shown a reluctance to report certain types of victimization, such as rape and sexual assault, to the police. However, even the NCVS misses

behaviors that should be counted in an estimate of total crime. There are omissions by accident and omissions by design in these various data collections (Lynch and Addison, 2006). The NCVS (and its predecessor, the NCS) chose to include mostly those crimes reported to the UCR summary program, to serve as a check on the crime data reported by police and to illuminate those crimes that were not reported to police. Gradually, through supplements, the NCVS began collecting periodic data on different types of crime than those included in the UCR, such as fraud, stalking, computer-assisted crime (cybercrime), and others. Reporting on these events through supplemental data collections is episodic and typically not done annually.

Because it is a household survey of persons age 12 or older, the NCVS also does not measure commercial crime. Also, companies often do not report cybercrime or insider theft to law enforcement in an effort to avoid bad publicity. The result is that we know very little about the true extent of commercial crime. Some law enforcement agencies have estimated that both individual and commercial cybercrime amounts to over a third of all the crimes reported to them, but the lack of coverage of commercial crimes keeps us from knowing the full extent.

All of these gaps in crime reporting mask the portrait of crime in the U.S. If there was a complete accounting of crime that could serve as the basis of policy formulation, including the distribution of federal funds to state and local agencies, there could be a substantial impact across the nation. Such a calculation would move the country toward a more rational basis for determining federal support for communities based on a comprehensive measure of community wellness.

In its deliberations, the NAS Panel recognized that it is essential to consider both the concepts of classification and the rules of counting as we seek a better and more practical path to describing crime in the U.S. and its consequences. The panel postulated that a meaningful classification of incidents found to be crimes would go beyond the traditional emphasis on street crime and include all crime categories.

The NAS study identified the missing elements of a national crime report as including more complete data on crimes involving drug-related offenses, criminal acts where juveniles are involved, so-called white-collar crimes such as fraud and corruption, cybercrimes, crime against businesses, environmental crimes, and crimes against animals. Just as one example, it is highly unlikely that we will know the full extent of fraudulent claims against all federal, state, and local governments in the face of the massive influx of funding from recent and forthcoming Congressional action.

In proposing a set of crime classifications, the NAS panel recommended 11 major categories, 5 of which are not addressed in our current crime data collection systems. While there are parallel data systems that collect some of the missing data within these five crime categories, it remains unclear which federal agency, if any, has the authority to gather the information and aggregate it to give us anywhere near a complete estimate of crime in the United States. No federal or national entity has the assignment of estimating the total amount of crime that takes place in the United States. Without such leadership, we are left with an uninformed understanding of the health and wellness of communities throughout the country.

A significant impediment to moving toward a new taxonomy is that crime reporting, at least under UCR rules, bases the classification of crime on the varying and conflicting state penal codes, with complicated mapping of such codes to the national incident-based reporting definitions. This laborious approach fails to distinguish the varying degrees of harm among the categories, and in the end, creates opportunities for over and undercounting crime to support particular political or budgetary arguments. Counting crimes in this way also perpetuates an ongoing problem with police-based crime statistics. While NIBRS made the forward-thinking steps of including the victim and offender relationship in its data model and allowing for reporting multiple offenses in an incident, the emphasis is still on the number of violations of state penal codes rather than on the impact or consequences of the incident relative to the victim.

The NAS panel argued that the inflexibility and complications of a classification system based on individual state statutes should be replaced by a system based on the attributes of the event—in terms of what actually happened and its impact on the victim. In this conception of a newly constituted crime statistics system, the penal code citation becomes an attribute of the incident rather than the lynchpin for classifying and defining the event (National Academies, 2016).

To be useful as a set of social indicators, the measurements we make must represent the crimes that are important for public inquiry and both the amount of loss and the fear that is engendered by such events. Omitting large segments of crime, as the current model

| A New Taxonomy of Crime |
|--|
| • Acts leading to death or to intending to cause death |
| • Causing harm or intending to cause harm to the person |
| • Injurious acts of a sexual nature |
| • Acts of violence or threatened violence against a person that involve property |
| • Acts against property only |
| • Acts involving controlled substances |
| • Acts involving fraud, deception or corruption |
| • Acts against public safety and national security |
| • Acts against the natural environment or against animals |
| • Other criminal acts not otherwise classified |

does, is not a way to construct useful social indicators.

The NAS panel presented compelling arguments for building a new classification system (paradigm) that supports the inclusion of new crime types as they emerge and yet maintains the integrity of a national statistical system to describe crime and trends that could inform public policy. The panel proposed such a system, drawn from international models that were based on similar principles. In addition to the 11 topical categories of crime, the panel developed 3 sub-layers of classification to account for variations such as attempts vs. completed crimes, and proposed a set of attributes that criminologists and others might find meaningful. The NAS panel stipulated that the model which was proposed needs testing, evaluation, and exploration of its value to produce a lasting way to think about crime and its consequences and measure the well-being of our communities and our people.

A new paradigm that helps policymakers and the public appreciate the scope of crime, including the incidence and prevalence of specific types of crime that are of major concern, would lead to better decisions on funding and could focus improvement efforts based on evidence. As a nation, we create carefully constructed registries that gather the data to determine the incidence and prevalence of chronic illnesses such as cancer so that researchers have a body of data sufficient to assess things like the efficacy of treatment and inequities in the administration of health care. Such a more complete set of crime data would give researchers more robust ways to evaluate new and innovative practices across the justice system. Without knowing the scope of the problems to which we are dedicating national resources to solve, we are simply uninformed about the potential return on investment in attacking these issues.

In the face of national efforts to reimagine justice, there is no better way to start measuring the impact of such changes than to begin a new concept of crime data collection and estimation that serves the needs of all stakeholders. Part of the new paradigm will have to include the organizational and support efforts that empower a dedicated structure or organization to take this on and be accountable for implementation. The Bureau of Justice Statistics, as the principal federal statistical agency dedicated to collecting justice statistics, is an ideal candidate for managing this effort.

True reform is predicated on having accurate and comprehensive data to teach us about what works, what doesn't, and what needs to change. As a nation, we should begin to make a new paradigm.

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Why you should care about mass incarceration

by

Eman Tadros¹, Ph.D., LMFT

In 2018, 2.3 million individuals were incarcerated in the U.S. (Surprenant & Brennan, 2020). Countless studies have shown that incarceration can lead to lower family functioning, impaired social networks, decreased graduation rates, decreased employment rates, increased violence and victimization, physical and mental health consequences, and a significant decrease in relational satisfaction, intimacy, family interactions, and quality time. Mental health clinicians can aid in these efforts, however, there is a lack of mental health professionals in criminal justice settings, especially those trained in couples and families work, which inhibits incarcerated people from receiving adequate access to psychoeducation, skills, and relational health. Mental health professionals can help families learn and develop tools to create stable and supportive environments, increase connection, communication skills, conflict resolution, validation, empathy, and acceptance. Also, they can aid in strengthening relationships by providing not only therapeutic services, but reframing problems systemically.

Presently, the coronavirus pandemic has caused mental health professionals to alter how they provide clinical services. Many have offered telehealth services to clients during this difficult time. However, there was still the challenge of determining how to deliver relationship-oriented services to underserved populations that are often forgotten during crises, including incarcerated individuals and their families. The pandemic will end, but the need for relational mental health care in corrections, where families are separated and not able to see each other will continue. We must advocate for incarcerated individuals and their families to have access to these services. However, much more work needs to be done to allow for telehealth to be the norm versus an emergency alternative. The hope is that what began as a response to the pandemic can also contribute to the normalization and destigmatization of engaging in mental health services in corrections.

We cannot discuss incarceration without addressing the underlying racial and ethnic disparities within the criminal justice system. There are various injustices associated with incarceration such as lack of resources, poverty, stigma, and weaker family dynamics. I coined the term *incarcerated informed lens* which means acknowledging both unintended and intended consequences of incarceration related to racial disparities, employment, education, poverty, health, and relationships. (Tadros et al., 2021). Policy makers should also address the policing and justice policies that serve to incarcerate more people of color. This racial disparity deserves attention, and the future of these individuals call for more equalized opportunities for success. Future challenges for researchers and policy makers will be to examine the best methods to support individuals prior to incarceration instead of waiting and relying on visitation and correctional services. This starts with understanding problems such as racism, poverty, and mass incarceration from a historical context and to consider multiple systems impacted. We need to look at the big picture here, reducing mass incarceration can help in improving mental, physical, and relational health, reducing recidivism, and lessening the stigma. Stronger families equal stronger communities.

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¹ Dr. Eman Tadros is an Assistant Professor and the Marriage and Family Track Leader at Governors State University in the Division of Psychology and Counseling. She is a licensed marriage and family therapist. Her research focuses on incarceration and its impact on families. She has published over 45 peer reviewed journal articles and worked in incarcerated settings providing individual, couple, and family therapy.

Eman Tadros, Ph.D., LMFT
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ANNOUNCEMENT

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EDITOR'S CORNER

The Language of Crime and Justice

by

David McDowall, Jody Miller, Charis Kubrin, and Carter Hay
Editors of *Criminology*

As co-editors of *Criminology*, we often have utilized our decision letters to encourage authors to reflect on their language choices. This year, after further discussion, our editorial team decided that this more informal approach would be better replaced with official guidance for authors who consider submitting their manuscripts to the journal. In this Editor's Corner, we explain this change and our rationale for making it, and we reflect on the context in which we have done so.

Previously, the author guidelines on *Criminology's* submission site included the following clarification: "Papers accepted for publication should comply with the American Psychological Association's guidelines concerning non-sexist language." While we do not know the history that resulted in the inclusion of this statement on the journal's site, nor who was responsible, we determined that it set sufficient precedent for its replacement with the following, more up-to-date, statement:

Papers accepted for publication should comply with the American Psychological Association's guidelines for bias-free language. See: <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>. For papers published in *Criminology*, the APA's General Principles for Reducing Bias should be applied when discussing individuals who have participated in crime, experienced victimization, and/or have had contact with the criminal legal system. For details, see: <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/general-principles>.

When you visit our submission site now, this is the guidance you will see. We believe this is an important – yet much overdue – change.

It should be uncontroversial. Scholars across multiple fields have increasingly come to recognize the harms that result from the language choices we make when discussing individuals who have engaged in crime, experienced victimization, and/or had criminal justice contact. Describing changes at the Urban Institute's Justice Policy Center, for example, Nancy La Vigne (2016) made the case for criminologists to adopt a humanized approach to language more than a half decade ago:

Language is powerful. When we talk about people who come into contact with the criminal justice system and refer to them as "offenders," "inmates," or "convicts," we cause these people's offenses to linger long after they've paid their debt to society. Such labeling is both dehumanizing and stigmatizing, ascribing scarlet letters to people based on actions that arguably represent the worst days of their lives rather than who they are [as] sons, sisters, parents, and community members.

Calls for person-first language emerged with the disability rights movement, and among academics, from psychologist Beatrice A. Wright (1960), who noted that "[a]n essential core-concept of human dignity is that a person is not an object, not a thing" (in Dunn and Andrews, 2015, p. 255). Indeed, scholars of crime and justice have long recognized the impacts of stigma and labeling (Goffman, 1963; Tannenbaum, 1938). Moreover, prominent theoretical approaches, empirical questions, and recognized crime patterns emphasize the dynamic nature of human behavior: developmental and life course criminology, research on desistance, and the age/crime curve, to name but a few.

Despite this, widely used language choices in criminology are static, categorical, and stigmatic, reflecting a mismatch with our theoretical and empirical understandings. Moreover, the language of *offenders*, *convicts*, and *inmates* often reflects the punitive turn in criminal justice, buttressing the war on crime and mass incarceration crises (Sherry, 2020).¹ These connections have been thoughtfully discussed by news organizations such as The Marshall Project (Keller, 2015), which also offers guidance to ensure that language provides "clarity" that will "promote precision and accuracy and...convey the humanity of people who are routinely dehumanized" (Solomon, 2021). The AP Stylebook, which guides media reporting, has offered similar clarification regarding the recommended replacement of nouns such as *addict* with phrases such as *people with addictions* or *persons who use drugs*. The goal of the AP recommendations is to "maximize precision and reduce bias in addiction coverage," recognizing that "[w]idespread media misunderstanding of the fundamental nature of addiction has led to some deadly misconceptions about how it should be managed" (Szalavitz, 2017).

EDITOR'S CORNER

Politicized pushback on such scientifically grounded language decisions can be immense, particularly for scholars in more vulnerable positions. The recent case of Allyn Walker, soon-to-be a former assistant professor of Sociology and Criminal Justice at Old Dominion University, reveals how serious these stakes are. What happened to Walker, who is transgender and uses they/them pronouns, is summarized concisely by Elizabeth Letourneau, director of the Moore Center for the Prevention of Child Sexual Abuse at Johns Hopkins Bloomberg School of Public Health and colleague Luke Malone. Walker, discussing their recently published University of California Press book (Walker, 2021):

gave an interview where they spoke about their research on pedophilia and distinguished between people with an attraction to children and people who offend sexually against children. A brief clip from the interview, devoid of context, began metastasizing its way through social media, where it eventually exploded....On-campus protests erupted, death threats began, and the professor required an armed guard to move about campus. A petition to remove the academic from their position received thousands of signatures, and the university placed them on leave, citing safety concerns. A week later, the professor stepped down (Letourneau and Malone, 2021).

Yet, as Letourneau and Malone explain, Walker's work was accurate, appropriate, and critical for child sexual abuse intervention. Their use of language distinguishing non-offending persons attracted to minors from those who sexually abuse children: (1) identifies at-risk individuals to promote and facilitate abuse prevention, and (2) highlights that not all child sexual abuse results from sexual attraction to children. This was instead grossly misrepresented as an apology for child sexual abuse, and Walker's transgender identity was central to the attacks against them. Indeed, Old Dominion's AAUP chapter has released an open letter in support of Walker, raising fundamental issues of transphobia, due process, and academic freedom (AAUP-ODU, 2021), and the case has received attention in *The Chronicle of Higher Education* (Shullenberger, 2021).

Walker's experience is chilling and merits greater attention from criminologists. As cisgender full professors and co-editors of one of the field's flagship journals, we are in substantially more privileged positions. And we recognize – like La Vigne (2016) – that “our work presents a responsibility and an opportunity to influence” how scholars discuss and represent the individuals and groups we study. We hope that our change is one we will see reflected in additional criminology and criminal justice journals in the months and years ahead. Indeed, we hope that, more generally, criminologists will continue to critically assess the ways we think and talk about crime and justice.

¹ Still, there are times that person-first language is in tension with identity-first language. This appears rarely to be the case in criminology and criminal justice, with notable exceptions such as *Convict Criminology's* purposeful adoption of identity-first terminology (<https://www.concrim.org>).

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University of Arkansas at Little Rock - The Scope and Consequences of Hate Crime Victimization in the South

This Research Experience for Undergraduates (REU) Program offers 30 talented undergraduates a funded opportunity to engage in research to understand the 1) experiences, perceptions, and concerns of Muslims in Arkansas with regard to stigmatization and victimization based on religion, 2) the extent and scope of anti-Muslim hate crimes in Arkansas, 3) policies, procedures, and decision-making processes of the law enforcement who handle hate crime incidents in Arkansas, and 4) perceptions of lawmakers as to the extent of hate crimes against Muslims, as well as the obstacles in passing hate crime legislation in Arkansas. In this 8-week summer program, each student will also receive a \$600 stipend per week (\$4,800 total), \$300 per week for meals (\$2,400 total), and free university housing.

More detailed information about this program, along with directions for how to apply for this REU, can be found at: <https://ualr.edu/criminaljustice/reu/>. For inquiries about this REU program, feel free to contact the Program Director - Dr. Tusty ten Bensel at nsfreu@ualr.edu or ixzohra@ualr.edu.



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Ph.D. University of North Carolina – Chapel Hill



AROUND THE ASC

2022 Election Slate for 2023 - 2024 ASC Officers

The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the 2021 election:

President

Finn Esbensen, University of Missouri – St. Louis
Val Jenness, University of California – Irvine

Vice President

Bob Apel, Rutgers University
Natasha Frost, Northeastern University

Executive Counselor

Bianca Bersani, University of Maryland
Callie Burt, Georgia State University
Sanja Ivkovich Kutnjak, Michigan State University
Lee Slocum, University of Missouri – St. Louis
Christopher Sullivan, Texas State University
Min Xie, University of Maryland

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 11, 2022 (postmark date) to the address noted below. Email nominations will NOT be accepted.

American Society of Criminology
921 Chatham Lane, Suite 108
Columbus, Ohio 43221
614-826-2000 (Ph)
614-826-3031 (Fax)

Call for Nominations for 2023 Election Slate for 2024 - 2025 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, 2022 to be considered by the Committee.

Eric P Baumer
Pennsylvania State University
180 Meadowview Dr
State College, PA 16801
(850) 597-1143
epb5167@psu.edu



**Announces its call for nominations
for the 2022 Awards**

ASC Fellows

Herbert Bloch Award

Gene Carte Student Paper Competition

Ruth Shonle Cavan Young Scholar Award

Michael J. Hindelang Outstanding Book Award

Mentor Award

Joan Petersilia 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 2022 ASC AWARDS

A list of prior award recipients is linked to each of the individual award narratives detailed on - <https://asc41.com/about-asc/awards/>

ASC FELLOWS - The ASC Fellows Committee invites nominations for Fellows in the Society. Those designated as Fellows are recognized for their scholarly contributions to criminology and distinction in the discipline. Longevity alone is not sufficient. Examples of contributions may include innovations in public policy as well as enhancing diversity, equity and inclusion within the Society and the field of criminology. 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 American Society of Criminology. Nominees must be members in good standing of the Society. The Board may elect up to four (4) persons as Fellows annually, but the Committee may advance additional exceptionally strong candidates to the Board for consideration. Nominations for Fellows last for two years. The names of those who have been awarded the Fellow status will be announced at the Annual Meeting and the candidates will be acknowledged by the Society with the presentation of a certificate. 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 in electronic format. Current members of the ASC Board are ineligible to receive this award. The Executive Board may decide not to give the award in any given year. 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: **LORRAINE MAZEROLLE** (61) 410-289-745
University of Queensland l.mazerolle@uq.edu.au

HERBERT BLOCH AWARD – This award 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: **DONNA SELMAN** (812) 237-2197
Indiana State University donna.selman@indstate.edu

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 8,000 words (excluding tables and references). 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: **BRIAN LOCKWOOD** (732) 571-7567
Monmouth University blockwoo@monmouth.edu

AROUND THE ASC

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, LL.D., 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 2017), 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: **MIN XIE** (301) 405-7063
University of Maryland mxie@umd.edu

MICHAEL J. HINDELANG OUTSTANDING BOOK 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 2019, 2020, or 2021. 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: **DANA HAYNIE** (614) 247-7260
Ohio State University haynie.7@osu.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: **MERRY MORASH** (517) 353-0765
Michigan State University morashm@msu.edu

AROUND THE ASC

JOAN PETERSILIA 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 2020 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: **NAOMI SUGIE** (949) 824-7558
University of California, Irvine nsugie@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: **JENNIFER COBBINA** (517) 353-9756
Michigan State University cobbina@msu.edu

THORSTEN SELLIN & SHELDON AND ELEANOR GLUECK AWARD – This award 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: **MANUEL EISNER** (44) 1223-335374
University of Cambridge mpe23@cam.ac.uk

EDWIN H. SUTHERLAND AWARD – This 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: **SUSANNE KARSTEDT** (61) 7-373-56976
Griffith University s.karstedt@griffith.edu.au

AROUND THE ASC

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.

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: **JENNIFER GIBBS**
Pennsylvania State University

(717) 948 6046
jcf25@psu.edu

AUGUST VOLLMER AWARD - This award recognizes an individual whose scholarship and professional activities have made outstanding contributions to justice and/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: **CHARLES WELLFORD**
University of Maryland

(301) 405-4701
wellford@umd.edu



AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

Annual Meeting 2022
Atlanta, GA
November 16 – 19, 2022
Atlanta Marriott Marquis

The Future of Criminology

Program Co-Chairs:

Bianca Bersani, University of Maryland, College Park
and
Stephanie DiPietro, University of Iowa

meeting@asc41.com

ASC President:

Janet Lauritsen, University of Missouri - St. Louis

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 25, 2022

Posters, roundtable abstracts, and lightning talk abstracts due:
Friday, May 20, 2022

AROUND THE ASC

SUBMISSION DETAILS

All abstracts must be submitted on-line through the ASC [Annual Meeting](#) website. You will need to create a new profile for 2022. 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 remains open. Please note that ASC staff members respond to inquiries during normal business hours.

Complete Thematic Panels: Panel submissions 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/or one discussant. The panel and individual paper abstracts should be less than 200 words. We encourage panel submissions organized by individuals, ASC Divisions, and other working groups.

- PANEL SUBMISSION DEADLINE:
Friday, March 25, 2022

Individual Paper Submissions: 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 is close to completion 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 25, 2022

Author Meets Critics: These sessions are organized by an author or critic, consist of one author and three or four critics discussing and critiquing a recently published book relevant to the ASC. Note that the book must appear in print before the submission deadline (March 25, 2022) 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 title of the book, the author's name and the names of the three to four persons who have agreed to comment on the book.

- AUTHOR MEETS CRITICS SUBMISSION DEADLINE:
Friday, March 25, 2022

Poster Presentations: Submissions for poster presentations require only a title and abstract along with author information. Poster area you can use will be 4' x 8'. You 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 is allowed.

Graduate Student Poster Competition: Those who wish to enter the Graduate Student Poster Competition should adhere to the directions for presenting a poster per above. In addition, such participants must self-declare their request for award consideration at the time of submission by marking the appropriate box on the poster submission form. To be considered for this award, participants must also upload a brief (2-3 minute) YouTube video on the All-Academic website that accompanies their submission. The award committee will judge submissions primarily on scientific merit and secondarily on visual appeal, and awards (1st, 2nd, and 3rd place) will be announced at the meeting. This competition will be open only to graduate student members.

- POSTER SUBMISSION DEADLINE:
Friday, May 20, 2022

AROUND THE ASC

Roundtables: 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. If you have a full roundtable session that will consist of discussants only please email meeting@asc41.com for a form.

- **ROUNDTABLE SUBMISSION DEADLINE:**
Friday, May 20, 2022

Lightning Talks: These sessions are a series of 5-minute talks/presentations by different speakers, each introducing a topic or idea very quickly. Lightning Talks are 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 the [Lightning Talks Guide](#) 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 20, 2022

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 16 through Saturday, November 19, 2022. 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 <https://asc41.com/> under News & Events to find Annual Meeting information to register online or access a printer friendly form to fax or return by mail.

SUBMISSION DEADLINES

- **Friday, March 25, 2022** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
- **Friday, May 20, 2022** 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.

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. No projectors will be available for roundtables or posters.

AROUND THE ASC

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:

- Review the entire list before selecting.
- 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 614-826-2000 or email at meeting@asc41.com*

For participant instructions, see [Ethics of Participation and Guidelines](#)

AROUND THE ASC

PROGRAM COMMITTEE: AREA AND SUB-AREAS

| Area II | Perspectives on Crime | Callie Burt | cburt@gsu.edu |
|-----------------|--|--------------------------|---------------------------------|
| 1 | Biological, Bio-social, and Psychological Perspectives | Sultan Altikriti | altikrsn@ucmail.uc.edu |
| 2 | Developmental and Life Course Perspectives | Audrey Hickert | audrey.hickert@siu.edu |
| 3 | Strain, Learning, and Control Theories | Zach Rowen | zrowan@sfu.ca |
| 4 | Labeling and Interactionist Theories | Jen O'Neill | jenoneil@iu.edu |
| 5 | Routine Activities and Situational Perspectives | Ted Lentz | lentzt@uwm.edu |
| 6 | Deterrence, Rational Choice and Offender Decision-Making | Kyle Thomas | Kyle.Thomas@colorado.edu |
| 7 | Structure, Culture, and Anomie | Meg Rogers | meghan-rogers@uiowa.edu |
| 8 | Social Disorganization and Community Dynamics | James Wo | james-wo@uiowa.edu |
| 9 | Critical Race/Ethnicity | Danny Luis Gascon | Daniel.Gascon@umb.edu |
| 10 | Feminist Perspectives | Heidi Grundetjern | heidi.grundetjern@villanova.edu |
| 11 | Theories of Conflict, Oppression, and Inequality | April Fernandes | adferna2@ncsu.edu |
| Area III | Types of Offending | Jacinta Gau | jpgau@ucf.edu |
| 12 | Violent Crime | Eileen Ahlin | ema105@psu.edu |
| 13 | Property and Public Order Crime | Janani Umamaheswar | jumamahe@gmu.edu |
| 14 | Drugs | Timothy Dickinson | tedickinson@utep.edu |
| 15 | Family and Intimate Partner Violence | Rebecca Stone | rstone@suffolk.edu |
| 16 | Rape and Sexual Assault | Tara Richards | tararichards@unomaha.edu |
| 17 | Sex Work | May-Len Skilbrei | m.l.skilbrei@jus.uio.no |
| 18 | Human Trafficking | leke De Vries | i.de.vries@law.leidenuniv.nl |
| 19 | White Collar and Corporate Crime | Steven Bittle | steven.bittle@uottawa.ca |
| 20 | Organized Crime | Chris Smith | cm.smith@utoronto.ca |
| 21 | Identity Theft and Cyber Crime | Cathy Marcum | marcumcm@appstate.edu |
| 22 | State Crime, Political Crime, and Terrorism | Jennifer Carson | jcarson@ucmo.edu |
| 23 | Hate Crime | Jeff Gruenewald | jgruenew@uark.edu |
| Area IV | Correlates of Crime | Anthony Peguero | anthony.peguero@asu.edu |
| 24 | Gangs and Co-offenders | David Pyrooz | David.Pyrooz@colorado.edu |
| 25 | Substance Use and Abuse | Danielle Rudes | drudes@gmu.edu |
| 26 | Weapons | David Hureau | dhureau@albany.edu |
| 27 | Trauma and Mental Health | Megan Novisky | m.novisky@csuohio.edu |
| 28 | Race and Ethnicity | Tracy Sohoni | tsohoni@odu.edu |
| 29 | Immigration/Migration | Amarat Zaatut | amarat.zaatut@temple.edu |
| 30 | Neighborhoods and Communities | Ashley Arnio | aarnio@txstate.edu |
| 31 | Macro-Structural | Michael Light | milight@ssc.wisc.edu |
| 32 | Sex, Gender, and Sexuality | Callie Rennison | Callie.Rennison@ucdenver.edu |
| 33 | Poverty and Social Class | Naomi Sugie | nsugie@uci.edu |
| 34 | Bullying, Harassment, and Abuse | Lindsay Kahle Semprevivo | lindsay.kahle@mail.wvu.edu |
| 35 | Families and Peers | Evelien Hoeben | ehoeben@nscr.nl |
| 36 | School Experiences | Wade Jacobsen | wcj@umd.edu |
| Area V | Victimization | Jillian Turanovic | jturanovic@fsu.edu |
| 37 | Causes and Correlates of Victimization | Maribeth Rezey | mrezey@luc.edu |
| 38 | Policy and Prevention of Victimization | Gillian Pinchevsky | gillian.pinchevsky@unlv.edu |
| 39 | Consequences of Victimization | Dena Carson | carsond@iupui.edu |
| Area VI | The Criminal Justice System | Marisa Omori | marisa.omori@umsl.edu |

AROUND THE ASC

PROGRAM COMMITTEE: AREA AND SUB-AREAS

| | | | |
|------------------|--|-------------------------|-------------------------------------|
| 40 | Police Organization and Training | John Shjarback | shjarback@rowan.edu |
| 41 | Police Legitimacy and Community Relations | Jose Torres | jtorres@lsu.edu |
| 42 | Police Misconduct | Michael Sierra-Arevall | msa@utexas.edu |
| 43 | Police Strategies, Interventions, and Evaluations | Paige Vaughn | pvaughn@shc.edu |
| 44 | Prosecutorial Discretion and Plea Bargaining | Shi Yan | shiyan@asu.edu |
| 45 | Pretrial Justice | Ellen Donnelly | done@udel.edu |
| 46 | Courts & Sentencing | Tri Keah Henry | trihenry@iu.edu |
| 47 | Capital Punishment | Robert Norris | rnorris4@gmu.edu |
| 48 | Jails & Prisons | Gaylene Armstrong | garmstrong@unomaha.edu |
| 49 | Community Corrections | Jill Viglione | jill.viglione@ucf.edu |
| 50 | Prisoner Reentry | Janet Garcia-Hallett | JGarciaHallett@newhaven.edu |
| 51 | The Juvenile Justice System | Shaun Gann | shaungann@boisestate.edu |
| 52 | Challenging Criminal Justice Policies | Megan Denver | m.denver@northeastern.edu |
| 53 | Collateral Consequences of Incarceration | Natalie Pifer | npifer@uri.edu |
| 54 | Prisoner Experiences with the Justice System | Joshua Cochran | joshua.cochran@uc.edu |
| 55 | Law Making and Legal Change | Elizabeth Webster | ewebster1@luc.edu |
| 56 | Guns and Gun Laws | Tara Warner | twarner2@uab.edu |
| 57 | Inequality and Justice | Brooklyn Hitchens | hitchens@umd.edu |
| 58 | Immigration and Justice Issues | Daniel Martinez | daniel.martinez@arizona.edu |
| Area VII | Non-Criminal Justice Responses to Crime & Delinquency | Carole Gibbs | gibbsca1@msu.edu |
| 59 | Regulatory/Civil Legal Responses | Melissa Rorie | melissa.rorie@unlv.edu |
| 60 | Institutional Responses | Brianna Remster | brianna.remster@villanova.edu |
| 61 | Community Responses | Kim Kras | kkras@sdsu.edu |
| Area VIII | Perceptions of Crime & Justice | Kevin Drackulich | k.drakulich@northeastern.edu |
| 62 | Media & Social Construction of Crime | Jason Gravel | jason.gravel@temple.edu |
| 63 | Attitudes about the CJS & Punishment | Kwan-Lamar Bount-Hill | kblounthill@bmcc.cuny.edu |
| 64 | Activism and Social Movements | Judah Schept | Judah.Schept@eku.edu |
| 65 | Fear of Crime and Perceived Risk | Shannon Jacobsen | shannon.k.jacobsen@drexel.edu |
| Area IX | Comparative & Historical Perspectives: | Nadine Connell | n.connell@griffith.edu.au |
| 66 | Cross-National Comparison of Crime & Justice | Mateus Renno Santos | rennosantos@usf.edu |
| 67 | Historical Comparisons of Crime & Justice | Ashley Rubin | atrubin@hawaii.edu |
| 68 | Globalization, Crime, and Justice | Thomas Akoensi | T.Akoensi@kent.ac.uk |
| 69 | Human Rights | Marijana Kotlaja | Marijanakotlaja@missouristate.edu |
| Area X | Critical Criminology | Travis Linnemann | twl@ksu.edu |
| 70 | Green Criminology | Avi Brisman | avi.brisman@eku.edu |
| 71 | Queer Criminology | Carrie Buist | buistcar@gvsu.edu |
| 72 | Convict Criminology | J. Renee Trombley | jtrombley@claflin.edu |
| 73 | Cultural Criminology | Amny Shuraydi | Amny.Shuraydi@tamuc.edu |
| 74 | Narrative and Visual Criminologies | Jennifer Fleetwood | j.fleetwood@gold.ac.uk |
| 75 | Abolition | Kaitlyn Selman | kselman@bellarmine.edu |
| 76 | Activist Scholarship | Jason Williams | williamsjas@montclair.edu |
| 77 | Critical Perspectives in Criminology | Donna Selman | Donna.Selman@indstate.edu |
| Area XI | Methodology | Matt Vogel | mvogel@albany.edu |
| 78 | Advances in Quantitative Methods | Sarah Tahamont | tahamont@umd.edu |
| 79 | Advances in Qualitative Methods | Heith Copes | jhcopes@uab.edu |

AROUND THE ASC

PROGRAM COMMITTEE: AREA AND SUB-AREAS

| | | | |
|-------------------|--|--|--|
| 80 | Advances in Evaluation Research | Brook Kearley | Brook.Kearley@ssw.umaryland.edu |
| 81 | Advances in Experimental Methods | Robert Stewart | robstew@umd.edu |
| 82 | Advances in Teaching Methods | Christina DeJong | dejongc@msu.edu |
| Area XII | Diversity and Inclusion | Shytierra Gaston | sgaston9@gsu.edu |
| Area XIII | Lightning Talk Sessions | Lyndsay Boggess | lboggess@usf.edu |
| Area XIV | Author Meets Critics | Jamie Fader | jfader@temple.edu |
| Area XV | Roundtable Sessions | Michael Roque | mroque@bates.edu |
| Area XVI | Posters | Susan Case | asc@asc41.com |
| Area XVII | Workshops | Bianca Bersani Stephanie DiPietro | bbersani@umd.edu stephanie-dipietro@uiowa.edu |
| Area XVIII | Professional Development/Students Meets Scholars | Shavonne Arthurs | sarthurs@setonhill.edu |
| Area XIX | Ethics Panels | Jennifer Cobbina | cobbina@msu.edu |
| Area XX | Policy Panels | Beth Huebner | huebnerb@umsl.edu |
| | (Contact Beth Huebner directly regarding any Policy Panel submissions) | | |
| Area XXI | Graduate Student Poster Competition | TBA | |

AROUND THE ASC

VISIT THE WEBSITES OF THE ASC DIVISIONS
FOR THE MOST CURRENT DIVISION INFORMATION

BioPsychoSocial Criminology (DBC)
<https://bpscrim.org/>

Communities and Place (DCP)
<https://communitiesandplace.org/>

Convict Criminology (DCC)
<https://concrim.asc41.com/>

Corrections & Sentencing (DCS)
<https://ascdcs.org/>

Critical Criminology & Social Justice (DCCSJ)
<https://divisiononcriticalcriminology.com/>

Cybercrime (DC)
<https://ascdivisionofcybercrime.org/>

Developmental and Life-Course Criminology (DLC)
<https://dlccrim.org/>

Experimental Criminology (DEC)
<https://expcrim.org/>

Historical Criminology (DHC)
<https://dhistorical.com/>

International Criminology (DIC)
<https://internationalcriminology.com/>

People of Color & Crime (DPCC)
<https://ascdpcc.org/>

Policing (DP)
<https://ascpolicing.org/>

Public Opinion & Policy (DPOP)
<https://ascdpop.org/>

Queer Criminology (DQC)
<https://queercrim.com/>

Rural Criminology (DRC)
<https://divisionofruralcriminology.org/>

Terrorism & Bias Crimes (DTBC)
<https://ascterrorism.org/>

Victimology (DOV)
<https://ascdov.org/>

White Collar and Corporate Crime (DWCC)
<https://ascdwcc.org/>

Women & Crime (DWC)
<https://ascdwc.com/>

AROUND THE ASC

2021 ASC ANNUAL MEETING



**2020 Herbert Bloch Award Recipient
Natasha Frost**



**2021 Gene Carte Student Paper Award Recipient
First Place - Sadé Lindsay**



**2021 Herbert Bloch Award Recipient
Laurie Robinson**



**2021 Gene Carte Student Paper Award Recipient
Second Place - Christopher Seto**



**2021 August Vollmer Award Recipient
Anthony A. Braga**



**2021 Gene Carte Student Paper Award Recipient
Third Place - Bradley J. O'Guinn**

AROUND THE ASC

2021 ASC ANNUAL MEETING



2020 Ruth Shonle Cavan Award Recipient
Holly Nguyen



2021 Graduate Student Poster Award Recipient
First Place - Vitor Goncalves



2021 Ruth Shonle Cavan Award Recipient
Megan Denver



2021 Graduate Student Poster Award Recipient
Second Place - Qian He



Poster Session

AROUND THE ASC

2021 ASC ANNUAL MEETING



2021 Teaching Award Recipient
Christina DeJong



2021 Mentor Award Recipient
Allison D. Redlich



2020 Edwin H. Sutherland Award Recipient
Gary LaFree



2021 Edwin H. Sutherland Award Recipient
Steven F. Messner



ASC Presidents
Janet Lauritsen, Dan Nagin, & Sally Simpson

AROUND THE ASC

2021 ASC ANNUAL MEETING



2020 Ruth D. Peterson Fellowship Award Recipient
Gabriela Kirk



2021 Ruth D. Peterson Fellowship Award Recipient
Alondra Garza



2020 Ruth D. Peterson Fellowship Award Recipient
Lina Marmolejo



2021 Ruth D. Peterson Fellowship Award Recipient
Popy Begum



2020 Ruth D. Peterson Fellowship Award Recipient
Amber Joy Powell



2021 Ruth D. Peterson Fellowship Award Recipient
Maria Valdovinos

AROUND THE ASC

2021 ASC ANNUAL MEETING



2020 New ASC Fellow
Friedrich Loesel



2021 New ASC Fellow
Cynthia Lum



2020 New ASC Fellow
James P. Lynch



2021 New ASC Fellow
Jeffery Ulmer



2020 Joan Petersilia Outstanding Article Award Recipient
Brenden Beck



2021 New ASC Fellow
David B. Wilson

AROUND THE ASC

2021 ASC ANNUAL MEETING



2021 Ice Cream Social

From left - Dan Nagin, Shadd Maruna, Chris Eskridge, Janet Lauritsen, & Jean McGloin



2021 Ice Cream Social

Chris Eskridge serving up treats



2021 ASC Annual Meeting Crew

Front row from left - Kelly Vance, Andi Alford, Sheena Hensley, Nicole Coldiron (holding Kole)
Back row from left - Tara Vance, Nancy Shope, Chris Eskridge, Susan Case, Deb Bowling, Jennifer Cecil, Heather Mydloski, Mariah Drullinger, & Raelene Waltemath

AROUND THE ASC

2021 ASC ANNUAL MEETING



2021 ASC Career Center Employment Exchange
Participants reviewing candidates and/or available
positions in binders



2021 ASC Career Center Employment Exchange
Ken Adams assisting a participant



2021 Exhibit Hall



2021 Exhibit Hall

AROUND THE ASC

The American Society of Criminology and the editors of its policy journal, *Criminology & Public Policy*, invite the public to a special event:

The Vollmer Award Address

LAWRENCE SHERMAN

"Goldilocks and the Three Ts
(Targeting, Testing & Tracking):
Sweet Spots of Democratic Policing"

FEBRUARY 9, 2022

12:00PM EDT

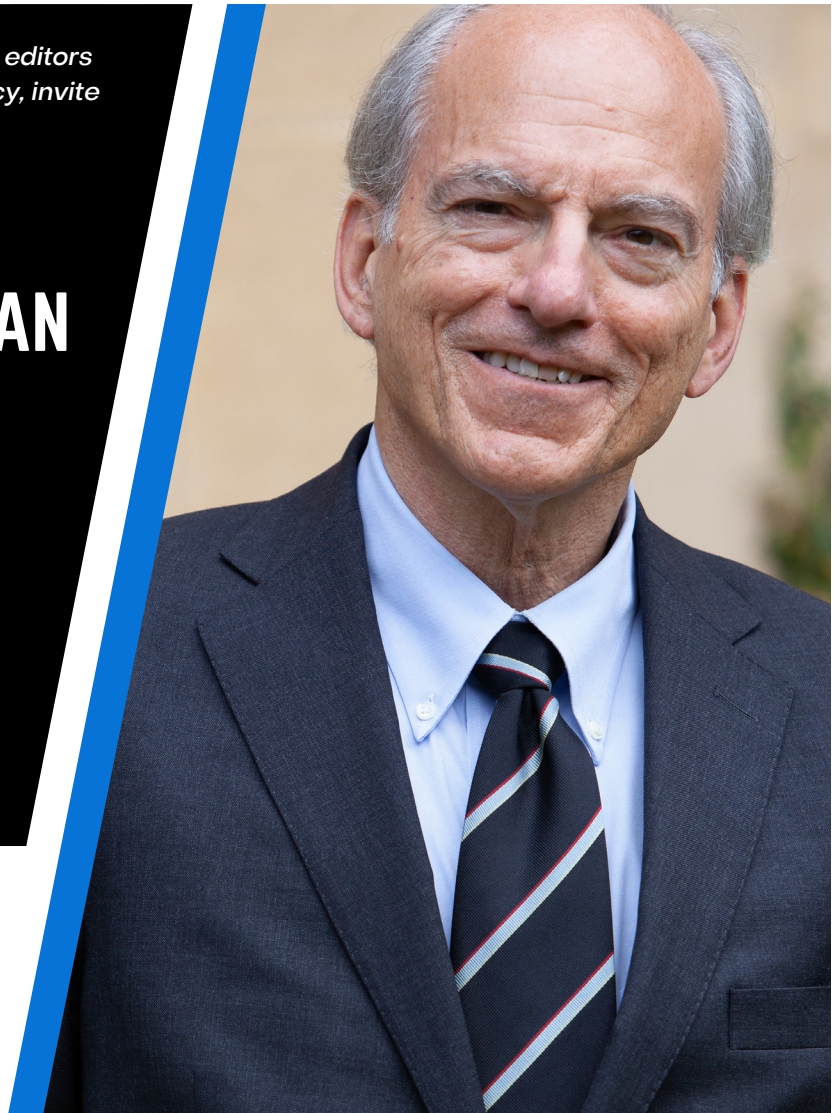
To register:

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TEACHING TIPS

Why I decided to try “ungrading” and what I learned

by

Sarah Shannon, University of Georgia

Like all instructors, the COVID-19 pandemic forced me to teach in new directions (“pivot” is now a trigger word). As I learned new technologies and reimagined class formats, I also began to consider alternative approaches to assessing student learning. In part, this was driven by the need for more flexibility and less stress for students navigating illness and mental health challenges during this crisis. But it was also propelled by the pressing need I felt to reassess my approach to instruction given my area of expertise after watching my hometown of Minneapolis burn in June 2020 following the murder of George Floyd. More than ever before, I wanted to know how to push students to engage in learning with their whole selves and to think about their own thinking (metacognition) more deeply. I also wanted to better address diversity, equity, and inclusion in my classrooms by explicitly acknowledging in my assessment practices that students start from different places and bring valuable ways of knowing to the classroom beyond traditional markers of academic “success.”

Even before the pandemic I had become increasingly dissatisfied with grading, and not just for the usual reasons such as the workload and “grade grubbing” from students. I had begun to feel that grading distracts from student learning and, frankly, from my teaching. As Susan Blum (2020) writes, “my grading practice was driving a wedge between the teacher I was and the teacher I want to be” (p. 45). This critique was also fueled by my experience teaching [Inside-Out Prison Exchange Program](#) courses at the local jail. Inside-Out courses de-center the instructor and empower students, incarcerated or not, to engage with one another in active and collaborative learning. The model honors multiple forms of knowledge, including the lived experience of people directly impacted by the carceral state. The Inside-Out pedagogy entails ongoing, critical self-reflection by all students about what they are learning academically, how they are learning it, and, perhaps most importantly, what they are learning about themselves and others through their experience. The impact of this approach has been profound, for the students and for me and I wanted to expand this kind of approach in my campus-based courses.

So, when I heard about “ungrading” in the summer of 2021, my interest was piqued. According to Jesse Stommel (2021), “‘Ungrading’ means raising an eyebrow at grades as a systemic practice, distinct from simply ‘not grading.’ The word is a present participle, an ongoing process, not a static set of practices.” There are many ways to “ungrade,” including self-reflection, peer review, qualitative feedback, portfolios, and contract grading. Here, I describe the approach that I took in two upper-division undergraduate courses at the University of Georgia (Juvenile Delinquency and Criminology). As a caveat, I am a novice and there are many great resources on “ungrading,” stretching back decades. I will point you to some of the resources I consulted as I discuss what I did, why I did it, what I’ve learned, and what I’m doing next.

How I structured the course

For context, I teach upper division students and I do not give exams. I rely on written products to assess student learning because I dislike testing as a means of assessing student learning. That does not mean that “ungrading” is not possible for those who prefer to give exams (see Chapter 9 in Blum, 2020). In fall 2021, I had two classes of 40-45 students each and I had help from a graduate student teaching assistant in each class.

I considered several possible methods of “ungrading” but ultimately decided on a combination of approaches. First, I chose not to give grades for any individual assignments, but provided qualitative feedback to prompt further thought or revision (my TAs helped with much of this). Each assignment was marked as “turned in” or “not turned in” in the gradebook. Second, I included three self-assessments: a learning goals essay at the beginning, a midterm self-assessment, and a final self-assessment (I read and responded to all of these).

In the learning goals assessment, I asked students to consider questions like, *What motivated you to take this course? Looking at the course topics, what are you most interested to learn about? How would you describe your current knowledge on this topic? and What elements of the course do you expect to be most challenging for you and how do you plan to cope?* I asked them to identify two to three goals related to the knowledge they hoped to gain, connections to their future/career goals, and changes they’d like to make in how they learn (e.g., engaging in class discussions, reading completion/comprehension, etc.).

In the midterm self-assessment, students reflected on the progress they’d made toward their learning goals, shared some of the

TEACHING TIPS

main things they'd learned so far, discussed how they had engaged with the course to-date (e.g., writing, reading, attendance, participation), expressed their hopes for the rest of the term, and gave themselves a midterm grade, including the criteria they used to assign that grade.

In the final self-reflection, students responded to comprehensive prompts that probed their curiosity about the subject matter, what they learned about themselves as learners, and the connections between the course format and their learning. I also asked them to propose their final grade. In the course syllabus, I included this statement: "I'll review the grade that you suggest and either accept or revise your grade." This is what I did.

What I learned about students

The benefits of my first attempt at "ungrading" were twofold. First, students expressed that the freedom to not stress out about individual assignment grades was profound and allowed them to focus on their learning instead. One student emailed me unprompted after a particularly crushing exam in another course: "We come to college to gain more knowledge to use later in life, but are we gaining anything if we are more worried about the grades? I have enjoyed being able to come to your class and learn. Just because we do not have grades or impossible multiple-choice exams in our class, I still feel challenged, but differently. I think it's my responsibility to truly take learning upon myself, hold myself to such standards that I decide, and finally be able to take what I have gained and apply it, the real reason why I am here." Many others expressed that this was the first or one of very few classes in their college career where they could truly focus on learning. I'm still letting the grief of that statement sink in.

Second, it gave me the most impactful window I've ever had on how my students approach learning and understand themselves. Most can express quite well what they've learned and what they are curious about, but when asked to assess themselves with a "grade" they all point to effort. This opened up opportunities to talk with them about the relationship between effort and learning. I also learned that my students take a myriad of approaches to reading and writing that I would never have known without asking, and this allowed me to provide individualized guidance. I even suggested resources to a student who expressed struggling with sleep. "Ungrading" turned assessment into a conversation with my students about their learning. I recognized them in new ways; as bell hooks (1994) writes, "To hear each other...to listen to one another, is an exercise in recognition."

You might wonder if all my students gave themselves "As." They did not. My grade distribution was the same as usual and students were quite fair in their self-assessments. All of the (few) grade modifications I made were to adjust grades up, not down. In the end, we all got to the same place without the stress of wrangling over points for four months.

Will I "ungrade" again?

Yes, absolutely, but with some modifications. My chosen approach created additional work for me and my TAs that I plan to reassess, including giving less feedback on lower stakes writing. I plan to add peer review where appropriate, and I'm considering approaches that might better fit certain students. For example, I plan to use contract grading in my first-year student seminar, which allows students to agree to specific criteria for the grade they desire because I suspect that the clear expectations of contract grading will be easier for first-year students to digest. I'm also not sure I'd recommend "ungrading" for someone early in their teaching career, but there are plenty of ways to move assessment in this direction – including strategies like minimal grading, self-reflections, and peer review.

Overall, my experience of "ungrading" led to more engaged learning for students and instructor alike. As Alfie Kohn (2006) writes, "When the how's of assessment preoccupy us, they tend to chase the why's back into the shadows." I enjoyed bringing the "why's" out of the shadows with my students and look forward to more to come.

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University of Massachusetts Lowell Position Announcements

Open Position: Advanced Assistant/Associate Professor, School of Criminology and Justice Studies

Location: Lowell, MA

General Summary of Position:

The University of Massachusetts Lowell is seeking an advanced Assistant or Associate Professor to join the faculty of the School of Criminology and Justice Studies (SCJS). The area of expertise is open, but candidates with a research agenda that addresses racial justice and systemic inequality will receive enhanced consideration. Successful applicants will have completed a Ph.D. in criminology, criminal justice, or a related field, with a record of high-quality scholarly output commensurate with rank. ABD applicants will not be considered. The start date for the position is September 2022 or Spring 2023. Committee review of submitted materials will begin on January 15, 2022. The position will remain open until filled.

Minimum Qualifications (Required – all candidates):

- Completed Ph.D. degree in Criminology, Criminal Justice, or closely related social science field, with a clear focus on criminal justice topics
- A record of publications in ranked criminology and criminal justice journals that demonstrates the applicant's national reputation
- At least three years of experience in a tenure track faculty position
- Ability to teach substantive courses in criminal justice and criminology
- A research agenda with the potential to produce externally funded research opportunities

Apply at: <https://careers.pageuppeople.com/822/lowell/en-us/job/511418/advanced-assistantassociate-professor-school-of-criminology-and-justice-studies>

Open Position: Assistant Professor, School of Criminology and Justice Studies

Location: Lowell, MA

General Summary of Position:

The University of Massachusetts Lowell has a tenure track position open at the rank of Assistant Professor in the School of Criminology and Justice Studies (SCJS). Applicants with a research focus on terrorism and related forms of ideological violence, extremism, radicalization, and homeland security are encouraged to apply. Candidates with a research agenda that addresses racial justice and systemic inequality, as well as evidence of strong quantitative skills, will receive enhanced considerations for this position. The start date for the position is September 2022 or Spring 2023. We will begin reviewing applications on January 15, 2022, and the position will remain open until filled.

Minimum Qualifications (Required):

- A Ph.D. in criminology/criminal justice or in related areas—such as sociology, psychology, political science, economics, social work, and public policy
 - Evidence of research productivity
 - An initial record of high-quality scholarly output commensurate with the rank of Assistant Professor at UMass Lowell
- Preferred Qualifications:**
- Expertise in terrorism and political violence, homeland security and/or critical infrastructure protection
 - Experience working on major grant-funded research projects
 - Experience working collaboratively with federal agencies and/or community groups
 - Evidence of quantitative research expertise, especially working effectively with big data

Apply at: <https://careers.pageuppeople.com/822/lowell/en-us/job/511398/assistant-professor-school-of-criminology-and-justice-studies>

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CRIMINOLOGY AROUND THE WORLD

If you have news, views, reviews, or announcements relating to international or comparative criminology, including new books or conference announcements, please send it here! We appreciate brevity (always under 1,000 words), and welcome your input and feedback. –

Vesna Markovic at vmarkovic@lewisu.edu

United National Office of Counter-Terrorism (UNOCT) – Connect and Learn Platform



The threat of terrorism has changed over the past several decades, and have not ceased but just evolved during the COVID-19 global pandemic. This threat requires a “whole-of-society” approach. This includes local, state, national, regional, and international level organizations, academia, public and private sector, and civil society working together to decrease the threat posed by these terrorist organizations. To that end, the UNOCT created a platform that would help Member states with capacity-building, to make sure that they had the proper tools to help combat this ever-present threat. On October 1, 2021, UNOCT launched their new platform “Connect and Learn.” The impact of the platform is two-fold. First, the platform provides current modules, tools and training courses to support the online capacity-building efforts. With the pandemic pushing more people to work from home, the online platform is needed now more than ever. The second, and maybe more important, is that the platform will host thematic “communities of practice” that will help people connect and share information and best practices in a virtual hub.

The launch included numerous events including opening remarks from the under-secretary general of UNOCT, as well as from the permanent representative to the United Nations from the Republic of South Korea. This was followed by a video demonstration of both the e-learning platform but also the communities of practice site. The e-learning platform has various programs such as border security and management, counter-terrorism in central Asia, countering terrorist travel, cybersecurity and new technologies, and vulnerable targets to name a few. They also have online courses that are self-paced, or instructor-led. Some instructor-led courses include open-source intelligence for the investigation of terrorist activities, protection of critical infrastructure from terrorist cyber-attacks, while the self-paced courses include Advance Passenger Information (API) and Passenger Name Records (PNR) Data, and API and PNR Basics which is available in English and in French.

After the video demonstration concluded, case studies of UNOCT programmatic work were presented. Specifically, the counter-terrorism travel program focused on API and PNR basics, and the CT travel online training course; the Preventing and Countering Violent Extremism program (PCVE) focused on strategic communications for PCVE and youth engagement and empowerment; and finally, the global sports program focused on presenting a community of experts, and national focal points -PVE and security communities. Another video demonstration included 18 pilot programs that were in progress including the global sports program, gender and identities, global counter-terrorism investigations program, program on threat assessment models for aviation security, kidnap for ransom project, and victims of terrorism support program to name a few.

The program wrapped up with a panel focused on representatives from the public and private sector, academia, and three civil society organizations who talked about the platform and how it could be used to counter threats from terrorism. This panel gave their perspective on how the platform can be used and beneficial to their respective organization/sector. Overall the Connect and Learn launch gave participants and relevant stakeholders an overview of the platform and its ability to support “whole of society” efforts to counter terrorism and violent extremism. The platform can be accessed for free, but to participate in the training you must register on the website and cannot enroll yourself into the courses. The forum is dedicated to sharing information, knowledge, good practices, and lessons learned and can hopefully make an impact in the capacity-building efforts of the United Nations.

The Connect and Learn Platform can be accessed on the UNOCT website: <https://learn.unoct-connectandlearn.org/>

CRIMINOLOGY AROUND THE WORLD

Conferences, Webinars & Workshops

13th ANNUAL MEETING OF THE ASIAN CRIMINOLOGICAL SOCIETY

June 2022

Gujarat National Law University; Gandhinagar, Gujarat, India

<http://acs002.com/>

17TH INTERNATIONAL SYMPOSIUM OF THE WORLD SOCIETY OF VICTIMOLOGY

Victimisation in a digital world: responding to and connecting with victims

June 5-9, 2022

Donostia / San Sebastián (Basque Country, Spain)

<https://www.symposiumvictimology.com/>

11th INTERNATIONAL CONFERENCE OF THE EUROPEAN FORUM FOR RESTORATIVE JUSTICE

Justice Beyond Borders: Restorative connections through space and language

June 23-25, 2022

Sassari, Italy

<https://www.euforumrj.org/en/events/european-forum-restorative-justice-conference-2022-sassari>

LAW AND SOCIETY ASSOCIATION (LSA)

Graduate Student & Early Career Workshop

June & July 2022

Virtual; <https://lawandsociety.site-ym.com/page/GSW>

INTERNATIONAL SOCIETY FOR THE REFORM OF CRIMINAL LAW

Thinking Beyond the Bars: New Approaches in Sentencing, Corrections and Restorative Justice

July 18-21, 2022

Vancouver, Canada

<https://isrcl.com/thinking-beyond-the-bars/>

22nd ANNUAL MEETING OF THE EUROPEAN SOCIETY OF CRIMINOLOGY

September 21-24, 2022

Malaga, Spain

<https://esc-eurocrim.org/>

CONVERSATIONS WITH DEATH ROW

Virtual

Event contact: Tessie Castillo at tessie@tessiecastillo.com

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FUTURE ASC ANNUAL MEETING DATES

| | | | |
|------|-------------------|-------------------|-----------------------------------|
| 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 |
| 2032 | November 17 - 20 | Chicago, IL | Palmer House Hilton |
| 2033 | November 16 - 19 | Washington, D.C. | Washington, D.C. Marriott Marquis |
| 2034 | November 11 - 19 | New Orleans, LA | New Orleans Riverside Hilton |
| 2035 | November 10 - 18 | Chicago, IL | Palmer House Hilton |



2022 ASC ANNUAL MEETING

Venue: Atlanta Marriott Marquis

Location: Atlanta, GA

Date: 11/16/2022-11/19/2022

Chairs: Bianca Bersani & Stephanie DiPietro

Theme: *The Future of Criminology*

Visit the [2022 Annual Meeting](#) page on the [ASC website](#) for additional details.