



The Criminologist

Vol. 50 • No. 5 • September/October 2024

In This Issue

- Editor's Corner.. 14

- Around the ASC... 17

- Teaching Tips... 21

- Doctoral Student
Forum... 24

- Criminology Around
The World... 27

- Annual Meeting
Booklet ... 32

Addressing the Data Gap to Advance Prison Safety and Why it Matters for Correctional Policy¹

By Nancy Rodriguez, University of California, Irvine

For the 800,000 persons currently confined and the 200,000 state and federal correctional officers who work within U.S. prisons, the threat of violence is a routine feature of daily life.² Accounts from incarcerated persons and staff detail the ever-present threats to safety in prisons and the human toll of this violence. Policy makers, community organizations, and those affected by incarceration have emphasized the need to reduce the harms of prison violence and called for accountability, transparency, and oversight of correctional systems. Federal resources have been dedicated to improving the conditions of confinement and addressing the diverse factors that contribute to safety, including mental health, substance use, and contraband detection.³

Despite the detrimental consequences of violence in correctional institutions, we remain woefully ill-equipped to determine whether institutions are becoming safer or more dangerous. Specifically, *we lack a uniform measure of prison violence and systematic, national data on incarcerated people and staff impacted by violence.* The absence of common metrics has implications not only for the study of institutional violence but also for broader correctional policy and the workforce.

Institutional violence cuts through every dimension of the incarceration experience. It disrupts prison operations and practices, including those designed to improve correctional outcomes and well-being. Pervasive prison violence consumes limited staff resources and alters operations by restricting the movements of persons. Programming, treatment services, timely medical care, and recreation time are unavailable during prison lockdowns, while suspensions of visitation restrict access to loved ones. Consequences of violence continue upon release, where managing the trauma associated with prison violence compounds an already challenging reentry process, with likely impacts on recidivism and well-being. Yet, current correctional policy has not explicitly targeted violence prevention and intervention.

¹ I wish to thank Arnold Ventures, Jeremy Travis, Amy Solomon, Julie James, and Jocelyn Fontaine for making this project possible. I also want to thank the numerous incarcerated persons, staff, and correctional administrators who hold me accountable as I conduct this work. Lastly, I want to thank my research team, Drs. Daniel Butler, Natasha Frost, Melinda Tasca, Jillian Turanavic, and Susan Turner who motivated and inspired me when conducting this work seemed impossible.

² Here, I focus on physical violence and exclude discussions on self-harm and suicide although recognizing that other forms of violence may be precursors or consequences of self-inflicted harm. I exclude discussions of sexual violence given the role of the Prison Rape Elimination Act (PREA) of 2003, which requires the Bureau of Justice Statistics (BJS) to conduct a comprehensive statistical review and analysis of the incidence of sexual violence (P.L. 108-79).

³ <https://csgjusticecenter.org/2024/03/13/biden-signs-six-bill-spending-package-funding-key-criminal-justice-programs/>; <https://bja.ojp.gov/doc/improving-sud.pdf>; <https://www.urban.org/sites/default/files/2022-07/Interdiction%20Technologies%20and%20Strategies%20for%20Contraband%20Cell%20Phones.pdf>

The Criminologist

The Official Newsletter of the American Society of Criminology

The Criminologist is published six times annually -- in January, March, May, July, September, and November. Current and past issues are available via the ASC Website <https://asc41.org/publications/the-criminologist/the-criminologist-online/>.

Please send all inquiries regarding articles for consideration to:

Associate Editor: Michael Benson - bensonm@ucmail.uc.edu
University of Cincinnati

Editor: Natasha Frost - n.frost@northeastern.edu
Northeastern University

Please send all other inquiries (e.g. advertising):

Managing Editor: Kelly Vance - kvance@asc41.org
American Society of Criminology

Published by the American Society of Criminology, 921 Chatham, Suite 108, Columbus, OH, 43221.

Inquiries: Address all correspondence concerning newsletter materials and advertising to American Society of Criminology, 921 Chatham, Suite 108, Columbus, OH, 43221, (614) 826-2000, kvance@asc41.org. Deadlines for submission and fees for advertising are located on the ASC website <https://asc41.org/publications/the-criminologist/>.

ASC President: Val Jenness

Department of Criminology Law and Society
University of California Irvine
3389 Social Ecology II
Irvine, CA 92697-7080
949-824-7223
jenness@uci.edu

Membership: For information concerning ASC membership, contact the American Society of Criminology, 921 Chatham Lane, Suite 108, Columbus, OH, 43221, (614) 826-2000; FAX (614) 826-3031; asc@asc41.org; <https://asc41.org/>

HOW TO ACCESS CRIMINOLOGY AND CRIMINOLOGY & PUBLIC POLICY ONLINE

1. Go to the Wiley InterScience homepage - <http://www3.interscience.wiley.com>
2. Enter your login and password
Login: Your email address
Password: If you are a current ASC member, you will have received this from Wiley; if not or if you have forgotten your password, contact Wiley at: cs-membership@wiley.com; 800-835-6770
3. Click on Journals under the Browse by Product Type heading.
4. Select the journal of interest from the A-Z list.

For easy access to Criminology and/or CPP, save them to your profile. From the journal homepage, please click on "save journal to My Profile."

If you require any further assistance, contact Wiley Customer Service at cs-membership@wiley.com; 800-837-6770.



<https://www.facebook.com/asc41>



@ASCRM41

Violence also has significant implications for the correctional workforce. Described as having “the toughest law enforcement beat”⁴, staff are routinely exposed to dangerous situations, including homicide. They intervene when fights occur, conduct cell and body searches for contraband, and aid persons who have been physically injured. Staff are also directly targeted for violence, though this is often perceived as a natural casualty of the profession. In recent years, prisons have been plagued by acute staffing shortages, worsening during the COVID-19 pandemic, resulting in mandated overtime, resignations, and negative health outcomes (e.g., stress, depression, and burnout). While sometimes celebrated as strides towards reducing the system footprint, the workforce shortage has hindered the ability to provide incarcerated persons with basic care (e.g., food, shelter, and health care) and protection from fear and danger.

My perspective on this topic comes as a Principal Investigator on a multi-state study on the drivers and consequences of prison violence. This project emanated from my tenure as Director of the National Institute of Justice, where I became dismayed by 1) the disjuncture between correctional safety and “on the ground” activity in prisons; 2) a national reentry policy agenda that lacked guidance on addressing violence during imprisonment; and 3) the absence of consistent data to monitor, track, and compare violence across state and federal prisons. For the past four years, our Prison Violence Consortium has collected self-report data from incarcerated persons and staff, analyzed administrative data, and reviewed the correctional policies that guide responses to violent incidents. Working across seven state correctional systems, the breadth and depth of our study represents the most comprehensive study on U.S. prison violence, to date.⁵ Our findings, which will be publicly disseminated over the next several months, shed light on the prevalence of violence in prisons, the trajectories of violence, the reasons violence unfolds, and the much-needed advancements in data metrics and methods to collect reliable measures of violence.

Informed by this work, I discuss the conceptualizations of violence in prisons as reported in criminological literature and the constructs used to measure violence. I highlight the data sources available to examine violence, noting where they fall short. I then share the principles that guided us in building a partnership to measure and understand violence across diverse prison systems. I conclude by highlighting the critical role of the Department of Justice (DOJ) in creating a national, uniform measure of prison violence. Here, I hold DOJ accountable for its role in advancing safety in prisons, just as the federal government holds local and state criminal justice agencies accountable for safety in their correctional institutions and community.

Conceptualizing and Measuring Prison Violence

Today, we are rich with theory but data-impooverished. Safety has been a central feature of penology and the study of life behind the walls. Gresham Sykes, Hans Toch, and John Irwin shed light on the causes and consequence of violence in institutions and inform contemporary theoretical and empirical examinations (Wooldredge, 2020). While multiple theories endeavor to explain violence and its impact, the landscape of data on prison violence is best characterized as a patchwork of varying constructs, methodologies, and sources (National Research Council, 2014).

Although national-level statistics on prison violence exist (Widra, 2020), none represent a prevalence rate and no data collection efforts provide annual information on violence in institutions at the individual or incident level. Some sources provide facility-level incident measures (i.e., The Census of State and Federal Adult Correctional Facilities), but this level of aggregation does not offer insight into the micro and meso level precursors to violence. Other sources report on only one measure of violence (i.e., Mortality in Correctional Institutions). Undoubtedly, homicide in prisons are an important indicator of violence—and a troubling one, given that homicide rates in state prisons increased from 3 per 100,000 to 12 per 100,000 from 2001 to 2019 (Carson, 2021). However, homicide is among the rarest form of violence. Moreover, while homicide is regarded as the most reliable measure of violence, prison systems have been found to underreport homicides by erroneously classifying them as “natural” deaths (U.S. Department of Justice, Civil Rights Division, 2019).

Forms of prison violence are wide-ranging. There are group disturbances, incidents between incarcerated individuals, attacks on staff, and threats with a weapon. Incident severity ranges from serious bodily injuries to no physical injury. Incidents may also involve the authorized or unauthorized use of force by correctional personnel. Current attempts to measure violence at the national level overlook important dimensions, such as these, that are critical to developing a response.

I now turn to the most common data sources that policy makers and scholars have used to glean insight to prison violence. My goal is to illustrate the complexity involved in measuring violence and the implications for science.

⁴<https://www.judiciary.senate.gov/committee-activity/hearings/examining-and-preventing-deaths-of-incarcerated-individuals-in-federal-prisons>

⁵The correctional state systems were selected based on their different policy agendas and geographical contexts.

Administrative Data on Disciplinary Action

Studies have relied extensively on administrative data on “misconduct” to elucidate the nature of violence and its correlates (Steiner, Butler, and Ellison, 2014). Criticisms of such data have emphasized the reasons to expect under- or over-reporting (e.g., fear of formal/informal retaliation and staff discretion). Less attention has been given to the validity of this measure and its implications. While misconduct data are routinely treated as an indicator of violent behavior, in actuality, these are guilty convictions for violent rule infractions. As such, misconduct only captures formal sanctions of violent behavior. Using misconduct to understand violence in prisons is akin to using criminal convictions to measure crime in the community. In neither case do we reach anything close to a comprehensive understanding of the issue at hand. Further, such data frames violence strictly as a disciplinary problem, attributing it to individual behavioral problems and ineffective operational management rather than recognizing it as a public health crisis.

Our Prison Violence Consortium illustrates the complexity of measuring violence based on administrative data. We found notable differences across state correctional systems in how violent infractions are defined (e.g., an assault versus a fight or mutual combat). We found differences in what constitutes serious injury (e.g., off-site medical care, aid above first aid), the listing of a targeted person (e.g., detainee, staff, or other), and whether bodily fluids are classified as incidents of violence. Despite these differences, researchers routinely take whatever administrative measures are available to create a simple measure of “misconduct,” thereby masking the heterogeneity that occurs “on the ground.”

Incident reports can also offer valuable insight into the context of violence. Using a standardized definition of violence, our team found more instances of violence in incident reports than reported in guilty violent infractions. Moreover, we found that incident seriousness may not align with the injuries sustained by incarcerated persons and staff. Our work has shown that relying on data from guilty violent infractions not only misrepresents violence but obscures violent incidents and masks the harm violence inflicts. Despite the reach of our project across seven states, varying definitions of violence within administrative data challenged our ability to compare levels of violence and changes in prevalence across systems.

Self-Report Data on Prison Violence

Accounts from persons impacted by violence can offset the underreporting found in official administrative data. Unsurprisingly, self-reported data from federal or researcher-initiated surveys include varied operationalizations of violence. The Bureau of Justice Statistics (BJS) administers several nationally representative surveys. The National Inmate Survey (NIS), part of the National Prison Rape Statistics Program under PREA, is the principal source for national estimates on prison violence. The NIS asks respondents whether they had been *written up or found guilty* of a physical assault or verbal threats against staff or inmates over the past 12 months or since admission to the facility. The data are cross-sectional in nature and restricted to the ICPSR Physical Data Enclave in Ann Arbor, Michigan. The Survey of Prison Inmates (SPI) collects information about pre-incarceration experiences and includes a question about assaults that were *written up*. Such data offer greater information on individual-level factors, but violence is limited to formally sanctioned incidents and periodic data collection.

Other research has expanded the operationalization of violence beyond guilty violent infractions. Wooldredge and Steiner’s work has been central—for instance by asking whether individuals have been physically assaulted or stabbed when they did not initiate violence (Steiner and Wooldredge, 2019). Additionally, Lahm (2007) asked persons about their engagement in an assault (i.e., physical attack with force) and Wolff et al. (2007) measured specific behavior (i.e., being slapped, kicked, bitten, or hit). Collectively, self-report studies offer valuable insight into victimization and perpetration of violence in prisons, including the correlates of such violence and the implications for correctional practice (Pyrooz and Decker, 2019). They also illustrate the *lack of uniformity* in how victimization and violence are measured and the challenges associated with collecting data on one of the most sensitive and difficult topics to discuss in prison. It is here where skills and knowledge beyond standard interviewing techniques become vital.

Our project required that we understand the social order and inter-group dynamics specific to each system. Access to the population required navigating formal bureaucracy *and* informal social structures in prison units. To minimize issues such as low response rates and reporting bias, we approached our interviews with incarcerated persons and staff using specific language about physical altercations and never used terms like “victim” or “perpetrator” (to avoid the shame and stigma associated with victimization). We collaborated with the state systems to maximize representation of prison populations, including access to individuals across all levels of dangerousness and conditions of confinement (e.g., those in protective custody and restrictive housing).

Our forthcoming work will provide insight into the situational context of violence, as described by those directly engaged in violence. Here, I’ll note that some respondents involved in a violent incident did not necessarily perceive it as “violence” or see themselves as “injured,” including when visible physical injuries were sustained. The elusive nature of victimization and violence that we found has significant implications for the constructs we use to define and measure violence and ensuing scientific work. Next, I turn to the overarching principles that guided our research as we worked towards a deeper understanding of violence.

The Prison Violence Consortium

Motivated by these gaps in measurement, I established the Prison Violence Consortium, consisting of researchers and representatives of the seven participating state correctional systems. Our goal was to develop a framework that was representative of the broad spectrum of violence in prisons and could inform policy making. Our work was guided by the following central principles:

- **Learning Community:** We approached the work as members of a diverse learning community, spanning disciplines and experiences. Academic members brought a range of substantive and methodological expertise, while state teams were represented by operations staff, behavioral health personnel, and researchers. This diversity within and across state systems was invaluable for illuminating the different ways that violence and corresponding data are understood and used within correctional systems.
- **Openness and Transparency:** We know that closed systems work really hard at staying closed. As a result, what we know about violence is too heavily weighted by media accounts or the most egregious behavior by incarcerated persons or staff. This results in narrow accounts and incomplete explanations of violence. To counter this, we stressed the importance of openness as critical for gaining an expansive understanding of violence. We reiterated that multiple things can be true: Both incarcerated persons and staff can be victims and both can be perpetrators of violence. Put simply, incarcerated persons and staff can both engage in violent behavior that undermines the safety in institutions. This emphasis on openness allowed us to engage in transparent discussions and carried over to data sources.
- **Intellectual Humility:** As a research team, we were eager to learn from the state teams and did so with tremendous humility. Despite the extensive time we spent onsite or met on Zoom, we could never claim to know more about violence than the state team members. This principle freed us from the constraints of our preconceptions and enabled us to remain open to learning.
- **The Power of Convening:** Throughout the project, state members alternated hosting consortium meetings. The purpose of these meetings was to 1) share preliminary findings and discuss their implications; 2) learn about policy and practice changes; and 3) tour facilities. This allowed states to learn directly from one another and share their evolving insight on strategies for preventing and reducing violence.

These principles allowed us to learn far more about violence than we expected. In light of recent federal actions, we hope our work can become part of a national strategy towards creating a reliable measure of prison violence.

The Federal Role and Policy Opportunity

Concerns about violence in prisons are not new. Eighteen years ago, the Commission on Safety and Abuse in America's Prisons (2006) outlined the importance of addressing violence in correctional institutions (Gibbons and Katzenbach, 2006). At the center of the Commission's recommendations was the creation of a national uniform reporting mechanism on the safety and health within institutions. Access to reliable data on violence was deemed vital for effective correctional policy and practice, in particular for rehabilitation, reentry and the correctional workforce.

The need for data is further reinforced by a recent report from the DOJ Office of the Inspector General (OIG) on Deaths in Custody in Federal Bureau of Prisons (BOP) facilities (U.S. Department of Justice, Office of the Inspector General, 2024). The report revealed significant operational and managerial gaps in the care and custody of incarcerated persons. For example, it found that deficiencies in data, recordkeeping, and After Action Reviews make it difficult to prevent homicides and other forms of mortality. Contraband drugs and weapons, which undermine institutional safety, contributed to one third of the deaths in custody. Staff responses to critical incidents and emergencies were found to be inadequate, with severe staffing shortages contributing to unsafe prison conditions. Collectively, the institutional deficiencies reported by the OIG limit the availability of information needed by the BOP to develop an informed response and prevent future deaths.

In an effort to increase the transparency and accountability of BOP, President Biden has signed into law the Federal Prison Oversight Act, which establishes an Ombudsman within DOJ to investigate health and safety complaints.⁶ The Act also requires the OIG to make risk-based evaluations of BOP institutions using indicators such as incidences of physical assaults and misconducts by incarcerated persons.⁷ It is unclear how the implementation of the Prison Oversight Act will impact state and local correctional systems. However, a national policy agenda aimed at the prevention and reduction of prison violence can be an asset to states seeking to reduce violence in their own facilities.

⁶<https://www.whitehouse.gov/briefing-room/legislation/2024/07/25/bill-signed-h-r-3019/>

⁷<https://www.congress.gov/bill/118th-congress/house-bill/8028/text>

It is here where the DOJ has an opportunity to assume a leadership role in prompting safety in state institutions. Specifically, the Office of Justice Programs, in collaboration with Bureau of Justice Administration (BJA) and BJS, can leverage the implementation of the Federal Prison Oversight Act and lead in creating a uniform and reliable measure of violence in prisons. It can build off our prison violence research and work with the Correctional Leaders Association and the American Correctional Association to stand up the infrastructure for a mechanism to count, track, and monitor violence across correctional systems. This effort would inform policy decisions on a range of issues, including the training needs and medical and behavioral health support of staff.

The harm of prison violence is far reaching, with the potential to undercut the very programs designed to improve the outcomes of those touched by incarceration. Since 2009, the BJA via the Second Chance Act has awarded over \$600 million to states, local, and tribal governments to implement evidence-based interventions to reduce recidivism and improve well-being.⁸ While dedicating resources for educational, cognitive-behavioral, and vocational programs to ease reentry is laudable, we have no way of knowing how violence is undermining their effectiveness. A systematic national measure of prison violence would allow us to gauge how violence is hindering program impacts and inform decisions about where resources are needed and where to target prevention and intervention strategies.

Conclusion

The first “statistics of crime” in the U.S. came from reports of incarcerated persons in the 1850 U.S. Census (Cahalan, 1986). Sadly, 175 years later, we lack a national, reliable measure of violence in these same institutions. The consequence is an inability to determine whether the safety of U.S. prisons is improving or worsening and why. This data gap also undermines well-intended evidence-based correctional policies and practices. For those who live and work in institutions—who carry the effects of violence beyond prison walls—the implications are profound. The DOJ has an opportunity to develop comprehensive, uniform prison violence statistics, which are essential to ensure that grant dollars are being used effectively to promote safety in prisons and the community. This is a call for the DOJ to act, to build on recent efforts to expand accountability and transparency and to develop a mechanism to improve the safety of everyone within state and local facilities. Anything less will be detrimental and seen by many of us as performative posturing.

⁸<https://bja.ojp.gov/doc/sca-fact-sheet.pdf>

References

- Cahalan, M. (1986). *Historical corrections statistics in the United States, 1850-1984* (NCJ 102529). U.S. Department of Justice, Bureau of Justice Statistics.
- Carson, E. A. (2021). *Mortality in state and federal prisons, 2001–2019* (NCJ 300987). U.S. Department of Justice, Bureau of Justice Statistics.
- Gibbons, J. J., & Katzenbach, N. de. (2006). Confronting confinement: A report of the Commission on Safety and Abuse in America's prisons. *Washington University Journal of Law & Policy*, 22(1), 36–41.
- Lahm, K. F. (2007). Inmate-on-inmate assault: A multilevel examination of prison violence. *Criminal Justice and Behavior*, 35(1), 120–137.
- National Research Council. (2014). *The Growth of Incarceration in the United States: Exploring Causes and Consequences*. Committee on Causes and Consequences of High Rates of Incarceration, J. Travis, B. Western, and S. Redburn, Editors. Committee on Law and Justice, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
- Pyrooz, D. C., & Decker, S. H. (2019). *Competing for control: Gangs and the social order of prisons*. Cambridge University Press.
- Steiner, B., Butler, D., & Ellison, J. (2014). Causes and correlates of prison inmate misconduct: A systematic review of the evidence. *Journal of Criminal Justice*, 42, (6), 462–470.
- Steiner, B., & Wooldredge, J. (2019). *Understanding and reducing prison violence: An integrated social control-opportunity perspective*. Routledge.
-

U.S. Department of Justice, Office of the Inspector General. (2024). *Evaluation of Issues Surrounding the Deaths Federal Bureau of Prisons Institutions* (Report No. 24-041). <https://oig.justice.gov/sites/default/files/reports/24-041.pdf>

U.S. Department of Justice, Civil Rights Division. (2019). *Investigation of Alabama's State Prison for Men*.

Widra, E. (2020). *No escape: The trauma of Witnessing Violence in Prison*. Prison Policy Initiative.

Wolff, N., Blitz, C. L., Shi, J., Siegel, J., & Bachman, R. (2007). Physical violence inside prisons. *Criminal Justice and Behavior*, 34(5), 588–599.

Wooldredge, J. (2020). Prison culture, management, and in-prison violence. *Annual Review of Criminology*, 3(1), 165–188.

Ensuring Neutrality and Scholarly Rigor in The Criminologist: A Critical Appraisal

John MacDonald, University of Pennsylvania

David Weisburd, George Mason University and Hebrew University of Jerusalem

The *Criminologist* is a prominent platform for the exchange of criminological ideas and research with the American Society of Criminology (ASC) community of scholars. However, recent content raises significant concerns about the magazine's commitment to neutrality. The recent essay "The Deployment of Copaganda as Protest Repression," links the Israeli War in Gaza, that occurred after the October 7, 2023, attack, mass murder, and mass kidnapping of Israeli citizens, and subsequent US campus protests to movements opposing the Vietnam War and South African apartheid.¹ The essay then sets out to discuss the term "copaganda," militarized speak that is supposed to help "justify" police repression. This essay seems to mark a transition in the *Criminologist* from a place for exchange of ideas and critical discourse, to one where polemical essays are published that aim at a particular political agenda. The shift to political agendas in the *Criminologist* from balanced scholarly discourse is a troubling direction.

The *Criminologist* should clearly distinguish between personal opinions, life stories, and research-based essays. Essays should either be explicitly identified as personal opinions by the Editor or be subjected to peer review if they are purported to be scholarly based research. This differentiation ensures that readers know that the ASC and the Editors are not endorsing a particular point of view in opinion essays, and that research-based essays have had the benefit of undergoing a process where they have to confront viewpoint diversity from reviewers. Personal opinions on political matters may also benefit from multiple essays that provide an exchange of different points of view. Exchanges are a great way for the *Criminologist* to show that it maintains a neutral stance and is not advocating for a particular interest group.

The American Society of Criminology represents a diverse group of criminologists, with varying points of view, research foci, and political orientations. Recognizing that diversity and debate are an essential feature of a healthy academic society, the ASC and the *Criminologist* should adhere to the principle of rigorous intellectual inquiry, viewpoint diversity, and neutrality. The *Criminologist* has an important role discussing current trends in the field and shaping directions for future criminological scholarship. But the *Criminologist's* recent focus on politically charged topics, such as the war in Gaza, and the lack of clear differentiation between personal opinions and research undermines the scholarly integrity of the society's magazine.

The *Criminologist* and the ASC at large should reaffirm its commitment to the principles of neutrality and scholarly rigor, as outlined in the Kalven Report (1967).² By doing so, it can continue to serve as a vital platform for diverse and rigorous criminological debate while maintaining its role as a neutral place for a community of scholars. As the Kalven Report notes in the context of a university, neutrality arises "not from a lack of course nor out of indifference and insensitivity," but from a duty to respect "free inquiry" and the "obligation to cherish diversity of viewpoints."

Al Blumstein noted in the *Criminologist* in 2009³ that there is danger for the ASC to take political stands and become identified with a particular interest group, as this serves to diminish the credibility of the ASC as an academic body pursuing issues of universal common knowledge and interest. ASC should be a place committed to science and a broad range of viewpoints, and the *Criminologist* should reflect viewpoint diversity and balance in its essays.

The ASC should not take stances on political issues. The ASC should be a community of scholars and a place for diverse views. The ASC should serve as a home for critical scholarship, not as a critic itself. By supporting and facilitating scholarly debate rather than engaging in political advocacy, the ASC can uphold its mission of fostering a robust academic community that is respected for its commitment to science over political ideology.

¹ <https://asc41.org/wp-content/uploads/ASC-Criminologist-2024-07.pdf>

² https://provost.uchicago.edu/sites/default/files/documents/reports/KalvenRprt_0.pdf

³ <https://www.asc41.org/wp-content/uploads/ASC-Criminologist-2009-05.pdf>

A pretest-posttest study of academy training on newly hired correctional officers' career expectations

Haley N. Puddy, The University of Texas at Dallas
Alexander L. Burton, The University of Texas at Dallas

High turnover rates among correctional staff have been a serious and costly problem in the United States for decades (Lambert & Hogan, 2009). With over two million people incarcerated in the U.S. corrections system, the need for correctional officers remains critically high. Unfortunately, recruiting new officers is challenging because the job comes with high demands that can be burdensome, stressful, and sometimes violent. Correctional officers also often are unprotected, underpaid, and underappreciated, which makes it unsurprising that some correctional institutions have turnover rates as high as 50 percent (Russo, 2019).

Commonly, research points to either individual factors of officers (e.g., race, education level) or organizational factors (e.g., supervisor support) to explain high officer turnover rates (Mitchell et al., 2000). However, one underexplored area in the corrections space that might be related to turnover is the experience of the training academy. In other industries, the training experience is considered as the time where new employees develop loyalty, trust, and commitment to the organization (Kulkarni, 2013). As such, training serves as the first formal interaction between new employees and their employing organizations. Specifically, it is during this time that employees get to know their new workplace, the ins and outs of the job, and begin to develop social networks with their co-workers (Mahmood et al., 2022).

For organizations, training is a way to signal to new employees an intention to invest in their successful development. From there, the theory goes that a reciprocal obligation should be developed from the employee where they repay this good intention and investment by committing to their new job (Mahmood et al., 2022). These reciprocal relationships can benefit both the organization and its employees socially and economically, but the exchange is strongest when both sides value one another and view each other positively (Mahmood et al., 2022). If one side doesn't feel positive, valued, or appreciated by the other, then issues such as low commitment, mistrust, and high turnover within organizations might occur (Kulkarni, 2013).

This issue takes on added salience in corrections because training academies often are the first experience newly hired correctional officers have with a corrections environment (Burton, Lux, et al., 2018). As such, academies not only must provide officers with the knowledge and skills needed to successfully perform their job, but they also should attempt to foster officers' commitment and loyalty toward the occupation (Holton, 1996). This can be executed by training academies through building their new employees' sense of feeling valued, clearly defining their expectations, and investing in their new employees' development as corrections officers. If training academies can do this and facilitate and promote commitment to the occupation, the surge of correctional officers leaving the occupation each year might be slowed.

Methods

The current study attempts to expand our understanding of two aspects related to newly hired correctional officers and the training academy. First, it explores how long newly hired correctional officers expect to work in their new position. In other words, what are the career tenure expectations at the time of hire for new officers? Second, how does the training academy experience impact career tenure expectations? Using a one-group pretest-posttest design, we assess quasi-experimentally whether changes in career tenure expectations occur because of the academy training experience.

Data Collection and Setting

Data were collected while correctional officer trainees were attending one Southern state's training academy. All the officers were surveyed immediately before and right after the training. The academy training lasted approximately 15 weeks, and included nearly 500 hours of lectures, written lesson plans, and simulation-based training covering all the topics that officers are mandated to learn prior to taking their posts as prison officers in their state.

Sample

In total, 119 officers completed a pretest and posttest questionnaire and were able to be matched. This yielded a matched-case response rate of 72.3%. The average age of the officers in the study is 27.4 years ($SD = 7.46$). Most participants are male (77.3%), White (66.4%), and had earned a high school diploma and attended some college courses (42.9%). Fully, 27.7% of the participants have prior experience working in the criminal justice system ($n = 33$) and 10.1% had prior military experience ($n = 12$). Most correctional officers in the United States are male (72.1%) and approximately 60% are White (DATA USA, 2021). Thus, the sample appears to be similar on these demographic characteristics.

Baseline and Outcome Variable: Career Tenure Expectations

To examine the newly hired officers' career tenure expectations before and after training, we asked the participants how long they

planned on working as a correctional officer. We refer to their answers as *Career Tenure Expectations*. To measure *Career Tenure Expectations*, the trainees specifically were asked: "How long do you see yourself working in the position that you are currently in training for?" Due to the open-ended and qualitative nature of the question, two coders independently analyzed the responses to this question. From there, a set of codes was decided on to match the pattern of responses from the participant, with the reliability between the two coders being greater than 85% in all instances. The final coded categories were: 1 = *two years or less*, 2 = *3 to 5 years*, 3 = *6 to 10 years*, 4 = *11 to 15 years*, and 5 = *long-term/retirement*. Any responses that did not fit into these quantifiable codes were recoded as missing. Some examples of these "missing" answers were when officers said things such as "unsure," "until something better," and "as long as God allows."

Results

The first research question the study sought to answer pertains to how long newly hired officers actually think they will work in the occupation. Figure 1 plots the distribution of career tenure expectations for pre-training (striped bars) and post-training (black bars) for the full sample. As shown, approximately 80% of pre-trained officers indicated that they planned to work as correctional officers to "long term/retirement." After this, the second highest number of officers (about 13%) stated they would work in the occupation for "3-5 years."

Turning to Figure 2, our second research question is addressed: Does academy training have any impact on how long newly hired officers believe they will work in the correctional officer occupation? Thus, Figure 2 plots the delta scores from the following equation: $\Delta X = X1$ (pre-career tenure expectations) - $X2$ (post-career tenure expectations). In this way, positive delta scores indicate the training academy experience increased the career tenure expectations of the officers, and negative delta scores indicate the academy experience decreased the officers' career tenure expectations. The figure reveals that most officers (62.8%) had delta values of 0. This conveys that training, for many of the officers in the sample, had no effect on their intention to remain in the occupation. The second most common outcome of training were negative delta values, implying that their career tenure expectations decreased because of training. Nearly 30% of officers decreased their career tenure expectations, while only 8.4% officers' expectations increased.

Figure 1

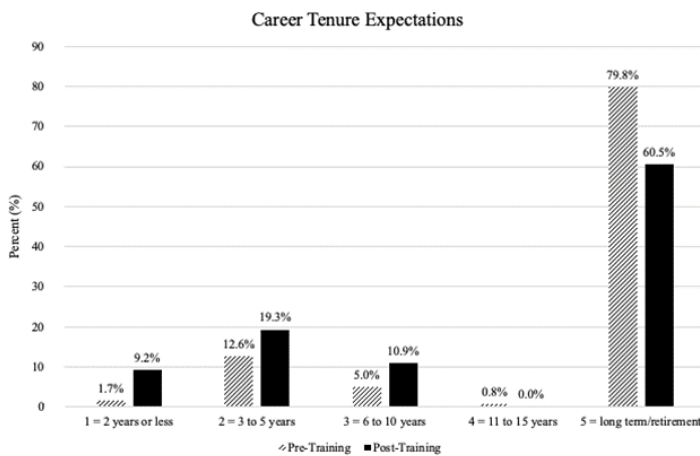
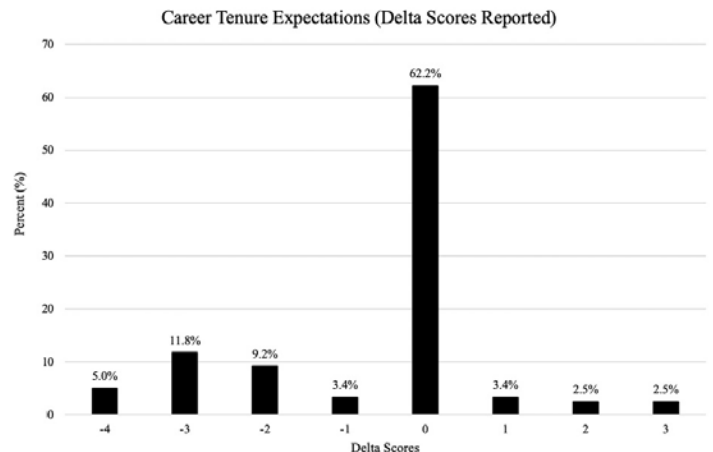


Figure 2



Finally, Table 1 shows the percentage of officers in each category before and after training. As shown, there were significant changes between the expectations that officers entered training with versus what they left training with. Most notably, approximately 20% of officers relinquished the expectation of staying in the occupation for "long-term/retirement" and instead moved into lower

career tenure categories. Thus, the results indicate that the expectations for how long an individual plans to stay as a correctional officer were generally reduced by the training academy experience.

Table 1. Newly Hired Correctional Officer Career Tenure Expectations

Table 1. Newly Hired Correctional Officer Career Tenure Expectations

Expected Tenure Length	% of officers in each category		Z-Score	p-value
	Before Training Academy	After Training Academy		
2 years or less	1.7%	9.2%	-	-
3 to 5 years	12.6%	19.3%	-1.42	0.157
6 to 10 years	5.0%	10.9%	-1.67	0.094
11 to 15 years	0.8%	0.0%	-	-
Long-term/Retirement	79.8%	60.5%	3.26	0.001

Note: A “-” was placed in cells where the sample of officers in each category was too small to conduct a Z-score test.

Discussion and Conclusion

This study sought to answer two research questions that have implications for the current staffing crisis facing U.S. prisons. First, it answered the question of how long newly hired individuals intend to stay in their position as correctional officers. Second, it assessed how academy training impacts the officers’ career tenure expectations. Below we review the findings and discuss their meaning and broader significance to the field of corrections.

Big Expectations

A key finding from the study is that approximately 80% of newly hired correctional officers stated that they intended to stay in the occupation for long-term/retirement. This finding reveals that, at least for our sample, the state effectively recruited and hired individuals with a vested interest in and commitment to correctional work (at least initially). There are many reasons why this might be the case. One is that most individuals come to corrections for pay and benefits that tend to be better than those found in the other sectors of work they come from (Burton, Jonson, Miller, Petrich, et al., 2022). Although this level of commitment is optimistic and what we would hope to see from the men and women entering the correctional officer workforce, there is a paradoxical reality: nearly half of all newly hired officers in corrections quit in their first few years of working in prisons (Office of Correctional Health, 2023).

That so many officers come to the job eager to stay long term but quit in droves just a few years later creates a significant challenge for state corrections departments. Not only is this issue concerning from a logistical standpoint, but it is also expensive: states spend an estimated \$25,000 to \$39,000 in replacement costs annually for each officer that quits (Lambert & Hogan, 2009). Moreover, it negatively affects the culture and climate of these organizations when their employees continuously leave and the strain is put on those officers who choose to stay (Burton, Jonson, & Puddy, 2023).

Because academy training is the first opportunity for state corrections departments to interact with their new officers, it is important for them to address several topics at this stage. One is to teach the officers the requisite skills, values, and attitudes that are necessary to perform the role of a correctional officer (Burton, Jonson, Barnes, et al., 2022; Miller et al., 2023). Another opportunity that academies have, which is the crux of our study, is to begin building a level of support, commitment, and loyalty between the organization and the individual officer. It is at this juncture that the bond between officer and organization could and should be strengthened (Altoosh et al., 2022). As the results of our study reveal, it was this opportunity that was missed. For most officers in the sample, the training academy experiences had no effect on the level of their commitment and loyalty toward working in the occupation. Beyond this finding, training reduced the overall amount of time that individuals want to work in the occupation.

Limitations and Future Research

A limitation of this study that it relies solely on the testimony of the participants. Although the officers in our sample say they intend

to stay long-term before training and then change their mind after training, we do not actually know if they will stay or leave the job. In other words, just because the officers say that they intend to leave does not mean that they will. To address this, future studies should track correctional officers longitudinally to see if their career tenure expectations equal their career tenure. Moreover, future researchers in this space should explore what factors within training might be driving these results. Thus, this study only answered *if* training affects the career tenure expectations of correctional officers; future researchers should explore *how*.

Conclusion

To our knowledge, this study is the first to evaluate how academy training affects the career tenure expectations of newly hired correctional officers. Previous research and theory led us to believe that training would increase one's intentions to remain committed to their organization (Kulkarni, 2013), yet we found the opposite to be true within our sample. In summary, training academies that are not building support, commitment, and loyalty among their trainees toward their new occupation are missing out on an important opportunity. State departments of correction should seek to explore these issues within their own training academies, to ascertain whether they are building commitment among their new staff or attenuating it during the academy training process.

References

- Albtoosh, Q., Ngah, A. H., & Yusoff, Y. M. (2022). Training satisfaction relative to turnover intention: the mediating role of employee loyalty. *Industrial and Commercial Training*, 54(4), 545–565. <https://doi.org/10.1108/ICT-06-2021-0047>
- Burton, A. L., Jonson, C. L., Barnes, J. C., Miller, W. T., & Burton, V. S., Jr. (2022). Training as an opportunity for change: A pretest-posttest study of correctional officer orientations. *Journal of Experimental Criminology*, 1-23. <https://doi.org/10.1007/s11292-022-09544-8>
- Burton, A. L., Jonson, C. L., Miller, W. T., Petrich, D. M., & Burton, V. S., Jr. (2022). Understanding who is hired to work in U.S. prisons and why it matters: A call for research. *Corrections: Policy, Practice, and Research*, 1-22. <https://doi.org/10.1080/23774657.2022.2101161>
- Burton, A. L., Jonson, C. L., & Puddy, H. N. (2023). The shock factor of correctional officer training. *Corrections1*. <https://www.corrections1.com/corrections-training/articles/the-shock-factor-of-correctional-officer-training-ZjMoGQOByL3VlBx0/>
- Burton, A. L., Lux, J. L., Cullen, F. T., Miller, W. T., & Burton, V. (2018). Creating model correctional officer training academy: implications from national survey. *Federal Probation*, 82(1), 26-36.
- DATA USA. (2021). *Correctional officers and jailers*. <https://datausa.io/profile/soc/correctional-officers-and-jailers>
- Holton, E. F., III. (1996). New employee development: A review and reconceptualization. *Human Resource Development Quarterly*, 7(3), 233-252. <https://doi.org/10.1002/hrdq.3920070305>
- Kulkarni, P. P. (2013). A literature review on training & development and quality of work life. *Researchers World*, 4(2), 136-143.
- Lambert, E., & Hogan, N. (2009). The importance of job satisfaction and organizational commitment in shaping turnover intent: A test of a causal model. *Criminal Justice Review*, 34(1), 96–118. <https://doi.org/10.1177/0093854813503638>
- Mahmood, M., Ostrovsky, A., Capar, N. (2022). Effect of orientation training on employee and firm performance. *Global Business and Organizational Excellence*, 42(4), 49–62. <https://doi.org/10.1002/joe.22173>
- Miller, W. T., Burton, A. L., Jonson, C. L., Adkins, P., & Burton, V. S., Jr. (2023). A multi-state outcome evaluation of correctional officer training academies: A pretest-posttest design. *Justice Evaluation Journal*. Advance online publication. <https://doi.org/10.1080/24751979.2023.2220370>
- Mitchell, O., Layton Mackenzie, D., Styve, G. J., & Gover, A. R. (2000). The impact of individual, organizational, and environmental attributes on voluntary turnover among juvenile correctional staff members. *Justice Quarterly*, 17(2), 333-357. <https://doi.org/10.1080/07418820000096351>
- Office of Correctional Health (2023). Staff recruitment and retention in corrections. *American Correctional Issues: The challenge and ways forward*. *Corrections Today*. (January/February Issue).
- Russo, J. (2019, December 1). *Workforce issues in corrections*. National Institute of Justice. <https://nij.ojp.gov/topics/articles/workforce-issues-corrections>



2024 DOCTORAL GRADUATES



Dr. Richard Elligson

Dissertation: *Work Motivation and Ranger Job Attitudes: An Application of Self-Determination Theory*
(Co-Chairs: Drs. William Moreto and Jacinta Gau)

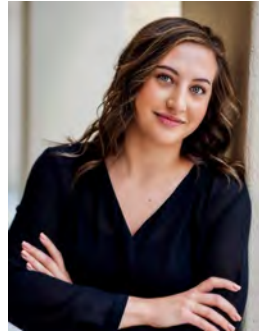
Assistant Professor of Instruction
University of South Florida



Dr. Narim Lee

Dissertation: *Sexual Assault Victimization Experience in Virtual Worlds*
(Co-Chairs: Drs. Erica Fissel and Matt Nobles)

Assistant Professor
Texas A&M International University



Dr. Ashley Lockwood

Dissertation: *Trauma and dynamic needs: Examining the role of adverse childhood experiences (ACEs) on changes in youth needs while in residential placement* (Chair: Dr. Jennifer Peck)

Assistant Professor
Georgia Southern University

EDITOR'S CORNER

Critical Criminology: An International Journal

Critical Criminology: An International Journal is the official journal of the Division of Critical Criminology and Social Justice of the American Society of Criminology and the Academy of Criminal Justice Sciences section on Critical Criminology. Editors in Chief are David Brotherton and Jayne Mooney of John Jay College of Criminal Justice and the Graduate Center, City University New York. The Book Review Editor is Jennifer Ortiz of the College of New Jersey. The Journal was originally created by the Human Justice Collective, under the name of *The Journal of Human Justice*. It changed to *Critical Criminology: An International Journal* in 1996, and is today published by Springer.

The aim of *Critical Criminology* is to explore social, political, and economic justice from a range of critical perspectives, including postcolonial, feminist, Marxist, anarchistic, peace-making, left realist, cultural, narrative, postmodernist, visual, abolitionist, convict, Queer, Southern, Indigenous, and green criminology. Rather than limit the scope of its coverage to state definitions of crime, it focuses on issues of social harm and social justice, including work exploring the intersecting lines of class, gender, race/ethnicity, and heterosexism and oppression in all its ubiquitous forms. The journal is for those interested in theories and methodologies pertaining to the study of crime, deviance, and legal justice systems that challenge and critique the status quo and aims to provide a platform for work that centers on creative and cooperative solutions to justice problems, plus strategies for the construction of a more inclusive society. To provide a snapshot: subjects of recent articles include police violence in Brazil; EU migrants as the “social ghosts” of our time; the normalizing of state rape; Kubrick on crime and deviance; the trafficking and trade in European eels; crime, social bulimia, and racial capitalism; aircraft noise and victimization; green criminology and mineral extractivism in Peru; policing the homeless; critical race criminology; the social reproduction crisis during the COVID-19 pandemic in Barcelona; feminist convict criminology; reentry, race and abolition; women’s incarceration rates; crime mapping and visual criminology; drug laws in the UK and their impact on the Somali community, and the zemiological afterlife of wrongful conviction.

In the past three years, the journal has published special issues on critical gang studies, neo-liberalism and higher education, mapping covid nonconformities, and Queer victimology. At the end of 2023, Shelly Clevenger guest-edited the special issue on “Queer Victimology”, which came out at an important political moment characterized by renewed and escalating attempts to silence Queer voices and ignore the harms experienced by those who identify as part of the LGBTQ+ communities. Among this excellent collection of articles are: Anne Uhlman’s “‘Deliberate Indifference’: Challenging State-Sanctioned Violence Against Transgender People in Carceral Spaces”, Meredith Worthen’s “Anti-femininity or Gender-Nonconformity Prejudice? An Investigation of Femme, Twink, and Butch LGBTQ Victimization Using Norm-Centered Stigma Theory”, Max Osborn’s “‘Something Could Happen to You at Any Moment’: Safety, Strategy, and Solidarity Among Trans and Nonbinary Protesters Against Police Violence”, and Angie Gordon and Emily Lenning’s “Interpretive Harms and Contested Agency: Transphobic Ideology, Correctional Officers, and the Law”.

The journal has been receiving more submissions from the Global South as we try to counter the traditional dominance of Global Northern institutions in the field of criminology and provide avenues for other critical voices, analyses, and foci as well as reach new readers. In this effort, we have recently been able to publish studies from South Africa, India, Turkey, Taiwan, Brazil, and Poland.

In the next two years we will continue to deepen and broaden the scope of our work with the following special issues, which are published alongside individual paper submissions:

Special Issue on SOLROUTES (Fall, 2024)

Six articles based on the SOLROUTES research project supported by the European Research Council will be submitted for this issue. The project is described as a relational immersion into the underworld of “migrant” illegalized movements around and through Europe. This underworld is conceptualized and studied through its varied routes and forms of solidarity. They are the outcome of mutual (and at times conflictual) cooperation and complicity among people on the move. This multi-sited and multi-scalar ethnographic journey unfolds with people on the move. Based in different localities and “stations” within and around Europe (from Belgium and Italy to Morocco, Tunisia, Turkey, and European postcolonial outposts of French Guiana and Mayotte), the project aims at decentering, debordering and provincializing Europe.

Special Issue on Gang Life Histories: Critical Perspectives (Spring, 2025)

The focus of the eleven papers making up the special issue includes renditions of individuals’ life histories and how they are conditioned by the broader evolution of the gang they belong to. The papers show how an individual gang member’s life history reflects macro-historical developments and explore gang members’ decisions to leave a gang, non-gangster elements of a gangster’s life, the problem of aging, and the methodological and epistemological quandaries of a researcher co-writing a life history.

Geographically, the papers include life histories of both men and women from the USA, Argentina, the Netherlands, Indonesia, Sierra Leone, Venezuela, El Salvador, Mexico, and Brazil. Contributors are a mix of both early career and more established scholars based across both the Global North and South.

Colonialism and Punishment: The Entanglement of Past and Present (Fall, 2025)

This special issue works as a response to the historical Northern-centric feature of punishment and society studies and the unequal relations of subordination and dependency that have shaped the production and circulation of knowledge in the field. It brings together papers that discuss different ways through which colonialism has affected penalty across diverse peripheral settings. The issue is composed of papers that analyze the centrality of colonial influences in penal policies, institutions, and practices. All the papers ask the complex question of the relationship between the penal past and present: how do penal arrangements built in the era of 'original colonialism' persist in the present of postcolonial contexts and in what measure have they been changed by the historical transformation experienced by colonialism itself? It is comprised of papers from around the world, including Brazil, Guyana, India, Bangladesh, Indonesia, Ireland, Kenya, Nepal, Nigeria and sub-Saharan Africa. This issue does not only have a wide geographical cover, expanding criminological gaze and horizons, but also promotes substantial advancement, originality, and revitalization of theoretical aspects of critical approaches to criminological knowledge, specifically to punishment and society scholarship.

Finally, the journal now features a Field Notes section to allow researchers to publish short pieces on work in progress. We are eager to develop this tradition in future issues. So please be aware of this opportunity, and whether you are in the field collecting data or engaged in thought-provoking observations, be sure to keep the journal in mind.

Jayne Mooney and David Brotherton

Journal of Law and Empirical Analysis

The *Journal of Law and Empirical Analysis* is a new peer-reviewed journal with an international orientation, focusing on cutting-edge empirical research that is accessible and engaging to both legal scholars and social scientists. For more information regarding this journal, see - [JLEA](#) The editors are seeking submissions. To submit a paper, go to: bit.ly/jlea-sage-journal

MICHIGAN STATE UNIVERSITY SCHOOL OF CRIMINAL JUSTICE



Our World Class Faculty:

Vivian Aranda-Hughes | Corrections; Race, Ethnicity & Crime
David Carter | Policing; Intelligence Analysis; Counterterrorism
Caitlin Cavanagh | Adolescent Development; Juvenile Justice
Steven Chermak | Terrorism & Extremism
Jennifer Cobbina-Dungy | Public Responses to Police Use of Force; Reentry
Charles Corley | Juvenile Justice; Corrections
Mary Finn | Justice Policy & Practice
Carole Gibbs | White Collar Crime; Decision Making; Diversity, Equity & Inclusion
Joseph Hamm | Trust & Governance
Karen Holt | Sexual Deviance & Offending
Thomas Holt | Cybercrime & Cybersecurity
Julie Krupa | Juvenile Justice; Community Crime Prevention; Program Evaluation
Sanja Kutnjak-Ivkovich | Policing - International/Comparative
Christopher Maxwell | Policing; Domestic Violence; Life Course Criminology.
Sheila Maxwell | International Translational Criminology, Sanctioning, Corrections
Rachel McNealey | Digital Criminology; Victimization
Chris Melde | Violence Prevention, Street Gangs, Life Course Criminology
Merry Morash | Gender, Crime & Justice; Feminist Criminology
Mahesh Nalla | International Criminology; Public-Private Policing; Gender Violence
Meghan O'Neil | Social Structure and Crime; Poverty, Racial Inequality & Crime
Jeff Rojek | Policing
Ryan Scrivens | Terrorism & Extremism
Christopher Smith | Policy Making; Constitutional Rights in Criminal Justice
Brandon Turchan | Policing; Community Crime Prevention
Jeremy Wilson | Police Staffing & Organizations
Thomas Wojciechowski | Mental Health; Substance Use; Life Course Criminology
Scott Wolfe | Policing; Criminological Theory

CJ.MSU.EDU
#ADVANCEJUSTICE

Graduate Programs In:

Criminal Justice (PhD & Masters)

Top 10 Online Masters Programs In:

Criminal Justice
 Cybercrime & Digital Investigations
 Law Enforcement Intelligence & Analysis

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)
<https://expcrim.org/>

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/>

AROUND THE ASC - DIVISION OF QUEER CRIMINOLOGY



Mentoring Program 2024-2025

The Division of Queer Criminology (DQC) is looking for both mentors and individuals at all career phases (from undergraduate to post-doctoral, academic and alt-academic) from any part of the world to participate in the next year of our successful mentoring program.

We prioritize LGBTQ+ scholars, allies, and DQC members, filling historic gaps in the field of criminology around mentorship for aspiring queer scholars.

The program is designed to build community through mentorship by matching members based on goals and needs. We support one-on-one and peer-to-peer mentorship depending on preference and needs. We also seek to support transformative mentorship by focusing on LGBTQ+-specific issues.

Structure:

- Applicants will be matched based on shared goals/needs and areas of interest.
- The program will be facilitated for **one year** (November - November), but we hope your connections last far beyond the duration of the program!

How to apply:

Mentors and mentees can sign up on the DQC website: <https://queercrim.com> or here: <https://forms.gle/2TjDPqdERmfQVnvU8>

Applications are due by October 30th.

Please direct questions to DQC's Mentoring Committee Chair:

Chris Wakefield (wakefiec@whitman.edu)

**AROUND THE ASC - DIVISION ON TERRORISM & BIAS CRIMES/
DIVISION OF WHITE-COLLAR & CORPORATE CRIME**

**JOINT WEBINAR SERIES
PRESENTED BY THE
AMERICAN SOCIETY OF
CRIMINOLOGY
DIVISIONS:**

**DIVISION ON TERRORISM & BIAS CRIMES (DTBC)
AND WHITE COLLAR & CORPORATE CRIME (DWCC)**

Upcoming Dates and Topics:

- **October 31, 2024: Preparing for a Successful ASC Conference**
- **January 30, 2025: Topic To Be Announced**
- **April 24, 2025: Topic To Be Announced**

**Time: Last Thursday of every third
month, 11:00 AM Eastern Time**
Location: Held over Zoom

RSVP Required



Who Should Attend?
**This series is ideal for
professionals and students
interested in terrorism, bias
crimes, and corporate crime.**



Begin or continue your graduate career at the #2 ranked CCJ doctoral program. The School of Criminology and Criminal Justice is recruiting new graduate students for our in-person, research-focused MS and PhD programs, located in the heart of the 5th largest city in the nation. ASU is proud to be a Hispanic-Serving Institution and ranked #1 in the U.S. for innovation 9 years in a row by U.S. News & World Report. Join us in the Valley of the Sun to engage in community-embedded research and work closely with top-ranked faculty who are having tangible impacts in all areas of criminology and criminal justice.

Criminology and Criminal Justice, MS

This degree program provides students with the advanced research skills and training in policy and statistical analysis that are required for careers as researchers and agency leaders, and for continued study in doctoral programs in criminology and criminal justice. The GRE is not required.

Criminology and Criminal Justice, PhD

Direct admission to this highly ranked PhD program is now offered for highly qualified undergraduate students. The GRE is optional for all applicants. Competitive funding packages are provided for admitted students – including health insurance.

Questions?

Reach out to Dr. Stolzenberg at Stacia.stolzenberg@asu.edu with your questions about this amazing opportunity.

For application or enrollment information, visit:

bit.ly/ccjphd

For information on our faculty, visit:

ccj.asu.edu/tenure-track-faculty

Presidential Graduate Assistantship

Our graduate committee is actively recruiting for several competitive funding opportunities for individuals from underrepresented groups. Prospective students should visit bit.ly/ccjgap to learn more about graduate college funding opportunities. University and School support is also available for individuals to complete their dissertation projects.



As our graduates look back at all they have accomplished, we look forward to watching their continued success!

[What lies ahead for you?](#)

TEACHING TIPS

Podcasts as Pedagogy: Criminology, Communication, & Creativity

Brandon Golob, University of California – Irvine

Although coverage of criminal justice issues has long been a staple of mass media, the rise of new media has undoubtedly expanded the audiences being exposed to these topics (Boling, 2019; Leonard, 2023; Martin, 2018). From podcasts to online docuseries and documentaries, the public is continually bombarded with messages about criminality, law, and justice. As stories of true crime continue to captivate people, we must be mindful of the fact that this media is far more than entertainment; it has the power to affect audience's cognitions, emotions, attitudes, and behaviors related to the law (Oliver, 2019). Our students, as budding scholars of criminology and active media users, should be trained to be critical consumers of media that covers our disciplinary topics.

Background

Given the vast nature of the contemporary media landscape, this column focuses on podcasts for two reasons: (1) their increasing popularity, and (2) their accessible nature. In terms of reason one, podcast listening in the U.S. has continually increased since 2013 and nearly half of adults listened to a podcast in the past year (Shearer et al., 2023). Moreover, true crime podcasts are the most common topic, accounting for nearly a quarter of the top-ranked podcasts in the U.S. (Stocking et al, 2023). In terms of reason two, podcasts are generally free for audiences to access. Additionally, podcasts have a low entry barrier for creators. Taken together, this sets the stage for them to be utilized as pedagogical tools. Podcasts can be effectively integrated into criminology courses in at least two distinct ways: (1) incorporating podcasts into curriculum, and (2) building podcast assignments.

Incorporating Podcasts into Curriculum

Podcasts offer a dynamic way to teach a wide array of criminology topics. Regardless of the substantive nature of your course, there is likely a podcast that intersects with the topics. For those interested in exploring podcasts to complement their current curriculum, I recommend the following: (1) distinguish between serial and episodic podcasts, (2) identify relevant podcasts, and (3) align podcasts with course objectives.

In terms of recommendation one, serial podcasts (not to be confused with "Serial," the true crime podcast that is frequently credited with popularizing podcasting) follow a continuous narrative across multiple episodes. Conversely, episodic podcasts are structured such that each episode stands alone. For professors looking to make small-scale curriculum adjustments, start with episodic podcasts. This leads to recommendation two. Identifying relevant podcasts can be challenging given the sheer volume of content. Curate a list of high-quality criminology podcasts that align with the topics the course covers. Begin by checking out "[The JustPod](#)," a podcast produced by the American Bar Association Criminal Justice Section. Thirdly, review the podcast closely to ensure that it directly relates to your course objectives. Consider how the podcast complements the readings, lectures, and other components of your course.

Creating Podcasts as Assignments

Assigning students to create their own podcasts on criminology topics fosters active learning. This project involves students in an engaging and creative application of course concepts. Since there are many ways to design podcast creation assignments, here is a brief example from one of my courses. Students conduct interviews about the types of media people consume related to law and how it affects them. Students then edit and produce a podcast based off the interviews. The core learning goal is for students to consider how media can impact people's cognitions, emotions, attitudes, and behaviors related to law, legal actors, legal systems, and so forth. In addition, students learn how to: (1) design interview protocols, (2) conduct qualitative interviews, (3) present orally, and (4) record and edit audio files.

For those interested in exploring potential ways to include a podcast assignment in their course, I recommend the following: (1) define assignment objectives, and (2) develop clear guidelines. In terms of recommendation one, transparency around assignment objectives is particularly crucial when introducing students to nontraditional assessments such as podcasting. Outline and explain what students will achieve from the assignment, such as improving oral communication and developing technical proficiency. This ties directly to recommendation two, which is providing clear guidelines and rubrics for the podcast project to ensure students understand the expectations and learning goals. For many students, this will be the first time they are asked to create a podcast, which is why detailed directions are necessary. Begin by visiting [NPR's podcasting guides](#) for teachers and students.

TEACHING TIPS

Additional Educational Benefits of Podcasts

Pedagogy research has revealed many educational benefits of having students generate podcasts, including promoting engagement and motivation for learning, fostering creativity, improving oral communication skills, and building technical skills (Mathany & Dodd, 2018; Niie & Cane, 2008). There has not been as much research on the learning impacts of including already existing podcasts in course curricula (Oslawski-Lopez & Kordsmeier, 2021), but educators have shared positive observations from their classrooms. Specific to true crime podcasts, educators who have used episodes of "Serial" reported that the podcast led to students reading more, digging deeper into researching questions, and engaging further with the course material (Cole & Kramer, 2017; Godsey, 2016).

My own experience building "Serial" into one of my courses has produced similarly positive results. For example, when I surveyed my students about whether they took any "additional actions because of listening to the podcast," 62% (n=58) responded that they researched and read more about the case on their own. 43% (n=40) responded that they went even further by researching and reading about wrongful conviction or criminal justice more generally. Although the course lesson was about wrongful conviction, students reported that they learned about many additional law and justice topics through the podcast. This included court proceedings, the role of prosecutors, forensic evidence, media coverage of criminal cases, the U.S. bail system, police investigations, and more.

Conclusion

Throughout this process of integrating podcasts into criminology courses, it is imperative that we remind our students that media audiences are broad. Our academic analysis of podcasts is not the norm for how the public engages with them. According to one study, "Podcast listeners with less formal education are more likely than those with higher levels of education to listen to shows about true crime" (Naseer & St. Aubin, 2023). Students should be mindful of the reality that the average listener is receiving messages about criminality, law, and justice as a layperson, not as a criminology expert. Therefore, we should encourage our students to continue classroom conversations beyond the bounds of the academic assignments, freely sharing what they learn with others. I was delighted to discover that most of my students, 69% (n=64) responded that they were discussing the "Serial" podcast and case with others (e.g., friends, family).

Moreover, my students discuss law and justice with others through their podcast interviews and leave the class having created their own podcasts that they can continue to share broadly. Our criminology courses challenge students to analyze and confront the most pressing social justice issues (e.g., hate crimes, immigration, gun control, policing, incarceration). Ultimately, I exhort us all to encourage our students to continue these conversations and efforts long after class ends. With or without the assistance of technology, their voices need to be heard.

References

- Boling, K. S. (2019). True crime podcasting: Journalism, justice or entertainment?. *Radio Journal: International Studies in Broadcast & Audio Media*, 17(2), 161–178.
- Cole, R., & Kramer, B. (2017). Podcasts and the Twenty-first Century College Classroom. *IMPACT: The Journal of the Center for Interdisciplinary Teaching and Learning*, 6(2), 8-12.
- Godsey, Michael. (2016, March). "The Value of Using Podcasts in Class." *The Atlantic*.
- Leonard, L. J. (2023). *Cases on Crimes, Investigations, and Media Coverage*. IGI Global.
- Martin, G. (2018). *Crime, media and culture*. Routledge
- Mathany, C., & Dodd, J. (2018). Student-generated interview podcasts: An assignment template. *Collected Essays on Learning and Teaching*, 11.
-

TEACHING TIPS

- Naseer & St. Aubin. (2023, June 20). *True crime podcasts are popular in the U.S., particularly among women and those with less formal education*. Pew Research Center. Retrieved from <https://www.pewresearch.org/short-reads/2023/06/20/true-crime-podcasts-are-popular-in-the-us-particularly-among-women-and-those-with-less-formal-education/>
- Nie, M., Cashmore, A., & Cane, C. (2008). The educational value of student generated podcasts.
- Oliver, M. B., Raney, A. A., & Bryant, J. (Eds.). (2019). *Media effects: Advances in theory and research*. Routledge.
- Oslawski-Lopez, J., & Kordsmeier, G. (2021). "Being Able to Listen Makes Me Feel More Engaged": Best Practices for Using Podcasts as Readings. *Teaching Sociology*, 49(4), 335-347.
- Palenque, S. M. (2016). The power of podcasting: Perspectives on pedagogy. *Journal of Instructional Research*, 5, 4-7.
- Shearer, E., Liedke, J., Matsa, K. E., Lipka, M., & Jurkowitz, M. (2023, April 18). *Podcasts as a Source of News and Information*. Pew Research Center. Retrieved from <https://www.pewresearch.org/journalism/2023/04/18/podcasts-as-a-source-of-news-and-information/>
- Stocking, S., Matsa, K.E., Naseer, S., St. Aubin, C., Shearer, E., Jukowitz, M., & Ghose, S. (2023, June 15). *A profile of the Top-Ranked Podcasts in the U.S.* Pew Research Center. Retrieved from <https://www.pewresearch.org/journalism/2023/06/15/a-profile-of-the-top-ranked-podcasts-in-the-u-s/>
- Sound Advice: The NPR guide to student podcasting. (2023, February 18). NPR. Retrieved from <https://www.npr.org/2023/02/18/1149984588/how-to-start-a-podcast-student>
- TheJustPod. (n.d.). American Bar Association. Retrieved from https://www.americanbar.org/groups/criminal_justice/podcast/
-

DOCTORAL STUDENT FORUM

Becoming Graduate Student Supercommunicators: Enhancing the Mentorship of Undergraduate Research Assistants

Jack M. Mills, College of Criminology and Criminal Justice, Florida State University

Graduate students in criminology are increasingly involved in research projects and mentorship opportunities. Indeed, as research experience becomes an integral part of the undergraduate experience, many universities have implemented Undergraduate Research Opportunities Programs (UROPs). These programs often involve collaborations between graduate and undergraduate students, particularly in data collection for dissertations. Such collaborations offer valuable firsthand experience for undergraduates while allowing graduate students to step into mentoring and supervisory roles, fostering the development of research into the academic experience.

Graduate students may be perceived by undergraduates as more approachable than professors, making them crucial in guiding undergraduates and fostering their growth. Recognizing this role underscores the mutual benefits for both undergraduate and graduate students through collaborative research experiences. In my time at Florida State University, I have been part of research teams as an undergraduate student and have also served as a graduate student manager on projects sponsored by our UROP. As a researcher and supervisor across various projects, I have accumulated important insight from the student perspective, expectations from professors and supervisors, and from my own point-of-view as I manage some of these projects and direct my own. These insights nest well into a book I recently read, entitled *Supercommunicators*, a guide on unlocking meaningful connection (Duhigg, 2024).

Using interviews, examples, and life experiences, Charles Duhigg explicates the important art of communication. While his writing did not explicitly focus on academic communication, I have reflected on how we might adapt Duhigg's advice to the mentorship of undergraduate researchers. In this essay, I use Duhigg's ideas to show how graduate students can become supercommunicators for future student researchers.

Three Kinds of Conversation

In the words of Oscar Wilde, "Ultimately, the bond of all companionship, whether in marriage or in friendship, is conversation." As Duhigg describes, some conversations serve as important opportunities to connect people together, but incorrectly specified conversations risk miscommunication and interpersonal conflict. For this reason, Duhigg imagines three kinds of conversations. First, *What is this really about?* conversations occur when decisions need to be made and goals need to be analyzed. Second, *How do we feel?* conversations are opportunities for emotional engagement and should be focused on empathy and understanding. Third, in *Who are we?* conversations take on personal matters like relationships, identities, and perceptions. By correctly identifying which kinds of conversations they are having, graduate students can set the stage for effective collaboration and mentorship with undergraduates.

What is this really about?

This type of conversation is centered on practical matters and decision-making. When introducing the project goals, discussing responsibilities, or assigning research, graduate supercommunicators should be clear and transparent about expectations, goals, and deadlines. This kind of conversation defines goals and sets a strategy for accomplishing them. Failing to have this fundamental conversation increases the risk of frustration and feelings of uncertainty. Structurally, this dialogue occurs at the beginning of a conversation, such as in the first research meeting or when setting the agenda for additional meetings. But this conversation can also emerge mid-discussion, particularly when laying out future directions for project members. While these conversations should be direct, they need not be rigid.

As an undergraduate student, the best projects I was part of had these conversations early, typically at the beginning of the semester and was routinely returned to each meeting to ensure that the project was moving along as expected. As a graduate student supervisor on UROP projects headed by professors, I took mental notes on how to start these conversations; the most effective strategy is to define the project and project goals in realistic ways, ensuring that everyone is in agreement with the project standards. Many students responded with greater confidence when presented with smaller goals. For example, when creating a database, students seem more willing to approach data collection if they are encouraged to code just two cases a week, as opposed to "completing the dataset by the end of the term." In my area of research—which mostly centers on hate crimes, prejudice, and intergroup violence—data collection and analysis can be mentally taxing, especially for students who experience direct or vicarious trauma related to those topics. I have noticed that the best projects have had expectations of breaks-as-needed and encouraged to the active communication frustration, sadness, and grief in meetings. The research group, while an academic group, is also a social community that should uplift each other. In my experience, the most effective research group dynamics seem to include 1)

DOCTORAL STUDENT FORUM

clear and direct project expectations that are effectively communicated with 2) reasonable and easily accomplished goals, and 3) an emphasis on the humanity of research, such as an emphasis on taking breaks and reaching out for reassurance without feelings of judgment. Put simply, *what is this really about?* conversations range from dialogues about research methods to normal conversations about mental health.

How do we feel?

In addition to the practical conversations outlined above, graduate supercommunicators can also engage in discussions that provide emotional support to the research working group. Research groups are structured quite differently than classrooms, and that should be reflected in our conversations. In research groups, we have opportunities to emphasize the importance of scholarly while also being amenable to innovative ideas and encouraging the construction of a mutually respectful and beneficial community. While instructors might reluctantly change the syllabus, research supervisors have greater flexibility in the development of their research. One way to foster *How do we feel?* conversations is by asking “deep” questions: What has been challenging this semester? How are you feeling about the project workload? Have you encountered any obstacles in the work so far? Are there any aspects of our team that could be improved? What about this research excites you the most?

These questions demonstrate mutual respect between supervisor and assistant, making these sorts of conversations possible. Of course, these (and other) questions might feel awkward or uncomfortable; supercommunicators are adaptable and should incorporate additional questions in professional and appropriate ways. The key is not necessarily asking the “perfect” question, but in being willing to listen without an instantaneous rebuttal or solution.

I felt most secure as an undergraduate student when supervisors asked about my life—including coursework, relationships, hobbies, and other general areas. These questions humanized my research experience and ultimately encouraged me to continue pursuing research into graduate studies. Getting personal demonstrates our willingness to care. In my experience, these exchanges have increased the “buy-in” from undergraduate students, which makes for better researchers.

Who are we?

The research group is, fundamentally, a social group. Core criminological theory demonstrates the importance of prosocial and symbiotic relationships for collective stability and personal growth. Bringing the conversations away from the research and back to the *people* conducting said research is important. Taking the time to learn about others—their hobbies, interests, routines—the research group transforms from a team into a community. Graduate students might use these conversations to discuss personal interests, career aspirations, and share strengths and weaknesses with undergraduate students. Becoming acquainted with people recenters the need for humanity in research.

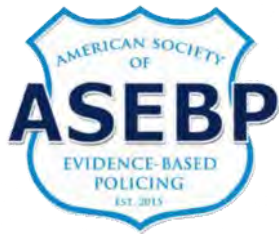
Supercommunicators use this kind of conversation goal evaluation too. Performance evaluations are essential and unavoidable. Graduate students should take cautiously and empathetically use critical feedback. Supercommunicators should ask themselves a series of questions before this kind of conversation: What is being accomplished? How will this conversation start? What obstacles might emerge and what is the plan to overcome them? What are the benefits of this dialogue? Supercommunicators should avoid dialogue rooted in blame and shame. The ultimate purpose of *who are we?* conversations is not to assign fault, but to improve the research experience. Supercommunicators should not try to form a rebuttal or offer immediate solutions during evaluations. The primary goal here is to learn, followed by additional conversations later in time that center on *What is this really about?* conversations to reassert boundaries and project goals. As a general recommendation, critical feedback should be discussed privately, especially if it is individualized. Throughout the conversation, it is natural to feel discomfort, but these dialogues are important opportunities to gain experience and improve if communicated effectively.

Conclusion

Graduate students have often have opportunities to collaborate with undergraduate researchers. Thus, our ability to communicate research agendas and project goals are also increasingly fundamental to the research experience. Although many guides on communication exist, Duhigg offers a fresh and engaging perspective on being “supercommunicators” that can be easily applied to graduate student mentors of undergraduate researchers. While Duhigg’s framework is important, it is critical that graduate students tailor and personalize their communication style with their own research group for more effective results. By correctly identifying the kinds of conversations we are having, we can welcome the new wave of student researchers with empathy and inclusion into our research communities.

References

Duhigg, C. (2024). *Supercommunicators: How to Unlock the Secret Language of Connection*. Random House.



9TH ANNUAL CONFERENCE

CALL FOR

Proposals



30 APRIL

2 MAY
2025



THE
UNIVERSITY
OF ARIZONA,
TUCSON

DEADLINE: OCTOBER 31, 2024

THEME IDEAS

- ✓ WELLNESS
- ✓ STAFFING
- ✓ ANY RELEVANT POLICING RESEARCH
- ✓ USE OF FORCE
- ✓ OFFICER SAFETY

SCHOLARSHIP OPPORTUNITIES AVAILABLE FOR GRADUATE STUDENTS MADE POSSIBLE BY ARNOLD VENTURES.

LIMITED AVAILABILITY. MORE INFORMATION PROVIDED UPON SUBMISSION.

THE ASEBP IS ACCEPTING PROPOSALS FOR OUR 9TH ANNUAL EVIDENCE-BASED POLICING CONFERENCE. WE ENCOURAGE PRACTITIONER/ACADEMIC COLLABORATIONS.

IMPORTANT DATES

OCTOBER 31, 2024	DECEMBER 2024	JAN 1-FEB 29, 2025
Paper submission deadline	Acceptance notification	Early bird registration

REGISTRATION FEES FOR PRESENTERS

ASEBP Member	\$0
Non-ASEBP Member	\$40



THE UNIVERSITY OF ARIZONA

College of Social & Behavioral Sciences
Southwest Institute for Research on Women
Research, Innovation & Impact

Questions? info@americansebp.org Twitter: @EBpolicing

SUBMISSION LINK



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 them here! We appreciate brevity (always under 1,000 words) and welcome your input and feedback. – Jared Dmello, jared.dmello@adelaide.edu.au

Academia Beyond Borders: Experiences from Moving Across the World

Jared Dmello, The University of Adelaide, jared.dmello@adelaide.edu.au

On a wonderful spring evening last year, I was scrolling through Twitter (now X) while watching the dogs play in the yard when I came across a posting for a “Senior Lecturer in Criminology” posting at the University of Adelaide in Australia. It caught my attention, and the areas of interest seemed *perfect* for me, but I had so many questions – would I move to another country? What are the logistics of doing so? What does that mean for career progression?

I decided that life was too short not to go on adventures! So, I talked to the contact person who posted about the position and asked so many questions – after that chat, I was energised and excited about the opportunity. I am so glad that I had that call, because it has allowed me to join a globally ranked research institution where my contributions are valued and celebrated, while embarking on an adventure of a lifetime!

Since moving to Australia, I’ve had a lot of conversations with scholars from across the United States about questions regarding international relocation or tips and tricks. For this issue of *Criminology Around the World*, I thought I’d share my perspectives as well as some tricks I’ve learned from other scholars.

Check Names and Position Descriptions!

Something that I really struggled with at first when looking at vacancies in other countries is the language used. For example, in Australia, if hiring for an academic role that’s straight out of a PhD, we would often be advertising for a “Lecturer” not “Assistant Professor”. At first, I thought of “Lecturer” roles as teaching only, based on my experiences at U.S. institutions, but that’s not the case in other countries. A piece of advice I commonly give is to review the role statement to see if a position is balanced between research and teaching (or whatever combination you may be searching for!), even if the title isn’t what you’re accustomed to. The levels are also not quite the same – while there are three academic ranks in the United States, there are four in Australia, and they don’t directly map onto one another.

Logistics

I’ve moved all over the United States, so the cost of travel was something I was somewhat aware of. I was fully unprepared for the cost of the move though! If looking to move abroad, consider how much it would cost to move all items/persons. I downsized a lot of household goods, but moving my dog (who is my child!) was the single most expensive and time consuming item for the move! If considering a move abroad, think about the logistics, not just financials, but also the timelines and necessary time involvement. For example, Australia has extremely strict biosecurity requirements, so getting a doggy from the United States to Australia is a multi-month process! After months apart, the reunion is beyond great!

Also, think about visas (for you and your family, if applicable). Does the institution pay for them (in entirety or partially)? What types of visas are available? Are there fast-track options for citizenship or permanent residency? I significantly underestimated these questions prior to making this move, since I was always looking at jobs in my home country before. I’m glad I received feedback to look into these types of questions though, because Australia actually provides an option to academics where they can obtain permanent residency upon entry, if sponsored by the university.

Networks

This tip may be somewhat obvious, but there are different people in different locations. While some names in our field are household legends, a lot of the key players we know from professional associations (and even journals) tend to be geographically tied. For example, in a forthcoming article in the *Journal of Criminal Justice Education*, Stuti Kokkalera (Sam Houston State University) and I found that internationally based scholars, particularly those from the Global South, are significantly under-represented within the academic conversations in JCJE and other leading journals. If considering a move abroad,



Picture of Jared being reunited with Nala after 7 months living apart!

CRIMINOLOGY AROUND THE WORLD

reach out to leaders in that area; consider joining the professional organisations in that space (such as the Australian and New Zealand Society of Criminology) in addition to ASC. Most importantly, get involved with ASC's Division of International Criminology, since DIC has global partnerships and connections! For example, I met Nadine Connell, who is now at Griffith University, years ago through DIC, and she was such a helpful resource about tips for making the move across the Pacific!

Career Progression and Opportunity

Making the move has definitely had a large impact on my career; I've only been here for eight months, but I can already see the effects. The University of Adelaide has so many resources that I could not have dreamed about at prior institutions! For example, as a globally engaged university, the media team has publicized my work across the world, getting media coverage of my research in over 15 countries. The move also provided a lot of new and exciting opportunities for leadership and professional growth through new research partnerships! It really is exciting being in a new place and seeing how your career grows into new and innovative ways as a response to that geographic change!

One thing to note is the transition period can be a bit difficult. I found myself seeking to end committee terms for various professional association commitments in the U.S. instead of rotating off mid-cycle, which led to a lot of late-night Zoom meetings (2-4a), particularly in the early months – don't under-estimate the brutality of the time zones! However, even these tend to stabilize over time. Colleagues in the U.S. adjust to find times that are mutually convenient (or bearable) for meetings, and as committee terms end, one can cycle off to pursue new opportunities closer to home.

Finding Balance

For me, making the move from the U.S. to Australia was perhaps the most terrifying but exciting thing I've ever done. While I, of course, miss my family and friends all the time, COVID really showed that the world is just a click away, so we are always in touch! The one difficulty for me has been saying goodbye (for now) to RunDisney races due to travel logistics – BUT, as a part of the adventure, this has opened new doors to run marathons in entirely new, beautiful, and exotic spaces!

If you're considering exploring academic careers outside of the U.S., I strongly encourage you to take the leap, because the adventure really is great! And if you ever would like further advice with that process, please don't hesitate to reach out to me, or check out the ACJS Doctoral Student Summit's "Academia Beyond Borders" session, an effort which has been funded by the U.S. National Institute of Justice!



CRIMINOLOGY AROUND THE WORLD

Conferences, Webinars & Workshops

INTERNATIONAL CORRECTIONS & PRISONS ASSOCIATION (ICPA) ANNUAL CONFERENCE 2024

Event Type: Conference

Location: Singapore

Date: September 1 – 6, 2024

<https://icpa.org/events/save-the-date-icpa-s-annual-conference-2024.html>

24th Annual Conference of the European Society of Criminology - Criminology goes East Bucharest, Romania, 11-14 September, 2024

Bucharest, the capital of Romania, welcomes you to one of the most important academic events in the field of criminology.

Bucharest is the most Easternmost city of the conferences organised by the European Society of Criminology. Certain historical characteristics of Romania, host country of this conference, could be linked to its general topic. Geography positioned Romania for centuries between different civilisations. As such, the constant swing between cultures gave birth to the current day mix. One should take as an example the Romanian language, which is predominantly Latin, but with heavy Slavic influences. The Romanian cuisine has mainly Eastern influences, but throughout time borrowed Western habits. The list can go on. The Balkans are a region which continuously had to adapt to new realities.

The Opening Plenary will be given by Josep Maria Tamarit Sumalla, President of the European Society of Criminology (Universitat Oberta de Catalunya) and Andra-Roxana Trandafir, Local Organizer of the 2024 Conference (University of Bucharest, Romania). During the following days, the plenaries will be attended by Sally S. Simpson (University of Maryland, United States of America), Nicholas Lord (University of Manchester, United Kingdom), Anna-Maria Getos Kalac (University of Zagreb, Croatia), Marieke Liem (Leiden University, The Netherlands), Thomas Ugelvik (University of Oslo, Norway) and Ioan Durnescu (University of Bucharest, Romania).

The conference will tackle issues related to the development of criminology all over Europe and beyond and will be a great opportunity to bring people together in a city full of history.

The 24th conference of the ESC invites you to reflect on such issues and many more linked to the general topic of the conference. It is our hope that you will take part in discussions and all the ideas that will be disseminated and shared will contribute to the development of criminology in a contemporary context.

For more information, please visit the website www.eurocrim2024.com.

NIJ 2024 RESEARCH CONFERENCE

Event Type: Conference

Location: Pittsburgh, PA

Date: September 16 – 18, 2024

Contact: NIJ.conference@ojp.usdoj.gov

<https://nij.ojp.gov/events/conference>

2024 NY STATE PUBLIC SAFETY SYMPOSIUM

Event Type: Symposium/Conference

Location: Empire State Plaza Convention Center, Albany, NY

Date: September 17 – 20, 2024

Contact: PublicSafetySymposium@dcjs.ny.gov

Call for Presentations: <https://survey.alchemer.com/s3/7691870/2024-PS-Symposium-Call-For-Presentations>

CRIMINOLOGY AROUND THE WORLD

Conferences, Webinars & Workshops

POLISH CONGRESS ON CRIMINOLOGY

Event Type: Conference

Location: Bialystok, Poland

Date: September 23 – 24, 2024

<https://konferencje-prawo.uwb.edu.pl/kongres-kryminologiczny>

BIENNIAL CONFERENCE OF THE ISRAELI SOCIETY OF CRIMINOLOGY

Event Type: Conference

Theme: *Criminology and Criminal Justice in War and Peace*

Location: Netanya, Israel

Date: September 25 – 26, 2024

MIDWESTERN CRIMINAL JUSTICE ASSOCIATION ANNUAL MEETING

Event Type: Meeting

Location: Chicago, IL

Date: September 26 – 27, 2024

<https://www.mcja.org/annual-meeting.html#/>

FIRST INTERNATIONAL CONFERENCE ON CRIMINOLOGY AND CRIMINAL JUSTICE (HYBRID) –

Organized by the Department of Criminology and Criminal Justice, Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura, Sri Lanka and International Institute of Justice & Police Sciences, Bengaluru, Karnataka, India

Event Type: International Conference

Location: Hybrid — University of Sri Jayewardenepura, Sri Lanka and Online (Google Meet / ZOOM)

Date: October 3 – 4, 2024

<https://www.icccj2024.com/>

INTERNATIONAL CRIMINOLOGY CONFERENCE

Event Type: Conference

Location: Virtual

Date: October 15, 2024

<https://ipsonet.org/conferences/crim-conf/>

The Criminologist
 Official Newsletter of the American Society of Criminology
 921 Chatham Lane, Suite 108
 Columbus, OH 43221
 ISSN 0164-0240

MARK YOUR CALENDAR
FUTURE ASC ANNUAL MEETING DATES

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



Collage Created by Jordan Grasso and Jenn Macy

2024 ASC ANNUAL MEETING

Venue: San Francisco Marriott Marquis

Location: San Francisco, CA

Date: 11/13/2023-11/16/2023

Chairs: Charis Kubrin & Jennifer Macy

Theme: *Criminological Research and Education Matters: People, Policy, and Practice in Tumultuous Times*

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

2024 ASC Annual Meeting

November 13 – 16

San Francisco Marriott Marquis

San Francisco, CA

*Criminological Research and Education Matters:
People, Policy, and Practice in Tumultuous Times*

MEETING REGISTRATION IS REQUIRED FOR ATTENDEES AND PRESENTERS

To avoid paying a higher registration fee and standing in a very long line at on-site registration, **PRE-REGISTER BEFORE OCTOBER 1ST!** To register online, visit the [annual meeting registration page](#). If you wish to verify your registration, please view the [list of pre-registered attendees](#) (Only viewable by registered attendees; login is required to view). If you are unable to register online, you can fax or mail the registration form included at the end of this booklet. Please do not re-submit if you have already sent in your registration. On-site registration options will be located on the Lower B2 Level at North Registration.

Registration desk hours: Tuesday 1:00 pm – 6:00 pm | Wednesday 7:30 am – 6:00 pm | Thursday 7:30 am – 5:00 pm
Friday 7:30 am – 5:00 pm | Saturday 7:30 am – 11:00 am

PRE-MEETING WORKSHOPS

ASC Sponsored Workshops are held on Tuesday, November 12. The 2024 ASC Sponsored Workshops are:

- 1) Running the Gauntlet: Succeeding as a Qualitative Scholar in a Field Built upon Quantitative Standards, led by Jamie J. Fader, from 12-4:00 PM in Salon 11, Lower B2 Level
- 2) Synthetic Control Time Series Experiments: The Case-Study Approach to Causal Inference, led by Bradley J. Bartos, from 1-5:00 PM in Salon 10, Lower B2 Level
- 3) Using Topic Models to Qualitatively Code Large Amounts of Text, led by Danielle Wallace, from 12-4:00 PM in Salon 12, Lower B2 Level

Full workshop details can be viewed on the [annual meeting workshop page](#) and at the end of the booklet.

You can register for an ASC sponsored workshop when you complete your online [meeting registration](#). A workshop registration form is also available at the end of this booklet.

For details on other workshops that are offered, search “workshops” in the online program.

IMPORTANT PRESENTATIONS BEGIN AND END THE MEETING

Over 1200 panels, roundtables, lightning talks, and poster sessions are scheduled. We encourage you to arrive as early in the week as possible and stay through Saturday. Sessions begin Wed., November 13, at 8:00 a.m., and we end with a Closing Brunch on Sat., November 16, 12:30 p.m.-2:00 p.m. in Salon 9, Lower B2 Level

PRELIMINARY PROGRAM AND INDEX OF PARTICIPANTS

The preliminary program and index of participants can be accessed via the [online program](#).

FULL MEETING DETAILS CAN BE FOUND ON THE [ASC ANNUAL MEETING PAGE ON THE ASC WEBSITE](#)

SECURE YOUR HOTEL ROOM SOON TO RECEIVE THE MEETING RATE

Rooms can be reserved at:

Our host hotel, San Francisco Marriott Marquis. Room Rate: \$281, single/double

Reservations: <https://book.passkey.com/go/2024ASCconference>

Overflow hotel, Hyatt San Francisco Downtown SOMA. Room Rate: \$267, single/double

Reservations: <https://www.hyatt.com/en-US/group-booking/SFORD/G-GLBI>

The discounted rates, for both hotels, are only available through October 20, 2024.

EXHIBIT HALL

Exhibitors: ASC invites your organization to showcase and connect with over 3,400 criminal justice/criminologist educators, practitioners, and researchers in the Annual Meeting Exhibit Hall. Our Annual Meeting provides a beneficial opportunity to connect with the individuals who are at the cutting edge of criminology and criminal justice. We expect the meeting to be a huge success and invite you to join us. Don't delay...deadlines are approaching! Explore our [2024 Booth & Advertising Packet](#) find the perfect option for your organization.

Attendees: Make sure you visit the Exhibit Hall and explore the exhibitors and ASC Division Representatives who are excited to meet you!

Exhibit Hall location and hours: Salon 9, Lower B2 Level

Wed. 10:00 a.m. - 5:00 p.m. | Thursday 8:30 a.m. - 5:00 p.m. | Friday 8:30 a.m. - 5:00 p.m.

Exhibitors planning to join us this year:

ASPEN PUBLISHING
CRIME AND JUSTICE INSTITUTE
KENDALL HUNT PUBLISHING COMPANY
OXFORD UNIVERSITY PRESS
ROWMAN & LITTLEFIELD / LEXINGTON BOOKS
TEMPLE UNIVERSITY PRESS
YOU GOV

CAROLINA ACADEMIC PRESS
GANDHI CENTER FOR GLOBAL NONVIOLENCE
NEW YORK UNIVERSITY PRESS
M PRESS
SPRINGER NATURE
UNIVERSITY OF CALIFORNIA PRESS

ASC DIVISIONS

Many of the 19 ASC Divisions will have representatives available to meet with you and share information about their division. Look for their tables in the area outside of the Exhibit Hall. For more information about the ASC Divisions, please visit the Divisions page on the ASC website. <https://asc41.org/divisions/>

EMPLOYMENT EXCHANGE

Employers & Job Seekers, take advantage of the onsite, face-to-face opportunity to meet with each other at the Employment Exchange. Please check the next page for brief details.

For full details, please visit the [Employment Exchange page](#) on the [ASC website](#).

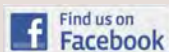
Employment Exchange location and hours: Salon 9, Lower B2 Level

9:00 a.m. - 5:00 p.m., Wednesday, November 13 through Friday, November 15.

ANNUAL MEETING APP & SOCIAL MEDIA



Stay connected before and during the meeting. Download the 2024 ASC Annual Meeting Mobile App



@ASCRM41

Follow ASC before, during, and after the meeting.

FULL MEETING DETAILS CAN BE FOUND ON THE [ASC ANNUAL MEETING PAGE ON THE ASC WEBSITE](#)

ASC ANNUAL MEETING EMPLOYMENT EXCHANGE

AN EXTENSION OF THE ONLINE ASC CAREER CENTER

SAN FRANCISCO, CA

SAN FRANCISCO MARRIOTT MARQUIS

SALON 9, LOWER B2 LEVEL

Hours of Operation

Wed., Nov. 13 9 am - 5 pm | Thu., Nov. 14 9 am - 5 pm | Fri., Nov. 15 9 am - 5 pm

At the ASC Annual Meeting in November, the Employment Exchange offers a variety of services to facilitate employment-related contacts and discussions. The services include:

Multiple copies of binders are made available that contain printed copies of position postings that are valid and listed on the website. This service is included in the fee for the position posting.

Position postings can also be purchased onsite at the annual meeting. Payment is required onsite and follows the same fee structure as the ASC online Career Center. Payment options include: credit card, check, or purchase order. Position postings purchased at the annual meeting will be posted on the website during the meeting.

Position Postings Fee Schedule (minimum of 30 days):

\$250 for the first 30 days | \$200 for the second 30 days | \$125 for each 30 days thereafter

Multiple copies of binders are made available that contain printed copies of candidate postings that are valid and listed on the website. There is no charge for this service, however, it is available to current ASC members only.

Candidate postings submitted by ASC members at the annual meeting will be posted on the website during the meeting. The member will need to log into her/his ASC member portal and submit the Candidate Posting Form.

A bulletin board message service is offered to facilitate contact between employers and candidates.

Space is made available for employment-related discussions or interviews.

Please use this QR code to visit the Employment Exchange page, on the ASC website, for additional details.





ANNUAL MEETING CHILDCARE GRANT LOTTERY

THE AMERICAN SOCIETY OF CRIMINOLOGY IS HAPPY TO ANNOUNCE THAT CHILDCARE GRANTS OF \$250 PER FAMILY ARE AVAILABLE TO ASSIST ASC MEMBER PARTICIPANTS WHO ARE ATTENDING THE PHILADELPHIA ANNUAL MEETING IN-PERSON AND BRINGING YOUNG CHILDREN.

THE APPLICATION PORTAL WILL BE OPEN FROM SEPTEMBER 1ST UNTIL SEPTEMBER 30TH. WE WILL PROVIDE SUPPORT FOR UP TO 40 FAMILIES. THE GRANT RECIPIENTS WILL BE CHOSEN BY LOTTERY. IF LESS THAN 40 FAMILIES APPLY, THEN NO LOTTERY WILL BE NECESSARY.

PLEASE NOTE THE FOLLOWING:

- MUST BE A 2024 ASC MEMBER BEFORE APPLYING
- MUST BE REGISTERED FOR THE ANNUAL MEETING BEFORE APPLYING
- MUST BE ATTENDING THE SAN FRANCISCO ANNUAL MEETING IN-PERSON AND BRINGING YOUR OWN YOUNG CHILDREN (AGED 14 OR UNDER)
- MUST BE PARTICIPATING IN THE MEETING AS A SESSION CHAIR AND/OR A PRESENTER (IE, PANEL, ROUNDTABLE, LIGHTNING SESSION, AUTHOR MEETS CRITIC, POSTER).
- ONLY ONE PARENT OF A CHILD/CHILDREN MAY APPLY FOR THE GRANT.

PLEASE NOTE THAT THERE ARE NO ASC SPONSORED CHILDCARE SERVICES ON-SITE. DUE TO THE UNIQUENESS OF EACH FAMILY, ASC NEITHER SANCTIONS NOR RECOMMENDS ANY PARTICULAR CHILDCARE PROVIDER. WE RECOMMEND USING A SEARCH ENGINE TO RESEARCH FOR A CHILDCARE PROVIDER THAT BEST FITS YOUR FAMILY'S NEEDS.

CONTACT THE ASC EXECUTIVE OFFICE AT ASC@ASC41.ORG; 614-826-2000 PER ANY QUESTIONS.

CHILDCARE GRANT APPLICATION

PLEASE NOTE THAT THIS FORM WILL ONLY BE ACCESSIBLE BY CURRENT ASC MEMBERS AND WILL REQUIRE YOU TO LOG IN BEFORE COMPLETING

GUIDELINES FOR PARTICIPANTS AT THE ASC ANNUAL MEETINGS

The following are standards for participating at the ASC Annual Meeting. If you have any questions, contact Chris Eskridge (ceskridge@unl.edu).

Introduction

By submitting a paper or poster or agreeing to participate in any other manner at the ASC meetings, you are making a professional commitment to fulfill these roles. Please see below for the professional expectations for specific roles.

Abstract Instructions: 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.

Session Chairs

- If you would like to view the papers and/or abstracts in your session before the meeting please contact the authors direct. You will need to log into the submission site to obtain their names and emails.
- After you pick up your registration materials at the meeting, you may want to spend a few minutes locating the room in which your session will be held.
- Arrive at the meeting room in advance of the session you chair to greet the presenters, ensure that the room is set up properly, and that the audio-visual equipment is in place and functional.
- The session is 80 minutes long. Allow at least 10 minutes for questions and comments from the audience. Divide the remaining time evenly between the presenters. Inform them of the amount of time available to them at least two weeks before the meeting.
- Convene the session promptly at the announced time.
- Introduce each presenter with a title and institutional affiliation.
- Politely inform the presenters when their time limit is approaching. Many chairs hold up a note to the presenter at 5-minute, 1-minute, and the end of their allocated time.
- When the announced presentations have been completed, invite questions and comments from the audience. Some chairs invite speakers from the audience to identify themselves by name and institutional affiliation.
- Adjourn the session promptly at the announced time. This is very important as the participants in the next session will need time to set up as well so that session can start on time.
- If, for some reason, you are unable to attend your session as scheduled, please let each of the presenters and the discussant know AND designate an alternate chair. Also, contact the ASC office (asc@asc41.org) and inform them of the change.

Session Presenters

- Provide your own laptop for the session. An LCD projector and screen will be provided. No other equipment will be provided (ie., no overheads projectors, monitors, internet hookups, nor VCR/DVD equipment).
- If you wish to show a video or movie during a session you will need to bring your own speakers, they will not be provided at the meeting.
- ASC does not provide equipment or services to support virtual presentations and/or engagement. If a presenter needs to present virtually, they should work with someone within their session to set up.
- Practice your talk ahead of time so that you know it fits within your allotted time.
- Your chair will tell you in advance your allotted time. Sessions are scheduled for one hour and twenty minutes (80 minutes). Divide by the number of people participating in your session, allowing at least ten minutes for questions and answers.
- After you pick up your registration materials at the meeting, you may want to spend a few minutes locating the room in which your session will be held.
- Arrive in your scheduled room at least five minutes before the session is scheduled to start.
- Plan a brief presentation. The session chair will keep track of time and will alert you when you should begin wrapping up your talk. Pay attention to these cues. Begin concluding your talk when prompted by the chair.
- If, for some reason, you are unable to attend your session as scheduled, please let the chair know. Also, contact the ASC office (asc@asc41.org) and inform them of the change.

Roundtable Presenters

Typically, there are four presentations at the roundtable sessions. Each presenter will have about 15 minutes, but there will be a session chair who will establish the exact limit. This venue is different from the usual sessions in that they are more informal. Expect attendees to ask many questions during your presentation, and you as a presenter are encouraged to do the same when others present their materials. The operative roundtable session concepts are

sharing and suggestion rather than critique, as roundtable presentations are typically works-in-progress. The authors of roundtable papers are looking for new ideas and alternate perspectives to help them with their research efforts, with the typical goal of then preparing a full-blown paper for future presentation and eventual publication.

Poster Session Presenters

Submissions for poster presentations require only a title, abstract and author information. Each poster display area is 4' x 8' and 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. Poster sessions are intended to present research in a format that is easy to scan and absorb quickly. This session is designed to facilitate more in-depth discussion of the research than is typically possible in a symposium format. The Poster Session will be held on the Thursday of the week of the meeting. ASC will not provide AV equipment for this session. There are no electrical outlets for user-supplied equipment. Pushpins will be provided. One poster submission per presenter is allowed.

- Prepare all poster material ahead of time.
- The poster presentation board is 4 feet high and 8 feet wide.
 - Be sure that your presentation fits on one poster.
- The success of your poster depends on the ability of viewers to readily understand the material. Therefore:
 - Keep the presentation simple.
 - Prepare a visual summary of the research with enough information to stimulate interested viewers (not a written research paper).
 - Use bulleted phases rather than narrative text.
 - Prepare distinct panels on the poster to correspond to the major parts of the presentation. For example, consider including a panel for each of the following: Introduction, methods, results, conclusions, and references.
 - Number each panel so that the reader can follow along in the order intended.
 - Ensure that all poster materials can be read from three feet away. We suggest an Arial font with bold characters. Titles and headings should be at least 1 inch high. *DO NOT use a 12-point font.*
 - Prepare a title board for the top of the poster space indicating the title and author(s). The lettering for this title should be no less than 1.5 inches high.
 - Do not mount materials on heavy board. These may be difficult to keep in position on the poster board.
- Arrive early to set up. Each poster will be identified with a number. This number corresponds to the number printed in the program for your presentation.
- Make sure that at least one author is going to attend the poster for the entire duration of the panel session.
- Remove materials promptly at the end of the session.
- If you are unable to attend the poster session, please email meeting@asc41.org

Graduate Student Poster Competition: Those who wish to enter the Graduate Student Poster Competition should adhere to the directions above for presenting a poster. 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.
(Continued on next page)

Graduate Student Poster Competition (continued): To be considered for this award, participants must also send a brief (2-3 minute) YouTube video to the Committee Chair (their information can be found on the Call for Papers). 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. This competition will be open only to graduate student members. Posters co-authored with faculty are not eligible for awards. If you have any questions, please email meeting@asc41.org.

Author Meets Critics

Chair:

- After you pick up your registration materials at the meeting, you may want to spend a few minutes locating the room in which your session will be held.
- Arrive at the meeting room in advance of the session you chair to greet the presenters, ensure that the room is set up properly, and that the audio-visual equipment is in place and functional.
- The session is 80 minutes long. Allow at least 10 minutes for questions and comments from the audience. Divide the remaining time evenly between the Critics and the Author. Inform them of the amount of time available to them at least two weeks before the meeting.
- Convene the session promptly at the announced time. Introduce each Critic and the Author with a title and institutional affiliation.
- Politely inform the Critics and the Author when their time limit is approaching. Many chairs hold up note to the presenter at 5-minute, 1 minute, and the end of their allocated time.

- When the announced presentations have been completed, invite questions and comments from the audience. Some chairs invite speakers from the audience to identify themselves by name and institutional affiliation.
- Adjourn the session promptly at the announced time. This is very important as the participants in the next session will need time to set up as well so that session can start on time.
- If, for some reason, you are unable to attend your session as scheduled, please let each of the presenters and the discussant know AND designate an alternate person to chair the session. Also, contact the ASC office (asc@asc41.org) and inform them of the change.

Critics:

- Provide your own laptop for the session if you wish to make any kind of electronic presentation. An LCD projector and screen will be provided. No other equipment will be provided (i.e., no overhead projectors, monitors, internet hookups, nor VCR/DVD equipment).
- Practice your talk ahead of time so that you know it fits within your allotted time.
- After you pick up your registration materials at the meeting, you may want to spend a few minutes locating the room in which your session will be held.
- Arrive in your scheduled room at least five minutes before the session is scheduled to start.
- Plan a brief presentation.
- The session chair will keep track of time and will alert you when you should begin wrapping up your talk. Pay attention to these cues. Begin concluding your talk when prompted by the chair.
- If, for some reason, you are unable to attend this session as scheduled, please let the chair know, and contact the ASC office (asc@asc41.org) and inform them.

Authors:

- After you pick up your registration materials at the meeting, you may want to spend a few minutes locating the room in which your session will be held.
- Arrive in your scheduled room at least five minutes before the session is scheduled to start.
- Provide your own laptop for the session if you wish to make any kind of electronic presentation. An LCD projector and screen will be provided. No other equipment will be provided (i.e., no overhead projectors, monitors, internet hookups, VCR/DVD equipment).
- Take notes during the Critics talks and respond briefly to their comments.
- The session chair will keep track of time and will alert you when you should begin wrapping up your talk. Pay attention to these cues. Begin concluding your talk when prompted by the chair.
- If, for some reason, you are unable to attend your session as scheduled, please let the chair know, and contact the ASC office (asc@asc41.org) and inform them.

Lightning Talks

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



LIGHTNING TALKS *Sharing and learning at lightning speed*

What is a lightning talk?

A lightning talk is a brief 5-minute presentation that focuses on an idea or topic. Lightning talks can also provide an update on key findings. If they are well organized, lightning talk sessions can be excellent opportunities to promote conversations and future collaborations.

Lightning Talk sessions will be organized around themes or ideas. Each session will include 6-7 presentations with time for Q&A after all presentations have been completed.

Individuals can either submit their lightning talk as an individual presentation or they can organize their own lightning talk session around a specific theme or idea.

Here are some helpful tips for making your lightning talks successful:

- 1) Make your point and make it early.
- 2) Don't spend too much time on extraneous details. Focus.
- 3) Practice! Practice! Practice! A brief script is a good idea. Practice reading your script before your session. It's okay if you go under 5 minutes, but not longer.
- 4) PowerPoint is a great tool for presenting lightning talks, but if you use slides make sure to limit your slides to 3-5 visually appealing slides with only 1-2 words per slide.

To ensure the lightning talk sessions run effectively a chair will be assigned to each session. The chair will keep time during the lightning talk sessions to ensure that all presenters adhere to the 5-minute rule. If there has not been a chair assigned to your session one can be chosen from the presenters in the session.

Following these guidelines will ensure that your lightning talk session will be stimulating, enjoyable, and exciting.

Please do not hesitate to contact the program co-chairs with any questions.

Thank you,

ASC Program Co-Chairs



Discover San Francisco:

Take Advantage of Your Time at the ASC Annual Meeting by Exploring These Must-See Spots:

Free Guided Tours

Explore San Francisco with a variety of free guided tours. Discover the city's history, landmarks, and hidden gems with knowledgeable guides. [Explore San Francisco's Free Guided Tours](#)

Yerba Buena Neighborhood

Experience the cultural heart of San Francisco in the Yerba Buena Neighborhood Cultural District. From museums to parks, there's something for everyone. [Must-Sees in Yerba Buena Neighborhood Cultural District](#)

Ninth Circuit Court Tours

Visit the iconic James R. Browning U.S. Court of Appeals Building. Tours are available to explore this historic and architectural landmark. [Ninth Circuit Court Tours](#)

San Francisco City Hall

Don't miss the chance to see the magnificent San Francisco City Hall, a Beaux-Arts monument and historic landmark. [San Francisco City Hall](#)

Yerba Buena Walking Tours

Check out the Yerba Buena walking tours to learn more about the area's rich history and vibrant culture. *Are they doing this again this year? It is during the week of the conference.* [Yerba Buena Walking Tours](#)

Mission District Murals

Discover the vibrant and colorful murals of the Mission District. This self-guided tour is perfect for art lovers and history buffs alike. [Guide to San Francisco's Mission District Murals](#)

For more information, visit <https://www.sftravel.com/>

The ASC Annual Meeting organizers are not paid, sponsored by, or affiliated with any of the organizations or tours mentioned in this flyer. We do not guarantee the availability, accuracy, or quality of these recommendations. Participants are encouraged to verify details and make arrangements independently.

ASC DIVISION OF BIOPSYCHOSOCIAL CRIMINOLOGY

*Want to know more about criminology from the
biopsychosocial perspective?*

CHECK US OUT & JOIN US TODAY!

**Membership fees: \$5 for students and \$20
for faculty**



*This division aims for a genuine integration of biological,
psychological, and social factors in the understanding
and treatment of antisocial behavior, including
delinquent and criminal behavior.*

*****We welcome anyone
interested in learning about
biopsychosocial criminology – no
prior knowledge/experience is
necessary.*****



**ASC Division of Biopsychosocial
Criminology**



@DBC_ASC



Division Website: <https://bpscrim.org/>



Division of Cybercrime

American Society of Criminology

Join the Division of Cybercrime!

All are welcome! Our members include researchers, practitioners, and students specializing in a wide assortment of computer-related subjects concerning crime, victimization, criminalization, and criminal legal systems.

At the annual meeting of the American Society of Criminology, we are sponsoring featured panels and roundtables. Members may also attend our joint social with the Division of Victimology (seating is limited. Reserve your spot when you register for the conference!).

In addition to offering opportunities for meaningful disciplinary service, our division also distributes awards to its outstanding members including:

- **Lifetime Achievement Award**
- **Early Career Award**
- **Outstanding Contribution Award**
- **Outstanding Practitioner Award**
- **Best Peer-Reviewed Publication Award**

For details about our awards and for any other information related to the division, please go to our website at <https://ascdivisionofcybercrime.org/>.

PROUDLY
CELEBRATING
25 YEARS



<https://asc41.org/divisions/dcs/>



ASC DIVISION OF EXPERIMENTAL CRIMINOLOGY

DEC/AEC at ASC in SAN FRANCISCO, CA 2024

We promote and improve the use of experimental methods and evidence to advance criminological theory and evidence-based crime policy. We welcome members across all content areas (corrections, policing, courts, & more!) who use rigorous research methods, including **randomized controlled trials, quasi-experiments, and systematic reviews**. Membership includes a subscription to the *Journal of Experimental Criminology* and access to a community of likeminded scholars. Learn more at expcrim.org. The Division is also the home of the Academy of Experimental Criminology, which honors outstanding scholars who have significantly advanced experimental research.

Awards

Division of Experimental Criminology (DEC) awards

The **Jerry Lee Lifetime Achievement Award** is awarded to a scholar who has demonstrated a lifetime of achievement in the field of experimental methods.

The **Outstanding Experimental Field Trial award** is given to a researcher, or team of researchers, in recognition of a rigorous and impactful experimental field trial.

The **Student Paper Award** is given for a single outstanding paper utilizing experimental methods to analyze criminology/criminal justice related topics/issues.

Academy of Experimental Criminology (AEC) awards

The **Joan McCord Award** recognizes a scholar who has made distinguished experimental contributions to criminology and criminal justice over the course of their career.

The **Outstanding Early Career Experimental Criminologist Award** recognizes exceptional early career scholarship.

Sessions in San Francisco

**2024 Division Annual Meeting
and Joan McCord lecture**

**Wednesday 2-3.20pm
Golden Gate C3 - B2 Level**

**Come and hear the
Joan McCord award
winner's lecture!**

AEC/DEC sponsored session

**Friday 9.30-10.50
Pacific C - 4th Level**

Experimental Methods in Criminology

Five short presentations on experimental methods related to expanding access to organized indigent defense, automating body-worn camera footage review through AI, public opinion on criminal justice responses to gangs, the effect of data visualizations and information provision on police leader decision-making, and crime around supervised drug consumption sites in New York.

Jerry Ratcliffe (President), Rylan Simpson (Vice President),
Jessie Huff (Secretary/Treasurer)

Executive Counselors: Roni Factor, Hunter Boehme, Matt Bland
For the Academy of Experimental Criminology: Sarah Bennett

expcrim.org

DFC Teaching Workshop

Thursday Nov. 14th 11:00am-12:20pm @ Walnut, B2 Level



Roundtables & Panels

Analyzing the Criminalization of Reproduction: Strategies, Implications, and Resistance

Wednesday Nov. 13th 5:00pm-6:20pm @ Nob Hill A, Lower B2 Level

Roundtable - Feminism in Action - Surviving Tumultuous Times

Wednesday Nov. 13th 9:30am-10:50am @ Pacific A, 4th Level

Roundtable - From Classroom to Community: Criminology and Criminal Justice Internships

Friday Nov. 15th 12:30pm-1:50pm @ Salon 7, Lower B2 Level, Area 2

Roundtable - Incarcerated Women and Higher Education Programs

Wednesday Nov. 13th 2:00pm-3:20pm @ Salon 7, Lower B2 Level, Area 2

Meetings

Meet the Editors: Getting your Work Published in Criminology Journals

Friday Nov. 15th 12:30pm-1:50pm @ Sierra J, 5th Level

Breakfast Meeting I - General and Board Meeting

Thursday Nov. 14th 7:30am-9:20am @ SoMa Room

Editorial Board Meeting

Thursday Nov. 14th 9:30am-10:50am @ Walnut, B2 Level

Breakfast Reception - Awards Ceremony

Friday Nov. 15th 7:30am-9:20am @ Golden Gate C1, B2 Level

DFC Social @ SPIN

Wednesday Nov. 13th @ 7:00pm - 9:00pm

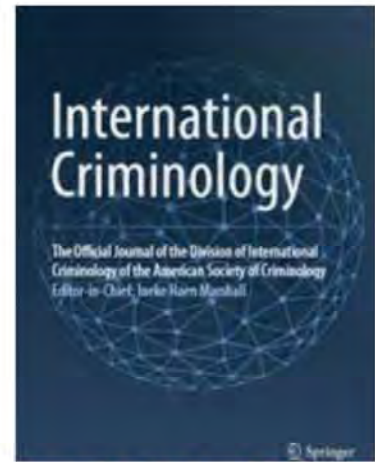
690 Folsom Street

Tickets Required!!!



DIVISION OF INTERNATIONAL CRIMINOLOGY
AMERICAN SOCIETY OF CRIMINOLOGY

JOIN OR RENEW WITH DIC NOW!



Journal access is free with membership

SUBMIT

Manuscripts at any time

<https://link.springer.com/journal/43576>

BENEFITS



ACCESS TO DIVISION NEWSLETTER

Stay in the loop with exclusive insights, member spotlights, and the latest trends in international criminology. Our newsletter is your gateway to valuable knowledge!



LEARN ABOUT CUTTING-EDGE RESEARCH

Be at the forefront of innovation! Access groundbreaking research, trends, and discoveries that shape the future of criminology. Empower your mind with the knowledge that matters.



NETWORK WITH AWESOME PEOPLE!

Connect with like-minded individuals passionate about international criminology. Forge valuable professional relationships, share experiences, and collaborate on projects that make a difference.

TO JOIN OR RENEW, SCAN THE QR CODE OR VISIT:

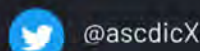
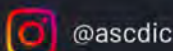
<https://bit.ly/3vwwC96>



DON'T MISS OUT ON THIS OPPORTUNITY TO BE PART OF A THRIVING COMMUNITY DEDICATED TO ADVANCING INTERNATIONAL CRIMINOLOGY
JOIN OR RENEW TODAY

EXCLUSIVE MEMBERSHIP BENEFITS!

FOLLOW US



American Society of Criminology - Division of International Criminology

SAE



Become a Member Now!

Join the Division of Policing today or the next time you renew your membership!

Our Mission

- We seek to advance theory, knowledge and practice in policing through rigorous research and evaluation, recognizing the fundamental importance of the police for maintaining order, protecting civil liberties, and enhancing public safety in free societies.
- We are committed to advancing the science of policing, testing innovation in the field, and promoting excellence in practice through translational activities.
- We seek to facilitate a dialogue and build partnerships among policing scholars, practitioners, policy makers, community leaders, and students of policing.

Benefits of Membership

1

You are eligible to nominate and be nominated for a range of ASC Division of Policing awards including the early career, distinguished scholar, teaching and mentorship and outstanding book awards.

2

If you are a student of policing, Division of Policing members are eligible for nomination to receive the student travel award to assist you in attending the ASC Annual Meeting. You are also eligible to be nominated for the outstanding dissertation and student article awards.

3

You can be listed on our member expertise register. This is publicly available and can be used by fellow police scholars, police agencies, policy makers, and journalists looking for someone with your type of expertise in policing.

4

You have the opportunity to be part of and network with an amazing group of policing scholars, practitioners and policy makers.





Division on People of Color and Crime (DPCC)

Since 1995, the Division on People of Color and Crime (DPCC) has served as a vibrant community within ASC.

DPCC unites scholars, practitioners, and advocates dedicated to addressing the concerns and issues of people of color in the study of crime, justice, and the crime-processing system.

DPCC SESSIONS & EVENTS

DPCC General Business Meeting

Thu, Nov 14, 11:00am to 12:20pm, Golden Gate C2 - B2 Level

DPCC Luncheon and Awards Reception

Thu, Nov 14, 12:30 to 1:50pm

Fang Restaurant, 660 Howard Street, San Francisco, CA 94105

Luncheon Tickets: \$20 students; \$40 members; \$45 non members

DPCC Sponsored Roundtable:

Elevating Our Stories: Narratives of Black and Brown Scholars in Academia [Act ii]

Fri, Nov 15, 2:00 to 3:20pm, Salon 7 - Lower B2 Level - Area 1

Race and Justice Presents: How to be an Effective Reviewer

Thu, Nov 14, 2:00 to 3:20pm, Foothill G1 - 2nd Level

We'd love to see you at the DPCC Table! Stop by to chat with us and learn more about our Division.



RAJ features scholarship and critical discourse on race, ethnicity, and justice.

Executive Board

Shenique S. Thomas-Davis
Chair

Frank Rodriguez
Vice Chair

Christine Barrow
Secretary/Treasurer

LaDonna Long
Executive Counselor

Joshua R. Ruffin
Executive Counselor

Miltonette Craig
Executive Counselor

Narissa Haakmat
Student Executive Counselor

Ericka Adams
Immediate Past Chair

ASC DIVISION OF

Public Opinion & Policy

DIVISION OF PUBLIC OPINION & POLICY

DPOP provides a home for scholars interested in the nature of public opinion & its implications for crime and justice policy

MEMBERSHIP

Active/Retired Members: \$20

Student Members: \$10

WEBSITE

www.ascdpop.org

Save the Date

JOIN US FOR THE

DPOP GENERAL MEMBER MEETING

THURSDAY, NOVEMBER 14
8:00 AM - 9:20 AM
PACIFIC F - 4TH LEVEL

EXECUTIVE BOARD



CHERYL LERO JONSON

Chair & Webmaster



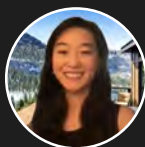
SEAN PATRICK ROCHE

Vice Chair, Chair of Awards Committee, & Chair of Constitution & By-Laws Committee



AMANDA GRAHAM

Secretary/Treasurer & Historian



SHICHUN (ASMINET) LING

Executive Counselor, Newsletter Editor, & Chair of Publications Committee



LEAH C. BUTLER

Executive Counselor & Chair of Nominations Committee



JASON SILVER

Executive Counselor, Chair of Program Committee, & ASC Meeting Organizer



ALEXANDER L. BURTON

Executive Counselor & Chair of Communications Committee

ASC Division on Queer Criminology

Est. 2020

Mission:

The Division on Queer Criminology (DQC) aims to advance theory, knowledge, policy, and practice in the fields and academic disciplines of criminal justice and criminology, with particular attention to the needs of LGBTQIA2 people, queer communities, and their allies and advocates. The Division supports the goals of reducing harm, promoting equity, advancing civil rights, and increasing personal and public safety. It is committed to advancing scholarship, science, and teaching that interrogates, disrupts, or re-imagines binary and colonial constructs of sex, gender, sexuality, and human identity and their relation to crime, law, and legal systems in the U.S. and across the globe.



queercrim



queercrim.com



queercrimasc

2023-2024 Executive Board

AIMEE WODDA (she/her/hers), Chair

STACIE MERKEN (she/her/hers), Vice Chair

2024 DQC-Sponsored Panels, Roundtables, and Events.

Complete Thematic Panels

Contesting Queer Spaces

- Wed, Nov 13, 8:00 to 9:20am, Sierra B - 5th Level

Research in Queer Victimology

- Wed, Nov 13, 9:30 to 10:50am, Salon 6 - Lower B2 Level

Navigating Queer Realities: Insights from Diverse Experiences

- Wed, Nov 13, 12:30 to 1:50pm, Nob Hill C - Lower B2 Level

Teaching Queer Victimology

- Thu, Nov 14, 9:30 to 10:50am, Salon 10 - Lower B2 Level

The Need for Queer Victimology

- Thu, Nov 14, 5:00 to 6:20pm, Salon 10 - Lower B2 Level

Author Meets Critics: Representation, Resistance and the Digiqueer

- Fri, Nov 15, 8:00 to 9:20am, Foothill G2 - 2nd Level

LGBTQIA2S+ Justice-Involved Folx

- Fri, Nov 15, 12:30 to 1:50pm, Nob Hill B - Lower B2 Level

Roundtables

Roundtable: Queer Methods and Research Designs

- Wed, Nov 13, 2:00 to 3:20pm, Salon 7 - Lower B2 Level - Area 6

Roundtable: Navigating Grad School and the Job Market as Queer Criminologists

- Thu, Nov 14, 5:00 to 6:20pm, Salon 7 - Lower B2 Level - Area 6

Social Events

Business Meeting/ Awards Ceremony

2:00-3:20 PM

FRI 11/15

@GOLDEN GATE

C3-B2 LEVEL

Networking Meeting

3:30-4:50 PM

FRI 11/15

@GOLDEN GATE

C3-B2 LEVEL

The Division of Rural Criminology wants to see you in San Francisco!



Explore our exciting events lined up for the 2024 Annual Conference in San Francisco! Be sure to visit our division table, attend the business meeting, or join the social event for a chance to win a copy of *The Encyclopedia of Rural Crime*. Reach out to Division Chair, Jessica Peterson (petersonj@sou.edu), to learn more about us.



Joint Social: Thurs Nov 14 7:00-10:00 PM

The Woodbury (685 3rd Street) is an approximately 10-15 minute walk from the Marriott and is fully reserved for our attendees. The Divisions will also present awards at the social - come for drinks, food, and fun with colleagues! Plus, you could win a copy of the *Encyclopedia of Rural Crime*! Co-hosted with the Division on Critical Criminology & Social Justice and West Virginia University Research Center on Violence



Sponsored Service Event (NEW!): Thurs Nov 14 5:00-6:20 PM

Unified Outreach: Service and Mutual Aid in San Francisco - Pacific G 4th Lev
The goal of this service event is to collect donations and pack “essentials bags” for people in the San Francisco area who are unhoused. Contact Brooke Baker (bdbaker@odu.edu) or Ky Martin (ky.martin@csulb.edu) for more information!



Sponsored Panels & Roundtables

Search the program for “Advances in Rural Criminology” to see our five sponsored thematic panels! Plus, we have two sponsored roundtables:

- *Debunking the Urban-Rural Divide: Amplifying Rural Voices in Research and the Classroom*
- *Criminology in Global Perspective: Critical Insights from a Forthcoming Anthology*

Interested in Rural Criminology?

Join our network and meet other scholars who are interested in or doing work in rural justice studies! Scan the QR code and add your name to the list!

Find us on [Twitter \(X\)](#) and [LinkedIn!](#)



READ & PUBLISH RURAL CRIME & JUSTICE



The IJRC publishes two general and special issues each year, and welcomes theoretical, empirical, and practice-oriented manuscripts, research notes, and notes from the field.

The Bristol *Research in Rural Crime* book series welcomes sole or joint authored and edited collections that are jurisdictional specific or related to themes that transcend political and juridical boundaries.

The Routledge *Studies in Rural Criminology* book series is dedicated to innovative research that has implications for crime prevention, policing, and criminal justice policy in rural areas.

International Journal of Rural Criminology

Open Access Peer-
Reviewed Journal



Research in Rural Crime

Bristol University Press
Book Series



Studies in Rural Criminology

Routledge Book Series



Keep up with the field of rural criminology via the:
DIVISION OF RURAL CRIMINOLOGY

divisionofruralcriminology.org



Division of White-Collar and Corporate Crime (DWCC)

 www.ascdwcc.org

Executive Board

Chair: Emily Homer

Vice Chair: Adam Ghazi-Tehrani

Secretary/Treasurer: Marie Springer

Executive Counselor: K. Sebastian León

Executive Counselor: José Atilés

Executive Counselor: Katelyn Golladay

The DWCC seeks to advance theory, knowledge and practice in the US and globally through rigorous qualitative and quantitative research and evaluation.



SPONSORED & RECOMMENDED SESSIONS

MONEY LAUNDERING & FRAUD AROUND THE WORLD

Fri, Nov 15, 11:00am to 12:20pm,
Sierra H - 5th Level

TRAJECTORIES OF WHITE-COLLAR OFFENDING

Thu, Nov 14, 5:00 to 6:20pm,
Sierra A - 5th Level

PREDICTING WHITE-COLLAR OFFENDING

Wed, Nov 13, 2:00 to 3:20pm,
Pacific D - 4th Level

IDENTITY THEFT & (TELE)FRAUD

Wed, Nov 13, 9:30 to 10:50am,
Sierra H - 5th Level

ENVIRONMENT AND CORPORATIONS

Thu, Nov 14, 12:30 to 1:50pm,
Foothill H - 2nd level

QUALITATIVE APPROACHES TO WCC

Wed, Nov 13, 8:00 to 9:20am,
Sierra H - 5th Level

ROUNDTABLES AND WORKSHOPS

CRIMINOLOGY OF REGULATION ROUNDTABLE

Wed, Nov 13, 9:30 to 10:50am,
Salon 7 - Lower B2 Level - Area

GLOBAL PERSPECTIVES ON WCC ROUNDTABLE

Fri, Nov 15, 8:00 to 9:20am,
Sierra G - 5th Level

CRIMES OF THE POWERFUL WORKSHOP

Wed, Nov 13, 9:30 to 10:50am,
Golden Gate C3 - B2 Level

JOIN US FOR THE
**DWCC GENERAL MEETING
& AWARDS CEREMONY**



Thu, Nov 14, 3:30 to 4:50pm,
Golden Gate C3 - B2 Level

American Society of Criminology

2024 Annual Meeting Pre-Registration Form – San Francisco, CA - November 13-16, 2024

www.asc41.org asc@asc41.org

Please mail to American Society of Criminology, 921 Chatham Ln., Ste. 108, Columbus, OH 43221,
email to ncoldiron@asc41.org, or fax to (614) 826-3031.

Full Name for Badge: _____ Pronouns, if any: _____

Affiliation for Badge: _____

Address: _____

Phone: _____ E-mail: _____

CODE OF CONDUCT AGREEMENT: By registering or participating in any ASC meeting or event, I assent to and agree to abide by this Code of Conduct (see page 2 of this form) and the ASC Code of Ethics. **Initial here:** _____

PHOTO RELEASE NOTICE: (see page 2 of this form) I have read the notice. **Initial here:** _____

ATTENDEE LIST: Do you authorize us to publish your name and affiliation to our attendee list on the ASC website, accessible only by other registered attendees? **Y N**

PROGRAM OPTION: (Choose 1) Smartphone App Only Printed Program (includes Smartphone App access)

REGISTRATION FEES: All meeting attendees/participants are required to register. PAYMENT MUST BE MADE/PROCESSED TO BE OFFICIALLY REGISTERED. A receipt will be sent via email.

Postmarked, e-mailed, or faxed BEFORE October 1

- ASC Member: \$150.00
- Non-Member: \$190.00
- ASC Student Member: \$50.00
- Student Non-Member: \$100.00

Postmarked, e-mailed, or faxed ON or AFTER October 1

- ASC Member: \$200.00
- Non-Member: \$240.00
- ASC Student Member: \$60.00
- Student Non-Member: \$110.00

THE LAST DAY TO PRE-REGISTER IS OCTOBER 28TH 2024.

OPTIONAL SPECIAL EVENTS

Division on Corrections and Sentencing Annual Business / Awards Breakfast Meeting (175 limit) <i>Thursday, Nov. 14th, 7:30am – 9:20am</i> <i>(Golden Gate C2, B2 Level)</i>	<input type="checkbox"/> Students: \$5.00	<input type="checkbox"/> Non-Students: \$15.00
Divisions of Cybercrime & Victimology Joint Social (50 limit) <i>Wednesday, Nov. 13th, 6:00pm – 8:00pm</i> <i>(Offsite: The Harlequin)</i>	<input type="checkbox"/> Students: \$15.00	<input type="checkbox"/> Non-Students: \$25.00
Division of Feminist Criminology Social (150 limit) <i>Wednesday, Nov. 13th, 7:00pm – 9:00pm (Offsite: SPIN San Francisco)</i>	<input type="checkbox"/> Students: \$10.00	<input type="checkbox"/> Non-Students: \$20.00
Division of International Criminology Awards Presentation and Luncheon (100 limit) <i>Friday, Nov. 15th, 12:00pm – 1:30pm (Offsite: Fogo de Chao)</i>	<input type="checkbox"/> Students: \$35.00	<input type="checkbox"/> Non-Students: \$50.00
Division on People of Color & Crime Awards Presentation and Luncheon (100 limit) <i>Thursday, Nov. 14th, 12:30pm – 2:00pm (Offsite: Fang Restaurant)</i>	<input type="checkbox"/> All Students: \$20.00 <input type="checkbox"/> (DPCC Member or not)	<input type="checkbox"/> DPCC Members: \$40.00 <input type="checkbox"/> Non-DPCC Members: \$45.00

Refund Policy: I understand that advance registration fees will be refunded for cancellations received up to September 30th. No refunds will be made on cancellations received after this date. **Initial here:** _____

See page 2 for payment information.

Section to be filled out by ASC

Total _____ Date _____ Check/MO # _____ Credit Card _____

American Society of Criminology

2024 Annual Meeting Pre-Registration Form – San Francisco, CA - November 13-16, 2024

www.asc41.org

asc@asc41.org

PAYMENT: To pay by credit card, if at all possible, we recommend you use our online system (the account should be in attendee's name). Otherwise, please select below (DO NOT include credit card information on this form or in an email):

- Check or money order enclosed, made out to *American Society of Criminology*. (U.S. FUNDS ONLY). A service charge will be assessed for all returned checks.
- I will give credit card information over the phone. Please call _____ at _____
- We accept Visa, MasterCard, American Express, Discover.
- I need a secure credit card payment link (paying on behalf of someone else) emailed to: _____

CODE OF CONDUCT

Introduction

As an organization, we uphold our Code of Ethics (<https://asc41.org/about-asc/core-documents/#toggle-id-6>). Section II #5 of the Code states, "In their professional activities, ASC members are committed to enhancing the general well-being of societies and of the individuals and groups within them. Thus, ASC members have an obligation to avoid forms of social injustice such as discrimination, oppression, or harassment." Section II #10 of the Code states, "ASC members do not force, coerce, or obtain through manipulation personal favors, sexual activity or economic or professional advantages from any person including faculty, students, research respondents, clients, patients, research assistants, clerical staff or colleagues. ASC members will not engage in workplace harassment, aggression, or bullying of any kind."

We remind all participants in ASC activities during the annual meeting that the Code of Ethics will be upheld so that all its members enjoy a welcoming environment free from unlawful discrimination, harassment and retaliation. We refer to this as the Code of Conduct.

Application

This policy applies to all participants in ASC activities, including but not limited to event attendees, professionals, students, guests, staff, contractors, exhibitors, and participants in scientific sessions, on tours, and other social events of any ASC meeting or other activity.

Expected Conduct

All participants at ASC meetings are expected to abide by the Code of Conduct in all meeting venues including ancillary events as well as official and unofficial social gatherings. This Code of Conduct is designed to reinforce the norms of professional respect that are necessary to promote the conditions for free academic interchange. If you witness potential harm to a conference participant, please be proactive, to the extent that you are comfortable, in helping to present or mitigate that harm.

Unacceptable conduct

Threatening physical or verbal actions and disorderly or disruptive conduct will not be tolerated. Harassment, including verbal comments relating to gender, sexual orientation, disability, race, ethnicity, religion, age, national origin, gender identity or expression, veteran status or other protected statuses, or sexual images in public spaces, deliberate intimidation, stalking, unauthorized or inappropriate photography or recording, inappropriate physical contact, and unwelcome sexual attention, will not be tolerated.

Adherence & Reporting

Annual Meeting participants & attendees bear the responsibility to adhere to this Code, to ask questions and seek proper guidance if occasions arise, and to report suspected violations of this Code of Conduct. To report an incident, use the Lighthouse Services anonymous telephone hotline (855-222-0916) or email (reports@lighthouse-services.com, and reference ASC) or <https://www.lighthouse-services.com/asc41>.

PHOTO RELEASE NOTICE

By participating in the ASC Annual Meeting, attendees grant permission to the American Society of Criminology to use their likeness, image, and voice in photography and video captured during the conference while engaged in conference activities. This includes but is not limited to: inclusion in promotional materials such as brochures, posters, and banners; publication on official ASC websites and affiliated social media channels; and, use in press releases and media coverage related to the 79th ASC Annual Meeting.

Attendees understand that they will not be compensated for any use of the photos, videos or recordings captured at the ASC Annual Meetings.

Opting Out: Attendees who prefer not to be photographed or filmed can opt out by notifying our Deputy Director, Sheena Case at the registration desk or by emailing at asc@asc41.org.

Section to be filled out by ASC

Total _____

Date _____

Check/MO # _____

Credit Card _____

**AMERICAN SOCIETY OF CRIMINOLOGY
2024 PRE-MEETING WORKSHOPS**

Please mail to American Society of Criminology, 921 Chatham Ln., Ste. 108, Columbus, OH 43221,
email to ncoldiron@asc41.org, or fax to (614) 826-3031.

All workshops will be held at the San Francisco Marriott Marquis.

No laptops provided. Power strips will be available for all workshops. Enrollment limit: 50 per workshop

Choice 1 **Title:** Running the Gauntlet: Succeeding in a Field Built upon Quantitative Standards
Instructor: Jamie J. Fader, Temple University & Danielle Rudes, Sam Houston State University
(Contact: jfader@temple.edu)

Date & Time: Tuesday, November 12th, Time 12-4 P.M. **Place:** Salon 11, Lower B2 Level

This workshop is targeted primarily for early career scholars and will contain practical/ strategic and methodological strategies for navigating a quant-dominated field. Subtopics might include: how to respond to (or write to prevent) common reviewer critiques, how to build a research and funding pipeline that includes qualitative research, and how to be an advocate for your research in a field that often devalues qualitative work. More senior scholars are also encouraged to attend and share your own strategies for succeeding while using qualitative methods and to strategize for advocacy efforts that may help bridge the quant-qual divide in our field.

Choice 2 **Title:** Synthetic Control Time Series Experiments: The Case-Study Approach to Causal Inference
Instructor: Bradley J. Bartos, University of Arizona (Contact: bartos@arizona.edu)
Date & Time: Tuesday, November 12th, Time 1-5 P.M. **Place:** Salon 10, Lower B2 Level

The Synthetic Control Method is an increasingly popular approach to quasi-experimental causal inference and policy evaluation. The method involves the construction of a control time series which optimally mimics the characteristics of the treated series up to the point of the intervention as a weighted combination of less-than-ideal, but uncontaminated “donor pool” units. Because the synthetic control is constructed from a set of uncontaminated controls, the post intervention synthetic series is intended to approximate the treated series "had the intervention never occurred". After briefly situating the method within causal inference and quasi-experimental literatures, the workshop will walk participants through real-world applications of the method, including replications of peer-reviewed synthetic control studies. The replications and illustrations will familiarize participants with the process and implementation of the synthetic control routine, from data cleaning and setup through postestimation procedures. Examples will also highlight common pitfalls and researcher checks that are essential to valid inference. The examples presented in this workshop are derived from a book project on synthetic control designs currently out for review. All necessary data, .ado, and .do files will be provided by the instructor prior to the workshop. Participants will need to bring laptops with stata installed to follow along with the examples presented.

Choice 3 **Title:** Using Topic Models to Qualitatively Code Large Amounts of Text
Instructors: Danielle Wallace, Arizona State University and Connor Stewart, Arizona State University
(Contact: danielle.wallace@asu.edu)

Date & Time: Tuesday, November 12th, Time 12-4 P.M. **Place:** Salon 12, Lower B2 Level

Given advances in computing and storage, qualitative researchers are now having to grapple with massive amounts of text data, which may be too difficult or invite too many errors to code by hand. In these circumstances, the data science technique of topic modeling may be useful. Topic modeling is machine learning technique that aids in qualitative coding of different forms of text documents by examining the documents for patterns in words or phrases, then clustering those words and phrases into “topics” or “themes.” Two types of topic models are most commonly used in criminology: structured topic modeling and biterm topic modeling. This workshop will expose attendees to the basics of topic modeling and give attendees hands on practice with real text data available on ICSPR. During the first part of the workshop, attendees will receive an overview of topic modeling generally, with a focus on structured topic modeling and biterm topic modeling. Then using RStudio, during the second part of the workshop, attendees will be directly working with two sets of text data to thematically code the data using both structured topic and biterm topic models. To participate in the hands-on activities, attendees should have some exposure to and knowledge of RStudio and the most recent version of RStudio on their computer to use in the workshop. All code and data will be provided.

This workshop includes an additional supply fee of \$20.

PAYMENT INFORMATION ON NEXT PAGE

**AMERICAN SOCIETY OF CRIMINOLOGY
2024 PRE-MEETING WORKSHOPS**

Please mail to American Society of Criminology, 921 Chatham Ln., Ste. 108, Columbus, OH 43221,
email to ncoldiron@asc41.org, or fax to (614) 826-3031.

Name: _____

Phone: _____ **Email:** _____

Circle workshop of your choice:

CHOICE 1 CHOICE 2

Circle Payment Total:

\$75.00 \$30.00 (students)

CHOICE 3 (*includes an additional supply fee of \$20.*) \$95.00 \$50.00 (students)

Refund Policy: Advance registration fees will be refunded for cancellations received up to **October 31st**. No refunds will be made on cancellations received after this date. **Initial here:** _____

PAYMENT: To pay by credit card, if at all possible, we recommend you use our online system (the account should be in attendee's name) and complete the main Annual Meeting Registration form and add the Workshop there.

Otherwise, please select below (DO NOT include credit card information on this form or in an email):

- Check or money order enclosed, made out to *American Society of Criminology*. (U.S. FUNDS ONLY). A service charge will be assessed for all returned checks.
- I will give credit card information over the phone. Please call (name) _____ at (number) _____. We accept Visa, MasterCard, American Express, Discover.
- I need a secure credit card payment link emailed to: _____

Payment must be made/processed to be officially registered. *Please note that registration for a workshop is NOT registration for the Annual Meeting which begins November 13th.



Other Workshops

[Refer to the workshop flyers below for registration information/links]

[BJS — Analyzing Data from the National Crime Victimization Survey: A Workshop for Data Users](#)

[Clear Writing for Crime Researchers](#)