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Announcing Emily Backes as the next Executive Director of the American Society of Criminology

Following a national search, led by search firm Sterling Martin and an ASC search committee, the Executive Board of the American Society of Criminology (ASC) is thrilled to announce Emily Backes as the next Executive Director of ASC!

Emily comes to ASC from the National Academies of Sciences, Engineering, and Medicine (National Academies) where she most recently served as Senior Program Director for Science and Technology Policy and Law. Her first day as Executive Director is Monday August 24, 2026.

President-Elect Rod Brunson describes Emily as "a proven, effective leader, vastly knowledgeable about crime and public safety matters, and a superb communicator," and captured the sentiment of the entire Executive Board when he added "The ASC is very fortunate that she has come aboard at this pivotal moment. I look forward to working with her!"

Todd Clear, Chair of ASC's Executive Director Search Committee, also enthusiastically endorsed the ASC Board's unanimous decision to hire Emily as the organization's next Executive Director: "We had a number of terrific candidates in the final rounds. After interviews, several would have been great for ASC. But Emily Backes rose to the very top—she brings everything we need right now. Can't wait for her to start!"



In her fifteen years at the National Academies, Emily served as deputy board director for the Committee on Law and Justice (CLAJ) and Board on Children, Youth, and Families in the Division of Behavioral and Social Sciences and Education, and as director of the Societal Experts Action Network, a network of leading individuals and institutions in social science fields that provided actionable responses to urgent policy questions

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related to the COVID-19 pandemic. In those roles, Emily worked at the intersection of science and policy, including designing and managing national initiatives that connect research to decision-making on topics such as crime and victimization, justice system reform, and community safety. Emily directed and edited study reports, including *Reducing Racial Inequality in Crime and Justice: Science, Practice, and Policy* and *Decarcerating Correctional Facilities during COVID-19: Advancing Health, Equity, and Safety*, and she provided analytical and editorial assistance to National Academies projects on juvenile justice reform, policing, forensic science, illicit markets, adolescent development, early education, and science and human rights.

Emily received an M.A. and B.A. in history from the University of Missouri, specializing in U.S. human rights policy and international law, and a J.D. from the University of the District of Columbia. Through her legal training and her work at the National Academies, Emily has developed substantial expertise in criminology and justice policy. She also comes to the ASC with deep experience managing teams, working with Boards, committees, and volunteers. She brings a strong track record in strategic planning and financial management, and a clear commitment to diversity, equity, and inclusion.

As President Natasha Frost emphasized, “Emily Backes is exactly the person the ASC needs in the Executive Director role at this pivotal moment in its history.” adding “I look forward to working closely with her through the transition, and I’m very excited to see all that she will bring to the position over the next few years.”

Similarly, the ASC staff is committed to supporting a smooth transition and looks forward to working with Emily as she begins her tenure as Executive Director.

Please join us in warmly welcoming Emily as our next Executive Director!

The Executive Board of the ASC would like to offer our sincere thanks to the ad hoc search committee: Todd Clear (Chair, past President), Rod Brunson (President-Elect), Elsa Chen (past Executive Counselor) and Laura Dugan (past Vice President), and Claire Renzetti (Chair of the Long Range Planning Committee).

From the ASC President, Natasha Frost

As you may have already read in the email announcement and/or the full-page announcement in this issue of *The Criminologist*, the American Society of Criminology has a new Executive Director. **Emily Backes** officially started as the **ASC Executive Director** on August 24, 2026! Emily's appointment as ED coincides with the final few months of our ongoing governance review.

Over many months, the ASC Executive Board has been thoroughly and thoughtfully reviewing the society's policies and governing documents. In spring 2026, we identified several items in the Constitution that needed to be updated for a variety of reasons including consistency, clarity, legal compliance, and alignment with best practices in nonprofit governance. In June, the ASC membership voted on and passed a set of Constitutional revisions that reflected these items.

The Board has now completed its review and brings to the membership a final, more comprehensive set of revisions that fully modernize the governance of the Society, again addressing consistency, clarity, legal compliance, and alignment with best practices in nonprofit governance. Although specific amendments to the Constitution, Bylaws, and policy documents have been made periodically over time, we were not able to find documentation of a previous comprehensive review across governance documents. The ASC Board has spent past year working with Nancy Kidd, and meeting monthly, to complete a comprehensive review. The Board is committed to *routine review* of these documents in the future to ensure they remain up-to-date, and this proposed revision will allow the Society to start from a fully modern base.

On August 28th, all members should have received an important email from our new executive director announcing a special ballot that will contain a series of amendment proposals. ***The special ballot will be open from September 11-September 25, 2026.***

It is the responsibility of the ASC membership to vote on **amendments to the Constitution and the Articles of Incorporation**, and so we present you with the Board's proposals for consideration.

Key elements of the proposals are described in a comprehensive document posted on the ASC website, with corresponding rationales. *All of the items come to the membership as unanimous recommendations from the ASC Executive Board.* Current and proposed documents can also be found on the ASC website.

Also included on the ballot are a number of proposed *provisions for implementing* recent and proposed amendments to the governing documents. *These proposals also come to the membership as unanimous recommendations from the Executive Board.*

After a series of monthly hours-long board meetings to review and discuss every aspect of this comprehensive governance update, we look forward to broad voter participation and hope to have your support! We are confident that the proposed revisions will meaningfully improve the ASC's governance processes.

Finally, the annual meeting program is nearly complete and we look forward to seeing many of you in Chicago in November!

Misdiagnosing the Credibility Crisis: The Propaganda Feedback Loop and the Case for Public Criminology

Andrew Thompson, University of Montana, Department of Sociology and Criminology

Several recent contributions to *The Criminologist* converge on a shared concern: criminology's weak influence over public policy and discourse. Writing in the January/February 2026 issue, Burt—replying to Sullivan's essay in the September/October 2025 issue¹—locates the discipline's diminished influence primarily in the ideological homogeneity of social scientists. While her account identifies real challenges, I argue that Burt's diagnosis misidentifies the more consequential source of public skepticism toward criminological evidence, obscuring the needed solution. The remedy lies not in self-policing, as Burt's framing suggests, but in building a stronger public criminology—scholarship that engages practitioners, policymakers, communities, and media as partners in producing and applying criminological knowledge (Uggen & Inderbitzin, 2010)—that Iwama and Opsal advocate in the May/June 2026 issue.²

Rebutting a False Equivalency: The Problem Lies in the Propaganda Feedback Loop

Burt frames criminology's "credibility crisis" less as a symptom of a post-truth information environment than as a problem of the discipline's own making. In her account, "post-truth" is a myth. Evidence has always competed with ideology, as the superpredator panic and the wars on drugs and terror demonstrate. According to Burt, the label functions less as diagnosis than as moral narrative, casting scholars as defenders of truth and the public, particularly the political right, as irrational or dishonest.

She argues that ideological homogeneity in the social sciences—specifically a left-liberal tilt—has produced uneven epistemic standards, blurring the boundary between scholarship and advocacy and thereby eroding public trust. As she summarizes, "Among many right-leaning publics, social scientists now represent not neutral arbiters of evidence but participants in a progressive moral project (Smith, 2014). This blurring of epistemic and moral authority lies at the heart of the credibility challenge." Burt accordingly urges criminologists to stop "selectively scrutiniz[ing] ideologically inconvenient facts" while "amplify[ing] congenial ones," and to be cautious about drawing broad inferences from "tragic but statistically rare events."

Although that is a fair normative standard, if her aim is to demonstrate asymmetric epistemic rules, her examples highlight the opposite. Comparing the murders of George Floyd and Laken Riley, Burt asserts an equivalency in how the political left and right generalize from salient tragedies. Caution in generalizing from anecdotes is warranted, but the comparison is a false equivalency because the evidentiary baselines underlying the two cases are not symmetric.

Using high-profile homicides committed by undocumented immigrants to assert an "immigrant crime" problem is distinctly at odds with criminological evidence: immigrants commit less crime than the native-born (Light et al., 2020) and may even suppress crime by increasing collective efficacy (Sampson, 2008). Scholars may quibble over the strength of the latter finding, but the assertion that immigrants are disproportionately criminal is not a contestable reading of the empirical record—it stands in direct contradiction of it. Burt's discussion of the backlash to Fryer's (2019) work has the same problem. Methodological critiques of Fryer's conclusions rest on concrete grounds—selection and benchmarking problems that can mask bias when analysts condition on administrative data requiring police encounters (Knox, Lowe, & Mummolo, 2020; Lundberg et al., 2021).

Nor do those critiques stand in isolation. They sit within broader findings of racial inequalities that compound across interdependent stages without requiring bias by individual actors, produced instead by the inertia of historically established social systems of which the criminal justice system is a central part (Pettit & Western, 2004; Reskin, 2012; Sampson & Wilson, 1995). Such scholarship extends a long tradition of confronting racial dogma with systematic evidence,

¹ Sullivan, C. J. (2025). Applied criminology, evidence, and policy in a post-truth society. *The Criminologist*, 51(5), 1, 3–7; Burt, C. H. (2026). The post-truth myth and the crisis of credibility. *The Criminologist*, 52(1), 7–10.

² Iwama, J. (2026). Bridging research and practice: Why researcher–practitioner partnerships matter now more than ever. *The Criminologist*, 52(3), 1, 3–5; Opsal, T. (2026). Building infrastructure for impact: Research institutes, harm reduction, and the possibility of imaginable reform. *The Criminologist*, 52(3), 6–8.

from Ida B. Wells's empirical debunking of the myths legitimizing lynching to the social science undergirding *Brown v.*

Board of Education and the Kerner Commission. Equating the inductive identification of marginalizing systems with generalizing from anecdotes to promote a view inconsistent with the facts is intellectually untenable. Naming a system of racial domination supported by evidence is not bias. Constructing one on falsehoods is that and more.³ In short, Burt's examples reinforce the very alternative she seeks to rebut: the anecdotes are treated differently not because scholars apply different epistemic rules but because the empirical record supports one set of claims and not the other. If anything, they reinforce Sullivan's assertion that criminologists ought to confidently flex their expertise.

Burt also overreaches in her dismissal of a "post-truth" world. Where Burt reads "post-truth" as nostalgia for a Truth era that never existed, a more defensible reading is that the contemporary information environment differs in kind and degree from prior periods. Her moral-panic examples show that politics has always distorted evidence, but it does not follow that the underlying media ecology is unchanged. "Post-truth" does not imply that truth once reigned unchallenged. It means that the conditions for shared factual accountability have eroded, and that erosion is historically distinctive. RAND's "Truth Decay" framework captures this shift as a set of trends, including greater disagreement about facts, blurred boundaries between fact and opinion, the rising influence of personal experience over evidence, and declining trust in traditional media sources (Kavanagh & Rich, 2018). These phenomena map closely onto what "post-truth" is trying to name, and this shift is not merely ambient.

Truth decay has an engine: the sustained production and amplification of distrust in expertise within the contemporary right-wing media ecosystem. Benkler and colleagues (2018) term this dynamic the "propaganda feedback loop": a self-reinforcing cycle in which an insular network of media outlets, political elites, and audiences rewards identity-confirming narratives and punishes those who check them, such that flagrant falsehoods are incentivized, laundered, and crystallized into perceived common knowledge within the coalition (see also Faris et al., 2017; González-Bailón et al., 2023).⁴ The "stolen-election" episode is a stark illustration. Discovery in Dominion's defamation suit produced internal communications showing that prominent Fox News hosts and executives privately dismissed the fraud allegations the network continued to air as legitimate; the court ruled at summary judgment that none of the network's statements about Dominion were true; and Fox ultimately paid \$787.5 million to settle (*U.S. Dominion, Inc. v. Fox News Network*, 2023).

In the Laken Riley case, the mechanics of contemporary post-truth politics were made visible in real time. Riley was murdered on February 22, 2024. Media Matters found that Fox News's coverage of crimes attributed to migrants increased by 880% from January to February 2024 and that, while Riley's murder was itself frequently reported on, it was also used "as a means for correspondents to report on other migrant crimes and suggest a pattern" (Taaffe et al., 2024; see also Amy et al., 2024). This is precisely the dynamic Benkler and colleagues (2018) describe: an insulated right-wing media network selects and frames events to support a preferred narrative, political elites adopt and repeat it, and repetition across the ecosystem's nodes produces a sense of corroboration. The story then "escapes" the ecosystem through agenda-setting moments (e.g., national political theater and mainstream coverage of the controversy) while retaining the interpretive frame established inside it, so the public encounters not only the underlying event but the previously constructed conclusion it is meant to justify.

Walters and Marchi (2025) traced a similar process in the media and political response to Mollie Tibbetts's 2018 murder. Until the legal status of her killer was revealed, Tibbetts's death was not nearly as nationally or politically salient as it became after the White House invoked her death by an "illegal alien" to justify construction of the border wall. Whereas 100% of sampled tweets before the killer was identified were framed around Tibbetts herself, 96% of tweets afterward were tied to the politics of immigration (Walters & Marchi, 2025). Conservative politicians and pundits propagated and

³ This discussion is not intended to suggest that the empirical evidence can only be interpreted as establishing systemic racism. Rather, the distinction is between contestable ideas induced from a body of evidence and guiding theory and ideological claims that defy basic facts.

⁴ This does not imply that the left-wing media ecosystem is "always error-free or pure of heart" (Benkler et al., 2018, p. 75). Rather, there is clear evidence of differences in the degree to which falsehoods are propagated, and in the strategic role falsehoods play, within the right-wing media ecosystem.

framed the story to capitalize on nativist sentiment over the objections of her family, who recognized and bemoaned that Mollie Tibbetts's death was used to generate political capital.

The Need for a Serious Public Criminology

Building criminologists' authority and influence requires more than epistemic evenhandedness (necessary though that may be). If criminology wants to substantively matter in a fragmented and polarized media environment fueled by the propaganda feedback loop, it must treat public criminology as core infrastructure rather than optional outreach. Traditional scholarship will always remain important, but its pragmatism is constrained when policy debates are driven by viral anecdotes, partisan frames, and audiences motivated by negative partisanship. Neutrality is a necessary but insufficient condition for wrestling back credibility. Thus, the answer is not for criminologists to walk on eggshells when addressing politically charged topics. Boldness—not timid hedging, tiptoeing, or weaseling—is what is needed.

Boldness also means resisting detachment and instead claiming a direct and active role in shaping policies and public understanding that criminological evidence should inform (e.g., confidently flexing our expertise). Researcher–practitioner partnerships (RPPs) are a clear case in point. Iwama writes that they, "must become standard practice rather than exceptional initiatives." She is right. Her own example is the National Institute of Justice's Law Enforcement Advancing Data and Science (LEADS) program, which created sustained knowledge exchange between scholars and the practitioners making real-time policy decisions. Opsal describes Colorado State University's Criminal Justice and Victimization Institute as a model for dedicated research infrastructure that involves system-impacted individuals and community partners in the research process, an underappreciated facet of public criminology that also leads to better science (Stuart, 2017). Co-producing knowledge with publics, to Burt's point, guards against academic parochialism by grounding research questions and the interpretation of findings in the realities practitioners and affected individuals face (Pratt et al., 2025).

Beyond their direct intellectual exchange, such partnerships and institutes embed criminologists within the communities where they are located. University medical centers and law school clinics have made universities' roles in medicine and law visible in just this way, providing tangible benefits to the lives of the people around them (Harkavy & Zuckerman, 1999; Koh et al., 2020; Wizner & Aiken, 2004). Engaging in the "scholarship of engagement" makes the practical relevance of researchers observable and concrete (Boyer, 1996), which may help diminish the "ivory tower" caricature residing in the public's mind. Additionally, information has the greatest impact when delivered by unexpected, credible sources (Berinsky, 2017), so the field should engage with practitioners, crime survivors, and conservative reformers as partners in translating the evidence. And it means focusing attention locally, where the loop's influence is weakest and the embedded partnerships described above can make criminologists' usefulness directly observable in ways national political narratives may struggle to override.

For greater impact, public criminology must also become strategic and structurally supported within the discipline. This could mean, for instance, having conversations about the role of ASC in bringing criminologists' collective expertise into public debate. Other scholarly societies have built models that should be looked to for inspiration. The American Political Science Association has placed political scientists in congressional offices since 1953, where fellows spend nine months working as full-time staff before carrying that experience back into their research and teaching. The American Psychological Association's *Amicus Curiae* Brief Program synthesizes its field's research to embed the discipline's collective knowledge into law, as it did in *Roper v. Simmons* (2005), where the Court drew on developmental evidence of adolescent immaturity in holding the juvenile death penalty unconstitutional (Steinberg, 2013).

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Criminal Justice in the Academy's Political Crossfire

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Criminal justice is one of the few academic disciplines defined not just by theory, but by its direct engagement with real-world systems—policing, courts, corrections, and victim services. That proximity has always been its strength. It is now increasingly treated as a liability. In recent years, intensified political polarization has further positioned criminal justice as an outsider within academia.

In some institutional contexts, the discipline is not simply debated, it is marginalized, scrutinized, and at times treated as intellectually suspect. This misunderstanding extends beyond critique of institutions to the discipline itself. Criminal justice faculty, and in some cases students, become proxies in broader ideological conflicts. The result is a field that is not just studied but contested.

The Discipline of Criminal Justice Is Misunderstood

The origins of modern criminal justice education are rooted in reform, not repression. Modern criminal justice education has origins in the early 20th century Chicago School of Criminology and emerged in the mid-20th century alongside efforts to professionalize law enforcement and improve the administration of justice (Hale, 1998). The modern academic discipline of criminal justice took shape during the civil rights era of the 1960s, when reform efforts increasingly emphasized higher education, research, and the professionalization of justice-system roles. The President's Commission on Law Enforcement and Administration of Justice (1967) called for higher education, research, and evidence-based approaches to reform and professionalize policing and the broader justice system. The subsequent creation of the Law Enforcement Assistance Administration (LEAA) institutionalized this shift, funding and expanding university-based criminal justice programs, research centers, and training initiatives designed to strengthen the capacity and professionalism of criminal justice agencies across the United States (Adler, 1995; Garland, 2001).

From its inception, the academic discipline of criminal justice was designed to bridge research and practice, bringing scientific inquiry, education, and critical analysis into systems historically shaped by tradition, discretion, corruption, and abuse of power. This orientation has continued through successive reform efforts. Most recently, the President's Task Force on 21st Century Policing emphasized the importance of higher education, research, community engagement, and evidence-based practice in shaping the future of policing (President's Task Force on 21st Century Policing, 2015). Across decades of reform, the message has remained remarkably consistent: improving criminal justice systems requires collaboration between scholars and practitioners, not separation.

Criminal Justice programs have long been subjected to stereotypes within academia. In its early years, criminal justice struggled for academic legitimacy. Since then, it has grown at a rate "unequal to any other science or profession" (Adler, 1995, p. 21), doubling the number of doctoral programs in the last two decades with high scholarly productivity (Kleck & Mims, 2017). It is theoretically interdisciplinary while remaining directly connected to real-world systems that are themselves politically contested (Kraska & Brent, 2011; Loader & Sparks, 2010). This positioning makes the discipline of Criminal Justice uniquely vulnerable.

Over thirty years ago, then president of the Academy of Criminal Justice Sciences, Cullen (1995, p. 2) noted that "few other academic units must withstand the constant second-guessing and attempts at micro-management experienced by criminal justice departments," that "university faculty committees and administrators were woefully ignorant about criminal justice as an academic discipline," and criminal justice programs in universities face a "dual identity" problem - on one hand, viewed by university faculty in other disciplines as a less academically rigorous "cop shop" while on the other, becoming a "cash cow" with enrollments far exceeding other disciplines. This dual identity problem leaves criminal justice faculty "supporting floundering faculties of the less popular social science majors" (Clear, 2001) managing disproportionate workloads.

From Professionalization to Polarization

This longstanding misunderstanding and delegitimization on one hand and high enrollments on the other have positioned

criminal justice as an academic outsider. Faculty in Criminal Justice programs manage disproportionate workloads and are often misunderstood by academic colleagues in other disciplines. This academic outsider status has been remarkably persistent, while periods of political upheaval involving crime, justice, and governmental authority can intensify the pressures surrounding criminological research, education, and practice (Jenness, 2025).

Intensified political polarization in recent years, particularly in the aftermath of the Black Lives Matter movement, calls to defund the police, and renewed concerns about federal immigration enforcement, has further marginalized and delegitimized the academic discipline of criminal justice. In today's climate, academic-practitioner partnerships integral to the discipline of criminal justice are not viewed as neutral scholarly activity. They are increasingly treated as political acts, as "copaganda" (Chagnon & Phillips, 2024; Ratcliffe, 2026) scrutinized not only by the public, but within academia itself. The result is a growing tension in academic settings involving academic-practitioner collaborative engagement. The very collaborations needed to advance evidence-based justice are becoming sources of controversy.

University faculty outside the discipline may view criminal justice through a narrow lens, reducing it to training for specific professions, or conflating engagement with endorsement. Criminal justice faculty, and, at times, their students, can become targets of critique, symbolic opposition, or broader frustrations about the system. Partnerships with agencies, particularly in policing or corrections, may be interpreted not as research partnerships, but as ideological positioning. In this environment, the academic discipline of criminal justice is not just debated. It is mischaracterized and contested from the outside in. Current criticisms around U.S. Immigration and Customs Enforcement (ICE) and Customs and Border Protection (CBP) have created the most recent controversy around criminal justice career fairs on college campuses regardless of whether ICE or CBP were present (Colón, 2025; Damjanac, 2026; Hendrix, 2026; Henry, 2026; Mathis, 2026; Toscano, 2026). In previous years, similar calls for universities to distance themselves from criminal justice agencies focused on police organizations in response to widespread protests in the aftermath of the murder of George Floyd in 2020 and the defund the police movement (Brantingham et al., 2022; Sainato, 2020) and earlier unrest following the police killing of Michael Brown in Ferguson in 2014 (e.g., Rosenfeld, 2016; Pyrooz et al., 2016). In earlier years, societal tensions in response to the beating of Rodney King and the L.A. Riots (Miller, 2022; Wolf, 2017), 9/11 and the post-9/11 passage of the USA Patriot Act, establishment of the Department of Homeland Security, and movement toward domestic surveillance (Goitein, 2021) impacted views of criminal justice on college campuses.

Criminal justice education is often misinterpreted as endorsement of the systems it examines. It is not. The role of Criminal Justice as an academic discipline is to prepare students to engage critically, ethically, and with full awareness of both the failures and the responsibilities embedded in these institutions. While many graduates of criminal justice programs will go on to doctoral programs, many graduates will enter positions in law enforcement, courts, corrections, and victim services where decisions carry real consequences for human life, rights, and dignity. The question is not whether these roles should exist in the abstract, but who is prepared to occupy them—and with what training, values, and accountability.

Engagement Is Not Endorsement (But It Will Be Treated That Way)

The discipline of criminal justice depends on academic-practitioner partnerships. Research cannot inform policy or practice if it remains detached from the systems it seeks to understand. These partnerships provide access to data, inform curriculum, support evaluation, and engage a feedback loop between research and real-world application. These collaborations are central to evidence-based criminal justice reform efforts. Research cannot inform policy and practice from a distance. This principle underlies translational criminology - the effort to bridge research and real-world applications (Casey, 2025; Center for Evidence-Based Crime Policy, 2025; Laub, 2025; Mears, 2025) and is central to discipline of Criminal Justice and evidence-based criminal justice reform (Sherman, 1998; Lum, Koper, & Telep, 2011).

Criminal Justice as an academic discipline is fundamentally oriented toward preparing those who will operate the institutions of justice (Adler, 1995) serving in positions that will have profound consequences for human life, rights, and dignity. Education and professional formation are essential tools for improving practice, strengthening accountability, and advancing justice within criminal justice organizations. Students who choose criminology and criminal justice come from backgrounds with lower socioeconomic status and are motivated by potential job opportunities, subject matter relevant to the real world, and potential for career advancement (Ridener et al., 2020).

University-based research centers have played a key role in this work. Many criminal justice departments have developed research centers and advisory committees bringing together agencies and practitioners across policing, courts, corrections, and community organizations creating sustained networks that inform research, teaching, and student engagement over many years. When done well and sustained over time, these partnerships do more than support individual projects. They produce opportunities for students to engage directly in the field they are preparing to enter, connecting them to careers. They are central to the discipline of criminal justice. Until they become controversial.

In the current climate, engagement is increasingly interpreted as endorsement. Collaborating with justice system agencies is viewed not as scholarly inquiry, but as ideological alignment. A central misconception driving these tensions is the assumption that working with criminal justice agencies implies agreement with them. It does not. Engagement is how researchers gain access, test ideas, and influence practice. It is also how they identify problems, document failures, and push for change (Blomberg et al., 2024)

The distinction between studying systems and supporting them is collapsing and criminal justice is absorbing the consequences. Nuance does not travel well in polarized environments. In practice, scholars are forced into a false binary: Collaborate and risk being labeled as aligned or disengage and retain perceived neutrality. Neither option serves the field. If criminology retreats from engagement, it risks becoming observational rather than impactful, commentary rather than contribution.

Abolition, Education, and the Politics of Legitimacy

The rise of abolitionist perspectives has brought important critiques to the forefront, challenging assumptions about policing, punishment, and incarceration (e.g., Alexander, 2012; Davis, 2003; Davis, 2018; Vitale, 2017). At the same time, some interpretations extend beyond critique to rejection, framing criminal justice education itself as incompatible with abolitionist goals. Within this view, departments and programs are seen not as subjects of reform, but as structures to be dismantled. This creates a fundamental tension. A discipline built on engagement with real-world systems is now operating in an environment where that engagement is, in some quarters, viewed as inherently illegitimate.

The rise of abolitionist frameworks has influenced how criminal justice education and careers are perceived. In some academic spaces, criminal justice programs, and by extension, faculty and students, are viewed as inherently anti-abolitionist. Engagement with criminal justice agencies may be interpreted not as research or reform-oriented collaboration, but as participation in systems that some argue should be fundamentally dismantled. In its strongest form, this perspective extends beyond critique of institutions to question the legitimacy of the discipline itself and, in some cases, the value of educating students for careers within it. This creates a fundamental tension: If the systems are viewed as illegitimate, what is the role of a discipline devoted to studying, improving, and working within them?

In this context, discouraging students from pursuing criminal justice careers, or treating those paths as inherently suspect, has practical consequences. If individuals committed to ethical practice, reform, and accountability are dissuaded from entering these professions, the likely outcome is not transformation, but a narrower and less accountable workforce. Education, in this sense, is not peripheral to reform - it is one of the few mechanisms through which it can occur.

The more complicated and less discussed reality is what happens inside universities. These dynamics are not hypothetical. They are increasingly part of the lived experience of faculty engaged in applied criminal justice work. Faculty engaged in long-standing partnerships may encounter colleagues who fundamentally oppose engagement with certain agencies, departmental divisions that mirror broader political debates, informal efforts to marginalize or distance applied work, tensions over events, speakers, and collaborative initiatives. These dynamics are not always explicit. They often take the form of subtle signaling around what is supported, what is questioned, and what is quietly discouraged. In other cases, they are direct. And when criminal justice as a discipline is already misunderstood, and increasingly politicized, these internal dynamics can amplify the pressure, turning partnership work into a proxy for broader ideological conflicts.

The Stakes for Research, Practice and Academic Freedom

For faculty engaged in applied research and partnership-based work, the costs are clear: professional scrutiny, politicized work, strained relationships. Joan Petersilia described the work of engaging directly and publicly with criminal justice policy and practice as "a nasty business" (Petersilia, 2008, p. 353). Today's political climate has amplified those tensions in

ways that extend beyond the public engagement to challenge the legitimacy of the discipline itself. When internal opposition is layered on top of external complexity and compounded by misunderstanding of the discipline and debates about its legitimacy, the result is fatigue, isolation, strategic self-censorship, and, in some cases, withdrawal from partnership work. This should concern the field, and the academy.

From the perspective of disciplinary integrity, there is no neutral position. In his recent keynote address at the annual meeting of the Academy of Criminal Justice Sciences, John Laub urged, "In face of threats to shutdown science, both within and outside the academy, we must fight the good fight. We cannot be discouraged and give up. I urge the next generation of scholars to find creative solutions to meet the challenges involved in the politicization of translational criminology and the politicization of science more broadly" (Laub, 2025, p. 18). Criminal justice cannot be disengaged from the systems it studies without abandoning its purpose. Stepping back concedes the terrain and removes research. If this work disappears, it will not be because it lacked value. It will be because the discipline chose not to defend it.

Criminal Justice is at an inflection point. It cannot simultaneously call for evidence-based practice, community engagement, and system reform while discouraging the very partnerships that make those goals possible. It also cannot ignore the persistent misunderstandings of criminal justice as a discipline, or the growing perception in some quarters that the field itself is incompatible with abolitionist goals.

The field must confront what academic-practitioner collaboration requires and be prepared for the reality that those who engage in it will face resistance, both outside and within academia. Unlike many disciplines, Criminal Justice does not allow scholars to remain at a comfortable distance. Engagement is not a partisan position. It is a commitment to preparing students and producing research that can inform practice across political contexts, grounded in evidence rather than ideology. For institutions grounded in traditions that emphasize justice, ethics, and engagement, the choice to step away from these systems is not neutral, it is a departure from the work of improving them.

The pressure to disengage is real and increasingly normalized. But disengagement does not resolve the tension. Rather, it removes scholars from the spaces where influence is possible. If academic-practitioner partnerships are abandoned because they are uncomfortable, contested, or politically inconvenient, the consequence is not neutrality; it is an abdication of the discipline's purpose.

This is a defining moment for the discipline of criminal justice, and for the academy. In her 2024 Presidential address, "Navigating Changing Contexts: People, Policy, and Practice in Tumultuous Times," American Society of Criminology President Val Jenness imagined a future "where we more fully embrace a role in which we are committed to *creating* context rather than merely responding to it ...steadfast even in the face of opposition and doubt" (Jenness, 2025, p. 704). Criminal Justice cannot fulfill its purpose if scholars within it retreat from the systems it was created to study, challenge, and improve. Nor can universities claim to value evidence, engagement and social impact to improve justice while marginalizing the field most directly positioned to deliver it.

Criminal Justice policy and practice will continue to evolve—with or without research, and with or without educated, reform-minded professionals entering the field. Disengagement does not remove politics, it removes research, and it removes the very people most prepared to improve these systems resulting in greater harm.

This is no longer a question of whether criminal justice is contested. It is whether scholars within the discipline, scholars across the academy, and university leaders will recognize its legitimacy as an academic discipline and stand up for it, and for its faculty, staff, and students, publicly and without apology, so it can flourish as a matter of academic freedom.

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Teaching Tips

Creating a Neighborly Classroom: A Practical Approach to Encouraging Student Participation in Criminology and Criminal Justice Courses

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The Participation Paradox in CCJ Classrooms

Criminology and Criminal Justice (CCJ) are not only social sciences and academic disciplines. CCJ is also a setting for controversies (Payne & Gainey, 2003) surrounding important socio-political problems that involve serious questions about ethics and discretion and tend to be polarizing (Duggan & Bishop, 2023; Gu & Crawford, 2022). Naturally, instructors may enter their courses with the intent to solicit students' opinions in those topical areas. Students, meanwhile, often come to the same courses with preexisting attitudes about prominent CCJ issues (Falco & Martin, 2012). These include policing issues like racial profiling (Gu & Crawford, 2022) and issues related to crime and punishment, such as capital punishment (Payne & Gainey, 2003).

While the controversial nature of CCJ topics may heighten students' interest in sharing their opinions, heightened interest alone does not guarantee that they will actually speak up. Further, interest in participating does not automatically result in class-wide discussions. Studies suggest that limited participation and nonparticipation may be explained by pedagogical strategies, classroom atmosphere, and personal student factors (Fassinger, 1995; Rocca, 2010), such as lack of confidence. Of the many documented influences, instructors' interpretations of underparticipation may be based mainly on student characteristics (Wang et al., 2022). Instead of operating on the assumption that limited participation and nonparticipation result from disengagement, framing them as hesitation may reveal other underlying reasons.

Studies have identified uneasiness about coming off as uninformed, sharing opinions that may be divisive or unpopular, and being negatively judged as common reasons why students hesitate to speak up in class (Fassinger, 1995; Rocca, 2010). Students may not be sure about what will happen when they join classroom discussions, including how what they say will be received by their classmates and instructors (Fassinger, 1995; Howansky et al., 2022; Rocca, 2010). What this all means is that the same characteristics of CCJ courses that invite discussion may intensify the risks that students associate with sharing their perspectives, reinforcing their trepidation about doing so.

This paradox may become more noticeable when questions designed to stimulate class-wide discussion are met with responses from regular contributors and a few occasional contributors, while most of the class remains silent. Although instructors can observe who contributes, classroom observation alone cannot reveal what underlies limited participation and nonparticipation. Silence may reflect disinterest or disengagement, but it may also reflect hesitation. Thus, silence should not automatically be read as an absence of intellectual engagement. The important question then becomes: what can instructors do to better understand what may underlie students' silence?

Student Feedback and Reading Silence

This question became particularly salient to me early in my teaching career after noticing that some students who rarely or never participated in class discussions nevertheless performed well in the course overall. To better understand their silence, I began combing through course evaluations but found that more targeted feedback was necessary. I began seeking students' perspectives directly through a mid-semester activity in which they rate their participation, justify their rating, and develop a plan for maintaining or increasing their engagement. I complement this activity with an end-of-semester "Last Words" session, during which students reflect on the learning environment and offer suggestions for improving it for future students.

The insights from students' written mid-semester reflections and "Last Words" sessions made me reconsider how I interpreted limited participation and nonparticipation in classroom discussions. Some students who seldom contributed and some of those who never spoke up still gave themselves relatively high scores for participation. They justified their scores by citing less-visible activities that they deemed engagement, including pre-lecture preparation, attentive listening, and detailed notetaking. For some, these forms of engagement coexisted with hesitation to contribute verbally; they described having something to contribute but deciding against doing so for fear of being wrong, sounding uninformed, or having their classmates or me react poorly. For other students, hesitation reflected a need for additional time to process information, formulate their thoughts, and decide how to verbalize them. These insights made me less concerned with assigning meanings to silence and more interested in creating the conditions that foster student participation.

Building a Neighborly Classroom

Drawing on what students shared with me, I reflected on my own undergraduate experiences and recognized that many of their reasons for limited or nonparticipation resonated with my experiences in CCJ courses. This led me to consider the kind of learning environment I would have wanted, which I have come to characterize as "neighborly." Such an environment is not simply a classroom that students would deem friendly or, more precisely, one taught by a friendly instructor. Rather, a neighborly classroom describes a relational learning environment in which students come to know the instructor and Teaching Assistant (TA) beyond their formal instructional roles, become familiar with one another, learn how discussions unfold and disagreements are handled, and understand that classroom discussion is a space for developing and articulating their thinking rather than simply demonstrating what they already know. Importantly, a classroom does not become a neighborly learning environment simply because it is labeled as such. Instead, it is co-produced over time through a relational process that intentionally facilitates repeated interactions that help students become familiar with one another and learn what they can expect when they participate.

From Philosophy to Daily Routine

Among the strategies I use to cultivate neighborliness, a 5–10-minute discussion at the beginning of each class serves as the central routine. The activity begins with the same prompt, asking students to share personal or vicarious CCJ experiences (however mundane or seemingly nugatory) since the previous class or raise CCJ-related current events, observations, questions, or assigned material that caught their attention. The TA and I also respond, sharing relevant experiences and perspectives while asking questions, acknowledging uncertainty, and remaining open to learning from students. This allows students to see us as humans who happen to be instructors rather than exclusively as authority figures responsible for teaching and evaluating them. Though I encourage participation, I assure students that I will not call on them to force it. Instead, I trained myself to be less disquieted by unanticipated silence after introducing discussion prompts. This gives students more time to formulate their thoughts and voluntarily enter discussions while guarding against the quickest responders consistently dominating them (Tanner, 2013).

Recognizing that low-stakes entry points do not eliminate the fears students may associate with speaking publicly, I developed a deliberate approach for responding to them when they speak up so that I do not inadvertently confirm those fears. When a student speaks, I consider three questions: what should be validated or expanded on, what questions might get the student to broaden and deepen their thinking, and what statements or claims need to be clarified or corrected. When appropriate, I ask the student to expound on their perspective and consider what course concepts or research we have encountered that might help them think about their position in a more nuanced way. Where correction is necessary, I separate useful elements from those requiring qualification and introduce evidence instead of focusing on the student's error. These exchanges also provide an intellectual bridge to the day's lesson.

Cultivating this environment is only part of the task; sustaining it requires smaller, intentional practices embedded throughout the ordinary flow of the course.

Sustaining a Neighborly Classroom

I rely on small, ordinary practices that, on the surface, may seem inconsequential but become meaningful through their cumulative use:

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- Address students as they wish. I make earnest efforts to learn the names students prefer to go by, how to pronounce them, and their pronouns and use them consistently.
 - Routinize informal interaction. I use ordinary moments before and after classes to interact less formally with students. This includes exchanging greetings and goodbyes, having brief conversations unrelated to course material (e.g., hobbies, the student-athlete experience), and revisiting those exchanges in subsequent interactions.
 - Dispel myths of omniscience and infallibility. I stress to students that I do not know everything about the subjects we cover. When I make mistakes or do not know an answer, I acknowledge it and promise to return with a better-informed response after consulting the relevant scholarship.
 - Honor established norms. When following up on students' comments, I almost always begin by thanking them. When engaging in discussions, I emphasize which of my claims and opinions are rooted in personal experiences and which are grounded in scholarship. I also welcome perspectives that diverge from my own or those of their peers. When appropriate, I encourage students to look further into questions raised during discussion and report back so that we can learn alongside them.
 - Facilitate student interaction. I create repeated opportunities for students to interact with peers other than those they already know. After in-class quizzes, students briefly compare answers with a different classmate or group each time. I also use rotating discussion groups and group-based exam review competitions for extra credit.
 - Continuously gather feedback. I use mid-semester reflections and Last Words sessions to gather students' perspectives on the learning environment. I supplement this feedback with what I learn through office hours, email exchanges, and pre- and post-class conversations.
 - Leverage student feedback. When pedagogically appropriate, I use students' feedback to adjust my teaching during and across semesters. I communicate when their feedback informs a change and acknowledge prior classes when student-informed changes carry over to subsequent semesters.

What I Have Learned

Comparing my classes before and after developing this philosophy, I have observed that while participation is usually concentrated among a few students early in the semester, both the number of students who contribute and the frequency of participation tend to increase as the semester progresses. Their contributions also increasingly connect their perspectives to course material, knowledge acquired in other courses, and relevant scholarship. Students also begin reproducing some of the interactional practices the TA and I model, including using their peers' preferred names and pronouns and initiating informal interactions without depending on me to create those opportunities.

Importantly, however, achieving class-wide participation does not mean that all students become regular contributors. Further, universal verbal participation is not the objective. Rather, the goal is to foster engagement by recognizing verbal contributions as one form of participation alongside the less-visible forms students themselves identify.

Because this philosophy rests on relational foundations, it is broadly applicable across CCJ courses. However, some practices may not fit because of differences in instructional contexts. Instructors can therefore adapt practices to their particular settings while preserving the central objective of facilitating repeated interactions through which students learn what to expect when they participate, making them less apprehensive about the intellectual risk of publicly contributing.

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Recognizing significant contributions to scholarship by an early-career scholar.



NORMAN WHITE OUTSTANDING STUDENT PAPER AWARD | \$500

Honoring exceptional undergraduate or graduate student research on race, ethnicity, crime, and justice.



TEACHING AWARD

Celebrating excellence in teaching courses related to race, ethnicity, crime, and justice.



HELEN TAYLOR GREENE & VERNETTA D. YOUNG GRADUATE FELLOWSHIP | \$2,500

Supporting graduate student research, programs, or advocacy related to race and crime.



NOMINATIONS & SUBMISSIONS DUE FRIDAY, SEPTEMBER 11, 2026

Submit nominations and supporting materials to:

Dr. Javier Ramos
Chair, DPCC Awards Committee
jxr248@shsu.edu
Email subject:
DPCC 2026 Award Materials



Eligibility and submission requirements vary by award.

Visit ascdpcc.org/awards for complete award descriptions and requirements.



The DPCC unites scholars, researchers, practitioners, activists, and advocates who center race, equity, and justice in the study of crime and the criminal legal system.

THE DIVISION SUPPORTS:

- Research and theory on race, ethnicity, and justice
- Excellence through annual awards
- Justice-centered teaching and course resources
- Mentoring, networking, and professional development

For more info, visit ascdpcc.org

AROUND THE ASC

Division of Qualitative Research



HOW TO JOIN:

New ASC Members should refer to the Divisions section of the membership form.

Existing ASC Members may add this Division to their current ASC membership as per the member's membership portal landing page.

DUES:

Active/retired ASC members (\$15)
Students (\$5)



Check us out at our
website!

ASCDQR.org

The purpose of the **Division of Qualitative Research** is to provide a supportive community for all researchers in criminology and criminal justice and to build a better understanding of qualitative research across the field.

MEMBER BENEFITS

Members can:

Access resources (e.g., webinars, resource guides) featuring new developments and how-tos in qualitative research;

Be part of a network of support, including opportunities for mentoring and platforms for sharing info on publishing qualitative work in specific journals; and

Participate in advocacy efforts to improve the status of qualitative research in criminology and criminal justice.

AROUND THE ASC

**2026 Annual Meeting
Registration is OPEN!**

2026 Annual Meeting Details

2026 Annual Meeting
Registration Details

**Advertise or Exhibit at
the ASC Annual
Meeting!**

Click to
[View opportunities](#)
and submit your form.

Need to fill a position?
Want to fill a position?

start here...

ASC CAREER CENTER

Criminology Around the World

Inside CCPCJ35: International Crime Policy, Emerging Threats, and Why Criminologists Should Care

By Jheyleinnies Salce, Master of Arts Degree Program in International Crime and Justice,
John Jay College of Criminal Justice, City University of New York

From June 1 to 5, 2026, the United Nations Commission on Crime Prevention and Criminal Justice (CCPCJ) held its 35th session at the Vienna International Centre in Austria. The CCPCJ brings together member states, UN entities, intergovernmental organizations, civil society, and other stakeholders to discuss emerging criminal threats and strengthen international cooperation. Twelve John Jay College of Criminal Justice students attended as representatives of Criminologists Without Borders, alongside our professor Dr. Rosemary Barberet. We observed the Plenary and Committee of the Whole, participated in a consultation on scams affecting older persons, met newly appointed UNODC Executive Director Monica Juma, and attended a number of side events.

The session began with the Commission's formal policymaking process in the Plenary. During its opening, member states debated references to the 2030 Sustainable Development Goals (SDGs) in the provisional agenda. The United States, supported by Argentina, proposed removing the language, arguing that it distracted from the Commission's crime prevention mandate. The amendment was rejected, demonstrating how competing national priorities are negotiated within a traditionally consensus-driven forum. Executive Director Monica Juma emphasized international cooperation and the interconnected nature of cybercrime, human trafficking, migrant smuggling, drug trafficking, and the criminal use of digital technologies. The Committee of the Whole (COW) translated broader policy positions into resolutions. We observed delegations propose amendments, debate terminology, and negotiate compromises, including discussions over digital versus cyber-enabled fraud and the responsibilities of governments, financial institutions, and specialized investigative units.

The Commission ultimately adopted three resolutions addressing emerging transnational crime challenges. A U.S.-tabled resolution on the sextortion of children focused on the use of digital platforms, artificial intelligence, and manipulated imagery for coercion and exploitation, while negotiations highlighted difficulties surrounding the term sextortion, which lacks a consistent legal definition. A second resolution, tabled by Belarus and Kazakhstan, addressed trafficking in persons for forced criminality, emphasizing victim identification and the non-punishment principle for trafficked persons compelled to commit crimes. A third resolution, tabled by Costa Rica, Ecuador, Japan, the United Kingdom, and the United States, strengthened responses to fraud, cyber-enabled schemes, and organized scam centres, recognizing their links to trafficking, corruption, money laundering, virtual assets, and organized crime.

Beyond Formal Proceedings

CCPCJ35 also featured 102 side events examining specialized crime and justice issues. Technology was a major theme, including artificial intelligence, cryptocurrency, electronic evidence, online recruitment, darknet markets, and other tools that are expanding the reach and complexity of organized crime. Discussions also highlighted the intersections between human trafficking, migrant smuggling, forced criminality, corruption, and illicit economies. Other sessions examined falsified medical products, emphasizing cooperation among law enforcement, regulators, and health authorities, as well as environmental crime and its connections to corruption, illicit finance, deforestation, illegal land use, and organized criminal activity.

Why Should Criminologists Care?

CCPCJ35 demonstrated to us why international crime policy matters for criminologists. The session showed how established areas of crime increasingly overlap, evolve, and cross borders, creating new challenges for research and policy.

Criminologists can contribute by identifying patterns, data gaps, and emerging threats while providing evidence to inform policy discussions. In turn, engagement with policymakers can reveal new research questions and help criminologists reassess how existing theories apply to changing forms of transnational crime. Stronger connections between research and international policymaking can therefore support more informed and effective responses.

For more information: https://www.unodc.org/unodc/en/commissions/CCPCJ/session/35_Session_2026/main.html



New UNODC Executive Director Monica Juma meets with civil society at CCPCJ35. Featured along with others are John Jay students Percival Arthur, Marilisse Marin, Mikayla McAvoy, Shania McCombs, Kimora Dewar, Brandon Etkin, Daniela Ramirez, Sadia Riya, Emily Rojas, Jheyleinnies Salce, Damien Tan and LuzMaris Trujillo-Astacio



Advance your career. Shape the future of justice.

We invite you to explore your graduate career options at the **#2 ranked CCJ doctoral program**, where our community-engaged research is charting a path forward in the dynamic field of criminology and criminal justice. The School of Criminology and Criminal Justice is recruiting graduate students for our research-focused MS and PhD programs. We are also recruiting for our new Doctor of Criminal Justice (DCJ) degree. The DCJ is offered via ASU Sync (weekly meetings via Zoom). ASU is proud to be a Hispanic-Serving Institution and continues to be **ranked #1 in innovation** by U.S. News & World Report. Join us to engage in community-embedded research and work closely with top-ranked faculty who are impacting all areas of the criminal justice system.

Criminology and Criminal Justice, MS

Gain advanced training in research, policy and data analysis to prepare for careers in criminal justice agencies, research organizations and policy institutions. Students are also well-prepared for continued study as doctoral students. No GRE required.

Criminology and Criminal Justice, PhD

Join a top-ranked doctoral program designed for students pursuing academic or research-intensive careers. Direct admission is available for exceptional undergraduates. Competitive funding packages include tuition support and health insurance. GRE optional.

Doctor of Criminal Justice, DCJ

The DCJ is a professional doctoral degree program designed for practitioners in the criminal justice professions who aspire to be experts, combining practical and academic knowledge to solve complex justice issues. Offered via ASU Sync, students will meet live once a week via Zoom.

For application or enrollment information, visit:

PhD Program: bit.ly/ccjphd

DCJ Program: bit.ly/3ZMTkKy

Master's Program: bit.ly/44xTkAB

Questions? Email: sccjgrad@asu.edu

ASU School of Criminology
and Criminal Justice
Arizona State University

ccj.asu.edu



RUTGERS UNIVERSITY

School of Criminal Justice

MEET OUR NEW FACULTY

**Jedidiah Knode, PhD**

Neighborhoods, infrastructure, and institutional inequalities. PhD at Michigan State University in the School of Criminal Justice.

**Leah Ouellet, PhD**

Punishment, sentencing policy, and penal reform. PhD in Human Development and Social Policy at Northwestern University.

**Nicholas Goldrosen, PhD**

Sentencing, law enforcement misconduct, and prosecutorial discretion. PhD in Criminology from the University of Cambridge.

**Tatiana Padilla, PhD**

Immigration enforcement, inequality, and policy analysis. PhD in Public Policy from Cornell University.



Conferences, Webinars & Workshops

INSTITUTE FOR PEACE AND DIALOGUE – SUMMER RESEARCH PROGRAM

Event Type: 3 month program | **Location:** Basel, Switzerland | **Date:** August 4 – October 30, 2026 <https://www.ipdinstitute.ch/Trainings-Events/>

EUROPEAN SOCIETY OF CRIMINOLOGY MEETING

Event Type: Conference | **Location:** Warsaw, Poland | **Date:** September 9 – 12, 2026
<https://esc-eurocrim.org/v2/eurocrim-2026-the-26th-annual-conference-of-the-esc-will-take-place-in-warsaw-poland-from-9-to-12-september-2026/>

BEYOND THE CITY: INTERDISCIPLINARY PERSPECTIVES ON CRIME, JUSTICE, SECURITY AND SOCIETY IN RURAL CONTEXTS

Event Type: Conference | **Location:** Bialystok, Poland | **Date:** September 14 – 15, 2026 <https://konferencje-prawo.uwb.edu.pl/beyond-the-city-international-conference>

DCJS PUBLIC SAFETY SYMPOSIUM

Theme: Building Safer and Stronger Communities
Event Type: Symposium | **Location:** Albany, NY | **Date:** September 22 – 24, 2026
https://registration.expologic.com/registration/start/F77D8C38-BE31-4700-8C2F-A8A1D13150F9?utm_medium=email&utm_source=govdelivery

2nd INTERNATIONAL CONFERENCE ON CRIMINOLOGY AND CRIMINAL JUSTICE

Event Type: International online Conference | **Location:** Online | **Date:** October 3 – 4, 2026
<https://www.icccj2026.com/>

WESTERN REGION REENTRY SUMMIT

Event Type: Summit | **Location:** Reno, Nevada | **Date:** October 14 – 16, 2026
<http://www.reentrysummitwest.com/>

AUSTRALIAN AND NEW ZEALAND SOCIETY OF CRIMINOLOGY (ANZSOC) CONFERENCE

Event Type: Conference | **Location:** Adelaide, Australia | **Date:** December 1 - 3, 2026
<https://anzsoc.org/#>

EUROCRIM 2026: FRONTIERS OF CRIMINOLOGY | WARSAW, POLAND | 9-12 September 2026

Eurocrim 2026, titled "Frontiers of Criminology," will take place in Warsaw, Poland, from 9 to 12 September 2026. Organized by the University of Warsaw and the European Society of Criminology, the conference will bring together scholars from around the world to reflect on how rapidly changing, fluid societies are reshaping crime, harm, and criminological inquiry.

As technological, environmental, and social transformations push the boundaries of contemporary life, criminology faces new questions about emerging forms of crime and harm, shifting crime patterns, and responsibilities in the face of uncertainty. Eurocrim 2026 will provide a forum to explore these evolving frontiers and their implications for theory, research, and policy.

We invite you to follow the conference website and social media channels, where updates and calls will be posted regularly: <https://eurocrim2026.com/> <https://www.facebook.com/eurocrim2026>

In Remembrance

Remembering Dr. Randall G. (Randy) Shelden



It is with great sadness that we announce the passing of Dr. Randall G. (Randy) Shelden, who died on June 19, 2026.

Randy was one of the nation's leading criminologists and among the most respected scholars in the field of criminal justice. Over a career spanning more than 50 years, he authored or co-authored more than 20 books and published more than 50 scholarly articles and book chapters, along with countless reports, commentaries, and essays that challenged conventional thinking about crime, punishment, and incarceration. His work consistently reminded us that criminal justice policy must be grounded not only in sound research but also in humanity, fairness, and compassion.

Randy joined the faculty at the University of Nevada, Las Vegas in 1977 and devoted 46 years to teaching and mentoring generations of students before retiring in 2024. He was instrumental in developing UNLV's criminal justice program and helped establish its master's degree program. An award-winning teacher, he received UNLV's Outstanding Teacher Award six times and was widely admired for his ability to inspire students to think critically about justice and social change.

While his scholarly accomplishments were extraordinary, they tell only part of the story. Randy was a person of remarkable integrity, intellectual curiosity, and moral clarity. He never hesitated to question accepted wisdom when he believed it stood in the way of justice. He understood that behind every statistic was a human life, and he never lost sight of the people most affected by the criminal legal system.

His friendship, generosity, and quiet humor enriched the lives of all who knew him.

Randy leaves behind an enduring legacy through his scholarship, his teaching, and the many colleagues, students, and advocates whose lives he influenced. His work will continue to inspire those committed to creating a more just and humane society.

The Criminologist

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MARK YOUR CALENDAR

FUTURE ASC ANNUAL MEETING DATES

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
2036	November 19 - 22	San Francisco, CA	San Francisco Marriott Marquis



2026 ASC ANNUAL MEETING

Venue: Palmer House Hilton

Location: Chicago, IL

Date: 11/18 - 11/21/2026

Chairs: Carlos E. Monteiro, Suffolk University & Jennifer B. Robinson, Salem State University

Theme: *Criminology and Justice Policy*

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



CHICAGO, ILLINOIS

November 18 – 21, 2026

CRIMINOLOGY & JUSTICE POLICY



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 in the State Ballroom on the 4th Floor.

PRE-MEETING WORKSHOPS

ASC Sponsored Workshops are held on Tuesday, November 17. The 2026 ASC Sponsored Workshops are:

- 1) Beyond the Ivory Tower: Bringing Criminology to the Public, led by Abigail Henson | 1-5:00 PM | Spire Parlor, 6th Floor
- 2) Wellbeing in the Field: Navigating Emotional, Ethical, and Practical Challenges in Criminological Fieldwork, led by Ellen Van Damme, Field Research Consulting and Michelle Lyttle Storrod | 1-5:00 PM | Water Tower Parlor, 6th Floor
- 3) Introduction to Multilevel Theorizing and Analysis, led by Gregory M. Zimmerman | 1-5:00 PM | Grant Park Parlor, 6th Floor

Full workshop details can be viewed on the [annual meeting workshop page](#) and at the end of this 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 the end of the meeting. Sessions begin Wed., November 18, at 8:00 AM. The ASC Welcome Reception (All Are Welcome) is scheduled for Wednesday, November 18, 2026, 5:00 to 6:20 PM; located in the Hilton Palmer House, Hotel Exhibit Hall (Meeting Room) - 4th Floor

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](#)

Feel free to email or call with any questions. asc@asc41.org, 614-826-2000

SECURE YOUR HOTEL ROOM SOON TO RECEIVE THE MEETING RATE

We are pleased to offer special group rates at two conveniently located hotels near the Annual Meeting. Rooms can be reserved at:

Palmer House Hilton

17 East Monroe Street | Chicago, Illinois | 60603

Room Rate: \$307 (plus taxes & fees) Price is good until October 8, 2026

Phone Reservations: 1-800-HILTONS *Must ask for the American Society of Criminology group rate

[Book Your Room at the Palmer House](#)

[Government Link](#)

EXHIBIT HALL

Exhibitors: ASC invites your organization to showcase and connect with over 3,500 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 [Annual Meeting Exhibitor & Advertising Form](#) to 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: Exhibit Hall - Red Lacquer Room - 4th Floor

Wed. 8:00 a.m. - 5:00 p.m. | Thursday 9:00 a.m. - 5:00 p.m. | Friday 9:00 a.m. - 5:00 p.m.

Exhibitors planning to join us this year:

Aspen Publishing
Carolina Academic Press

Eposit
Kendall Hunt Publishing Company
New York University Press

Palgrave/Macmillan
PM Press

Springer Nature
University of California Press

ASC DIVISIONS

Many of the 21 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 on-site, 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: Sandburg 7, 7th floor

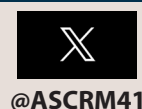
9:00 a.m. - 5:00 p.m., Wednesday, November 18 through Friday, November 20.

ANNUAL MEETING APP & SOCIAL MEDIA



Stay connected during the meeting with the 2026 ASC Annual Meeting Mobile App. The password will be provided when you pick up your name badge at the Registration Desk.

https://www.core-apps.com/dl/asc_2026am?utm_campaign=qr



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
PALMER HOUSE HILTON | CHICAGO, IL
SANDBURG 7 - 7TH FLOOR



Hours of Operation

Wed., Nov. 18 9 am - 5 pm | Thu., Nov. 19 9 am - 5 pm | Fri., Nov. 20 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:

- Details are displayed on a large monitor for position ads that are current, and posted on the ASC Career Center, during the annual meeting dates.
- Multiple copies of binders are made available that contain printed copies of full position ads that are valid and posted 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 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.

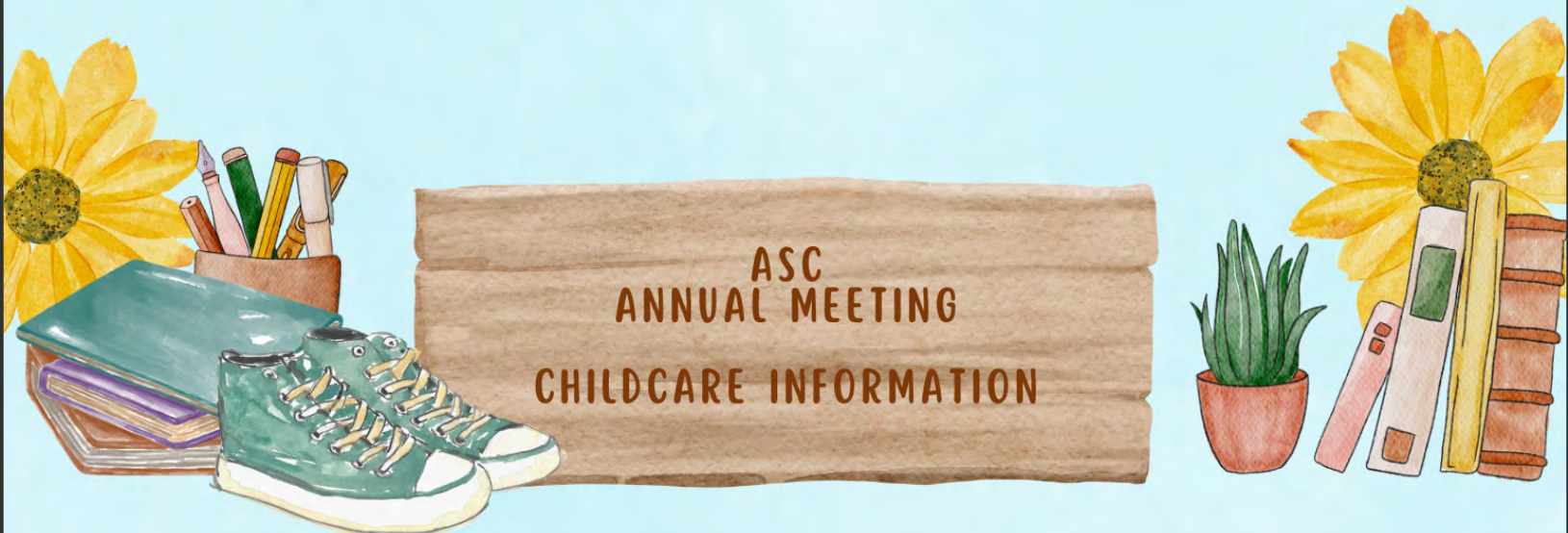
Candidate postings submitted by ASC members at the annual meeting will be posted on the website during the meeting. The member will need to log into her/his ASC member portal and submit the Candidate Posting Form.

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 Chicago, IL Annual Meeting in-person and bringing young children.

The application portal will be open from **September 1st** until **September 30th** and will be accessible from the [Annual Meeting](#) page during the same dates. We only have modest funds available for this year and can only give to 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 2026 ASC member before applying
- Must be registered for the Annual Meeting before applying
- Must be attending the Chicago, IL 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, round table, lightning session, author meets critic, poster).
- Only one parent of a child/children may apply for the grant.

There are no ASC sponsored childcare services on-site. While ASC neither sanctions nor recommends any particular childcare provider, and does not assume responsibility or liability for child care services provided by childcare providers, We stress that it is the responsibility of the parents to thoroughly investigate all childcare providers.

Contact the ASC Executive Office at asc@asc41.org ; 614-826-2000 per any questions.

International travel to the ASC Annual Meeting

We look forward to welcoming international students and scholars from around the world at our Annual Meetings in Chicago, IL this November.

As you finalize your travel plans, please review current Visa and Customs policies by the U.S Government as these change periodically.

For more information please visit:

<https://travel.state.gov/content/travel/en/us-visas.html>

<https://www.cbp.gov/travel/international-visitors>

Please keep in mind that the appropriate US visa for participants at academic conferences is the B-1 visa. The B-2 visa is primarily for tourism, but it also allows for participation in certain types of activities, including attending seminars or meetings. Countries with current visa waiver programs are exempt from these requirements.

When entering the United States, we recommend:

1. Printing your conference registration confirmation.
2. Having the conference venue address and contact information readily available
3. Being prepared to explain the professional nature of your visit
4. Printing copies of your inbound and outbound tickets and hotel bookings (if applicable)

Digital Privacy and US Immigration

As part of the current U.S immigration process, government officials may review your electronic devices, social media accounts, and overall online presence during the visa application process, entry to the US, or at other points of your immigration process or travel. This can include requests for social media handles, searches of publicly available information, and, in some cases, a review of devices in border crossings. Some of these protocols may apply to U.S citizens as well.

We encourage students and scholars to be mindful of their digital presence and to ensure compliance with all visa and immigration regulations.

Whether you are applying for the B-1 visa or traveling to the United States as a citizen of a Visa Waiver country, you may need a letter of invitation to attend a professional conference. ASC supports **conference presenters** with an official letter of invitation, which validates the purpose of your travel to the United States. To request a letter of invitation, please email meetings@asc41.org, and attach a copy of your submission acceptance email and institutional/university affiliation. Please note that the letter of invitation does not represent an offer of financial support for travel or lodging.



Kwame Raoul
ATTORNEY GENERAL

OFFICE OF THE ATTORNEY GENERAL STATE OF ILLINOIS

115 S. LASALLE STREET • CHICAGO, IL 60603
WWW.ILLINOISATTORNEYGENERAL.GOV

Civil Rights Hotline
1-877-581-3692

KNOW YOUR RIGHTS

Following federal executive actions on immigration, the Office of the Attorney General issued information to help immigrants living in Illinois protect themselves and their loved ones from unconstitutional and discriminatory action. Every person who spends time or resides in Illinois, including undocumented persons, has constitutional rights regardless of their citizenship or immigration status. The following information is designed to help you understand your rights and responsibilities when interacting with law enforcement.

Your Rights

If you are confronted by a police officer or immigration agent:

- You have the right to remain silent and you are not required to answer any questions. You may tell the police officer or immigration agent that you choose to remain silent.
- If you have any valid immigration documentation, such as a permanent resident card, an employment authorization card, or a certificate of naturalization, you may show your documentation to an immigration agent if the agent asks to see them.
- The officer or agent may pat you down if they believe you are carrying a weapon.

If police officers or immigration agents come to your home:

- You do not have to open the door if police officers or immigration agents come to your home and do not have a warrant.
- If you are unsure if the officer is an immigration agent, you may ask what agency they represent and specifically if they are immigration agents or from ICE.
- You may ask the officers or agents why they are there.
- You may ask for an interpreter if they do not speak your language.
- If the officers or agents say they have a warrant, you may ask to see it before letting them inside.
- If the warrant is issued by a court and signed by a judge, the officers may enter your home. If the document is not signed by a judge, you are not required to let them inside. You may say: "You are not allowed to enter."
- If the officers or agents force their way into your home, do not resist. You may tell them: "You are not allowed to enter. I do not consent to a search. I wish to remain silent. I wish to speak with an attorney as soon as possible."

If you are arrested:

- Do not attempt to resist arrest.
- You have the right to request to speak with an attorney.
- You have the right to request an interpreter.
- Remember, you do not have to say anything or answer any questions before speaking with an attorney.
- You have the right to consult with an immigration attorney before making any decisions about your case or signing any documents. No one can force you to make a final decision or sign a document if you do not fully understand it.

Important Reminders

- Carry valid identification with you at all times. If you have immigration documentation, carry your valid immigration papers and work permit with you at all times.
- Memorize your A number.
- Do not carry false or fraudulent documents, and never provide false or fraudulent documents to a police officer or immigration agent.
- If you have an encounter with police officers or immigration agents, write down as much information about the encounter as possible in case you feel your rights have been violated and you choose to file a complaint.

Beware of Dishonest Immigration Services Providers

- Immigration services providers are not attorneys and cannot provide legal advice. More information about legal services and immigration services providers is available at <https://illinoisattorneygeneral.gov/rights-of-the-people/civil-rights/immigration/>

Additional Resources

National Immigrant Justice Center:

<https://immigrantjustice.org/know-your-rights>

American Civil Liberties Union:

<https://www.aclu.org/know-your-rights/immigrants-rights>

The Attorney General's Civil Rights Bureau protects the civil rights of all Illinois residents. The bureau enforces civil rights laws that prohibit discrimination, works to strengthen civil rights laws and participates in community outreach programs. The bureau also investigates complaints of patterns and practices of discrimination in housing, public accommodations, employment and financial matters.

THE ATTORNEY GENERAL'S OFFICE DOES NOT REQUEST INFORMATION ABOUT IMMIGRATION OR CITIZENSHIP STATUS FROM ANYONE WHO CONTACTS THE OFFICE.

The Attorney General encourages individuals to contact the office to report instances of discrimination or harassment by calling the Civil Rights Hotline at 1-877-581-3692. Individuals with hearing or speech disabilities can reach us by using the 7-1-1 relay service.

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 us at: meeting@asc41.org

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 fulfilling 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 directly. 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 minutes, 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 notify the panel chair and submit a cancellation request using the [cancellation form](#) here.

Session Presenters

- Presenters must bring their own laptop for their sessions. An LCD projector, screen and all necessary cabling 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 participate remotely, they should coordinate directly with others in their session to make necessary arrangements. Due to our small staff size, ASC office staff is unable to assist with facilitating remote access.
- 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 picking up your registration materials for the meeting, we recommend taking a few minutes to locate the room where your session will be held. Please arrive at your scheduled room at least five minutes before the session begins.
- Plan a brief presentation. The session chair will monitor time and signal when it's time to begin wrapping. Please pay close attention to these cues and begin concluding your talk when prompted.
- If, for some reason, you are unable to attend your session as scheduled, please notify the panel chair and submit a cancellation request using the [cancellation form](#) here.

Roundtable Presenters

- A roundtable session typically has four to five presentations. 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. There will be a session chair who will establish the exact limit.
- Roundtable sessions are intended to be more informal than thematic sessions. They are held in smaller rooms and do not include any audio-visual equipment.
- 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.
- 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.

GUIDELINES FOR PARTICIPANTS AT THE ASC ANNUAL MEETINGS

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 submit a cancellation request using the [cancellation form](#) here.

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:

- Sessions are scheduled for one hour and twenty minutes (80 minutes). Divide the remaining time evenly between the Critics and the Author. Allow at least 10 minutes for questions and comments from the audience. Inform them of the amount of time available to them at least two weeks before the meeting.
- After picking up your registration materials for the meeting, we recommend taking a few minutes to locate the room where your session will be held. Please arrive at your scheduled room at least five minutes before the session begins.
- 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.
- 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 minutes, 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 notify the panel chair and submit a cancellation request using the [cancellation form](#) here.

GUIDELINES FOR PARTICIPANTS AT THE ASC ANNUAL MEETINGS

Critics:

- Presenters must bring their own laptop for their sessions. An LCD projector, screen and all necessary cabling will be provided. No other equipment will be provided (ie., 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 your session as scheduled, please notify the panel chair and submit a cancellation request using the [cancellation form](#) here.

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 notify the panel chair and submit a cancellation request using the [cancellation form](#) here.
-

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 full lightning talk 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

Making Presentations Accessible Through Universal Design for Learning

Adapted from the [*Minnesota Adult Basic Education Physical and Nonapparent Disability Assistance*](#)

Universal Design for Learning (UDL) is a method that promotes making instruction welcoming, accessible and inclusive to all learning styles and abilities. The following tips are suggestions for developing presentations and supporting materials with UDL principles in mind.

Preparation:

- ❑ Minimize the amount of text on each slide. Use bullet points. Less is more.
- ❑ Use large (at least 24 point), simple fonts, such as sans serif (Arial, Comic Sans, etc.) that are easy to read.
- ❑ Use at least 12-point font on any handouts.
- ❑ Use high contrast easy to read colors in PowerPoints. Avoid using any light or white font.
- ❑ Strive to use simpler charts or tables to present only the relevant data rather than all findings. Avoid copying and pasting output.
- ❑ Use closed captioned videos whenever possible. Turn on “CC” to activate closed captioning on YouTube. Note: Not all YouTube videos are closed captioned, and many are not 100% accurate.

Presentation:

- ❑ Have copies of the PowerPoint slides available upon request.
- ❑ Speak slowly and clearly. Face the audience while speaking. Do not block the screen.
- ❑ Describe images, and graphics on slides when it applies to the content being presented.
- ❑ Give a brief description of a video before playing it.
- ❑ Repeat questions and comments from the audience.
- ❑ Provide sufficient wait time/pauses for participants to process information.

Special considerations:

If you have questions or concerns related to accommodations, please contact asc@asc41.org.

Resources:

1. Accessed. Promoting Universal Design in Higher Education. http://access-ed.r2d2.uwm.edu/Tools_Resources/PowerPoint_Resources/
2. CAST: About Universal Design for Learning. <http://www.cast.org/our-work/about-udl.html#.W9oOhpP27cs>
3. DO-IT (Disabilities, Opportunities, Internetworking, and Technology). <https://doit.uw.edu/about-universal-design/>

Downtime While In Chicago?

[Click Here](#)

CHICAGO

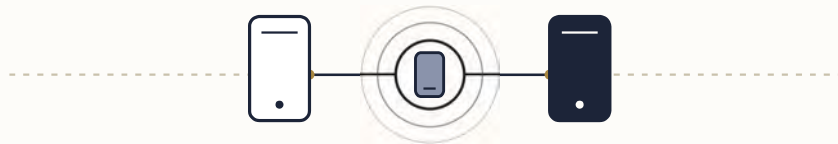
TRAVEL GUIDE





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 sponsor featured panels and roundtables. Members may also attend our social event at ASC — seating is limited, so reserve your spot on our website.

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 visit our website.

<https://ascdivisionofcybercrime.org/>



DIVISION OF
**COMMUNITIES
AND PLACE**

Congratulations to our 2026 award winners!

James Short Senior Scholar Award

Dan O'Brien

Northeastern University

Ruth D. Peterson and Lauren J. Krivo

Graduate Student Scholar Award

Calvin Proffit

University of Cincinnati

Robert J. Bursik Junior Scholar Award

Rachel Lautenschlager

University of Kentucky

Join us!

DCP general member meeting and graduate student
workshop:

Thursday Nov 19, 11:00am to 12:20pm

Burnham 4 - 7th Floor

To learn more about DCP, our awards, our reception, and
to join, scan the QR code or check out
communitiesandplace.org





DIVISION ON CORRECTIONS & SENTENCING

CONDUCTING RESEARCH OF CONSEQUENCE

The Division on Corrections and Sentencing (DCS) advances knowledge, research, and practice.

We promote rigorous, relevant research to inform policy and practice, foster professional development, and facilitate collaboration among scholars, practitioners, and students dedicated to creating fair, effective, and just corrections, sentencing, and court systems.

DCS SPONSORED SESSIONS & WORKSHOPS

WEDNESDAY, NOVEMBER 18, 2026

9:30 to 10:50am Burnham 2 - 7th Floor	How the Sausage Gets Made – Bail, Bargains, and Early Case Processing
11:00am to 12:20pm Marshfield Room - 3rd Floor	Qualitative Research on Courts, Corrections, and Punishment

THURSDAY, NOVEMBER 19, 2026

8:00 to 9:20am Madison Room - 3rd Floor	Qualitative Research on Punishment and Inequality
8:00 to 9:20am Marshfield Room - 3rd Floor	Research on Psychology, Mental Health, and Courts
11:00am to 12:20pm Salon 10 - 3rd Floor	Across the Corrections Continuum: Institutional Contexts of Harm, Health, and Reintegration
12:30 to 1:50pm Clark 5 - 7th Floor	Translating Evidence into Practice: Innovation in Courts, Corrections, and Policy
12:30 to 1:50pm Salon 12 - 3rd Floor	Participatory and Translational Approaches to Justice Research
5:00 to 6:20pm Salon 3 - 3rd Floor	Governing Life Sentences: The Role of Race and Discretion

FRIDAY, NOVEMBER 20, 2026

8:00 to 9:20am Salon 7 - 3rd Floor	Exploring decarceration strategies: Using risk reduction to decrease correctional populations
9:30 to 10:50am Salon 1 - 3rd Floor	Bridging Research and Practice: Models of Researcher-Practitioner Collaboration
12:30 to 1:50pm Salon 2 - 3rd Floor	The Changing Landscape of Life Sentences: Institutions, Policy, and Lived Experience

SATURDAY, NOVEMBER 21, 2026

8:00 to 9:20am LaSalle 1 - 7th Floor	The Veteran Equity Framework: Experiential Knowledge, Reentry, and Sentencing for Justice-Involved Veterans
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JOIN DCS!

Become a member of the Division on Corrections and Sentencing to connect with a community of professionals, access resources, and stay informed about the latest research, policy, and practice in corrections, sentencing, and courts.



SCAN TO LEARN MORE
& JOIN DCS TODAY!



Division of Experimental Criminology Academy of Experimental Criminology

EXECUTIVE BOARD



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Executive Counselor



Justin Ready
AEC President

DEC/AEC MAIN EVENTS AT ASC 2026

DEC/AEC Awards Ceremony and Joan McCord Lecture

Wednesday, November 18: 2:00pm to 3:20pm
Salon 3 - 3rd Floor

Experimental Methods in Policing

Thursday, November 19: 9:30am to 10:50am
Honore Ballroom - Lobby Level

This Division of Experimental Criminology and Division of Policing sponsored panel showcases the work of division members who are using experimental methods to conduct research related to policing. Presentations examine various topics including students' interest in policing careers, the public's willingness to complete police satisfaction surveys, and the police's use of novel technologies. These presentations collectively demonstrate the value of using experimental methods to advance evidence-based policing.

Experiments in Policing & Public Safety #1

Thursday, November 19: 2:00pm to 3:20pm
Salon 1 - 3rd Floor

This Division of Experimental Criminology and Division of Policing sponsored panel features presentations that employ experimental methods to test questions related to policing and/or public safety.

Experiments in Policing & Public Safety #2

Thursday, November 19: 5:00pm to 6:20pm
Salon 1 - 3rd Floor

This Division of Experimental Criminology and Division of Policing sponsored panel features presentations that employ experimental methods to test questions related to policing and/or public safety.

FOR MORE INFORMATION ABOUT DEC/AEC, PLEASE VISIT [HTTPS://EXPCRIM.ORG/](https://expcrim.org/)



Division of Feminist Criminology

1

Who We Are

DFC facilitates and promotes research and theory development, pedagogical strategies, and curricular enhancement that strengthen the links between gender, crime, and justice.

2

Contact Information

Interested in learning more?
Contact our Division Chairs at
skopf@bgsu.edu or
kirwin@hawaii.edu

3

DFC Session & Events

Roundtable: DFC/DWC Leadership Reflections on the Past, Present, and Future of Feminist Criminology

Wed, Nov 18, 12:30 to 1:50pm, Sandburg 6 - 7th Floor

Divisions of Feminist Criminology & Victimology Joint Social

Wed, Nov 18, 7:00 to 9:00pm, Off-site: Panchos Rooftop & Cantina

Division of Feminist Criminology - Board Meeting

Fri, Nov 20, 9:30 to 10:50am, Wabash Room - 3rd Floor

4

Membership Benefits & Opportunities

- Various service and leadership opportunities
- Virtual events throughout the year to foster community and strengthen professional skills
- Mentorship program

5

Membership Dues

- Active/Retired Member (\$30)
- Student Member (\$10)
- Life Member (\$350)

Membership includes online access to Feminist Criminology and the Division listserv. Register on the ASC website!

DIVISION HEALTH & DISABILITY CRIMINOLOGY

This year, at ASC:

AUTHOR MEETS CRITIC

*Criminalized and Disabled:
A Sociological Criminology Beyond
the Crime,*
Author: Dr. Chrissie Rogers, Thu,
Nov 19, 9:30 to 10:50am, Salon 5 –
3rd Floor

SPONSORED PANEL

*Contemporary Issues for
Health and Disability
Criminology*
Fri, Nov 20, 8:00 to 9:20am,
Madison Room – 3rd Floor

JOIN DHDC! BENEFITS:

- Sponsored Panels
- Networking
- Disability Criminology working groups
- Workshops and brown bags throughout the academic year
- Members received discounted publication in BMC *Health and Justice* (see <https://link.springer.com/journal/40352/updates/27851060>)

DHDC LIGHTING TALKS

Wed, Nov 18, 12:30 to 1:50pm,
Crystal Room – 3rd Floor

INAUGURAL AWARD WINNERS ANNOUNCED AT OUR BUSINESS MEETING:

Thu, Nov 19, 11:00am to
12:20pm, Salon 4 – 3rd
Floor

INTERESTED IN DHDC?

Email Danielle.Wallace@asu.edu

DIVISION OF INTERNATIONAL CRIMINOLOGY

ABOUT THE DIC

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

THE “1+1 INITIATIVE”

At the DIC, we believe in active mentorship. We strongly encourage our established members to support our “1+1 Initiative” by bringing or sponsoring a student or junior faculty member to the DIC luncheon. Your support directly strengthens inclusion, accessibility, and opportunity for emerging international criminology scholars.

HOW TO JOIN?

- Must be a member of the ASC to join the DIC.
- \$15 (USD) for Student members.
- \$30 (USD) for all other members.

DIC @ ITALIAN VILLAGE ASC CHICAGO

November 20, 2026
12:00 PM – 2:30 PM
71 W. Monroe St.

TICKET REQUIRED SPACE IS LIMITED

All purchases must be made
via the ASC conference
registration portal.



Contact Us
asc.dic@gmail.com



@ascdic



<https://www.linkedin.com/in/ascdic/>



Interested in life-course criminology?

Join the Division of Developmental and Life-Course Criminology (DLCC) today and elevate your research, network, and impact.



Who we are

We are a community of more than 200 researchers, practitioners, and teachers working to advance developmental and life-course criminology. Our members come from all over the world. They include students, seasoned professionals, and some of the world's leading criminologists.

Member benefits



Network

Meet other scholars like you to exchange ideas and build collaborations



Research

Stay ahead of the latest developments in the field with access to our flagship journal



Awards

Be eligible for a range of prestigious awards, including our Life-Time Achievement Award



Impact

Share your work with an international audience in an inclusive and supportive environment



Contribute

Help advance life-course and developmental research, policy, and practice

Memberships

New students (Free)

- Free one-year membership for new student members

Students (\$10)

- For current graduate and undergraduate students

Emerging scholars (\$15)

- For members less than 5 years post PhD, JD, or equivalent degree

Legacy (\$15)

- For retired, emeritus, or non-employed members

Core (\$25)

- Our core membership category

Sustaining (\$50)

- For members who want to support student memberships and awards





DIVISION ON PEOPLE OF COLOR AND CRIME (DPCC)

American Society of Criminology

FEATURING KEYNOTE SPEAKER



WENDELL ROBINSON

Executive Director, Restore Justice

ABOUT RESTORE JUSTICE

Restore Justice is a Chicago-based nonprofit dedicated to transforming the criminal legal system by empowering people directly impacted by incarceration. Through advocacy, leadership development, policy reform, and community engagement, Restore Justice works to create opportunities for healing, second chances, and lasting change.

ABOUT WENDELL ROBINSON

Wendell Robinson serves as Executive Director of Restore Justice. After joining the organization as an apprentice, he created and led the Future Leaders Apprenticeship Program, preparing people returning from lengthy prison sentences for leadership in the nonprofit sector. Today, he leads Restore Justice's statewide advocacy and leadership efforts, bringing lived experience, vision, and a deep commitment to expanding opportunity for system-impacted communities.

“The organization has provided me the opportunity to work alongside my passion and grow in ways that were unimaginable.”

2026 DPCC LUNCHEON & AWARDS CEREMONY!

*Celebrating scholarship.
Honoring community.
Advancing justice.*



THURSDAY, NOVEMBER 19, 2026
12:30 – 1:50 PM



VIVERE, ITALIAN VILLAGE
71 W. Monroe
Chicago, IL 60603

Tickets purchased in advance.

DPCC AT ASC 2026



WEDNESDAY, NOVEMBER 18, 2026
5:00 – 6:20 PM

Division on People of Color and
Crime (DPCC) General Business Meeting



Salon 2 – 3rd Floor



FRIDAY, NOVEMBER 20, 2026
11:00 AM – 12:20 PM

Criminalized Knowledge: Defending
Race and Justice in the Age of Backlash –
an Ongoing Challenge (RAJ: *Race and
Justice: An International Journal*)



Salon 12 – 3rd Floor



SATURDAY, NOVEMBER 21, 2026
8:00 – 9:20 AM

Roundtable: Sisterhood Unlocked II:
Mentorship, Legacy, and Collective Care
in Criminology



Montrose 4 – 7th Floor



The DPCC unites scholars, researchers, practitioners, activists, and advocates who center race, equity, and justice in the study of crime and the criminal legal system.

THE DIVISION SUPPORTS:

- Research and theory on race, ethnicity, and justice
- Excellence through annual awards
- Justice-centered teaching and course resources
- Mentoring, networking, and professional development

For more info, visit ascdpcc.org



DIVISION OF QUALITATIVE RESEARCH

HOW TO JOIN:

New ASC Members should refer to the Divisions section of the membership form.

Existing ASC Members may add this Division to their current ASC membership as per the member's membership portal landing page.

DUES:

Active/retired ASC members (\$15)
Students (\$5)



Check us out at our
website!
ASCDQR.org

The purpose of the **Division of Qualitative Research** is to provide a supportive community for all researchers in criminology and criminal justice and to build a better understanding of qualitative research across the field.

MEMBER BENEFITS

Members can:

Access resources (e.g., webinars, resource guides) featuring new developments and how-tos in qualitative research;

Be part of a network of support, including opportunities for mentoring and platforms for sharing info on publishing qualitative work in specific journals; and

Participate in advocacy efforts to improve the status of qualitative research in criminology and criminal justice.



Division of White-Collar and Corporate Crime (DWCC)

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

THE ECONOMY OF ILLUSION

Fri, Nov 20, 8:00 to 9:20am,
Burnham 4 - 7th Floor

MORAL LAUNDERING AND GREY AREAS

Fri, Nov 20, 3:30 to 4:50pm,
Buckingham Room - 5th Floor

EXHUMING REGULATORY GAPS: FOOD MEDICINE

Thu, Nov 19, 12:30 to 1:50pm,
Salon 5 - 3rd Floor

MIXED METHODS OF MISCONDUCT

Thu, Nov 19, 8:00 to 9:20am,
Salon 2 - 3rd Floor

SIGNALS AND SHELLS: EVALUATING THE WEAK LINKS

Wed, Nov 18, 12:30 to 1:50pm,
Salon 10 - 3rd Floor

MENTORING AND NETWORKING FOR SCHOLARS OF CRIMES OF THE POWERFUL

Sat, Nov 21, 9:30 to 10:50am,
Montrose 5 - 7th Floor

CRIMES OF THE POWERFUL

Wed, Nov 18, 8:00 to 9:20pm,
Salon 4 - 3rd Floor

CRIME IN THE CRYPTO AGE: OPPORTUNITY AND HARM

Wed, Nov 18, 8:00 to 9:20pm,
Salon 6 - 3rd Floor

LIGHTNING TALK: ORGANIZED CRIME & WCC

Wed, Nov 18, 2:00 to 3:20pm,
LaSalle 2 - 7th Floor

ROUNDTABLES AND WORKSHOPS

CORRUPTION AND POLITICAL WCC AND CORPORATE CRIME

Wed, Nov 18, 11:00am to 12:20pm, Sandburg 6 - 7th Floor

FUTURE DIRECTIONS IN WCC AND CORPORATE CRIME

Fri, Nov 20, 9:30 to 10:50am,
Montrose 3 - 7th Floor

PUBLISHING RESEARCH ON WHITE-COLLAR CRIME

Fri, Nov 20, 8:00 to 9:20am,
Montrose 5 - 7th Floor

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



Thursday, Nov. 19, 11:00am to 12:20pm, Burnham 1 - 7th Floor

American Society of Criminology

2026 Annual Meeting Pre-Registration Form – Chicago, IL. - November 18-21, 2026

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: \$225.00
____ Non-Member: \$375.00
____ ASC Student Member: \$115.00
____ Student Non-Member: \$175.00

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

____ ASC Member: \$325.00
____ Non-Member: \$450.00
____ ASC Student Member: \$155.00
____ Student Non-Member: \$215.00

THE LAST DAY TO PRE-REGISTER IS NOVEMBER 2nd 2026.

OPTIONAL SPECIAL EVENTS

Division on Corrections and Sentencing Annual Business /

Awards Breakfast Meeting (165 limit)

Thursday, Nov. 19th, 8:00am – 9:20am

(Palmer House Hilton, Room TBD)

____ Students: \$5.00

____ Non-Students: \$15.00

Division of Feminist Criminology Awards and Breakfast

(80 limit)

Friday, Nov. 20th, 7:30am – 9:20am

(Palmer House Hilton, Room TBD)

____ Students: Free

____ Non-Students: \$15.00

____ Non-Students: \$10.00

____ Non-Students: \$5.00

(Sliding scale. Please choose one.)

Divisions of Feminist Criminology and Victimology Joint

Social (120 limit)

Wednesday, Nov. 18th, 7:00pm – 9:00pm (Offsite: Panchos

Rooftop Cantina)

____ Students: \$10.00

____ Non-Students: \$30.00

Division of International Criminology Awards

Presentation and Luncheon (100 limit) Friday, Nov. 20th,

12:00pm – 2:30pm (Offsite: Italian Village Restaurant)

____ Students: \$35.00

____ Non-Students: \$50.00

Division on People of Color & Crime Awards Presentation

and Luncheon (100 limit) Thursday, Nov. 19th, 12:30pm –

2:30pm (Offsite: Italian Village Restaurant)

____ All Students: \$25.00

____ DPCC Members: \$45.00

(DPCC Member or not)

____ Non-DPCC Members: \$50.00

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

2026 Annual Meeting Pre-Registration Form – Chicago, IL. - November 18-21, 2026

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.

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 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

2026 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 Palmer House Hilton, Chicago, IL.

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

Choice 1

Title: Beyond the Ivory Tower: Bringing Criminology to the Public

Instructor: Abigail Henson, Arizona State University (Contact: abigail.henson@asu.edu)

Date & Time: Tuesday, November 17th, Time 1-5 P.M.

Room: Spire Parlor, 6th Floor

When research circulates in public spaces it has the potential to shape popular discourse, elevate critical thinking about crime and justice, and challenge dominant narratives that often guide policy and practice, yet many researchers lack practical guidance on how to translate their work for broader audiences. This interactive workshop focuses on practical strategies for disseminating research through accessible, public-facing platforms. Participants will learn how to transform scholarship into engaging short-form social media content, develop and produce podcasts that center research-based conversations, and organize community-embedded lecture series and public dialogues that facilitate conversations with audiences beyond the university. By making complex research accessible and participatory, scholars can contribute to broader cultural shifts in how people understand harm, accountability, and justice and, in turn, create the conditions for more thoughtful and sustainable changes in policy and institutional practice. With examples, practical guidance, and discussion, participants of this workshop will leave with specific tools, frameworks, and strategies to communicate their research effectively, build meaningful public engagement, and expand the impact of criminological scholarship beyond the ivory tower.

Choice 2

Title: Wellbeing in the Field: Navigating Emotional, Ethical, and Practical Challenges in Criminological Fieldwork

Instructor: Ellen Van Damme, Field Research Consulting and Michelle Lyttle Storrod (Contact:

ellen@fieldresearchcoaching.com, mjlyttlestorrod@widener.edu)

Date & Time: Tuesday, November 17th, Time 1-5 P.M.

Room: Water Tower Parlor, 6th Floor

Criminological fieldwork often involves sustained engagement with sensitive topics such as violence, incarceration, victimization, and institutional harm. While these research contexts generate critical knowledge, they can also place a significant emotional and psychological burden on researchers and research teams. Prolonged exposure to trauma, moral distress, and institutional constraints can take a serious toll on those conducting the research itself. Yet, despite the concept of 'do no harm' extending to the researcher, researcher's wellbeing remains overlooked in formal methodological training. This interactive workshop is designed for researchers at all career stages who conduct qualitative, mixed-methods, or ethnographic fieldwork in challenging contexts. Rather than offering a prescriptive methodology, the workshop creates a structured space to reflect on the human dimensions of field research. Participants will explore how positionality, prior experiences, and emotional responses shape research encounters, ethical decision-making, and data interpretation. Through guided reflection, small-group discussions, and practical exercises, the workshop addresses common but rarely discussed challenges such as emotional overload, boundary-setting, secondary trauma, vicarious trauma, and navigating uncertainty in the field. Grounded in criminological research and empirical fieldwork experiences, this workshop equips participants with practical tools to prepare for, cope with, and reflect on emotionally demanding research environments. By centering researcher wellbeing as an ethical and methodological concern, the workshop aims to support more sustainable, reflexive, and resilient fieldwork practices, recognizing that caring for researchers is integral to producing rigorous and responsible criminological knowledge.

Choice 3

Title: Introduction to Multilevel Theorizing and Analysis

Instructors: Gregory M. Zimmerman, Northeastern University

(Contact: g.zimmerman@northeastern.edu)

Date & Time: Tuesday, November 17th, Time 1-5 P.M.

Room: Grant Park Parlor, 6th Floor

This workshop offers participants the opportunity to engage in multilevel theorizing, to be introduced to multilevel analysis, and to practice the modeling of multilevel data in Stata and/or HLM. We will: (1) discuss the theoretical and empirical rationale for using multilevel analysis; develop the multilevel model, from unconditional through cross-level interaction model; and (3) use hypothetical datasets to practice multilevel modeling in Stata and/or HLM.

PAYMENT INFORMATION ON NEXT PAGE

AMERICAN SOCIETY OF CRIMINOLOGY
2026 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:

Circle Payment Total:

CHOICE 1

CHOICE 2

CHOICE 3

\$75.00

\$30.00 (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 18th.

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