Australian Government

Australian Institute of Criminology

AUSTRALIAN INSTITUTE
OF CRIMINOLOGY

RESEARCH PUBLICATIONS HANDBOOK

Australian Institute of Criminology
Research publications handbook

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OVERVIEW

The Australian Institute of Criminology (AIC) has served successive Australian governments and the criminal justice system for more than four decades as the nation's research and knowledge centre on crime and justice—promulgating and disseminating research studies, compiling trend data and providing policy advice. We were established in 1973 following the passage of the *Criminology Research Act 1971*, to centrally collect and analyse national criminological data and provide evidence-based research to government and policing agencies. In late 2010 the Commonwealth Government passed the *Financial Framework Legislation Amendment Act 2010* amending the *Criminology Research Act 1971*.

Functions

The Institute undertakes its functions as set out in the *Criminology Research Act 1971*, which are:

(a) to promote justice and reduce crime by:

    (i)   conducting criminological research; and

    (ii)   communicating the results of that research to the Commonwealth, the States, the Australian Capital Territory, the Northern Territory and the community;

(b) to assist the Director in performing the Director's functions;

(c) to administer programs for awarding grants, and engaging specialists, for:

    (i)   criminological research that is relevant to the public policy of the States, the Australian Capital Territory and the Northern Territory; and

    (ii)   activities related to that research (including the publication of that research, for example).

The functions of the Director include:

- conducting criminological research, including the collection of information and statistics on crime and justice matters;

- communicating the results of that research, including through the publication of research material and seminars and courses of training or instruction;

- providing information and advice on the administration of criminal justice to the Commonwealth Government and state and territory governments; and

- collaborating both within and outside Australia with governments, institutions and authorities, and with bodies and persons, on research and training in connection with the administration of criminal justice.

PUBLICATION SERIES

The AIC produces a range of publications for a variety of audiences and purposes. There are four main series of research publications.

Trends & issues in crime and criminal justice

- Peer reviewed
- Concise publication of 4,000–6,000 words
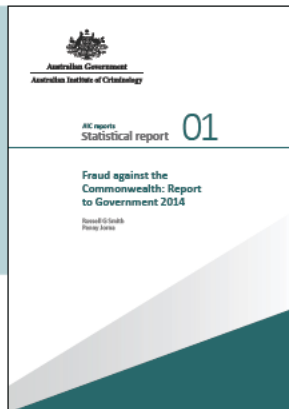- Internationally recognised as a research journal

Research report

- Peer reviewed
- Longer publication of 20,000–30,000 words

Statistical report

- Statistics-based publication
- Longer publication of 20,000–30,000 words

Statistical bulletin

- Statistics-based publication
- Concise publication of a maximum 5,000 words

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Trends & issues in crime and criminal justice

T&Is are concise (approx. 4,000 to 6,000 words), peer-reviewed papers on criminological topics aimed at policymakers and practitioners, the general public, students and the media. These will typically be summaries of developments in a particular field, or empirical findings from a new study. T&Is should always be set within the context of the existing literature and will have clear conclusions. This series has a broad audience and the writing and content should be able to be understood by university students and the media. Please note: the ampersand is part of the official title of the series.

Statistical Bulletins

Statistical Bulletins are concise papers (up to 5,000 words but usually much shorter) that provide statistical analysis of crime and justice data. This may be from AIC monitoring programs or from external sources, such as the ABS. These may begin with a very short literature review (no more than 500 words) to demonstrate previous work in the area but the focus should be on the statistical analysis. This analysis can range from descriptive statistics to modelling. These are not peer reviewed.

Research Reports

The Research Report series includes original research papers that can consist of any kind of research method or approach as long as it is robust. They should include an abstract of up to 150 words and an executive summary of up to 2,000 words. These papers are between 10,000 words and 30,000 words in total (including the executive summary, references and appendices). All publications in this series are subject to peer review, either through a double-blind peer review process or extensive stakeholder review.

Statistical Reports

The Statistical Report series includes reports on AIC monitoring programs that capture data on a range of Australian crime and justice issues. They may also include other one-off reports. These will be between 10,000 words and 30,000 words in total (including all appendices). Each Statistical Report should include an abstract of up to 150 words. These papers are not peer reviewed.

Criminology Research Grant reports

Each Criminology Research Grant (CRG) project results in a report of up to 30,000 words, as well as a *Trends & issues* paper on the same topic. Each report is peer reviewed along with the associated T&I. The reports are published on the CRG website: crg.aic.gov.au.

PUBLICATION PROCESSES

Researcher submits paper to publications inbox

Non-peer-reviewed papers

Peer-reviewed papers

Editor organises double-blind peer review

Text edited

Editor sends reviews to authors

Editor sends revised paper to Deputy Director for approval to edit

Edited paper sent to author

Media materials prepared

Minsub sent to Executive Support

Designed paper to Deputy Director for final approval. Media team advised

Paper designed and proofed

Final copyedit

Paper approved by CEO and MO

Paper published

Editor informs authors

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The publication process has a number of routine stages.

Approval

Ensure your manager has signed off on your paper and the Deputy Director Research has approved the document to be submitted for publication.

Before submitting a paper for peer review or editing, you must ensure the following:

- The document is clean—free of comments and tracked changes.

- The reference list is complete and accurate and conforms to AIC style. Authors are responsible for the accuracy of their reference lists. **Do not use Endnote** or any other referencing software.

- The figure data is provided in an Excel spreadsheet. The text of flow charts or other text-based figures is supplied in a Word document.

Any paper that does not meet these requirements will be returned to the author.

Peer review (where applicable)

The editor manages the peer review process. If you have written a *Trends & issues* paper, a Research Report or a CRG report, your document will be double-blind peer reviewed. Two external academics will review your paper and provide constructive feedback. The editor will return the de-identified reviews to you to address as necessary.

Editing

When you have addressed the peer reviews and your manager has approved the changes, you can submit the paper for editing. The editor will seek the Deputy Director's approval of the changes before editing your report.

The editor will edit your document and ensure it conforms to AIC style. Formatting changes and changes to the reference list will not be tracked. Other suggested changes to the document will be tracked and, where necessary, a comment explaining the reason for the suggestion will be inserted. If the editor has any queries, these will also be included as comments. The paper will then be returned to you.

When you receive the edited paper, review the changes and accept those you agree with. If the editor has suggested a change you are not comfortable with or do not wish to accept, indicate this by inserting a comment—do not reject the change. If you wish to alter text or add material to the document, use track changes.

When you have reviewed all suggested changes and accepted them, or indicated why you do not wish to, return your paper to the editor. The editor will review the document and prepare it for typesetting.

Typesetting

The designer will typeset your document and send it to the editor for proofing. Once proofed, your paper will be forwarded to the Deputy Director Research for review. A ministerial submission will be prepared.

Approval

Once the paper has been approved by the Deputy Director Research and the CEO, it will be sent to the minister's office. Ministerial approval can take some time, so please be patient.

Publishing

Once the paper has been noted by the minister, it can be published. The Library team uploads the publication to the AIC website.

The AIC rarely publishes hard copies of documents. If you do need hard copies, email the Publications and Design team: ███████████████.

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USING TEMPLATES

There are three basic templates for AIC publications:

- the T&I template;

- the Statistical Bulletin template; and

- a 'long report' template for Research Reports, Statistical Reports and CRG reports.

A fresh template should be used for each document you create to ensure conflicting styles and hidden codes are not transferred from other documents. Please request a template from the editor if you need one.

Check all styles are correct before forwarding your paper (the template can play tricks).

Formatting

Formatting such as bold and italics should be applied using the 'Strong' and 'Emphasis' template styles respectively. Do not use the buttons on Word's ribbon or the Control-B or Control-I functions. To open the Styles menu, press Alt-Control-Shift-S.

Never use the spacebar to space out text, table contents, bullets or anything else. If you do this, the editor will have to remove the spaces prior to typesetting.

Use page breaks only at the beginning of a new section, immediately before a top-level heading ('Heading 1' style). The designer will fix any awkward page breaks and keep paragraphs, tables and figures together wherever possible.

WORD USE

Dictionary

The AIC uses the *Macquarie Dictionary*. Spelling should align with the *Macquarie*, with the exception of the word 'percent', which should be written as one word.

For more detail on word style (whether a term is one word, two words or hyphenated), see *Hyphens* (page 26) and *Appendix A: Word list* (page 62).

Plain language

The AIC's readership is broad and includes academics, policymakers, criminal justice professionals and practitioners, police and the general public. All AIC publications should be written in a clear and plain language style. Complex methodologies should still be explained clearly.

This section describes some general principles of plain writing.

Sentence length

Shorter sentences are easier to understand than longer ones. Avoid writing sentences of more than 25 words where possible. Use the clearest and most concise phrasing possible. Often, a shorter phrase or a single word will do just as well as a longer phrase. The following are some common examples.

Instead of	Try
A large majority	most
Afford an opportunity	allow
As a means of	to
At all times	always
At the present time	now, currently
At this point in time	now, currently
Be in a position to	can
Because of the fact that	because
Due to the fact that	because
During the period	during
For the purpose of	for
Has a requirement for	needs
In a timely manner	quickly, promptly
In accordance with	under, following
In advance of	before

Instead of	Try
In order to	to
In regard to	about, on, concerning
In spite of the fact that	although
In the event that	if
In the majority of instances/cases	mostly, usually
In the near future	soon
In view of the fact that	because
No later than	by
On an annual basis	yearly
On the other hand	conversely
Pertaining to	about
Prior to	before
Provides guidance for	guides
Subsequent to	after
The way in which	how
Under the circumstances	because, therefore
Under the provisions of	under
Until such time as	until
With reference to	about
With regard to	about
With the exception of	except

Constructing paragraphs

Paragraphs are best kept to about five to seven sentences. However, they may be longer if they contain one line of thought. A typical paragraph follows a general academic formula.

- An opening sentence introduces the paragraph: 'With the introduction of automatic teller machines in the 1980s, offenders suddenly had new ways to commit banking offences.'

- The next sentence outlines your point for the reader—for example: 'Banks, therefore, were forced to rethink their prevention strategies.'

- The following sentence provides more information: 'To address this new way of offending, the banking industry held a conference to discuss measures implemented overseas, to determine which preventive strategies would translate easily to Australia.'

- The next sentence explains why you are telling the reader these things: 'This report outlines the main themes of the conference, including the use and effectiveness of natural surveillance and CCTV.'
- The final sentence concludes the paragraph: 'Most preventive measures used by the overseas banking industry against ATM-related offending could be implemented in the Australian environment, but the Australian banking industry may need to adapt some of the measures to suit local circumstances.'

Do not use single-sentence paragraphs. References to tables and figures can be included within a longer paragraph.

Technical terms, jargon and colloquialisms

In many academic papers, technical terms are both necessary and appropriate. They should be used judiciously, however.

Jargon is always inadvisable—it can exclude some members of your potential audience. Do not use jargon in your writing.

Colloquialisms and informal language can be useful, particularly if they are widely understood. Some colloquialisms in your writing are fine. Colloquialisms may be particularly relevant in some fields of study—in papers examining drug use or drug users, or other fields where there may be popular informal terminology for particular things.

Latin phrases

Latin abbreviations should be written in full in ordinary text but abbreviated inside parentheses.

> …cats, dogs et cetera.
> …for example, students found that…
> That is, where this applied…
> Students found this to be true (eg…)
> Where this was the case (ie…)

Do not italicise Latin words or phrases that have been absorbed into English. See the *Italics* section (page 36) for more information.

Use of pronouns

AIC papers may be written in either the first person ('We examined') or the third person ('The study examined'). However, you should be consistent throughout the paper. Writing in the first person reduces the need for passive voice, as in the following example:

> We used a chi-squared test to determine the association between parental offending and children's conduct problems. (active voice)
>
> A chi-squared test was used to determine the association between parental offending and children's conduct problems. (passive voice)

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Easily confused words

Affect/effect

Effect is a noun, meaning a result or consequence:

> The effect was startling.

Effect is also a verb meaning 'to bring about':

> This should effect a significant change in behaviour.

Affect is a verb meaning to influence or produce an effect:

> How does age affect how you think about crime?

Affect is also a noun meaning 'mood', as in 'affective disorders'.

All together/altogether

All together implies acting as one; *altogether* means completely:

> If we tackle this all together, we can effect an altogether different outcome.

Compared with/to

Use *compared with* when you are highlighting a change or difference—that is, when two things are different to each other (eg this year compared with last year; young offenders compared with older offenders). 'Compared with' is the expression you are most likely to be using in your work at the AIC. *Compared to* is used, generally, to say that one thing is the same as or like another. Think of Shakespeare's 'Shall I compare thee to a summer's day?' where he is pointing out that the two things are like each other. If in doubt, use *compared with* and you will be correct most of the time.

Discrete/discreet

Discrete means separate; *discreet* means sensitive or politic.

> She asked discreetly which was the minister.

Either/or and neither/nor

Either goes with *or* and *neither* goes with *nor*. For example:

> Either Anthony or Hayley will finish the report.
> Neither Anthony nor Hayley will finish the report.

Fewer than/less than

The simple rule is: use *fewer* for plural nouns describing things that can be counted, like apples or cats. For example:

> Fewer than 2,000 people…
> Fewer houses on the market…

Use *less* for mass nouns (things that cannot be counted, like water or wool). For example:

> There was less rain today.
> There was less cheese on the platter.

However (but)/however (in whatever way)

The word *however* is commonly misused. It can be an adverb meaning 'but' or 'despite that' or a conjunction meaning 'in whatever way', but each must be punctuated differently.

Where it means 'but' or 'despite that', it should have a semicolon or a full stop before it and a comma after it:

> The figures are interesting; however, they are not from a reputable source.
> The figures are interesting. However, they are not from a reputable source.

Where the word means 'in whatever way', it should have a comma before it but not after:

> The figures are interesting, however they were arrived at.

That/which

Use *which* at the beginning of parenthetical clauses that could be deleted without changing the primary meaning of the sentence. These clauses should generally be enclosed in a pair of commas.

> The policy, which is available on the intranet, must be strictly adhered to at all times.

The point of this sentence is that the policy must be strictly adhered to. The fact that the policy is available on the intranet is not essential.

> The statistics that were published were surprising.

In the example above, the clause *that were published* is essential to the meaning. The sentence suggests that not all the statistics were published, only the surprising ones. Commas should generally not be used in this situation.

Compare the above example with the following:

> The statistics, which were published, were surprising.

This sentence implies that all the statistics were published and all were surprising.

Gender and sex

The words *sex* and *gender* define different things, and are therefore used in different circumstances. Which one you use should be based on what data you have.

Gender is about how a person identifies themselves, and *sex* is about biological characteristics. If you were doing medical research, for example, you might use *sex* because you are referring to biological or anatomical characteristics. If, on the other hand, you asked people to identify themselves in a survey, you'd use *gender*, because how they identify may not reflect their biological characteristics. One of your participants could be biologically male but identify as a woman.

Intersex specifically means having biological characteristics that are not typically male or female. Intersex people may identify as a man, a woman, an intersex person or non-binary.

AIC publications usually rely on self-reported information and *gender* is therefore more accurate than *sex*.

Use *male*, *intersex* and *female* as adjectives where relevant and appropriate. It may be necessary to use *males* and *females* as nouns when referring to people of a broad or unknown range of ages, although the nouns *men* and *women* are preferable when referring only to adults.

Where a singular non-gender-specific pronoun is necessary, use *they* rather than *he/she*.

DOCUMENT STRUCTURE

The prefatory matter and general structure of long reports should follow this order. Not all sections are mandatory.

Parts of a document	Comment
Title page	Page numbering starts at i.
Imprint page	Page ii.
Contents	Begins on right hand page.
Figures	Heading 2. Do not include measurements in parentheses or superscripts
Tables	Heading 2. Run on from figures; do not include measurements in parentheses or superscripts.
Acknowledgements (note spelling)	And disclaimers
Acronyms and abbreviations	
Abstract (max. 150 words)	Mandatory for Statistical Reports, Research Reports and CRG reports.
Executive summary (max. 2,000 words)	Mandatory for Research Reports. Right hand page; roman page numbers continue.
Introduction	Page numbering starts at 1 on right hand page.
Body text	
References	
Appendices	Page numbering continues.
Glossary	

Sections

AIC reports contain sections rather than chapters.

Do not number sections in reports. Refer to sections and subsections in larger reports by the section name, italicised. For example:

> see section on *Methodology*
> see *Methodology* section, above

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Titles and subtitles

The title of your publication should be as concise as possible. Papers with shorter titles are more likely to be cited (see www.nature.com/news/papers-with-shorter-titles-get-more-citations-1.18246). This also applies to section headings and the titles of figures and tables—they should be brief and to the point.

Avoid using acronyms in titles or headings.

Subtitles should come after a colon, with the first word capitalised:

Indigenous prisoners: Literature review

Contents

There is no need to generate a contents page before sending your document to editing. The designer will generate one during typesetting. If your document is being circulated to stakeholders prior to publication, however, you may wish to generate a temporary contents page for their convenience.

Methodology

A brief explanation of the methodology can be provided in the body of the report. Detailed technical material, including complex explanations of methodology, should be included in a technical appendix at the end of the report.

Text boxes

Boxes can be used to highlight case studies or examples. These should be labelled like tables and figures—that is, start at 1 and continue sequentially (Box 1, Box 2…). If there is only one such box, though, do not give it a number.

Appendices

The AIC uses the term *appendices*, not *appendixes*.

An appendix usually consists of material supplementary to the text, or reference material such as lists and tables that are too long to be included in the text without disrupting its flow.

Label your appendices Appendix A, Appendix B, et cetera. If there is only one appendix, it does not need a letter label in the heading, but the tables and figures are still labelled with a capital A—for example: Table A1, Table A2. Tables in Appendix B should be labelled Table B1, Table B2 and so on.

Footnotes

Do not use footnotes in AIC publications; include the information in the text. The only exception is figures and tables. See *Tables and figures* (page 43) for more information.

Do not under any circumstances use automated referencing software like EndNote—it is incompatible with the AIC's design software and will cause problems during typesetting.

STYLE

Capitalisation

The AIC uses minimal capitalisation in text and references. Capitals should be used for proper nouns (names of people, places and organisations). If only part of a title is used, use lower case.

The following should also be capitalised:

- the Institute (referring to the Australian Institute of Criminology);
- Aboriginal/Indigenous (when referring to Australian Indigenous people);
- the Cabinet/Treasury/Crown;
- full names of government programs (the Drug Use Monitoring in Australia program);
- full names of agreements, treaties and conventions (the Commonwealth–State Housing Agreement, the housing agreement, the agreement);
- Act, Ordinance, Regulation, Bill;
- position titles (Governor-General, Minister for Home Affairs, Archbishop of Brisbane); and
- titles of journals (*Australian and New Zealand Journal of Criminology*).

Numbers

As a general rule, whole numbers from one to nine should be spelled out and numbers 10 and above should be written in numerals. For example:

> The crime involved eight offenders…
> The crime involved 18 victims…
> This figure was inflated by four percent…

Exceptions to this rule are as follows:

- Numbers in parentheses, tables and figures (including notes) should be written as numerals.
- A number at the beginning of a sentence must be written in words.
- Very large numbers can be written as words where rounded.

Percentages

Percent should be written as one word. In text, use the word *percent*, not the symbol.

> 26 percent

In parentheses, tables and figures (including in the titles of tables and figures), use the symbol (%) with no space.

> (47%)

When percentages and other numbers are presented together in parentheses, use a comma to separate them:

> (6%, n=54)
> (n=227, 17%)

Decimal places

In text, percentages should generally be rounded to the nearest whole number.

In tables and figures, decimals may be used when appropriate. Generally, do not use more than two decimal places. Where decimals are used, all values should be presented with the same number of decimal places to keep the columns aligned (eg 0.3 and 0.0, not 0.3 and 0).

Mathematical variables

Mathematical variables (n, p, M, SD etc) should be italicised. Use the 'Emphasis' style in the template, not the Word style (Control I).

Spans of numbers

Use an en dash to indicate a range of numbers.

> 130–200

Number ranges can also be described in words, using 'to' or 'between', depending on context:

> from 10 to 12 percent
> between 23 and 35

While ranges can be described using either an en dash or words, be consistent in your use of these throughout the document.

Thousands, millions and billions

Use a comma to separate groups of three digits:

> 1,356
> 105,300
> 1,356,453

Fractions

Fractions should be written in words rather than numerals. Use a hyphen unless the fraction follows the word *a* or *an*:

> two-thirds
> a fifth

Ordinal numbers

Ordinal numbers (*first*, *second* etc) should generally be written in words. Where space is limited (such as in tables, figures, notes or references), you may use a numeral with the relevant suffix. The suffix should be ordinary text, not superscript (3rd, not 3rd).

Negative numbers

Use an en dash as a minus sign.

Money

Currency is expressed as numerals with symbols. For example:

> $150
> $88.57
> 35c

Do not include amounts of zero cents, unless within a table where other cent values are given.

Use words rather than numerals when the amount mentioned is not specific:

> It is estimated to be worth hundreds of dollars.

Millions and billions

For millions and other large amounts of money, use the abbreviation 'm' or 'b' without a space or a full stop.

> The offenders stole $1.5m.
> The crime type costs an estimated $13b.

Foreign currency

For other currencies in dollars, use the country abbreviation before the dollar symbol, without spaces.

> NZ$100,000
> US$50m

Do not use *A$* for Australian currency unless it is necessary to distinguish it from other currencies.

Use the relevant symbols for other currencies:

> €50
>
> £100m
>
> ¥15,000
>
> Rp650

Equations and mathematical symbols

Do not put spaces around mathematical symbols (=, <, >, %, ÷, ×).

Use Word's 'Symbol' function to write an equation. Do not use the 'Equation' function, as it is not compatible with typesetting software.

How to type Greek letters

The easiest way to type Greek letters is to use Word's in-built autocorrect. To enable this function in Word 2013, click on File/Options/Proofing/Autocorrect options. In the 'Math autocorrect' tab, make sure both boxes are ticked: 'Use math autocorrect rules outside of math regions' and 'Replace text as you type'. Unfortunately, you may need to repeat these actions for each document.

You can now insert Greek letters by typing a backslash (third key to the right of P) followed by the name of the letter.

Typing Greek letters		
Greek letter		**Autocorrect**
alpha	α	\alpha
chi	χ	\chi
eta	η	\eta
kappa	κ	\kappa
phi	φ	\phi
rho	ρ	\rho
theta	θ	\theta

ISBNs and ISSNs

Use spaces in ISBNs:

> 978 1 642242 57 7

Use a hyphen in ISSNs:

> 0817-8542

Dates and times

Dates

Do not use punctuation in dates.

> 11 November 1975
> Tuesday 23 June 2009

Months

In text, use the name of the month in full. This may be abbreviated to the first three letters (with no full stop) in tables and figures.

> Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

Years, decades and centuries

To express a range of years within the same decade, use an en dash and abbreviate the second year:

> 1995–98

Where the year range spans decades or centuries, use an en dash and write the years in full:

> 1990–2005
> 1988–1992

Do not use an apostrophe for decades.

> 1990s
> 1920s

Spell centuries out in full, except when used as an adjective:

> nineteenth century
> 19th-century idioms

Dates of birth and death are always expressed in full:

> Sir John Vincent Barry (1902–1969)

Time

Use numerals for time. Use a full stop, not a colon, and leave a space between the number and 'am' or 'pm':

> 9.45 am
> 6 pm

If using *o'clock*, single-digit numbers should be spelled out:

> six o'clock
> 11 o'clock

Punctuation

Commas

Commas can be used to set off expressions that interrupt sentence flow and to separate contrasting parts of a sentence.

Rule 1

Use commas as a substitute for 'and' to separate words and word groups with a series of three or more. For example:

> My estate is to be split among my husband, daughter, son and nephew.

Rule 2

Use a comma to separate two adjectives when the word 'and' can be inserted between them. For example:

> He is a strong, healthy person

You could also say 'strong and healthy', so a comma should be used.

> We stayed at an expensive summer resort.

You would not say 'an expensive and summer resort', so do not use a comma.

Rule 3

Use commas to set off expressions that interrupt sentence flow. Remember, when using commas in this way, they must be used in a pair:

> There was not, as previously recorded, an increase in prevalence.

Rule 4

Use a comma to separate contrasting parts of a sentence. For example:

> That is my money, not yours.

Semicolons

The semicolon has two functions. First, it can link two grammatically complete sentences that are closely related in meaning:

> Getting a warrant to access telecommunications (conversation) data is much more difficult than accessing metadata; hence the great interest shown by law enforcement agencies in gathering the latter.

Second, semicolons can separate the items in a complex list that already contains at least one comma:

> Expenditure that could not be allocated includes spending on over-the-counter drugs; health aids, appliances and programs; community health services; and other health practitioner services.

Semicolons should not be used for simple lists. Semicolons and commas are not interchangeable.

Colons

Rule 1

Use the colon to introduce a direct quotation that is more than about 25 words in length. For example:

> As stated in *Australia's welfare 2011*:
>
> According to the 2007–08 Survey of Income Housing, 4% of couple households and 3% of single-person households where the reference person was aged 65 or over had employment income as the main source of household income.

Rule 2

Use a colon to introduce the subtitles of reports, books and articles; the subtitle should start with a capital letter.

> Offending against women, 20 years on: What we know

Full stops

Use only one space after a full stop.

Hyphens

Do not overuse hyphens. Refer to the *Macquarie Dictionary* for hyphenated spellings or check with the editor if you are unsure.

Where an age acts as an adjectival phrase, use hyphens:

> 35-year-old shop assistant

Where an age phrase is used as a noun, do not hyphenate:

> …and one 40 year old.

Hyphenate 'related' when used as a suffix where the proceeding word is a noun—for example, work-related, identity-related, exercise-related.

En dashes and em dashes

Em and en dashes are so named because they are the width of the letters *m* and *n* respectively.

Use an en dash (–) rather than a hyphen to indicate a span of numbers, years or distances. For example:

> 1,234–1,255
> 1970–1999

To insert an en dash, press Control + the minus symbol on the numeric keypad on the right-hand side of your keyboard.

An em dash (—) can be used instead of parenthetic commas (or brackets) to make a clear interruption within a sentence.

To create an em dash, press Control + Alt + the minus symbol on the numeric keypad.

Apostrophes

The apostrophe is used to denote missing letters (eg *don't*, *can't*) or to indicate possession.

Rule 1

An apostrophe is inserted before the possessive *s* of singular common nouns. For example:

> The government's policy
> Tomorrow's release date
> The AIC's report

Rule 2

For possessives of names or words ending in *s*, just add the apostrophe.

> Emma Thomas' book

Rule 3

Plural nouns ending in *s* are apostrophised after the word.

> The prisoners' cells
> The students' rights

Rule 4

Plurals that do not end in *s* take an apostrophe + *s*. For example:

> The children's choice
> The women's statements

Rule 5

Use apostrophe + s after the last word of a compound term. For example:

> My father in law's fishing rod
> Someone else's problem

Rule 6

Do not use an apostrophe to indicate the plural of an all-capital abbreviation, or of numerals. For example:

> It happened in the 1970s.
> There were a lot of MPs at the function.

Rule 7

Its versus it's: no apostrophe is required when indicating possession.

> The report stands on its own.
> The dog ate its dinner.

An apostrophe is only used after it to indicate the contraction *it is*.

> It's the first report in the series.
> When working at a desk, it's a good idea to stretch occasionally.

Quotation marks

Use single quotation marks, not double. For nested quotations, use double quotation marks inside single quotation marks.

For further detail and examples, see the *Quotations* section on page 36.

Ellipses

Use an ellipsis to indicate where matter has been omitted (particularly in quotes). You can make an ellipsis using Alt-Control-full stop.

If the ellipsis is used at the end of a sentence, no final full stop is needed. Don't use spaces before or after an ellipsis.

> The new system will simplify current tax arrangements and will contain measures to compensate low-income individuals and families.

This quotation can be shortened, using an ellipsis, as follows:

> The new system will…compensate low-income individuals and families.

Parentheses

Parentheses can be used to enclose definitions, comments, clarifications, citations or additional information. In some cases, commas or em dashes can be used to similar effect. A general rule to remember is that a sentence should still make sense if the information in the parentheses is removed. For example:

> In 2008, 250 women (23%) took part in the study.
>
> The remaining areas (remote and very remote) all had lower participation in the survey.
>
> The survey results showed an increase in employment in the sector (Lindsay 1999).

It is sometimes necessary to use parentheses within parentheses:

> Those living in a capital city were significantly more likely to have used this technology (7%, n=23) than those living elsewhere (1%, n=2) (χ^2(1, n=446)=3.83, p<0.05).

Square brackets

Square brackets are primarily used in quoted material to show where material has been inserted by someone other than the author, or there is a change in capitalisation from the original. For example:

> Smith (2009) wrote:
> Although it was increasing, there was nothing police could do.

This quotation could be rendered as:

> Smith (2009) wrote that '[a]lthough [the incidence of offending] was increasing, there was nothing police could do'.

Here the first square brackets indicate the capital A of the original has been replaced with a lower-case a, and the word 'it' has been replaced by '[the incidence of offending]' for clarity.

Slashes

Avoid using the slash in text. It is preferable to write 'or' instead.

Where a slash is needed, do not use a space before or after it.

Abbreviations

Acronyms

Avoid acronyms unless they improve the clarity of your writing. Use an acronym only when you are going to use it more than three times in your document—otherwise, it is simpler to write the term out in full or use another word.

Beware of overusing acronyms that are not widely known; they can clutter the text and confuse the reader.

If you need to use an acronym, spell out the term in full the first time it appears in the text (not in a heading), followed by the acronym in brackets:

> World Health Organization (WHO)
> Australian Taxation Office (ATO)

This applies to the text in its entirety, from the executive summary or introduction onwards. Acronyms should not be reintroduced within every section. However, the foreword is considered separately, as are any appendices, and acronyms and abbreviations may be reintroduced in these.

If your document contains more than five acronyms, you may wish to include an acronym list at the beginning. It should be included after any acknowledgements and before the executive summary.

Common abbreviations

ed (editor or edition)
eds (editors)
et al. (and others)
GB (gigabytes)
KB (kilobytes)
kg (kilograms)
km (kilometres)
MB (megabytes)
nd (no date)
no. (number)
nos (numbers—note that there is no final full stop)
vol or vols (volume or volumes)

Units of measurement

Express units by their full name or abbreviation, but do not mix the two:

54 km/h, not 54 km/hour

Leave a space between the numeral and the unit of measurement:

18 metres
17 MB

Punctuation in abbreviations

Do not use full stops in acronyms or after abbreviations, with the exception of *no.* (number) and *et al.* Refer to the following examples:

Smith et al. 2014
Trends & issues in crime and criminal justice no. 553
Statistical Bulletin no. 8

Contractions

Do not use contractions unless they appear in quoted material.

Ampersand

Ampersands may be used in parentheses, reference lists, citations, titles and acronyms.

> (Hustle & Scout 2010)
> *Trends & issues in crime and criminal justice*
> Slater & Gordon
> PM&C

People, places and organisations

Personal names and initials

Do not use full stops or spaces between initials in people's names:

> Thomson AS, Wilde RJ

Personal titles

Do not use full stops in abbreviated titles (Dr, Mr, Mrs, Prof etc).

Use *Ms* for women if no preference is indicated.

Awards and honours

BA, AO, Dip Ed, PhD

Do not use a comma between the name and the first award, but do use a comma between the first award and any additional awards.

> Julie Evans BA, MA, PhD

Indigenous Australians

Aboriginal and Torres Strait Islander people is the most precise and inclusive collective reference for Indigenous Australians and the preferred term of the National Aboriginal and Torres Strait Islander Health Officials Network. *Indigenous Australians* can be used for subsequent references. 'Indigenous' should be capitalised where it refers to Australia's Indigenous peoples but is not capped when it refers to people of other parts of the world (eg the indigenous people of Canada).

Non-Indigenous can be used when comparing Indigenous with non-Indigenous people, except where people whose Indigenous status is not stated have been included with the non-Indigenous group. In this case, the comparison should be between Indigenous and other Australians.

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All Australians can be used when comparing Indigenous Australians with the wider Australian population (including Indigenous people).

Do not use the acronym 'ATSI'.

Governments and parliaments

Use capitals when referring to specific governments, parliaments and office holders.

> the Government of the Australian Capital Territory
> the Queensland Government
> Yass Valley Council
> Commonwealth, state and territory governments
> the Opposition
> the ACT Legislative Assembly
> the Australian Parliament
> the Prime Minister, Mr Morrison

Use lower case when referring to generic governments, parliaments and office holders, or where more than one is referred to:

> the Victorian and South Australian governments
> federal, state and territory and local governments
> local governments throughout Victoria
> all parliaments operate under procedures
> Edmund Barton became prime minister
> the premiers are all elected

States and territories

Abbreviations for the states and territories in Australia are as follows:

> NSW, Vic, Qld, WA, SA, Tas, ACT, NT

Do not include these abbreviations in the acronym list of your document.

State and territory names should be written in full unless used as an adjective. For example:

> The majority of offenders lived in New South Wales.
> The majority of respondents were NSW offenders.

When listing states and territories (such as in a table or figure), put them in order of population, as above.

Police agencies

Spell out the full names of police agencies for the first reference, followed by the abbreviation in parentheses. Subsequent references may use the abbreviation if space is limited or to avoid repetition.

The correct name and abbreviation for each Australian police agency is shown below.

Police agency	Abbreviation
Australian Federal Police	AFP
New South Wales Police Force	NSWPF
Victoria Police	VicPol
Queensland Police Service	QPS
Western Australia Police Force	WAPF
South Australia Police	SAPol
Tasmania Police	TasPol
Australian Capital Territory Policing	ACT Policing
Northern Territory Police	NTPol

Other organisations

Some organisations are commonly referred to by an abbreviation. Where this is the case, indicate in parentheses how it will be referred to after the first mention.

> The Royal Australian Navy (the Navy)
> The Australian Institute of Criminology (the Institute)

Countries other than Australia

For the most recent names of countries and the correct use of these, check the Department of Foreign Affairs and Trade website.

Use *United States* rather than *USA*. *US* can be used as an adjective, for example:

> Offenders in the United States were found to have higher rates of suicide in custody. The US court system imposed harsher penalties for burglary than did Australian courts.

For foreign or international organisations, use the spelling used by that organisation.

> World Health Organization
> International Labour Organization

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Bullet points

Lists can be presented horizontally (within text) or vertically (as bullet points). Bullet points can make the information easier to read.

When using bullet points, make sure each item in the list flows logically from the introduction. That is, if the reader skips from the introduction to any bullet point, the sentence should still make sense.

Each template has a specific style for bullets and second-level bullets. Use the appropriate style for bullet lists in your report.

Punctuation in bullet points

Each list of bullet points should be introduced by a sentence (or sentence fragment) ending in a colon.

The way bullet points are punctuated depends on whether the points are complete sentences or sentence fragments.

Full sentences

If each item in the list is a complete sentence, begin each point with an initial capital and end each point with a full stop or question mark.

> Of the 115 deaths in prison custody that occurred during 2013–14 and 2014–15:
>
> - One hundred and eleven deaths (97%) involved male prisoners and four (3%) were of female prisoners.
> - Over half (52%, n=60) of the deaths occurred among those aged under 55 years.
> - Twenty-five (22%) were Indigenous and 90 (78%) were non-Indigenous.

Sentence fragments

If the items are sentence fragments:

- begin each point in lower case (unless the word is capitalised in its own right);
- put a semicolon at the end of each item;
- include *and* or *or* at the end of the second-last point; and
- end the last one with a full stop.

A mix of full sentences and sentence fragments

If the list is mostly sentence fragments but a small number of points are made up of more than one sentence:

- use full stops for internal sentences and a semicolon at the end of the bullet point; unless
- it is the last one (in which case, use a full stop).

Introductory words with explanations

If the bullet point uses introductory words followed by an explanation, use an unspaced em dash and lowercase after the initial word(s).

> The offences were categorised based on severity:
>
> - violent offences—includes homicide, assault, sex offences, other offences against the person and robbery;
>
> - theft-related offences—includes break and enter, other theft, property damage and fraud; and
>
> - drug-related offences—includes possessing, using, dealing, trafficking and manufacturing/growing drugs.

Numbers in bullet points

Whether a number at the beginning of a bullet point is written in words or numerals depends on whether it is a sentence fragment or a complete sentence. Where a bullet point is a full sentence, the number at the beginning should be spelled out:

> - Seventy-one percent of deaths in prison custody were the result of natural causes.

Where the bullet points are sentence fragments, numbers should be treated as though they occur in the middle of a sentence. That is, single-digit numbers should be written in words and larger numbers should be written in numerals.

> Of the 17 shooting deaths:
>
> - 15 (88%) were of non-Indigenous persons;
>
> - 16 (94%) were male; and
>
> - nine were aged 40–54 years (59%), three were aged 25–39 years (18%), two were aged under 25 years (12%) and two were aged 55 years or over (12%).

Numbered lists

Using numbers rather than bullets can suggest to readers that the items in the list are ranked according to importance or chronology. For this reason, bullets are usually preferred. Use numbered lists only when you are describing a sequence—for example, successive steps in a procedure:

> The project involved:
>
> 1. carrying out the experiment;
>
> 2. analysing the results; and
>
> 3. writing the report.

Letters in lists

Use lettered points such as (a), (b) and (c) only in quotations.

Bold

Do not use bold to emphasise words. If they really must be emphasised, use italics.

Italics

Italics may be used for emphasis where absolutely necessary. Use the 'Emphasis' style in the template rather than the Word function (Control-I).

Italics should also be used for the following:

- mathematical variables (n, p, M, SD etc)

- legal cases (*James v Cowen* (1932) 47 CLR 386);

- titles of Acts but not bills or regulations;

- titles of books, reports, periodicals and works of art;

- references to other sections of a report (see the *Methodology* section); and

- Latin or other foreign words or phrases that have not been absorbed into English, as determined by their inclusion in the *Macquarie Dictionary*. For example, the phrases *qui tam* and *doli incapax* should be italicised because they are not in the dictionary but 'pro bono' and 'pro rata' should not.

Quotations

Short quotations

Quotations of less than about 25 words should be included in ordinary text in single quotation marks. If the quote is a sentence fragment, the full stop should go outside the quotation marks:

> One investigator stated that he always had a 'box of tissues ready' and acknowledged that it was 'very stressful for whistleblowers to come forward'.

If the quotation is a complete sentence, use a colon or comma to introduce the quote and capitalise the first word. The full stop (or other terminal punctuation) should usually go inside the quotation marks.

> The investigator said, 'Whistleblowers find it very stressful to come forward.'

For a quote within a quote, use double quotation marks:

> The investigator said: 'The whistleblower told me it was "very stressful" to come forward.'

Long quotations

Long quotations (approximately 25 words or more) should be set as an indented block of text. Use the 'Quote' style provided in the template. Do not use quotation marks or italicise the quoted material. Include the reference, including pagination, at the end of the quotation, after the full stop:

> It has been said that...secrecy is no longer acceptable; too many lives and livelihoods have been lost or destroyed because a whistle could not be blown. But too often the voice of the honest worker or citizen has been drowned out by the abusive, unaccountable bosses. (Kennedy 2004: 1)

Quoting research participants

When quoting from interviews or correspondence with research participants, be consistent throughout the paper in how you identify them. There are many ways to distinguish between individual participants while maintaining confidentiality. The following examples are illustrative only:

> Participant 12
> Victim/survivor 8
> Interviewee 3
> Service provider 6

If the sample is small, it may not be necessary to number each participant. Conversely, it may be useful to include additional information about participants such as their gender, age or occupation if the sample size is large enough that these details will not identify anyone.

Attributing quotations

You may identify the source at the end of the quotation, as follows:

> The disclosure recipient commented:
>
> When the whistleblower reported what he had seen, he suffered assaults for having spoken up...and there were inadequate procedures in place to guard against this... making work impossible for the whistleblower, who suffered a great deal. (Disclosure recipient 27)

It is also acceptable to identify the source in the introductory text:

> Disclosure recipient 27 commented:
>
> When the whistleblower reported what he had seen, he suffered assaults for having spoken up...and there were inadequate procedures in place to guard against this... making work impossible for the whistleblower, who suffered a great deal.
>
> Defence lawyer 5 described it as 'a significant impediment to any kind of resolution'.

It is generally not necessary to include the date of the interview or correspondence or cite it as 'personal correspondence'. It should already be clear to the reader that the comments were collected as part of the research process.

Changing quotes

Quoted material should be included exactly as it appears in the source. If you need to add text to a quote or clarify the quote in any way, use square brackets to do so.

> These [ethnic and local] suppliers are more reliable than the other suppliers because they are in our neighbourhood and cannot afford to lose face with the community.

If you omit text from quoted material, indicate this by using an ellipsis:

> These suppliers are more reliable than the other suppliers…and cannot afford to lose face with the community.

Do not leave spaces around the ellipsis. If you are using an ellipsis at the end of a sentence, do not add a full stop.

Acknowledging quotes

Always acknowledge the source of quotations. An unacknowledged quotation is regarded as a very serious matter by authors and authorities alike.

Cases and legislation

Cases

Cases are cited as follows (with the case name but not the rest of the citation in italics):

> *James v Cowan* (1932) 47 CLR 386

Note the parties are separated by a *v* (in italics and without an s or a full stop).

Recent cases are often reported electronically in medium neutral citation, in which case it is customary to include the date of judgement. In this format, the date of the case is in square brackets. For example:

> *Griffith University v Tang* [2005] HCA 7 (3 March 2005)

After the first reference in the text, a shorter version may be used:

> The High Court held in *James v Cowan* that…

Well-known cases sometimes become known by a shorter title. In these circumstances, use the full reference in the first instance. The short version may be used thereafter.

> *Commonwealth v Tasmania* (1983) 158 CLR 1 (Dams case)
> In the Dams case…

The Crown

In a criminal trial, the Crown is abbreviated to *R* and the case may be referred to subsequently by the defendant's name (note that square brackets are used in citations where the volume number of the law report containing the case is not given, just the year):

> *R v Jones* [1999] WASCA 24
> The Court held in *Jones* that…

The Queen

For criminal appeals, use *The Queen* rather than *R*, whether the appeal is brought by the defendant or the Crown:

> *Banditt v The Queen* [2005] HCA 80 (15 December 2005)
> *The Queen v Storey* (1978) 140 CLR 364

Legislation

Legislative instruments are cited in full for their first use, including the jurisdiction in parentheses. Use italics for the names of Acts but not for bills or regulations. For example:

> *Crimes (Biological Weapons) Act 1976* (Cth)
> Crimes (Biological Weapons) Regulations (Cth)
> AusCheck Amendment Bill 2009 (Cth)

A common title may be used after the first reference. Do not italicise common titles.

> *Copyright Amendment (Digital Agenda) Act 2000* (Cth) (first use)
> The Digital Agenda Act (common title thereafter)

Sections

If a section of an Act is referred to it must be cited. The abbreviation is *s* for one section, *ss* for more than one. Use a space between the section and the number, but no punctuation. For example:

> *Crimes (Biological Weapons) Act 1976* (Cth), s 4
> *Crimes (Biological Weapons) Act 1976* (Cth), ss 6, 7

The abbreviation should not be used to start a sentence.

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Schedules

Schedules of Acts must be cited if they are referred to. The abbreviation is *sch*:

> *Juvenile Justice Act 1992* (Qld), sch 4

State and territory legislation

For state and territory legislation, use the corresponding jurisdictional abbreviation:

> *Crimes Act 1900* (ACT)
> *Crimes Act 1900* (NSW)
> *Crimes Act 1958* (Vic)
> *Criminal Code Act 192* (Tas)

The abbreviation is not needed if the jurisdiction is obvious from the text. For example:

> Victoria's *Equal Opportunity Act 1995* prohibits…
> In Victoria, the *Equal Opportunity Act 1995* prohibits…

WRITING UP RESULTS

General rules

- Results should be presented as clearly and concisely as possible;

- Tables and graphs are your friend, particularly if reporting the results of large numbers of univariate/bivariate tests at once, or the results of a multivariate test;

- Ensure consistency in presentation format;

- Include measures of central tendency (eg mean, median) AND variation (eg range, standard deviation);

- Include statistical indicators of significance (ie p values) AND effect size (eg percentage/ mean differences, odds ratios, Cohen's d, Pearson's r). Additionally, be sure to include some comment on the magnitude of an effect/difference; and

- Take care when presenting percentages involving small sample sizes, as they could be misleading. Where samples are small, include numbers as well as percentages to avoid overstating the significance of the findings.

Ultimately, how results are presented will vary somewhat based on the test, the research questions and target audience, but the test statistic, p value and effect size should always be noted.

Examples of common bivariate tests

Independent t-test

Participants who were sexually abused by a caregiver prior to the age of 12 scored, on average, significantly higher on the impulsivity test (M=26.52, SD=5.21) than participants who had not been sexually abused by a caregiver during this period (M=24.24, SD=5.42), although the difference between them is relatively small t(115)=2.34, p<0.05, d=0.43.

Note: You may also note the mean difference between groups as a simple measure of effect.

Mann-Whitney test

A Mann-Whitney test indicates that self-rated attractiveness was, on average, significantly and moderately greater for women who were not using oral contraceptives (median=5) than for women who were using oral contraceptives (median=4), U=67.5, p<0.05, r=0.38.

Note: If practical and appropriate, you can report the range of the dependent variable for each group as well.

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Correlation

> There is a strong, significant association between students' IQ scores and end-of-year English test scores, with higher IQ students receiving higher end-of-year scores (r=0.61, p<0.001).

Note: The test statistic in correlation analyses is also a measure of effect size.

2x2 chi-squared test

> There is a significant association between the risk rating a perpetrator received and whether police decided to arrest him (χ^2(1)=11.12, p<0.01, ϕ=0.21). The odds of being arrested were 2.55 times higher when perpetrators were rated as 'high risk' (45.5%) than when they were rated as 'low risk' (26.8%).

Note: You can report phi (for 2x2 tests)/Cramér's V (for greater than 2x2 tests), or odds/risk ratios, or both, depending on the results being presented and who they are being presented to. Cross-tabulation tables should also accompany any presentation of chi-squared results.

TABLES AND FIGURES

General

These guidelines for tables and figures are designed to ensure clarity and readability. The publications team will ensure that tables and figures are presented in the AIC's visual style (for published material only, not for commissioned reports). The writer's task is to ensure that the content is correct and clear. Do not waste your time formatting, as long as relationships are clear and all data are present.

Note that the editor does not check your data. The author must ensure the data is accurate and complete.

Place your tables and figures in the document exactly where you want them to sit in the text. The designer will only move them if absolutely necessary. Tables and figures are best inserted soon after they are first mentioned.

All numbers are expressed as numerals in tables and figures, including 1–9. If using 1 might cause confusion in notes, it can be spelled out.

Titles

Use sequential numbering (whole numbers) for tables and figures (eg Table 1, Table 2, not Table 1.1, Table 1.2), followed by a colon.

The numbers of tables and figures in appendices should be prefixed with the letter associated with the appendix it belongs to. For example, tables in Appendix B should be numbered B1, B2 etc. If there is only one appendix, the numbers should be prefixed with the letter A.

Keep titles concise. For figures, both the x axis and y axis should be described by the title.

If only one unit of measurement is used, put the relevant symbol in parentheses at the end of the title—for example: (%) or (n). If multiple units of measurement are used, they should appear in the appropriate rows or columns, not in the title.

Figure 2: Victims by type of weapon (%)

Table 3: Homicide victimisation in Australia, 1913 to 2005 (rate)

Table 5: Indigenous prisoners by state/territory, 30 June 2005

Figure 12: Mean total financial loss in the last 12 months by age and gender ($)

Figure 8: Trends in urinalysis results and reported polydrug use, 2007 to 2016 (%)

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Order of rows and columns

Rows and columns should be presented in a logical order.

States and territories should be abbreviated and arranged in order of population:

> NSW, Vic, Qld, WA, SA, Tas, ACT, NT

Unspecific categories such as 'Unknown' and 'Other' should be presented last.

Notes

For the formatting of notes, and the order in which the various elements should appear, refer to the following example:

> ***statistically significant at $p<0.001$, **statistically significant at $p<0.01$, *statistically significant at $p<0.05$
>
> a: 'Other website' category excludes online shopping websites
>
> b: Included in 2017 identity crime survey only
>
> Note: Respondents could select multiple responses. NEC=not elsewhere classified
>
> Source: Identity crime survey 2017 [AIC data file]

Statistical significance

P values are expressed to 0.01 or 0.05, unless there is a particular reason for using a different value (eg $p<0.001$). The character p should be italicised using the 'Emphasis' style in the template. (Press Alt-Control-Shift-S to open the Styles menu.)

Use ** for p of 0.01; use * for 0.05. If both apply, put them on the same line:

> **statistically significant at p<0.01, *statistically significant at p<0.05

Where appropriate, include a statement about significance testing, using the full name of the test:

> a: chi-square test significant at…
>
> b: t-test significant at…

Superscript notes

Indicate a note in a table by using a superscript letter without parentheses. Do not use asterisks or numbers. Asterisks should be used only to denote statistical significance (see above). Numbered notes could be confused with values in the table. If a note applies to the entire table or figure, use 'Note:' rather than a superscript note.

If more than one superscript applies in the same place, separate them with a comma and no space (eg [b,c]).

Use the 'Superscript' style in the template, not the button on Word's 'Home' tab. (Press Alt-Control-Shift-S to open the Styles menu.)

Sources

Include the source at the bottom of the table or figure, with square brackets if it is a dataset. For example:

> Source: AIC DUMA collection 2002 [computer file]

Use minimal capitalisation and no full stop at the end.

Where the source is a data file, the date in the source is the date of data collection, not compilation or access.

If the source is a reference, use in-text referencing style:

> Source: Smith 1997: 11

If a table or figure has been recompiled from original sources and the data presentation has been changed (rather than reproduced unaltered), acknowledge this in the notes. For example:

> Source: Adapted from Smith 2006

The source information should be included after any other notes.

Figures and graphs

The designer will re-create figures, so be sure to include the data for each figure in an editable format such as an Excel spreadsheet. Use a separate tab for each figure. You should also include a sample graph for each set of data so the designer can see what sort of figure you would like (eg pie chart, bar graph, line graph). For text-based figures such as flow charts, supply the text in a Word document for editing and typesetting.

Note the following points:

- Do not use 3D charts, as they are hard to read and can be misleading.
- Do not use tick marks on axes.
- If there is a legend, do not put a box around it.
- Avoid using horizontal/vertical guide lines. Only use these if the chart is hard to read without them.

Types of figures

Bar charts

For bar charts, include the values if they are straightforward and do not clutter the chart. Also include error bars wherever possible.

On a bar chart showing percentages, the percentage axis should go to 100 percent wherever possible. However, if percentages are very small (eg less than 5), then a maximum figure of less than 100 percent is acceptable.
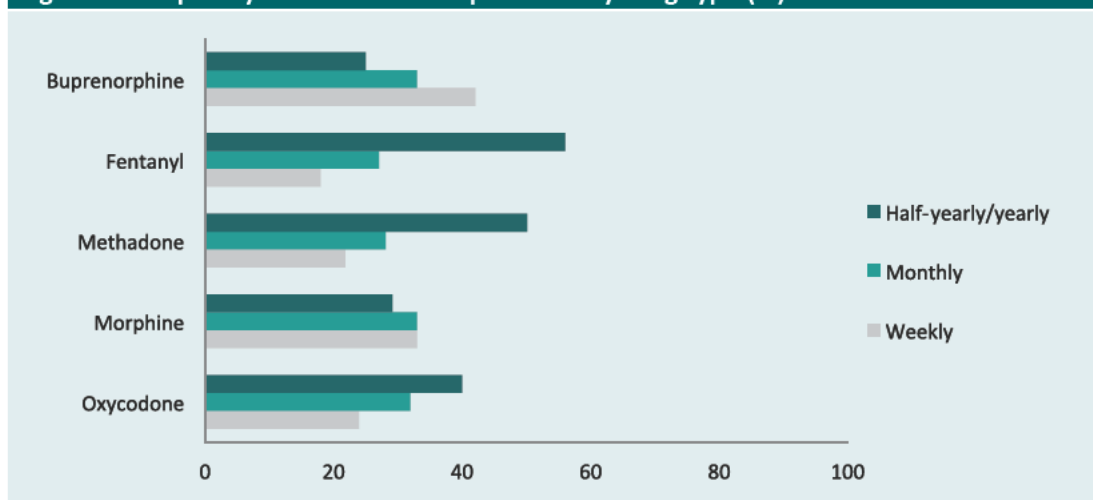
Vertical bar chart

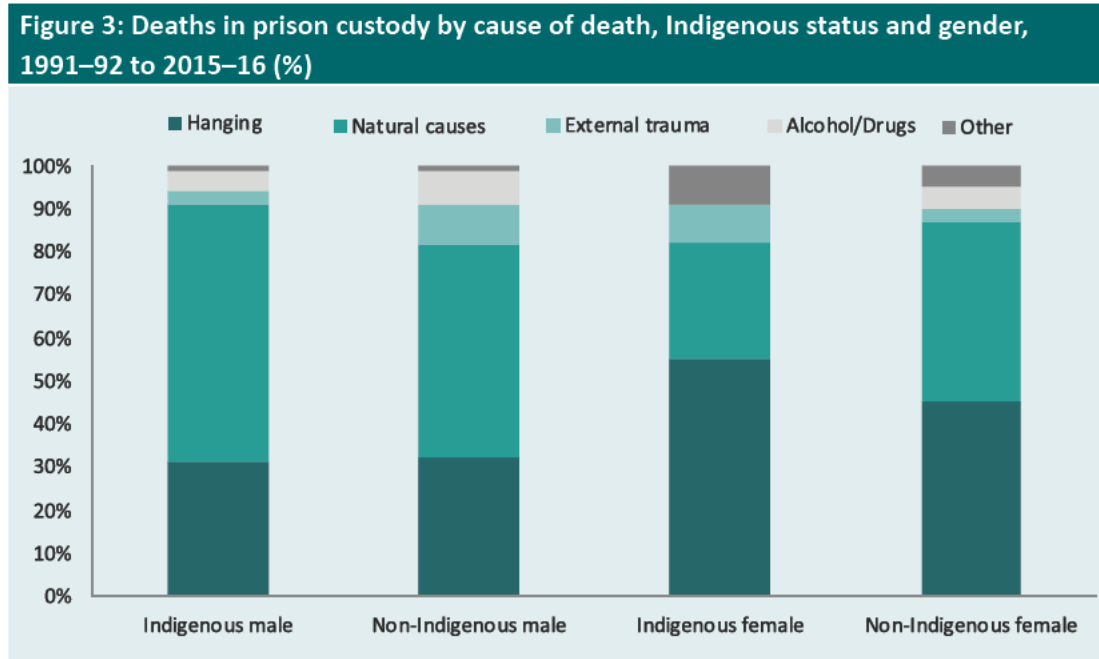Figure 1: Detainees who reported using pharmaceutical opioids, by drug and year (%)
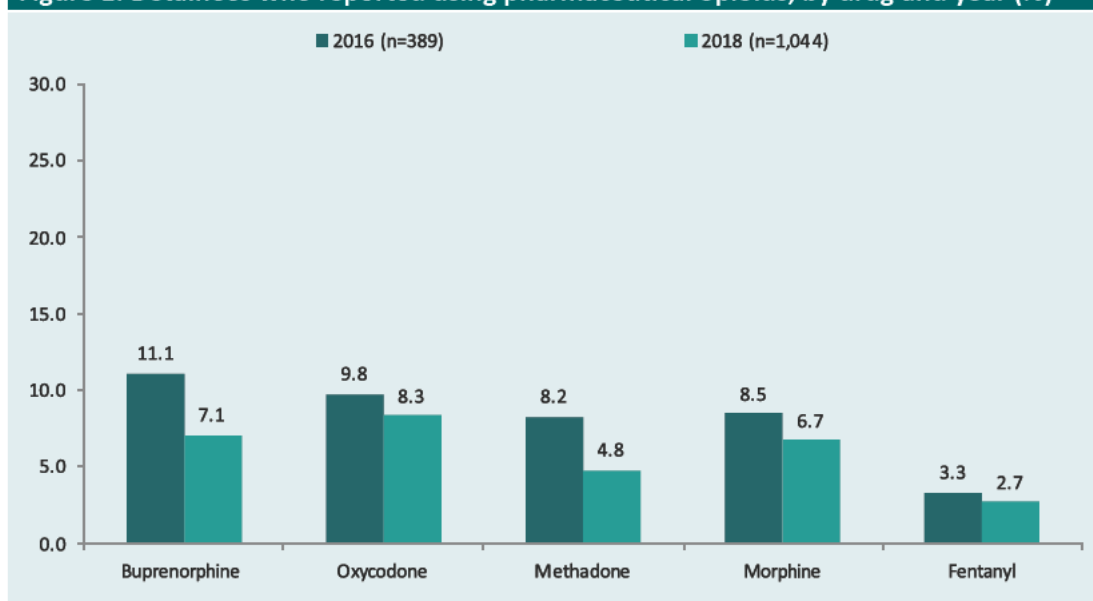
Horizontal bar chart

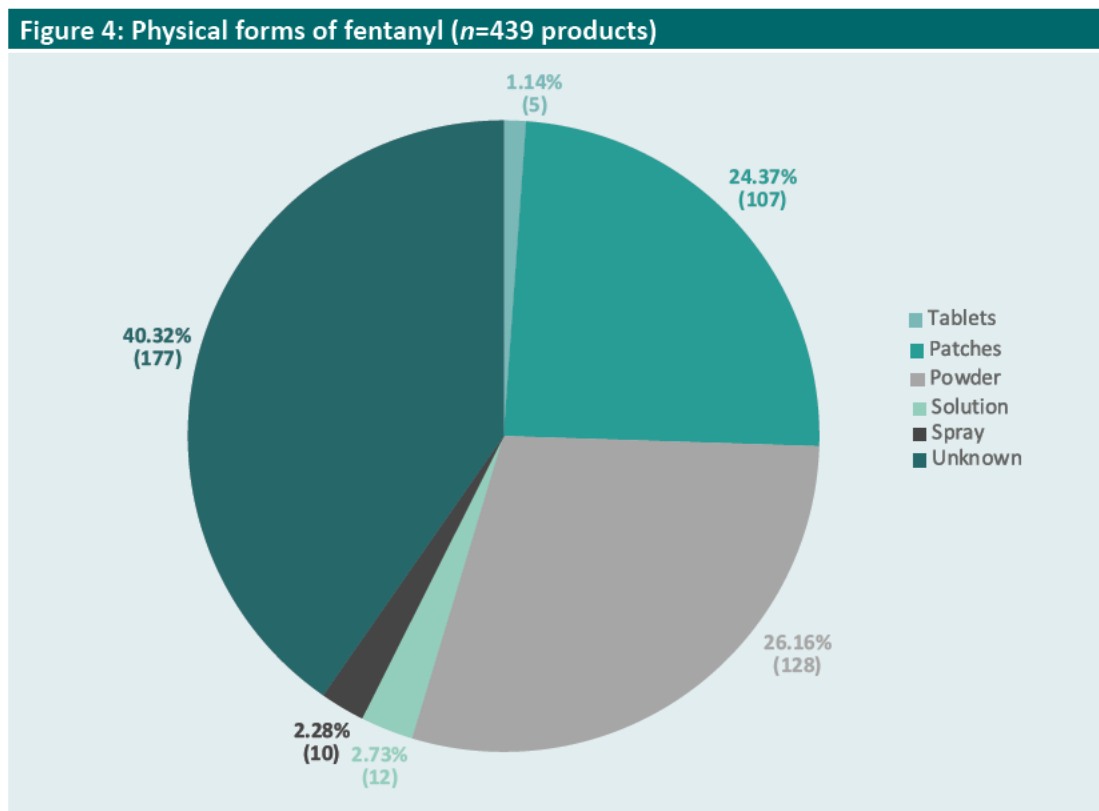Figure 2: Frequency of non-medical opioid use by drug type (%)

Stacked bar chart

### Figure 3: Deaths in prison custody by cause of death, Indigenous status and gender, 1991–92 to 2015–16 (%)

Pie chart

Include values and percentages in pie charts whenever possible.

Figure 4: Physical forms of fentanyl (*n*=439 products)

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Line chart

Figure 5: Deaths in prison custody by Indigenous status, 1991–92 to 2015–16 (rate per 100 relevant prisoners)
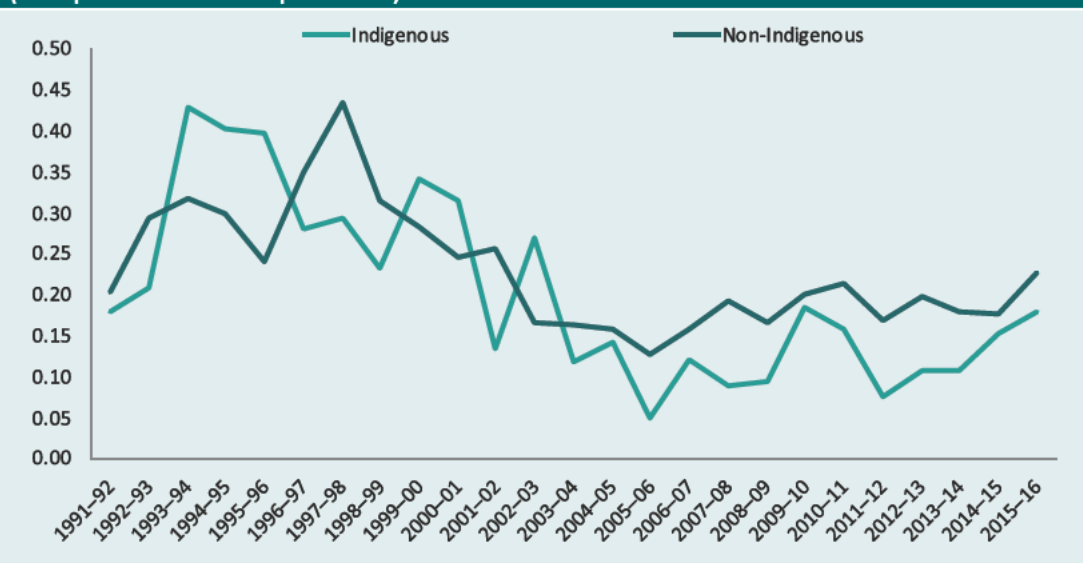
Text-based figures

Figure 6: Data linkage and sample selection

Tables

Table cells containing text should be left aligned using the 'Table body' style in the template. Numbers should be right justified using the 'Table body right' style. (Press Alt-Control-Shift-S to open the template's style menu, or use the button on the bottom right of the Styles gallery on Word's Home tab.)

To get your table to fit horizontally on the page, right click the table, choose Autofit and then Autofit To Window.

REFERENCE LISTS

General rules

A reference list is a list of all the works cited in the publication. The author is responsible for ensuring that all cited works are included and that the citations are correct. Check with the JV Barry Library if you need help.

A bibliography is a list of works used to produce the study but that have not been cited in the text. The AIC does not use bibliographies.

Please note that EndNote and other automated referencing systems are not compatible with AIC software and should never be used.

Authors

Multiple authors

Include the names of up to five authors in the order they appear on the title page. Once a reference has six authors or more, use *et al*. For example:

> Smith J et al. 2004. *The history of crime*. Canberra: Australian Institute of Criminology
> **not**
> Smith J, Baker L, Jones J, Jacobsen P, Elwood T & Wood A 2004. *The history of crime*. Canberra: Australian Institute of Criminology

No authors

Cite by title if there is no distinguishable author/authoring body.

Multiple documents, same year, same author

If there are multiple reference list entries with the same author, list them in reverse chronological order. If there are entries by the same author published in the same year, order these alphabetically by title and add a letter after the year (eg 2006a, 2006b).

If there are single and multi-author entries beginning with the same author name, list single author entries first.

Capitalisation and punctuation

Capitalise only names, journal titles and proper nouns in your reference list. Titles of monographs and journal articles should be in sentence case (only one initial capital letter).

End each element of the reference with a full stop but do not use a full stop at the end of the reference.

Do not use quotation marks unless they are part of a title.

Date of publication

If the cited material is not yet published, use 'forthcoming' in place of the year.

If you know that the material is at the printer, use 'in press'.

If the publication date is not known, use 'nd' in place of the year.

Title

Transcribe the title as closely as possible as it appears on the document, but use colons instead of en dashes for subtitles. Capitalise the first word of the subtitle.

> *Criminology: A history*
> **not**
> *Criminology—A history*

Use the spelling of the work cited.

Editions

If the publication you are citing is not the first edition, you should include the edition number. The edition number follows the title and is separated from it by a comma.

Edition is abbreviated to ed:

> *Style manual for authors, editors and printers*, 6th ed

A revised edition is not considered a new edition, so is not included.

Italics

Italicise the title of a book or report.

> Jones R 2010. *The history of offending*. Canberra: Australian Institute of Criminology

Journal titles are italicised but not the titles of individual articles or chapters.

> Jones R 2010. The history of burglary. *Australian and New Zealand Journal of Criminology* 4(9): 34–40

Do not italicise anything if the item has not been published—for example, a conference paper not in a published proceedings. The lack of italics indicates that the item is unpublished, so you do not need to include this information at the end of the reference.

Page numbers

Include pagination for journal articles at the end of the reference, preceded by a colon and space. The numbers should be separated by an en dash.

> London: John Wiley & Sons: 44–65

You may use either the chapter number or the page number for books.

Place of publication

Always include the place of publication for books and reports, even if the publisher's name makes this obvious (eg Melbourne University Press). Beware of cases like Cambridge University Press material published in Melbourne.

Include the state if extra detail is needed. The state should always be included for US publications (eg McLean VA or Washington DC), but do not include the state for Australian publications unless the same place name can be found in more than one state (eg Kensington NSW).

If more than one place of publication is listed, include only the first listed.

Publisher

If a report does not clearly identify a publisher, assume it is the main responsible agency. The government holds the copyright for many government reports (eg © Commonwealth of Australia) but this does not mean they are the publisher.

Do not include extraneous details like *Inc* or *Pty Ltd* unless it is an integral part of the publisher's name.

URLs

Make sure that you include *http://* or *https://* as part of the URL.

Show the date of access at the beginning of the reference list rather than after each item. This means that the author must check the URLs prior to submitting the report for editing.

If the cited document exists in different formats, link either to the index page (a parent page that includes links to all formats of the publication) or to the PDF version. If the index page URL is considerably shorter, use it. However, do not link to the home page of an organisation unless you are sure that a search will retrieve the document or page easily.

If the URL is particularly long, you can link to a more generic page instead (eg a home page where the publication is listed).

References to AIC publications should always include the URL.

Do not include URLs of documents or webpages that are likely to be transitory, such as short-term online surveys or campaigns. Some news items and media releases also have a short online life.

REFERENCE LISTS

Types of publications

If it is possible to include a URL for any reference, the URL should be included. Try to link to a landing page the publication can be accessed from, rather than linking to a PDF or other document.

Monographs (books and reports)

Format

Author year. *Title in sentence case: Subtitle in sentence case*, edition. Series Series number. Place of publication: Publisher name: pagination. URL

Examples

Farrell M & Marsden J 2005. *Drug-related mortality among newly released offenders, 1998 to 2000*. Home Office online report 40/05. London: Home Office. http://www.homeoffice.gov.uk/rds/pdfs2/r187.pdf

Collins J, Poynting S & Tabar P 2000. *Kebabs, kids, cops & crime: Youth, ethnicity & crime*. Sydney: Pluto Press

Bricknell S 2009. *Firearm theft in Australia 2006–07*. Monitoring report no. 2. Canberra: AIC. https://aic.gov.au/publications/mr/mr02

Chapters in monographs

Note that the editors' names (unlike authors' names) are not used for alphabetising, so they do not need to be written with the family name first.

Format

Author year. Title of chapter in sentence case. In editor(s)/compiler(s) (eds/comps), *Title in sentence case and italics*. Place: publisher: chapter or pagination. URL

Example

Mouzos J 2003. Women homicide offenders in Australia: Research in progress. In MD Smith, PH Blackman PH & JP Jarvis (eds), *New directions in homicide research: Proceedings from the 2001 annual meeting of the Homicide Research Working Group*. Washington DC: Federal Bureau of Investigation: 143–157

Journal articles

Format

Author year. Title of article in sentence case. *Title of Journal with Capital Letters* volume(number): pagination

If a journal uses a month or season instead of volume and number, list that; if it has both, list only the volume and number.

Use upper case for each significant word in the journal title.

Examples

> Marcum JW 2002. Rethinking information literacy. *Library Quarterly* 72(1): 1–26
>
> Smith JW 1999. Policing in Australia. *Platypus Magazine* 56: 5–7
>
> Armstrong J 1994. Aboriginal trust leads to respect. *Police News* Mar–Apr: 29, 31

Advance online publications

Advance online publications are cited as in the example below. Make sure you include the DOI or a URL containing the DOI.

> Malvaso CG, Delfabbro PH & Day A 2018. Adverse childhood experiences in a South Australian sample of young people in detention. *Australian and New Zealand Journal of Criminology*. Advance online publication. https://doi.org/10.1177/0004865818810069

Webpages

Date of publication can be difficult to ascertain for a webpage, so use 'nd' (no date) where necessary.

Format

Author year. Title of webpage. URL

Examples

> Australian Criminal Intelligence Commission 2017. Australian Ballistic Information Network. https://www.acic.gov.au/our-services/firearms-services/australian-ballistic-information-network
>
> University of Southern Queensland 2017. Making the connection. https://www.usq.edu.au/research/digitallife/making-the-connection

Conference papers

Published proceedings

Where the conference proceedings have been published, papers are cited like monograph chapters.

Format

Author Year. *Title of paper*. Source. Place: Publisher: pagination. URL

Example

> Bourassa S 1999. *Effects of child care on young children*. Proceedings of the third annual meeting of the International Society for Child Psychology. Atlanta, GA: International Society for Child Psychology: 44–46

Unpublished proceedings

Where (as is increasingly the case) the proceedings have not been published, use the following form, without italics.

Format

Author Year. Title of paper. Paper to Conference name, place, date. URL

Example

> Moore S 2003. An industry perspective. Paper to Inhalant Use and Disorder Conference, Townsville, 7–8 July

Italics are used for unpublished papers only where the paper title refers to a monograph title:

> Carcach C & Blake M 2000. Technical issues in the development of the *Atlas of crime in Australia*. Paper to Crime mapping: Adding value to crime prevention and control conference, Adelaide, 20–21 September

Annual reports

Treat annual reports like monographs.

Format

Corporate name Year. *Title in sentence case*. Place: Publisher. URL

Example

> Australian Institute of Criminology 2018. *Annual report 2017–18*. Canberra: AIC. https://aic.gov.au/publications/annualreport/annualreport

Where several annual reports from the same organisation have been used, create a generic entry:

> Australian Institute of Health and Welfare 2000–2005. Annual report (various issues). Canberra: AIHW

Where several annual reports from the same organisation have been used but the title varies slightly (eg *Annual report*, *Report*, *Report on operations*), create a generic entry, as above.

Media releases

Media releases are treated like monographs.

Format

Name Year. *Title*. Media release, date. URL

Examples

> Dutton P 2018. *National strategy to fight transnational, serious and organised crime*. Media release, 13 December. https://minister.homeaffairs.gov.au/peterdutton/Pages/national-strategy-transnational-serious-organised-crime.aspx
>
> Australian Institute of Criminology 2018. *Connected Women recognised for empowering and educating to reduce violence*. Media release, 29 November. https://aic.gov.au/media-centre/media-releases-and-statements/connected-women-recognised-empowering-and-educating-reduce-violence

AIC publications

Include a URL for AIC publications wherever possible.

Trends & issues

> Boxall H, Boyd C, Dowling C & Morgan A 2018. Understanding domestic violence incidents using crime script analysis. *Trends & issues in crime and criminal justice* no. 558. Canberra: Australian Institute of Criminology. https://aic.gov.au/publications/tandi/tandi558

Statistical Bulletins

> Sullivan T, Ticehurst A & Bricknell S 2018. *Prescription opioid use among Australian police detainees*. Statistical Bulletin no. 11. Canberra: Australian Institute of Criminology. https://aic.gov.au/publications/sb/sb11

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Research Reports

> Dowling C, Morgan A, Boyd C & Voce I 2018. *Policing domestic violence: A review of the evidence*. Research Report no. 13. Canberra: Australian Institute of Criminology. https://aic.gov.au/publications/rr/rr13

Statistical Reports

> Smith RG 2018. *Estimating the costs of serious and organised crime in Australia 2016–17*. Statistical Report no. 9. Canberra: Australian Institute of Criminology. https://aic.gov.au/publications/sr/sr09

Research and public policy reports

> Makkai T 1999. *Drug Use Monitoring in Australia (DUMA): A brief description*. Research and public policy series no. 21. Canberra: Australian Institute of Criminology. https://aic.gov.au/publications/rpp/rpp21

Monitoring reports

> Smith L & Louis E 2009. *Armed robbery in Australia: 2006 National Armed Robbery Monitoring Program annual report*. Monitoring report no. 4. Canberra: Australian Institute of Criminology. https://aic.gov.au/publications/mr/mr04

Technical and background papers

> Payne J 2005. *Final report on the North Queensland Drug Court*. Technical and background paper series no. 17. Canberra: Australian Institute of Criminology. https://aic.gov.au/publications/tbp/tbp017

Criminology Research Grant reports

> Payne J, Brown R & Broadhurst R 2018. *Exploring the causes and consequences of the Australian crime decline: A comparative analysis of the criminal trajectories of two NSW birth cohorts*. Report to the Criminology Research Advisory Council. Canberra: Australian Institute of Criminology. http://crg.aic.gov.au/reports/201718.html

Australian Bureau of Statistics publications

If only one or two ABS works are cited and the abbreviation has not been used in the text, spell out the name in full; otherwise use the abbreviation with a cross-reference from the full name.

> Australian Bureau of Statistics 2003. *Recorded crime – victims, Australia 2017*. ABS cat no. 4510.0. Canberra: ABS. http://www.abs.gov.au/ausstats/abs@.nsf/cat/4510.0
>
> Australian Bureau of Statistics 1994–2002. *Prisoners in Australia* (various issues). ABS cat. no. 4517.0. Canberra: ABS

To link to an ABS publication online use the following short format, substituting the ABS catalogue number for xxxx.y:

> http://www.abs.gov.au/ausstats/abs@.nsf/cat/xxxx.y

Bureau of Crime Statistics and Research publications

Bureau Briefs

> Author YYYY. *Title in italics*. Bureau Brief no. XX. Sydney: NSW Bureau of Crime Statistics and Research

Crime and Justice Bulletins

> Author YYYY. *Title in italics*. Crime and Justice Bulletin no. XX. Sydney: NSW Bureau of Crime Statistics and Research

Royal commission reports

> Royal Commission into Aboriginal Deaths in Custody (RCIADIC) 1991. National report volume 1. Canberra: Australian Government Publishing Service. http://www.austlii.edu.au/au/other/IndigLRes/rciadic
>
> Royal Commission into Institutional Responses to Child Sexual Abuse 2017. *Final report*, vol 10, Children with harmful sexual behaviours. Canberra: Commonwealth of Australia
>
> State of Victoria 2016. *Royal Commission into Family Violence: Report and recommendations*, vol 3. Melbourne: State of Victoria

Productivity Commission reports (Report on government services)

The report is by the Steering Committee for the Review of Government Service Provision and is published in Canberra. As the steering committee is an intergovernmental authority, do not attribute this report to the Australian Government.

> Steering Committee for the Review of Government Service Provision (SCRGSP) 2018. *Report on government services 2018*. Canberra: Productivity Commission. https://www.pc.gov.au/research/ongoing/report-on-government-services

Theses

Published and unpublished theses should be cited as follows:

> Healey D 2005. *Attention deficit/hyperactivity disorder and creativity: An investigation into their relationship* (Doctoral thesis). University of Canterbury, Christchurch, New Zealand

IN-TEXT CITATIONS

Authors

One author

Cite the author's surname and year of publication in parentheses. For example:

(Jake 2003)

Two authors

Where there are two authors, use an ampersand between them. Always include both names in each citation (ie do not use 'et al.' for subsequent citations of the same publication by two authors).

Horne & Raine 1996

Three authors

If there are three authors, all three should be listed in every in-text citation. Use an ampersand before the last author.

Smith, Jones & Jake 2003

Four or more authors

Where there are four or more authors, list only the first person in the in-text reference, followed by 'et al.' Note the full stop.

(White et al. 1999)

Multiple publications by the same author

Where you are citing more than one publication by an author in the same year, use letters after the year of publication. Citations are noted in alphabetical order of title.

If more than one work by the same author is cited, list the dates in reverse chronological order and separated by a comma. For example:

(Murdoch 2007, 1999)

Organisations as authors

Both government and non-government organisations can be considered authors.

> National Library of Australia
>
> Australian Institute of Criminology
>
> Victoria Corrections Mental Health Unit

Where the organisation's name is long, abbreviate it for a citation:

> The Australian Government Department of Finance and Deregulation has stated (DoFR 2009)…

Multiple citations

If two or more works by different authors are cited in text, use a semicolon to separate them and list them in alphabetical order:

> (Jones et al. 1991; Wilmot 1988)

Page numbers

Use a colon with a space between the year and page number to indicate pagination.

> Jones 1999: 24

Placing citations in a sentence

Citations should generally be placed at the end of a sentence. However, if they relate to part of a sentence, or if two or more references are being compared, they should be placed at the end of the clause or phrase to which they refer.

> Other research reports have found similar patterns (Marshall 2007; Russell 2005; Yates 2008).
>
> While some studies have found similar patterns (Marshall 2007; Yates 2008), others have not (Mead 2001; Russell 2005).

When to use 'and' or an ampersand

When authors are mentioned in the text (outside parentheses), link their names using 'and'. When they are mentioned in parentheses, use '&'.

> Smith and Brown (2002) found that…
> Most respondents did not agree (Smith & Brown 2002).

Materials not included in the reference list

Some sources are referenced only in the text and do not need to be listed in the reference list. They should be cited with enough information that they can be found by a reader who wishes to refer to them. These sources are:

- legislation;
- news items without a byline (ie no individual author is named);
- personal communication; and
- transcripts of cases.

Legislation

Cite legislation and cases as shown in the *Cases and legislation* section of this guide.

Newspaper articles

If no author is named, the article should only be listed in text. If the URL is available and isn't too long, it can also be included.

> In an article titled 'Crime waves' (*Canberra Times* 25 August 2009: 3)…
>
> …was discussed in the media (*Courier-Mail* 7 May 2008: editorial)

If the author is named, treat the article as a journal article.

Personal communication

Use this form of citation sparingly and only where the person cited has given their permission.

> It was confirmed that the data were flawed (J Meadows personal communication 9 April 2003).

Transcripts of cases

Rarely, comments made in a legal case may be used. The reference follows the text, as for cases, but in a slightly different form:

> (Transcript of proceedings, *R v Rasalingham*, Supreme Court of Victoria, McHugh J, 18 Aug 2008)

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APPENDIX A: WORD LIST

age–crime curve (en dash)

among (not amongst)

anti-corruption

antisocial

apprehended violence order (lower case)

at-risk groups, those at risk

bimodal

card-not-present fraud

case file (not casefile)

cf—use 'vs'

chi-square test

co-offend, co-offender/s, co-offending

cost–benefit analysis, cost–benefit ratio (en dash)

Cramér's *V*

data—treat as plural ('data are/were', not 'data is/was')

dataset (not data set)

decision-making (hyphen)

de-identified

domestic violence (violence between those who are or have been intimate partners). Compare with 'family violence'.

drive-by shooting

eg (not 'e.g.') Use only in parentheses—outside parentheses, use 'for example' or 'such as'.

enquire/enquiry (a question or request for information—for formal investigations, use inquire/inquiry)

et al. (with a full stop)

face-to-face interview, meeting face to face

family violence (violence between family members, as well as violence between intimate partners or former partners—a broader category than domestic violence)

first-time offenders

Fleiss' kappa

focused, focusing (not focussed or focussing)

focuses (not focusses or foci)

forums (not fora)

frontline services

gaol—use jail

high-risk situation/offender, at high risk

ie (not 'i.e.') Use only in parentheses—outside parentheses, use 'that is'.

inquire/inquiry (a formal investigation—for informal requests for information, use enquire/enquiry)

jail (not gaol)

life-course experiences BUT over the life course

mafia (lower case)

methamphetamine (not methamphetamines)

monodrug

multi-method study

'ndrangheta

non-familial

non-fatal

open-ended questions

open-source information

out-of-home care

over-represent, over-represented, over-representation

p<0.05 (italicise the p and include the zero before the decimal point)

peer-reviewed studies, the studies were peer reviewed

percent (not per cent)

policymaker/s

polydrug

program (not programme)

prosocial

protection order (lower case)

reoffend, reoffended, reoffending, reoffence, reoffender (no hyphen)

revictimise, revictimised, revictimising, revictimisation (no hyphen)

semi-structured interview

sociodemographic

socio-economic, low socio-economic status

test–retest reliability (en dash)

time frame

t-test (hyphen)

under-reported, under-reporting

under-represent, under-represented, under-representation

vs (no full stop or italics)

while (not whilst)

World Health Organization (spelling used by the WHO)

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APPENDIX B: CITATIONS CHEAT SHEET

Works with **one, two or three** authors:

Citations are in **alphabetical** order.

For works with **three authors**, list all three every time.

Don't use a comma between the author and the date.

(Ali & Naylor 2013; Cox 2016; Lee, Park & Lightfoot 2010)

Works with **four or more** authors:

Note the full stop.

Use 'et al.' for every citation, including the first.

The reference list should include the names of up to six authors.

(Felson et al. 2002)