Hello DWCers,

As usual, we have been very busy and active here at DWC. This activism is driven mainly by our membership: their research, passion and dedication. We wrapped up a very fruitful ASC2018 and have started working in earnest towards ASC2019.

I thank the DWC membership for their enthusiasm in signing up for the various DWC Committees. I have been able to put together all the committees. With more experience under my belt and a better knowledge of DWC’s real needs, I think we have great leadership in place for all our committees. This year, I assigned individual DWC Executive Council Members to oversee committees. I am already noticing that this ‘single’ point of contact methodology is paying dividends. I have held many phone meetings with Committees that needed specific direction and I think all committees are set with their tasks and timelines. You can see the committee membership and descriptions in this document. I believe that this method of curating DWC’s Committee Chairs carefully creates a healthy pipeline for future DWC leadership. DWC committee members are ready to become DWC Committee Chairs, who then are ready to run for elections to become part of DWC’s executive council.

The nomination committee comprising of Ruth Fleury-Steiner, Michelle Hughes-Miller and I worked very closely to put together a full slate of nominations for ASC awards. I am very excited to let you know that we have a DWC nominee for every ASC award. I am truly grateful to both DWCers and non DWCers who have supported DWC’s nominees for various awards by writing nomination letters and signing on nomination petitions. The committee also petitioned for the inclusion of two DWCers to the ASC ballot and is in the process of completing that task. Very
soon, we will know if DWCers made it to every position on the ASC ballot. I would really like our junior members, to learn very early on how the system works: to get nominated to DWC Internal Awards; to ASC Awards and on to the ASC Ballot. I have suggested that the DWC External and Internal Nominations Committees hold a joint roundtable at ASC in this regard. More details in the next newsletter. If you believe you have leadership in your soul, or dream of winning a DWC or ASC award, you want to make sure you attend this workshop!

To streamline the process of DWC’s Internal Awards; to encourage the number and diversity of applicants, and to ensure the fidelity of these awards, we have established a few new guidelines. Please make note of these as you prepare to nominate your colleagues and students. All nominees to DWC’s internal awards must be DWC members in good standing with their ASC and DWC dues paid by April 1, 2019. Nominations can be submitted by DWC and non-DWC members. No nominee will be considered unless these materials are provided and arrive by the deadline of June 1, 2019. We have made the nomination process online, and submissions can be made at this link.

A year ago, I wrote to you about establishing new awards to encourage diversity and inclusion at ASC. I am happy to report that two new travel grants have been instituted. DWC’s Claire M. Renzetti Domestic Travel Grant of $2000 a year (for the next 10 years) facilitates scholarship aligned with the Division’s larger goals by encouraging graduate students, post-docs, and non-tenure track faculty members from racial and ethnic groups underrepresented in the field to present original research at the annual meeting of the ASC. Further, with the goal of improving international representation and to develop a more global and inclusive feminist criminology, DWC’s Aruna Jain International Travel Grant of $2500 a year (for the next 10 years), encourages international scholars, who are underrepresented in the field, to present original research at ASC. DWC’s Diversity and Inclusion Committee will be reviewing these applications.

We will continue to host three DWC Policy Panels at ASC this year. The panels will broadly revolve around three themes: (i) Women as victims, (ii) Women as offenders & (iii) Women as practitioners. DWC will hold multiple Professional Development Panels related to (i) Visionary Thinking, (ii) Teaching & Pedagogy, (iii) Reviewer Training, (iv) Community-Based Participatory Research, and one more sponsored in partnership with Division on People of Color and Crime (v) Mid-Career
Considerations. **DWC is working with NIJ to host an entire track of relevant panels.** Prepare to be very busy at ASC2019 to renew and recharge with many new ideas and tools.

The DWC’s Executive Council has outlined a research and evidence-based response to the public comment section of proposed changes to Title IX of the Education Amendments of 1972. As scientists and educators, we urged the Department of Education to conduct a thorough review of the research detailing the context and impact of sexual harassment and to ensure that any changes to Title IX guidance are data-driven. [View the complete document.](#)

And saving the best for the last, the DWC has two side events and four parallel events at the [Commission on the Status of Women](#) which will take place in New York from 11 to 21 March 2019. Representatives of [Member States](#), United Nation entities, and [ECOSOC-accredited non-governmental organizations (NGOs)](#) from all regions of the world are expected to attend the session. Check out our flyers for these events in our newsletter. DWC partnered with International Sociological Association, World Society of Victimology and Criminologists Without Borders to put these panels together. Participating at this level with the United Nations is a first for ASC. Most panelists were selected from **DWC’s expert database. Please sign up** at this [link](#), if you have not already!

Thank you,

Sheetal Ranjan  
Chair, Division on Women and Crime
TEACHING TIPS:
Implementing a Course-Based Undergraduate Research Experience (CURE) in an Introduction to Criminal Justice Course

In summer 2018 I attended a workshop facilitated by the Course-based Undergraduate Research Experience Network, otherwise known as CUREnet (https://serc.carleton.edu/curenet/index.html). The purpose of the workshop was to devise strategies to incorporate undergraduate research in introductory college courses. I will admit, I felt a little out of place at this workshop, as there were 50+ attendees and I was one of three social scientists in attendance. Admittedly, while the workshop was geared toward the STEM disciplines, I was not put off by being the only criminologist there; in fact, I saw it as a challenge and I embraced it!

I was encouraged by another faculty member from my university (Dr. Conner Sandefur – Assistant Professor of Biology) to make my fall 2018 Introduction to CJ course a CURE course. In fact, Dr. Sandefur and I agreed that we would collaborate to come up with an interdisciplinary project that all of our students could be a part of. While the research he was doing in biology was very different than the type of research we do in criminal justice, we knew we could come to an end product that would work in both disciplines – an academic poster session! For my CURE course, I decided students would be required to create a poster related to a controversial issue in the Criminal Justice system.

Given the nature of human subject research and provided that this was an introductory course, I knew that having the students conduct original research was not feasible for this project. Something I learned through my CUREnet training though was that research is valuable to students, even if they are not the one’s producing it. Simply exposing students to scientific research articles is of potential benefit to students, helping them better understand the nature of scientific inquiry (Wenk & Tronsky, 2011). In addition to requiring that most sources for the paper come from scholarly, peer reviewed journal articles, I ensured they used and read scholarly sources by also requiring an annotated bibliography. I gave them guided questions for what to address in their annotation, which required them to read and summarize all major “parts” of an article.

I will admit I was a bit nervous when I first introduced this project. Imagine you are taking an introductory class, and the professor shows up on the first day and tells you this will be different than all other introductory courses, and will require a research project! I pictured my enrollment going from 25 to 10 after the first day! Much to my surprise, no one dropped the course! In fact, they seemed excited about this. I think a lot of their excitement came from my excitement about the course. I talked up the poster session as often as I could. Dr. Sandefur and I promoted our “mini CURE symposium” as much as we could to the campus community and our colleagues. All student participants were required to dress in business casual attire. The students felt like it was a big deal and treated it like a big deal because we made it a big deal!

In the end, the event was a major success! It was attended by students, faculty, and administration from departments across the university. On my course evaluations, I received nothing but positive remarks from students regarding the CURE project. It was so successful, in fact, that Dr. Sandefur and I are
teaching our courses as CURE’s again this semester, and our second poster symposium will be in April 2019. I have many materials related to this project (guidelines, instructions, rubrics, goal sheets, etc) that I would be more than happy to share with anyone who is interested. If you have not thought about incorporating research in to your lower-level courses, I highly recommend you consider it, as doing so has shown to be quite rewarding in my experiences!

PICTURE: CRJ 2000 & BIO 1000 Students present their research posters at the fall 2018 mini CURE Symposium


Section editor: Dr. Reneè D. Lamphere is an Associate Professor of Criminal Justice in the Department of Sociology & Criminal Justice at the University of North Carolina at Pembroke. Dr. Lamphere has a particular interest in teaching and pedagogy, and has published in the *Journal of Criminal Justice Education*, and recently wrote a book chapter about teachers and their role in K-12 school violence. Her areas of academic interest include corrections, mixed-methods research, sexual violence and victimization, family violence, and cyber & digital-media crimes.
As sex trafficking and commercial sexual exploitation have quickly become a growing topic of concern, this text focuses on the common misunderstandings and gaps in research regarding social work practice in relation to survivors interacting with best program practices, prevention, and indicators. The book an edited book and is divided into four sections, the first being Practice Techniques. The first chapter describes the diverse populations of survivors, their experiences, and their healing processes. It explains the need for services to be survivor-centered, survivor-defined, and providing flexibility within the programs so as to create a deeper impact as social workers. This in turn views survivors as already bearing strengths and not viewing them from a “deficit perspective.” The second chapter focuses on identification and assessment being imperative, as many individuals do not disclose of their commercial sexual exploitation experiences to professionals. Though many professions encounter victims unknowingly, such as social workers, healthcare professionals, and police officers there are gaps in identification knowledge, such as lack of specific training on trafficking indicators. The chapter then provides a list of common indicators and appropriate screening questions if indicators are found.

Safety planning is discussed next after identification has been established. The definition and origin of safety planning is explained in its relation to the battered women’s movement in the 1970s, minimizing risk and danger for an individual. Special considerations are addressed such as properly assessing the victims’ financial, physical, and substance abuse risk, as well as other risks that can be associated with exploitation. The text then provides an example of a safety planning interview. The next chapter is written from the perspective of the Founder and President of Girls Educational and Mentoring Services in New York. She explains the transtheoretical model of change, which breaks up the process of change into different phases. This includes pre-contemplation, contemplation, preparation, action, maintenance, and return. Focus is put on the individual being able to move at different stages, creating a non-linear process. The process of change is presented as a cycle, ideally with providers offering non-judgmental support in all phases. Chapter five examines the lack of data on the effectiveness of evidence-based trauma treatments for survivors of sex trafficking. The authors point to existing “best available evidence” in emerging fields, such as this one, which is practice-based until research-based evidence is
available. The recommended evidence-based trauma treatments found in this chapter were those identified in decreasing symptoms of post-traumatic stress disorder, depression, and anxiety in adult survivors of child sexual abuse and intimate partner violence. Among the trauma treatments recommended, the chapter concludes that social work practitioners should consider the best treatment based on preferences of the client, intervention appropriateness, and feasibility.

Client-centered harm reduction approaches for survivors of exploitation are then discussed, as well as the implications of acquiring a strengths-based perspective. The definition and origin of harm reduction practices are explained regarding making goals pragmatic and realistic, while empowering individuals to be their own experts. The text provides a timeline of events in history examining differing perspectives that social workers had when fighting for sex workers and/or trafficking victims’ rights in the past. This included a description of the exploitation spectrum and the necessity to recognize the varying needs different individuals might have, referencing various case studies that analyzed harm reduction approaches with sex workers. The chapter concludes with recommendations for social workers on methods of harm-reduction principles in assisting the individual with establishing realistic goals in a non-judgmental way. Chapter seven focuses on the legal framework of human trafficking in the United States, including how specific policies fail to consistently align with supporting victims of trafficking. The authors include suggestions for improving current laws and policies, such as decriminalizing prostitution and halting the ties of a visa to an employer to avoid exploitation of the vulnerable.

The second section of the book examines social work practices with specific populations, highlighting diverse experiences among immigrant women, Black/African American women and youth, LGBTQ+ individuals, and those with intellectual disabilities. Chapter eight focuses on Central American and Mexican immigrant women’s experiences in sex trafficking due to recent attention to violence and migration into the U.S. The authors analyze risk factors connected to international sex trafficking, along with the intersecting forms of violence such as gang violence and structural violence that often accompany immigrants who have been trafficked. This is known as polyvictimization. It then concludes with a list of actions for social workers who serve immigrants. Next, the Afrocentric intergenerational assessment and recovery from sexual exploitation are explored. It begins with reviewing literature related to the over-representation of African American children and adults who have been sex trafficked. The assessment is a strengths-based tool used to analyze supports and risks to assist with resilience, recovery, and healing for this population. Links are then identified for African American at-risk women and youth who have been exploited via systemic poverty and over-policing in an inequitable society, and the need for social workers to address their perspectives and cultural self-awareness. The text includes the Afrocentric core values table and a critical reflection questionnaire.
Chapter ten focuses on commercial sexual exploitation for the LGBTQ+ population beginning with their predominant absence in anti-trafficking initiatives. Emerging research of the risk and prevalence exploitation of this population is then discussed. Emphasis is placed on males who identify as gay or bisexual. The authors then discuss major risk factors for LGBTQ+ youth including family conflict, which can lead to transient living or homelessness and truancy due to school bullying. They identify likely outreach spots and barriers to existing spots, such as enforcing sex-segregated rooms in shelters, or centers that are not LGBTQ+ sensitive. The text provides the 5-item Sexual Orientation, Gender Identity, and Expression screening after rapport-building to ensure sensitive shelters. The chapter concludes with an exhaustive list of culturally competent definitions of LGBTQ+ identities. Lastly, part two discusses the high rates of sexual victimization among individuals with intellectual disabilities due to lack of education about healthy relationships and law enforcement commonly perceiving this population as less credible. The chapter presents what research has indicated to be common trauma symptoms and well-proven treatment options for individuals with intellectual disabilities who have experienced exploitation.

Part Three discusses programmatic design, particularly with organizational models that agencies working with exploited individuals could implement. Chapter twelve focuses on the Sanctuary Model, a responsive organizational approach in agencies that specialize in trauma. The authors discuss the lack of residential centers that house only trafficking survivors, and the benefits of the long-term nature of these organizations to treat severe complex post-traumatic stress disorder when implementing the Sanctuary Model. Service provision challenges are explored for sexually exploited individuals, such as the need for trauma informed care, differing levels of services from street outreach to residential services, and the gaps between research and practice. The text also discusses the overlapping nature of intimate partner violence/sexual violence services and sex trafficking services, with the benefits of encouraging more inclusivity in intimate partner violence shelters to more readily accept and serve trafficked populations. Chapter fourteen covers the topic of increased vulnerability of foster care youth being trafficked. This is due to the child welfare systems mandating to give safe shelter for youth who were in state custody due to neglect and/or abuse. The authors estimate if almost all foster youth have encountered child maltreatment they are put at risk for re-victimization, which can lead to a lack of psychosocial skills, self-protection, and the absence of caregiver support. The authors then discuss their findings of a study they conducted on the risk of sexual exploitation among girls in foster care, offering a suggested treatment plan for a community response surrounding trafficked youth in foster care.

The next chapter goes into detail on the benefits of a single point of contact social worker who can efficiently support human trafficking survivors. Services such as providing trauma-informed care, assistance with employment, housing, legal aid,
and possible immigration assistance are all coordinated by social workers. If rapport is built, the authors argue that one service provider offering wrap-around services is more effective. This kind of service is then shown to be successful when using Sexual Assault Response Teams to coordinate efforts in assisting survivors through all systems. The vulnerabilities of the social workers serving this population are then linked to compassion fatigue, burnout, vicarious trauma, and even secondary traumatic stress disorder, suggesting that organizational initiatives utilize a self-care model.

The last section of the text focuses on prevention and outreach efforts. Chapter sixteen begins by giving an overview of the My Life My Choice Exploitation Prevention Curriculum. This is a survivor-led approach that utilizes psychoeducational group sessions for adolescents grounded in relational theory. Topics include recognizing and avoiding exploitation, recruitment strategies, education on the detriments of being exploited/trafficked, and building on their strengths, supports, and safety. Chapter seventeen explores modifying outreach and prevention efforts to prioritize at-risk groups and the related structural risks attached to them. It begins with a breakdown of the weak social institutions perspective including education, health care, family and economic systems that play a role in further victimizing already vulnerable populations. The authors then explain the importance of social workers working on these macro-level issues to address the roots of the problems. The text ends with problematic images and media sensationalism contributing to the anti-trafficking movement, which inherently misrepresents accurate stories and experiences of a trafficking experience. It can also exclude all other identities except for white girls being the face of the “victim” and possibly revictimize survivors with troubling images. Recommendations to search for images that anti-trafficking organizations can use may include messages of hope without disturbing graphics of barcodes, abuse, and bondage.

The book was written to serve as an accessible guide for individuals working with sex trafficking survivors. This includes students and scholars who are being trained and educated in this field, as well as service providers, mental health professionals, and policy makers. The chapters end consistently with a list of specific recommendations for social workers to better serve this population in their practice.

Section editor: Venessa Garcia is an Associate Professor of Criminal Justice at New Jersey City University. She received her Ph.D. in sociology from the SUNY University at Buffalo. Dr. Garcia’s research focuses on oppressed groups but mainly on women as officials, criminals, and offenders. She also conducts research in crime and media. She has published several books in these areas and has articles in the Deviant Behavior, Children and Youth Services Review, Journal of Criminal Justice, Police Practice and Research: An International Journal, the Journal of Contemporary Criminal Justice. She has served as Deputy Editor of Feminist Criminology since 2005. Dr. Garcia has worked with the DWC newsletter staff since 2002.
AROUND THE DIVISIONS:

**Division of Biopsychosocial Criminology**

*Call for Submissions*

The Journal of Primary Prevention is seeking submissions for a special issue on theoretical developments in gun violence research by April 15, 2019. Further information available [here](#).

The Journal of Experimental Criminology is seeking submissions for a special issue on Experimental Neurocriminology by September 30, 2019. Further information available [here](#).

**Division of Experimental Criminology**

*Seeking Mentors and Mentees for New Mentoring Program*

The DEC requests members register their interest in the Mentoring Program, either as a mentor or as a mentee/protégé. More information available [here](#).

**Division of International Criminology**

*Job Postings*

The Centre for Criminal Justice Studies at the University of Leeds has two ESRC collaborative studentships available on either a 1+3 or a +3 basis. Details [here](#).

**Conferences**

*International Justice and Victims’ Rights Summer School (June 3-8, 2019 – Montreal, Quebec)*. Program flyer available [here](#).


**Division of Policing**

*Service Opportunity*

The Executive Board is looking for members to serve on the Awards Committee for the 2019 cycle. Members wishing to serve should email the Awards Committee Chair, Jason Ingram, at ascpolicing@gmail.com by June 10, 2019 to express their interest.

**Call for Submissions**
Policing: An International Journal invites submissions for a special issue on the topic of Police & Psychology. Interested authors should email the guest editor by April 15, 2019. Submissions are due by 12/1/2019 and further details are available [here](#).

Division on Corrections and Sentencing
Award Opportunity
A new award acknowledging exceptional research in corrections was established recently to honor Benjamin Steiner, an outstanding scholar and longstanding member of DCS. Specific details and award parameters will be posted soon, and additional information can be found [here](#).

Pretrial Working Group
The Division has established an ASC Pretrial Justice Working Group (more info [here](#)). The purpose of the group is to allow members to share news, publications, research, and other information about topics related to pretrial justice, including bail, diversion, jails, pretrial supervision and services, pretrial risk assessment, debtors’ prisons, fines and fees, and the criminalization of poverty. To join the established Google group email Christine Scott-Hayward ([Christine.scott-hayward@csulb.edu](mailto:Christine.scott-hayward@csulb.edu)).

Section editor: Heidi Bonner, East Carolina University
Heidi is an Associate Professor in the Department of Criminal Justice at East Carolina University (ECU), a Research Fellow at the John F. Institute for Public Safety, and a Robert Wood Johnson Foundation Interdisciplinary Research Leaders Fellow. She received her doctorate in Criminal Justice from the University at Albany, SUNY. Her research focuses on individual and organizational criminal justice decision-making behavior and outcomes, with an emphasis on law enforcement operations. Current projects focus on disproportionate impact in policing, evaluation of CPTED strategies, employee stress and wellness, reducing homicide in domestic violence, and response to witness intimidation in intimate partner violence.
ASK A SENIOR COLLEAGUE:

For this upcoming issue, the focus of this section is on transition to your first job as people begin to prepare for job interviews and decide on job offer. This also applies to senior graduate students in the field as they think about entering the job market in the future.

1. How should doctoral students prepare for the transition from graduate students to junior faculty?
2. How to choose a starting position (i.e. type of institutions, post-doc, non-tenure track vs. tenure track).

Response #1

Be intentional in your decision making, choose an institution and department that is a good fit for you and your career needs/goals, and talk to people who have gone through the process already to learn obstacles and challenges so you go in with realistic expectations.

First, think about the type of environment you want to work in. What would it look like? Where would the focus be? For example, are you interested in focusing on teaching and work with students? Are you interested in focusing on research? Do you want the ability to focus on both? Do you want small class sizes where you can have a relationship with your students? Do you want an institution that focuses on face to face learning or one that offers online options? Do you want a graduate program and the opportunity to teach in a graduate program? Do you want a small University or prefer a larger institution? You need to get very clear on what you want and what you need to be successful and fulfill your goals. Sitting down with someone you trust that has gone through the process may be helpful to brainstorm about what you need. Many times we have blind spots and cannot identify what we need. Brainstorming with a mentor can really help move past this and get clear. I should also add this is not a one time process. I am 13 years into my career and continuously do this.

Second, research the institution where you are applying. Look at their curriculum and program offerings. Look at their student populations and the priorities of the institution and department. Look at the other faculty in the department and their research and teaching interests. As an individual that has served on many search committees I can tell you there is nothing worse than someone applying for a position that clearly did not read the position ad or read about my faculty and university. Do your homework.

Third, ask individuals that have gone through the transition from graduate student to junior faculty about their experience. I know for me the real challenge was work/life balance. I had been adjuncting two courses while in graduate school. I got a full time position with a 3/3 teaching load. I naively thought one more course would be no big deal. I underestimated the expectations for service to my department, committee work, advising of students, new course prep, service to the University, grading, making time for my research and so much more that actually came with the full time position.
This did not even take into the account the endless hours of prepping, grading, writing etc at home that took away from free time, family, and friends. Getting information from individuals who are further along in their career to have realistic expectations is critical.

**Response #2**

*Question 1:* Make yourself aware of the policies and procedures for the new department, college, and university (depending where you work). Faculty manuals are boring, but take some time to understand it all. Take your chair to coffee and get a clear understanding what expectations are for junior faculty. Expectations will vary from school to school, college to college, and department to department.

You will be excited to start this new phase of your life and career. You will want to take part in all of the new programs/etc. --- Don’t. Learn to say no – I still struggle with that. Choose any service commitments very carefully, avoid as many as you can. Focus in achieving the expectations put before you – that is priority #1.

Teaching, some institutions place more relative weight to teaching effectiveness, others less so. Take advantage of your new institution’s teaching support programs.

*Question 2:* I applied for every advertisement “fit” me. I think it would limit you to ONLY apply for a position at an R1, or any other variation. The more call backs, phone interviews, campus visits, you do; the better you will be at doing them.

When you are offered a Post Doc, position at a small school, R1, etc. does not mean you have to take it. You will be tempted to say yes to the first offer you get. I get that. You can always take at least a few days to provide them with a decision. Talk with your partner, adviser, mentor, or just a professor that you like about the offer. Then decide.

Perhaps you really want only a teaching position, that’s it. If that’s the case, pursue only those jobs (same for the other variations). I’d suggest talking that over with people in your department too. Is a teaching position what you expect it to be? Is working at an R1 really what you want? Will a Post Doc help you get where you want to go? Use the experience that surrounds you to gain as much information as possible before making a decision.

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**Section Editor:** My name is Yi Ting Chua and currently a doctoral candidate at Michigan State University School of Criminal Justice. My research interest is cybercrime, with a focus on examining online communities, such as online stolen data markets and hacker subculture. Specifically, I am interested in understanding interpersonal relationships among users in online environments and the role of online environments as medium for knowledge sharing. I aim to understand cybercrime using an interdisciplinary approach and develop informed practical solutions and policies.
MEMBER NEWS:

DON’T BE SHY – TOUT YOUR ACCOMPLISHMENTS! Do you have news that you want to share? Do you have a friend or colleague that just published a paper, won an award, or did something else that was fabulous? Encourage them to share with the rest of the DWCers. Please send any updates to me at sclinkinbeard@unomaha.edu. We want to get the word out about all of the wonderful things happening at the hands of our members!

Promotions and Awards. Congratulations to the following members for their recent promotions!!

Cindy Najdowski was recently promoted with tenure to Associate Professor at University at Albany, SUNY. She also received the American Psychology-Law Society Early Career Teaching and Mentoring Award.

Recent Books and Updated Editions.


Articles and Book Chapters.


Announcements and Special Events.

A few months ago, DWC Senior Executive Counselor Meredith G. F. Worthen created #MeTooMeredith. It is a simple idea: survivors of sexual violence and harassment send a direct private message to @MeTooMeredith, she sends them a message back requesting permission to post their story without any identifying information, and then it is posted on the Instagram page. In a nutshell, #MeTooMeredith is a social media platform that gives survivors a place to share their stories anonymously. Since October, nearly 5000 followers have flocked to the page to create a community of support for all those that share their stories of sexual violence and harassment on MeTooMeredith. To date, 600+ stories have been posted. The stories themselves come from all over the world (Australia, Greece, India, Switzerland, and the United Kingdom to name a few) and although they are extremely difficult and triggering to read, sharing these stories can be healing at the individual level and to others who are reading stories they can relate to. On MeTooMeredith, we are all connected to each other through our painful experiences with sexual violence, but we are also connected through our strength and through our abilities to heal with one another. Check out the Instagram page, https://www.instagram.com/metoomeredith/?hl=en and follow #MeTooMeredith.

Section Editor: Sam in an Associate Professor and the Undergraduate Program Coordinator in the School of Criminology and Criminal Justice at the University of Nebraska at Omaha. She received her Ph.D. in Social Psychology from the University of Nevada, Reno. Her research interested include gendered self-concepts, future orientation and motivation, juvenile delinquency, and at-risk behaviors among youth.
EMPLOYMENT AND FUNDING:

**Job Sites**


Academy of Criminal Justice Sciences; [http://www.acjs.org/networking/](http://www.acjs.org/networking/)

HigherEd Criminal Justice; [https://www.higheredjobs.com/faculty/search.cfm?JobCat=156](https://www.higheredjobs.com/faculty/search.cfm?JobCat=156)

HigherEd Women’s Studies; [https://www.higheredjobs.com/faculty/search.cfm?JobCat=96](https://www.higheredjobs.com/faculty/search.cfm?JobCat=96)

HigherEd Sociology; [https://www.higheredjobs.com/faculty/search.cfm?JobCat=93](https://www.higheredjobs.com/faculty/search.cfm?JobCat=93)

**Tenured/Tenure Track (multiple positions in parentheses)**

Assistant Professor (Criminology)

Cottey College (Private liberal arts college for women)


Assistant Professor (Department of Criminology and Criminal Justice)

Florida International University


Assistant Professor (Department of Sociology)

Specialization in criminology with a focus on feminist criminological theory, intersectionality, and issues of race and justice

Framingham State University


Assistant Professor (2 positions; Criminal Justice & Criminology)

University of Central Missouri

Areas of specialization are open


Assistant Professor (Native Students and Women’s and Gender Studies)

University of Manitoba


Assistant Professor (Department of Sociology, Anthropology, and Criminology)
Areas of specialization: mental health, sex offenders, child abuse, victims, trafficking, drugs, and/or policing

University of Northern Iowa


Assistant Professor (Department of Criminology and Criminal Justice)

Areas of specialization are open

University of West Florida


Assistant/Associate/Full Professor (School of Criminology, Criminal Justice and Strategic Studies)

Areas of specialization are open

Tarleton State University


Dean (College of Behavioral and Social Sciences)

Georgia Southern University


Associate Dean of Research (College of Public Service and Community Solutions)

Arizona State University

https://www.acjs.org/networking/apply_now.aspx?view=2&id=538852

**Non-Tenure Track**

Lecturer (Social Sciences Department; Criminal Justice)

Areas of specialization are open

LaGuardia Community College


Instructor (Department of Sociology, Anthropology, and Criminology)

Areas of specialization are open

Eastern Illinois University


Instructor (Women’s, Gender, & Sexuality Studies)
Ohio University
https://www.higheredjobs.com/faculty/details.cfm?JobCode=176922923&Title=Women%27s%26%20Gender%20%26%20Sexuality%20Studies%20%2D%20Part%2DTime%20%20Term%20%20Non%2DTenure%20Track

Non-Academia
Research Scientist (2 positions)
Loss Prevention Research Council

Funding Opportunities (Research Grants and Awards)

ASC Division of Women & Crime Larry J. Siegel Graduate Fellowship Award (one $5,000 and two $500 honorable mention awards) – Due April 1, 2019

ASC Division of Victimology Larry J. Siegel Graduate Fellowship Aware (one $5,000) – Due April 1, 2019

ASC Division on Women & Crime Feminist Criminology Graduate Research Scholarship (one $5,000 and two 500 honorable mention awards) - Due April 1, 2019

National Institute of Justice Graduate Research Fellowship in the Social and Behavioral Sciences (up to seven awards, each up to $150,000)

Funding Opportunities (Travel Grants and Awards)

ASC Division of Women & Crime Claire M. Renzetti Travel Grant for presentation of original research at ASC 2019 (one $2,000 travel reimbursement award) - Due April 1, 2019

ASC Division of Women & Crime Aruna Jain International Travel Grant for presentation of original research at ASC 2019 (one $2,500 travel reimbursement award) - Due April 1, 2019

Section editors: Erica Fissel is an incoming Assistant Professor in the Department of Criminal Justice at the University of Central Florida. Her primary research interests currently focus on interpersonal victimization that occurs in cyberspace, including cyberstalking and intimate partner cyber abuse. This research explores correlates of victimization and perpetration, along with the reporting and help-seeking behaviors of victims. Some of her recent work has been published in *Journal of Quantitative Criminology, Journal of Interpersonal Violence, Crime and Delinquency, and Violence*

Amanda Goodson, M.A., is a doctoral candidate in the Department of Criminal Justice and Criminology at Sam Houston State University. Her research focuses on victimology, specifically violence against women, and system responses to crime victims. Her work has appeared in *Journal of Interpersonal Violence, American Journal of Criminal Justice, and Journal of Crime and Justice*, among others.
DWC MEMBER HIGHLIGHT

Emily J. Salisbury (Criminal Justice) provided expert witness testimony this month to the U.S. Commission on Civil Rights during its public briefing to evaluate civil rights of women in prison, including deprivations of women’s medical needs that may violate the constitutional requirement to provide adequate medical care for all prisoners; disparate custody and needs classification compared to incarcerated men; implementation of the Prison Rape Elimination Act; and the sufficiency of programs to meet women’s needs after release. The commission examined consequences of discipline practices in women’s prisons and the impact on families when women are placed far from home or when parental rights are terminated despite their caregiving role.

You can a view the testimony here: https://www.youtube.com/user/USCCR/videos
Information on the U.S. Commission on Civil Rights: https://www.usccr.gov/

Emily J. Salisbury, Ph. D. is an Associate Professor of Criminal Justice at the University of Nevada, Las Vegas. Emily Salisbury’s research focuses on evidence-based correctional policy, offender risk/needs assessment, and effective treatment intervention strategies, with a particular focus on women and girls and gender-responsive policy. More information can be found here: https://www.unlv.edu/people/emily-j-salisbury-phd
Empowering Girls & Women Facing Violence in Family Settings

18 March 2019 2:30-4:00pm
Church Centre for the United Nations, 10th Fl

Chair
Dr. Elaine Arnull, Nottingham Trent University (UK)

Panelists
Preventing & Responding to Violence Against Women & Girls in Family Settings
Ms. Kalliopi Mingeirou, Chief, Ending Violence AGAinst Women, UN Women (USA)

Creating Safe Space Where There Was None: The Women’s Project
Dr. Lori K. Sudderth, Professor, Quinnipiac University (USA)

The Nuffield Family Justice Observatory: Improving Outcomes in the Family Justice System in England and Wales
Mr. Rob Street, Director of Justice, Nuffield Foundation (UK)

Strengthening Practice & Empowerment of Women & Girls When Intimate Partner Violence & Children’s Exposure To Violence Co-Occur
Dr. Janet E. Fine, Independent Consultant/Trainer & Adjunct Faculty, Northeastern University (USA)

Developing A Conceptual Framework of Violent Behaviour in a Family: Policy and Practice Recommendations
Dr. Elaine Arnull, Reader, Nottingham Trent University (UK), Vice-Chair, Division on Women & Crime, American Society of Criminology
Ms. Anna Kaproski, Deputy Chief Executive, United Against Violence and Abuse (UK)

The Safety of Women & Girls in Educational Settings

19 March 2019 2:30-4:00pm
Church Centre for the United Nations, 8th Fl

Chair
Dr. Rosemary Barberet, UN Representative, International Sociological Association & Criminologists Without Borders (USA), Professor, John Jay College of Criminal Justice (USA)

Panelists
The Safety of Women and Girls in Educational Settings: A Global Overview
Dr. Elaina Behounek, Assistant Professor, Middle Georgia State University (USA)

Empowering School Children in Greece in Identifying, Reporting, and Standing Up to Violence and Discrimination
Ms. Eleni Fotou, Forensic Psychologist, VIA-STOP, Institute for the Prevention and Treatment of Violence and the Promotion of Gender Equality

Sexual Violence Amongst Women in Educational Settings
Ms. Amelia Roskin-Frazee, DWC Student Member and Activist, Columbia University (USA)

UN Women’s Guidance Note: Prevention and Response to Violence Against Women in University Campus Settings
Ms. Alethia Jimenez, Policy Specialist, Ending Violence Against Women, UN Women (USA)

Violence Prevention: A Coordinated Community Response Approach
Dr. Sheetal Ranjan, Chair, Division on Women & Crime of the American Society of Criminology, Associate Professor, William Paterson University (USA)
Women, Re-Entry, & Social Protection

21 March 2019 4:30-6:00pm
Church Centre for the United Nations, 10th Fl

Chair
Dr. Dawn Beichner, UN Representative World Society of Victimology, Professor, Illinois State University (USA)

Panelists
Reintegration, Desistance and Recidivism Among Female Inmates in Chile
Ms. Pilar Larroulet, Lecturer, Universidad Católica de Chile (Chile)

Students All: A Call for Inclusive and Equitable Quality Education for Female Prisoners
Dr. Judith Ryder, Associate Professor, St. John’s University (USA)

Fostering Family Relationships & Women’s Employment
Dr. Andrea Leverentz, Associate Professor, University of Massachusetts Boston (USA)

How Can We Advocate If We Can’t Eat?
Ms. Topeka Sam, Founder and Executive Director, Ladies of Hope Ministries, Hope House NYC (USA)

A Call to Action: Policy and Practice Recommendations for Incarcerated & Returning Women
Dr. Dawn Beichner, UN Representative World Society of Victimology; Professor, Illinois State University (USA)

Access to Justice for Women & Girls: The Role of Women in Law Enforcement & Peacekeeping

21 March 2019 6:15-7:45pm
Church Centre for the United Nations, 10th Fl

Chair
Dr. Sheetal Ranjan, Chair, Division on Women & Crime of the American Society of Criminology, Associate Professor, William Paterson University (USA)

Panelists
Policing and Prosecuting Sexual Assault: Research Findings and Policy Recommendations
Dr. Cassia Spohn, Professor, School of Criminology & Criminal Justice, Arizona State University (USA)

Role and Scope of Women Police in Cyber Crime and Cyber Victimization
Dr. Prit Kaur, Associate Professor of Criminal Justice, Department of Criminal Justice, Auburn University at Montgomery (USA)

Why Gender Equality in Policing is So Important in Increasing Women’s Access to Justice: A Personal Reflection
Dr. Jackie Sebire, Assistant Chief Constable of Bedfordshire Police, Kempston (UK)

The Role of Women’s Police Stations in Widening Access to Justice and Eliminating Gender Violence
Dr. Kerry Carrington, Professor, School of Justice Faculty of Law, Queensland University of Technology (AUS)
Maria Victoria Puyol, PhD Candidate, School of Justice Faculty of Law, Queensland University of Technology (AUS)

Inclusive Peacebuilding and Women Mediators
Dr. Jan Marie Fritz, Professor, University of Cincinnati & Distinguished Visiting Professor, University of South Florida (USA), Distinguished Visiting Professor, University of Johannesburg (South Africa)
The Safety of Women: Penal Mediation in Greek Domestic Violence Legislation

12 March 2019 1:15-2:30pm
Conference Room D - UNHQ
*RSVP mandatory for non-UN grounds pass holders by March 8th

This panel traces the historical development of domestic violence legislation and highlights global perspectives on legal reforms and judicial responses as a part of a comprehensive approach to address domestic violence. It then reviews provisions of the Penal Mediation clause in Greek law and discusses how VIA-STOP implements this program to protect women and children. Theoretical implications from the domestic violence literature such as power and control, coordinated community response and restorative justice in relation to the penal mediation program will be examined. The panel concludes with a conversation about challenges in implementation, and the need for research, training, and standardization of the mediation program to uphold women’s safety.

A G E N D A

Opening Remarks
- Ms. Maria Theofili, Ambassador and Permanent Representative of Greece to the UN (Greece)

Moderator & Panelist
- Dr. Sheetal Ranjan, Chair, Division on Women & Crime of the American Society of Criminology
  Associate Professor, William Paterson University (USA)

Panelists
- Ms. Marina Chrysoveloni, Deputy Minister of Interior in charge of Gender Equality (Greece)
- Dr. Sevaste Chatzifotiou, Associate Professor in Democritus University of Thrace (Greece)
- Ms. Kalliopi Mingeirou, Chief, Ending Violence Against Women, UN Women (USA)
- Ms. Xeni Dimitriou, The General Prosecutor of the Supreme Court of Greece (Greece)
- Ms. Eleni Fotou, Forensic Psychologist and Founding Partner of VIA-STOP (Greece)
The Status of Women: The Policing of Conflict & Post-Conflict Areas

11 March 2019 10:00-11:15am
Conference Room D - UNHQ

*RSVP mandatory for non-UN grounds pass holders by March 8th

Agenda

Moderator

Introduction of Sponsoring Organizations & Panelists
Dr. Jay S. Albanese, Professor, Wilder School of Government & Public Affairs, Virginia Commonwealth University
UN Representative, American Society of Criminology; President, Criminologists without Borders (USA)

Panelists

Role of UN Police & Role of Women in Peace Missions of UN
Ms. Garima Bhatnagar, Chief, Mission Management Support Section, Police Division, United Nations Police

Policing Radicalisation and Violent Extremism: The Importance of Having a Truly Reflective Police Service
Dr. Jackie Sebire, Assistant Chief Constable of Bedfordshire Police, Kempston (UK)

How to Build Inclusive Institutions Protective of Human Rights: Lessons from a Complex Story of Democratization of the Croatian Police
Dr. Sanja Kutnjak Ivkovich, Professor, School of Criminal Justice, Michigan State University (USA)

Women and What Works in Post-Conflict Policing: The Importance of Building Social Representation, Trust, and Legitimacy
Dr. Staci Strobl, Associate Professor, Criminal Justice, University of Wisconsin-Platteville (USA)

Gender Equity, Culture and Knowledge: The Influence of Professionalism on Law Enforcement Officials’ Attitudes in Bosnia and Hercegovina
Dr. Lisa R. Muftić, Professor and Chair, Department of Criminal Justice & Sociology, Western New England University (USA)

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