



THE DLC CRIMINOLOGIST

A Division of the American Society of Criminology

Volume 14, Issue 1, Spring 2026

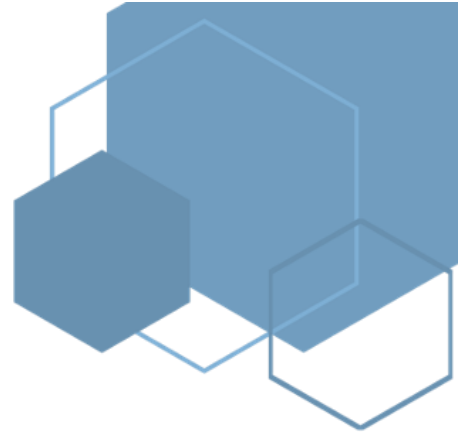
The American Society of Criminology **Division of Developmental and Life-course Criminology** aims to advance developmental and life-course criminology and the study of criminal careers, to bring together ASC members interested in discussing and supporting developmental and life-course research in criminology, to facilitate and encourage interaction and dissemination of developmental and life-course research among ASC members, practitioners, funding agencies, policy-making bodies, and other relevant groups, and to organize and promote ASC conference sessions related to issues in developmental and life-course research in criminology.

"Advancing developmental and life-course criminology and the study of criminal careers"

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DLC Division Executive Board & Committees



Executive Board

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Megan Bears Augustyn

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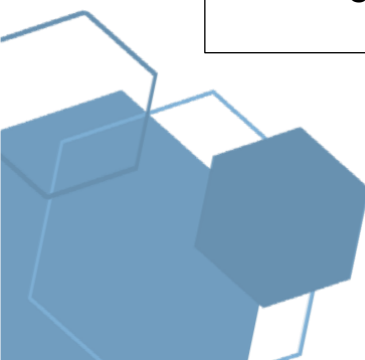
Program

Raquel V. Oliveira

Nominations

Kelsey Cundiff

Contact details: <https://dlccrim.org/officers-and-committees>



Chair's Welcome

Bianca Bersani



Welcome to the spring edition of the Division of Developmental and Life Course Criminology newsletter. It is a pleasure to connect with such a vibrant and engaged community of scholars, practitioners, and students whose work continues to shape and advance our field!

I would like to begin by reflecting on the tremendous success of our 2025 Annual Meeting. The Division was exceptionally well represented through a wide array of high-quality, innovative panels. Our division-sponsored sessions showcased the intellectual breadth and methodological rigor that define developmental and life course criminology. In particular, our Emerging Scholar Lightning Talks highlighted the exciting work of rising scholars and offered a dynamic space for new ideas to take shape. We also benefited from strong collaborations through our co-hosted panels with other divisions, reinforcing the interdisciplinary and integrative spirit of our work.

I am thrilled to recognize and congratulate all of our 2025 Division award winners. Your contributions exemplify excellence and continue to push the boundaries of knowledge in meaningful ways. **Peggy Giordano** was recognized for her invaluable contributions to the field with the Lifetime Achievement Award. Read more about her legacy in the interview in this newsletter and find her lecture in the summer issue of the *Journal of Developmental and Life Course Criminology*. Outstanding contribution awards recognized **Jamie Fader** (book¹), **Robert Sampson** and **Roland Neil** (article²), and **Megan Kang** (student³). We also recognized two early-career scholars making great waves: **Roland Neil** and **Damon Petrich**.

As we look ahead, I am pleased to recognize and welcome our new Executive Board members: **Megan Augustyn** (secretary/treasurer), **Elias Nader** (membership), and **Kelsey Cundiff** (nominations). We are grateful for your willingness to serve and for the perspectives and energy you bring to the Division. At the same time, I want to offer sincere thanks to our outgoing board members, **Walter Forrest** and **Adam Fine**, for their dedicated service and lasting contributions. A special note of appreciation goes to **Maria Tcherni-Buzzeo** for her leadership and for agreeing to a continued commitment to serve as Interim Vice Chair.

¹ Fader, J. (2023). *On shifting ground: Constructing manhood on the margins*. University of California Press.

² Sampson, R. J., & Neil, R. (2024). The social foundations of racial inequalities in arrest over the life course and in changing times. *Criminology*, 62(2), 177-204.

³ Kang, M. (2025). Weaker the gang, harder the exit. *Criminology*, 63(4), 780-814.

Our Division awards are currently accepting nominations, with a deadline of May 15, 2026. In addition to our longstanding awards, we are excited to introduce two new honors this year. The **Innovation Award** will recognize exceptional contributions that advance the field across theory, research, teaching, practice, and/or scholarship. We are also launching a **Student Paper Award** to highlight outstanding scholarly contributions by student members of the Division. I encourage you to nominate deserving colleagues and students and help us celebrate the important work happening across our community.

In a moment marked by tremendous turmoil and shifting social, political, and institutional landscapes, I am heartened by the collaborative and engaging spirit the DLC community provides. Our work is more important than ever. I encourage all of us to continue to advance the field theoretically, methodologically, and to double down on our commitment to informing policy and practice.

Thank you for your continued engagement and commitment. I invite each of you to share your ideas for how we can continue to strengthen and grow the Division. Our collective efforts are what make this community thrive, and I welcome your input as we build on our momentum.

See you in Chicago!

Bianca Bersani

Chair, Division of Developmental and Life Course Criminology



Meet Our Executive Team

Vice-Chair



Maria Tcherni-Buzzeo is a professor of criminal justice and PhD program director at the Henry C. Lee College of Criminal Justice and Forensic Sciences, University of New Haven. She earned her PhD in criminal justice from the University at Albany. Her research explores structural and biosocial explanations for crime trends and patterns, the relationship between poverty and violence, and issues related to developmental crime prevention.

Secretary and Treasurer



Megan Bears Augustyn is an Associate Professor at the University of Texas at Dallas in the Department of Criminology and Criminal Justice. She received her PhD in Criminology and Criminal Justice from the University of Maryland, College Park, in 2013. Her research focuses on the consequences of crime and victimization as well as public perceptions of sexual violence. She is the current PI and Data Manager for the Rochester Youth Development Study.

Executive Counselors



Kelsey Cundiff is an Assistant Professor of Criminology and Criminal Justice at the University of Missouri-St. Louis. She earned her PhD in Criminology from Pennsylvania State University. Her research focuses on trends in crime over time and space, adolescent delinquency, and life-course criminology.



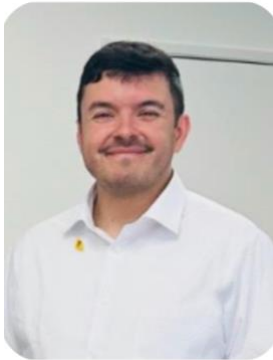
Raquel V. Oliveira is an Assistant Professor of Criminal Justice at Augusta University. She earned her PhD in Criminology and Criminal Justice from Florida State University. Her research centers on life-course criminology and violent offender typologies, using integrated bio-psycho-social approaches to inform social justice and recidivism studies.

Executive Counselors (Continued)



Elias Nader is an Associate Professor in the Department of Sociology & Criminology at Kent State University. He earned his PhD in Criminology and Criminal Justice from the University of Massachusetts Lowell. His research is focused in two areas: (1) the transition to adulthood and desistance and (2) police program evaluation and community partnerships.

Graduate Student Representatives



Gabriel Alvarez is a Ph.D. student in Criminology, Law and Society and a J.D. candidate at UC Irvine. His research explores how legal institutions shape relationship trajectories across the life course, with particular attention to neurodiverse populations and transitions to adulthood. Drawing on interdisciplinary training in criminology, demography, psychology, and law, his work informs policy for system-involved youth and families.



Carol Stoffel is a Ph.D. student in the Department of Criminal Justice & Legal Studies at the University of Mississippi (“Ole Miss”). Carol’s research focuses on the development of human behavior across the life course, drawing on insights from multiple disciplines. In particular, her work encompasses behavior genetics, psychological and cognitive science, and (increasingly) computational theories. Most recently, she has focused on issues affecting aging adults—a population often underrepresented in developmental research.

Let us know how you’d like to be involved—we’re eager to include all voices in DLC’s collective work!

We’re also looking for new Graduate Student Representatives.

Email asc.dlc.chair@gmail.com

An Interview with Dr. Peggy Giordano

It's not all about Crime.

By Sarah Silberman



To Peggy Giordano, it's not all about crime. Though we only spoke for a few short hours, it was clear that this is not only a perspective she espouses but also one that she embodies every day. Fittingly, our call began with a discussion of how she identifies academically, "One time there was a faculty meeting, and they were counting criminologists in the department, and they didn't count me...But I consider myself, now, to be a criminologist, but I've always had a strong interest in other disciplinary areas."

Peggy fell in love with research and theory during her time as a work-study student in the sociology department at the University of Missouri. There, she saw what professors really did, "how they talk to one another about their ideas, just standing in the hallway, and how they go about their process." Eventually, Peggy joined these conversations, diving into complex topics that were not often seen in the average undergraduate classroom, "I don't know how many undergrads really learned about Symbolic Interaction Theory."

Beyond the water cooler chats, Missouri Sociology also helped facilitate her first hands-on research experience. Although she was barred from doing ride-alongs with the officers in her hometown because of her gender, Peggy spent the summer following the cops in her Volkswagen Bug, observing from afar how they interacted with the community. She said, "I could see lots of variability in how they acted, how they might treat one set of people one way, and then a different group another way."

Studying experiences often overlooked in traditional criminological research has been a theme of Peggy's career. In her early years at Bowling Green State University, Peggy began to work with her long-term collaborator, Steve Cernkovich. During data collection for their first Toledo study, Peggy "always sort of felt bad that when you use a population-based sample, you don't really get that many justice-involved girls and women," so together they made sure to include those perspectives in the data. Then as the years went by, Peggy and Steve began to have conversations about the youth from the first Toledo study: "We interviewed these kids when they were 15, now they're 29. What happened to them? What are they like? Where have their lives gone?"

To Peggy, "it was natural, [these life course questions] emerged with our aging and their maturing."

These questions, as we well know, are not strictly about criminal behaviors and related attitudes. So in these early interviews, Peggy and Steve were asking people about their gendered beliefs, perceptions of their home life, and so on, to truly understand them as a whole.

Most of the time, people are not engaging in crime. Thrasher, when he studied the gang, said that early on in the late '20s. Even in terms of identity, some scholars point out that what happens is you change from a criminal identity to a pro-social identity, but I don't think a lot of people, even the ones who have been to prison and so on, think of themselves as having this core, criminal identity.

The idea that it is all about crime is a fallacy that is easy to fall into, given the nature of our job. "A lot of the work on this, even in practice and prevention and intervention, focuses on criminal thinking, thinking errors, the morality of crime – all that sort of hovering around the crime notion itself. That's what defines our field, right? But that's not all there is to life."

Not only this, but even focusing on just the traditional risk factors will leave an incomplete picture.

Let's say they make a transition, and you're studying how many children do they have, when did they have those children, did they get a divorce. And you're just so focused on getting these basics that there aren't many questions that are more subjective that would tap into the kinds of things I might be interested about. I think if there's any sort of value at all in my prior work with my colleagues is that we're interested in these social relationships and all their complexities. So we have quite a bit more than most people in our protocols on the dynamics within romantic ties, the dynamics within peer relationships, how close they are with their parents – to try to round out our understanding of the social as influencing their definitions and, in turn, their behavioral changes.

This is an easy perspective to agree with, but perhaps a harder one to earnestly adopt in your own research. In speaking with Peggy, however, we gain a bit of insight on how to move forward with this shift.



Q: If you were to teach a graduate-level course in this realm, what would you put on the syllabus?

A: I would push things that have as little to do with crime. There are key things that everybody should read, the foundational texts like Sampson and Laub, but there's a lot of work being done on the more focused domain. You have work on religion and desistance, there are readings on development, the health section of criminology, which I think is really important and undervalued.

Q: What methods should people be focusing on?

A: If you're interested in the life course, then you should be prepared to be more adept at some of the methods that allow you to study changes and continuity over time. Modeling reciprocal effects and doing mixed methods projects, and I don't know that there's that much emphasis on qualitative methods, but I think there should be at least a spot for it. You know, and I've done that a lot where we've had really good methodologists and statisticians in our department, so I have benefited tremendously from their expertise.

Q: What about in terms of theory?

A: I'm a social learning theorist, and I don't think social learning theory is considered avant-garde right now, it's kind of just assumed. But the actual research on it is still in a kind of a primitive stage of understanding. There's a lot more work to be done on direct transmission, complex families, choice making in adolescent romantic relationships.

Q: What other disciplines should people be looking to for inspiration?

A: My work since 2000 has been with a demographer and a social psychologist, and they bring so much to it. The demographer can handle thinking about these complex families, so we have questions on our protocol about things like "Did you want the child?" while the social psychologist is a lot more in tune with existing measures and maybe the need for new measures. There's also relational sociology and their work, which just opens up a whole new world. I like to read things like that, because it can help you and be fed back into your work. Some of the scholars in Europe have done that where they've focused on those concepts and tried to fold them back into criminology.

Developmental and life course criminology has come very far in the past 40 years, thanks in huge part to the trailblazing work of Peggy and her colleagues. Though there is still a long road ahead, it is one that may be more interesting and impactful if we are all able to adopt this mindset.

Interview by **Sarah Silberman**, a PhD student at the University of Maryland, Department of Criminology and Criminal Justice. Her research interests include violence, illicit markets, and qualitative and mixed methods.



DLC Research Corner

How prosocial relationships support employment for justice-involved emerging adults

A new study by **Lin Liu** and **Michael T. Baglivio** examines a question that deserves much more attention in juvenile justice research: What helps justice-involved emerging adults find work as they transition back into the community? Focusing on 18- to 21-year-olds under juvenile justice community supervision in Florida, the authors use statewide longitudinal data from 1,086 young adults to trace how social relationships shape later employment outcomes.

The central takeaway is both clear and important: prosocial relationships matter, but not simply because they connect young people directly to jobs. Instead, supportive ties with parents, mentors, coaches, prosocial peers, and community adults appear to improve employment chances by helping young people build social skills and life aspirations. In the study, stronger prosocial relationships predicted later growth in both of these areas, and both were associated with a higher likelihood of employment. Once those two factors were included, the direct effect of prosocial relationships on employment disappeared, suggesting that the pathway runs through skill-building and future orientation rather than direct job access.

That finding is especially notable because the sample faced substantial barriers to employment. Nearly 54% were unemployed at the third assessment point despite seeking work, and the study emphasizes the broader structural obstacles justice-involved young adults encounter as they pursue economic independence. The study offers a practical message for policy and programming: if agencies want to improve employment outcomes for justice-involved young adults, it may not be enough to focus only on placement or job-search assistance. Programs that strengthen supportive relationships and intentionally develop interpersonal competence, goal setting, and hope for the future may be just as important. In that sense, the study reframes prosocial support as a developmental resource that can promote reintegration, financial independence, and a more successful transition to adulthood.

Liu, L., & Baglivio, M. T. (2024). Prosocial relationships and employment outcomes among justice-involved emerging adults: The mediating roles of social skills and life aspirations. *Youth Violence and Juvenile Justice*, 15412040261422478 [online first]. <https://doi.org/10.1177/15412040261422478>

ASC Updates & Upcoming Events

Submissions Open for Division Awards

Call for Nominations

We are now accepting nominations for the DLC Awards. This is your chance to recognize and celebrate excellence within our community. Consider nominating a deserving colleague or yourself – self-nominations are accepted and encouraged!

**Lifetime
Achievement
Award**

**Early
Career
Award**

**Outstanding
Contribution
Award**

**Outstanding
Student
Contribution
Award**

New!
**Innovation
Award**

New!
**Student
Paper
Award**

Submit your nominations by May 15th

Please send nominations to DLC_chair@gmail.com.
See more information about each award and the previous award winners at <https://dlccrim.org/awards-and-prizes/>

Upcoming Events of Interest

- [Law and Society Association \(LSA\) Annual Meeting](#), San Francisco, CA, USA, May 28-31, 2026
- [Society for Longitudinal and Lifecourse Studies \(SLLS\) Annual Conference](#), Brussels, Belgium, June 29-July 1, 2026
- [British Society of Criminology Conference](#), Nottingham, UK, July 7-10, 2026
- [American Sociological Association \(ASA\) Annual Meeting](#), New York, USA, August 7-11, 2026
- [European Society of Criminology \(ESC\) conference](#), Warsaw, Poland, September 9-12, 2026
- [American Society of Criminology \(ASC\) conference](#) in Chicago, IL, USA, Nov 18-21, 2026
- [Australian and New Zealand Society of Criminology \(ANZSOC\) Conference](#), December 1-3, 2026

**Have an opportunity you'd like to share with the DLC community?
Share a short summary with asc.dlc.chair@gmail.com for inclusion
in future membership updates.**

Would you like to contribute to the DLC Newsletter?

The Division of Developmental and Life Course Criminology welcomes submissions for upcoming issues of its newsletter. We welcome contributions such as research highlights, interviews, book reviews, conference insights, and commentary on relevant emerging topics.

Contributing to the newsletter is an opportunity to share your work with a broad, international audience, increase the visibility of your research, and engage with scholars across disciplines and career stages.

If you have an idea or would like to contribute, we would be glad to hear from you.

Please email asc.dlc.chair@gmail.com with your ideas!



Journal Report

Journal of Developmental and Life-Course Criminology

Editors: Darrick Jolliffe & Manuel Eisner



...it's not just about longitudinal data

The [Journal of Developmental and Life-Course Criminology](#) is the official journal of the Division and is the preeminent outlet for high-quality and impactful developmental and life-course criminological research. You can also follow the journal on [LinkedIn](#). We accept manuscripts from a broad range of theoretical and conceptual domains related to crime and associated outcomes, so do please consider submitting your work here. Online access to this journal is part of your DLCC membership.

Hot off the press recent published papers:

Coles, C., Wickersham, A., Lankester, M. *et al.* Female Offending Trajectories: A Systematic Review. *J Dev Life Course Criminology* **12**, 8 (2026). <https://doi.org/10.1007/s40865-026-00295-y>

Gibbs, W., Beaver, K.A. Longitudinal Assessment of the Association Between Telomere Length and Early Life Criminogenic Environments. *J Dev Life Course Criminology* **12**, 12 (2026). <https://doi.org/10.1007/s40865-026-00301-3>

Oliveira, R.V., Reid, J.C., Brown, S.J. *et al.* Recidivism Among Violent Offenders: Evaluating the Cumulative Impact of Psychological and Social Risk Factors. *J Dev Life Course Criminology* **12**, 2 (2026). <https://doi.org/10.1007/s40865-026-00291-2>

We also have two open calls for Special Issues:

- 1. A Decade of the Journal of Developmental and Life-Course Criminology: Celebrating David Farrington Through an Evidence-Based History of the Field**

Guest editors: Ellen G. Cohn (cohne@fiu.edu), Brendan Dooley (bddooley@gmail.com), & Tiago A. Lobo-Dos-Santos (tiago-lobo-dos-santos@uky.edu).

The year 2025 was the 10th anniversary of the publication of the first issue of the [Journal of Developmental and Life-Course Criminology](#). This milestone invites the field to engage in a moment of epistemological and historical reflection. The stature of the journal, and of developmental and life-course criminology (DLCC) overall, owes much to JDLC's founders, especially David P. Farrington, a luminary who transcended the field. Therefore, the present collection aims to 'take stock' of Farrington's legacy in advancing our understanding of how patterns of crime shift over a lifetime, as well as of the preventative programs his work informed.

This collection invites contributions on themes of relevance to the history of DLCC (1980 – present), including, but not limited to:

- Intellectual, disciplinary, technical, political and social conditions contributing to the emergence of DLCC theories, concepts, and methods
- Descriptive and explanatory accounts on periods or events leading to significant intellectual transformation in DLCC (e.g., disciplinary “turning points”)
- Stability and change in the use of concepts and selection of study topics, hypotheses and research questions
- Publication trends in the journal (e.g. citations, topics, methods of analysis)
- The translation of relevant DLCC knowledge into public policy and intervention practices over time.

Preference will be granted to submissions that rely on empirical analysis in providing a contribution to the history of DLCC.

Deadline: 1 May 2026

2. Rethinking Time in Developmental Criminology

For more information, please contact Amy Nivette (A.E.Nivette@uu.nl) or Manuel Eisner (mpe23@cam.ac.uk). Please specify that you are submitting for this special collection.

The concept of time is integral to developmental and life course criminology. By definition, developmental and life course processes unfold over time, across life stages and within changing socio-historical contexts.

Prevention and implementation science is similarly concerned with questions about time: key to developing effective interventions is knowing precisely when and for how long a given treatment will affect lasting change in the targeted outcome. Yet the specification of time in criminological theory and research remains largely implicit and underspecified.

Thinking about time in developmental models of crime has been heavily shaped by the constraints of 'waves' in longitudinal studies. In reality, causal mechanisms happen on a continuum of time frames, from seconds to days, months and years to the macro time of generations, history and evolution.

Too often, statistical models are fitted to longitudinal data that don't capture this reality, and are not fit to test the questions we want to ask. We need a new generation of studies based on a more complex notion of time in developmental processes, and data that capture processes at difference size orders of time.

This special collection calls for contributions that aim to take time seriously in criminological theory and empirical research. Submissions should critically examine how time is conceptualized, modeled, and measured in developmental and life course criminology, and explore innovative ways to advance temporal thinking in theory and research.

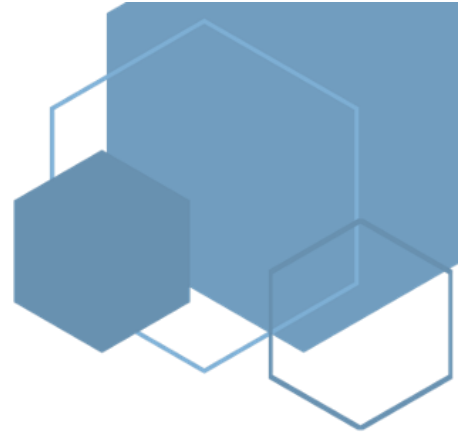
Deadline: 1 May 2026



Glimpses of the DLC Around ASC 2025!



DLC Student Section



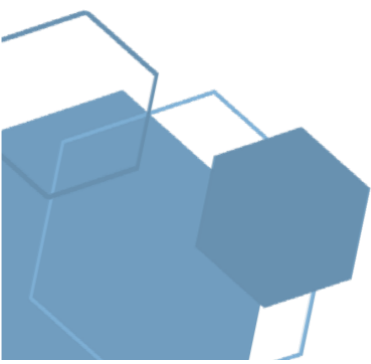
Contact Information for DLC Student Board Members:

- Gabriel Alvarez (galvare4@uci.edu)
- Carol Stoffel (aastoffe@go.olemiss.edu)

We are very grateful to Gabriel and Carol for their three years of service to the DLC community!

Are you interested in serving the Division of Development and Life Course Criminology? We will soon share a call for DLC service to solicit nominations for graduate student members interested in stepping into their place.

If you have questions, are curious about the position, or want to learn more, feel free to reach out to Gabriel, Carol, or Bianca (asc.dlc.chair@gmail.com) for more information!



About The DLC Division



The Division of Developmental and Life-course Criminology was established in November 2012 and had its first meeting at the 2012 American Society of Criminology (ASC) conference in Chicago. The Division was established by David Farrington and Tara Renae McGee.

We welcome current members and those interested in joining the Division to attend our meetings at the annual [ASC conference](#).

The aims of the Division of Developmental and Life-course Criminology are:

- To advance developmental and life-course criminology and the study of criminal careers,
- To bring together ASC members interested in discussing and supporting developmental and life-course research in criminology,
- To facilitate and encourage interaction and dissemination of developmental and life-course research among ASC members, practitioners, funding agencies, policy-making bodies, and other relevant groups, and
- To organize and promote ASC conference sessions related to issues in developmental and life-course research in criminology.

