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Redefining Rigor: Embracing Mixed Methods Research in Criminology

Nancy La Vigne, PhD

As the Biden administration comes to a close, so too does my tenure as Director of the National Institute of Justice (NIJ). Being afforded the opportunity to lead the federal government's justice science agency has been humbling, rewarding, and edifying. Among the highlights of my tenure at NIJ are benefiting from the expertise and knowledge of the Institute's dedicated career staff and having the opportunity to review and learn from research proposals from applicants and research reports from grantees. I have also been welcomed to attend, listen to, and present at research and practitioner conferences spanning a wide spectrum of topics and disciplines. These experiences have given me insights on the state of science in criminology, evolving areas of methodological emphasis and conflict, and promising directions of the academy writ large.

Throughout this years-long listening session, I have observed that the prevailing educational paradigm continues to favor quantitative methods, with an implicit hierarchy that places the randomized controlled trial (RCT) at the pinnacle of credible evidence. At the same time, the field is increasingly recognizing the value of engaging with affected populations and communities in the research we conduct – and attracting emerging scholars because of that relatively new and highly compelling emphasis. Yet the divide between these two approaches remains considerable, with researchers pitting one against the other to the detriment of efforts to generate the most credible and actionable research possible. And notably, both strands have ample room for improvement in rigor and transparency.

The Flaw in Our Quant-Centric View of Research

For decades, one of the most contentious and perennial debates in the field has been about what works and what counts for credible evidence. The notion that “if you can't put a number on it, it's not valid” prevails. Scholars who publish in highly rated journals and those who rank at the top of the citation index are invariably quantitative researchers (Copes et al. 2020). This signals that to be well-regarded and advance professionally, quantitative research is the path to success, be it through causal research or theory testing (Zaatut et al. 2024).

Moreover, the strong – and for some scholars singular – emphasis on RCTs in criminology has fueled a persistent narrative that there are no other valid methods to examine the impact of interventions addressing pressing safety and justice challenges (Cohn and Farrington 2014). This harmful and inaccurate perspective dismisses the value of research that prioritizes local context, lived experiences, the quality of program implementation, and other nuances that RCTs and other solely quantitative research often overlook.

To be clear, the notion that empirical evidence derived from RCTs is superior to other methods of causal research, including purely qualitative studies, is valid. The RCT, when implemented faithfully to address a research question well suited for that approach, is the best way to discern the impact of an intervention while controlling for or minimizing threats to internal validity (Farrington and Welsh 2006). However, RCTs often prioritize controlling threats to internal validity and neglect issues pertaining to external validity (Cartwright 2007).

Even absent causal research, quantitative research is often framed as objective and qualitative research as subjective. The assumption of objectivity in quantitative research is misleading. Subjectivity is present in decisions about data sources, what variables to include in models, and

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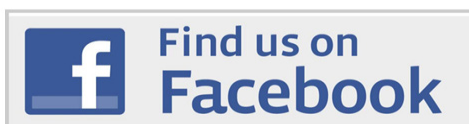
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run. These decisions are exemplified through the habit of researchers strolling through the “garden of forking paths” (Gelman and Loken 2013) – often termed p-hacking (Wooditch et al. 2020). One major factor driving these pressures is the field’s emphasis on quantitative research. Combined with the push to publish early and often, this emphasis incentivizes researchers to employ sophisticated and complex analytic approaches using extant administrative data, often at the expense of ensuring that variables align with the constructs they are intended to measure.

To redefine rigor in quantitative research, we should scrutinize our data more critically and interrogate our methods to root out biases. In my own research, I have learned the value of engaging with the person whose job it is to collect, clean, and manage administrative data. For example, in conducting analyses associated with the multi-site, longitudinal study of reentry from prison (Visher, La Vigne, and Travis 2004), I was puzzled about which time served variable to use for one of the sites: TimeServed1 or TimeServed2. An examination of descriptives revealed distinct differences between the two but provided little indication as to why. It took a fair amount of persistence to connect with the department of corrections analyst who explained that one variable included both jail time and time in state prison and the other only measured time in state prison. Since several factors predict jail time, such as ability to be released pretrial, choosing the wrong variable would have amounted to model misspecification. That experience and countless others like it highlight the need to thoroughly understand the quality and content of data sources to ensure they are measuring the constructs we think they are.

Interrogation of data also requires us to confront the institutional biases that are baked into much of the quantitative data we employ. For example, using arrest data to measure recidivism may perpetuate biases when the risk of arrest is greater for people based on where they reside, the level of police presence in their community, and the color of their skin. Similarly, given well-documented disparities in probation revocations, employing return to prison as a measure of recidivism may also perpetuate biases through the research we produce (National Academies of Sciences, 2022).

Biases can also insert themselves in the models we employ. I was trained to always include a race variable because it carries so much explanatory weight in regression models. I’m ashamed to admit that I did so unthinkingly, rather than considering the degree to which that variable represents unspecified measures of access to opportunity (Chetty et al. 2020). As a field we should take better care when building models and interpreting demographic explanatory variables.

The Case for Qualitative Research

Qualitative methodologies are essential in the pursuit of inclusive research – that which takes the time to include the expertise, experiences, and perspectives of people who are experiencing the program or policy change (La Vigne 2023). Those stakeholders include both practitioners such as police, correctional case workers, and service providers as well as survivors, community members, and people with lived experience in the justice system. Engaging directly with those most affected by crime and the criminal justice system can provide rich insights that inform better policy and practice. I learned this firsthand through a community-based participatory research project in Austin, Texas (La Vigne et al. 2018). The study was designed to solicit views of policing and public safety from people residing in a predominantly Spanish-speaking community that had the highest rates of police traffic stops.

Partnering with the Austin Justice Coalition, my colleagues at the Urban Institute and I recruited and trained residents to conduct in-person interviews. Upon sharing an initial finding that, on average, respondents desired the same amount or more policing in their community, our partners balked, questioning the validity of our analysis. They then suggested we run crosstabs by age, which revealed that response to the question was bimodal, with people over 40 wanting more police and people under 40 wanting less. Further discussions illuminated that the question of “more or less policing” was crude and lacked recognition of variations in the definition of “policing” – with some wanting more police to close cases but not to conduct more seemingly random and unjustified traffic stops. Had we stopped with the analysis of survey results rather than ground-truthing them in residents’ experiences and expertise, we would have drawn erroneous conclusions that could have had led to an unwelcomed policy response if the police department had increased random patrolling in the community as a result.

Qualitative research that elevates the knowledge and viewpoints of practitioners is particularly useful in shedding light on the policy implications of research findings. A quantitative evaluation of ShotSpotter, for example, found that it was ineffective in one site likely because officers were not taking ShotSpotter alerts seriously, rarely leaving their patrol cars to search for shell casings or seek out witnesses (Lawrence et al. 2019). From a research perspective, a logical policy implication would be to require all officers to search for shell casings upon responding to a ShotSpotter alert. But in qualitative interviews with officers, we learned that the barrier to change ran deeper than that: the officers did not believe that the technology was accurate owing to a false negative associated with a high-profile shooting shortly after ShotSpotter was deployed. No amount of policy change would persuade them to change behaviors without foundational work to restore their trust in the technology. Thus, the qualitative context was an essential element of the evaluation, not just in making sense of the quantitative findings but in shedding light on implications for changes in practice.

Qualitative research also enables the in-depth study of emerging issues that may not yet be ready for interventions – or at least not full-scale evaluations. Shadd Maruna’s seminal *Making Good* (2001), for example, was a foundational body of work on the

mechanisms of reentry and motivations of people experiencing release from prison at a time when the study of the reintegration process was virtually nonexistent. While entirely qualitative, it served as the foundation for the aforementioned *Returning Home* study.

The Elephant in the Room

Given all the benefits of qualitative research, why do so many relegate it to second class citizenry? It is high time that we acknowledge that credible qualitative researchers are as equally highly credentialed as quantitative researchers. We should also recognize that qualitative research is not easy, although one might argue that it's extremely easy to do it poorly. But qualitative researchers do themselves a disservice when they fail to employ rigorous methodologies, or perhaps simply omit descriptions of how they have taken all the steps necessary to ensure that rigor. For instance, a review of qualitative research published in top criminology and criminal justice journals from 2010 to 2019 found less than half (48.8%) of the articles examined included information on what coding process was employed (Copes et al. 2020). It is also my observation that qualitative research articles do not routinely provide sufficient detail the analytic processes employed, such as diagramming, memoing, and member checking (see Bingham, 2023). This absence of detail prevents readers from assessing whether data were coded objectively and analyzed rigorously and erodes the credibility and reliability of qualitative findings. It is therefore essential that we engage in a meaningful discourse to define – and demand – rigor in qualitative criminological research.

Rigorous qualitative research underscores the importance of credibility, transferability, dependability, and confirmability (Erlandson et al. 1993). Methods for establishing credibility include prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy, and member-checking. Techniques for establishing transferability include “thick description” - providing detailed accounts that enable others to assess the transferability of findings. Strategies for establishing dependability include using inquiry audits and importantly, practicing reflexivity, whereby researchers actively reflect on how their positionality and biases may influence the research. Reflexivity is also essential in establishing confirmability – checking one's interpretation of findings by assessing how personal beliefs, experiences, and emotions might shape that interpretation. By following these strategies, qualitative researchers can strengthen the rigor of their studies, ensuring that the findings are credible, trustworthy, and meaningful.

The Role of Mixed Methods in Advancing Criminology

Having established that both quantitative and qualitative methods, when pursued with rigor, can generate credible evidence, the question remains: why are we positioning ourselves to choose among two methodologies when we could embrace both? That's where mixed methods come in. To foster a more holistic understanding of criminological issues, it is vital that the field reject the siloed way we approach research methodology and embrace the notion that these two paths are complementary.

Mixed-methods research leverages the strengths of both quantitative and qualitative methodologies, creating a more comprehensive, nuanced, and impactful body of evidence. Employing mixed methods enables scholars to answer complex questions that require both statistical rigor and contextual richness. For instance, when evaluating the effectiveness of a community policing initiative, an RCT can provide evidence of its overall impact on crime rates, but qualitative interviews with community members can reveal how those initiatives are experienced on the ground, revealing potential unintended consequences such as erosion of community trust.

Mixed methods can also address the challenges in ensuring external validity in RCT designs, which is particularly germane because policymakers are concerned with knowing not just what works but if it will work elsewhere (Sampson 2010). The external validity of an evaluation – its relevance to populations or contexts outside of the experimental conditions under which it was originally evaluated – is a crucial factor in determining whether the findings can inform effective policy. Without external validity, even the most well-executed RCT with the highest degree of internal validity may nonetheless fail to generate actionable insights for policymakers, whose decision-making must account for the complexity of our dynamic world. Qualitative research can be useful in this instance, documenting the local context associated with an intervention in a manner that can inform tailored implementation and enhance generalizability (La Vigne 2024).

Another advantage to mixed-methods research is that qualitative research is typically employed in documenting implementation fidelity. The field collectively laments – and debates – the sizeable share of criminal justice evaluations that yield null findings yet dedicates scant attention to the need to measure the quality of implementation fidelity (La Vigne 2024). Understanding whether a program was implemented as intended is essential when interpreting an experimental design's null findings because it enables us to distinguish between failure of theory versus failure of implementation.

Better yet, qualitative research coupled with an action research approach can improve the quality of implementation while increasing the odds that it yields the desired result (La Vigne 2024). Take for example a community-based violence intervention program for which evaluators document low adherence to model fidelity owing to high staff turnover. Qualitative interviews with staff reveal that, given staff histories of exposure to community violence, their work is retraumatizing, fueling burnout and attrition. With an action research approach to evaluation, researchers share this vital contextual information with program operators as soon as it is

learned so that the well-being of staff can be addressed, enhancing both the fidelity – and potentially the effectiveness – of their violence intervention efforts.

This is not to say that criminologists should be jacks of all trades, nor should we expect scholars to be experts in every subdiscipline. But having a thorough understanding of and respect for both qualitative and quantitative methodologies is foundational to a solid education in the field of criminology. It is also essential for building research partnerships within the academy, which can facilitate collaboration and bridge gaps in knowledge and expertise. When scholars with different methodological backgrounds and preferences work together, the quality and depth of research is enhanced while promoting an inclusive approach that values diverse perspectives.

NIJ's Role in Redefining Rigor

It is not lost on me that institutions like NIJ can play a critical role in this paradigm shift. Since I joined the Institute, we have placed new emphasis on prioritizing research that solicits the perspectives of people closest to the issue or problem under study – to include both practitioners with professional expertise and populations with lived experience of victimization and legal system involvement. We have also encouraged grant applicants to develop study designs that embody a racial equity lens, taking care to ensure that biases in data sources and research processes are minimized and that both inputs (e.g., access to programs and services) and outcomes (e.g., reentry success) specific to race, ethnicity, and identity are isolated to identify both intended and unintended consequences.

By prioritizing research proposals that are inclusive and attentive to racial equity, NIJ aspires to set a standard for the type of research that is not only credible but also socially relevant. This alignment with community needs and experiences is essential for generating actionable insights that can truly inform policy and practice. The Institute has also increasingly recognized the importance of process evaluations, which incorporate qualitative methods, and began requiring that all evaluation proposals include robust measurement of program implementation fidelity.

It is my hope that new leadership at NIJ will continue to engage with the academy as I have done. However, the continuation of these efforts is far from guaranteed. Instead, that leadership needs to come from the academy, nurturing new scholars and incentivizing and rewarding existing ones to embrace mixed methods approaches and authentic partnerships.

Redefining Rigor in the Academy

While quantitative methods are well covered in criminology and criminal justice doctoral programs, qualitative skills are not as thoroughly imparted. Comparing two systematic examinations of criminology and criminal justice doctoral programs, one in 2006 (Buckler 2008) and the other in 2020 (Copes et al. 2020), there was a slight increase in elective offerings on qualitative research from 10 out of 25 programs (40%) in 2006 to 21 out of 47 programs (45%) in 2020. Similarly, there was only marginal movement in requiring qualitative research methods courses as a part of the curricula, with 4 out of 24 programs (17%) in 2006 compared to 10 out of 47 programs (21%) in 2020. These percentages are alarmingly low, and solely increasing elective offerings is not sufficient. The academy needs to do a better job of training all future criminologists in rigorous qualitative methodology. Both quantitative and qualitative methods should be thoroughly covered in qualifying exams and field training in qualitative research should be routinely offered.

Moreover, the reward structures within academia—particularly in tenure and promotion processes—must reflect the value of interdisciplinary and mixed methods research. Recognizing and rewarding teams that successfully integrate quantitative with qualitative data not only enhances the credibility of research but also enriches the academic discourse in criminology and related disciplines. By doing so, we can elevate the field towards a more expansive and collective understanding of what constitutes rigorous research. This shift is not merely about methodological preference; it is about redefining rigor in a way that acknowledges the complexity of social issues. Rigor should not be confined to the constraints of a single method but should embrace the richness that comes from a comprehensive approach to answering all manner of research questions.

As we look to the future of criminology, it would serve us well to consider what is attracting new scholars to the field. I think it is safe to say that we were all attracted to the discipline to make society safer and more just. But whereas doctoral students of a few decades ago may have been attracted to the field because they wanted to learn about what makes people “deviant” or what types of policing tactics work best, emerging scholars of today are much more inspired by issues of social justice and building research knowledge that supports marginalized populations and under-resourced communities. Attracting and retaining this new generation of researchers requires the field to be more inclusive of qualitative methods while ensuring that both quantitative and qualitative skills are imparted with no compromise to rigor. This demands that we collectively reject the culture in criminology that implicitly prioritizes quantitative methods and marginalizes qualitative methods. By embracing mixed methods research, we can attract both types of scholars. And by encouraging and rewarding collaboration in pursuit of mixed methods research we can cultivate a more holistic understanding of the issues that plague our communities and our legal system.

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The Future of Cybercrime Research: Recalibrating the Relationship Between Criminology and Computer Science

Kevin F. Steinmetz

Below is a statement from the outgoing chair of the ASC's Division of Cybercrime. It addresses the author's concerns regarding the trajectory of the subfield and its relationship to computer science. It builds from a long tradition of social scientists fretting over the implications of chasing methodological and technological sophistication at the sacrifice of theory and disciplinary history. While the statement may be directed to the membership of one division, it may be likely that others concerned about the identity and legacy of criminology more generally may find its arguments interesting. In short, many criminologists (and other social scientists) downplay the relevance and importance of our discipline, especially relative to the "hard" sciences. The author, however, encourages criminologists to not surrender their scholarly identity so readily and, instead, recognize what we have to offer.

As my time as chair draws to a close, I look at our trajectory and see promise. We have many young and energetic scholars eager to make their mark. We have a strong collegial culture that I think is a model for the ASC. I also see promise for purely utilitarian reasons as well—computers aren't going anywhere anytime soon. We have some job security. It's enough to make a person want to, with apologies to the late Albert Cohen (1993), propose a toast to cybercriminals and cybercrime.

Yet, I see developments occurring within our subfield that have me concerned. Perhaps I am becoming an old man at 38, shaking his fist at clouds. I suspect that I am not alone in my reservations, however. My worry, which I've also detailed in my recent book, *Against Cybercrime: Toward a Realist Criminology of Computer Crime* (apologies for the plug), is that within the academic field of cybercrime, there is a mis-calibrated relationship between criminology and computer science. What follows are, of course, my own reservations—which you are free to disagree with. *My arguments here do not constitute any kind of official position for the Division as an organizing body nor do they necessarily reflect the sentiments of anyone else on the board. This letter is not intended to be some kind of mandate, guiding document, or even necessarily a critique. It is simply a statement of concern and note of encouragement.*

In *The Sociological Imagination*, sociologist C. Wright Mills (1959) famously railed against the rise of what he called "abstracted empiricism"—a social scientific approach which fetishizes the technical details of method while treating both society and its actors as two-dimensional objects. Here, researchers become mere technicians chasing data and processing statistical formulae. It is an approach blighted by what Richard Sennett (1995) describes as "physics envy"—the misguided belief that the only legitimate way forward for social sciences is to approximate the so-called hard sciences. Yet, within the realm of social science, the unreflective pursuit of methodological sophistication has resulted in disciplinary sacrifices. Namely, it has resulted in research that, on its face, may appear "scientific"—being as it is adorned with statistical symbols and technical jargon—but in fact has relatively little to say about human social life. Turning this critique toward criminology, Jock Young (2011, p. 84) noted that such an approach is "denatured and desiccated,"

Its actors inhabit an arid planet where they are either driven into crime by social or psychological deficits or make opportunistic choices in the marketplace of crime. They are either miserable or mundane: they are digital creatures of quantity, they obey probabilistic laws of deviancy – they can be represented by the statistical symbolism of lambda, chi and sigma, their behaviour can be captured in the intricacies of regression analysis and equation.

Worse yet, such an approach tends to come to rather banal or obvious conclusions—not all the time, of course, but often enough that it should give us pause. Are we simply spinning our wheels? Treating research as some rote methodological exercise? To what end? This is not to condemn *all* methodologically sophisticated research. Instead, it is more of a cautionary tale against pursuing technical complexity for the sake of technical complexity.

My worry is that the study of cybercrime has become dominated by its own form of abstracted empiricism and disciplinary envy. Cybercrime is, by definition, a domain of criminology which requires attention to the role of computer technologies in criminal activity. Yet, some are under the mistaken belief that if something involves computers, then the most authoritative perspective to adopt is that of *computer science* or, worse yet, *cybersecurity*. From this view, the pathway forward is to adopt computer science methodologies, terminology, and sensibilities. It is true that computer crimes have long been understood to present unique methodological challenges. Techniques like dark web scraping, honeypots, and others thus provide innovative alternatives when "terrestrial" tools may not suffice. It is also true that criminology is inherently multidisciplinary. As Todd Clear (2001, p. 711) once explained, "we are multidisciplinary always, interdisciplinary at our best." It is to some extent expected, and healthy, that we should absorb methods and ideas from fields like computer science and cybersecurity.

There is a growing belief or attitude that professional legitimacy and prestige is to be found, not by working as social scientists, but through framing ones work in the guise of computer science and operating professionally as if one were a cybersecurity consultant. For these scholars, their methods seem directed by advances in computer science and their research questions largely dictated by the concerns of governments and corporations. They speak in the vernacular of cybersecurity, substituting "attack" for "crime," "social engineering" for "fraud," and "adversaries" for "perpetrators." Perpetrators are completely rational calculators and victims are two dimensional beings with "vulnerabilities" understood in the plainest terms of pop psychology. It is a withered criminology fit

only for the board room.

There seems to be a shade of what I call “engineering envy” which blinds some to the strengths and potentialities inherent in criminology as a social science. We tend to downplay our accomplishments as a discipline, perhaps because we can’t generate the same kinds of laws, proofs, and theorems produced in the hard sciences (turns out, studying people is a lot more complicated than shooting lasers through gold foil). Yet, we have established invaluable knowledge about crime and criminality in our one hundred plus years. Sutherland’s *The Professional Thief*. Cohen’s *Delinquent Boys*. Matza’s *Delinquency and Drift*. Miller’s *One of the Guys*. Ferrell’s *Crime of Style*. Anderson’s *Code of the Street*. The list goes on. These works and so many others have helped establish a bedrock of knowledge upon which we have constructed our discipline. And, importantly, they are—at their core—works which are fundamentally, unabashedly social scientific. They grapple with culture, politics, history, status, power, and so many other key aspects of human life. We do not have an infallible past, for sure, but our history is rich and worth building upon.

Yet, those suffering from engineering envy seem all too willing to forget this legacy. I cannot count the number of manuscripts I have reviewed in the field of cybercrime in which the authors are researching something like fraud only to ignore any research that predates the internet. At best, these studies reinvent the wheel, coming to conclusions already established in works like Sutherland’s (1937) *The Professional Thief*, Maurer’s (1940) *The Big Con*, Goffman’s (1952) “On cooling the mark out”, or Levi’s (1981) *The Phantom Capitalists*. Further, many cybercrime studies attempt to buoy their significance with claims that the frauds under investigation are somehow new and novel—as if to imply that any findings uncovered are therefore unique because the crime itself is unique. Unfortunately, most are not. As McGuire (2018, p. 12) explains, “the number of ways in which humans can harm other humans is ultimately rather limited—so genuinely novel harms are therefore rare.”

Methodologically, these studies overlook or obscure the fact that some of the most innovative, interesting, and useful studies in the field of cybercrime have been relatively simple in their approach. Jonathan Lusthaus (2018) traveled the world for interviews which comprised his outstanding *Industry of Anonymity*. Cassandra Cross spent years conducting interviews with the victims of fraud and has published some of the most noteworthy contemporary work in that area (e.g. Cross, 2015; Cross et al., 2018). Or consider Monica Whitty’s (2013) description of romance fraud produced from victim interview data. Thomas Holt (2007) crafted some of the earliest and, in my estimation, best descriptions of hacker culture from a criminological perspective using interview and web forum data. These examples, of course, privilege qualitative research but it is not to suggest that our best studies are exclusively qualitative. Instead, the point is that we do not always need to lean on computational and computer security methodologies to make meaningful knowledge. These studies are simple and yet produce exquisitely useful knowledge because they are grounded in our broader canon and attuned to the humanity of cybercrime and victimization issues.

Regarding theory, the matter seems to be regarded as almost a nuisance—something the engineering envious must include before they can fuss over the cybercrime *du jour* or their latest analytic toys. It’s the vegetables standing in the way of dessert. They don’t seem to grapple with fundamental questions about crime, criminality, or control. They don’t seem interested in participating in bigger disciplinary debates. If theory is considered at all, they largely stick to humdrum and incomplete analyses of the same criminological theories—typically routine activities, deterrence, self-control, and social learning. The results? Decidedly mixed. They may explain some cybercrime and victimization under certain circumstances though the extent of their explanatory reach is questionable. Computer science-driven research seems largely uninterested in addressing the big picture or grappling with fundamental questions of crime and criminality. It is almost as if they are trying to be checkbox compliant—add a few theoretical predictors to satisfy some base theory requirement necessary to get through peer-review.

Some of the greatest theoretical innovations in the field of cybercrime are unabashedly social scientific—they center issues like culture, politics, political economy, and the like. Consider, for instance, Powell, Stratton, and Cameron’s (2018) *Digital Criminology*, which merges insights from cultural criminology, science and technology studies, actor-network theory, and other areas to create a theoretical scaffolding for making sense of our increasingly complex and digitized world. Or McGuire’s (2008) *Hypercrime: The New Geometry of Harm*, which grounds discussions of cybercrime in their proper historical context and to understand the variegated ways that harms are produced within online spaces. These works, and others, grapple with big, tough questions in thoughtful ways. They actively attempt to push the field forward. And they do so, not by working within the framework of computer science but, rather, by doubling down on their social science orientation.

None of this is to say that we cannot learn from computer science, cybersecurity, and related fields. My argument is simply that we should be true to who we are—and be proud of it. We should not genuflect to the engineering fields. We have a much stronger legacy than we give ourselves credit for. We have honed intellectual tools for making sense of the complexities of human life. Let us not hollow out ourselves to ride on the coattails of another discipline. Computer science and cybersecurity can enhance us, but we should not surrender ourselves over and forget who we are. I understand that researchers want the best of both worlds, but it will be difficult for a criminologist to compete with a trained computer scientist. And the criminologist who neglects their social scientific roots will find their skills atrophied. They will, in fact, be the *worst* of both worlds.

I end this essay with a message directly to the members of the Division of Cybercrime. It has been an honor and privilege to serve

as your chair over the past couple years (2022-2024). Thank you all for your support and participation in the division. We genuinely could not do what we do without you. If you're reading this and haven't joined, then I invite you to, in the words of Tom Haverford and Donna Meagle, "treat yourself." During my tenure, we tried some things that seemed to work out well. We tried some other things that failed. Lessons were learned along the way. Overall, I think the division is on an upward trajectory and I look forward to seeing what happens under new management.

I am extremely grateful to my outstanding executive board. Claire Lee (vice-chair) and Cassandra Dodge (treasurer/secretary) kept our division on rails along with our executive counselors, Jordana Navarro, James Popham, and Lauren Shapiro. I also appreciate Thomas Dearden (archivist) who, among other things, created and managed our division Discord server. If you haven't already, please check it out! Thanks also to Divya Ramjee who manages the division website. Many thanks to Cathy Marcum, our former chair who was an invaluable font of wisdom. Thanks also to the many folks who chaired and served on our various committees. Anything great about our division should be credited to these folks. Any failings are mine and mine alone.

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DOCTORAL STUDENT FORUM

Recognizing Your Worth: The Role of Supportive Mentorship in Navigating Academic Challenges

Laura Mishne Heller

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Navigating the academic job market is a daunting and often uncertain journey, particularly for those of us who balance multiple professional identities. As a doctoral student at the University of North Dakota and a professional faculty member in the Department of Criminal Justice and Security Studies at a separate institution, I have experienced firsthand the challenges of transitioning between academic roles and environments. For early-career faculty, and especially those in non-tenure-track positions, the pressures of budget constraints and institutional hierarchies can often lead to feelings of being undervalued or overlooked.

In these moments, having a supportive mentor becomes crucial. My own mentors—including my dissertation chair and other faculty members who have generously invested in my growth—have been invaluable. Their guidance has helped me build confidence, develop marketable skills, and navigate the complexities of academia with a sense of professional worth. Reflecting on these relationships, I see even more clearly how essential it is for new faculty—whether doctoral students or professional faculty members—to have mentors who believe in them, advocate for them, and support their growth. Such mentorship serves as a grounding force, reminding you of your worth when institutional pressures might suggest otherwise.

The Importance of a Quality Mentor

Research has shown that mentorship is a critical factor in academic success and career satisfaction. A supportive mentor is especially valuable for early-career faculty, providing guidance not only in research and teaching but also in navigating the social and political landscape of academia (Boeren et al., 2015; Sargent & Rienties, 2022; Tenenbaum, Crosby, & Gliner, 2001; Yun, Baldi, & Sorcinelli, 2016). A mentor who is genuinely invested in your growth can help you develop resilience, marketable skills, and a professional identity that holds strong, even when external factors seem to diminish your worth (Sambunjak, Straus, & Marusic, 2010).

Throughout my own career, I've come to understand that mentorship should be more than simply professional advice; it's a relationship that builds confidence and affirms one's value. When faced with dismissive or exclusionary treatment in my department as a professional faculty member, I turned to my mentors who reminded me of my skills, achievements, and goals. They encouraged me to pursue professional development, collaborate with other colleagues, and engage with research that aligned with my values. With their support, I was able to continue advancing my career, even amidst challenges.

Self-Worth and Advocacy in Academia

For doctoral students and new faculty, particularly those working in departments with traditional or hierarchical cultures, it's essential to advocate for your worth and set clear boundaries. As Wright, Schram, and Gendron (2011) argue, scholars who establish and maintain a strong sense of self-worth are better positioned to manage the complexities of academia. This isn't always easy, especially when subtle or overt messages from colleagues suggest that non-tenured faculty are expendable. But knowing your value and embracing your unique contributions can empower you to stay grounded and focused on your goals.

It's also essential to remember that the structure of academia is not monolithic, nor are all departments alike. If you find yourself in an environment where your contributions are undervalued or your role is marginalized, recognize that this is a reflection of the institution, not of you. Academic self-worth is often most vulnerable when we internalize these messages, believing that we are only as valuable as our job title or contract type (Crocker & Wolfe, 2001; Kernis, 2003; Lawrence & Gonzales, 2023). A mentor who champions your worth can help counter these negative narratives, reminding you of the skills, insights, and resilience you bring to your field.

Practical Strategies for Building Marketable Skills

As doctoral students prepare to enter the job market, leveraging institutional resources is key. Whether it's equity and compliance offices, faculty development workshops, or professional organizations, these resources can support your growth and expand your professional toolkit. Familiarize yourself with these resources and use them to strengthen your CV and broaden your skill set. In particular, understanding equity compliance items, such as Title IX, is crucial—not only for your own professional knowledge but

DOCTORAL STUDENT FORUM

also to help foster safe, inclusive academic environments (Baker & Boland, 2011; Chism, 2006; Harris, Wood, Worthington, & Turner, 2013). Being well-versed in these topics demonstrates a commitment to equitable practices, which is valued in many institutions. When you actively seek opportunities to grow—by joining collaborative research projects, attending workshops, or publishing in diverse formats—you make yourself more marketable and resilient to the ups and downs of academic employment.

For instance, engaging with professional organizations like the American Society of Criminology or utilizing resources such as institutional compliance offices can provide both support and professional growth. Additionally, cultivating relationships with colleagues outside of your department or institution can expand your network, expose you to different perspectives, and introduce you to potential collaborators.

Holding on to Your Worth: A Message to Doctoral Students

Entering academia is both a privilege and a challenge, and every scholar deserves to feel valued and supported in their career. As you embark on your professional journey, remember that you are an essential contributor to the academic community, regardless of your job title or position. Doctoral students, you have a seat at the table, and no one has the right to tell you otherwise. Your research, teaching, and service matter, and you bring unique skills and perspectives to the field.

As you prepare to enter the academic job market, I encourage you to find mentors who believe in your potential, invest in your professional growth, and advocate for your success. When the challenges of academia feel overwhelming, these mentors can remind you of your value and help you stay grounded in your goals.

Together, we can work to create an academic culture that respects, values, and includes all faculty members—whether they hold tenure or not. Embrace your journey, lean on your mentors, and hold fast to the conviction that you are a vital part of the academic community.

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AROUND THE ASC

2024 ASC ANNUAL MEETING

2024 Gene Carte Student Paper Award Recipient -
First Place - Taylor Domingos



2024 Edwin H. Sutherland
Award Recipient -
Kathleen Daly



2024 Gene Carte Student Paper Award Recipient -
Second Place - Avery Warner



2024 August Vollmer
Award Recipient -
Henry Pontell

2024 Gene Carte Student Paper Award Recipient -
Third Place - Abby Ballou



2024 Herbert Bloch
Award Recipient -
Charis E. Kubrin



AROUND THE ASC

2024 ASC ANNUAL MEETING

2024 ASC Fellows Award Recipient -
Robert Apel

2024 ASC Fellows Award Recipient -
John MacDonald



2024 ASC Fellows Award Recipient -
Jean Marie McGloin



2024 ASC Fellows Award Recipient -
Bill Sabol

2024 ASC Fellows Award Recipient -
Brandon C. Welsh



AROUND THE ASC

2024 ASC ANNUAL MEETING

2024 Teaching Award Recipient -
Bonita M. Veysey



2024 Mentor Award Recipient -
Kristy Holtfreter



2024 Graduate Student Poster Award Recipient -
First Place - Shujing Shi



2024 Graduate Student Poster Award Recipients -
Second Place - Carisma Jano & Jeffrey Peterson



2024 Graduate Student Poster Award Recipient -
Third Place - Dylan O'Donoghue



AROUND THE ASC

2024 ASC ANNUAL MEETING



2024 ASC Ruth D. Peterson Fellowship Award for Racial and Ethnic Diversity Recipient - Susana Avalos

2024 ASC Ruth Shonle Cavan Young Scholar Award Recipient - Emma E. Fridel



2024 Michael J. Hindelang Outstanding Book Award Recipient - Rachel Ellis

2024 ASC Ruth D. Peterson Fellowship Award for Racial and Ethnic Diversity Recipient - Kendall Riley



2024 ASC Thorsten Sellin & Sheldon and Eleanor Glueck Award Recipient - Federico Varese



2024 ASC Ruth D. Peterson Fellowship Award for Racial and Ethnic Diversity Recipient - Kaelyn Sanders



AROUND THE ASC

2024 ASC ANNUAL MEETING

2024 President's Award for Distinguished Contributions to Justice Recipient - Jason Bell, Project Rebound

2024 Project Rebound Team



2024 ASC Annual Meeting Team



2024 ASC Presidents - from left: Steven Messner, Gary LaFree, Larry Sherman, Katheryn Russell-Brown, Shadd Maruna, Jim Lynch, Meda Chesney-Lind, Val Jenness

2024 ASC President Val Jenness and 2025 ASC President Katheryn Russell Brown





2025 AWARD NOMINATIONS

WE ARE ACCEPTING NOMINATIONS FOR THE FOLLOWING AWARDS

ASC Fellows

Herbert Bloch Award

Gene Carte Student Paper Competition

Ruth Shonle Cavan Young Scholar Award

Graduate Student Poster Award

Michael J. Hindelang Outstanding Book Award

Mentor Award

Joan Petersilia Outstanding Article Award

Ruth D. Peterson Fellowship for Racial and Ethnic Diversity

Sellin-Glueck Award

Edwin H. Sutherland Award

Teaching Award

August Vollmer Award

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

***These Awards will be presented during the Annual Meeting of the Society.
The Society reserves the right to not grant any of these awards during any given year.
Award decisions will be based on nominees' qualifications/manuscript quality and not on the number of nomination endorsements received. ASC Board members are ineligible to receive any ASC award during their term in office.***

NOMINATIONS CRITERIA & INSTRUCTIONS

ASC FELLOWS – This designation is given to recognize scholarly contributions to criminology and distinction in the discipline. Longevity alone is not sufficient. Examples of contributions may include innovations in public policy as well as enhancing diversity, equity and inclusion within the Society and the field of criminology. In addition, a Fellow must have made a significant contribution to the field through the career development of other criminologists and/or through organizational activities within the American Society of Criminology. Nominees must be members in good standing of the Society. The Board may designate up to five (5) persons as Fellows annually.

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

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

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

Committee Chair: FAYE TAXMAN, George Mason University (703) 995-8555 ftaxman@gmu.edu

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

Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate. All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: ROBERT CRUTCHFIELD, University of Washington (206) 543-5882 crutch@uw.edu

GENE CARTE STUDENT PAPER AWARD (Sponsored by Wiley Publishing Co.) – This award is given to recognize outstanding scholarly work of students. Any student currently enrolled on a full-time basis in an academic program at either the undergraduate or graduate level is invited to participate in the Carte Student Paper competition. Those enrolled in Post-Doc programs are ineligible.

Prior Carte Award first place winners are ineligible for any future Carte student paper competitions. Previous prize-winning papers (any prize from any organization and or institution) are ineligible. Dual submissions of the same paper for the Carte Award and any other ASC award in the same year (including division awards) are disallowed. Papers can be submitted to only one ASC student competition in the same year. Students may submit only one paper a year for consideration. This includes co-authored works. Multiple authored papers are admissible for Carte Award consideration, as long as all authors are students in good standing at the time of the submission. Papers that have been accepted for publication at the time of submission for the Carte Award are ineligible. Papers may be conceptual and/or empirical but must be directly related to criminology. Papers may be no longer than 8,000 words (excluding tables and references). The *Criminology* format for the organization of text, citations and references should be used. Authors' names and departments should appear only on the title page. The next page of the manuscript should include the title and a 100-word abstract. The authors also need to submit a copy of the manuscript, as well as a letter verifying their enrollment status as full-time students, co-signed by the dean, department chair or program director, all in electronic format.

Those who submit papers for the Carte award must sign a statement that verifies that they are the authors of the said piece (ie., the piece is not plagiarized). The students' academic advisor will also submit a signed statement that to the best of their knowledge, the paper has been authored by the said student and is not plagiarized. If the Carte Committee feels the paper was plagiarized, the Committee Chair may contact the said student's advisor(s) and indicate that the Carte Committee feels that the paper may have been plagiarized.

The Carte Award Committee will rate entries according to criteria such as the quality of the conceptualization, significance of the topic, clarity and aptness of methods, quality of the writing, command of relevant work in the field, and contribution to criminology. The 1st, 2nd, and 3rd place papers will be awarded prizes of \$1000, \$600, and \$400, respectively and will be eligible for presentation at the upcoming Annual Meeting. The 1st prize winner will also receive a travel award of up to \$1000 to help defray costs for attending the Annual Meeting. Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the awards, or to give fewer than three awards, in any given year. Award decisions will be based on the quality of the manuscripts and not on the number of nomination endorsements received for any particular manuscript. All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for submission is April 15.**

Committee Chair: PAMELA WILCOX, Pennsylvania State University (814) 867-0215 pamelawilcox@psu.edu

NOMINATIONS CRITERIA & INSTRUCTIONS

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD – This award is given to recognize outstanding scholarly contributions to the discipline of criminology by someone who has received a Ph.D., MD, LL.D. or a similar graduate degree no more than five (5) years before the selection for the award (for this year the degree must have been awarded no earlier than May 2020), unless exceptional circumstances necessitated a hiatus in their scholarly activities. Eligibility extensions for major career interruptions include but are not limited to giving birth (one year per child, up to two years total), adoption, illness as well as having care responsibilities, which cause a hiatus or significant impediment to scholarly activities. Nomination letters should concisely explain the circumstances justifying the extensions. If the candidate has multiple graduate degrees, the last five-year period is from the date when the last degree was received. The award may be for a single work or a series of contributions, and may include co-authored works. Those interested in being considered or in nominating someone for the Cavan Award should send: (a) a letter evaluating a nominee's contributions to the discipline of criminology; (b) when relevant, include an explanation/justification for "major career interruptions;" (c) applicant's/nominee's curriculum vitae; and (d) no more than 3 published works, which may include a combination of articles and one book. Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate. All nomination materials should be submitted to the Committee Chair in electronic format, except for book submissions. A hard copy of any book submission should be mailed to the Committee Chair. **The deadline for nominations is March 1.**

Committee Chair: RICHARD LEO, University of San Francisco (415) 422-6513 rleo@usfca.edu

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

The Graduate Student Poster Award Committee will judge submissions primarily on scientific merit and secondarily on visual appeal. Ideally submissions should be as complete as possible, with a question, method, data, and (preliminary) results and implications. Awards for 1st, 2nd and 3rd place will be given. The first prize winner shall receive an award of \$1000. The second prize winner shall receive an award of \$600. The third prize winner shall receive an award of \$400. The award recipients may request an Annual Meeting fee waiver from the Society President.

The Executive Board may decide not to give the awards, or to give fewer than three awards, in any given year. Award decisions will be based on the quality of the posters and not on the number of endorsements received for any particular poster.

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

Committee Chair: CAMILLE GIBSON, Prairie View A&M University (936) 261-5228 cbgibson@pvamu.edu

MICHAEL J. HINDELANG OUTSTANDING BOOK AWARD - This award is given for a book, originally published within three (3) calendar years preceding the year in which the award is made, that makes the most outstanding contribution to research in the field of criminology. For this year, the book must have been published in 2022, 2023, or 2024. To be considered, books must be nominated by individuals who are members of the American Society of Criminology. The Committee will not consider anthologies and/or edited volumes. To nominate a book, please submit the title of the book, its authors, the publisher, the year of the publication, and a brief discussion of your reasons for the recommendation to the Hindelang Award Committee Chair in electronic format.

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

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

Committee Chair: CANDACE KRUTTSCHNITT, University of Toronto (416) 978-2979 c.kruttschnitt@utoronto.ca

NOMINATIONS CRITERIA & INSTRUCTIONS

MENTOR AWARD – This award is given to recognize excellence in mentorship in the discipline of criminology. Nominations of individuals at all stages of their academic careers are encouraged.

Any nonstudent member of the ASC is an eligible candidate for the ASC Mentor Award, including persons who hold a full or part time position in criminology, practitioners and researchers in nonacademic settings. The award is not limited to those who participate in the ASC mentoring program.

Nonstudent members may be nominated by colleagues, peers, or students but self-nominations are not allowed. A detailed letter of nomination should contain concrete examples and evidence of how the nominee has sustained a record of enriching the professional lives of others, and be submitted to the Mentor Award Committee Chair in electronic format.

The mentorship portfolio should include:

1. Table of contents,
2. Curriculum Vita, and
3. Detailed evidence of mentorship accomplishments, which may include:
 - academic publications
 - professional development
 - teaching
 - career guidance
 - research and professional networks, and
 - other evidence of mentoring achievements.

The letter should specify the ways the nominee has gone beyond their role as a professor, researcher or collaborator to ensure successful enculturation into the discipline of criminology, providing intellectual professional development outside of the classroom, and otherwise exemplary support for criminology/criminal justice undergraduates, graduates and post-graduates.

Letters of nomination (including statements in support of the nomination), the nominee's portfolio, and all other supporting materials should be submitted to the Mentor Award Committee Chair in electronic format.

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

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

Committee Chair: ALEX PIQUERO, University of Miami (305) 284-4220 axp1954@miami.edu

JOAN PETERSILIA OUTSTANDING ARTICLE AWARD – This award is given for the peer-reviewed article published in the previous calendar year that makes the most outstanding contribution to research in the field of criminology. The current Committee will consider articles published during the 2023 calendar year. The Committee automatically considers all articles published in *Criminology* and in *Criminology & Public Policy*, and will consider articles of interest published in other journals. We are also soliciting nominations for this award. To nominate articles, please send full citation information for the article and a brief discussion of your reasons for the recommendation to the Petersilia Award Committee Chair in electronic format.

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

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

Committee Chair: LISA BROIDY, University of New Mexico (505) 277-2501 lbroidy@unm.edu

W.E.B. DU BOIS RESEARCH AWARD This award (established in 2023) is given to recognize transformative scholarship that engages criminology, criminal justice and race/ethnicity. The scholarship may be based on research that investigates in the intellectual tradition of Du Bois, such as an examination of race/ethnicity-related issues through methodology, theory development/critique, historical analysis, and/or ethnographic scholarship. The award, which may be given to an individual or collaborators, may be based on a single book, a single article, a thread of related research, or the body of work of a senior scholar.

Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate. All nomination materials should be submitted to the Committee Chair in electronic form. **The deadline for nominations is March 1.**

Committee Chair: SHAUN GABBIDON, Pennsylvania State University (717) 948 6054 slg13@psu.edu

NOMINATIONS CRITERIA & INSTRUCTIONS

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

Applicants are to be from racial and ethnic groups underrepresented in the field, including but not limited to, Asians, Blacks, Indigenous peoples, and Latinas/os. Applicants need not be members of the American Society of Criminology. Individuals studying criminology or criminal justice issues are encouraged to apply. The recipients of the fellowships must be accepted into a program of doctoral studies in the general area of criminology or criminal justice. Individuals may reapply for the award if they have not received it previously.

A complete application must contain (1) proof of admission to a criminal justice, criminology, or related program of doctoral studies; (2) up-to-date curriculum vita; (3) personal statement describing the applicant's race/ethnicity and its importance in the applicant's scholarship and/or career plans; (4) copies of undergraduate and graduate transcripts; (5) statement of need and prospects for financial assistance for graduate study; (6) a letter clearly articulating career plans, salient experiences, and motivations within criminology and criminal justice that fit in line with the Fellowship's purpose; and (7) three letters of reference. All application materials should be submitted to the Peterson Fellowship Committee Chair in electronic format as a single pdf attachment.

Up to five (5) \$8,000 fellowships can be awarded annually. The Executive Board may decide not to award the fellowships, or to give fewer than five (5) fellowships, in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate.

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

Committee Chair: CHRISTINA DEJONG, Michigan State University (517) 449-2625 dejongc@msu.edu

THORSTEN SELLIN & SHELDON AND ELEANOR GLUECK AWARD – This award is given to recognize criminological scholarship that considers problems of crime and justice as they are manifested outside the United States, internationally or comparatively. Preference is given to scholarship that analyzes non-U.S. data, is predominantly outside of U.S. criminological journals, and, in receiving the award, brings new perspectives or approaches to the attention of the members of the Society. The recipient need not speak English. However, their work must be available in part, at least, in the English language (either by original publication or through translation). Nominators should send a letter evaluating the nominee's contributions relevant to this award, and a copy of the nominee's curriculum vitae to the Sellin-Glueck Committee Chair in electronic format. Please limit nominations to a single cover letter and the nominee's curriculum vitae.

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

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

Committee Chair: HONG LU, University of Nevada, Las Vegas (702) 895-0242 hong.lu@unlv.edu

EDWIN H. SUTHERLAND AWARD – This award is given to recognize outstanding scholarly contributions to theory or research in criminology on the etiology of criminal and deviant behavior, the criminal justice system, corrections, law or justice. The distinguished contribution may be based on a single outstanding book or work, on a series of theoretical or research contributions, or on the accumulated contributions by a senior scholar.

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

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

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

Committee Chair: ANTHONY PEGUERO, Arizona State University (602) 496-7827 anthony.peguero@asu.edu

AROUND THE ASC

2025 AWARDS NOMINATIONS

NOMINATIONS CRITERIA & INSTRUCTIONS

TEACHING AWARD – This award is given to recognize excellence in undergraduate and/or graduate teaching over the span of an academic career. This award identifies and rewards teaching excellence that has been demonstrated by individuals either (a) at one educational institution where the nominee is recognized and celebrated as a master teacher of criminology/criminal justice; or, (b) at a regional or national level as a result of that individual's sustained efforts to advance criminological/criminal justice education.

Any faculty member who holds a full-or part-time position teaching criminology or criminal justice is eligible for the award, inclusive of graduate and undergraduate universities as well as two- and four-year colleges. In addition, faculty members who have retired are eligible within the first two years of retirement.

Faculty may be nominated by colleagues, peers, or students; or they may self-nominate, by writing a letter of nomination to the Teaching Award Committee Chair in electronic format. Letters of nomination should include a statement in support of the nomination of not more than three pages. The nominee and/or the nominator may write the statement.

Nominees will be contacted by the Chair of the Teaching Award Committee and asked to submit a teaching portfolio of supporting materials.

The teaching portfolios should include:

1. Table of contents,
2. Curriculum Vita, and
3. Detailed evidence of teaching accomplishments, which may include:
 - student evaluations, which may be qualitative or quantitative, from recent years or over the course of the nominee's career;
 - peer reviews of teaching;
 - nominee statements of teaching philosophy and practices;
 - evidence of mentoring;
 - evidence of research on teaching (papers presented on teaching, articles published on teaching, teaching journals edited, etc.);
 - selected syllabi;
 - letters of nomination/reference; and
 - other evidence of teaching achievements.

The materials in the portfolio should include brief, descriptive narratives designed to provide the Teaching Award Committee with the proper context to evaluate the materials. Student evaluations, for example, should be introduced by a very brief description of the methods used to collect the evaluation data and, if appropriate, the scales used and available norms to assist with interpretation. Other materials in the portfolio should include similar brief descriptions to assist the Committee with evaluating the significance of the materials.

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

Letters of nomination should be submitted to the Teaching Award Committee Chair in electronic format and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted to the Teaching Award Committee Chair in electronic format and must be received by **June 1**.

Committee Chair: EMILY LENNING, Fayette State University (910) 672-2274 elenning@uncfsu.edu

AUGUST VOLLMER AWARD - This award is given to recognize an individual whose scholarship and professional activities have made outstanding contributions to justice and/or to the treatment or prevention of criminal or delinquent behavior.

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

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

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

Committee Chair: ROSE RICCIARDELLI, Fisheries and Marine Institute of Memorial University of Newfoundland (709) 778-0200 ricciardell@mun.ca

AROUND THE ASC

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

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

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

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

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

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

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

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

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

Feminist Criminology (DFC)
<https://ascdwc.com/>

Health and Disability Criminology (DHDC)
(website coming soon)

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

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

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

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

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

Qualitative Research (DQR)
(website coming soon)

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

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

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

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

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

Visit the [ASC Divisions](#) page on the ASC Website for additional details

To donate to a division, visit the [ASC Donations](#) page on the ASC Website

ASC CALL FOR PAPERS

**ANNUAL MEETING 2025
WASHINGTON, DC
NOVEMBER 12 – 15, 2025
MARRIOTT MARQUIS WASHINGTON, DC**

THEME:

CRIMINOLOGY, LAW AND, THE DEMOCRATIC IDEAL

**PROGRAM CO-CHAIRS:
TaLisa Carter, American University
and
Kevin Drakulich, Northeastern University**

**ASC PRESIDENT:
Katheryn Russell-Brown, Northeastern University**

SUBMISSION DEADLINES:

**Thematic panels, individual paper abstracts,
and author meets critics panels:
FRIDAY, MARCH 21, 2025
Posters, roundtable abstracts, and lightning talk abstracts due:
FRIDAY, MAY 16, 2025**

AROUND THE ASC

2025 CALL FOR PAPERS

GENERAL SUBMISSION INFORMATION

All abstracts must be submitted online via the All-Academic submission website. A direct link will be provided in January 2025.

You will need to create a new profile each year as the submission site does not store profiles from previous years.

Before submitting an abstract for a single paper or submitting a panel, please ensure you have the following information for *all* authors and co-authors (including discussants and chairs, if applicable): **Name, phone number, email address, and affiliation**. This information is necessary to complete the submission.

Only original papers that have not been published may be submitted to the Program Committee for presentation consideration. Presentations of the same paper presented elsewhere are discouraged. An individual may submit more than one paper/panel provided the work has not been presented at past meetings.

For meeting participant information, please see [Guidelines for Annual Meeting Participants](#).

Please refer to the [Annual Meeting FAQ document](#) for guidance on registration, equipment, session scheduling, and travel.

SUBMISSION DEADLINES

Friday, March 21, 2025 - absolute deadline for thematic panels, regular panel presentations, & author meets critics sessions.

Friday, May 16, 2025 - absolute deadline for the submission of posters, roundtable, & lightning talk sessions.

Late submissions will NOT be accepted. In addition, submissions that do not conform to the guidelines will be rejected. To avoid last-minute complications, we recommend submitting well in advance of the deadline. If you need assistance, ASC staff are available to respond to inquiries during regular business hours.

GUIDELINES FOR ONLINE SUBMISSIONS

Prior to submitting an abstract or panel, please review the 2025 Program Committee list below and choose a single sub-area within the broader areas.

- Choose the area and sub-area that best fits your presentation and submit the work only once. Your choice of area and sub-area (when applicable) is important in determining the panel for your presentation and will assist the program chairs in avoiding time conflicts for panels on similar topics.
- For roundtable, lightning talk, poster session or author meets critics panel submissions, you only need to select the broader area; no sub-area is offered.

On the submission site, you will be asked to indicate the type of submission you wish to make. The available choices include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics Session, (4) Poster Presentation, (5) Roundtable Submission, or (6) Lightning Talk Presentation.

SUBMISSION TYPES

(1) **Complete Thematic Panels:** Panel submissions must include a title and abstract for the entire panel, as well as titles, abstracts, and author information for each paper. Each panel should consist of three to five papers and one discussant. Both the panel and individual paper abstracts should be less than 200 words. We encourage panel submissions to be organized by individuals, ASC Divisions, and other working groups.

- **PANEL SUBMISSION DEADLINE:** **Friday, March 21, 2025**

AROUND THE ASC

2025 CALL FOR PAPERS

SUBMISSION TYPES (cont.)

(2) **Individual Paper Submissions:** Submissions for a regular panel session presentation must include a title, abstract, and author information (name, email, affiliation). These papers should focus on work that is nearing completion or has made substantial progress. Work that is in its early stages or yet to begin may be more appropriate for a roundtable discussion (see below). Presentations of published work would be better suited for an "author meets critic" session. An individual may submit more than one paper provided the work has not been presented at past meetings.

- **INDIVIDUAL PAPER SUBMISSION DEADLINE:** **Friday, March 21, 2025**

(3) **Author Meets Critics Sessions:** These sessions are organized by either the author or a critic and should feature a recently published book relevant to the ASC. Each panel should include the author's name and names of three to four critics who have agreed to discuss and critique the book. The book must be in print by the submission deadline to allow time for proper evaluation and for ASC members to familiarize themselves with the work.

- **AUTHOR MEETS CRITICS SUBMISSION DEADLINE:** **Friday, March 21, 2025**

(4) **Poster Presentations:** Submissions for poster presentations must include a title, abstract and author information (name, email, and affiliation). Each poster will be allocated a 4' x 8' display space. The poster should visually present theoretical work or methods, data, policy analyses, or findings in a format that encourages questions and discussion. Only one poster submission is allowed per presenter.

- **POSTER SUBMISSION DEADLINE:** **Friday, May 16, 2025**

Graduate Student Poster Competition: Graduate students who wish to enter this competition should adhere to the directions and deadline for presenting a poster at the Annual Meeting (see above). In addition, such participants must self-declare their request for award consideration at the time of their Poster submission by marking the appropriate box in the submission system. Participants must also send a brief (2-3 minute) YouTube video presentation of their poster to the Graduate Student Poster Award Committee Chair by **June 20**. For full eligibility details, please see the [ASC Awards](#) webpage.

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

For more questions or more information, please contact the Graduate Poster Competition Chair, Camille Gibson, cbgibson@pvamu.edu

- **POSTER COMPETITION SUBMISSION DEADLINE:** **Friday, June 20, 2025**

(5) **Roundtables:** These sessions consist of 4-5 papers with presenters discussing related topics. Roundtable sessions are generally less formal than thematic paper panels. Thus, ASC provides no audio/visual equipment for these sessions.

- You may submit either a single paper to be placed in a roundtable session or a complete roundtable session.
- Must include a title, abstract, and all participant information.
- A full session submission requires a session title and brief description of the session, along with discussants on one topic or a session submission with 4-5 papers with presenters discussing related topics.
- An individual may submit more than one paper provided the work has not been presented at past meetings.

- **ROUNDTABLE SUBMISSION DEADLINE:** **Friday, May 16, 2025**
-

AROUND THE ASC

2025 CALL FOR PAPERS

(6) **Lightning Talks:** Lightning Talks are concise, 5-minute presentations where speakers quickly and engagingly introduce a topic or idea. These sessions aim to showcase diverse topics from multiple presenters while maintaining the audience's attention.

- Each presentation should include 3 to 5 slides or prompt cards, delivering one or two key messages. Slides should feature minimal text and one primary image.
- Lightning talks are ideal for research and theory development in its early stages. See the [Lightning Talk Guide](#) for further information.
- Submissions for a full Lightning Talk panel must include a title and abstract for the entire panel, as well as the titles, abstracts, and author information for each presentation. Panels should consist of 6-7 presentations.
- **LIGHTNING TALK SUBMISSION DEADLINE:** **Friday, May 16, 2025**

ABSTRACTS

A typical abstract will summarize, in one paragraph of 200 words or less, the major aspects of your research, including: 1) the purpose of the study and the research problem(s) you investigate; 2) the design of the study; 3) major findings of your analysis; and 4) a brief summary of your interpretations and conclusions. Although not all abstracts will conform to this format, they should all contain enough information to frame the problem and orient the conclusions. Abstracts will be made public to all meeting attendees through the ASC program app.

Reminder: While submitting, BE SURE TO CLICK “ACCEPT AND CONTINUE” in the lower right-hand corner until you no longer see it. After the submission is completed, you will receive a confirmation email. If you do not, please contact us at meeting@asc41.org.

EQUIPMENT

LCD projectors and cabling will be available only for panel and paper presentations, including lightning talks, to support computer-based presentations. Presenters should bring their own personal computers or coordinate with another panel member to provide a personal computer. ASC does not offer virtual presentation options.

No projectors will be available for roundtables or poster presentations.

MEETING INFORMATION

The 2025 Annual Meeting will take place from Wednesday, November 12, to Saturday, November 15. Sessions may be scheduled at any time during the meeting dates, and ASC cannot accommodate individual preferences for presentation day or time.

If a session does not have an assigned chair, a program committee member may designate a presenter from the last paper on the session to fulfill this role. All participants on the program are required to register for the meeting.

We strongly encourage pre-registration by October 1 to avoid higher onsite registration fees and potential wait times at the registration desk. Visit the ASC website at <https://asc41.org> under “News & Events” for Annual Meeting information, where you can register online or download a printable registration form for mail or fax submission.

For additional guidance on registration, equipment, session scheduling, and travel, please refer to the [Annual Meeting FAQ document](#).

The ASC executive office is available to assist during regular working hours. If you have any questions or concerns, please email meeting@asc41.org or call at 614-826-2000.

AROUND THE ASC

2025 PROGRAM COMMITTEE

Area I	Presidential Panels	Katheryn Russell-Brown	russellbrownk@law.ufl.edu
	Presidential Theme: Criminology, Law, and the Democratic Ideal	TaLisa Carter & Kevin Drakulich	carter@american.edu; k.drakulich@northeastern.edu
Area II	Perspectives on Crime	Jorge Chavez	jorge.chavez@ucdenver.edu
1	Biological, Bio-social, and Psychological Perspectives	Michael Roque	mroque@bates.edu
2	Developmental and Life Course Perspectives	Raquel V. Oliveira	rvelezoliveira@augusta.edu
3	Strain, Learning, and Control Theories	Michelle Manasse	mmanasse@towson.edu
4	Labeling and Interactionist Theories	Breanna Bopppe	bbopppe@urban.org
5	Routine Activities and Situational Perspectives	Chris Guerra	cguerra7@utep.edu
6	Deterrence, Rational Choice and Offender Decision-Making	Rashaan DeShay	rashaan.deshay@tcu.edu
7	Structure, Culture, and Anomie	Patrice Collins	p.collins@northeastern.edu
8	Social Disorganization and Community Dynamics	Andrea Boyles	aboyles@tulane.edu
9	Critical Race/Ethnicity	Faith Deckard	fdeckard@soc.ucla.edu
10	Feminist Perspectives	Vivian C. Smith	vcs29@cabrini.edu
11	Theories of Conflict, Oppression, and Inequality	Ash Stephens	asteph24@uic.edu
Area III	Types of Offending	Sheldon Zhang	Sheldon_Zhang@uml.edu
12	Violent Crime	Tara Sutton	tsutton@soc.msstate.edu
13	Property and Public Order Crime	Sue-Ming Yang	syang10@gmu.edu
14	Drugs	Christopher Contreras	c.contreras@umb.edu
15	Family and Intimate Partner Violence	Max Osborn	max.osborn@villanova.edu
16	Rape and Sexual Assault	Aubrey Jackson Soller	aubrey@umbc.edu
17	Sex Work	Ieke de Vries	i.de.vries@law.leidenuniv.nl
18	Human Trafficking	Stephen Abeyta	sa5029@nyu.edu
19	White Collar and Corporate Crime	Adam Ghazi-Tehrani	aghazite@iu.edu
20	Organized Crime	Randol Contreras	randol.contreras@ucr.edu
21	Identity Theft and Cyber Crime	Christian J. Howell	cjhowell@usf.edu
22	State Crime, Political Crime, and Terrorism	Colleen Mills	cem92@psu.edu
23	Hate Crime	Sarah Lockwood	sarahl@usf.edu
Area IV	Correlates of Crime	Yasser Payne	ypayne@udel.edu
24	Gangs and Co-offenders	Robert J. Durán	rjduran@tamu.edu
25	Substance Use and Abuse	Angela Taylor	ataylo14@uncfsu.edu
26	Weapons	Emma Fridel	efridel@fsu.edu
27	Trauma and Mental Health	Robin D. Jackson	rdjackson@pvamu.edu
28	Race and Ethnicity	Kanika Samuels Wortley	kanika.samuels-wortley@ontariotechu.ca
29	Immigration/Migration	Jacob Stowell	j.stowell@northeastern.edu
30	Neighborhoods and Communities	Eileen Kirk	ekirk@fitchburgstate.edu
31	Macro-Structural	Lallen Johnson	johnsonl@american.edu
32	Sex, Gender, and Sexuality	Allyn Walker	awalk102@jhu.edu
33	Poverty and Social Class	Ben Feldmeyer	feldmebn@ucmail.uc.edu
34	Bullying, Harassment, and Abuse	Lindsay Leban	leleban@uab.edu

AROUND THE ASC

2025 PROGRAM COMMITTEE

35	Social Ties & Social Networks	Cassie McMillan	c.mcmillan@northeastern.edu
36	School Experiences	Ranita Ray	ranitaray@unm.edu
Area V	Victimization	LaDonna Long	llong@roosevelt.edu
37	Causes and Correlates of Victimization	Lena Campagna	lcampagna@caldwell.edu
38	Policy and Prevention of Victimization	Lisa Monchalin	lisa.monchalin@kpu.ca
39	Consequences of Victimization	Kathleen Ratajczak	kxr084@shsu.edu
Area VI	The Criminal Justice System	Ebony Ruhland	er781@scj.rutgers.edu
40	Police Organization and Training	Toby Miles-Johnson	t.miles-johnson@westernsydney.edu.au
41	Police Legitimacy and Community Relations	Theresa Rocha Beardall	tyrb@uw.edu
42	Police Misconduct	Tony Cheng	tony.cheng@duke.edu
43	Police Strategies, Interventions, and Evaluations	Michael B. Mitchell	mitchelm@tcnj.edu
44	Prosecutorial Discretion and Plea Bargaining	Christopher Thomas	c.p.thomas@rutgers.edu
45	Pretrial Justice	Alix Winter	aw2257@columbia.edu
46	Courts & Sentencing	Erica Redner-Vera	erednervera@sdsu.edu
47	Capital Punishment	Gale D. Iles	Gale-Iles@utc.edu
48	Jails & Prisons	Rudy Perez	RPerez@urban.org
49	Community Corrections	John Navarro	jxn044@shsu.edu
50	Prisoner Reentry	Carlos Monteiro	cmonteiro@suffolk.edu
51	The Juvenile Justice System	Stuti Kokkalera	sxk078@shsu.edu
52	Challenging Criminal Justice Policies	Shenique S. Thomas-Davis	shdavis@bmcc.cuny.edu
53	Collateral Consequences of Incarceration	Sarah Lageson	s.lageson@northeastern.edu
54	Prisoner Experiences with the Justice System	April Fernandes	adferna2@ncsu.edu
55	Law Making and Legal Change	Ashley Rubin	atrubin@hawaii.edu
56	Guns and Gun Laws	Madison Gerdes	Madison.gerdes@umontana.edu
57	Inequality and Justice	Natasha Pratt-Harris	natasha.pratharris@morgan.edu
58	Immigration and Justice Issues	Krystlelynn Caraballo	krystlelynn.caraballo@asu.edu
Area VII	Non-Criminal Justice Responses to Crime & Delinquency	Christopher Lyons	clyons@unm.edu
59	Regulatory/Civil Legal Responses	David M. Ramey	dmr45@psu.edu
60	Institutional Responses	DeMarcus Jenkins	demarcus@upenn.edu
61	Community Responses	Kecia Johnson	krj227@msstate.edu
62	Public Health	Britni Adams	britnia@unr.edu
63	University-Prison Educational Initiatives	Bahiyyah Muhammad	bahiyyah.muhammad@Howard.edu
Area VIII	Perceptions of Crime & Justice	Christopher Dum	cdum@kent.edu
64	Media & Social Construction of	Andrew Baranauskas	abaranauskas@brockport.edu
65	Attitudes about the Criminal Justice System & Punishment	Miltonette Craig	moc006@shsu.edu
66	Activism and Social Movements	Justin Tetrault	jtetraul@ualberta.ca
67	Fear of Crime and Perceived Risk	Leah Butler	butlerlh@ucmail.uc.edu
Area IX	Comparative & Historical Perspectives	Barbara Combs	bcombs2@kennesaw.edu
68	Cross-National Comparison of Crime & Justice	Ekaterina Botchkovar	e.botchkovar@northeastern.edu
69	Historical Comparisons of Crime & Justice	Chad Posick	CPosick@georgiasouthern.edu

AROUND THE ASC

2025 PROGRAM COMMITTEE

70	Globalization, Crime, and Justice	David Goyes	d.r.goyes@jus.uio.no
71	Human Rights	Sesha Kethineni	seshakethineni@gmail.com
Area X	Critical Criminology	Kwan-Lamar Blount-Hill	kbh@asu.edu
72	Green Criminology	Kimberly Barrett	kbarret7@emich.edu
73	Queer Criminology	Vanessa Panfil	vpanfil@odu.edu
74	Convict Criminology	Doshie Piper	dpiper@uiwtx.edu
75	Cultural Criminology	Julius Haag	julius.haag@utoronto.ca
76	Narrative and Visual Criminologies	Lois Presser	lpresser@utk.edu
77	Abolition	Korey Tillman	k.tillman@northeastern.edu
78	Activist Scholarship	Brittany Battle	battleb@wfu.edu
79	Critical Perspectives in Criminology	Kenneth Sebastian León	kenneth.sebastian.leon@rutgers.edu
Area XI	Methodology	Xia Wang	xiawang@asu.edu
80	Advances in Quantitative Methods	Robert Apel	ra437@scj.rutgers.edu
81	Advances in Qualitative Methods	Jamie Fader	jfader@temple.edu
82	Advances in Evaluation Research	Jacqueline Rhode-Trader	jrhodent-trader@coppin.edu
83	Advances in Experimental Methods	Kevin Wozniak	kevin.wozniak@mu.ie
84	Advances in Teaching Methods	Angela Bryant	bryant.74@osu.edu
Area XII	Diversity and Inclusion	Breea Willingham	willinghamb@uncw.edu
Area XIII	Lightning Talk Sessions	Kristen Hefner	mhefner@citadel.edu
Area XIV	Roundtable Sessions	Patricia Becker	beckerp@tcnj.edu
Area XV	Poster Sessions	Sheena Case	asc@asc41.org
Area XVI	Author Meets Critics	Andrea Leverentz	amlevere@ncsu.edu
Area XVII	Workshops	TaLisa Carter & Kevin Drakulich	carter@american.edu & k.drakulich@northeastern.edu
	<i>Please contact the chair directly regarding the Areas below</i>		
Area XVIII	Professional Development/ Students Meet Scholars	Chadley James	chadleyj@csufresno.edu
Area XIX	Ethics Panels	Mike Reisig	reisig48@gmail.com
Area XX	Policy Panels	Donna Selman	dlselma@ilstu.edu
Area XXI	Peterson Workshop	Ruth Peterson	peterson.5@osu.edu
Area XXII	Graduate Student Poster Competition	Camille Gibson	cbgibson@pvamu.edu



The following slate of officers, as proposed by the Nominations Committee,
was approved by the ASC Executive Board for the 2025 election.

President

Rod Brunson, University of Maryland
Chris Uggen, University of Minnesota

Vice President

Bob Apel, Rutgers University
Jean McGloin, University of Maryland

Executive Counselors

Stacy De Coster, North Carolina State University
Chris Melde, Michigan State University
Vanessa Panfil, Old Dominion University
Jennifer Peck, University of Central Florida
Michael Walker, University of Minnesota
James Wo, University of Iowa

Additional candidates for each office may be added to the ballot via petition.

To be added to the ballot, a candidate needs 125 signed nominations from current, non-student ASC members.

If a candidate receives the requisite number of verified, signed nominations, their name will be placed on the ballot.

Fax or mail a hard copy of the signed nominations by Friday, March 7, 2025 (postmark date) to the address noted below.

Email nominations will NOT be accepted.

American Society of Criminology 921 Chatham Lane, Suite 108 Columbus, Ohio 43221

614-826-2000 (Ph) 614-826-3031 (Fax)

Call for Nominations for 2026 Election Slate for 2027 - 2028 Officers

The ASC Nominations Committee is seeking nominations for the positions of President, Vice-President and Executive Counselor.

Nominees must be current members of the ASC at the time of the nomination, and members in good standing for the year prior to the nomination. Send the names of nominees, position for which they are being nominated, and, if possible, a current C.V. to the Chair of the Nominations Committee at the address below (preferably via email).

Nominations must be received by June 1, 2025 to be considered by the Committee.

Tim Brezina, Georgia State University, 3205 Wynn Drive, Avondale Estates, GA 30002
(404) 931-0107

tbrezina@gsu.edu

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- ✓ Contribute to the **DLC Newsletter** or join a **DLC Committee**
- ✓ Participate in our **DLC Online Hour** and interact with supportive colleagues
- ✓ **The best social event at ASC!**



What We're Reading

- van de Weijer, S. G., Novak, A., & Boutwell, B. B. (2024). Educational attainment, crime, and causality: A population-wide sibling-based design. *Journal of Developmental and Life-Course Criminology*, [online first]. <https://doi.org/10.1007/s40865-024-00255-4>

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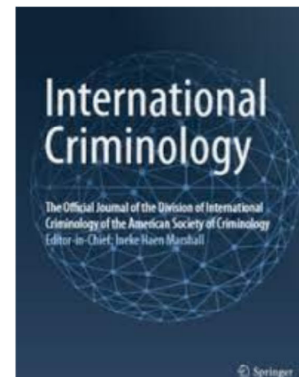
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OBITUARIES

RONALD L. AKERS

In Memoriam of Ronald L. Akers. Our specific testimonial to his general goodness

Ronald L. Akers left this world and his loving family on October 19, 2024, at the age of 85 after managing various health challenges with hope and dignity for many years. He graduated from Indiana State University (1960) and received his MA at Kent State University (1961). Ron was awarded his Ph.D. (1966) at the University of Kentucky, under the supervision of Richard Quinney.

The influence of Professor Quinney can be seen in his dissertation research on legal regulation of pharmacists followed by his edited volume (with Richard Harkins) on *Law and Control in Society*. His research focus on drugs extended to his much-cited self-report study in 1964 based on his master's thesis. Ron is best known for the development and continuing pursuit of Social Learning Theory. He collaborated with Robert Burgess to integrate operant learning principles with differential association theory while at the University of Washington. He continued to develop his theory applying it to crime and deviance in his first edition of *Deviant Behavior: A Social Learning Approach*. When given a funded research opportunity from Boys Town, he tested social learning theory, making his theory one to be reckoned with in the field of criminology. Ron further developed that theoretical focus for much of his career, including a return to Sutherland's concern with integrating structural and processual theories which culminated with his *Social Structure and Social Learning* contribution.

Ron blended the trilogy of teacher-mentor-scholar with genuine goodness. Ron saw people for whom they were, and he met them where they were. Over the years, the quality of his character allowed him to mentor wildly divergent personalities with vastly different belief systems and lived experiences. Throughout his life, Ron would seek out and help develop others' talents much as he did with his first motley crew who he brought with him to Boys Town. Ron sought to educate not indoctrinate.

Ron was an equal opportunity enthusiast long before we worried about wokeness, and he extended his openness to others at church, in academe, or when differentially associating with his picking and grinning bluegrass friends. He included people with different backgrounds, perspectives, and viewpoints without expecting conformity to knowledge as he knew it or without being defensive about his faith. His friends, colleagues and students often used the phrase, 'he's the nicest person I know,' to describe Ron. His openness, intellectual curiosity and concern for others may be one of the reasons why Ron was so heavily involved and successful in mentoring graduate students. His hundred plus supervisory roles dated back to the University of Washington (Gary Jensen) and then extended through his brief stays at Florida State University and the University of Iowa and over 27 years at the University of Florida. Ron's record is impressive not only for the number of students he mentored, but also for their contributions to the profession. So many of us are grateful for his time and commitment, enough so that Ron was honored by one of his students with funding for an endowed chair at the University of Kentucky.

Ron's enviable academic record included teaching awards at the University of Florida (Blue Key's Distinguished Faculty Award in 2010 and several from Criminology and Law Honor Society in 2008-09 and 2009-10 as well as Professional Excellence awards in 1996 and 2006). Ron was also recognized for his scholarship. He was named as a Distinguished Doctoral Alumnus of the University of Kentucky (1980). The University of Florida awarded him a Research Foundation Professorship (1998-2001). The Southern Sociological Society inducted him into their Roll of Honor. The American Society of Criminology named him a Fellow and awarded Ron their most prestigious honor, the Edwin H. Sutherland Award (1988), for his contributions to the scholarly advancement of criminology and criminal justice. Ron is also listed in American Men and Women of Science, Who's Who in the South and Southwest, and Who's Who in American Education.

Ron's genuine concern for his colleagues was exemplified in how he managed his many administrative roles. He served as the Department Chair at both the University of Iowa (1978-1980) and the University of Florida (1980-1985). He was the Director of the Center for Studies in Criminology and Law at (1994-2001) and served as the Associate Dean of Faculty Affairs at the University of Florida (2001-2004). Ron served as President of two major professional societies; the Southern Sociological Society (1991-1992) and the American Society of Criminology (1978-1979).

Ron Akers thrived in his career and rejoiced in his family. He is survived by his loving wife and best friend of 70 years, Caroline. They were blessed to have three children, Ron Jr. (who shared his dad's love of bluegrass), Tamara (who shared his love of the classroom), and Levi (who shared his interest in sports). Ron took great pleasure in seeing his six beautiful grandchildren grow up. He enjoyed his retirement years in the company of his surviving family in Tampa, where he pursued knowledge and kept the faith.

Submitted by the Boys Town Motley Crew: Marvin D. Krohn, Lon Lanza-Kaduce, and Marcia J. Radosevich

OBITUARIES

DAVID P. FARRINGTON

David P. Farrington O.B.E. (1944-2024) It is with a sense of profound loss that we share the news of the passing of Professor David P. Farrington O.B.E. on November 5th, 2024. David was a gifted intellectual giant whose impact on criminology is impossible to overstate. David has over 1220 publications, including 59 books, 77 monographs, 584 journal articles, 341 book chapters and 164 shorter publications giving an H-index of 200 (meaning that he has 200 publications with 200 citations).

However, David's name is synonymous with the Cambridge Study in Delinquent Development (CSDD), the famous longitudinal study of 411 boys followed-up from age 8 to 61. He started working on this study in 1969 in the newly established Institute of Criminology and took over the Directorship from Donald West in 1982. David's thoughtful and meticulous approach to this study made it one of the most impactful criminology studies in the world. With 323 publications (and counting) it was David's aim to get 411 publications, one for each boy in the study.

Helpfully, and not surprisingly, David had already penned two contributions that detail his life and career in a depth that a brief obituary could never provide (Farrington, 2014, Farrington, 2023)¹. In these chapters David describes his time growing up in Ormskirk, Lancashire, the youngest in a humble family with three siblings, and his meteoric rise through the state schooling system, resulting in him attending Cambridge University. He then completed a PhD on human learning at Cambridge supervised by Alan Watson, whom David credits with teaching him how to write clearly. Upon completing his PhD in 1969 David was hired by Donald West to work on the CSDD and the rest is (well published) history.

David's contributions to the discipline have been acknowledged with numerous awards, far too many to mention individually. Highlights include outstanding contribution awards from the Division of Developmental and Life-Course Criminology (2023) and the Division of Biopsychosocial Criminology (2021), life-time achievement awards from the International Society for Research on Aggression (2018), the European Association of Psychology and Law (2009) and the Division of Experimental Criminology (2005) and the Stockholm Prize in Criminology (2013). David is the only person (so far) to have won all of the major ASC Awards: The Herbert Bloch (2018), The Sellin-Glueck Award (1984), the Edwin Sutherland Award (2002), and the August Vollmer Award (2014). Sadly, a valiant attempt by his colleagues to obtain one final award for David (a Knighthood) did not come to fruition before his passing. What is missed in all that is quantifiable in David's illustrious and productive career is how he did this. David achieved this whilst being a kind, warm, thoughtful and generously supportive mentor, colleague and friend. His positivity and passion for increasing knowledge was infectious and he made cultivating the careers of academics and practitioners of various levels of experience seem effortless and enjoyable. Those who knew David personally were truly blessed.

David's health started to fail in 2022, and he was eventually diagnosed with motor neuron disease. His amazing wife of 58 years, Sally, and his daughters Lucy, Katie and Alice rallied to support him. As David's health deteriorated, he was no longer able to leave his home, but on occasion he was still happy to receive visitors. Sally provided the love, patience and care of a saint, and opened her home to us, allowing us to extend our time with David. For that we will be forever grateful. As his health declined, David was no longer working as this had the tendency to make him quite tired. Sally, therefore, ensured that all visits were only social.

We would talk with David about his family, particularly his many grandchildren of who he was very proud (George, Ella, Adam, Harriet, Liz, Joe, Tom, Juliet, Beatrice and Stanley), his football team (Everton) and past ASC conferences. He shared that one of his favourite ASC memories was having a late-night ABBA party with his collaborators at ASC 2017 in Philadelphia— at least until security was called.

While motor neuron disease is awful, we are happy to say that even at, what was to be our final visit (Oct 14, 2024) David was still himself. He asked how we were doing, and he shared the good news about his granddaughter attending Cambridge. And also, when Sally was in the kitchen getting tea, he leaned in and asked, 'So what's going on with the Cambridge Study?'

Goodbye David and thank you.

Farrington, D.P. (2021) From boy to man: From delinquent development to old age crime. In Tremblay, R.E. (Ed.) *The Science of Violent Behaviour Development and Prevention: Contributions of the Second World War Generation*. Cambridge: Cambridge University Press (pp. 122-154).

Farrington, D. P. (2014) Reflections on a life course of developmental criminology. In Lerner, R. M., Petersen, A. C., Silbereisen, R. K. and Brooks-Gunn, J. (Eds.) *The Developmental Science of Adolescence: History Through Autobiography*. New York: Psychology Press (pp. 150-166).

¹We are not certain that citations are appropriate in an obituary, but they are for David's, especially if they improve his H-index.

OBITUARIES

A Tribute to David Farrington (1944-2024)

On the morning of Sunday, November 10, 2024, as I was preparing for my trip to the American Society of Criminology (ASC) annual meeting in San Francisco, I came across a heartbreaking post on Facebook by Gorazd Mesko that David Farrington had passed away. The news was shocking. David was one of my most cherished professional friends and a towering figure in criminology – a true legend in the field.

My first encounter with David, in 1994 at the ASC Miami Conference, is etched in my memory. After attending a keynote address by then-Attorney General Janet Reno (1938-2016), I found myself, a newly-minted Ph.D. and assistant professor, engaged in conversation with Al Blumstein – a criminologist icon. David, dressed in his signature light-colored formal attire, joined our discussion because he and Al would have dinner that night.

Later that evening, when David and Al returned to the hotel, Al tripped on the escalator. Thankfully, he wasn't hurt, though the sight of a criminology guru sprawled on the moving steps sparked a lively debate upstairs. Chatting with other young criminologists, including Charles Hou from Taiwan, we joked that Al should sue the hotel for a million dollars and donate the windfall to ASC – a cheeky nod to his friendship with the Attorney General.

Throughout the late 1990s, David and I exchanged polite greetings at conferences, though he likely did not remember me. That changed in 2002 when a chance event brought us closer. At that time, I was just promoted to a full professorship at Eastern Michigan University. I had prepared a book proposal – *Major Criminological Theories: Concepts and Measurement* – but I struggled to find a publisher.

At the ASC Chicago conference that year, I hung in the book exhibition and ran into my mentor Francis T. Cullen, who told me about a chapter he'd contribute to *Lessons of Criminology* (2002) edited by Gilbert Geis (1925-2012) and Mary Dodge. The book was a collection of personal narratives by prominent criminologists about their research and careers. The title of the first chapter by Frank said it all: "It's a Wonderful Life: Reflections on a Career in Progress." Inspired, I instantly envisioned a similar anthology with a different focus.

I pitched the idea to Shivu Ishwaran, a new publisher I had just met. He invited John Winterdyk to collaborate with me on the project. John, a Canadian textbook writer, shared my enthusiasm. On the spot, without a formal book proposal or contract, Shivu handed us each a \$100 advance to seal the deal. In academic publishing, \$100 felt like hitting the jackpot. In hindsight, it was a golden age for criminology.

The first hurdle was deciding whom to invite. John and I came from vastly different academic backgrounds, and our initial lists of contributors had no overlap. Through negotiations, we compromised and finalized a roster of 14 scholars. One of my top choices was David Farrington, whom I considered a non-negotiable inclusion.

Throughout the project, David was consistently professional and gracious. He responded promptly to my messages and submitted his chapter on time. Far from being born with a silver spoon, David clawed his way into Cambridge University by conquering grueling exams, proving that brains beat birthright. His advice to junior scholars, "Never give up," stuck with me like an unforgettable earworm; to this day, it's the voice in my head whenever I feel like throwing away my rejected manuscripts. The book, eventually titled "*Lessons from International/Comparative Criminology/Criminal Justice*" (2004), is a testament to compromise. If it had been up to me, it would've had a simpler title — preferably one without slashes – *Lessons from International Criminology*.

Over the next two decades, David and I shared countless warm conversations at ASC conferences. He introduced me to his brilliant Ph.D. student, Laura Bui — now a senior lecturer at the University of Manchester — and I played matchmaker by connecting her with Vietnamese and Japanese heritage criminologists. David's support was like clockwork — always there when I needed a recommendation letter, no questions asked. Most recently, in July 2024, when Ling Ren sought his co-signature for my ACJS Fellow nomination, David didn't hesitate for a second. Larry Sherman summed it up perfectly: "Among us are great scholars, and among us are nice individuals. The combination of both is rare, and David was truly one of those rare gems."

In 2023, I emailed David before the ASC conference to ask if he would attend. He replied that health issues would prevent him from traveling. I had hoped to reconnect with him this year, unaware that our brief exchange would be our last.

David, your kindness, brilliance, and unwavering generosity have left an indelible mark on my life and the field of criminology. Rest in peace, my friend. I will forever treasure your smile and the privilege of knowing you.

Liqun Cao

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Geis, Gilbert Geis and Mary Dodge (ed.) 2002. *Lessons of Criminology*. New York, Routledge.

Winterdyk, John, and Liqun Cao (ed.). 2004. *Lessons of International/Comparative Criminology/Criminal Justice*. Toronto: de Sitter Publications.

RESEARCH DOCTORATES IN CRIMINOLOGY, CRIMINAL JUSTICE, AND RELATED DISCIPLINES

Bakke, Christopher, "A Quantitative Analysis with a Neurocriminological Approach Evaluating the Crime Typology of Juvenile Offenders with a History of Head Injuries." Chaired by Dr. Timothy Hayes, November 2024, University of North Georgia.

CRIMINOLOGY AROUND THE WORLD

If you have news, views, reviews, or announcements relating to international or comparative criminology, including new books or conference announcements, please send them here! We appreciate brevity (always under 1,000 words) and welcome your input and feedback. – Jared Dmello, jared.dmello@adelaide.edu.au

U.S.-Mexico Borderlands: A View from Within

Citlaly B. Palau, Texas A&M International University

Well before the events of September 11, 2001, or the drug cartel war turf along the U.S.-Mexico border region, the dynamics of the United States' relationships with its neighbors to the north and south were starkly different. The U.S.-Canada relationship was defined by cooperation and shared priorities, a sharp contrast to the historically fraught and complex ties along the U.S.-Mexico border (Correra-Cabrera, 2013; Kilroy, 2007). This southern boundary has long been a flashpoint for divergent opinions and contentious debates over how it should be managed (Andreas, 2006). There is no doubt that southern border issues have been a significant concern for the U.S. government, from immigration, human drug and human trafficking, and organized crime (Bucci & Coyne, 2016; Ramirez, 2009). The complexities surrounding border security in the United States are shaped by the U.S. bureaucracy, competition, and political influences at the time of interest and the current administration (Bucci & Coyne, 2016). Nonetheless, the United States has historically recognized the importance of maintaining a civil relationship with the southern border, as Mexico is also part of the country's economic growth (Andreas, 2003).

However, despite this knowledge, the relationship between the United States and Mexico has continued to decline. Political discourse and media over border issues have permeated a damaging perception of border communities across the U.S.-Mexico border region. The polarized and politicization of border issues have shifted the blame on who is responsible for the border crisis. This has negatively impacted borderland communities on both sides of the border, creating strain in their binational relationship (Lybecker et al., 2015; Massey et al., 2016; Navarro & Vivas, 2012). Citizens on both sides of the border have expressed their concern about the relations between the United States and Mexico, especially once the new administration takes office in 2025.

While the COVID-19 pandemic seems to be a phenomenon of the past, its repercussions are still visible across communities and governments all over the world. The level of disruption that the pandemic brought was so immense that the last four years have been a recovery period. Border communities have been in survival mode, citizens on both sides of the border trying to grapple with the financial strains of the pandemic and regain some sense of normalcy. These communities have seen first-hand the progression of caravans of immigrants in their community and the ramifications of both the United States and Mexico's response to handling such issues. The U.S.-Mexico border communities are a constant focal point of discussion across politicians and news media outlets, with little attention to the opinions of the citizens living in it.

Academic research has highlighted the need to study the U.S.-Mexico border regions from within to grasp what are the most pressing matters that border communities face. Studies suggest that the politicization of border issues and its media coverage have sensationalized the border crisis and communities (Correa-Cabrera et al., 2014; Davis, 2016). There is so much more happening on the border than what is being reported on the news or discussed in the political arena. The U.S.-Mexico border region has its own cultural, political, and economic characteristics unique to its region and cannot be compared to the rest of the country (USMBHC, 2020). Further research on border communities has been advocated to provide a comprehensive understanding of residents' perceptions regarding border-related issues such as border violence, fear of crime, border security, and the roles of organizations tasked with maintaining homeland security (Correa-Cabrera et al., 2014).

There is growing concern regarding a disproportionate emphasis on border security, with indications that political parties may be exploiting public fears related to terrorism, immigration, organized crime, and perceived security threats for political gain (Massey, 2016). The U.S.-Mexican border is widely recognized as the most traversed and heavily utilized international boundary in the world. This distinction is marked by substantial cross-border mobility, encompassing movements of people, goods, and services. The region serves as a critical nexus for economic exchange, cultural interaction, and migration, reflecting its importance in shaping bilateral relations and influencing broader global patterns of transnational activity (Cherpitel et al., 2015; USMBHC, 2020).

Despite having such an essential role in the American economy, the U.S.-Mexico border region has also been identified as an area of social vulnerabilities and concerns due to the underprivileged population with low employment rates and low-skilled, uneducated, non-English-speaking laborers (Fitzgerald, 2014). The U.S.-Mexico border area has also been recognized as one of the most medically disadvantaged regions in the nation, with high uninsured rates that add to the vulnerability of this region and its communities (Homedes & Ugalde, 2013; Salinas et al., 2013). These social vulnerabilities and many others are also shared with border communities on the Mexican side (USMBHC, 2020).

CRIMINOLOGY AROUND THE WORLD

Research highlights the U.S.-Mexico border region as a focal point for public health officials, community leaders, and law enforcement agencies due to the social vulnerabilities and the high exposure to drug trafficking-related violence, a normalization of crime and illegal activities (Martinez et al., 2021; Valdez et al., 2022; Wallisch & Spence, 2006). There is a wide range of perceptions of life on the border and the impact that it can have on the country and border security. Nonetheless, there is a need to explore how the negative perception of border safety, organized crime, and politicized discussions on the real threats to homeland security in border communities affect how the U.S. government responds to these issues (Massey, 2016).

Conversely, academic research on the border region can also shed light on other pressing matters that have been acknowledged but overlooked. Given the attention focused on The U.S.-Mexico border region and its role as the line of defense and perimeter security, research should also explore the other issues that are just as important to these communities as border safety. A close look from within can provide an outlook at what people in these communities see in their own backyards and provide information on what is working to secure the border and what areas are in dire need of attention and resources.

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CRIMINOLOGY AROUND THE WORLD

Conferences, Webinars & Workshops

WESTERN SOCIETY OF CRIMINOLOGY

Event Type: Conference

Location: Seattle, WA

Date: February 6 – 8, 2025

<https://westerncriminology.org/>

WORLD CONFERENCE ON CRIMINOLOGY

Event Type: Conference

Location: Delhi, India

Date: March 6 – 9, 2025

<https://archive.jgu.edu.in/jibs/world-conference-on-criminology/>

ACADEMY OF CRIMINAL JUSTICE SCIENCES

Event Type: Meeting

Location: Denver, CO

Date: March 11 – 15, 2025

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

SYMPOSIUM ON RACE AND POLICING IN AMERICAN CITIES: INSIGHTS FROM RESEARCH, POLICY, AND PRACTICE

Event Type: Symposium

Location: Thompson Conference Center, Austin, TX (In-Person and Online)

Date: April 3, 2025

15th UNITED NATIONS CRIME CONGRESS

Event Type: Conference

Location: Abu Dhabi

Date: April 25 - 30, 2025

<https://www.unodc.org/unodc/en/commissions/CCPCJ/15th-crime-congress.html>

LAW AND SOCIETY ASSOCIATION ANNUAL MEETING

Event Type: Meeting

Location: Chicago, IL

Date: May 22 – 25, 2025

<https://www.lawandsociety.org/chicago-2025-homepage/>

STOCKHOLM CRIMINOLOGY SYMPOSIUM

Event Type: Conference

Location: Stockholm, Sweden

Date: June 9 – 11, 2025

<https://criminologysymposium.com/>

EUROPEAN SOCIETY OF CRIMINOLOGY MEETING

Event Type: Meeting

Location: Athens, Greece

Date: September 3 – 6, 2025

<https://esc-eurocrim.org/v2/>

15th BIENNIAL INTERNATIONAL CONFERENCE

Event Type: Conference

Theme: Risks, Crime, Policing, Courts, Prisons and Security in the Post-COVID-19 Times – Challenges and Opportunities

Location: Ljubljana, Slovenia

Date: September 8 – 10, 2025

<https://www.fvv.um.si/conf2025/>

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MARK YOUR CALENDAR

FUTURE ASC ANNUAL MEETING DATES

2026	November 18 - 21	Chicago, IL	Palmer House Hilton
2027	November 17 -- 20	Dallas, TX	Dallas Anatole Hilton
2028	November 15 -- 18	New Orleans, LA	New Orleans Riverside Hilton
2029	November 14 - 17	Philadelphia, PA	Philadelphia Marriott Downtown
2030	November 20 - 23	San Francisco, CA	San Francisco Marriott Marquis
2031	November 12 - 15	Washington, D.C.	Washington, D.C. Marriott Marquis
2032	November 17 – 20	Chicago, IL	Palmer House Hilton
2033	November 16 – 19	Washington, D.C.	Washington, D.C. Marriott Marquis
2034	November 11 – 19	New Orleans, LA	New Orleans Riverside Hilton
2035	November 10 – 18	Chicago, IL	Palmer House Hilton
2036	November 19 – 22	San Francisco, CA,	San Francisco Marriott Marquis



2025 ASC ANNUAL MEETING

Venue: Marriott Marquis Washington, DC | **Location:** Washington, DC | **Date:** 11/12-11/16/2025

Chairs: TaLisa Carter, American University & Kevin Drakulich, Northeastern University

Theme: *Criminology, Law and, The Democratic Ideal*

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