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## Deterrence: A Reckoning, a Reconceptualization, and a Call to Arms for Better Theory, Research, and Policy

Daniel P. Mears and Mark C. Stafford

Deterrence lies at the heart of criminology and criminal justice policy—there is no other account of crime that comes close. Indeed, Nagin (2019) has written that, but for the age of Beccaria's (1764) classical theoretical account of deterrence, it "would rank . . . among the most important contributions to modern criminological thought" (p. ix). In addition to constituting a central theory of crime, one that is featured in virtually all criminology textbooks (see, e.g., Akers et al., 2021), deterrence has constituted the central guiding justification for legal sanctions, including the punitive era and its emphasis on mass incarceration and tougher sanctioning more generally (Garland, 2013; Kennedy, 2009; Mears & Cochran, 2015). There are, of course, other justifications for punishment, such as retribution, and, in varying degrees, rehabilitation has featured prominently in policy (Cullen, 2013). But deterrence repeatedly and frequently surfaces in theory, research, and policy.

The situation would be fine if the theory were well-supported. Yet, the classical theory of deterrence that Beccaria (1764) presented over 250 years ago, has remained largely unchanged, and the evidence on its predictive accuracy is both mixed and problematic. To be sure, tremendous advances in conceptualizing and empirically researching aspects of deterrence have occurred. In examining the mountain of work on deterrence, however, one arrives at an unsettling fact: Little is known about the extent to which, or conditions under which, legal sanctions deter crime.

Concern about this state of affairs matters not just for advancing theory and research on why people commit crime; it matters, too, for policy. In recent decades, calls from policymakers and government officials for evidence-based policy have become commonplace. The disjuncture between these calls and actual practice is, however, substantial (Mears, 2010; Mears & Cochran, 2017, 2019; Welsh et al., 2024). That problem extends to many criminal justice laws, practices, and the like, and certainly to deterrence-based policies. There simply is little credible empirical basis for claiming that these policies rest on an evidence-based foundation.

In developing a reconceptualization of the classical account—what we term "comprehensive deterrence theory" (CDT)—we arrived at these insights and were led to a number of critical implications for theory, research, and policy (Mears & Stafford, 2024b, 2025). The implications go beyond deterrence, however. They extend to the nature and role of theory in scholarship and in a wide range of criminal justice policies, programs, and practices.

### The Need for a Reconceptualized Theory of Deterrence

Deterrence is not a recent idea. Although many accounts credit Beccaria (1764) as the originator of it, one can find expressions of the logic throughout recorded history. For example, Aristotle, writing over two thousand years ago, wrote: "[Most people] do not by nature obey the sense of shame, but only fear, and do not abstain from bad acts because of their baseness but through fear of punishment" (Aristotle (2009[350 BC], p. 199). Beccaria (1764), however, is known for his prediction that certain, severe, and celeritous punishments will deter crime.

Notably, his thoughts on the matter were much more nuanced, and not always consistently

# The Criminologist

The Official Newsletter of the American Society of Criminology

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

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American Society of Criminology

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

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or formally expressed. For example, he contemplated that moderate certainty might be more influential than extreme severity in deterring individuals (Beccaria, 1764, p. 58). Such nuances should have led to recognition of an important logical issue: Certainty, severity, and celerity always inhere to punishment. You cannot have certainty of punishment, for example, without some level of punishment severity or celerity. Instead, there is always some combination of the three dimensions that are present. This fact points to one of the central shortfalls in empirical research: Studies frequently focus on one dimension or the other, without considering all of the dimensions or, even more relevant, modeling the three-way interaction of them.

Consider a study of time served in prison as a gauge of punishment severity. Whatever effect that one might identify, it is only for variation in severity at whatever the level of certainty and celerity existed in the study site. The generalizability of the finding, and even its meaning, is far from clear. In the presence of an unmodeled three-way interaction, it would represent an averaging across all manner of three-way permutations. This limitation is more problematic than it appears at first glance. What if the interaction entails non-linear relationships? To illustrate, perhaps punishment severity exerts an increasingly greater effect only when the certainty of punishment reaches certain thresholds.

The fact of a three-way interaction raises questions about how to interpret prior empirical studies, and yet it represents only one of the complicating aspects of prior research (see, generally, Apel, 2022; Chalfin & McCrary, 2017; Kleck & Sever, 2018; Nagin, 2013; Paternoster, 2010; Raskolnikov, 2020). There are other dimensions of the deterrence process that are always present. These are what we term “intrinsic elements” because they inhere to all aspects of deterrence. They include not just the costs of crime (i.e., punishment), but also the rewards of crime and the costs and rewards of non-crime (i.e., conformity with law). Few studies empirically examine the costs and rewards of crime and non-crime in the deterrence process, and fewer still examine them in the face of other elements, such as objective vs. perceived punishment. Here is a prominent example: The logic of many sentencing policies is that increased punishment is needed. Yet, research to date provides little insight about the deterrent effect of levels of and changes in punishment or combinations of levels and changes. Piquero and colleagues (2011), in a related vein, have noted: “We recognize that a sizeable empirical knowledge base on deterrence theory focuses on absolute levels of risks and costs . . . , yet comparatively little attention has been devoted to understanding the process by which offenders respond to changes in realized levels” (p. 353).

Still another problem that plagues the deterrence literature is that the basic question of the extent to which legal sanctions deter has been lost. This is not a critique of research that examines various aspects of deterrence, such as how college students might self-report their offending likelihood based on various prompts. It is, instead, simply a recognition that the starting point for classical deterrence theory—the pragmatic focus on how legal sanctions might reduce crime—has come close to falling off the radar screen. And the research that explicitly examines deterrence frequently does not actually test the mechanisms of deterrence; instead, it associates some type of sanction, such as incarceration, with recidivism or crime rates.

We submit that one cause of the state of research lies with theory. Beccaria’s (1764) initial articulation, and subsequent extensions of it, such as Bentham’s (1789) more systematic treatment of costs and rewards, has not been greatly modified, despite the complexity that clearly attends to deterrence, as contemporary scholarship increasingly has identified: “The dynamics of deterrence are,” as Robinson and Darley (2003) have written, “dramatically more complex than has been supposed” (p. 952). The problem, then, is that “deterrence fails when it rejects complexity in favor of simple theories” (Braithwaite, 2018, p. 69). Put differently, on theoretical terms, we have the classical account of deterrence and a host of conceptual nuances and empirical findings that exist, with nothing to tie them together. The end result, as Gibbs’ (1975) emphasized 50 years ago and what remains true today, is that “[deterrence is] a vague congeries of ideas with no unifying factor” (p. 5).

### **A Reconceptualization: Comprehensive Deterrence Theory**

Kurt Lewin is reported to have said, “There is nothing as practical as a good theory” (Bedeian 2016, pp. 237-238). But theory that is incomplete can put up blinders. The concept of “Umwelt” is helpful here. Coined by the biologist, Jakob von Uexküll, the term refers to the environment that a given species is able to perceive, and how this environment and perceptions of it shape experiences and actions (see Merrell 2001; Yong 2016). Humans can only see part of the color spectrum, and, accordingly, may fail to recognize that some animals are guided not by what they see but by other ends of the fuller spectrum of colors. Theories can be like an Umwelt—they focus our field of vision, but they also delimit it and what we can comprehend.

This notion is part of what has sometimes driven the development of science. For example, Talcott Parsons (1938), a founder of sociology, argued that Weber and Durkheim converged on an analytic frame of reference that entailed or led to the identification of distinct concepts and dimensions, such as the social structures and processes. Parsons emphasized the importance of frames of reference for guiding how social scientists conceptualize or even discern phenomena. In so doing, he drew on Alfred North Whitehead’s (1967) work on the role of frames of reference and led to the notion that no facts are ever meaningful in and of themselves, but only in relation to some frame of reference, or analytical framework. Whitehead (1967) argued that such a framework, or “scheme of abstraction,” is always present, whether recognized or not: “You cannot think without abstraction; accordingly, it is of the utmost

importance to be vigilant in critically revising your modes of abstraction” (p. 59). Parsons extended this logic in developing a systems approach to understanding societies, organizations, and social behavior more generally (Staubmann, 2025). His particular theories are not relevant here, though the salience of systems perspectives for criminal justice can readily be made (see, e.g., Mears, 2017). What is relevant is the notion that analytic frames of reference guide and constrain what we can predict.

Our approach to reconceptualizing deterrence theory was to build from the insight that punishment certainty, severity, and celerity are always present. They are intrinsic to punishment. This notion of a property of deterrence that inheres to punishment led us to revisit scholarship on deterrence and to realize that many other elements inhere to deterrence. In total, we identified eight intrinsic elements: (1) costs and rewards of crime and non-crime, (2) the interaction of punishment certainty, severity, and celerity, (3) the functional form of the relationship (e.g., linear or curvilinear) between crime and punishment certainty, severity, and celerity, (4) objective and perceived costs and rewards of crime and non-crime, (5) personal and vicarious costs of crime and non-crime, (6) personal and vicarious rewards of crime and non-crime, (7) duration of costs and rewards, and (8) punishment levels, changes, and level-change combinations (Mears & Stafford, 2025, p. 11). Any complete theory of deterrence must consider all of the elements. A theory that says nothing about them amounts to an *Umwelt* that blinds us to key aspects of a phenomenon. Consider that Beccaria (1764) said nothing about level-change combinations of punishment, but that does not mean that level-change combinations do not exist. Indeed, they must. No one and no place has a level of punishment without, simultaneously an amount of change from some prior time. What would Beccaria (1764) have predicted about particular combinations of levels of, and change in, punishment? We do not know because his theory did not consider them nor, for that matter, have theoretical accounts of deterrence since.

We then systematically developed a set of propositions and corollaries about each of the elements to generate our most general prediction and a host of specific ones. The core general prediction of CDT surprised us but inevitably flowed from the logic of the theory: There is no single deterrent effect of a given legal sanction. Instead, the deterrent effect of a legal sanction—the conditions under which it will deter—depend entirely on the precise configuration of all of the elements of deterrence. CDT also identified other important insights. For example, the conventional distinction between general and specific deterrence, though seemingly intuitive, is not in any clear way meaningful. This can be seen when thinking about the fact that everyone has both personal and vicarious experiences with punishment and with avoiding punishment. At any given point in time, then, focusing on the effects of a particular punishment is always relative to the punished person’s—and all observers’—prior histories of personal and vicarious experiences with punishment and avoided punishment. We believe that theory is both logically coherent and consistent with a large body of empirical work, but of course evaluation of it will require empirical tests. Fortunately, CDT presents a wide range of predictions that can facilitate testing and, simultaneously, further insight into the conditions under which legal sanctions deter.

### Relevance of CDT for Policy

It is understandable that the classical account of deterrence might ineluctably lead policymakers to constantly focus on punishment as a means of reducing crime. But were they to work from a more comprehensive understanding of the deterrence process, such as we present with CDT, they would see—move beyond that *Umwelt*—that deterrence can be secured through a wide variety of mechanisms. There is, of course, the possibility of manipulating the certainty, severity, or celerity of punishment in some way. Yet, deterrence can be altered in other ways.

CDT identifies many possibilities, but here will focus on just one, and start with an observation that Beccaria (1764) made: “Another way of preventing crimes is to reward virtue. Upon this subject, I notice a general silence in the laws of all the nations of our day” (p. 98; see also Kennedy, 2009). Put differently, policies that increase the rewards of law-abiding behavior should increase the deterrent effect of sanctions. When such behavior is highly rewarding, it should take less punishment to deter someone from crime. Kennedy (2009) has described a similar idea in writing about the role that moral engagement may have in preventing crime. What if, for example, individuals are led to view and experience violations of law as having a moral cost, or to view and experience law-abiding behavior as having a moral benefit?

The deterrence process implicates many different levers, and all can be targeted as avenues through which deterrence can be achieved (Mears & Stafford, 2024b, 2025). For policymakers, this insight means that deterrence-focused policies must consider the configurations of the intrinsic elements for given individuals or areas, then identify which elements might, if targeted, most deter crime. To this end, though, they need theoretical guidance. CDT is, we argue, logically consistent, and it is indirectly supported by many extant empirical studies. In this sense, it provides an evidence-based foundation for policy—all else equal, a policy that is grounded in a theoretically coherent theory that builds on credible assumptions should be more effective than one that is not (Mears, 2010). Of course, even better is such a policy that also has been well-evaluated empirically. Conversely, a policy that has been evaluated through, say, experimental-design studies—a gold standard for estimate impact—is not in any clear way fully evidence-based, especially if the theoretical foundation is unintelligible or logically flawed.

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### **What Happened to Classical Deterrence Theory?**

One question remains: Why did classical deterrence theory stagnate? Or, put differently, why did research devolve into a myriad of clarifications and reconceptualizations that centered on only parts of the deterrence process, as well as the production of numerous empirical studies? Why was the original articulation not more fully developed? And how could it be that a basic question has seemingly been lost in a hodgepodge of empirical studies, namely, under what conditions do legal sanctions deter?

We speculate that a variety of factors are at play. Social sciences increasingly have placed a premium on empirical journal articles, and promotion and tenure decisions rest on article productivity (Mears & Cochran, 2019). Not only are journals more likely to publish empirical pieces, they are, at the same time, not always the best avenue for developing theory. There is no way, for example, that we could have presented CDT within the confines of an article, and the same could be said for many other theories of crime, lawmaking, enforcement of law, public opinion, and more. Yet, incentives align with article production not books.

In a related vein, many programs do not teach theory construction. They focus on teaching about a few traditional or mainstream theories, but not how to create theory. They focus as well on data and various quantitative (and sometimes qualitative) methodologies, but, again, not on theory or its implication for data and analyses. Increasingly, too, with the widespread availability of secondary data sets, researchers increasingly do not design data sets, or, therefore, wrestle with how to design data uniquely suited to testing a particular theory, much less a theory that they have developed themselves.

Still another problem may be the reification of theory. Instead of amounting to the equivalent of a computer application or operating system that can and should be regularly operated to improve its effectiveness, the theories are left “as is,” and tests focus in a largely binary way on whether there is, or is not, support for the theory.

A solution at the institutional level is for universities and professional organizations to reward larger projects, including books and the development of theory. From a technical perspective, many strategies for developing or potentially improving theory exist (Mears & Cochran, 2019). Here, we focus on one—take a particular element and think through its implications for a theory. For example, we recently examined social bond theory by taking seriously the notion that changes and levels of bonds differ, and that reciprocal effects may exist. The resulting reconceptualization did not alter the core logic of social bond theory, but it led to several predictions that the original theory did not and could not without systematically taking into account the logic of change effects (Mears & Stafford, 2024a). Similar strategies can be taken with virtually any theory and might well produce more complete and accurate predictions.

### **Conclusion**

There is a great deal more to be learned about deterrence, and, in many ways, a new start is needed—CDT identifies this problem and, at the same time, provides a foundation for more systematically guiding and evaluating the study of deterrence. This foundation, or something like it, is needed to move from the accumulation of disparate findings to the development of a coherent understanding of the deterrence process.

The solution is not more empirical research, or more empirical tests of an incomplete theory, and the solution certainly is not atheoretical empiricist research that provides no foundation for guiding the creation or interpretation of “facts.” No facts, as Whitehead (1967) and Parsons (1938) emphasized, speak for themselves; they only make sense within a frame of reference, which is precisely what theories offer. Instead, the solution lies with embracing theory.

Scholars love to discover new things, yet one of the avenues for discovery—theoretical development—is, in many ways, blocked. That needs to change, both for advancing science and for helping to place policies on a more evidence-based foundation.

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## THE POST-TRUTH MYTH AND THE CRISIS OF CREDIBILITY

by Callie H. Burt, Georgia State University

In his compelling recent essay, Chris Sullivan discusses what he perceives as criminology's current evidence problem: the failure of criminological evidence to effectively inform public debate and policy in what he aptly calls a "fractious society" and "shaky information ecosystem". Sullivan describes the source of the problem as evidence misuse: the distortion or rejection of criminological evidence by policymakers and the public, which undermines our ability to effectively influence policy or practice. He argues that politicians and publics are increasingly making claims about crime detached from empirical evidence, relying instead on sensationalized stories, politics, or fear. In addition to outlining challenges, Sullivan offers constructive suggestions for adapting our communication strategies "to effectively inject evidence into democratic debates about crime and justice," including taking a "principled argument" stance and "being humble without surrendering expertise".

In this response, I aim to build on Sullivan's thoughtful discussion by elaborating and contextualizing some of his arguments and the broader narrative in which they are embedded. To wit, this is a "yes, but also" response.<sup>1</sup> I submit that what he calls an evidence problem is more accurately labeled an influence problem, and it is not merely about evidence misuse but about declining credibility, a deeper condition that precedes and shapes it.

Although Sullivan gestures at new challenges in evidence production (data quality, analytic rigor), the causes of the problem are depicted as largely external to the discipline or the academy: a "post-truth" society characterized by media and political distortion, confirmation bias, ideological polarization, and declining receptivity to expertise and scientific evidence. While I agree that these are problems—we are experiencing a decline in the authority of scientific evidence and expertise, I contend that the causes are not simply "post-truth" politics or public indifference to evidence but are also self-inflicted. Our influence problem is primarily a credibility problem, which the 'post-truth' narrative obscures.

### The Post-Truth Myth

Much has been made of society's supposed crisis in a "post-truth" era, where expertise and evidence are said to have lost their influence, and scientific authority is being "attacked" by ideology and disinformation (McIntyre, 2018; Nichols, 2017). The term "post-truth," Oxford Dictionaries Word of the Year in 2016, was characterized by McIntyre in his eponymous book as involving the "obfuscation of facts, abandonment of evidential standards in reasoning, and outright lying" (p.1). Although a catchy shorthand (and it may feel accurate at times), we are not in a "post-truth society" or a "post-truth criminology". We are in a highly politicized, fragmented information environment where evidence competes with ideology—just as it always has, albeit at a higher tempo with social media amplification.

To be sure, Sullivan himself uses the term cautiously, attributing it to others and acknowledging that "the relationship between science and politics has long had its tensions". My concern is the broader narrative implied by the label and approach to the problem. The "post-truth" label is a mischaracterization of our present condition, which obscures more than it explains and impedes our ability to respond to the deeper challenge facing us: declining credibility.

Defining our current era as "post-truth" necessarily implies a break from (and nostalgia for) a prior "Truth era". When, exactly, was this "Truth era"? Was it the 1990s, when the "superpredator" panic fueled punitive policy? The 1980s war on drugs? The 1960s "law and order" era? The 2000s Patriot Act and war on terrorism? The reality is there was no golden age of Truth (or influence) when criminological research guided policy unimpeded by ideology, sensationalized events, or political expedience, as Sullivan also recognizes.<sup>2</sup> For its part, the field of criminology has always operated in contested terrain, where evidence competes with political pressures and anecdotes drown out data. Thus, although the quantity and channels of information have changed, the problem remains that evidence competes with ideology as it always has, now amplified by new technologies and political dynamics. What we misleadingly call "post-truth" names both the waning influence of experts as established truth-tellers and the growing public visibility of the uncertainty and contestation that have always characterized knowledge production.

Even more concerning than its ahistoricity is the way the "post-truth" label functions not merely as a structural description but as a moral narrative, and one that casts scholar-experts as the guardians of Truth, and the public, particularly the political right, as irrational, ignorant, or deceitful opponents. The label thus reproduces both an epistemic hierarchy and a familiar "us-versus-them" moral frame. Even McIntyre acknowledges that the term is "irreducibly normative ... an expression of concern by those who care about the concept of truth and feel that it is under attack" (p. 5). In this narrative, virtue and rationality are aligned with the academic or progressive left, while ignorance and deceit are assigned to the conservative right. Indeed, we can see this in Sullivan's essay as he illustrates the evidence problem exclusively through examples of right-wing misinformation, whereas popular accounts such as McIntyre's *Post-Truth* and Nichols's *The Death of Expertise* are explicit in their diagnosis of the problem as primarily on the right. In this way, "post-truth" often functions less as neutral diagnosis than a moral judgment.

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Although the moral clarity of this “post-truth” story—with its neat division between enlightened experts and irrational, ideological publics—is appealing, it is misguided. As a wealth of research has demonstrated, selective reasoning and motivated cognition are not the province of any one ideology. Instead, they are universal features of human psychology (Clark et al., 2019; Haidt, 2012; Stanovich, 2021). What distinguishes the academy is not immunity from these biases but institutionalized mechanisms for detecting and correcting them: methodological rigor, peer review, and norms of transparency and critique. However, those mechanisms depend on a diversity of perspectives to function properly (e.g., Duarte et al., 2015). And much of social science lacks this necessary heterogeneity in perspectives. Instead, the social sciences are increasingly ideological homogeneous (specifically, adhering to a Left-liberal ideology) and this ideological homogeneity has produced (left-leaning) epistemic distortions (e.g., Burt, forthcoming; Duarte et al., 2015; Smith, 2014; Wright & DeLisi, 2015). The public has noticed, and our credibility has suffered as a result.

### The Credibility Crisis

The post-truth narrative situates the source of the problem as being the (especially right-leaning) public: people have changed for the worse, becoming more polarized, emotional, and suspicious of experts. Although true, this is only part of the story. The academy has changed too. Over time, universities, especially in the social sciences and humanities, have become more ideologically uniform and more confident in the moral rightness of their views (Magness & Waugh, 2022; Wright & DeLisi, 2015). Perceptually, this has widened the gap between scholars and a segment of the public who do not share these political-ideological views. Thus, although the information environment has grown more partisan, so too has the culture of expertise.

This is not just a perceptual problem, but a substantive problem as well. In criminology, as in the social sciences more broadly, our overwhelmingly Left-liberal commitments shape the questions we ask, their framing, the methods we apply, and our interpretations of the findings. These shared assumptions can narrow our interpretive range, dull sensitivity to inconvenient evidence, and foster skepticism that tracks ideological valence more than scientific rigor (Burt, forthcoming; Clark & Winegard, 2020; Honeycutt & Jussim, 2020; Iceland & Silver, 2024; LaFree, 2025; Wright & DeLisi, 2015). In some cases, scholars have explicitly substituted activist for scientific logics, where theoretical and methodological rigor can take a back seat to activist aims and ideological alliances (Pratt et al., 2025; Rubin, 2025).

The result is a credibility problem, which is rooted in substance and amplified by perception. As our political and moral commitments have become more visible, the boundary between scientist and advocate has blurred. Among many right-leaning publics, social scientists now represent not neutral arbiters of evidence but participants in a progressive moral project (Smith, 2014). This blurring of epistemic and moral authority lies at the heart of the credibility challenge: it reinforces the perception (grounded in some truth) that what we call “truth” is profoundly influenced by our shared moral and political commitments.

Like the publics we criticize, we also selectively scrutinize ideologically inconvenient facts and amplify congenial ones. For example, when evidence runs against the Left-liberal ideological grain of the academy—as when Fryer’s (2019) research found after accounting for contextual and situational differences, “no evidence of racial discrimination in officer-involved shootings”—we tend to respond with especially intense scrutiny (even to dismiss such findings as flawed, biased, or “anti-truth”) (see also, Cesario et al., 2019). Such unorthodox work is typically subject to inordinate scrutiny and critique, which painstakingly outline limitations of data, uncertain assumptions, overstated conclusions, and alternative explanations (Honeycutt & Jussim, 2020; Savolainen, 2024). To be sure, the issue is not the high scrutiny itself (indeed, rigorous examination strengthens our science), the problem is its ideological asymmetry. When theory or findings are ideologically congenial the scrutiny is generally (or relatively) lax (e.g., Ditto & Lopez, 1992; Duarte et al., 2015; Rubin, 2025; Savolainen, 2024; Smith, 2014; Wright & DeLisi, 2015).

We can see this as well with our public engagement. When tragic but statistically rare events occur, our responses often reveal how ideology structures our evidentiary reasoning. We contextualize some events (usually those discordant with progressive priors) as anomalies, while others are taken as emblematic of systemic truths. We condemn public outcry to some tragic anecdotes as distortions (e.g., Laken Riley’s killing) while elevating others as representative proof of systemic problems (e.g., George Floyd’s killing),<sup>3</sup> while cases such as Tony Timpa’s eerily similar death, fade from view (McWhorter, 2020, 2023).<sup>4</sup>

To be clear, extensive evidence documents racial disparities in police use of force, and George Floyd’s killing was a horrifying event uniquely visible and consequential—captured in graphic video, involving state violence, and aligned with longstanding evidence of racial disparities in police use of force. Yet, the tragic killing was used as evidence that the police, in general, are racist and ‘bad’, which is a drastic conclusion not warranted by the evidence. As horrific as it was, the killing did not prove race or racism in policing, just as the nearly identical death of Tony Timpa, a white man restrained and killed by Dallas police in 2016, did not demonstrate that police target whites. The difference lies not in what the cases show but in how we interpret them. Floyd’s killing became emblematic of systemic racialized violence, while Timpa’s was never known enough to even be forgotten. This divergence reflects an asymmetry in our epistemic habits: we tend to treat cases that resonate with our moral priors as representative, and those that do not as anomalies. The issue, then, is not whether racial disparities exist (they do) but whether our evidentiary reasoning is applied evenhandedly when linking individual cases to systemic claims. When criminologists adopt these selective standards—privileging

certain cases as evidence of broader truths insufficiently moored to evidence, while dismissing others as “fearmongering” or “sensationalizing,” we risk appearing partisan rather than scientific, which erodes our credibility.

To the question of whether our standards of evidentiary weight and generalization are applied evenly, the pattern is unmistakable: they are not. When the framing aligns with Left-liberal ideology, we echo and even encourage sensationalized claims that overgeneralize and minimize nuance, whether about an “epidemic” of fatal police shootings of unarmed Black men, an “epidemic” of criminal violence against LGBT people, or the so-called (epidemically framed) school-to-prison pipeline. When the framing does not align with that ideology (e.g., an “epidemic” of urban crime, ‘immigrant crime’, or, more recently, ‘transgender offending’), we call it out as distortion or oversimplified and aim to add relevant evidentiary features to add context. This tension is evident in Sullivan’s own essay: he cautions against the misuse of anecdotes, pointing to the (right-leaning) public response to the Laken Riley killing, while at the same time urging criminologists to tell stories of “people affected by policy.” But isn’t the Laken Riley case itself a story of people affected by (immigration) policy?

The point is that if we want to enhance our credibility, authority, and influence, criminology cannot condemn anecdotes when mobilized by political opponents while simultaneously valorizing them when they fit our ideological commitments and activist goals. This does not require that we abandon our political goals or even our ideology. Instead, it requires us to treat all evidence with the same standards of scrutiny. We must maintain an attitude of epistemic vigilance to ideological biases in our work and in that of our peers. Moreover, while we can (and can’t help but) disagree with our political-ideological opponents, we must guard against viewing them as inferior. Not only does this further widen the gap between criminological experts and segments of the public, but also it neglects the considerable (and increasingly visible) uncertainty of our findings. We must recognize that our subject matter—human social behavior—is uniquely difficult to study, and requires a host of untestable assumptions, data limitations, or other uncertainties, which leaves more room for the influence of ideological priors in interpretation. Without an increasing attitude of epistemic vigilance and humility, which Sullivan also acknowledges, we will continue to further erode our standing with those who do not share our priors, narrowing our influence to friendly audiences and undermining the credibility needed to shape policy and public debate.

## Conclusion

As Sullivan recognizes, “policymakers and political operatives sometimes make accusations of bias in social science as a rationale for dismissing study findings or empirical evidence more generally.” Of course, such accusations are often cynical, a convenient way to sidestep inconvenient truths, but they are sometimes correct. When our scholarship visibly reflects our own moral sympathies or political alignments, we make it easier for critics to question not only our conclusions but our capacity for impartial inquiry (Wright & DeLisi, 2015). This is the heart of criminology’s influence challenge: not that our evidence is wrong but that it is partial and ideologically inflected, such that our credibility and thus authority to interpret it is increasingly suspect by those who do not share our ideological priors.

Of course, the elephant in the room is Trump. Although politicians have always distorted evidence to support their side, Trump is an extreme case of political mendacity, remarkable for his brazenness in the face of incontrovertible evidence. However, I encourage us to consider that his rise and the resonance of his performative truth denial are better understood as symptoms of a deeper underlying problem—the crisis of credibility—rather than the problem itself, (even as, surely, we can all agree, it is a problem). The erosion of public trust in institutions of knowledge, from science to journalism, long preceded him, born of decades of overreach, ideological conformity, and selective truth-telling by elite gatekeepers. The digital information age amplified these flaws, while episodes like the intentional public-health misinformation on mask efficacy during the early stages of the COVID-19 pandemic exposed them unmistakably. Trump’s ability to thrive while blatantly lying did not cause the collapse of elite epistemic authority, it emerged from the vacuum left by it. Focusing on Trump, or the populist right more broadly, risks mistaking symptom for cause and ignoring the selective blindness of the ‘post-truth’ narrative. The deeper problem is not the existence of truth denialism by politicians, but the gradual loss of public confidence in the institutions that enjoyed epistemic authority, including our own, to check it.

In sum, Sullivan’s essay is an important discussion of the ongoing challenges criminology faces in influencing policy and public understanding, and his suggestions for principled argument, humility, and effective communication should be heeded. I agree with Sullivan that political actors’ deliberate distortion of evidence and the publics’ ideological information processing are profound challenges, but our problems are not simply external. We must acknowledge and address our own biases to strengthen our credibility and epistemic authority.

In the end, criminology’s influence problem will not be addressed by lamenting a mythical era of Truth or by blaming hostile or ignorant publics or self-interested politicians alone, but by a reflexivity, transparency, evenhandedness, and a willingness to confront our own biases as we confront those of others. That is a more difficult path, but it is the only one consistent with the scientific enterprise we claim to advance.

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<sup>1</sup> Sullivan's essay, like this one, is necessarily (relatively) circumscribed; mine is not a critique of his piece but an extension of it, with which Sullivan may or may not agree.

<sup>2</sup>To be sure, the 2000s might be described, if not a golden, at least a 'silver age' of influence, as a moment when criminologists' expertise was unusually valued amid the evidence-based momentum and rhetoric of the time (Pratt et al., 2025).

<sup>3</sup>Sullivan is, of course, right to caution against sensationalized narratives that exploit tragic but atypical cases like Riley's killing to paint immigrants as uniquely dangerous. But the same evidentiary standard requires us to contextualize cases like George Floyd's killing. Like immigrants, the overwhelming majority of police officers are not predatory or "bad" and are just trying to make their way in a tough world.

<sup>4</sup>Interestingly, the responses to both tragic events (the Left's outrage and outcry following Floyd's killing and the Right's outcry and outrage to Riley's killing) seem to be drawing moral energy from violations of normative expectations: "This shouldn't happen". Each side moralizes a breach of trust in the state: for progressives, the state's abuse of its lawful authority; for conservatives, the state's failure to enforce its lawful authority (i.e., "the state should control its borders and protect citizens").

## Credibility, Influence, and Evidence in Applied Criminology: Continuing the Discussion

Christopher J. Sullivan, University of Missouri-St. Louis

My article, "Applied Criminology, Evidence, and Policy in a Post-Truth Society," which recently appeared in *The Criminologist*, was intended to generate discussion. I appreciate Dr. Callie Burt's thoughtful engagement with that writing. I also appreciate her collegial, "yes, but also..." approach to her reply. I take the same stance here.

Burt frames criminology's policy impact challenge through the lens of interdependent influence *and* credibility where credibility is a prerequisite for influence. She argues that credibility can be enhanced or diminished by our openness to varied perspectives in policy discussions and the ways in which we conduct our research. As she notes, my points about humbly engaging policy-relevant research in a principled and effective way reflect this mindset. I see that as the primary throughline in her essay and mine. In this brief reply, I will comment on two aspects of Dr. Burt's response where I hold slightly different perspectives. I also add some more general thoughts at the conclusion of this essay.

First, I do not believe that the phrase "post-truth" inherently casts judgment on those with whom we disagree. Like any phrase in academic or public discourse, it carries contested meanings, and its emergence over the past decade has generated honest disagreement (Harsin, 2018). At least from my perspective, the framing of a "post-truth" policy context is less about ideological priors or rank ordering peoples' viewpoints and more about where empirical evidence fits into public policy. As I mentioned in my essay, multiple factors can affect policy development. Research findings are merely one. We therefore must engage varied stakeholders with different perspectives if we wish to be involved productively in those processes. My point of departure in my commentary was that engaging policy in crime and justice as a scholar is an order of magnitude more difficult than in the past. Nevertheless, there are existing insights that can be useful in confronting that. To me, the label used to frame the issue is much less important than how we generate and communicate useful evidence in that climate.

Second, I agree that perceptions of social scientists can be a drag on our real-world impact and we need to address that. Certainly, open science practices are part of the solution (Cohen, 2025). Those practices continue to be utilized more frequently, and progress is being made. This is analogous to Weiss's (1979) finding that the path from evaluation findings to policy and practice is nonlinear and involves shifting ideas more so than promoting specific research results.

Burt's concern about the influence of political perspectives in applied criminology is more difficult to address. I say this for two reasons. One, my direct experiences in engaging across viewpoints in academic settings have mostly been dismissed in favor of preserving an "us vs. them" status quo. At times this can devolve into attempts to categorically disqualify certain types of research or areas of study (n.b., I do not think this is what Burt is advocating). I find it troublesome to see blanket dismissal of applied research on policing *or* findings that are critical of crime and justice policy because of perceived biases. Although it is not without its own challenges, I find it more appropriate to make those evaluations at the study level.

Ragin (1994, p.31) identifies several reasons to conduct research, including "identifying general patterns and relationships," "testing and refining theories," "exploring diversity," and "giving voice." I have found examples of evidentiary strengths and shortcomings in studies across each of these types of research. Although scholars may differ in endorsing aims like "exploring diversity" and "giving voice," they are very much aligned with a well-rounded policy-relevant research agenda. For example, in community-engaged research we should seek out perspectives of residents affected by a particular policy and the system actors implementing it, even as we are testing the underlying theory driving the initiative.

Although they may have more salience, these questions have not just emerged during our current political era. Nearly sixty years ago, Becker (1967) discussed the science and policy dilemma as it presented itself in applied social research. Roughly thirty years ago, Weiss (1993), who conducted seminal research on the use of empirical evidence in policymaking, assert that much of the work we do is inherently political and we need to accept that and better navigate it. The solutions still rest in practicing good, self-aware social science. This includes acknowledging findings contrary to our viewpoints and being willing to report "bad news" to those with an interest in our research. Although there are inevitable exceptions, in my view, criminologists generally succeed in producing useful evidence independent from any ideological or political commitment.

Regardless of prior beliefs, the process of systematically gathering and analyzing data must be executed such that results of those processes hold up as well as possible to scrutiny from different perspectives (Becker, 1967). I believe that is what Burt is getting at in stating that doing policy relevant scholarship "does not require that we abandon our political goals or even our ideology. Instead, it requires us to treat all evidence with the same standards of scrutiny." Critiques of the role of ideology in social science and criminology are worth discussing and addressing to the extent possible. Still, I believe that the only real guardrails available to us come from systematic data collection and analysis coupled with clear and accurate communication to varied audiences.

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I am grateful for Burt's commentary, especially her accentuating the interdependent aims of influence *and* credibility in applied criminology. I also appreciate that Dr. Burt focused on areas that I did not cover in a detailed way. These are certainly topics we can be more aware of. I would reaffirm that criminology can and does produce quality evidence that can affect policy. At this point, it is important to focus on how we can further develop and communicate that in the current information ecosystem.

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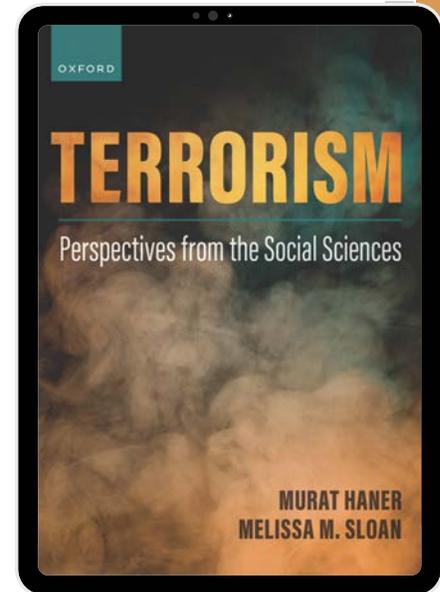
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# MESSAGES FROM THE ASC PRESIDENTS

## **ASC President's Update Natasha A. Frost, President**

In the lead article in the last issue of *The Criminologist* (Nov/Dec 2025), Dr. OJ Mitchell, who had been an ASC board member for five of the previous six years, issued a call for greater organizational transparency. Having also served on the ASC board in multiple capacities over many years, and most recently for four consecutive years, I couldn't agree more. As Dr. Mitchell acknowledges early in the essay, the ASC board has been working really hard over the past several years in that regard. To continue that work, I take up the first of Dr. Mitchell's five recommendations through publishing summaries of Executive Board meetings in *The Criminologist*. Although Dr. Mitchell recommended twice yearly board summaries to coincide with the midyear and annual ASC board meetings, a very full agenda has required the scheduling of regular board meetings throughout this year, so I plan to provide brief board updates in each of the 2026 issues published during my presidency. These updates are intended to keep the membership apprised of the important work the board is undertaking in this year, which may well turn out to be among the most consequential we have faced for at least the past several decades.

In 2026, the ASC Executive board will need to make three important decisions that will have organizational and financial implications for some time to come – these include securing a new publishing contract for our two society journals, selecting a new editorial team for *Criminology*, and hiring a new Executive Director. Throughout this very busy year, the ASC board will continue to work closely with Dr. Nancy Kidd, a consultant hired on the recommendation of the ASC's Long-Range Planning Committee. Dr. Kidd will help ASC successfully navigate an Executive Director transition following Chris Eskridge's resignation following more than 40 years of dedicated service to the organization. I join many others in thanking Chris Eskridge for his many years of service and in looking forward to finding ways to celebrate and commemorate that service.

The Executive Director Search will launch early in the new year. The ASC Board is currently comprising a search committee to lead that work and will provide details on the composition of the search committee and timeline for the Executive Director search in the next issue. The ASC Board is also working with Dr. Kidd to bring ASC's budgeting, finance, and governance processes into alignment with best practices and with our strategic goals as a non-profit academic association. As part of that process, we really want to hear directly from our members this year (and then on a regular basis) to ensure that the ASC is serving the evolving interests of the membership. You can expect to receive a link to a short survey in the coming months, and we hope that you will complete that survey and the annual surveys that we anticipate will follow.

As ASC President in 2026, I look forward to leading the organization through these important transitions and, in the interest of greater transparency, commit to communicating the work of the ASC Board in the bimonthly issues of *The Criminologist* throughout my term. Until next time...

## MESSAGES FROM THE ASC PRESIDENTS

### **A Welcome Message from ASC Vice President, Anthony A. Peguero, Arizona State University**

As the new Vice President of the American Society of Criminology (ASC), I write to outline my responsibilities and goals for the coming year as I continue to represent and serve ASC's membership and, more broadly, the discipline of criminology.

#### *Resilience*

Under the leadership of ASC President Katheryn Russell-Brown, alongside the Executive Board and staff, several complex issues emerged that required both immediacy and thoughtfulness due to their implications for ASC members and the organization as a whole. These challenges unfolded during a period when our academic community faced significant external pressures threatening funding, academic freedom, and research.

Throughout the year, the executive board invested considerable time in meetings, conversations, and votes to advance ASC's mission. We worked to cultivate a respectful, equitable, and professional organization where members felt genuinely seen and heard, even in difficult moments. Despite the challenges, our annual meeting was productive, collaborative, inclusive, and welcoming, with approximately 3,200 attendees.

#### *Appreciation*

I extend gratitude to Chris Eskridge for more than 40 years of service to ASC as Executive Director. Chris guided the organization through decades of growth, innovation, and global impact. His leadership strengthened ASC's mission to advance the study of crime, justice, and public policy, and he contributed to fostering a vibrant community of scholars, practitioners, and students. Chris oversaw numerous conferences, publications, and initiatives that elevated criminological research and facilitated collaboration across generations, especially internationally. His professionalism and commitment have left a lasting imprint on ASC and the broader field. We thank him for his extraordinary contributions and wish him well in the next chapter of his journey.

It is important to note that Chris did not do this work alone. The ASC team has long been the organization's backbone. ASC is deeply grateful for team-members such as Sara Hall, Sue Beelman, Nicole Coldiron, Susan Case, Kelly Vance, and Sheena Case, individuals who have devoted decades of service and who consider themselves part of the ASC family, working tirelessly to help the organization grow and thrive.

Following Chris' unexpected departure, Interim Executive Director Sheena Case and the ASC team demonstrated remarkable professionalism and dedication. They ensured a seamless transition, maintaining ASC operations, communications, and commitments without interruption during one of the most challenging periods in ASC's history. Their teamwork, composure, and deep understanding of ASC's mission upheld the organization's standards and spirit of service.

I would also like to thank the immediate past editorial team of *Criminology* (i.e., Volkan Topalli, Thomas Loughran, Dana Haynie, Gary Sweeten, Andromachi Tseloni, and Callie H. Burt) for their leadership during difficult times. Their pursuit of rigor continued the journal's quality despite the complicated and serious challenges they each and collectively faced. I am grateful for their service and enduring contributions.

I also appreciate Associate Editor Dr. Victoria Terranova and Managing Editor Kelly Vance as the 2026 Editor of *The Criminologist*. As an editorial team of *The Criminologist*, we will strive to create an inclusive, engaging newsletter that informs our association and amplifies the diverse voices of our members. Our goal is to highlight emerging research and scholars, professional achievements, and meaningful discussions shaping our field. By fostering transparency, encouraging participation, and prioritizing equity in content, we aim to ensure the newsletter reflects the richness of our community and supports connection, learning, and shared purpose.

#### *The Complicated Context*

Higher education is currently navigating major pressures surrounding research, grants, teaching, and service pressures that extend to academic associations like ASC. Competition for federal funding has intensified, and access to grants has become more constrained. Some institutions report freezes or shifts in funding priorities, which limit support for equity-oriented research and weaken infrastructure for emerging scholars.

At the same time, faculty demands continue to grow. Teaching loads and expectations for pedagogical innovation remain high, even as institutional resources lag. Service responsibilities including committee work, mentoring, and community engagement continue to accumulate, often without adequate recognition.

Compounding these pressures are shifting policies affecting Diversity, Equity, and Inclusion (DEI) initiatives. Federal and state actions have scrutinized or eliminated DEI programs, affecting compliance, funding eligibility, and institutional strategies. When institutions

## MESSAGES FROM THE ASC PRESIDENTS

curtail DEI-related research, staffing, or programming, the effects ripple outward reducing capacity for faculty engagement in broader scholarly communities and limiting progress toward equitable justice.

Artificial intelligence (AI) adds another layer of disruption and opportunity. AI offers powerful tools for research and teaching but also raises ethical, privacy, and integrity concerns. Responsible adaptation requires new training, resources, and standards, stretching institutional and disciplinary capacities.

The future of academic publishing is also shifting due to the open-source and open-access movements. While these changes expand transparency and access, they introduce challenges such as sustaining high-quality peer review, managing publication costs, supporting graduate student managing editors, and ensuring equitable publishing opportunities across institutions.

Finally, the enrollment cliff, a sharp national decline in the college-aged population, has strained university budgets. As tuition revenue falls, many institutions reduce support for faculty travel, conference attendance, membership dues, and research and journal operations. This financial contraction threatens the networks, innovation, and scholarly engagement that fuel academic advancement and sustain professional associations, including ASC.

### *Hope and Belief in ASC*

Despite these challenges, from reduced research funding and DEI pressures to the rapid rise of AI, the evolution of open-access publishing, and financial strains from declining enrollment, there is strong reason for hope. The ASC community has always thrived in times of transition, grounded in collaboration, innovation, and a shared commitment to advancing the science of crime and justice.

ASC's leadership is prepared to meet this moment with courage and vision. The search for a new Executive Director presents an opportunity to introduce fresh ideas, reinvest resources equitably, and renew the vitality of ASC's mission, ensuring stability while embracing technological and organizational innovation.

Similarly, while we have a new interim editorial team, the search and appointment of a new *Criminology* editorial team will be pivotal in navigating an evolving research landscape balancing rigor with inclusivity and tradition with transformation. The ASC Executive Board and staff, drawing on decades of collective experience, will continue working side by side to strengthen the organization, support its members, and uphold ASC's global reputation for excellence.

Together, ASC will not only overcome the challenges ahead but will emerge stronger, more adaptive, transparent, communicative, and united in serving its membership and the discipline of criminology for generations to come.



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**Auzeen Shariati** Environmental criminology, crime prevention, victimization, school safety, program evaluation, mixed methods

**Janani Umamaheswar** Social inequality, punishment and incarceration, the life course, qualitative research methods

**David Weisburd** Police innovation, geography of crime, experimental criminology, statistics and research methods, white collar crime

**James Willis** Police organizations, police reform, police decision-making, punishment in a historical context

**David B. Wilson** Crime prevention and correctional treatment programs, juvenile delinquency, meta-analysis, quantitative research methods

**Sue-Ming Yang** Neighborhoods and crime, urban disorder and racial stereo- types, innovative research methods, international terrorism

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# EDITOR'S CORNER

## New editors for Criminology

Effective September 12, 2025, the Board voted that a change of leadership was required due to some ongoing operational issues with the Criminology journal. Christopher Sullivan has been appointed as Interim Editor. We appreciate the contributions of the prior editors. A search for the next editorial team has commenced. Please see the request for proposals for the next editorial team (issue dates 2027 – 2031) below.

## NEW EDITOR SOUGHT FOR *CRIMINOLOGY*

The American Society of Criminology (ASC) invites applications for the position of Editor of *Criminology*, one of its two official journals. The new Editor, or team of Editors, will oversee five volumes, beginning with the February 2027 issue and concluding with the November 2031 issue. It is anticipated that new manuscript submissions will transfer to the new Editor in fall 2026.

The Editor is responsible for the timely and substantive output of the journal, including soliciting manuscripts, supervising the peer review process, and making final publication decisions. ASC pays for copyediting, final proofreading, typesetting, provision of PDF files, and up to \$60,000 per year to support the journal. The Editor's supporting institution may propose to provide office space, file storage, equipment, and funds to cover additional expenses such as graduate student assistance and release time for the Editor. Supporting institutions may also propose to assume some of the expenses currently provided by ASC.

As stated on its website, *Criminology* is devoted to the study of crime and deviant behavior. The central objective of the journal is to advance theory and research in criminology and criminal justice. Major emphasis is placed on methodologically rigorous empirical research and theoretical development. The journal is interdisciplinary and international in scope. For additional details, visit the journal's homepage: <https://onlinelibrary.wiley.com/journal/17459125>

Interested applicants may contact the previous Editor of *Criminology*, David McDowall ([dmcdowall@albany.edu](mailto:dmcdowall@albany.edu)), or the current Editor of *Criminology & Public Policy*, Jacinta Gau ([jacinta.gau@ucf.edu](mailto:jacinta.gau@ucf.edu)), for additional information regarding the logistical and operational aspects of editing and producing an ASC journal.

Applicants are encouraged to contact Anthony Peguero, Incoming Chair of the ASC Publications Committee ([anthony.peguero@asu.edu](mailto:anthony.peguero@asu.edu)), to discuss their applications before submission.

### Application materials should include:

1. A statement of editorial philosophy and vision.
2. A description of the organizational structure of the editorial team.
3. A description of the duties of each member of the editorial team, including the proposed manuscript review process.
4. A summary of the proposed editorial team's qualifications, including CVs or resumes for all proposed personnel, including the Editor(s) and Associate Editors.
5. Assurances and details of institutional support.
6. A proposed budget and budget narrative for each year of the five-year term.

Please submit application materials electronically as a single PDF file to Anthony Peguero ([anthony.peguero@asu.edu](mailto:anthony.peguero@asu.edu)) by **March 1, 2026**, for full consideration.

# TEACHING TIPS

## **Training Tomorrow's Teachers: The Case for Graduate Student-Faculty Pedagogical Partnerships**

Brandon Golob, Isabel Patten, Karma Rose Zavita

University of California – Irvine

Although graduate student training has traditionally focused on students as researchers in development, their roles as educators and pedagogical collaborators deserve equal attention. We must recognize that graduate students are not merely teaching assistants fulfilling duties; they are future faculty members who benefit from intentional mentoring in pedagogy. Further, these students are valuable partners who can offer unique insights into undergraduate learning and contribute to larger institutional missions (Cook-Sather et al., 2014). As we train the next generation of criminology scholars, we have an opportunity to reimagine how faculty and graduate students collaborate to create more inclusive, responsive, and effective learning environments.

### **Creating Formal Partnership Programs**

Graduate students occupy a unique position in the academic ecosystem. Though their primary responsibilities may be grading or hosting discussion sections, their proximity in age and experience to undergraduates provides valuable insights into student needs, challenges, and learning gaps that faculty may not readily observe (Mercer-Mapstone et al., 2017). Graduate students' unique knowledge is particularly valuable in the current context as we teach courses on our most pressing and divisive social issues like hate crimes, policing, and mass incarceration. Rather than conceding graduate students' primary roles as graders, we should recognize their potential as partners who can contribute meaningfully to course design, pedagogical innovation, and student success initiatives.

Given the advantages of graduate student positions, how can we design pathways for effective collaboration between faculty and graduate students? Though – as we discuss below – this might occur informally within courses, we recommend establishing formal partnership programs within one's department or through university teaching centers. Within these spaces, instructors can provide pedagogical training to graduate students and work collaboratively on course construction.

We encourage universities and their teaching and learning centers (TLCs) to develop formal programs that bring faculty and graduate students together as teaching partners (Bovill et al., 2016). This might take the form of a summer scholars initiative, structured teaching teams, or a pedagogical certificate program. For example, we received a grant from UC Irvine's Office of Inclusive Excellence to create a "Pedagogical Certificate Program" within our department. Through partnership with UC Irvine's Division of Teaching Excellence and Innovation (DTEI), we created a program where graduate student cohorts participate in workshops on inclusive teaching, teaching during trying times, and contemplative pedagogy. In addition to receiving this pedagogical training, students design and lead their own pedagogical workshops. Through this department-specific program, cohorts were able to discuss and address the unique needs of students within criminology. This further established a departmental standard for teaching excellence.

Training in evidence-based teaching practices might also occur through partnership with already-established, institutional TLCs. You may encourage students to attend sessions on practical skills hosted by these centers. You may also host your own training sessions to share ideas with students across campus. For example, through UC Irvine's DTEI, we have hosted pedagogy sessions on topics such as: scaffolding student success, responding to crises or current events in the classroom, facilitating discussions on controversial topics, and implementing inclusive pedagogy across different instructional modalities.

Within structured partnerships, we ultimately encourage faculty to focus on genuine opportunities for co-creation rather than simple task delegation. For example, in one partnership program that we have participated in during multiple summers, faculty and graduate students work together to redesign courses with explicit attention to equity, accessibility, and inclusive pedagogy. Graduate students bring fresh perspectives on course content, assignment design, and assessment approaches. Faculty provide disciplinary expertise and experience. Ultimately, such collaboration transforms both the course and the participants.

### **Building Collaborative Teams Within Courses**

Recognizing that some of the above might require larger structural changes, we also offer recommendations as to how faculty can foster collaboration within their existing courses. We have found that collaboration is most effective when it begins before the course commences. Meet with teaching assistants early, share your learning objectives, and ask for their input on assignment design, discussion activities, or ways to make content more accessible.

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## TEACHING TIPS

Establishing regular communication structures is also central to course success. Weekly or biweekly teaching team meetings create space for ongoing dialogue about how the course is progressing, which students might need additional support, and how to address emerging issues. As they grade, graduate students can assess common trends in student responses or areas of misunderstanding. Instructors can draw on these insights to re-frame future lectures, integrate new lessons on writing or reading skills, or return to previously covered topics to address student confusion. During terms in which difficult news events intersect with course topics, meetings with graduate students can also serve to assess student well-being, provide space to coordinate responses, and better support students.

In short, faculty should explicitly acknowledge and leverage the expertise graduate students bring to the teaching team (Matthews et al., 2019). Graduate students may have training in teaching techniques faculty have not encountered, familiarity with technologies that students are using, or pedagogical approaches from other disciplines. Instructors should ask graduate students about their pedagogical and research knowledge as a basis for requesting their help with delivery of course material.

### **Mentoring Future Teacher-Scholars**

As faculty draw on graduate students' unique knowledge to improve their learning environments, they should also mentor these students. A critical component of faculty-graduate student partnerships is intentional mentoring for graduate students' future careers, which represents a challenge to a Research-1 culture that often deemphasizes teaching development (Austin & McDaniels, 2006). Remind your graduate student collaborators that pedagogical mentorship is a priority and explain why. Help them understand that most faculty positions, even at research-intensive institutions, require effective teaching and evidence-based pedagogical knowledge. More importantly, emphasize that their future students deserve instructors who are prepared, thoughtful, and committed to inclusive pedagogy.

Through these discussions, you may introduce graduate students to various teaching contexts and roles. Create opportunities for students to guest lecture, design assignments, develop assessment rubrics, hold workshops, and facilitate active learning activities. Pursuing these tasks within an existing course gives graduate students a low-stakes opportunity to practice new skills and receive targeted feedback. Indeed, successful professional development requires building in structured reflection and feedback. For example, after graduate students deliver a guest lecture, meet to debrief. Ask them to reflect on what went well and what they might do differently. Provide constructive feedback while acknowledging their strengths.

### **Conclusion**

Research demonstrates numerous benefits of graduate student-faculty pedagogical partnerships. For faculty, partnerships provide opportunities to innovate in teaching and gain insights into undergraduate learning needs. For graduate students, partnerships can lead to increased confidence in teaching abilities, exposure to evidence-based pedagogical practices, and smoother transitions to faculty positions (Mercer-Mapstone et al., 2017). In addition to these important benefits for both parties, we believe that undergraduates have the most to gain from effective partnerships. Based on our own experiences working collaboratively, we have seen firsthand how undergraduate student learning is fostered by the coordinated efforts discussed here. When instructors and teaching assistants work as cohesive teams with shared pedagogical approaches, students experience more consistent, thoughtful, well-coordinated, and innovative instruction.

As criminologists, we ask our students to grapple with society's most challenging issues. We cannot do this work effectively without also grappling with how we teach and who we teach with. Graduate students are not peripheral to our teaching mission; they are central partners whose expertise and perspectives can transform undergraduate learning. By investing in intentionally structured partnerships, creating collaborative teaching teams, and providing pedagogical mentoring, we simultaneously improve outcomes for undergraduates, develop graduate students as future teacher-scholars, and enrich our own teaching practices.

We encourage all faculty to advocate for and participate in formal graduate student partnership programs. If such programs do not exist at your institution, consider working with your TLC to develop them. At a minimum, we encourage you to transform your approach to working with teaching assistants from a model based on delegation to one of true collaboration. These partnerships require time and intentionality, but they represent an investment in the future of our discipline and our students. The graduate students we mentor today will be the faculty who shape criminological education for decades to come.

## TEACHING TIPS

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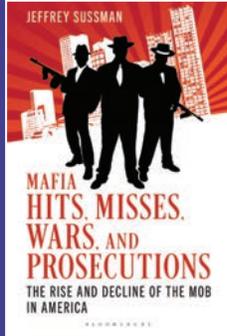
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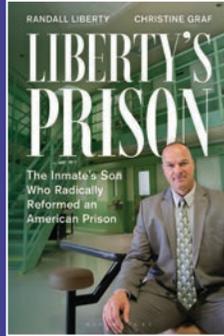
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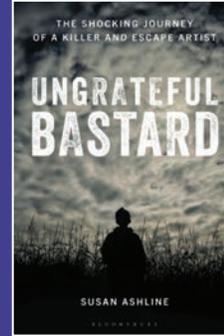
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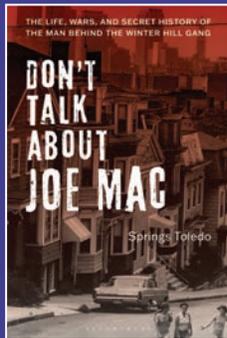
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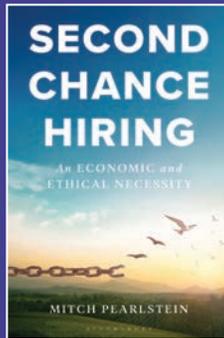
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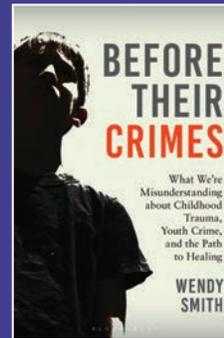
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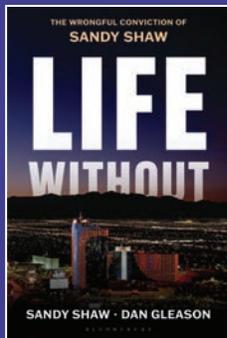
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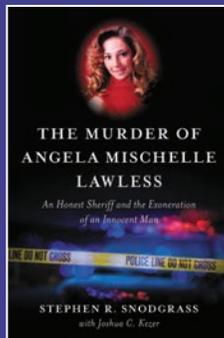
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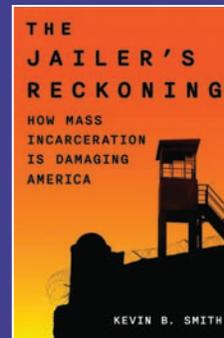
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B L O O M S B U R Y



# ASC STUDENT AND EARLY CAREER SPOTLIGHT



**Vienna C. Lam**

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LinkedIn: <https://www.linkedin.com/in/viennalam/>

My research investigates aquatic deaths as sites of criminological inquiry, where forensic science, public health, and structural inequality intersect. I examine how drowning fatalities are classified, investigated, and explained within medicolegal systems, as well as apply my background in forensic anthropology and intertidal archaeology to improve understanding of aquatic human body decomposition processes (taphonomy). In Australia, I worked at the Victorian Institute of Forensic Medicine to build an aquatic database that collates information from coroners, police, search and rescue, and autopsy records. The result of this work includes one of the first comprehensive baseline studies on decomposition in a quasi-controlled domestic environment. By creating Canada's first nation-wide aquatic death database that allows for interjurisdictional comparison between different medical examiner and coronial systems, I have developed new risk stratification techniques and offer targeted recommendations related to infrastructure changes that can improve emergency medical services response. My work situates aquatic death investigation within the study of state governance, risk management, and public safety, showing how decisions made by coroners, medical examiners, and law enforcement shape not only epidemiological records but also prevention policy and justice outcomes. I reframe drowning as more than a biomedical event: it is a socially patterned, preventable harm that reveals critical tensions in surveillance, accountability, and equity in Canada's death investigation system. This research opens new directions in criminology by treating aquatic death as both a site of forensic knowledge production and a lens onto the structural conditions of vulnerability and neglect.



**Abass Muhammed, Doctoral Student**

[linkedin.com/in/abass-muhammed-6b519ab7](https://www.linkedin.com/in/abass-muhammed-6b519ab7)

Criminology Program, Department of Sociology and Criminal Justice, University of Delaware

Street-identified Black youth and adults face a heightened risk of punitive policing in low-income Black communities. Despite their centrality to criminology, this group's perceptions of and interactions with police remain understudied from a community-based perspective. To address this gap, I published analysis in *Race and Justice* examining perceptions of police among a large community sample of street-identified Black youth and adults in Wilmington, Delaware. The study found that social cohesion was positively associated with favorable perceptions of the police, whereas neighborhood physical disorder was negatively related to perceptions of the police. In addition to my research, I have pursued community-engaged teaching and service to foster positive youth development in Wilmington, Delaware. As a Community Education Ambassador at the Center for Structural Equity, I facilitated workshops such as Lived Respect, where I engaged young men in interactive sessions to promote healthy masculinity and positive behaviors. Additionally, I led one-on-one and small-group literacy classes with youth participants during the summers of 2024 and 2025. Despite the challenges associated with teaching young men and women from structurally disinvested communities, these efforts were remarkably successful and recognized by the governor's statewide literacy initiative. My scholarly and community engagement work has been recognized through the University of Delaware Faculty Senate's 2024 Graduate Student Excellence in Scholarly Community Engagement Award and the 2025 Doctoral Fellowship for Excellence. I am eager to continue advancing criminology through innovative research and community empowerment.



**Anna Newell, M.A.**

Pronouns: she/her/hers

<https://akn5535.wixsite.com/anna-newell>

Criminology Doctoral Student, Department of Sociology and Criminology, The Pennsylvania State University

My name is **Anna Newell**, and I am a fourth-year student in Criminology at the Pennsylvania State University. Broadly, my work seeks to understand how laws, policies, and social contexts shape both the responses of the criminal legal system to substance use (such as policing, arrest, and prosecution) and the responses to the criminal legal system by people who use substances, their families, and their communities. A recent article highlights my research interests: "From Pain Management to Street Crime: A County-Level Analysis of Opioid Dispensing Rates and Drug-Related Arrest Rates" (*Journal of Drug Issues*). In this article, I investigate county-level associations between opioid prescription dispensing rates and drug-related arrest rates using data from the CDC, the UCR, the USDA, and the ACS. While much of the opioid literature emphasizes overdose mortality, my study highlights that higher opioid dispensing is linked to increased arrests for synthetic narcotics (both possession and sale/manufacturing), but lower arrests for heroin/cocaine possession, underscoring connections between licit and illicit drug markets. By situating arrest patterns within the broader opioid epidemic, my work contributes to criminological understanding of how prescription practices may reverberate through illicit markets and justice system responses. Moving forward, I plan to extend this line of inquiry by exploring how rural and urban contexts shape these dynamics, with the goal of informing more holistic and effective policy responses to substance use.

# AROUND THE ASC

## 2025 ASC ANNUAL MEETING

2025 Gene Carte Student Paper Award Recipient -  
First Place - Iolanthe Brooks



2025 Gene Carte Student Paper Award Recipient -  
Second Place - Torri R. Sperry & Frank A. Donohue



2025 Gene Carte Student Paper Award Recipient -  
Third Place - Guyu Sun



2025 August Vollmer  
Award Recipient -  
Daniel S. Nagin



2025 W.E.B. Du Bois  
Award Recipient -  
Ruth D. Peterson



AROUND THE ASC

2025 ASC ANNUAL MEETING

2025 Edwin H. Sutherland Award Recipient -  
Elijah Anderson



2025 ASC Fellows Award Recipient -  
Lisa Broidy



2025 ASC Fellows Award Recipient -  
Dana Haynie



2025 ASC Fellows Award Recipient -  
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**AROUND THE ASC**

**2025 ASC ANNUAL MEETING**

**2025 Teaching Award Recipient -  
Cheryl Lero Jonson**



**2025 Ruth Shonle Cavan Young Scholar Award Recipient -  
Kwan-Lamar Blount-Hill**



**2025 Graduate Student Poster Award Recipients -  
First Place - Oghenerhuru Daniel (pictured & Jill Reeves)**



**2025 Graduate Student Poster Award Recipients -  
Second Place - Rachel Wallace**



**2025 Graduate Student Poster Award Recipient -  
Third Place - Noy Assaraf**



AROUND THE ASC

2025 ASC ANNUAL MEETING



2025 Ruth D. Peterson Fellowship Award for Racial and Ethnic Diversity Recipient - Yu-Heng (Steven) Chen

2025 Michael J. Hindelang Outstanding Book Award Recipients - Hadar Aviram (pictured) & Chad Goerzen



2025 Ruth D. Peterson Fellowship Award for Racial and Ethnic Diversity Recipient - Candice Crutchfield

2025 Thorsten Sellin & Sheldon and Eleanor Glueck Award Recipient - Jianhong Liu



2025 Ruth D. Peterson Fellowship Award for Racial and Ethnic Diversity Recipient - Brielle K. Savage

# AROUND THE ASC

# 2025 ASC ANNUAL MEETING

2025 ScholarCHIPS Team

**2025 President's Award for Distinguished Contributions to Justice Recipient -**  
Yasmine Arrington Brooks, Founder and Executive Director of ScholarCHIPS, Inc.



**2025 ASC Annual Meeting Team -**  
Front Row: Kelly Vance, Nicole Coldiron, Laura Giordano, Deb Bowling, Tara Vance;  
Back Row: Sheena Case, Jennifer Case, Stacy Alderman, Raelene Waltemath, Andi Alford



**2025 ASC Presidents - from left:** Larry Sherman, Steven Messner, Gary LaFree, Katheryn Russell-Brown, Shadd Maruna, Natasha Frost



**2025 ASC President Katheryn Russell Brown & 2026 ASC President Natasha Frost**



## AROUND THE ASC

## 2026 AWARDS NOMINATIONS



## 2026 AWARD NOMINATIONS

WE ARE ACCEPTING NOMINATIONS FOR THE FOLLOWING AWARDS

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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. However, if a current Board member is nominated for either the Michael J. Hindelang Outstanding Book Award or Joan Petersilia Outstanding Article Award, their nomination shall be considered during the first year following their service on the Board.\*

## AROUND THE ASC

## 2026 AWARDS NOMINATIONS

## NOMINATIONS CRITERIA &amp; 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:** NANCY RODRIGUEZ, University of Texas at Austin nancy.rodriguez@austin.utexas.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:** ELSA CHEN, Santa Clara University (408) 551-7055 echen@scu.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:** DANIEL MARTINEZ, University of Arizona (520) 621-3506 daniel.martinez@arizona.edu

## NOMINATIONS CRITERIA &amp; 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 2021), 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:** LYNDSEY BOGGESE, University of South Florida (813) 974-9556 lboggess@usf.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:** VICTOR RIOS, University of California, Santa Barbara vrios@soc.ucsb.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:** HEATH GRANT, John Jay College of Criminal Justice (212) 393-6377 hgrant@jjay.cuny.edu

## AROUND THE ASC

## 2026 AWARDS NOMINATIONS

## NOMINATIONS FOR 2026 ASC AWARDS

**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 2023, 2024, or 2025. 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. However, if a current Board member is nominated for either the Michael J. Hindelang Outstanding Book Award or Joan Petersilia Outstanding Article Award, their nomination shall be considered during the first year following their service on the Board.**

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:** KAREN PARKER, University of Delaware (302) 831-2581 [kparker@udel.edu](mailto:kparker@udel.edu)

**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:** BIANCA BERSANI, University of Maryland (301) 405-4699 [bbersani@umd.edu](mailto:bbersani@umd.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 2024 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. However, if a current Board member is nominated for either the Michael J. Hindelang Outstanding Book Award or Joan Petersilia Outstanding Article Award, their nomination shall be considered during the first year following their service on the Board.**

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:** JODI LANE, University of Florida (352) 294-7179 [jlane@ufl.edu](mailto:jlane@ufl.edu)

## AROUND THE ASC

## 2026 AWARDS NOMINATIONS

## NOMINATIONS FOR 2026 ASC AWARDS

**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:** DEENA ISOM, University of North Carolina (803) 777-7248 [isom@mailbox.sc.edu](mailto:isom@mailbox.sc.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:** BITNA KIM, Sam Houston State University (936) 294-1636 [bitna.kim@shsu.edu](mailto:bitna.kim@shsu.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:** KAREN HEIMER, University of Iowa (319) 335-2488 [karen-heimer@uiowa.edu](mailto:karen-heimer@uiowa.edu)

## AROUND THE ASC

## 2026 AWARDS NOMINATIONS

## NOMINATIONS FOR 2026 ASC AWARDS

**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:** XAVIER GUADALUPE-DIAZ, Framingham State University (508) 626-4866 [xguadalupediaz@framingham.edu](mailto:xguadalupediaz@framingham.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:** ANDREA LEVERENTZ, North Carolina State University (919) 515-9024 [amlevere@ncsu.edu](mailto:amlevere@ncsu.edu)  
[xguadalupediaz@framingham.edu](mailto:xguadalupediaz@framingham.edu)

AROUND THE ASC

FROM THE ASC OFFICE

Check your email  
for ASC &  
Division  
membership  
renewal info!

Report of a  
phishing email that  
appears to be from  
the ASC President,  
Natasha Frost...  
ignore & delete it!

Submission site  
going live this  
month...start  
watching your  
email the week of  
January 19, 2026

## 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)**  
<https://ascdqr.org/>

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

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

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

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

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

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



## Call for Papers

**2026 Annual Meeting**  
**Chicago, Illinois | November 18 – 21, 2026**  
**Palmer House Hilton Chicago**

**Theme: *Criminology and Justice Policy***

### Program Co-Chairs:

Carlos E. Monteiro, Suffolk University

and

Jennifer B. Robinson, Salem State University

### ASC President:

Natasha Frost, Northeastern University

### SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and  
author meets critics panels due:

Friday, March 20, 2026

Posters, roundtable abstracts, and  
lightning talk abstracts due:

Friday, May 15, 2026



## AROUND THE ASC

## 2026 CALL FOR PAPERS

## SUBMISSION DETAILS

All abstracts must be submitted on-line through the All-Academic submission website. Details can be found on the [ASC Annual Meeting](#) webpage. You will need to create a new profile for 2026. On the site, you will be asked to indicate the type of submission you wish to make. The submission choices available for the meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics Session, (4) Poster Presentation, (5) Roundtable Submission, or (6) Lightning Talk Presentation. **Please continue to click Accept and Continue in the lower right-hand corner until you no longer see it.** You will receive a confirmation email after you submit. If you do not, email [meeting@asc41.org](mailto:meeting@asc41.org).

**Please note that late submissions will NOT be accepted.** In addition, submissions that do not conform to the guidelines will be rejected. New this year: We are requiring the use of structured abstracts. We encourage participants to submit well in advance of the deadline so that ASC staff may help with any submission problems while the call for papers remains open. Please note that ASC staff members respond to inquiries during normal business hours.

**Complete Thematic Panels:** Panel submissions must include a title and abstract for the entire panel as well as titles, abstracts, and author information for all papers. **Abstracts must be structured and should include an introduction, design/methods, results, and discussion sentences.** Each panel should contain between three and four papers and one discussant. The panel and individual paper abstracts should be less than 200 words. We encourage panel submissions to be organized by individuals, ASC Divisions, and other working groups.

- PANEL SUBMISSION DEADLINE: **Friday, March 20, 2026**

**Individual Paper Submissions:** Submissions for a regular panel session presentation must include a title, abstract, and author information. **Abstracts must be structured and should include an introduction, design/methods, results, and discussion sentences.** Please note that these presentations are intended for individuals to discuss work that is close to completion or where substantial progress has been made. Presentations about work that has yet to begin or is only in the formative stage are not appropriate here and may be more suitable for Roundtable Discussion (see below). Presentations of work that is published would be more suitable for an Author Meets Critic session.

- INDIVIDUAL PAPER SUBMISSION DEADLINE: **Friday, March 20, 2026**

**Author Meets Critics:** These sessions are organized by an author or critic, consist of one author and three or four critics discussing and critiquing a recently published book relevant to the ASC. Note that the book must appear in print before the submission deadline (March 20, 2026) so that reviewers can complete a proper evaluation and to ensure that ASC members have an opportunity to become familiar with the work. Submit the title of the book, the author's name and the names of the three to four people who have agreed to comment on the book.

- AUTHOR MEETS CRITICS SUBMISSION DEADLINE: **Friday, March 20, 2026**

**Poster Presentations:** Submissions for poster presentations require only a title and abstract along with author information. Poster area you can use will be 4' x 8'. You should display theoretical work or methods, data, policy analyses, or findings in a visually appealing poster format that will encourage questions and discussion about the material. One poster submission per presenter is allowed.

- POSTER SUBMISSION DEADLINE: **Friday, May 15, 2026**

**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 19, 2026**. 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 a question, method, data, and (preliminary) results and implications. Awards for 1st, 2nd and 3rd place will be given. The Executive Board may decide not to give the awards, or to give fewer than three awards, in any given year. Award decisions will be based on the quality of the posters and not on the number of endorsements received for any particular poster.

For more questions or more information, please contact the Graduate Poster Competition Chair, Heath Grant at [hgrant@jjay.cuny.edu](mailto:hgrant@jjay.cuny.edu)

- POSTER COMPETITION SUBMISSION DEADLINE: **Friday, June 19, 2026**

**Roundtables:** These sessions consist of three to five papers with presenters discussing related topics. For roundtable submissions, you may submit either a single paper to be placed in a roundtable session or a complete roundtable session. Submissions for a roundtable must include a title and abstract along with participant information. A full session submission requires a session title

## AROUND THE ASC

## 2026 CALL FOR PAPERS

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

- **ROUNDTABLE SUBMISSION DEADLINE:** **Friday, May 15, 2026**

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

- **LIGHTNING TALK SUBMISSION DEADLINE:** **Friday, May 15, 2026**

**Other Information:** Only original papers that have not been published may be submitted to the Program Committee for presentation consideration. Presentations of the same paper presented elsewhere are discouraged.

The meeting is Wednesday, November 18 through Saturday, November 21, 2026. Sessions may be scheduled at any time during the meeting. ASC cannot honor personal preferences for day and time of presentations. If a session does not have a chair, a program committee member may choose a presenter from the last paper on the session.

All program participants are expected to register for the meeting. We encourage everyone to pre-register before October 1 to avoid paying a higher registration fee. You may also visit the ASC website at <https://asc41.org/> under News & Events to find [Annual Meeting](#) information to register online or access a printer friendly form to fax or return by mail.

#### SUBMISSION DEADLINES

- **Friday, March 20, 2026**, is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
- **Friday, May 15, 2026**, is the **absolute** deadline for the submission of posters, roundtable, and lightning talk sessions.

**ABSTRACTS -- Abstracts must be structured and should include an introduction, design/methods, results, and discussion sentences.** A typical abstract will summarize, in one paragraph of 200 words or less, the major aspects of your research, including: 1) an introduction describing the purpose of the study and the **research problem(s)** you investigate; 2) the **study design** or **methodology**; 3) major **findings** of your analysis; and 4) a brief summary of **conclusions and implications**. Abstracts will be made public to all meeting attendees through the ASC program app.

**EQUIPMENT --** Only LCD projectors will be available for all panel and paper presentations, including lightning talks to enable computer-based presentations. However, presenters will need to bring their own personal computers or arrange for someone on the panel to bring a personal computer. ASC does not have virtual presentation options currently. No projectors will be available for roundtables or posters.

**GUIDELINES FOR ONLINE SUBMISSIONS --** Before creating your account and submitting an abstract for a single paper or submitting a thematic panel, please make sure that you have the following information on all authors and co-authors (discussants and chairs, if a panel): name, phone number, email address, and affiliation. **This information is necessary to complete the submission.**

When submitting an abstract or complete panel at the ASC submission website, you should select a single sub-area in the broader areas listed below. Please select the area and sub-area most appropriate for your presentation and only submit your abstract once. If you are submitting an abstract for a roundtable, lightning talk, poster session or author meets critics panel, you only need to select the broader area; no sub-area is offered. Your choice of area and sub-area (when appropriate) will be important in determining the panel for your presentation and will assist the program chairs in avoiding time conflicts for panels on similar topics.

Tips for choosing appropriate areas and sub-areas:

- o Review the entire list before selecting.
- o Choose the most appropriate area first and then identify the sub-area that is most relevant to your paper.

**\*\*When utilizing the on-line submission system, BE SURE TO CLICK ACCEPT AND CONTINUE UNTIL THE SUBMISSION IS FINALIZED.** After you have finished entering all the required information, you will immediately receive a confirmation email indicating that your submission has been entered. If you do not receive this confirmation, please contact ASC immediately to resolve the issue. You may call the ASC offices at 614-826-2000 or email us at [meeting@asc41.org](mailto:meeting@asc41.org)

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

## AROUND THE ASC

## 2026 CALL FOR PAPERS

## ASC 2026 PROGRAM COMMITTEE

<b>Area I</b>	<b>Presidential Panels</b>	<b>Natasha Frost</b>	<b>n.frost@northeastern.edu</b>
<b>Area II</b>	<b>Perspectives on Crime</b>	<b>Walter Forrest</b>	<b>walter.forrest@ul.ie</b>
1	Biological, Bio-social, and Psychological Perspectives	Joseph Schwartz	jaschwartz@fsu.edu
2	Developmental and Life Course Perspectives	Michael Rocque	mrocque@bates.edu
3	Strain, Learning, and Control Theories	Carter Hay	chay@fsu.edu
4	Labeling and Interactionist Theories	Breanna Boppre	bboppre@urban.org
5	Routine Activities and Situational Perspectives	Chris Guerra	cguerra7@utep.edu
6	Deterrence, Rational Choice and Offender Decision-Making	Kyle Thomas	thomaskj@umsl.edu
7	Social Disorganization and Community Dynamics	Andrea Boyles	aboyles@tulane.edu
8	Feminist Perspectives	Vivian C. Smith	vivian.smith@eastern.edu
9	Theories of Conflict, Oppression, and Inequality	Ash Stephens	asteph24@uic.edu
<b>Area III</b>	<b>Types of Offending</b>	<b>Joshua Freilich</b>	<b>jfreilich@jjay.cuny.edu</b>
10	Violence and Violent Crime	Emma Fridel	efridel@fsu.edu
11	Property and Public Order Crime	Sue-Ming Yang	syang10@gmu.edu
12	Drugs and Drug Crime	Wilson Palacios	Wilson_Palacios@uml.edu
13	Family and Intimate Partner Violence	Max Osborn	max.osborn@villanova.edu
14	Rape and Sexual Assault	Kylie Reale	kylie.reale@siu.edu
15	Human Trafficking	Meredith Dank	mdank@nyu.edu
16	White Collar and Corporate Crime	Adam Ghazi-Tehrani	aghazite@iu.edu
17	Organized Crime	Randol Contreras	randol.contreras@ucr.edu
18	Identity Theft and Cyber Crime	Binneh Minteh	bminteh@salemstate.edu
19	State Crime, Political Crime, and Terrorism	Noah Turner	noahturner@unomaha.edu
20	Hate Crime	Sarah Lockwood	sarahl@usf.edu
<b>Area IV</b>	<b>Correlates of Crime</b>	<b>Gregory Zimmerman</b>	<b>g.zimmerman@northeastern.edu</b>
21	Gangs and Co-offenders	Robert J. Durán	rjduran@tamu.edu
22	Substance Use and Abuse	Angela Taylor	ataylo14@uncfsu.edu
23	Trauma and Mental Health	Kayla Bates	bates.k@northeastern.edu
24	Race and Ethnicity	Kanika Samuels Wortley	kanika.samuels-wortley@ontariotechu.ca
25	Immigration/Migration	Jacob Stowell	j.stowell@northeastern.edu
26	Neighborhoods and Communities	Riley Tucker	rqt5439@psu.edu
27	Sex, Gender, and Sexuality	Beck Strah	bstrah@rwu.edu
28	Structural Correlates of Crime	Ben Feldmeyer	feldmebn@ucmail.uc.edu
29	Bullying, Harassment, and Abuse	Tara Sutton	tsutton@soc.msstate.edu
30	Social Ties & Social Networks	Cassie McMillan	c.mcmillan@northeastern.edu
31	Adolescence and School Experiences	Truth Akins	Truth.Akins@fresnocitycollege.edu
<b>Area V</b>	<b>Victimization</b>	<b>Jillian Turanovic</b>	<b>jillian.turanovic@colorado.edu</b>
32	Causes and Correlates of	Cooper Maher	maherca@mail.uc.edu

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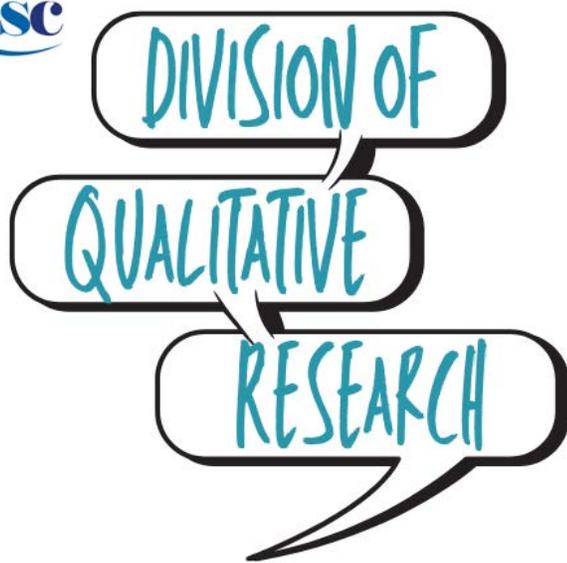
	Victimization		
33	Policy and Prevention of Victimization	Lisa Monchalin	lisa.monchalin@kpu.ca
34	Consequences of Victimization	Megan Augustyn	ma22br@fsu.edu
<b>Area VI</b>	<b>Justice System Responses</b>	<b>Sean Varano</b>	<b>svarano@rwu.edu</b>
35	Police Organization and Training	Samantha Simon	sjsimon@arizona.edu
36	Police Legitimacy and Community Relations	Ermus St. Louis	e.stlouis@northeastern.edu
37	Police Misconduct	Ayanna Miller-Smith	miller-smith.a@northeastern.edu
38	Policing: Strategies, Interventions, & Evaluations	Jessica Gillooly	jjgillooly@suffolk.edu
39	Prosecutorial Discretion and Plea Bargaining	Christopher Thomas	c.p.thomas@rutgers.edu
40	Pretrial Justice	Stacie St. Louis	sst.louis@american.edu
41	Courts & Sentencing	Jeff Ulmer	jtu100@psu.edu
42	Capital Punishment	Alicia Girgenti	alicia.girgenti@wne.edu
43	Jails & Prisons	Kelsey Engstrom	Kelsey.Engstrom@ucsf.edu
44	The Prison Experience	Vivian Aranda-Hughes	hughe481@msu.edu
45	Prison Education & Jail/Prison Programs	Abigail Ballou	aballou@bu.edu
46	Prisoner Reentry	Eileen Kirk	e.kirk@fitchburgstate.edu
47	Community Corrections	Amber Wilson	wilsoam@uwec.edu
48	The Juvenile Justice System	Stuti Kokkalera	sxk078@shsu.edu
49	Collateral Consequences of Justice System Involvement	Jeb Booth	jbooth@salemstate.edu
<b>Area VII</b>	<b>Alternative Responses &amp; Policy Innovation</b>	<b>Kylie Reale</b>	<b>kylie.reale@siu.edu</b>
50	Federal, State, and Local Justice Policy	Shenique S. Thomas-Davis	shdavis@bmcc.cuny.edu
51	Guns and Gun Policy	Madison Gerdes	madison.gerdes@mso.umt.edu
52	Institutional Responses	DeMarcus Jenkins	demarcus@upenn.edu
53	Community Responses	Valerie Anderson	valerie.anderson@umsl.edu
54	Public Health	Claire Strange	cs3846@drexel.edu
55	Law, Technology, & Legal Change	Sarah Lageson	s.lageson@northeastern.edu
56	Abolition	Korey Tillman	k.tillman@northeastern.edu
57	Activism & Social Movements	Justin Tetrault	jtetraul@ualberta.ca
58	Inequality and Justice	Chelsea Farrell	c_farrell@uri.edu
<b>Area VIII</b>	<b>Perceptions of Crime &amp; Justice</b>	<b>Kevin Wozniak</b>	<b>Kevin.wozniak@mu.ie</b>
59	Media & Social Construction of Crime	Andrew Baranauskas	abaranauskas@brockport.edu
60	Public Opinion about Crime & Justice	Colleen Berryessa	colleen.berryessa@rutgers.edu
61	Fear of Crime and Perceived Risk	Leah Butler	butlerlh@ucmail.uc.edu
<b>Area IX</b>	<b>Comparative &amp; Historical Perspectives</b>	<b>Chae Janes</b>	<b>jaynes@usf.edu</b>
62	Cross-National Comparison of Crime & Justice	Ekaterina Botchkovar	e.botchkovar@northeastern.edu
63	Historical Comparisons of Crime & Justice	Chad Posick	CPosick@georgiasouthern.edu

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65	Human Rights	Sesha Kethineni	srkethineni@pvamu.edu
<b>Area X</b>	<b>Critical Criminology</b>	<b>Nickie Phillips</b>	<b><a href="mailto:nickie.phillips@unsw.edu.au">nickie.phillips@unsw.edu.au</a></b>
66	Green Criminology	Kimberly Barrett	kbarret7@emich.edu
67	Queer Criminology	Vanessa Panfil	vpanfil@odu.edu
68	Cultural Criminology	Sara Salman	sara.salman@vuw.ac.nz
69	Critical Perspectives in Criminology	Sebastian Sclofsky	jsclofsky@csustan.edu
<b>Area XI</b>	<b>Methodology</b>	<b>Daniel Butler</b>	<b><a href="mailto:hdbutler@iastate.edu">hdbutler@iastate.edu</a></b>
70	Advances in Quantitative Methods	Robert Apel	ra437@scj.rutgers.edu
71	Advances in Qualitative Methods	Danielle Rudes	dsr035@shsu.edu
72	Advances in Evaluation Research	Katherine Hazen	k.hazen@northeastern.edu
73	Advances in Experimental Methods	Rylan Simpson	rylan_simpson@sfu.ca
74	Advances in Teaching Methods	Angela Bryant	bryant.74@osu.edu
<b>Area XII</b>	<b>Diversity and Inclusion</b>	<b>Carole Gibbs</b>	<b><a href="mailto:willinghamb@uncw.edu">willinghamb@uncw.edu</a></b>
<b>Area XIII</b>	<b>Lightning Talk Sessions</b>	<b>Zina T. McGee</b>	<b><a href="mailto:Zina.McGee@hamptonu.edu">Zina.McGee@hamptonu.edu</a></b>
<b>Area XIV</b>	<b>Roundtable Sessions</b>	<b>Stacie St. Louis</b>	<b><a href="mailto:ssst.louis@american.edu">sst.louis@american.edu</a></b>
<b>Area XV</b>	<b>Poster Sessions</b>	<b>Sheena Case</b>	<b><a href="mailto:asc@asc41.org">asc@asc41.org</a></b>
<b>Area XVI</b>	<b>Author Meets Critics</b>	<b>Kevin Wozniak</b>	<b><a href="mailto:kevin.wozniak@mu.ie">kevin.wozniak@mu.ie</a></b>
<b>Area XVII</b>	<b>Workshops</b>	<b>Carlos Monteiro &amp; Jennifer Robinson</b>	<b><a href="mailto:ascprogram2026@gmail.com">ascprogram2026@gmail.com</a></b>
	Quantitative Methods		
	Qualitative Methods		
	Other Workshops		
<b>Area XVIII</b>	<b>Professional Development/Students Meet Scholars</b>	<b>Sheldon Zhang</b>	<b><a href="mailto:Sheldon_Zhang@uml.edu">Sheldon_Zhang@uml.edu</a></b>
<b>Area XIX</b>	<b>Ethics Panels</b>	<b>Mike Reisig</b>	<b><a href="mailto:mreisig1@asu.edu">mreisig1@asu.edu</a></b>
<b>Area XX</b>	<b>Policy Panels</b>	<b>Donna Selman</b>	<b><a href="mailto:dlselma@ilstu.edu">dlselma@ilstu.edu</a></b>
<b>Area XXI</b>	<b>Peterson Workshop</b>	<b>Ruth Peterson</b>	<b><a href="mailto:peterston.5@osu.edu">peterston.5@osu.edu</a></b>
<b>Area XXII</b>	<b>Graduate Student Poster Competition</b>	<b>Heath Grant</b>	<b><a href="mailto:hgrant@jjay.cuny.edu">hgrant@jjay.cuny.edu</a></b>



## HOW TO JOIN:

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

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

### **DUES:**

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



Check us out at our [website!](http://ASCDQR.org)

**ASCDQR.org**

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

## MEMBER BENEFITS

### **Members can:**

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

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

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



## ASC DIVISION ON QUEER CRIMINOLOGY



## Support the DQC's New Journal!

The Division on Queer Criminology is excited to announce the upcoming launch of a new queer criminology journal. In preparation, we are seeking donations to our journal support fund, which will be used toward operating expenses such as hosting and technical support.

Active ASC members can make contributions of any size via the ASC Donations Page:

<https://asc41.org/about-asc/donations/>

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More information can be found on our website:  
<https://queercrim.com/>



## AROUND THE ASC



**2026**  
**ELECTION**  
**Slate for 2027 - 2028 ASC Officers**

The following slate of officers, as proposed by the Nominations Committee,  
was approved by the ASC Executive Board for the 2026 election.

<b><u>President</u></b>	<b><u>Vice President</u></b>
Anthony A. Peguero, Arizona State University	Jay Albanese, Virginia Commonwealth University
Nancy G. La Vigne, Rutgers University	Vera Lopez, Arizona State University

**Executive Counselors**

Jennifer C. Gibbs, Penn State University - Harrisburg  
Deena Isom, University of South Carolina  
Janice A. Iwama, American University  
Andrea Leverentz, North Carolina State University  
Marie Ouellet, Simon Fraser University  
Sue-Ming Yang, George Mason University

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 6, 2026 (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

**CALL FOR NOMINATIONS FOR 2027 ELECTION SLATE OF 2028 – 2029 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, 2026 to be considered by the Committee.

Lorenzo Boyd  
Lboyd@newhaven.edu



## Department of Criminology Faculty

- **Anthony Braga**  
policing, crime prevention, gun violence, evidence-based policy
- **Dilara Bural**  
product counterfeiting / intellectual property crime, transnational crime
- **Aaron Chalfin**  
place-based crime prevention; policing; victimization; criminal justice policy
- **Maria Cuellar**  
forensic science, statistics, criminal justice, algorithmic fairness, evidence validity
- **David Kirk**  
life-course criminology, gun violence, neighborhoods and crime
- **Charles Loeffler**  
life-course criminology, wrongful convictions, juvenile justice policy
- **John MacDonald**  
crime and place, violence prevention, racial disparities in criminal justice, policing
- **Aurélie Ouss**  
law and economics, criminal justice reform, prosecution
- **Adrian Raine**  
biopsychosocial, developmental, and experimental criminology; nutritional interventions
- **Jerry Ratcliffe**  
policing, leadership, spatial analysis, crime and place
- **Greg Ridgeway**  
statistics, policing, policy evaluation, justice system performance



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M.S. application must be submitted by  
April 30<sup>th</sup>, 2026



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## OBITUARIES



**Antony Michael (Tony) Pate** died peacefully in Washington, D.C. on November 16, 2025. Before that, he saw much of the world, read many of its newspapers, and tasted most of its cuisine.

Born to Wanda and Ray Pate in 1943, he grew up in Texas where he received his undergraduate degree at the University of Texas, Austin. He completed the course work for his Ph.D. at the University of Wisconsin, Madison before being enticed to work for the newly created Police Foundation in the summer of 1972. He worked for this Washington DC-based thinktank for a number of years, helping to establish the new science of police research—too engrossed in field work to write a dissertation. He was the project director and co-author of the Kansas City Preventive Patrol experiment and later the director of the Fear Reduction project in New Jersey. He was selected by NIJ to conduct one of six replications of the Minneapolis Domestic Violence Experiment—finding that arrest was a deterrent for only a select group of offenders. He left the Foundation to become a Research Associate at Florida State University in Tallahassee where he continued to apply one of his greatest skills—writing successful grant proposals to conduct important policing research. He later returned to DC to work at another research firm until his retirement.

Tony is remembered for his meticulous attention to the rigors of research, his ability to make a government report read like a fascinating tale, and the challenging questions he asked as windows into the policing profession began to open. A voracious lifetime reader, Tony had an insatiable thirst for knowledge and information and readily shared what he learned. Colleagues appreciated his insights and conviviality at conferences and workshops.

We who shared his life and his work are richer for having done so.

Prepared by Mary Ann Wycoff and Lorie Fridell

# CRIMINOLOGY AROUND THE WORLD

## Conferences, Webinars & Workshops

### WESTERN SOCIETY OF CRIMINOLOGY ANNUAL CONFERENCE

**Event Type:** Conference

**Location:** Denver, CO

**Date:** February 5 – 7, 2026

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

### ACADEMY OF CRIMINAL JUSTICE SCIENCES (ACJS)

**Event Type:** Conference

**Location:** Philadelphia, PA

**Date:** March 3 - 7, 2026

<https://www.acjs.org/annual-meeting/>

### 24TH TRIENNIAL MEETING OF THE INTERNATIONAL ASSOCIATION OF FORENSIC SCIENCES (IAFS)

**Event Type:** Meeting

**Location:** Sofia, Bulgaria

**Date:** May 25 – 30, 2026

<https://iafs2026.com/>



FRONTIERS OF CRIMINOLOGY

**EUROCRIM 2026**

**Warsaw, Poland | 9-12 September 2026**

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

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

We invite you to follow the conference website and social media channels, where updates and calls will be posted regularly:

<https://eurocrim2026.com/>

<https://www.facebook.com/eurocrim2026>

## CRIMINOLOGY AROUND THE WORLD



### Welcome to Stockholm Criminology Symposium, June 8–10 2026

The Stockholm Criminology Symposium is an annual event and has become a true meeting point for those who want to learn from the latest research findings of importance for crime policy.

The Stockholm Prize in Criminology is presented in conjunction with the symposium on June 9 at Stockholm City Hall, followed by a gala dinner.

#### **Important Dates**

Abstract submission deadline: February 13, 2026

Last day to register: May 13, 2026

#### **Location**

Münchenbryggeriet, Stockholm, Sweden

#### **Contact**

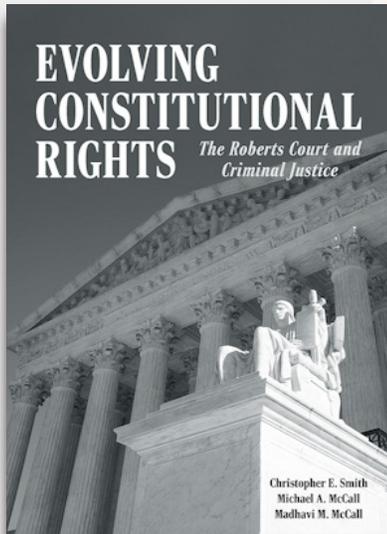
Please visit our website for more information:

**[www.criminologysymposium.com](http://www.criminologysymposium.com)**

# PERSPECTIVES ON CRIME AND JUSTICE

A Book Series from Southern Illinois University Press

Edited by Joseph A. Schafer



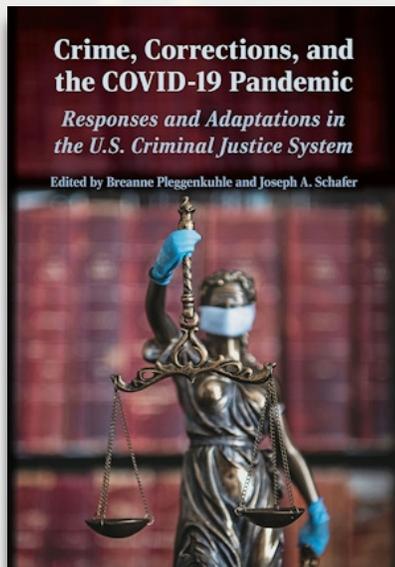
## Evolving Constitutional Rights

*The Roberts Court and Criminal Justice*

By Christopher E. Smith, Michael A. McCall, and Madhavi M. McCall

*Evolving Constitutional Rights: The Roberts Court and Criminal Justice* offers a compelling and in-depth analysis of how the U.S. Supreme Court has reshaped constitutional protections under Chief Justice John Roberts. Authors Christopher E. Smith, Michael A. McCall, and Madhavi M. McCall examine the Court's significant decisions from 2005 to Justice Breyer's retirement in 2022, revealing a complex judicial landscape where traditional doctrines are revised and fundamental rights are redefined.

Paper: 9780809339730  
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Cloth: 9780809339747  
\$85.00, 302 pages



## Crime, Corrections, and the COVID-19 Pandemic

*Responses and Adaptations in the U.S. Criminal Justice System*

Edited by Breanne Pleggenkuhle and Joseph A. Schafer

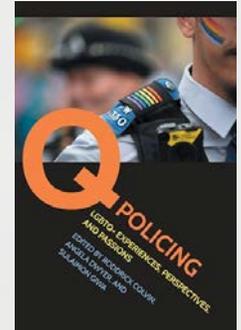
Through diverse perspectives and empirical approaches ranging from advanced statistical analysis to qualitative interviews, *Crime, Corrections, and the COVID-19 Pandemic* offers a comprehensive exploration of the complexities that affect research results. It showcases the resilience and innovation within the criminal justice field and details the challenges professionals in this area tackled during a universally trying time, presenting valuable lessons for future crises.

Paper: 9780809339693  
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**PERSPECTIVES**  
ON CRIME AND JUSTICE

SEND QUERIES AND SUBMISSIONS TO  
Joseph A. Schafer, Series Editor  
Professor of Criminology & Criminal Justice  
Arizona State University  
joe.schafer@asu.edu



*Q Policing*, Edited by Roddrick Colvin, Angela Dwyer, and Sulaimon Giwa

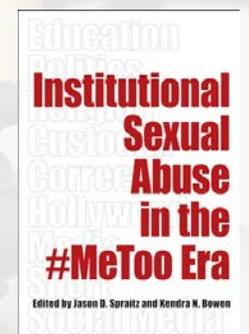


**IT STARTED WITH THE HATS**

The Life Experiences of Boston's Founding Street Gang Members

Paul F. Joyce  
Illustrations by Larry Ryan

*It Started with the Hats*, by Paul F. Joyce



*Institutional Sexual Abuse in the #MeToo Era*, Edited by Jason D. Spraitz and Kendra N. Bowen

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 ISSN 0164-0240

**MARK YOUR CALENDAR**

*FUTURE ASC ANNUAL MEETING DATES*

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



**2026 ASC ANNUAL MEETING**

**Venue:** Hilton Palmer House

**Location:** Chicago, IL

**Date:** 11/18-11/21/2026

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

**Theme:** *Criminology and Justice Policy*

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