



The Criminologist

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Selling the Science: Our Collective Visions for the National Institute of Justice and the Bureau of Justice Statistics

Nancy La Vigne, Director, National Institute of Justice
Alex R. Piquero, Director, Bureau of Justice Statistics

Nancy:

At the National Institute of Justice (NIJ), we cover a wide array of issues, strategies, and perspectives pertaining to public safety and the effective and equitable delivery of justice. We do that by convening criminal justice practitioners and stakeholders to help craft research agendas and distill which research investments would most benefit them; soliciting and awarding grants to conduct that research; and communicating research findings to inform improvements in policies and practices in the field.

While I was appointed to be the director of NIJ by President Biden in March 2022, this is not my first stint at the Institute. Years ago, when I was still a doctoral student, I joined NIJ as a social science analyst to become a part of what was then a growing team of researchers hired to support a robust grant program fueled by the 1994 Crime Act. I'm thrilled to rejoin NIJ as its director.

It seems fitting that Alex Piquero — now the director of the Bureau of Justice Statistics, one of NIJ's sister agencies — got his start in the field of criminology at the same time that I did. After our Ph.D. programs (Alex's at the University of Maryland and mine at Rutgers University), Alex took the academic route, quickly becoming one of the most prolific scholars in our field; I pursued a more applied trajectory at NIJ and later at the Urban Institute and Council on Criminal Justice. Yet over the years our paths have crossed in ways that signal our aligned vision for the future of criminology and its promise for informing policy and practice.

Alex and I routinely connected through our shared interest in elevating the voices of criminologists in the media and in policy circles. We often joke that Alex was my Twitter protégé: After I implored him to create an account, he took to the platform with gusto and within a year had more followers than I did! We have connected through our policy-related work over the years and are kindred spirits in our dedication to rigorous, high-quality scholarship, our interests in supporting and elevating emerging scholars of color, and our drive to ensure that the research we produce makes a difference in the world.

I share all of this because it's important to both of us that the field view us as a team. As leaders of our nation's two justice science agencies, we believe that our ability to shape the field through grant funding priorities, collection, analysis and dissemination, and the bully pulpit that comes with these roles is all the more influential when we work in partnership. We come to our agencies with different backgrounds and tools at our disposal — but our roots in the discipline of criminology and our longstanding professional dialog mean that we have a common vocabulary for change and a shared understanding of the path forward for our work at the Department of Justice.

As NIJ director I have five key priorities, all pertaining to how research is conducted rather than to specific topics. I focus on the "how" rather than the "what" because the shifting needs of the field demand a flexible approach that prioritizes proactive engagement with all manner of

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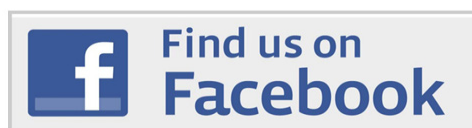
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criminal justice stakeholders. These priorities will be baked into our research solicitations, with greater consideration given to proposals that comport with them. I look forward to inviting proposals across a host of pressing topics pertaining to victimization, public safety, forensics, technology, and the administration of justice.

Foster rigorous and inclusive research

My first priority is to foster research that is both rigorous and inclusive. By “inclusive” I mean research that takes the time to consult with and learn from the people who are closest to the issue or problem under study. They could be prosecutors, probation officers, victim service providers, families who have lost loved ones to gun violence, people who have experienced incarceration — you name it. We researchers tend to think we are the greatest experts on the topics we study, but that’s usually not the case. While we may be the experts about *research*, the true experts on the issues are those with professional and lived experience. We need to honor that.

Elevate studies that apply an equity lens

Another key priority, closely related to inclusive research, is to elevate studies that promote an equity lens. That means assessing programs, policies, and practices for racially and other disparate outcomes. It means evaluating strategies to reduce racial and other disparities in the criminal justice system. It means recognizing that oftentimes “race” is a proxy for structural inequality and other societal factors. We must scrutinize the data we use and avoid or adjust for data sources that have baked-in biases – including those of our own making.

Infuse evaluation research with a strong implementation science component

It is equally important to me that we infuse all evaluation research NIJ supports with a strong implementation science component. As a field, we routinely worship at the altar of the randomized controlled trial, often doing so at the expense of attending to issues of implementation fidelity. Even with quasi-experimental designs, our focus is more often on impact than implementation. Yet absent implementation evaluation, what do null findings tell us? We can’t improve programs when we don’t know the areas for improvement.

Encourage interdisciplinary research

Another priority I have as NIJ director is to promote more interdisciplinary research teams so that we can learn from the best psychologists, economists, engineers, sociologists, and forensic scientists who ideally work in partnership with practitioners and bring complementary skills to the table. Far too often, these disciplines work in isolation rather than collaboration. It makes little sense to apply a cutting-edge methodology to a dataset for which we are unclear on what the variables measure, or to generate findings with no knowledge of their policy context. Similarly, more inclusive research demands what I term “numbers plus narratives”: Teaming social work researchers with economists might just do the trick!

Ensure that research evidence promotes change

My fifth and final priority is to ensure that research evidence results in actionable information to promote change in the field. When I look to the leadership of past NIJ directors, I note how Jeremy Travis, my longtime mentor, led the way through the establishment of a robust communications strategy. Later, John Laub made [translational criminology](#) a well-known concept for the field. These exemplars, together with my work in establishing and leading the [Crime and Justice Research Alliance \(CJRA\)](#), my service over the years on ASC’s Policy Committee, and my representation of ASC on the board of the Consortium of Social Science Associations (COSSA), have primed me for leading NIJ with a strong focus on strategies that promote practitioner and policymaker uptake of research evidence. To do so effectively, we need to explore the science of which strategies and messages lead people to change. That science spans well beyond criminology to include behavioral psychology, marketing, and communications, with lessons culled from public health messaging and the use of checklists in medicine and aviation. NIJ’s new Evidence to Action initiative is the first step in this direction, and I look forward to sharing what we learn with you all.

Alex:

The Bureau of Justice Statistics (BJS) was established in 1979 to collect, analyze, publish, and disseminate information on crime, people who commit offenses, victims of crime, and the operation of justice systems. As one of 13 principal federal statistical agencies, BJS offers a variety of stakeholders official crime and justice statistics.

I have long been a user of the data and consumer of the publications produced by BJS. In fact, BJS holds a dear place in my heart

because one of my graduate school mentors, Charles Wellford, was intimately involved in drafting a plan for a justice statistics agency — what we all know today as BJS. Being appointed to serve as director of BJS by President Biden in June 2022 is the honor of a lifetime.

Over the course of my (largely) academic career, I have come to appreciate the work that both NIJ and BJS have done with respect to research and evaluation and data collection and dissemination. As a member of National Academy of Sciences panels on [Strengthening the National Institute of Justice](#) and on [Modernizing Crime Statistics](#), I also got the inside-baseball version of both agencies within the Office of Justice Programs, including their strengths, weaknesses, and most importantly their contributions to our discipline. As Nancy said, we may have traveled on separate airlines during graduate school, but we always landed at the same airport and the same outcome: using data to inform crime and justice policy and decision-making and getting those data to people in ways that are useful and interpretable to them. It is one of the greatest honors and joys of my professional career to work side by side with Nancy, and to have fun doing it.

Like many prior BJS directors, I have a lot of plans and ambitions, but let me highlight my four overarching priorities, all of which are unified by the central theme of making statistics matter.

Modernization

We live in a time in which the expectation is that the world of information is at our fingertips. We need to ensure that BJS data meet that expectation and are accessible, usable, relevant, and available to researchers as soon as possible in order to permit their broad usage. “Different people need different data in different ways for different reasons.” I said that as a member of the NAS panel on Modernizing Crime Statistics, and Team BJS (as I like to refer us) has already taken several steps in that direction. We have updated our NCVS and NIBRS data dashboards and are developing key statistics pages. We provide information via webinars, are moving toward web-first publishing, and are providing quicker access to data and data holdings. I’m particularly excited about our new series, [Just the Stats](#), which offers one-page reports on specific issues; our first was on [carjacking](#) data collected within the NCVS. We are also redesigning the NCVS to include questions related to police contact and community wellness, launching new data collections on maternal health of incarcerated women, and examining reentry among pardoned individuals as well as veterans.

Engage

A key aspect of my academic career was engaging with a variety of stakeholders. In my role as director of BJS I continue to view this as paramount. This means engaging with academics, practitioners, political officials, the media, and the general public about crime and justice data. Of course, in the interest of objectivity, BJS cannot comment directly on policy matters, but we can ensure that our data are offered and presented to as wide an audience as possible and in as many different ways as possible. These include media briefings, meetings on the Hill with Congressional staffers, presentations to subcommittees, as well as outreach to the general population — including, for example, opinion pieces such as the one that Nancy and I published in the [Tampa Bay Times](#) on school safety.

Elevate

As someone who has had the honor of mentoring dozens of undergraduate and graduate students and watching them succeed, I also see it as an important part of my role as director to encourage and support the professional development of Team BJS. This includes promoting interested and qualified individuals for leadership positions; encouraging participation at local, national, and international meetings and conferences; having team members directly involved in briefings and media engagements; and encouraging their pursuit of publication in research and academic outlets. Right from the outset, I set up individual meetings with each BJS team member to learn about their goals, interests, and career paths. My door (or virtual meeting room) is always open for team members to share their ideas and participate in the team-oriented decision-making that I have brought to BJS, which is based on a simple lesson that I learned playing and watching sports: A team cannot succeed unless each player contributes their share.

Collaborate

One of the new and unique roles given to directors of federal statistical agencies under the [Evidence Act](#) is that of de facto statistical official for the agency. As BJS is situated within the Department of Justice, that is a large role to play. It’s also a unique opportunity to help others understand the methodological and statistical issues that underpin a lot of what the Department does. In this regard, I am already collaborating with individuals throughout DOJ on a myriad of crime and justice issues and learning a lot in the process. Similarly, the director of BJS is a member of the Interagency Council on Statistical Policy (ICSP), so I work closely with other federal statistical agency directors on several initiatives including linking data from other federal statistical agencies to provide a broader picture of the criminal justice-involved population. Finally, BJS has always had a very close partnership with NIJ. After all, data, research, and evaluation go hand in hand. Nancy and I have already started working closely together on several research and

teaching initiatives, such as our plan to jointly fund and host undergraduate students to spend time with us at NIJ and BJS. We have also shared the stage, so to speak, to talk about the agencies we lead and how we can best #SellTheScience, our moniker for bringing science to people in ways that they can understand and ultimately use. We hope that when people do a debriefing on our terms as directors, they will look at our collaboration as one that really moved the needle.

From Nancy and Alex:

Much of what we – and other directors before us – want to accomplish rests significantly on the sustained commitment of both the academy and its members in support of DOJ's science agencies. And we are grateful that both NIJ and BJS have enjoyed such support from entities such as CJRA and COSSA, along with the ASC and Academy of Criminal Justice Science's (ACJS) public policy committees, and the Committee on Law and Justice within the National Academies. Comprised of members from within and outside the academy, these coalitions not only get the word out about the value of both NIJ and BJS but are also able to speak to constituents who are involved, either directly or indirectly, in marshalling the support of our agencies and their missions. The fact that shortly after our appointments the presidents of both ASC (Janet Lauritsen) and ACJS (Denise Paquette Boots) invited us to serve as key panelists at their annual conferences signals a commitment to that support.

But presidents change, as do executive boards, and over the years we've observed uneven support for applied criminology on the part of the academy. As one example, financial support CJRA has been cut and withdrawn despite the astounding success it has had in elevating criminologists as sources for the media. This needs to change. Most people, including those of color, entering this profession do so because they are inspired to promote a more equitable justice system through research. If we are to attract, retain, nurture, and support a diverse array of emerging scholars we need to not just maintain but strengthen the ties between the research we produce and the impact it yields. And, perhaps more importantly, elevating the research of our colleagues to the general public.



It is equally important to garner sufficient and sustained support for the work carried out by DOJ's scientific agencies – work that is without question of value and necessity to the members of the academy who not only use NIJ and BJS products but who also seek the support of the two agencies to help them conduct their own research. Yet federal funding for these agencies has remained either stagnant or decreased over the past dozen years while the scope of their work has continued to expand. The annual appropriation to the DOJ science agencies has also consistently lagged behind that of other science agencies.

But make no mistake: we'll do all we can with the resources we have. And part of that involves our own commitment to be accessible to and engaged with the academy. Like many of the readers of *The Criminologist*, we learned about NIJ and BJS during graduate school and over the years we have made great use of these agencies' products, data collections, and grant programs. We understand and appreciate what it's like to be on the "other side" of OJP, but that does not mean that we know all the answers — far from it. We are eager to hear from you, and we hope you will follow our lead in producing research that is informed by timely data and inclusive methodologies. As we do so, let's keep our eyes on the prize: We aren't in the business of conducting research solely for the sake of generating evidence; the point is to produce knowledge that improves the safety and well-being of all Americans while ensuring a justice system that is truly just and equitable.

The Prison Monastery: A Rehumanizing Model for Carceral Institutions

Marcus Ratnathicam, Executive Director of Unconditional Freedom
Kate Feigin, Prison Monastery Director

I. Introduction

The current public policy framework for American penal institutions focuses primarily on securing and housing the country's nearly two million inmates (Sawyer & Wagner, 2022). The Federal Bureau of Prisons' stated mission is "to protect society by confining offenders in...controlled environments that are safe, humane, cost-efficient, and appropriately secure" (BOP, n.d.).

However, the American prison, as an institution, has struggled to live up to its stated mission. Today's prison system is plagued by high rates of recidivism, prevalent overcrowding, and skyrocketing costs of housing and security (Equal Justice Initiative, 2017). By changing the focus of incarceration from warehousing and controlling inmates, to transforming prisons into environments that foster human growth and development, a new project being pioneered in California institutions hopes to meet current institutional objectives, and to expand the scope of the mission of carceral institutions nationwide.

II. The Prison Monastery Model

The Unconditional Freedom Project (UF), a California non-profit dedicated to "rewilding nature and rehumanizing society," began operating its first pilot project, *The Prison Monastery*, in local jails in early 2020. The Prison Monastery's primary aim is to transform the prison institution into one that fosters human growth and development through a structured program of essentially monastic practices: penitence, contemplation, study, introspection, and contribution. While not religious or sectarian in nature, these practices do invoke the spiritual notion of cultivating the human soul in such ways that it becomes fertile ground for instilling pro-social values, beliefs, and attitudes among prison residents.

In its first two years of operation, *The Prison Monastery* made remarkable progress. It opened pilot projects in two institutions, The Mendocino County Jail and Central California Women's facility. Its self-directed *Art of Soulmaking* (AoS) educational curriculum has also been introduced through satellite programs at 41 penal institutions throughout the country. The *Art of Soulmaking* curriculum engages residents in a series of practices – meditation, journaling, letter-writing, and selected readings on contemplation, purpose and *eudaimonia* (personal wellbeing or flourishing). Prison residents can participate in the program whether they are in general population or solitary confinement. Participants are given questionnaires both at the beginning and end of the program to assess their states of well-being, as measured by self-reported levels of stress, anger, optimism, and depression.

Self-reported results from residents who have completed the program indicate the following:

- 📄 Stress decreased by 31%
- 📄 Anger decreased by 21%
- 📄 Optimism increased by 16%
- 📄 Depression decreased by 29%

A pocket-sized book called *Remembering* published by *Soulmaker Press* contains reflections written by more than one hundred prison residents who participated in the AoS program. Among them are reports of being able "to live free inside of prison." Others reported that they had gained "mutual respect from inmates and staff."

Another class participant stated:

I think I really get what you said about there not being enough space for people to remember each other's humanity. To me the pace of societies is also a contributor – there's this lack of patience, constant drive for instant gratification... which clouds people's perception... it takes time and space to get to know people, to listen and be able to see the humanness.

While the notion of a Prison Monastery is relatively novel, especially in the current institutional context, its roots date back to the founding of American prisons. At one time, prisons in America were in fact called 'penitentiaries.' The term 'penitentiary' is derived from the Catholic Church. In its original context, a "Penitentiary" was the title designated for an official, a tribunal or a papal court within the church put in charge of deciding questions relating to penance and absolution of sins. Its secular relative – the prison penitentiary – was originally a place where society would send those who transgressed against its laws to undergo a period of penance, contemplating the impact of their crimes, and arriving at a sense of remorse or contrition.

In medieval times, penitence entailed spending long periods in self-isolation. A person seeking penitence would often leave society and go into a rude forest hut or a cave in which they would embark on a journey of prayer, contemplation, meditation, fasting and study, only to emerge – sometimes years later – with remarkable insights that contributed to society's understanding and enlightenment. Self-examination and discipline were seen as tools by which the powerful could meek themselves in service of the broader community.

Over time, the prison environment moved from this penitence model to a warehousing model as prison populations rose. In the process, the original intention for correctional institutions has become lost. By creating environments that foster penitence and cultivate introspection, study and contemplation, The Prison Monastery seeks to restore the sacred role of the penitentiary.

III. Unconditional Freedom: How to Live Well In A Prison

Where a man can live, there he can also live well. – Marcus Aurelius

Countless debates throughout the ages have sought to resolve this conundrum: whether conditions give rise to an individual's character, or whether a person's character frames their perception of conditions. The legendary tragic figure in Shakespeare's Hamlet embodies the ambivalence of this age-old conundrum, when he muses whether "'tis nobler in the mind to suffer the slings and arrows of outrageous fortune; or to take up arms against a sea of troubles and, by opposing, end them." A practical solution was offered centuries before by the Roman Emperor Marcus Aurelius, who despaired over whether living in a palace – with all its luxuries, distractions, and temptations – made it impossible for him to develop the strength of character he would need to lead the Roman people.

He answered it in the simplest of ways, stating, "the soul can choose not to be affected, preserving its own serenity, its own tranquility." (Aurelius, 167 A.C.E.). In other words, the human soul has within it the power to choose for itself whether, and how, it will be affected by outside conditions. A 'limiting' condition can be perceived either as a roadblock or a steppingstone. This reframing yields a resolution to Hamlet's conundrum: as human beings we have a power of choice that can transcend conditions, thus offering us unconditional freedom.

Embracing the human capacity for unconditional freedom forms the core programmatic aspect of the Prison Monastery, the *Art of Soulmaking* curriculum. The curriculum addresses the issue of developing strength of character such that human the soul can flourish under nearly all conditions in which it is possible for a human body to live – whether those of surplus and luxury, or poverty and incarceration. By developing the practices and skills of contemplation, penitence, meditation, and contribution, we can all be imbued with a sense of purpose and mission irrespective of the outside conditions in which we may find ourselves.

When *Art of Soulmaking* began to be deployed in jails, it was initially intended to be an instructor-led curriculum featuring several modules. However, because it launched during the height of the COVID-19 epidemic when outside programming had been paused in jails and prisons, the program creators developed a self-directed course augmented by volunteer correspondents. We operated for over a year purely as a self-led course before any UF volunteers entered prisons for in-person programming.

As the COVID restrictions began to ease in mid-2021, in-person instruction in *Art of Soulmaking* began at Mendocino County Jail and Central California Women's facility. A certified *Art of Soulmaking* volunteer facilitator would guide participants through an 8-week journey of inquiry and healing. The course begins with setting up for contemplative practice of journaling, soul searching exercises, yoga, and meditation. After setting this foundation, participants walk through four chapters on healing and restoring dignity.

The in-person course is supplemented with an array of resources including the *A Monastic Life* video library containing lectures from world-class experts, offering instruction in mind-body techniques, healthy eating, and creativity. This library features titles from renowned teachers in all subject areas. AoS course participants also have access to fellowship and guidance from graduates of the course, who can elect to provide structured support to new prison resident practitioners. In this way, graduates reintegrate their learnings and form positive new associations based on their own growth and experience.

IV. Beyond Sequestration: Seeding A Vibrant Society

A judge's job is to punish. A jail's job should be to create better neighbors. - Dr. Stefano Bertozzi, Dean and Professor of Health Policy & Management, Berkeley School of Public Health

While the stated goal of the U.S. Bureau of Prisons, as previously mentioned, is to "protect society by confining offenders," the reality is that the vast majority of those currently imprisoned will one day leave incarceration. Some have referred to today's prison

environments as advanced criminal training academies, places where residents, left to their own devices, refine, and improve their criminal skills. If not effectively acknowledged and addressed, the problems that caused prison residents' incarceration in the first place will fester during their time of incarceration, and lead to even more dangerous criminal behavior, thus compounding the problems we face as a society.

The Prison Monastery seeks to serve our society's needs for justice, peace, and social cohesion by fostering an environment within penal institutions that enables both residents and staff to restore their sense of self, of dignity and of purpose. It promotes the idea that incarceration can serve as a redemptive interruption for a life that has gotten off balance. And it also proposes individuals who work in prisons to view their service as an opportunity to calibrate, clarify and affirm their true purpose.

In conjunction with *The AoS* program offered to prison residents, The Prison Monastery also offers a program called *Guards to Guardians*, which is available to corrections officers, medical staff, and institutional leaders and managers within prisons. *Guards to Guardians* seeks to help these staffers transform the traumatic effects of working in a prison setting into a sense of mission and purpose. For example, guards are recast from their traditional role of sequestering inmates from society to that of 'guardians' – people whose mission is to safeguard and facilitate incarcerated residents' work of penitence and self-development. By elevating the role and duty of officers from guards to 'guardians', the program hopes to make officers the focal point of a space for human redemption.

V. Rehumanization: Reclaiming What Society Discards

"The best way to guarantee human security is to help people fulfill [their] own potentialities." -- Dr. Surin Pitsuwan, Secretary-General of the Association of Southeast Asian Nations (ASEAN).

One of the underlying perceptions of people living in conditions of incarceration is that their transgressive behavior makes them essentially useless to society. They are often cast aside as human waste. Just as we toss our trash into landfills, we cast our 'trashy people' into prisons. As a result, both the natural environment and the social ecology become depleted.

Unconditional Freedom sees both environmental and social problems as interrelated and in fact inextricable. What harms the soil also harms our food; depleted food ultimately depletes the body; a depleted body leads to weakened human spirit and the consequent social pathologies that ultimately result in mass incarceration. Thus, the emphasis on Prison Monasteries is situated within a broader effort by Unconditional Freedom to create ecological restoration zones within prisons.

UFP's other core demonstration projects, *Love to Table* and *The Earth Program*, operate in conjunction with *Prison Monasteries* to foster an ecology of restorative practices.

Love to Table, for example, helps to restore dignity among the poor and unhoused by serving them nutritious, well-prepared, and ethically and sustainably sourced meals in clean and elegant settings, mirroring the dining experience of high-end farm-to-table restaurants.

The Earth Program develops ecologically sustainable agricultural and land use practices on its farm in Mendocino County, and supplies food to *Love-to-Table*. At the Mendocino County Jail, *The Earth Program* supplied a volunteer gardener to initiate a vegetable garden on the land surrounding the jail and instituted a program to teach prison residents basic agricultural skills. The garden program, which grew to include a chicken coop and apiary, became a core programming element of the *Art of Soulmaking* curriculum at the jail.

UFP's integrated approach to restoring human dignity among marginalized populations and restoring natural habitats aims to convert a current system that currently drains society's resources to one that is generative and sustainable. If, for example, prisons could become largely self-sustaining through prison-based agriculture, they could reduce the need for government funding and even become net contributors. Excess agricultural yield could then be used to feed the poor and unhoused and address issues such as urban food deserts.

From a social-humanist perspective, life satisfaction and contribution to society are derived from the realization of individual potential through outlets to explore unique passions, skills and talents in the form of work and study (Ruttenburg, 2013). The Prison Monastery aims to promote human flourishing by creating the "germination conditions" for people to return to self.

The Prison Monastery seeks to build a sense of community and mutual responsibility among its residents. In his book, *The Healing Wisdom of Africa: finding life's purpose through nature, ritual and community*, author and traditional healer Malidoma Somé states, "Individuality not individualism is the cornerstone of community. Individuality is synonymous with uniqueness. This means that a

person and his or her unique gifts are irreplaceable. The community loves to see all its members flourish and function and optimal potential. In fact, a community can flourish and survive only when each member flourishes, living to the full potential of her or his purpose. To honor and support its members is in the self-interest of any community."

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Call for presentations now open!

You are most welcome to submit your abstract for the Stockholm Criminology Symposium. The symposium will take place on June 12–14 2023.

Following the research interest of the prize winner, the main symposium theme will be Principled and equitable law enforcement. In 2023 we will also have a second theme which is Evidence-based knowledge against violent extremism. As usual, there is also a general theme, Contemporary criminology, which covers a broad range of subjects in the area of criminology and for which this year, special attention will be paid within this theme to contributions focused on environmental criminology.

All abstracts must be submitted by February 28, 2023.

[Read more about call for presentations and submit your abstract.](#)

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Tom Loughran, Pennsylvania State University

Volkan Topalli, Georgia State University

As of December 1, 2022, we started our term as the new co-Lead editors of *Criminology*. Along with our co-editors Dana Haynie, Andromachi Tseloni, and Gary Sweeten, we are both humbled to be selected for such a critically important position and excited to begin our turn as caretakers of our field's flagship journal. We also wish to thank the prior editorial team of David McDowell, Jodi Miller, Charis Kubrin, and Carter Hay (as well as Janet Lauritsen and Brian Johnson) for their excellent stewardship of the journal over the past six years.

We remain incredibly respectful and appreciative of all those who came before us who established and advanced *Criminology* as the premier outlet in the field and are committed to maintaining and safeguarding the lofty standards of the journal. At the same time, we plan to tailor our journal editorial processes in response to what we see as a constantly evolving landscape for both the field specifically and the broader social sciences more generally. As such, we plan to institute several sets of changes consistent with our larger editorial philosophy upon which we formulated our application to the ASC board.

There are several key changes we plan to implement going forward, which authors and readers might view as a change from prior practice. First is a broader push to expand the scope of the journal contributors and readers to advance more multidisciplinary research. It is our core belief that criminology is a field, as opposed to a discipline, and as such, we feel that there is room under this wider tent to be more inclusive of a broader array of social and, in some cases, natural, scientists who are interested in the study of crime and its consequences. Rest assured, the primary foci of this journal are still – and will remain – papers based on rigorous analysis of quantitative and qualitative data that contribute to the advancement of a wide-ranging set of criminological theories. However, we believe there is a multitude of scholars capable of making important criminological contributions who do not identify as traditional criminologists. These include sociologists, psychologists, anthropologists, policy and legal scholars, economists, computer and information scientists, and biologists, to name but a few. Therefore, one of our objectives is to extend a bridge to scholars of all backgrounds engaged in top-quality research in the study of crime.

A second key change we plan to focus on is the further establishment of core practices in line with principles endorsed by the Committee on Publication Ethics (COPE). We acknowledge this to be a major and extensive undertaking that will not be accomplished overnight, nor for which any magic bullets exist to rectify all the complex and constituent issues with transparency in academic publishing. Our editorial team intends to publish a longer, more detailed article in the first year of our term, which substantively attends to the myriad of thorny issues involved in this enterprise and outlines how our editorial philosophy will guide the manner in which we plan to address them. As such, we will provide a limited explanation in this space, except to say that while some of the COPE best practices are perhaps less relevant for our discipline, establishing clear and publicly available policies across them is a goal towards which we will strive throughout our tenure with the journal. In year one, we plan to prioritize three key areas: data and reproducibility, peer review processes, and post-publication discussions and corrections. In later years, depending on the status of these top priorities, we intend to establish guidelines and public policies for other core practices. We also plan to be welcoming of and responsive to feedback from the discipline as we undertake this mammoth task.

A third key change is more practical. It was a central tenet of our team's editorial philosophy to institute a fair and efficient desk rejection policy, which we understand to be a substantial change from the governing philosophy of the journal's prior editorial teams. This change was also part of our proposal made to and reviewed by the leadership of ASC and the publications committee. For various reasons, journals are frequently presented with a substantial number of manuscripts that clearly do not meet the minimal standards of publication for a journal which in the past have been screened out prior to external review. In this regard, *Criminology* has been no different. However, most of the top journals in other fields operate under the expectation that the editors will also reject additional manuscripts that may pass the initial requirements of publication but are otherwise limited their contribution to our field. Our assertion is that such submissions may be better suited for other journals and putting them through a lengthy process with *Criminology* while providing authors with excellent reviews will almost certainly end in rejection. Rather than expend the time and resources of our reviewers on such manuscripts, we proposed to take a more active role in making initial decisions about submitted manuscripts. We anticipate only a moderate increase in the number of desk rejections by applying such a standard. If only an additional 10% of manuscripts were desk rejected in this way, it could amount to saving 90-100 reviews for more appropriate manuscripts, for instance. This process requires discussion among editors on the team about manuscripts and will ensure that the journal speaks with a unified voice. Our goal in implementing this practice is twofold. First, we believe it will produce a fairer process

EDITOR'S CORNER

for authors, who can then very quickly send their manuscript to a different journal, which is especially crucial for junior scholars. Second, it will be more efficient and less onerous for our reviewers, whose burden has increased substantially in the wake of the pandemic. We also plan to provide comments from the editorial team, which we expect to be helpful in revising such manuscripts for publication in another outlet.

Finally, we plan to reconstitute the editorial board in the first half year of our tenure to better reflect diversity in multiple ways. It is critical for a generalist flagship journal like *Criminology* to represent a broad swath of the criminology community and those served by its research. As such, we will focus on increasing diversity in board membership across multiple domains, including a) areas of research focus, b) a broader array of methodologies, including publication of articles that feature qualitative approaches, experiments, mixed methods, case studies, and other techniques, with equal value placed on positivist, interpretivist, and critical approaches to scientific inquiry, c) disciplinary and theoretical backgrounds, and finally d) a more inclusive swath of identities and representation along racial, ethnic, gender, cultural, and international lines.

In closing, we would like to recognize the magnitude of the responsibility with which we have been entrusted, and we vow to undertake this responsibility with the highest level of detail. Though we will no doubt face a steep learning curve we anticipate that our efforts will increase consistency, transparency, and fairness, increasing overall satisfaction in the review process and a better product, grounded in principles of theory, science, and policy.



Learn more

Assistant professor leads research

on relationships among criminal justice involvement, social inequality, and health disparity.



—
**Dr. Hexuan
Liu**

*Assistant Professor
School of Criminal Justice
University of Cincinnati*

cech.uc.edu/cj





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Edward J. Latessa | (In memoriam) Ohio State University, Emeritus
Hexuan Liu | University of North Carolina at Chapel Hill
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Joseph L. Nedelec | Florida State University
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AROUND THE ASC

2022 ASC ANNUAL MEETING



2022 Herbert Bloch Award Recipient
Jody Miller



2022 Gene Carte Student Paper Award Recipients
3rd Place-Stephen N. Oliphant; 2nd Place- Said A.J. Hassan;
1st Place-David Mitre Becerril



2022 Ruth Shonle Cavan Award Recipient
Matthew Clair



2022 Edwin H. Sutherland Award Recipient
D. Wayne Osgood

AROUND THE ASC

2022 ASC ANNUAL MEETING



2022 ASC Fellows Award Recipients, from left -
Michael D. Reisig, Walter S. DeKeseredy, Brian D. Johnson, William Alex Pridemore



2022 Joan Petersilia Outstanding Article Award Recipient
Tony Cheng



2022 August Vollmer Award Recipient
Scott Decker



2022 Ruth D. Peterson Fellowship Award for Racial and Ethnic Diversity Recipients, from left -
Jose Antonio Sanchez, Durrell Malik Washington, Faith M. Deckard

AROUND THE ASC

2022 ASC ANNUAL MEETING



2022 Michael J. Hindelang Outstanding Book Award Recipient
Sarah Brayne



2022 Teaching Award Recipient
Emily Lenning



2022 Graduate Student Poster Award recipients, from left –
Byunggu Kang, Dosun Kim, Veyli Ortiz Solis, Alvi Ali



ASC Presidents, from left –
Charles Wellford, Janet Lauritsen, Gary LaFree, Karen Heimer, Larry Sherman, Sally Simpson, Steve Messner,
Shadd Maruna, Rob Sampson, Rick Rosenfeld

AROUND THE ASC

2022 ASC ANNUAL MEETING



2022 ASC Annual Meeting Team, front row – Nicole Coldiron, Chris Eskridge, Andi Alford;
back row – Susan Case, Mariah Drullinger, Raelene Waltemath, Paul Lambert, Deborah Bowling, Nancy Shope,
Amy Couk, Kelly Vance, Tara Vance, Sheena Hensley

AROUND THE ASC**2023 Election Slate for 2024 - 2025 ASC Officers**

The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the 2023 election:

President

Jody Miller, Rutgers University
Katheryn Russell-Brown, University of Florida

Vice President

Ojmarrh Mitchell, Arizona State University
Lee Slocum, University of Missouri–St. Louis

Executive Counselor

Jennifer Cobbina, Michigan State University
Kevin Drakulich, Northeastern University
Derek Kreager, Pennsylvania State University
Henrika McCoy, University of Texas at Austin
Andres Rengifo, Rutgers University
Bryan L. Sykes, University of California, Irvine

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 10, 2023 (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 2024 Election Slate for 2025 - 2026 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, 2023 to be considered by the Committee.

Karen Heimer
University of Iowa
Dept of Sociology & Criminology
400 North Hall
Iowa City, IA 52242
(319) 335-2502
karen-heimer@uiowa.edu

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.org/>

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)

(under construction)

Feminist Criminology (DFC)

<https://ascdwc.com/>

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/>

NEW EDITOR SOUGHT FOR***CRIMINOLOGY & PUBLIC POLICY***

The American Society of Criminology invites applications for the position of Editor of *Criminology & Public Policy*, one of its official journals. The new Editor will be responsible for five volumes, beginning with the February 2025 issue through the November 2029 issue. It is anticipated that new manuscript submissions will transfer to the new Editor in the fall of 2023 or spring of 2024.

The Editor is responsible for the timely and substantive output of the journal, including the solicitation of manuscripts, supervision of the peer review process, and the final selection of articles for publication. The American Society of Criminology pays for copy-editing and final proofreading, typesetting, providing PDF files, and up to \$60,000 per year to support the journal. The Editor's supporting institution might propose to provide office space, file storage, equipment, and funds to cover additional expenses such as graduate student assistance and release time for the Editor. Supporting institutions may also propose to assume some of the expenses now provided by the ASC.

As stated on its website, *Criminology & Public Policy* is the premier policy journal of the American Society of Criminology. It is devoted to rigorous research and critical discussions of criminal justice policies and practices. The central objective of the journal is to strengthen the role of research findings in the formulation and implementation of crime and justice policy and practice by publishing empirically based, policy-focused articles. The journal is interdisciplinary and international in its scope. For additional details access the Journal's homepage at: <https://onlinelibrary.wiley.com/page/journal/17459133/homepage/productinformation.html>

Interested applicants may contact the current Editors, Cynthia Lum (clum@gmu.edu) for additional information regarding the logistics and/or operational details of editing and producing the journal. Applicants are encouraged to contact Lisa Broidy, Chair, ASC Publications Committee (lbroidy@unm.edu) to discuss their applications before submission.

Application materials should include (1) a statement of editorial philosophy, (2) resumes of all proposed personnel, including the Editor and Associate Editors, and (3) assurances and details of institutional support.

Application materials should be sent electronically (as a single pdf file) to Lisa Broidy (lbroidy@unm.edu) by January 15, 2023.

AROUND THE ASC



2023 Awards

ASC Fellows

Herbert Bloch Award

Gene Carte Student Paper Competition

Ruth Shonle Cavan Young Scholar Award

Graduate Student Poster 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

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

*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 nominees' qualifications/manuscript quality and not on the number of nomination endorsements received. ASC Board members are ineligible to receive any ASC award during their term in office.*

American Society of Criminology
921 Chatham Ln., Ste. 108, Columbus, OH 43221
Phone: (614) 826-2000 - Fax: (614) 826-3031
Website: www.asc41.com – Email: asc@asc41.com

AROUND THE ASC

NOMINATIONS FOR 2023 ASC AWARDS

ASC FELLOWS – This designation is given to recognize 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 designate up to five (5) persons as Fellows annually.

Nominators should send a letter evaluating the nominee's contributions relevant to this award, and a copy of the nominee's curriculum vitae to the Fellows Committee Chair in electronic format. Please limit nominations to a single cover letter and the nominee's curriculum vitae.

Members of the ASC Board may not be designated as Fellows during their term in office. The Executive Board may decide not to designate any Fellows, or to designate fewer than five (5) Fellows, in any given year. Fellow designation is based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate.

All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **JODY MILLER** (973) 353-1303
Rutgers University jody.miller@rutgers.edu

HERBERT BLOCH AWARD – This award is given to recognize outstanding service contributions to the American Society of Criminology and to the professional interests of criminology. Nominators should send a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae to the Bloch Award Committee Chair in electronic format.

Members of the ASC Board may not receive this award during their term in office. 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. All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **CHARIS KUBRIN** (949) 824-0704
University of California, Irvine ckubrin@uci.edu

GENE CARTE STUDENT PAPER AWARD (Sponsored by Wiley Publishing Co.) – This award is given to recognize outstanding scholarly work of students. 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 Carte Student Paper competition. Those enrolled in Post-Doc programs are ineligible.

Prior Carte Award first place winners are ineligible for any future Carte student paper competitions. Previous prize-winning papers (any prize from any organization and or institution) are ineligible. Dual submissions of the same paper for the Carte Award and any other ASC award in the same year (including division awards) are disallowed. Papers can be submitted to only one ASC student competition in the same year. Students may submit only one paper a year for consideration. This includes co-authored works. Multiple authored papers are admissible for Carte Award consideration, as long as all authors are students in good standing at the time of the submission. Papers that have been accepted for publication at the time of submission for the Carte Award are ineligible.

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.

The Carte Award 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. 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. Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the awards, or to give fewer than three awards, in any given year. Award decisions will be based on the quality of the manuscripts and not on the number of nomination endorsements received for any particular manuscript. All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for submission is April 15.**

Committee Chair: **TIMOTHY BREZINA** (404) 413-1031
Georgia State University tbrezina@gsu.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 a Ph.D., MD, LL.D. or a similar graduate degree no more than five (5) years before the selection for the award (for this year the degree must have been awarded no earlier than May 2018), unless exceptional circumstances necessitated a hiatus in their scholarly activities. Eligibility extensions for major career interruptions include *but are not limited to* giving birth (one year per child, up to two years total), adoption, illness as well as having care responsibilities, which cause a hiatus or significant impediment to scholarly activities. Nomination letters should concisely explain the circumstances justifying the extensions. If the candidate has multiple graduate 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 co-authored works. Those interested in being considered or in nominating someone for the Cavan Award should send: (a) a letter evaluating a nominee's contributions to the discipline of criminology; (b) when relevant, include an explanation/justification for "major career interruptions;" (c) applicant's/nominee's curriculum vitae; and (d) no more than 3 published works, which may include a combination of articles and one book. Members of the ASC Board may not receive this award during their term in office. 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. All nomination 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: **JILLIAN TURANOVIC** (850) 645-0375
Florida State University jturanovic@fsu.edu

GRADUATE STUDENT POSTER AWARD – This award is given to recognize outstanding scholarly work of students. Any student currently enrolled on a full-time basis in an academic program at the graduate level is invited to participate in the Graduate Student Poster competition. Those enrolled in Post-Doc programs are ineligible. Multiple authored posters are admissible for consideration, as long as all authors are full-time graduate students.

The Graduate Student Poster Award Committee will judge submissions primarily on scientific merit and secondarily on visual appeal. Ideally submissions should be as complete as possible, with a question, method, data, and (preliminary) results and implications. Awards for 1st, 2nd and 3rd place will be given. The Executive Board may decide not to give the awards, or to give fewer than three awards, in any given year. Award decisions will be based on the quality of the posters and not on the number of endorsements received for any particular poster.

Graduate students who wish to enter this competition should adhere to the directions and deadline for presenting a poster at the Annual Meeting. In addition, such participants must self-declare their request for award consideration at the time of submission by marking the appropriate box on this poster submission form. Participants must also send a brief (2-3 minute) YouTube video to the Graduate Student Poster Award Committee Chair by **June 24, 2023.**

Committee Chair: **SANJA KUTNJAK IVKOVICH** (517) 355-2194
Michigan State University kutnjak@msu.edu

MICHAEL J. HINDELANG OUTSTANDING BOOK AWARD - This award is given for a book, originally 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 2020, 2021, or 2022. 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 Hindelang Award Committee Chair in electronic format.

Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the quality of the books and not on the number of nomination endorsements received for any particular book.

All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is February 15.**

Committee Chair: **AARON KUPCHIK** (302) 831-3267
University of Delaware akupchik@udel.edu

AROUND THE ASC

MENTOR AWARD – This award is given to recognize excellence in mentorship in the discipline of criminology. 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 Mentor Award Committee Chair in electronic format.

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 their role as a professor, researcher or collaborator to ensure successful enculturation into the discipline of criminology, 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 format.

Members of the ASC Board may not receive this award during their term in office. 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.

All nomination materials should be submitted to the Committee Chair in electronic format. **Deadline for submission is June 1.**

Committee Chair: **AMY FARRELL**
Northeastern University

(617) 373-7439
am.farrell@northeastern.edu

JOAN PETERSILIA OUTSTANDING ARTICLE AWARD – This award is given for the peer-reviewed article that makes the most outstanding contribution to research in criminology. The current Committee will consider articles published during the 2021 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 Petersilia Award Committee Chair in electronic format.

Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the quality of the manuscripts and not on the number of endorsements received for any particular manuscript.

All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is February 15.**

Committee Chair: **ANDREA LEVERENTZ**
University of Massachusetts Boston

(617) 287-6265
andrea.leverentz@umb.edu

AROUND THE ASC

RUTH D. PETERSON FELLOWSHIP FOR RACIAL AND ETHNIC DIVERSITY – These fellowships are given to encourage students of color, especially those from racial and ethnic groups underrepresented in the field, to enter the field of criminology/criminal justice, and to facilitate the completion of their degrees.

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 in the general area of criminology or criminal justice. Individuals may reapply for the award if they have not received it previously.

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 Peterson Fellowship Committee Chair in electronic format as a single pdf attachment.

Up to three (3), \$6,000 fellowships can be awarded annually. The Executive Board may decide not to award the fellowships, or to give fewer than three (3) fellowships, 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.

All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **MARIA VELEZ**
University of Maryland

(301) 405-4716
velezmb@umd.edu

THORSTEN SELLIN & SHELDON AND ELEANOR GLUECK AWARD – This award is given to recognize criminological scholarship that considers problems of crime and justice as they are manifested outside the United States, internationally or comparatively. Preference is given to 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, their work must be available in part, at least, in the English language (either by original publication or through translation).

Nominators should send a letter evaluating the nominee's contributions relevant to this award, and a copy of the nominee's curriculum vitae to the Sellin-Glueck Committee Chair in electronic format. Please limit nominations to a single cover letter and the nominee's curriculum vitae.

Members of the ASC Board may not receive this award during their term in office. 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.

All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **STEPHEN FARRALL**
University of Derby

s.farrall@derby.ac.uk

EDWIN H. SUTHERLAND AWARD – This award is given to recognize 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.

Nominators should send a letter evaluating the nominee's contributions relevant to this award, and a copy of the nominee's curriculum vitae to the Sutherland Award Committee Chair in electronic format. Please limit nominations to a single cover letter and the nominee's curriculum vitae.

Members of the ASC Board may not receive this award during their term in office. 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.

All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **GARY LAFREE**
University of Maryland

(301) 405-3008
glafree@umd.edu

AROUND THE ASC

TEACHING AWARD – This award is given to recognize excellence in undergraduate and/or graduate teaching over the span of an academic career. This award identifies and rewards 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/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 Teaching Award Committee Chair in electronic format. Letters of nomination should include a statement in support of the 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.

Members of the ASC Board may not receive this award during their term in office. 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.

Letters 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: **FAVIAN GUERTIN-MARTIN**
Arcadia University

(215) 572-2919
martinf@arcadia.edu

AUGUST VOLLMER AWARD - This award is given to 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.

Nominators should send a letter evaluating the nominee's contributions relevant to this award, and a copy of the nominee's curriculum vitae to the Vollmer Award Committee Chair in electronic format. Please limit nominations to a single cover letter and the nominee's curriculum vitae.

Members of the ASC Board may not receive this award during their term in office. 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.

All materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **LILA KAZEMIAN**
John Jay College of Criminal Justice

(212) 484-1301
lkazemian@jjay.cuny.edu

AROUND THE ASC



AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

**Annual Meeting 2023
Philadelphia, PA
November 15 – 18, 2023
Philadelphia Marriott Downtown**

Seeking Justice: Reconciling with our Past, Reimagining the Future

Program Co-Chairs:

Jamie Fader, Temple University
and
Jill McCorkel, Villanova University

meeting@asc41.com

ASC President:

Shadd Maruna, Queens University Belfast

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 24, 2023

Posters, roundtable abstracts, and lightning talk abstracts due:
Friday, May 19, 2023

AROUND THE ASC

SUBMISSION DETAILS

All abstracts must be submitted on-line through the All-Academic submission website. Details can be found on the [ASC Annual Meeting](#) website. You will need to create a new profile for 2023. 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 one discussant. The panel and individual paper abstracts should be less than 200 words. We encourage panel submissions be organized by individuals, ASC Divisions, and other working groups.

- PANEL SUBMISSION DEADLINE: **Friday, March 24, 2023**

Individual Paper Submissions: Submissions for a regular panel session presentation must include a title, abstract, and 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). Presentations of work that is published would be more suitable for an Author Meets Critic session.

- INDIVIDUAL PAPER SUBMISSION DEADLINE: **Friday, March 24, 2023**

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 24, 2023) 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 people who have agreed to comment on the book.

- AUTHOR MEETS CRITICS SUBMISSION DEADLINE: **Friday, March 24, 2023**

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.

- POSTER SUBMISSION DEADLINE: **Friday, May 19, 2023**

Graduate Student Poster Competition: Graduate students who wish to enter the ASC Graduate Student Poster Competition should adhere to the directions for presenting a poster (see 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 send a brief (2-3 minute) YouTube video to the Committee Chair by June 23, 2023. The award committee will judge submissions primarily on scientific merit and secondarily on visual appeal. Ideally submissions should be as complete as possible, with a question, method, data, and (preliminary) results and implications. Awards (1st, 2nd, and 3rd place) will be announced at the upcoming Annual Meeting. Posters co-authored with faculty are not eligible for awards. For more information, contact the please email Sanja Kutnjak Ivkovich at kutnjak@msu.edu.

- POSTER SUBMISSION DEADLINE: **Friday, June 23, 2023**

Roundtables: These sessions consist of three to five papers with 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 submission requires a session title and brief description of the session. The full session can consist of discussants on one topic or a session submission with three to five papers with presenters discussing related topics. Roundtable sessions are generally less formal than thematic paper panels. Thus, ASC provides no audio/visual equipment for these sessions.

- ROUNDTABLE SUBMISSION DEADLINE: **Friday, May 19, 2023**

AROUND THE ASC

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 Talk 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 19, 2023**

Other Information: 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 15 through Saturday, November 18, 2023. 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 2 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 24, 2023** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
- **Friday, May 19, 2023** 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. Abstracts will be made public to all meeting attendees through the ASC program app.

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.

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 the 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 [Guidelines for Annual Meeting Participants](#)

AROUND THE ASC

PROGRAM COMMITTEE

Area I	Presidential Panels		
Area II	Perspectives on Crime	Carla Lewandowski	lewandowskic@rowan.edu
1	Biological, Bio-social, and Psychological Perspectives	Joseph Schwartz	jaschwartz@fsu.edu
2	Developmental and Life Course Perspectives	Jeff Ward	jeffrey.ward@temple.edu
3	Strain, Learning, and Control Theories	Jennifer Copp	jcopp@fsu.edu
4	Labeling and Interactionist Theories	Rebecca Stone	rstone@suffolk.edu
5	Routine Activities and Situational Perspectives	Sean Roche	s_r568@txstate.edu
6	Deterrence, Rational Choice and Offender Decision-Making	Chae Jaynes	jaynes@usf.edu
7	Structure, Culture, and Anomie	Douglas Weiss	dweiss@csusb.edu
8	Social Disorganization and Community Dynamics	Maria João Lobo Antunes	mantunes@towson.edu
9	Critical Race/Ethnicity	Janet Garcia-Hallett	JGarciaHallett@newhaven.edu
10	Feminist Perspectives	Lynn Addington	adding@american.edu
11	Theories of Conflict, Oppression, and Inequality	Kerwin Kaye	kkaye@wesleyan.edu
Area III	Types of Offending	Nicole Leeper Piquero	nxl491@miami.edu
12	Violent Crime	Sarah Daly	sarahdaly05@gmail.com
13	Property and Public Order Crime	Chris Dum	cdum@kent.edu
14	Drugs	Heith Copes	jhcopes@uab.edu
15	Family and Intimate Partner Violence	Rae Taylor	rtaylor@loyno.edu
16	Rape and Sexual Assault	Cassia Spohn	Cassia.Spohn@asu.edu
17	Sex Work	Nili Gesser	nili.gesser@und.edu
18	Human Trafficking	Jennifer Musto	jmusto@wellesley.edu
19	White Collar and Corporate Crime	Jeremy Wilson	jwilson@msu.edu
20	Organized Crime	Chris Smith	cm.smith@utoronto.ca
21	Identity Theft and Cyber Crime	Aunshul Rege	rege@temple.edu
22	State Crime, Political Crime, and Terrorism	Vincenzo Ruggiero	V.Ruggiero@mdx.ac.uk
23	Hate Crime	Steven Windisch	steven.windisch@temple.edu
Area IV	Correlates of Crime	Stuti Kokkalera	sxk078@shsu.edu
24	Gangs and Co-offenders	Dana Peterson	dpeterson@albany.edu
25	Substance Use and Abuse	Kevin Haggerty	kevin.haggerty@ualberta.ca
26	Weapons	Karol Lucken	karol.lucken@ucf.edu
27	Trauma and Mental Health	Kevin Wolff	kwolff@jjay.cuny.edu
28	Race and Ethnicity	Katheryn Russell Brown	RussellBrownK@law.ufl.edu
29	Immigration/Migration	Ramiro Martinez	r.martinez@northeastern.edu
30	Neighborhoods and Communities	Kelsey Cundiff	kcundiff@umsl.edu
31	Macro-Structural	Kate Auerhahn	kathleen.auerhahn@temple.edu
32	Sex, Gender, and Sexuality	Jace Valcore	valcorej@uhd.edu
33	Poverty and Social Class	Jacob Day	dayj@uncw.edu
34	Bullying, Harassment, and Abuse	Max Osborn	max.osborn@villanova.edu
35	Social Ties & Social Networks	Jason Gravel	jgravel@temple.edu
36	School Experiences	Kelly Welch	kelly.welch@villanova.edu

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Area V	Victimization	Ráchael Powers	powersr@usf.edu
37	Causes and Correlates of Victimization	Min Xie	mxie@umd.edu
38	Policy and Prevention of Victimization	Chunrye Kim	ckim@sju.edu
39	Consequences of Victimization	Renee Zahnow	r.zahnow@uq.edu.au
Area VI	The Criminal Justice System	Evelyn Patterson	evelyn.patterson@vanderbilt.edu
40	Police Organization and Training	Elias Nader	enader2@kent.edu
41	Police Legitimacy and Community Relations	Natalie Todak	ntod@uab.edu
42	Police Misconduct	Adam Vaughan	Adam.Vaughan@uregina.ca
43	Police Strategies, Interventions, and Evaluations	Brandon Behlendorf	bbehlendorf@albany.edu
44	Prosecutorial Discretion and Plea Bargaining	Shi Yan	shiyang@asu.edu
45	Pretrial Justice	Wanda Leal	wel004@SHSU.EDU
46	Courts & Sentencing	Don Stemen	dstemen@luc.edu
47	Capital Punishment	Robert Johnson	robertjohnson@american.edu
48	Jails & Prisons	Travis Meyers	travis.meyers@utsa.edu
49	Community Corrections	Jill Viglione	jill.viglione@ucf.edu
50	Prisoner Reentry	Chantal Fahmy	chantal.fahmy@utsa.edu
51	The Juvenile Justice System	Jen Peck	jennifer.peck@ucf.edu
52	Challenging Criminal Justice Policies	Satenik Margaryan	smargaryan@bmcc.cuny.edu
53	Collateral Consequences of Incarceration	Sarah Lageson	sl1329@scj.rutgers.edu
54	Prisoner Experiences with the Justice System	Christian Bolden	cbolden@loyno.edu
55	Law Making and Legal Change	Molly McDowell	momcdow1@wsc.edu
56	Guns and Gun Laws	Will Schultz	schultzw4@macewan.ca
57	Inequality and Justice	Mary Ellen Stitt	mstitt@albany.edu
58	Immigration and Justice Issues	Amarat Zaatut	amarat.zaatut@temple.edu
Area VII	Non-Criminal Justice Responses to Crime & Delinquency	Danielle Rudes	dsr035@shsu.edu
59	Regulatory/Civil Legal Responses	Lynne Haney	lynne.haney@nyu.edu
60	Institutional Responses	Allison McKim	amckim@bard.edu
61	Community Responses	Sarah Becker	sbecker@lsu.edu
62	Public Health	Hayden Smith	smithhp@mailbox.sc.edu
Area VIII	Perceptions of Crime & Justice	Loretta Stalans	lstanan@luc.edu
63	Media & Social Construction of Crime	Danielle Slakoff	danielle.slakoff@csus.edu
64	Attitudes about the Criminal Justice System & Punishment	Kevin Wozniak	kevin.wozniak@umb.edu
65	Activism and Social Movements	Andrea Boyles	aboyles@tulane.edu
66	Fear of Crime and Perceived Risk	Richard Moule	rmoule@usf.edu
Area IX	Comparative & Historical Perspectives:	Janet Stamatel	jstamatel@uky.edu
67	Cross-National Comparison of Crime & Justice	Steven Chen	yu-heng.chen@temple.edu
68	Historical Comparisons of Crime & Justice	Brendan Dooley	bddooley@gmail.com

AROUND THE ASC

PROGRAM COMMITTEE

69	Globalization, Crime, and Justice	Rachel Novick	rnovick@albany.edu
70	Human Rights	Patrick Webb	drpatrickwebb@gmail.com
Area X	Critical Criminology	Avi Brisman	avi.brisman@eku.edu
71	Green Criminology	Michael J. Lynch	mjlynch@usf.edu
72	Queer Criminology	Aimee Wodda	awodda@pacificu.edu
73	Convict Criminology	Jennifer Ortiz	jmortiz@ius.edu
74	Cultural Criminology	Bill McClanahan	bill.mcclanahan@eku.edu
75	Narrative and Visual Criminologies	Lois Presser	lpresser@utk.edu
76	Abolition	Erin Kerrison	kerrison@berkeley.edu
77	Activist Scholarship	Veronica Horowitz	vhorowit@buffalo.edu
78	Critical Perspectives in Criminology	Kenneth Sebastian León	kenneth.sebastian.leon@rutgers.edu
Area XI	Methodology	Pete Kraska	peter.kraska@eku.edu
79	Advances in Quantitative Methods	Valerio Baćak	vb302@scj.rutgers.edu
80	Advances in Qualitative Methods	Michael Gibson-Light	michael.gibson-light@du.edu
81	Advances in Evaluation Research	Cassandra Atkin-Plunk	catkinplunk@fau.edu
82	Advances in Experimental Methods	Steven Zane	szane@fsu.edu
83	Advances in Teaching Methods	Breanna Boppre	bx078@shsu.edu
Area XII	Diversity and Inclusion	Johnna Christian	johnnac@scj.rutgers.edu
Area XIII	Lightning Talk Sessions	Travis Linneman	twl@ksu.edu
Area XIV	Roundtable Sessions	Sarah Boonstoppel	sarah.boonstoppel@ndsu.edu
Area XV	Poster Sessions	Sheena Case	meeting@asc41.com
Area XVI	Author Meets Critics	Marisa Omori	marisa.omori@umsl.edu
Area XVII	Workshops	Naomi Sugie	nsugie@uci.edu
	Quantitative Methods	Christopher Contreras	C.Contreras@umb.edu
	Qualitative Methods	Sandra Bucerius	bucerius@ualberta.ca
	Other Workshops	Sheena Case	meeting@asc41.com
<i>Please contact the chair directly regarding the Areas below</i>			
Area XVIII	Professional Development/ Students Meets Scholars	TBA	TBA
Area XIX	Ethics Panels	Camille Gibson	cbgibson@pvamu.edu
Area XX	Policy Panels	Beth Huebner	huebnerb@umsl.edu
	Peterson Workshop	Ruth Peterson	Peterson.5@osu.edu
	Graduate Student Poster Competition	Sanja Kutnjak Ivkovich	kutnjak@msu.edu

Call for Papers:

Journal of Gang Research

The *Journal of Gang Research* welcomes qualitative, quantitative, policy analysis, and historical pieces of original research from ASC members.

A peer-reviewed quarterly professional journal, with editors who are well-known gang researchers or gang experts, it is abstracted in a number of different social sciences, including but not limited to: Sociological Abstracts (American Sociological Association), Psychological Abstracts (American Psychological Association), Criminal Justice Abstracts, National Criminal Justice Reference Service, Social Service Abstracts, and others.

For thirty years, the *Journal of Gang Research* has published original research, book reviews and interviews dealing with gangs and gang problems. These publications have included a wide range of topical areas including promising theory, scientifically sound research, and useful policy analysis related to gangs and gang problems. A list of the articles previously published in the *Journal of Gang Research* is published at www.ngcrc.com, the website for the National Gang Crime Research Center.

GET A FREE COPY OF THE JOURNAL SENT TO YOU:

To receive a free copy of the *Journal of Gang Research*, complete the form below and fax or mail it back:

Yes, Send Me a Free Copy of the *Journal of Gang Research*:

Yes, Add me to the NGCRC mailing list for the annual gang training event

Name: _____

Address: _____

City, State, Zip: _____

Mail to: NGCRC, PO Box 990, Peotone, IL 60468-0990

Or Fax to: (708) 258-9546

Place
your
card
here:
mail to:
NGCRC
Box 990
Peotone,IL

TO SUBMIT A MANUSCRIPT:

To submit a manuscript, send four (4) copies of the manuscript to: George W. Knox, Ph.D., Editor-in-Chief, *Journal of Gang Research*, National Gang Crime Research Center, Post Office Box 990, Peotone, IL 60468-0990. APA format. You can email your submission to: gangcrime@aol.com

The *Journal of Gang Research* is currently in its 30th year of continuous publication as a professional quarterly journal. It is the official publication of the National Gang Crime Research Center, formed in 1990 as a clearinghouse for information about gangs.

The National Gang Crime Research Center's website (www.ngcrc.com) provides an abundant amount of empirical research on gangs and gang issues.

The National Gang Crime Research Center (NGCRC) publishes a free newspaper called "The Gang Specialist" in conjunction with the international gang training seminar it holds every year.

Call for Presentations on Gangs:

The NGCRC invites presenters at the 26th International Gang Specialist Training Conference being held July 31-August 2, 2023, Chicago Westin Michigan Avenue Hotel, Chicago, IL: <https://ngcrc.com/callforpresenters.html>

We are looking for a presenters on a long list of specialty areas such as "Gang Victim, Witness, Survivor Services", "Gang Problems in K-12 Schools", "Gangs and the Mass Media", etc.

TEACHING TIPS

Trauma-Informed Teaching Tips for Criminology & Criminal Justice Faculty

Dr. Stephanie A. Maass

The COVID-19 pandemic is thought by some to have been a cause of global trauma, whether directly through exposure to sweeping shelter in place orders, or indirectly through increased exposures to family violence or lack of access to food and social services (Collin-Vézina, Brend, & Beeman, 2020; Griffin, 2020; Harper & Neubauer, 2021). Recent research indicates that adolescents' brains in particular have been altered as a result of the COVID-19 pandemic, aging faster than is normal, and in such a way that is indicative of a stress or trauma response (Gotlib, Miller, Borchers, Coury, Costello, Garcia, & Ho, 2022). Brain scans of teenagers from current times are similar to those who have experienced other traumatic events which are categorized as adverse childhood experiences, also known as ACEs. While it is yet unknown if this trauma response will be reversed over time, it's important that current teaching practices consider existing knowledge of the biological and physiological changes among young adults' and college-age students' brains that have emerged as a result of the pandemic. One prominent teaching strategy, trauma-informed teaching practices, offer a valuable tool kit for assisting with teaching students who have experienced trauma..

In 2014 SAMHSA offered a "Concept of Trauma and Guidance for a Trauma-Informed Approach" (Substance Abuse and Mental Health Services Administration [SAMHSA] 2014). This guidance, however, fell short of providing concrete tips for educators who may wish to implement a trauma-informed approach in their classes. K-12 educators have made great strides in identifying quality approaches, however, little exists for adult educators. This document provides a resource with suggestions for educators of college students who wish to adopt a trauma-informed approach in higher education.

Safety

- Be aware of inherent power dynamics between faculty and students. Work to center student voices in the classroom. Make note of how much time you spend talking versus the students and design class activities to promote student engagement and discussion.
- While we like to believe that our classes are safe spaces for student discussion, we need to remember that for some students the classroom may never feel safe, especially during difficult conversations about race and justice (Grinage, 2014). Be sure to follow best practices when talking about race in class and avoid harmful practices. The National Education Association (NEA) provides some helpful resource guides for educators who would like to engage in better conversations about race with their students (see: [10 Principles for Talking About Race in School](#) and [7 Harmful Racial Discourse Practices to Avoid](#)) (National Education Association [NEA] Center for Social Justice, 2020; 2021).

Trustworthiness and Transparency

- One transparent best practice is to post student grades in the University's Learning Management System (LMS). Part of being trauma-informed is recognizing that students had very little agency and control during the pandemic. Decisions were made for them regarding quarantine, mask wearing, vaccination requirements, etc. During the pandemic, many individuals coped with this lack of agency by tracking COVID rates, which they could passively watch, but not influence. Unlike COVID rates, however, students have control over their grades. By posting grades early and often in the class LMS, we provide transparency and an opportunity for students to make changes to the level of effort they put into a class if needed.
- Transparency is increased when all course materials are posted within the LMS at the start of the semester. This doesn't mean that you have to have every aspect of your class figured out by day one, but it does mean you should have the major graded elements settled by then, and refrain from making drastic changes and "springing" assignments on students. Trauma-informed teaching emphasizes transparency so that students have agency to make decisions about planning when to do their work and how to organize their time. It also recognizes the stress of living with uncertainty, which was a primary characteristic of the trauma of the COVID-19 pandemic (Harper & Neubauer, 2021; Mangiapane & Viscuso, 2020). Not giving students enough advanced notice of assignments can be re-traumatizing and fails to recognize the continued effects of trauma such as diminished executive functioning skills such as time management, and increased levels of fatigue caused by lingering hyperarousal.

Peer Support

Peer in this sense refers to other individuals who have also experienced trauma (SAMHSA, 2014). In the case of the COVID-19 pandemic, a peer could be anyone who is still experiencing some cognitive, social, or physiological effects from the pandemic.

TEACHING TIPS

- Learn to recognize the signs of ongoing trauma and know when it would be appropriate to refer students to campus mental health services. You may even consider taking a Mental Health First Aid course online, or asking your University to sponsor a training on your campus for all faculty and staff (see: [Mental Health First Aid Courses Online](#)).
- Offer regular check-ins with your students. They can be robust like this [online start of semester check in](#) which has a built-in feedback function, a simple end-of-class reflection about how students are engaging with the materials and the class, or a weekly check-in at the start of class to see how students are feeling. Be sure to ask about the class but also about them as people as well. Take their responses into consideration and adjust the pacing of the class as needed.
- Be supportive of students when they tell you how they are feeling, especially when you have asked for their feedback. Be sure you make eye contact with them, validate their experience even if it differs from your own or others in the class, and thank them for their willingness to share (Hanover Research, 2019).

Collaboration and Mutuality

- The emphasis here is again on centering the students in the classroom. Some techniques to do this include working with students to create class rules or a class contract, or even having students design rubrics for the assignments that they will be graded on. These collaborative activities not only increase student engagement but also represent the epitome of transparency.
- Faculty should consider using their first day of class to begin intentionally creating a learning community. There is ample research pointing to the importance of the first day of classes and its resulting effects on student motivation (deLuse, 2018; Robinson, 2019; Wilson & Wilson, 2016). Take the time to learn students' names and correct pronunciations, perhaps by having students introduce themselves to a partner first with a fact about themselves, then having the partner introduce them to the class. Columbia University's Center for Teaching and Learning also offers a range of options for [community-building in the classroom](#) that can be used throughout the semester.

Empowerment, Voice, and Choice

- The classroom is not usually a place we would consider to be full of choice for students. However, a trauma-informed approach to teaching emphasizes allowing choice and empowering students whenever possible, perhaps by allowing students to choose the topic of their paper, or by allowing them the choice of writing a paper versus creating a blog or vlog. To do this effectively requires that we as educators take a hard look at our learning objectives and then examine our preconceived notions of how they might be achieved.
- You can have these conversations with students about what the learning objectives are for the class and different ways you might be able to assess them, and different ways students might be able to express them. This ties back into the transparency element of trauma-informed teaching, while giving students both voice and choice. Don't be surprised if many of your students default to the usual, however, or just a modified version of it. It's normal for those who are still in a trauma response to display a lack of creativity or become easily overwhelmed. In this case, feel free to check out what your peers are doing at different institutions, or consult your institution's Teaching and Learning Center if you have one.

Cultural, Historical, and Gender Issues

- The pandemic did not affect all members of the population equally. Black populations in the U.S. were disproportionately affected by the direct effects of the pandemic as well as ancillary traumas including increased rates of unemployment. This was all then further exacerbated by the increase in racial traumas that began with the murder of George Floyd in 2020. It is critical that we as educators understand that systems of power, including our healthcare and educational systems, with which our students regularly interact, were not built to serve all individuals equally. Interactions with these systems have an impact on students' abilities to focus on and participate in their classes, whether it be due to access to healthcare, financial aid or ability to pay for classes due to differences in willingness to take out student loans (see: '[I Don't Like Owing Anybody Money](#)'), or other structural barriers, educators need to recognize when students are struggling due to structural or systemic issues and offer up additional support to help overcome barriers for historically marginalized populations (Phillips, 2021).

TEACHING TIPS

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DOCTORAL STUDENT FORUM

Adaptations in a Criminal Justice Doctoral Program: An International Student Perspective

Ghady Hbeilini

It takes great strength to take the first step into a PhD program. More so when that step involves going on a plane, traveling half-way across the world, and enrolling in a lengthy program that requires sacrifice and hard work. Being a first-year international graduate student in a Criminal justice and Criminology (CJC) doctoral program can be both eye-opening and frightening. International students attending programs based in institutions outside their home countries is beneficial both to the student and the institution (Altbach, 1989). The situation can be described as a mix of cultures, concepts, and habits one must adapt to juggle two lives, both of which are important to ones' success. Yet, we cannot disregard one in favor of the other.

This controversial and challenging situation is an attempt to capture the thoughts international graduate students might be experiencing when taking the initiative of building a better future for themselves and others. Not to mention issues regarding language barriers and experiences of social isolation, among others (Sherry, Thomas & Chui, 2010). Regardless, international students, and international graduate students specifically, exhibit resilience and resolve and push through these obstacles persisting to achieve the desired goal (Lee, 2010). That is to say, there is no endeavor that is without obstacles, as the things worth doing are rarely easy. This resilience and resolve stem from multiple places that vary from one person to the next. Some might find support within their institution, others find other compensatory factors outside of their institutions, and still some experience both forms of support (Lee, 2010; Altbach, 1989). Therefore, what are some adaptations and recommendations that could help first year international graduate students in better acclimating to their new environment and succeed in achieving their goals? Before addressing this topic, some insight into some challenges international graduate students might face is imperative.

For me, the most challenging aspect was getting used to the new culture and environment, but also maintaining my own culture. Part of the process is to integrate yourself into the new environment. Although these differences can be daunting, international graduate students are broadening their knowledge by learning from the United States while sharing their own perspective from their home country. Such input is extremely valuable, especially in CJC studies as there are different approaches worldwide to dealing with crime and criminality, allowing for different perspectives to benefit one another, yielding a more effective result.

However, there remains an unforgettable factor that burdens international students: keeping up with news of home. A challenge that most, if not all, international students face has to do with them being away from their home country. Though in a country as large as the United States almost everyone is far from home, international students find it most challenging during holidays and celebrations when colleagues, friends and peers leave to spend time with their friends and families while some international students are unable to do so. This can be due to differences in culture, but most importantly financial problems (Sherry, Thomas & Chui, 2010; Lee, 2010). International students find it particularly challenging as, even with the scholarship and assistantship in certain cases, they often come to the program with a limited amount of money, having to pay for rent, groceries, transportation, paperwork, and insurance, among others. Some of these expenses are even more expensive for international students. Therefore, these issues can be attenuated, if not resolved, in different approaches that suit different people.

Among the most important things either a graduate or an international graduate student must maintain, is a healthy work life balance. A doctoral program in CJC involves a lot of time dedicated towards reading, researching and expanding knowledge. A crucial ingredient to grad school that is remains challenging for international students due to possible language barriers (Lee, 2010; Sherry, Thomas & Chui, 2010). This is to say that there will definitely be days or weeks that include late night readings, work, and preparation, but it also means that whenever it is applicable, finding time to rest, recharge, and relax can boost productivity in the long run. This goes hand in hand with mental health. For a person to be productive, their mental health must be as optimal as possible. Good overall mental health helps a person better perform daily tasks, express themselves more clearly, and interact confidently (World Health Organization, 2018; Galderisi et al., 2015). Whereas lower mental health has been found to be a significant factor leading to lower GPA and a higher probability of dropping out (Eisenberg, 2009; James, 2019). Every person adapts and takes care of their mental health differently. However, general guidelines could include taking care of physical health, make time for friends, family, and downtime, celebrate your accomplishments, learn from your mistakes, and among the most important, build a strong support system (James, 2019; Sherry, Thomas & Chui, 2010). Most importantly, whenever you need help, reach out! Our newly found environment as international graduate students is designed to help us. We must then be vigilant in asking for, and accepting help with both humility and gratitude.

On that note, having a support system is arguably the most beneficial and impactful factor overall (Mayo Clinic, 2020; Eisenberg, 2009; James, 2019). The reminder that this tough, yet rewarding, experience is being shared by different people with different

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backgrounds, experiences and challenges helps in realizing that no one can truly do it alone. The world of graduate school is built on support with collaborations, mentor-mentee relationships and many other professional and individual connections playing a role in guiding first year students (Eller, Lev, & Feurer, 2014). As mentioned before, support can come from the institution; mentors, faculty advisors, institutional services, or outside the institute; friends, family, extracurricular activities, or both. Rely on your mentors, your colleagues, friends and family, and other individuals that have or can help in a mutually beneficial relationship. Remember that your institution will provide services designed to aid you in unforeseen challenges such as taxes for example. Above all, be kind, always. That is a very important concept that allows the building of positive relationships with peers, mentors, and others who might potentially become your coworkers.

Another key component to benefit from would include being humble in that an open mind is required to learn from various fields, and individuals. However, confidence must also play a role. A hairline difference separates humble confidence and arrogance. Every single individual has something to contribute to the institution, and those around them. Therefore, just as we as international graduate students have a lot to share, we also have a lot to learn. Which remains the primary reason for enrolling in the program. Speak up, share opinions, engage in conversation, but also observe, listen, and learn. There is knowledge to be drawn from every situation, academic or otherwise. Therefore, an attitude of openness to learn is particularly beneficial in the field of CJC which is by definition, a multidisciplinary approach (Sandie, 2016).

Looking at the aforementioned recommendations/factors, a simple and crucial fact emerges that all of these are related. The willingness to expand ones' knowledge is a product of humility to learn, and confidence in acknowledging that we do not know all the answers. This would require openness to accept criticism and learn from others, creating a support system that would in turn positively impact mental health as it involves working with a trustworthy and helpful group of fellow graduate students, faculty, mentors and others. Remember that there are others going through a similar experience, varying in detail, but the same overall. Achieving a PhD in CJC is not an easy task. To succeed, a holistic approach is required as connections are built, collaborations are made, and knowledge is acquired. No one can succeed alone, nor should they strive to.

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DOCTORAL STUDENT FORUM

Work-life balance: A graduate school necessity

Kyler Nielson

Introduction

Several months ago, I was having a conversation with a professor that shifted to discussing mental health and overall well-being. Given some recent circumstances in their life, this professor had given much thought to the topic. The professor lamented having been engrossed in their work for many years. So much so that this prolific and successful faculty member expressed regret for neglecting other aspects of their life. There was an evident struggle to establish a healthy work-life balance.

A principal reason for my own decision to embark on the academic journey of pursuing a Ph.D. was to not only have a fulfilling career, but one where a good work-life balance is possible. I subscribe to the idea that we are most satisfied when we do something that pushes us; the ideal career is one where we can experience the most learning and growth. As we learn and grow, we can develop passion for our work as a consequence of effort. At this point, we have likely developed a passion for our work and research. Despite our passion, it is easy to become lost in the day-to-day grind of graduate school, falling into a routine where balance is nonexistent. Based on my own experience and numerous conversations with fellow doctoral students, I am confident in stating that we all tend to lose sight of the importance of a healthy work-life balance. It is easy to do so when we have an endless list of responsibilities including, but not limited to, research, teaching assignments, coursework, service commitments, etc. We operate within a “publish or perish” paradigm that seems to apply constant pressure to work—to be productive at every waking moment of the day. We become so laser focused on our many tasks at hand that we forget about our other needs and interests.

While certainly far from perfect at establishing the ideal work-life balance, I have made a concerted effort throughout graduate school to continually develop better approaches and strategies to dealing with the copious responsibilities we have as doctoral students. My passion for this topic has developed, in part, by necessity. Shortly before moving across the country and beginning graduate school, my first daughter was born. Since being a graduate student, my wife and I have added another daughter and, most recently, a newborn son. Navigating graduate school and the responsibilities that come with having three children under the age of five has been challenging; it has forced me to rethink the salience of a healthy work-life balance. Whatever our situations may be as doctoral students, we all exist outside of our work-related duties and responsibilities. Whether it be families, pets, children, friends, hobbies, interests, or any other aspect of life, it is essential that we make time for these—as a result, we may find ourselves more satisfied and productive in our work-related tasks. I hope to provide some discussion that will be beneficial and generalizable to any doctoral student, whatever life situation they may have. There are three topics related to work-life balance I will discuss: setting boundaries, having an outlet, and creating a productive work environment.

Boundaries

On an episode of the *WorkLife* podcast, organizational psychologist, best-selling author, and self-proclaimed workaholic, Adam Grant, discussed how most people can be categorized into two work-life balance approaches: segmentors and integrators. Integrators blend work and life, blurring the lines between the two. On the other hand, segmentors establish and maintain clear, rigid work-life boundaries (Grant, 2018). While each approach may yield positive results, there are more benefits for those who establish very clear lines between work and life. People who establish a clear segmentation between work and their personal life report higher levels of well-being compared to integrators (Huth, 2016).

Learning that the segmented approach leads to greater well-being validated many of my own approaches to establishing boundaries. As a graduate student, I have received beneficial suggestions from fellow students and faculty mentors about how best to adopt the segmented approach. These practices include turning off email notifications for certain hours of the day (in my experience, it is almost always the case that the email can wait for a response), establishing one day a week that you dedicate completely to yourself, and finding a place away from home where you work well (e.g., office space, library). Given the significant changes brought on by the COVID-19 pandemic, working from home has become commonplace. When at home, setting boundaries is equally important. Designating specific physical spaces where work-related tasks are to be accomplished is one useful approach. These practices are useful in establishing a clearly segmented work-life boundary.

An Outlet

Work-related stress is a problem that transcends academia and enacts a huge cost on societies (see Byrne, 2005; Hassard et al., 2018). Experiencing stress is an unavoidable staple of graduate school. A bit of pressure and stress can be a positive, motivating force for

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accomplishing tasks; however, when we lose sight that we are more than our occupation the results can be debilitating (see Guest, 2002). As Byrne (2005) explains, at a minimum and perhaps without realizing it, we are all juggling at least five balls at once: work, family, friends, health, and our self. In addition to work, these other four domains merit our attention and can serve as needed outlets to help mitigate work-related stress.

I assume we all have a diverse set of outlets—the goal is not that our outlets be the same, but that we have something to help us cope with the stress and pressure of graduate school. For example, my family outlet often consists of quality time with my children, soccer games, dance recitals, playdates at the park, and reading books at bedtime (oh, and changing a lot of diapers). My self and health outlet are interrelated, typically taking the form of physical exercise outside or attending the campus gym. My friend outlet has taken the form of weekend dinners, game nights, and attending local professional sporting events with my fellow doctoral students. Whatever forms our outlets take, let us remember the importance of dedicating time to our self, our friends, our health, and our families.

Productive Work Environment

As doctoral students, we share the goal of degree completion. To accomplish this goal, a certain level of productivity is required. Focused, uninterrupted time for work has become increasingly difficult with the constant bombardment of emails, texts, and notifications on our social media apps. Being unproductive during dedicated work time can be an obstacle to a healthy work-life balance.

Empirical findings provide some insight as to how we might deal with the productivity dilemma. Extant research has found that cell phones induce task-switching, causing split attention between the device and learning (Rosen et al., 2013). Taking it a step further, a recent study found the presence of a cell phone has negative effects on one's ability to focus and learn (Ward et al., 2017). Ward and colleagues' (2017) findings suggest "...that the mere presence of consumers' own smartphones may adversely affect cognitive functioning even when consumers are not consciously attending to them" (p. 149). To avoid "smartphone-induced 'brain drain'" (p. 149) and increase productivity during dedicated work time, we might consider restricting our access to these devices. The simple presence of a cell phone while trying to be productive may have deleterious effects. Whenever possible, we can eliminate distraction by placing our devices out of sight and silencing notifications.

Conclusion

Compared to the general population, graduate students are much more likely to experience mental health issues, but a good work-life balance is significantly correlated to better mental health (Evans et al., 2018). Setting boundaries, having an outlet, and creating a productive work environment are a few useful strategies for an improved work-life balance. I am convinced a good work-life balance will pay dividends during graduate school and beyond.

RECENT PHD GRADUATES

Fontaine, Eva, "*Integrating Psychopathy into Prominent Developmental/Life-Course Theories*"; Chaired by Bryanna Fox, August 2022, University of South Florida.

Matthews, Jennifer, "*Body Worn Camera Use and Citizen Behavior During Police Citizen Encounters*"; Chaired by Dr. Tony Gaskew, May 2022, Walden University.

Paul, Nicholas, "*An Examination of Street-Level Drug Enforcement Tactics and Court Outcomes*"; Chaired by Jacinta Gau, November 2022, University of Central Florida.

OBITUARIES

DAVID O. FRIEDRICHS



David O. Friedrichs, 78, died December 1, 2022 in Scranton, PA of cancer. He was unique, combining a warm heart that made everyone his friend with scholarship that made him a worldwide leader in the study of crimes of the powerful. David's idiosyncrasies were also unique; strong but never imposing on others. He was never late to or with anything and was proud of making it in 2022 to his final ASC meeting, where he was central to a twice-COVID cancelled rescheduled plenary. Although sick, he lived up to an obligation. In his 50-year career David taught at CUNY-Staten Island and the University of Scranton, retiring from the latter in 2018 as Distinguished Professor. He was educated at New York University, where he was a student of Richard Quinney. He was the author of *Trusted Criminals: White Collar Crime in Contemporary Society 4e* (Cengage, 2010), a text so comprehensive and original that it won the 2011 Outstanding Publication Award from the National White Collar Crime Center. David's other publications include the *Law in Our Lives 3rd ed* (Oxford University Press, 2012), *Crimes of Globalization* (Routledge, 2014), with Dawn Rothe, and *Edwin H. Sutherland* (Routledge, 2018),

with Isabel Schoultz and Alexandra Jordanoska. He published more than 150 journal articles, book chapters, and other papers, most recently on crimes of states and white collar crime, and an amazing 300 book reviews. There are people around the world who will miss receiving David's beautiful, funny, insightful and complex letters. David was active in professional associations, serving as President or as an officer with several critical criminology or white-collar crime groups, and as a guest lecturer across the U.S. Internationally, he lectured or taught at schools across Europe, Australia and Africa. He gave opening addresses at conferences in similar areas, but also the Middle East and South Asia. Possibly his proudest academic moment came in 2021 when he received the Gilbert Geis Lifetime Achievement Award of the Division on White Collar and Corporate Crime. Gil was the scholar David probably respected most, so it was very meaningful. He also received in 2005 the Lifetime Achievement Award from the Division on Critical Criminology. David is survived by his daughter Jessica (Matthew), son Bryan (Olga), two grandchildren, Indiana and Zarya, and his former wife Jeanne; also by several siblings, many in-law relatives and numerous nieces and nephews.

Martin D. Schwartz, Professor Emeritus and Presidential Research Scholar, Ohio University

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. –

Marijana Kotlaja, Marijana.kotlaja@umkc.edu

Asian Criminology- Concept and Development

Jianhong Liu, PhD, University of Macau

Criminology originated in the West, has grown primarily in the West, particularly in the United States, and has achieved tremendous success. However, theories and policy initiatives are mostly proposed and developed in Western contexts. Research in comparative criminology shows that crime patterns and justice policy and practice vary from country to country, to such an extent that the dominant theories often do not work very well in non-Western countries. A critical challenge for criminology is to resolve the tension between the universality of theories, which is a basic assumption of sciences, and the cultural variations that are commonly observed across countries and contexts.

There are various approaches to responding to this challenge. The most often response adopted by many Western-based theorists is to assume the universality of their theories but occasionally discuss exceptions and the need for adjustments across different cultures. Other criminologists question the universality of the theories by Western-based scholars, while some further propose that theories are culture-dependent. Critical criminologists criticize Western dominance and trace its roots back to the history of Western colonialism of non-Western countries; and some criticize the hegemony of Western knowledge.

Asian Criminology can be understood as a response to this critical challenge. (Liu, 2009; 2019; 2022). The vast cultural, political, economic, and social diversity in Asia poses a challenge for building general criminological knowledge but also provides great opportunities to develop criminology as a discipline (Liu, 2009). Asian Criminology can be defined as “the study of crime and justice in the Asian context.” (Liu, 2022). This definition points to the advantages provided by Asian contexts in discovering facts and ideas often overlooked or ignored within the conventional criminological paradigm. Many aspects of crime and justice are not obvious in a Western context but are more visible in Asian contexts. Therefore, criminology can gain insights by studying crime and justice in Asia. The definition of Asian Criminology stresses that an in-depth study of contexts is more essential than merely acknowledging geographic or various group boundaries. The approach of Asian Criminology is a “context-focused approach” (Liu, 2021; 2022). The mission is not only to acquire new knowledge in Asian contexts but also to reveal the broader implications of these Asian discoveries for a higher level of general understanding in criminology.

The developmental path of Asian Criminology is summarized in the “Asian Criminological Paradigm.” (Liu, 2022). Its growth is described as having three stages. The first stage is to examine and test established theories, which mostly originated from the West, in Asian contexts and conditions. The second stage is to elaborate on the established theories and modify them to fit Asian contexts. The third stage is the most important, which is to propose and develop new theories based on evidence discovered in Asian contexts. New theories will enrich human knowledge and enhance criminology with a broader scope (Liu, 2009; 2019; 2021; 2022).

On December 17-20, 2009, about 50 criminologists from 14 different countries and regions gathered at the University of Macau to establish the Asian Criminological Society (ACS), and held its first annual conference. The group adopted ACS’s constitution and elected Jianhong Liu to be its first President. John Braithwaite was elected Chairman of the General Assembly, and Charles Chung-Weun Hou was elected Chairman of the Supervision Committee. The theme for the first annual conference was: “Asian Criminology in a Global Context – Challenges and Prospects.” Prof. Jianhong Liu made a keynote speech, “The Role of Asian Criminology Society in Achieving World Class Standard in Criminological Research in Asia.” Since then, the Annual conferences have become major events for scholars, justice, and legal professionals in Asia. After the Macau inauguration conference, annual conferences were held in Chennai (2010), Taipei (2011), Seoul (2012), Mumbai (2013), Osaka (2014), Hong Kong (2015), Beijing (2016), Cairns (2017), Penang (2018), Cebu (2019), Kyoto (2021), and Gujarat (2022). The coming 14th ACS conference will be held in Colombo, Sri Lanka in July 2023, the 15th conference is scheduled in Manila, Philippines, and the 16th conference in Brisbane, Australia.

ACS has grown into the most influential institution for Asian criminologists and a nexus to world criminology. The conferences have been well attended. For example, 575 participants registered for the Osaka conference; Her Royal Highness Princess Bajrakitiyabha Mahidol (J.S.D.) of Thailand also made a speech. The meetings have been supported by governments, universities, justice and legal agencies, and local social organizations. The society has also established collaborative relationships with the American Society of Criminology (ASC), the Academy of Criminal Justice Sciences (ACJS), and the International Society of Criminology (ISC), and has received support from them.

A persistent special feature of ACS conferences is that themes and papers present new facts about Asian crime and justice and explore their broader meaning to enhance general understanding. Braithwaite commented: "It is the right time in the development of criminology in Asia to move away from an international division of scholarly labor whereby influential theories are developed in the west, while Asia's role is to apply or test those theories in Asian contexts or adapt them to Asian realities. It is time for a new era of the criminological theory that was given birth in Asia by Asian scholars" (Braithwaite, 2015, p. 183). Asian criminologists have started to develop new theories (Zhong & Zhang, 2021). These include "Theory of relational justice" (Liu, 2014), "Asian paradigm theory" (2014; 2016), "Relational theory" (2017), and "Relationism theory" (Liu, 2021). Braithwaite commented that "... the hope is that they may be useful for constructing the kind of relational theory of crime control advocated by Liu, (2014) ..." (Braithwaite, 2015, p. 184).

Asian Criminology is looking forward to making greater contributions to the discipline of Criminology.



Note: The Group photo of the Inauguration Conference of Asian Criminological Society in 2009.

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WESTERN SOCIETY OF CRIMINOLOGY



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- WHITE COLLAR CRIME

All proposals must be electronically submitted through the WSC's online Abstract Submission System <http://westerncriminology.org/conference-3/abstract-submission-gateway/>.

The portal will open on August 1, 2022 and close on October 7, 2022, the deadline for submissions.

In deciding the most appropriate topic area for your abstract, think about the main focus of your paper or presentation and how it might fit within a panel organized around a larger topical theme. For example, if your paper examines both race and juvenile issues, think about whether you would like to be placed on a panel with other papers discussing race issues or other papers dealing with juvenile issues and then submit it to the topic area in which you think it fits best.

All presenters are asked to submit an abstract of 1,100 characters or fewer to only one of the panel topics listed above. In addition to the abstract, please include the name, mailing address, email address, and phone number for all authors on the submission for the participant directory.

Please note that all presenters are required to preregister and prepay the nonrefundable conference fees no later than Friday, December 23, 2022. Failure to do so will result in presentations being removed from the final program.

CRIMINOLOGY AROUND THE WORLD

Announcements

Georgian Academy of Criminological Sciences

The Georgian Academy of Criminological Sciences, with cooperation from Justice and Criminology Scientific Research Institute of the Grigol Robakidze University and the Georgian Academy of Sciences has conducted a grant project in 2021 – 2022: "About the Necessity of the Functioning Scientific Research Establishment inside the Ministry of Justice of Georgia". A special concept in this field was created based on this project. In 2021, the Georgian Academy of Criminological Sciences has applied for consultative status with the Economic and Social Council of the United Nations.

For more information, contact the director of the Institute of Criminology Scientific Research of Grigol Robakidze University, professor Malkhaz Badzaghua at malkhaz_badzagua@yahoo.com, or visit the Georgian Academy of Criminological Sciences at www.gacs.org. go to learn more about the history and the activities of the academy.

Division of International Criminology

The [Division of International Criminology](#) (DIC) is committed to fostering a forum of personal interaction and exchange of ideas among people involved in international criminology. We welcome educators, researchers, practitioners, and students interested the field of international criminology to join our membership base through the American Society of Criminology.

Follow us on social media:  

Submit a manuscript to the International Criminology journal: <https://www.springer.com/journal/43576>

CRIMINOLOGY AROUND THE WORLD

Conferences, Webinars & Workshops

FIRST INTERNATIONAL CONFERENCE ON FORGIVING AND BEING FORGIVEN

February 1 – 2, 2023

Bar-Ilan University in Ramat Gan, Israel

Website: <https://www.retorno-biu.org/services-4>

WESTERN SOCIETY OF CRIMINOLOGY CONFERENCE

February 2 – 4, 2023

Vancouver, British Columbia

Website: <https://westerncriminology.org/>

ACADEMY OF CRIMINAL JUSTICE SCIENCES MEETING

March 14 – 18, 2023

National Harbor, MD

Website: <http://www.acjs.org/>

SEVENTH ANNUAL CONFERENCE OF THE AMERICAN SOCIETY OF EVIDENCE-BASED POLICING

May 15 – 17, 2023

Las Vegas, NV

Website: https://www.americansebp.org/conference_2023.php

ICHR 2023. INTERNATIONAL CONFERENCE ON HUMAN RIGHTS AND TERRORISM

May 24 - 25, 2023

London, England

Website: <https://waset.org/human-rights-and-terrorism-conference-in-may-2023-in-london>

STOCKHOLM CRIMINOLOGY SYMPOSIUM

June 12 – 14, 2023

Stockholm, Sweden

Website: <https://criminologysymposium.com/>

BALTIC CRIMINOLOGICAL SEMINAR

June 19 – 20, 2023

Tallin, Estonia

Contact: Anna Markina, anna.markina@ut.ee

EUROPEAN SOCIETY OF CRIMINOLOGY MEETING

September 6 - 9, 2023

Florence, Italy

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

23rd ANNUAL EUROPEAN SOCIETY OF CRIMINOLOGY CONFERENCE

September 11 - 14, 2023

Florence, Italy

Website: <https://www.esc-eurocrim.org/index.php/conferences/upcoming-conferences>

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MARK YOUR CALENDAR
FUTURE ASC ANNUAL MEETING DATES

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



2023 ASC ANNUAL MEETING

Venue: Philadelphia Marriott Downtown

Location: Philadelphia, PA

Date: 11/15/2023-11/18/2023

Chairs: Jamie Fader & Jill McCorkel

Theme: *Seeking Justice: Reconciling with our Past, Reimagining the Future*

Visit the [ASC website](#) for additional details.