

## Fall 2019 Issue

Editor: Elaina Behounek



### CHAIR'S LETTER by Sheetal Ranjan

DWCers,

This is my last letter as Chair of the Division on Women and Crime, and I want to take this opportunity to thank all of you for partnering with me in this journey. The love, affection and support that I have received from some of the brightest women I have gotten to know these past two years has been the source of immense joy. I have seen brilliance, intelligence, innovation, wisdom, courage, determination and kindness in our members, and I have been inspired.

In the last two years we have done what DWC has traditionally done for many years now, such as internal awards, newsletter, graduate scholarships, external nominations, business and social events at ASC etc. Additionally, we have had the opportunity to stand on the shoulders of giants before us to innovate and embark in many new directions. None of this would have been possible without the hard work of DWC's committee members and the outstanding leadership and dedication of our [Committee Chairs](#) who worked along with members of DWC's executive council. The success and growth of DWC, and the excitement we have generated is evident in the large number of nominations we have received this year for the four available positions on the DWC Executive Council.

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"Challenging power structures from the inside, working the cracks within the system, however, requires learning to speak multiple languages of power convincingly."

~ Patricia Hill Collins,  
*On Intellectual Activism*

## BOX-1: NEW INITIATIVES & ACCOMPLISHMENTS

- Established three new travel awards totaling \$51,000 by fundraising \$28,500 with match funding of \$22,500 from Feminist Criminology.
- Added two honorable mention categories (\$500 x 4 awards) in the Larry Siegel & Feminist Criminology Graduate scholarships.
- Established the Student Poster award category with fundraising efforts totaling \$2000.
- Established the Dr. Christine Rasche Mentoring Program which is now in its second year and supports more than twenty mentor-mentee pairs with a fundraising effort totaling \$1000.
- For the first time, DWC hosted a Congressional Briefing at the Capitol Hill. Fundraised \$3500 for food and videography expenses. Twelve DWCCers participated in this briefing to speak about evidence-based policies related to women as victims, offenders and practitioners in the criminal justice system.
  - Developed a special issue of Translational Criminology with ten policy focused articles based on the presentations made at the congressional briefing.
- For the first time, DWC submitted public comments to regulations.gov regarding proposed Title IX changes.
- For the first time, DWC participated in The Commission on the Status of Women's (CSW63) annual two-week session at the United Nations headquarters in New York where we hosted six events. More than thirty-two scholars, practitioners and policy makers participated, a large majority of participants were DWCCers.
  - Developed a forthcoming special issue titled CSW63 and the Social Protection of Women and Girls: Links to Crime and Justice for the International Journal of Crime, Justice and Social Democracy based on selected presentations made at CSW63.
- Started DWC's [YouTube Channel](#) which hosts videos of DWC sponsored events, prominent feminist criminologists etc.
- Initiated a DWC T-Shirt fundraiser at the ASC which generated about \$1000 in funds and exceptional publicity for DWC.
- Started DWC sponsored Policy Panels at ASC annual meetings in 2018. Three panels, on women as victims/survivors, offenders and practitioners in the CJ system, with presentations by researchers, policy makers and practitioners. Three more are planned for 2019.
- Increased the number and scope of DWC sponsored workshops at ASC in 2018 and 2019.
- Developed a partnership with National Institute of Justice to host DWC NIJ Violence against Women related panels at ASC 2019.
- Organized a signature campaign to place two DWCCers on the ASC ballot, one for President and one for Executive Counsellor.

The box above lists some of the original accomplishments of DWC under my chairship, but I would be remiss not to mention some of the challenges facing us:

- We were very successful in putting together a highly motivated team of DWCCers to work on the Title IX comments document. However, the ASC board was reticent to support or endorse the document. We need to engage in conversations with the ASC leadership by speaking up at the ASC Board meetings and sending emails to the ASC Officers to advocate about all policy issues, especially those concerning women. Isn't it important for Criminology, as an academic discipline so closely engaged with human lives, to engage with policy? For example, please see [American Psychological Association's Policy Page](#).
- On its website, ASC lists its 67 Presidents since 1939. Only 11 are names of women. The first woman president was Joan McCord (1989), followed by Joan Petersilia (1990) and later, Freda Adler (1995), Margaret Zahn (1998) and Julie Horney (2005). After Joanne Belknap's presidency (2014), we had a series of women ASC Presidents (Candace Krusttschnitt, 2015; Ruth Peterson, 2016; Karen Heimer, 2018; Meda Chesney-Lind, 2019 and Sally Simpson 2020). However, things appear to be changing. For the 2021 ASC Presidency, there was no woman on the ASC ballot. Through a signature campaign, we were able to place two highly qualified DWC women on the ballot, one for President and one for Executive Counselor, but they did not win. We are pleased to note that Janet Lauritsen is on the ballot for the ASC 2022 Presidency. However, in general, even though we have many qualified women in the DWC and ASC, our external nominations committee finds it extremely difficult to find women who would accept being nominated for the ASC Presidency. We have initiated a Visionary Training Workshop in ASC 2018 and 2019 to address leadership issues. However, that alone will not do, DWC needs the continued involvement of seasoned DWC scholars to move the needle in this regard.
- We have grown tremendously as a Division and the constitution needs to be revised to meet our changing needs. For example, we do not have any provisions in place for situations when someone on the Executive

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Council needs to take a leave of absence; or to appoint temporary officers in such situations so that the business of DWC can go on; the chair position is open to any DWC member nominated/willing to run for the position without any requirement of experience on the Executive Council. Such matters leave the DWC's work vulnerable, and/or places a heavy burden on the chair and other members of the EC. DWC's constitution needs to be updated to meet our needs. This work has been attempted since 2015. This year, we have a dedicated committee working hard on the constitutional revisions. They have developed a comprehensive draft which will soon be brought to the DWC membership for comment and vote. I request all DWC members to pay careful attention to the forthcoming draft and partake in the process.

I believe, as an organization, we need to think about our identity at the cusp of feminist criminology and translational work nestled within the larger landscape of ASC and the discipline of Criminology. We are the largest ASC division both in membership size as well as operational budget. As a Division, our scholarship cuts across topic areas ranging from women as victims/survivors, offenders, practitioners and policy makers in the criminal justice system. However, we are different from other divisions organized around these topics because, as educators and researchers, we embrace the feminist intersectional perspective. The word 'feminist' itself implies 'activist'. As DWC's chair, I have tried my best to create opportunities for our members that manifest activism. As I pass on the gavel, I believe now is a good time to evaluate our priorities.

I call upon the next chair of DWC to start with assessing the needs of the DWC. While all other traditional DWC activities need attention, answers to questions in Box-2 will help develop a strategic plan for DWC responsive to its members' needs. Such a plan will help institutionalize activities that our members value, develop financial strategies to sustain them and help retain institutional memory.

In closing, I want to thank numerous people for their help and guidance, you know who you are! There is one person without who none of this would have been possible, Amanda Burgess-Proctor. First, if I had not seen the phenomenal work she had done as chair of DWC, I would never have considered running for elections. Second, without her unwavering support I would not have been able to achieve the many things listed here.

Again, I thank you ALL for giving me this amazing opportunity to serve as DWC's Chair!

Sincerely

**Sheetal Ranjan**

**BOX-2: SHOULD DWC**

- consider evidence-based policy & practice related work important enough to engage in as a Division?
- make congressional briefings in Washington DC a regular feature of its activities? How often?
- make participation and attendance at yearly United Nations CSW in New York a regular feature of DWC's activities?
- be working to increase the scope of DWC's work internationally? Within communities of color?
- increase its engagement with LGBTQA scholarship and scholars?
- create more opportunities for DWC scholars at teaching institutions? How?
- be working to increase diversity of leadership within DWC and/or ASC? How?
- be expanding the scope and depth of workshop offerings at the ASC? On what topic areas?
- continue to offer DWC sponsored policy panels at ASC that bring together researchers, policy makers and practitioners to deliberate about pressing problems?
- improve presence of DWCers and feminist criminologists on public forums such as Wikipedia and YouTube?
- improve internal processes for functioning more efficiently as a Division?
- be working towards sourcing external funding to sponsor a range of activities to ensure that a wider range of scholars, who may not have university travel funds, can participate in DWC events?
- invest in sustaining the diversity DWC has attracted recently?



division on women and crime  
american society of criminology

established 1984

## Who are we?

The Division on Women and Crime (DWC) is a unit of the American Society of Criminology (ASC) comprised of scholars and practitioners who are committed to feminist perspectives on gender, crime, and justice. Established in 1984 and having approximately 400 members, the DWC is one of the oldest and largest divisions within the ASC.

**Are you interested in using feminist perspectives to study crime, victimization, or the criminal justice system? Do you have a passion for issues related to gender, crime, and justice? Do you want mentorship, professional advice, or suggestions for your research or teaching? Are you looking for a supportive community of scholars? If so, we hope you will become a member of DWC.**

### **Where Can You Find Us at the ASC Annual Meeting?** The DWC provides a variety of opportunities for professional development and social interaction during the ASC Annual Meeting, including:

- Social Justice Connections Network event on Tuesday afternoon
- Member social on Wednesday evening
- Business meeting & awards ceremony on Thursday morning
- Professional Development Workshops
- Policy Sessions related to women as victims, offenders & practitioners
- Outreach table, all day Wednesday through Friday
- Panels and presentations throughout the Annual Meeting

### **What Do We Offer?** The DWC promotes professional development among its members to advance feminist criminological scholarship, pedagogy, and advocacy. Benefits of DWC membership include:

**Our Journal:** *Feminist Criminology* ([fcx.sagepub.com](http://fcx.sagepub.com)) is the DWC's official journal. It publishes research related to women, girls, gender, and crime within the context of feminist criminology.

**Our Website & Newsletter:** Check out the DWC website ([ascdwc.com](http://ascdwc.com)), where you'll find current and archived newsletters, scholarship and award information, teaching resources, and more. Our quarterly newsletter, the *DivisionNews*, features information about member news, job announcements, and funding opportunities, as well as "Ask a Senior Colleague," "Teaching Tips," and "Graduate Student Corner" columns.

**Our Listserv & Social Media:** Our listserv is a forum for members who seek information on career decisions, curricular development, research expertise, and other professional development issues. You can also follow the DWC on our social media outlets: Facebook, Twitter, and LinkedIn. Visit [ascdwc.com/communication](http://ascdwc.com/communication) to sign up.

**Mentoring:** The Dr. Christine Rasche Mentoring Program is designed to build community through mentorship, matching junior members with leading DWC scholars. We are committed to engaging a diverse group of students, practitioners, and faculty, including international colleagues.

**Awards:** Each year, the DWC recognizes contributions of our faculty scholars, students and professional members. Awards are given in many categories. Two prestigious awards for students are: *The Larry J. Siegel Graduate Fellowship for the Study of Gender and Crime* and *The Feminist Criminology Graduate Research Scholarship* (one-time scholarship of US\$5,000 each and two runner-up awards of \$500 each). We also have domestic and international travel grants as well as a travel grant for law enforcement professionals.

**CSW:** The Commission on the Status of Women (CSW) is the principal global intergovernmental body exclusively dedicated to the promotion of gender equality and the empowerment of women. Starting 2019, the DWC participated in United Nations Commission on Status for Women events in New York held every March.

**Policy & Advocacy:** The DWC held its first Congressional Briefing in 2018 at Capitol Hill in Washington DC and continues to engage in public policy and advocacy on issues related to gender and justice.

**How Can You Join Us?** Join the DWC when you join or renew your ASC membership, with both 1- and 3-year options available. Come visit us at the outreach table, located near the ASC registration booth, to learn more.

### **Division on Women & Crime Networking Events 2019\***

- Social Justice Connections Network (Tuesday at 4pm)
- Social (Wednesday between 8 & 10pm at the Table Top Lounge; ticket purchase required; tickets can also be purchase at door; small bites and one free drink included)
- Breakfast Business Meeting and Awards Ceremony (Thursday between 7:30 & 9:15am).

### **Division on Women & Crime Policy Panels 2019\***

- Women's Reentry to the Community
- The Status of Women - The Policing of Conflict & Post-Conflict Areas
- #MeToo, Restorative Justice, and the Importance of Social Media/Technology in Survivor Criminology

### **Division on Women & Crime Professional Development Workshops 2019\***

For more details about our free workshops and to receive a certificate of completion please sign up at

[https://ascdwc.com/asc\\_workshops/](https://ascdwc.com/asc_workshops/).

- Community Based Participatory Research Workshop
- Visionary Thinking Workshop
- Graduate Students and Early Career Feminist Scholars
- Mid-Career Considerations: Becoming a Full Professor – Now What?
- Mid-Level Career Support: The Logistics of Promotion to Full Professor
- Journal Reviewer Training Workshop
- Teacher Training and Pedagogy Workshop on Experiential Learning
- Teacher Training and Pedagogy Workshop on Activism

### **Division on Women & Crime and National Institute of Justice Collaboration on Violence Against Women 2019\***

#### **Panels**

- Researcher-Practitioner Partnerships: Working Towards Making the Criminal Justice System's Response to Violence Against Women Efficient and Effective
- Preventing and Addressing Domestic/Intimate Partner Violence Perpetration
- Violence Against Women Act - Federal Investment in Prevention, Intervention, Research, and Evaluation
- Findings from the National Sexual Assault Kit Initiative (SAKI) & Sexual Assault Justice Initiative (SAJI) Evaluations
- National Institute of Justice's Teen Dating Violence Research Portfolio

#### **Lightning Talks**

- VAWA: Evaluating and Implementing Large Scale Federal Programs
- Violence Against Women: Emerging Challenges and Innovative Solutions

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\*Please search the ASC Program for date, time and location information.



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## Dr. Christine Rasche Mentoring Program 2019-2020

The Division on Women and Crime's (DWC) Mentoring and Student Affairs Committee is soliciting participation in its Dr. Christine Rasche Mentoring Program. **Participation is limited, and applications for the 2019-2020 program are due October 1, 2019.** The program duration is one calendar year, beginning at the ASC Annual Meeting in 2019. Applicants who are not a current member of DWC are expected to join the division upon being matched. Please note that to join DWC, one needs an active ASC membership.

The program is designed to build community through mentorship, matching junior members with leading DWC scholars. We are committed to engaging a diverse group of students, practitioners, and faculty, including international colleagues. Some past mentorships have involved research projects and co-authored papers; informal mentoring is also encouraged.

**Matches and Process:** Mentors and mentees will be matched based on shared areas of interest and experience, with consideration based on mentee career stage. We especially encourage those at the assistant professor position to apply. The mentoring relationship and goals will be defined by the parties involved. The program is structured and will be coordinated with a member of the Mentoring and Student Affairs Committee, forming a mentoring team. The team participates in a quarterly check-up on status and progress.

**Orientation:** Participating teams, including mentors and mentees, are expected to attend the DWC Breakfast Meeting at the 2019 ASC Annual Meeting, then meet face-to-face for a brief orientation (about 20 minutes). At the 2019 orientation, the mentor and mentee will complete a short document outlining shared goals and objectives, and create plan of action. Upon completing this document, mentor and mentee will receive a surprise gift. Certificates for completing the program will be presented at the 2020 DWC breakfast.

Participation is limited; please sign up at <https://ascdwc.com/dwc-mentoring/> on or before October 1, 2019.

Please direct questions to DWC's Mentorship & Student Affairs Committee Co-Chairs:  
L. Sue Williams (lswilli@ksu.edu) and Sarah Murray (sbann001@ucr.edu)

### **Teaching Native American Students in Higher Education: Considerations for Educators**

**By Dr. Reneè D. Lamphere**

I am an associate professor at UNC Pembroke, which is located in Robeson County, North Carolina. Robeson County is home to the Lumbee Indian tribe, which at over 50,000 enrolled members is the largest tribe in North Carolina. Despite being one of the biggest tribes in the country, the Lumbee Indians are not federally recognized, and receive no funding through the U.S. Bureau of Indian Affairs (Stilling & Starr, 2006). The tribe has been trying to obtain federal recognition since the 1800s to no avail. When I first started at UNCP I heard so much about the struggles of the Lumbee, and the pain that many feel due to lack of federal recognition. While Native American college students make up approximately 1% of the total college student population nationwide (Chee, Shorty, & Robinson Kurpius, 2019; Postsecondary National Policy Institute [PNPI], 2018), they comprise 15% of UNCP's student population. The institution I taught at previously had population that was more than 90% white students; to say I felt unprepared to teach at such a diverse institution is an understatement. I could not help but wonder, what are the particular challenges that Native American students face, and what could I do as an educator to best serve this population of students?

#### **The Challenges of being a Native American Student**

Native Americans have lower educational attainment when compared to other populations. Take for example, by 2017, 16% of Native Americans in the U.S. had attained a bachelor's degree or higher, compared to 42% of White students. One of the consequences of lacking education is that Native Americans often face lower income possibilities and increased risk of poverty. American Indians have the highest percentage of people living in poverty at 26.2%, compared the national average of 14% (United States Census Bureau, 2017).

Most college students experience stress to some degree (Chee et al., 2019). Increased stress for college students has been linked to outcomes such as poor academic performance and depression (Beiter, Nash, McCrady, Rhoades, Linscomb, Clarahan, & Summut, 2015). While the stress is experienced by many students, there is research that indicates that academic stress has a greater negative influence on minority college students (Zajacova, Lynch, & Espenshade, 2005). For example, in their sample of minority college freshmen, Phinney and Haas (2003) found that much of the stress for first-generation minority college students can be attributed to things such as finances, family problems, and the pressures and obligations that come with obtaining a higher education.

#### **The Importance of Culture for Native American Students**

In addition to the above mentioned challenges faced by Native American students, one must also consider how cultural variables such as ethnic identity and perceived cultural fit on campus impact these students. Research has linked these variables to the educational experiences of Native American students (Okagaki, Helling, & Bingham, 2009). Early research on the ethnic identities of Native American students found that many students felt isolated and rejected on their campus, largely from the inconsistency between their cultural beliefs and the dominative Anglo school environment (Chee et al., 2019). Huffman (2003) found that Native American student with a strong cultural identity may experience conflict with the dominant culture on their campus, leading to poorer academic performance. More recent research found that for some Native American students, they report a "biculturalism", where they balance their ethnic identity with their identity as a student, making them more likely to succeed in college. While this is

encouraging, it is also important to note that having to adopt multiple identities may result in Native American students feeling like they adopted a “cultural mask” to hide who they really are to others on campus.

### **Values & Learning Styles of Native American Students**

In regard to learning styles, for many Native American students, learning is traditionally done through observation, something that differs from the traditional learning approaches used in U.S. schools (Bennett, 2007). Many U.S. schools use a trial and error method, where students are asked to solve problems, and are encouraged to learn from mistakes (Morgan, 2009). This is different than most Native American students are used to in terms of learning in the home environment, where they observe things they are taught at home by their parents and their elders (Pewewardy, 2008). This type of learning is known as “watch/listen then do” learning. Due to the emphasis on observation, many Native American students perform best in classrooms that emphasize visualization. For example, many math classes offer different forms of visual learning opportunities (Pewewardy).

Another aspect of teaching to think about is whether students prefer to work together in groups (known as field- dependent), or they prefer to work on their own (known as field-independent). While all students may show a preference for one way or another at different times, Pewewardy (2008) argued that Native American students are more likely to be field-dependent students. Other traits of field-dependency include a preference for visual learning and tend to be more intuitive. They also look to authority figures for guidance, and report having a difficult time separating themselves as individuals from their environment. In general, field-dependent students are more holistic, and perceive individual actions in relation to the whole. Non-minority students are more likely to be field-independent, which is marked by being more detached from the group dynamic, goal-oriented, competitive, and analytical. Much of this can be attributed to Anglo culture, which places a high value on autonomy and personal success (Pewewardy).

### **Final Thoughts**

In thinking about what colleges can do to help Native American students, one avenue that universities may want to explore is openly encouraging inclusiveness on their campuses. Creating environments that are accepting and encouraging of everyone will not only be of benefit to Native American students, but students in general. More specifically for Native American students, fostering an inclusive environment may mean employing more Native American faculty or staff members who can act as mentors for Native students. Those officials making admissions decisions should strive for diverse student body that includes Native American students who can serve as potential role models for other students. In the classroom, all students can be encouraged to write on topic related to Native American culture. Programs and events geared toward Native American students can be promoted. All of these things can be done to encourage cultural appreciation for Native values while also promoting Native American students to celebrate their ethnic identity. As suggested by Chee and colleagues (2018), “perhaps with less academic stress, Native American students will be encouraged to persist to obtain their degrees” (p. 71).

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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.



## BOOK REVIEW:

**Michalsen, Venezia. 2019. *Mothering and Desistance in Reentry*. New York, NY: Routledge**

**Reviewed by: Kimberly Collica-Cox, Ph.D., Pace University, NY**

Women, often a source of neglect in traditional criminological research, are not fully understood in the desistance literature. Women and men are different in regard to pathways toward crime, as well as desistance from crime, and a gender-specific awareness of these differences is essential (Booth, Farrell, & Varano, 2008). Initial studies regarding social bonds and their relationship to crime focus exclusively on males (Belknap, 2015). The desistance literature for adults point to marital bonds as aiding in the desistance process for men (Sampson & Laub, 1993; Wyse, Harding, & Morenoff, 2014); however, marital bonds do not appear to have the same impact on desistance for women (Li & MacKenzie, 2003). The research on children and desistance is more complicated and although children may help adult men desist (Hansen, 2017), the relationship for women is more complex. This book helps to clarify the issues and challenges women face after incarceration, particularly how their relationship with their children affects desistance. With limited research in this area, this book addresses shortfalls in the literature by adding to the scientific knowledge regarding women, mothering and desistance, and acknowledges that we need to move beyond “what works” for men to effectively service women and their families.

Michalsen begins each chapter with a case study, which not only helps to engage the reader but enables the reader to have a better understanding of the challenges and practicalities of mothering before, during and after incarceration. Women’s crime, which is often a byproduct of their survival strategies, interferes in the desistance process. While children can be a motivator for women to desist, without the support and resources necessary to adequately provide for herself and her children, the responsibilities of parenting can serve as a vehicle toward recidivism. With most women serving as the primary caregivers of children, their incarceration creates significant disruption in their children’s lives. Prior to incarceration, children are most likely to reside with their mothers; hence, when mothers are incarcerated, children are more likely to be relocated (Harm & Phillips, 2001). Family connections, which can aid in the desistance process (Christain, 2009), are difficult to maintain during incarceration, especially for women, and their ability to maintain a relationship with their children is often dependent on their relationship with the child’s caregiver (Saunders, 2017). Michalsen acknowledges that parenting is very difficult for those of us with resources. For the most marginalized women within our society who are habitually without consistent resources, successful parenting and successful desistance can seem almost impossible.

This book is divided into 5 chapters which provide a comprehensive overview of mothers and crime. Chapter 1 begins by addressing the issues of incarcerated mothers worldwide and offers a perspective outside of the United States. While men’s incarceration far outnumbers women, men’s numbers have steadily decreased, while women’s numbers have continued to grow; women are not decarcerating at the same rate as their male counterparts. Michalsen highlights the pathways toward crime for women and the different issues and challenges they face as women. Such issues are presented on a national scale. The War on Drugs, rather than an increase in violence, has led to higher incarceration rates for women, particularly impacting women of color. Women, arrested for mostly non-violent crimes, often have their lives disrupted as a result of incarceration. Lower numbers of women prisoners often translate to fewer facilities to house them and fewer programs provided. Programs and risk assessments are often based on a male model, meaning women are receiving services that do not necessarily address their needs and possibly staying in jail/prison longer than necessary, even though they pose no public safety

risk. Although prison nursery programs are effective in helping to maintain bonds between mothers and their children, very few are offered, particularly in the United States. Laws regarding incarcerated mothers residing with their children vary by country. There is an understanding that we cannot discuss women's incarceration, which is embedded in poverty and victimization, without discussing the impact it has on her children who are left behind. In thinking about the children and their right to be parented by their mother, other countries allow children to reside with their incarcerated mothers and some countries allow deferred sentences or alternatives to incarceration so women can remain in the community with their children. Such initiatives can serve as a model for women in the United States' criminal justice system. Since most incarcerated mothers are poor women of color, separating mothers and their children disproportionately affects poor children of color. Chapter 2 discusses Michalsen's methodology, which included interviewing 96 formerly incarcerated women from nine different agencies in the New York Metropolitan area. This chapter also examines the reasons and theories of desistance and highlights the fact that when adequate resources are available, children can help in the desistance process for formerly incarcerated women. Chapter 3 addresses challenges with reentry. Problems prior to incarceration, such as poverty, are often made worse by incarceration. Incarceration also creates new problems, such as the stigma associated with incarceration, which can impact one's ability to obtain housing and employment. Although women focus on their children while incarcerated and devise plans for their reunification, the challenges of reentry often present a different picture. Some mothers will choose not to reunite with their children because they understand that further disruption is detrimental to their children's stability. They also understand that they must focus on achieving stability before they can handle the responsibilities of parenting. Upon release, women are less welcomed by their families and less likely to obtain employment, when compared to their male counterparts, further complicating their ability to achieve desistance, establish stability, and reunite with their children. They face challenges in also overcoming substance abuse, mental illness, physical illness and facing their trauma-based pasts. For these women to be successful, all of these issues must be handled simultaneously in reentry. Michalsen makes it clear that women need more alternative to incarceration programs, better transitional planning, and more gender responsive programming. Chapter 4 addresses factors related to desistance such as age, employment, marriage, children, etc., which appear to be more effective in promoting desistance for men than for women. While parenting for adult men can aid in desistance, parenting for women is complicated and can lead to desistance or recidivism depending on the availability of resources and support. Women have a strong desire to commit to prosocial behavior because of their children; however, parenting is difficult and the realities of the stress related to parenting complicates the relationship between children and a mother's ability to desist. The last chapter – Chapter 5 – provides recommendations based on Michalsen's research, as well as research from other scholars.

Recommendations include more gender responsive programming, gender responsive policing, specialized courts for mothers, an increase in diversion programs, and more comprehensive reentry services. This book, which is based in original research, offers a fresh perspective on the role of mothering in the desistance process. Through the lens of an intersectional perspective that explores gender, race and socioeconomics, Michalsen investigates how incarcerated mothers try to maintain bonds with their children and how such bonds can either encourage or discourage desistance. She encourages us to look beyond the traditional desistance literature which cannot adequately address the "context and systems which undermine both women's attempts to be mothers and their attempts to desist" (Michalsen, 2019, p. i). Although based upon women from the New York City area, these findings are applicable to formerly incarcerated women in other areas. This is a book that can appeal to

professionals, scholars and students, whether undergraduate or graduate. Anyone who works with mothers with criminal justice involvement, conducts research with this population, or has a general interest in this very important and under-researched topic, will benefit greatly from Michalsen's perspective.

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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*

#### Student Award Fund

Donations are being accepted for the DBC Student Award Fund. ASC Executive Director Chris Esckridge is offering a \$1,000 donation match to the fund if members contribute \$1,000+. Click [here](#) for donation details.

#### Job Postings

DBC has posted several current academic openings. More details available [here](#).

### *Division of Developmental and Life-Course Criminology*

#### Of Interest

The Division has an extensive list of longitudinal studies. Access more information [here](#).

### *Division of Experimental Criminology*

#### Job Postings

DEC has posted several current academic openings. More details available [here](#).

### *Division of International Criminology*

#### Calls for Papers

The Southern California Interdisciplinary Law Journal invites submissions for a symposium issue on the 2017 Travel Ban. Diverse perspectives are welcomed, and authors of articles accepted for publication may be asked to speak at the Journal's Symposium Event in March 2020. Articles should be submitted by October 18. More details are available [here](#).

The Journal of Canadian Studies invites submissions for a special issue on "Critical Perspectives on Cannabis in Canada." Interested authors should submit a 500-word abstract and a 50-word bio to the guest editors by December 1. Authors will be notified by January 15, 2020 if they should submit a full version for peer review. Additional details can be found [here](#).

#### Job Postings

DIC has posted several current academic openings. More details available [here](#).

### *Division of Policing*

#### Call for Papers

The editors of Criminology & Public Policy are seeking rigorous studies for a special policing issue of CPP focused on cutting edge topics in law enforcement. Papers should be submitted by January 15, 2020. More details available [here](#).

#### Job Postings

The Division has posted several current academic openings. More details available [here](#).

### *Division of Rural Criminology*

#### New Website

ASC's newest Division was finalized during the 2018 ASC meeting. Check out the DRC's website [here](#).

### *Division of Victimology*

#### Upcoming Events

DOV is having a social at ASC on Wednesday November 13 from 5:30 to 7:30. The Division is also sponsoring three panels and two roundtables at the upcoming meeting. More details are available in the DOV July 2019 [newsletter](#).

### *Division of White-Collar and Corporate Crime*

#### Of Interest

DWCC has a new Slack channel for students. Find instructions on how to join [here](#).

Also, the Division has a new journal. The first issue of the Journal of White Collar and Corporate Crime will launch January 2020. More information can be found [here](#) and in the DWCC September 2019 [newsletter](#).

#### Upcoming Events

DWCC is having a social at ASC on Wednesday November 13 4:00. More details are available in [the DWCC September 2019 newsletter](#).

### *Division on Corrections and Sentencing*

#### Of Interest

A memorial for Joan Petersilia will be held at ASC on Friday November 15 at 12:30 (location TBD).

Section editor: **Heidi Bonner** of East Carolina University 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 the start of a new academic year, this issue will provide some insight and advice on the topic of resilience. Here is the prompt question:

**How would you advise doctoral students and junior scholars on the topic of resilience in academia? How have you dealt with negative emotions such as stress and anxieties during your career?**

### Response #1

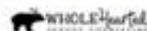
Life is challenging, joyful some moments and extraordinarily difficult at others. The goal is to thrive, not just survive. To do so requires resilience, the ability to recover quickly from disappointments, to be emotionally strong, and to keep moving forward even if at a slower pace. Resilience requires inner strength. So, first take care of yourself, your physical body, your emotional and psychological life, and your personal relationships. Be strong in yourself and define what matters to you, do your best, and learn to "shake it off" when disappointments occur and move on to the next thing. Accept that disappointments and failures are inevitable -- and very instructive -- but don't let them get you down for too long. If you define yourself and what matters to you then what others say matters far less. Don't whine or wallow. Shift your focus. Take a walk, get a massage, hang with friends who uplift you, talk about other things, talk to a counselor, do something that is fun, volunteer, help others, be kind, talk to strangers, smile. Much anxiety occurs because of excessive and negative focus on self and on the past.

Talk and think about the future; don't rehash what happened, it's done and can't be undone. Choose happiness and a positive outlook. Reframe what's going on. It's not just what happens, it's how we define what happens that really matters (per WI Thomas: If (people) define situations as real, they are real in their consequences.). Life is short, it goes by fast, and we only get one shot. Embrace life and find the joy. Yeah, it is easy to be cynical and dismissive about all I just wrote, and that too is a choice. Resilience requires a different choice.

### Response #2

#### WHAT TO TELL MYSELF WHEN I'M FEELING DISCOURAGED

1. This is **tough**. **But so am I.**
2. I may not be able to control this situation. **But I am in charge** of how I respond.
3. I haven't figured this out...yet.
4. This challenge is **here to teach me** something.
5. All I need to do is take it **one step at a time**. **Breathe**. And **do the next right thing**.

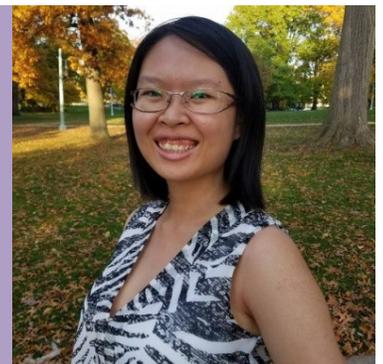


MissEveratt. (2019, September 21). [Twitter Post] Retrieved from <https://twitter.com/MissEveratt/status/1175294410956972032>

### Response #3

First, find something that you love to do that has nothing to do with academia and make that a priority as well. It is important to have something to look forward to when the pressures of getting your doctorate or starting on the tenure track get to be too much. I played ice hockey most of my life and, when I started my doctoral program, my mentor encouraged me to continue it. He was right. Academia can be all-consuming, and it was useful to have another regular hobby that had nothing to do with my program of study or job. Second, find your tribe. Academia requires an amazing amount of resilience because there can be so much critique and competition. It's important to find people who are in your corner (both in and out of your program/department), the ones you can bounce ideas and concerns off of, and who will raise you up in times of stress.

Section Editor: **Yi Ting Chua** is a current post-doctorate at the University of Cambridge, Cambridge Cybercrime Centre. Her primary research interests currently focus on understanding interpersonal relationships among users in online environments and the role of online environments as medium for knowledge sharing. Her current work involves examining online communities such as far-right extremist and hackers on online web forums. Her work has appeared on *Deviant Behavior* and *Victims & Offender*.



## 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 DWCCers. **Please send any updates to me at [sclinkinbeard@unomaha.edu](mailto:sclinkinbeard@unomaha.edu).** We want to get the word out about all of the wonderful things happening at the hands of our members!

### ***New Jobs, Promotions, and Awards***

**Aneesa Baboolal** was the recipient of the DWC's 2018 Larry Siegal Award, AND she just started this fall as an Assistant Professor in Crime and Justice Studies at the University of Massachusetts – Dartmouth! Congrats, Aneesa!!

A family full of public servants! **Harold Pepinsky** and **Jill Bystydzienski** have retired to Durango, Colorado near their daughter, **Katy Pepinsky** who directs Youth Services and her husband who moved from being a public defender to lowering jail populations and prison commitments in 3 counties as District Attorney. Harold will be teaching constitutional law at Fort Lewis College which has free tuition for Native Americans.

**Venessa Garcia** received the Excellence in Teaching Award from the National Society of Leadership and Success (2019). Nice work!!

**Bethany Backes** moved from University of Texas at Austin to the University of Central Florida. Bethany joined the Violence Against Women Faculty Cluster and has a joint appointment in Criminal Justice and Social Work!

**Kailin Boyle** has recently moved. She is now an Assistant Professor in the Department of Criminology & Criminal Justice at the University of South Carolina.

### ***Recent Books and Updated Editions***

Criminology Research Methods in Spanish!!

- **Rosemary Barberet**, along co-editors **Raquel Bartolomé** and **Esther Fernandez Molina** from the University of Castilla-La Mancha, Spain, published a criminology research methods text in Spanish: *Metodología de Investigación en Criminología* (Valencia: Tirant lo Blanch, 2019). It is one of the few in Spanish available, is structured like most research textbooks and includes examples from Spain and Latin America. Of special note is a chapter authored by Rosemary and Elena Larrauri (Universitat Pompeu Fabra, Spain) on Feminist Research Methods. An Author Meets Critics session will be held at the ASC entirely in Spanish on Thursday, November 14th at 12:30 p.m., Marriott Marquis, Sierra E, 5th Level. The book can be purchased on Amazon: <https://tinyurl.com/y5jjwrbk>

### **Articles and Book Chapters**

**Gjika, A.** (2019). New media, old paradigms: News representations of technology in adolescent sexual assault. *Crime, Media, Culture*.  
<https://doi.org/10.1177/1741659019873758>

**Marganski, A.** (2019). Making a murderer: The importance of gender and violence against women in mass murder events. *Sociology Compass*.  
<https://doi.org/10.1111/soc4.12730>

**Terry, A.N., & Williams, S.L.** (2019). On the outside looking in: Rural girls, trauma, and involvement in the criminal justice system. *Journal of Aggression, Maltreatment, & Trauma*. Currently online only.  
<https://doi.org/10.1080/10926771.2019.1652218>

**Jacqui Young** has a chapter about her work utilizing dance as a rehabilitee tool for inmates at Sing Sing correctional facility and all-male maximum-security prison in Ossining, New York. The book, published by the University of Ottawa Press, is called *Dance: Confinement and Resilient Bodies* and is published in French and English.  
<https://tinyurl.com/y26va8nl>

### **Innovative Teaching and Community Impact**

**April Terry** is teaching a women and crime course that is patterned with an advanced practicum course in the Department of Teacher Education. They are working within the state's only women's prison providing tutoring services. After completion of the semester, the students will assist the mothers and grandmothers (special focus on grandmothers) with recording themselves reading a children's book. We will then mail the recording inside a teddy bear, along with the book, to the (grand)children. April and her colleagues are very excited about this project and hope to find funding to sustain!

Section Editor: **Samantha Clinkinbeard** is 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.



# Grad Student Corner

## Grad Student Corner Fall 2019 How to Excel at TAing

By: Sarah (Bannister) Murray

For many graduate students, working as a teaching assistant (TA) is part of the experience while completing a master's degree or PhD. While some people may jump at the chance to practice their teaching, others may be nervous about public speaking, unsure of what to do in class, or worry about the time away from research. Read below for some tips and tricks to help improve your experience as a TA:

1. Arm yourself with the necessary information. This is something to think about before the class starts. Make sure to meet with the professor or instructor of the course and any other TAs to get the textbook or other materials you will need. This meeting is also a great opportunity to ask the professor about their expectations for both you and your students (for example, how quickly do they want the midterm graded, and what are the policies for late assignments). It is also a good idea to find the classroom you will be teaching in ahead of time so you can arrive on time the first day.
2. Consider first impressions. The first day of a new class can be daunting. Take some time earlier in the day to think about what image you want to convey to your students (maybe approachable, professional, or knowledgeable). Arriving early the first day may not seem like a big deal, but it models the behavior you are asking of your students. Likewise consider what information students might want to know about you, such as "what do you study?" or "where is your office?" Also, if you teach multiple sections or classes try to keep your energy at the same level for each class, even if it's at 8am or 8pm – students respond to your enthusiasm!
3. Practice good time management. Aim to start and finish your discussion section or lab on time. Students will likely begin to pack their things and try to leave if you keep them late, so make sure you aren't running up to the last second or preventing them from making it to their next lecture. If you haven't taught this particular class before it might take some effort on your part to make sure your students have enough to get through within the time allotted without ending too early. A good suggestion would be to both know what you can cut from your lesson plan if you are running late and to have a couple extra questions or activities to use if you are running ahead of time.
4. Ask good discussion questions. Most discussion sections require the TA to pose questions for students to discuss as a class or in small groups. A good discussion question does not elicit a simple yes/no or right/wrong answer. One option is to gradually make the questions more challenging during the class period. To do this, begin with one or two questions that rely on knowledge from last week's class or on their personal experience, these will ease your students into the class topic or concepts. Next, ask questions that require students to connect smaller ideas or concepts together. These may have a correct answer, but they also allow students to combine new information with things they have already learned. Finally, end with questions that require students to apply these concepts to new situations or contexts. This requires a higher level of understanding on their part, so be available to answer questions.
5. Get students more involved. Here's a scenario: it's the third week of classes and your students have started to become silent and some are even falling asleep in your classroom. What should you do? There are a few ways to jump-start the energy in the room. First, if possible, re-arrange the seating. If you are in a room with the seats all pointed forward, try arranging the seats into

conversation clumps or into one big circle. Second, introduce outside media. Many instructors rely on PowerPoint, but consider showing a short video, having students listen to a clip from a podcast, etc. Asking students to react to this new media will likely get them talking again. It's important here that the material be course-relevant, and that you tie the video or other media into the topic of the class. Finally, don't be afraid of silence in your class. Most people find silence uncomfortable, use this to your advantage! Pose a question and then wait until someone else speaks – this may take a while – but you are in charge and it is your job not to break the silence first.

6. Encourage feedback. Part of getting students to participate is to foster a classroom environment that welcomes feedback. A great first step is to structure into your lesson plan time for student questions and comments. If you already do that, try to vary the ways that you ask students to participate. This may include asking students to write a short reflection, sharing their thoughts with the person seated next to them, or preparing short presentations. Varying the ways students can participate allows students who may be shy or self-conscious to engage with course material in low-stakes ways. Finally, make sure that you respond positively to student questions or feedback (and respond timely when they come via email). Thank students for their questions and comments and try not to immediately shut down an incorrect answer. It is also a good idea to avoid saying things like “this is basic” or “you should have learned this already”, as this may shame students who would like to ask questions.
7. Look for ways to improve. Working as a TA is often considered a stepping-stone to becoming a professor and teaching your own course. It is important to begin the process of becoming a thoughtful teacher even as a TA. Students likely have to fill out student evaluations of you, although researchers have shown student evaluations are biased against women and other minorities in academia, read your evaluations each semester and consider adjusting your instruction. If students find you talk too fast, cover too much material, or provide too little feedback on papers, reflect on the ways these may be true and how you can fix these issues before you teach again. Most universities also offer supplementary pedagogical training either through graduate student-specific resources or through a campus-wide center for teaching and learning. These resources are a wonderful opportunity to talk to others about your teaching and gather materials that may be helpful on the job-market later.

Good luck and happy teaching!

Section editor: **Sarah Murray (Bannister)** is a PhD candidate in the Sociology department at the University of California, Riverside. Her work explores the diverse experiences of women working in law enforcement in Canada and the United States. She has been involved with the Division on Women and Crime since 2014, and is co-chair of the DWC Student Affairs and Mentoring Committee. Sarah is excited to once again attend the ASC Annual Meeting, feel free to say hello if you see her at DWC events!



## Member Profile:

### [Bridget Kelly, M.A.](#)

University of Nevada, Las Vegas



#### **How did you become interested in the field of women and/or gender and crime?**

My advisor's expertise led me to become interested in women's incarceration and treatment, particularly as I see how policies and programs shape my community and affect women I know.

#### **How do you define yourself as a scholar/activist/educator?**

I aim to be an activist through my work as a scholar and educator by using these avenues to spread information. I became interested in criminology and criminal justice because I wanted to explore what humane and effective programs could result in better outcomes for those impacted by the criminal justice system. Hence, I am constantly debating how to utilize my position to best serve my community.

#### **What are your current projects or interests?**

I've been working on a project looking at the relationship between indicators of childhood trauma and juvenile justice outcomes, which feeds into my more general interest of recognizing and addressing trauma within correctional practice. Interests that I look forward to pursuing soon include animal training/caretaking programs in prison and implementation issues in correctional policy.

#### **Who is your favorite person (or animal!) to spend time with, and what are your favorite things to do when you are with them?**

I really enjoy watching my 16-year-old dog Keiki on any romp through the yard, exploring her surroundings.

#### **How do you wind down after a stressful day?**

Practicing mindfulness while hanging out with my pets so that I can enjoy their existence and redirect my attention away from the worries of the day.

#### **What obstacles do you feel you have overcome to be where you are today?**

Coming into the workforce during the recession was tough as there were few opportunities to work in criminal justice-related research or even casework positions. Fortunately, I was hired as a project coordinator (now manager position) at UNLV's Cannon Survey Center, which has kept me in the general realm of research and allowed me to build skills I didn't know I needed.

#### **What would you like to be remembered for?**

Advocating for more empathetic and effective ways of addressing problematic behavior.

#### **What is one of your lifelong goals?**

To contribute to changes in policy and practice that truly help system-impacted individuals overcome their troubled pasts and live better lives.

### Is there anything in particular you would like our community to know about you or your work?

In dealing with sensitive subjects as we do in criminal justice research, it becomes important to do some self-care to balance things out. I find that the art of bonsai is helpful in this regard; the combined efforts of gardening and sculpture allow for several areas of focus and it can be a calming endeavor for that reason. For both DWC members and the folks we collaborate with, I'll take this opportunity to advocate for art or nature-related hobbies.

### Notable Publications

I was very pleased to collaborate on a handbook chapter with my mentor and a colleague: Salisbury, E. J., **Kelly, B.**, & Boppre, B. (2016). Gender-responsive risk and need assessment: Implications for the treatment of justice-involved women. In F. Taxman (Ed.), *Handbook on Risk and Need Assessment: Theory and Practice* (pp. 220-243). Oxfordshire: Taylor and Francis.

Section editor: **Rimonda Maroun** is an Assistant Professor of Criminal Justice at Endicott College. She earned her Ph.D. from the University of Massachusetts at Lowell. Her recent monograph, [\*Contextual Characteristics in Juvenile Sentencing\*](#), examines the impact of community characteristics, specifically concentrated disadvantage, on juvenile court outcomes. Her primary research interests include juvenile justice policy and practice, race and ethnicity and justice, sentencing, offender re-entry, and quantitative methodology.

Section editor: **Venezia (Venice) Michalsen's** work focuses on gender and imprisonment and reentry from incarceration. Venice was the Director of Analysis and Client Information Systems (ACIS) at the Women's Prison Association until she began her career in the Justice Studies Department at Montclair State University (MSU) where she is currently an Associate Professor. Venice's first book, *Mothering and Desistance in Reentry*, was published in 2019 by Routledge. Venice's more recent work has involved fighting with activists against the prison industrial complex in her home state of Connecticut. In her free time, she loves to be with her beloved son Bowie, ride her bicycle, hike, and lift heavy weights.



## EMPLOYMENT AND FUNDING:

### Job Sites

American Society of Criminology <http://asc41.com/dir3/jobposts.htm>  
Academy of Criminal Justice Sciences <http://www.acjs.org/networking/>  
HigherEd Criminal Justice <https://www.higheredjobs.com/faculty/search.cfm?JobCat=156>  
HigherEd Women's Studies <https://www.higheredjobs.com/faculty/search.cfm?JobCat=96>  
HigherEd Sociology <https://www.higheredjobs.com/faculty/search.cfm?JobCat=93>

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

Assistant Professor Arizona State University  
<https://asc41.com/dir3/ads/utah0819.pdf>

Assistant Professor Bridgewater State University  
<https://asc41.com/dir3/ads/bridgew-vs0919.pdf>

Assistant Professor (Women's and Gender Studies)  
California State University, Northridge  
<https://www.higheredjobs.com/faculty/details.cfm?JobCode=177103595&Title=Assistant%20Professor>

Assistant Professor, Rutgers, The State University of New Jersey  
<https://www.higheredjobs.com/faculty/details.cfm?JobCode=177105626&Title=Assistant%20Professor%20Criminal%20Justice%20%28TT%29>

Assistant Professor, Southern Connecticut State University  
<https://asc41.com/dir3/ads/southernct0919.pdf>

Assistant Professor (2 Positions) Southeast Missouri State University  
<https://asc41.com/dir3/ads/semo0919.pdf>

Assistant Professor Temple University  
<https://asc41.com/dir3/ads/temple0919.pdf>

Assistant Professor, University of Missouri-St. Louis  
<https://asc41.com/dir3/ads/umsl0819b.pdf>

Assistant Professor (Department of Sociology; 2 Positions)  
University of Montana  
<https://asc41.com/dir3/ads/umt0919.pdf>

Assistant Professor (Open Specialization) University of South Carolina  
<https://asc41.com/dir3/ads/usc0919.pdf>

Assistant Professor University of Wisconsin – Whitewater  
<https://asc41.com/dir3/jobposts.htm>

Assistant/Associate Professor Pennsylvania State University  
<https://asc41.com/dir3/ads/psu0919.pdf>

Assistant/Associate Professor University of Cincinnati  
<https://asc41.com/dir3/ads/uc0919.pdf>

Assistant/Associate Professor University of Massachusetts – Lowell  
<https://asc41.com/dir3/ads/uml0919.pdf>

Assistant/Associate Professor (2 Positions) University of Mississippi  
<https://asc41.com/dir3/ads/olemiss0919.pdf>

Assistant/Associate Professor (Open Specialization)  
University of Nebraska at Omaha  
<https://asc41.com/dir3/ads/unomaha0919.pdf>

Assistant, Associate, Full (Multiple Positions; Open Specialization) Florida State University  
<https://asc41.com/dir3/ads/fsu0819.pdf>

Assistant, Associate, Full (Multiple Positions; Open Specialization) Sam Houston State University  
<https://asc41.com/dir3/ads/shsu-AP0719.pdf>  
<https://asc41.com/dir3/ads/shsu-AP-FP0719.pdf>

Assistant, Associate, Full (Multiple Positions; Violence Against Women Cluster) University of Central Florida  
<https://asc41.com/dir3/ads/ucf0919.pdf>

Associate/Full Professor (Women's and Gender Studies)  
University of Delaware  
<https://www.higheredjobs.com/faculty/details.cfm?JobCode=177103595&Title=Assistant%20Professor>

Associate/Full Professor for the Director of Utah Criminal Justice Center University of Utah  
<https://asc41.com/dir3/ads/utah0819.pdf>

Full Professor, George Mason University  
<https://asc41.com/dir3/ads/gmu0919.pdf>

Full Professor and Chairperson (Department of Sociology; Race, Ethnic Relations, and Immigration)  
University of Miami  
<https://asc41.com/dir3/ads/umiami0819.pdf>

## Non-Tenure Track

Assistant Professor (Open specialization) Arkansas State University

<https://asc41.com/dir3/ads/asu0719.pdf>

Technical Assistance and Research Analyst, University at Albany

<https://asc41.com/dir3/ads/albany-ta0919.pdf>

## Funding Opportunities

OVW Fiscal Year 2019 Alaska Full Faith and Credit Training and Technical Assistance Initiative Call for Concept Papers. <https://www.justice.gov/ovw/page/file/1184721/download>

An Academic-based Training Initiative to Improve Police Responses for People with Mental Illness and Intellectual and Developmental Disabilities. <https://www.bja.gov/funding/AcademicLETA19.pdf>

Second Chance Act Pay for Success Initiative: Outcomes-based Contracting to Lower Recidivism and Homelessness. <https://www.bja.gov/funding/SCAPFS19.pdf>

Section editor: **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*.



Section editor: **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.

