

Spring 2020 Issue

Elaina Behounek, Editor

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.

How Can You Join Us? 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 the Division on Women and Crime.

Contents

Teaching Tips	2
Book Review	5
Around the Divisions	8
Ask a Senior Colleague	10
Member News	12
Employment and Funding	15
Member Profile	17
Grad Student Corner	20

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) is the DWC's official journal. It publishes research related to women, girls, gender, and crime within the context of feminist criminology. In 2016 *Feminist Criminology* celebrated its 10th anniversary.

Our Website & Newsletter Check out the DWC website (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.

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 to learn more.

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*. Each of these awards entail a one-time scholarship in the amount of US\$5,000.

College Students and Mental Health: Considerations for Higher Educators

I recently had a conversation with a student who was struggling to maintain a 2.0 GPA. At midterms they had 3 F's and 2 D's. I, incorrectly, assumed they just were not trying in their classes. When I spoke to the student, I asked them what was going on with their grades. The student broke down crying and explained that they were struggling with their mental health, mainly feelings of depression and anxiety. The student stated that they did not have any friends on campus, and felt alone and helpless. This certainly isn't the first time I've encountered a student with mental health problems, but it struck a chord with me as I realized that I approached the situation in a mind-frame where I initially wanted to place the blame on the student being lazy with their work, as opposed to struggling with mental health issues. This got me thinking – what do we know about college students and mental health, and what can I do as an educator to better help students who are suffering from mental health issues?

Student mental health is a growing issue on college campuses throughout the United States. In a 2017 survey of student affairs leaders and college presidents by the *Chronicle of Higher Education* found that student mental health was listed as the number one concern (Rubley, 2017). However, higher education leaders, scholars, and administrators have given less attention to student mental health when compared to other factors that are often explored, such as retention, financial stress, and academic preparedness (Eisenberg, Ketchen Lipson, & Posselt, 2016). It is not that these other factors are not important, but maybe we should be considering these factors in conjunction with mental health. The annual Healthy Minds Study considers the relationship between student mental health and academic outcomes such as GPA and retention. Results from this study show that students with mental health problems are twice as likely to leave an institution without graduating, and this result holds when controlling for things such as prior academic record and other student characteristics (Eisenberg, Golberstein, & Hunt, 2009). Further, using low GPA alone to identify students at-risk of dropping out identifies 11% of students who are at-risk, as opposed to using low GPA *and* mental health problems, which identifies 30% of at-risk students (Eisenberg et al., 2009). Research on this topic suggests that improving student mental health can improve academic performance, persistence, and graduation rates (Arria, Caldeira, Vincent, Winick, Baron, & O'Grady, 2013). Thus, if looking for a reason why student mental health is important, investing in student mental health makes good academic and economic sense for colleges and universities.

So, the question that is important to ask is what can colleges and universities do to take action and prioritize mental health? Here are some suggestions that higher education institutions can utilize at an institutional level, even with limited resources:

1. **Assess Student Needs:** This can be done systematically by conducting a survey of students and through listening to students more informally. Healthy Minds data suggests that students of color, first-generation students, LGBTQ students, international students, and low-income students face unique mental health burdens and barriers to care. Diverse student perspectives are essential to inform mental health practice and policy on campus. Colleges and universities should assess the campus' existing mental health services and identify any gaps in these services.
2. **Enhance the Accessibility of Clinical Services:** Consider addressing costs, service locations, and the range and volume of available services. Many college and university leaders have

been able to reduce fees for mental health services and embed counselors in units across campus to make clinical expertise more "local" for students. In addition, leaders may want to consider mental health services that address poverty and food insecurity. Also, they may want to consider hiring more clinical staff to serve their students.

3. Consider Opportunities to Integrate Mental Health Promotion & Prevention throughout the Campus System: In addition to expanding counseling or mental health services, other investments in student mental health such as suicide prevention/education/awareness programs, peer support programs, screening initiatives, faculty/staff training and curriculum-based programs may be beneficial in addressing mental health problems.

In addition to things that can be done at the institution level, you may be wondering, what can I do as a professor to help my students dealing with mental health crises? Whitley (2018) suggests the following ways that professors can help students with mental illness:

1. List Campus Mental Health Resources on the Syllabus: All college campuses have a set of resources in place to help students with mental illness. Professors should familiarize themselves with these resources, listing them in their syllabus, including contact information & opening hours. This list can be useful for both students and professors.
2. Minimize Distractions in the Classroom: The classroom can be a place full of distractions for both the professor and for students. Many students are suffering from ADHD and anxiety disorders, conditions that may be exacerbated by distractions in the classroom. While some distractions are out of the control of the professor, there are some distractions that can certainly be minimized by the professor. Requesting things from your class such as limiting eating, side conversations, and cell phone use can all help to minimize distractions in the classroom. Additionally, you may want to consider allowing students who are easily distracted to audio record lectures so they can revisit the content in a distraction-free environment.
3. Avoid Jumping to Conclusions: As I stated in the introduction, I jumped to conclusions regarding a student and their grade. This does NOT make me a bad person or an uncaring professor, it makes me human. With that said, it is a good idea to always remind yourself that students appearing uninterested in class (i.e. tired, yawning, bored, restless) might not be showing a lack of interest, but rather showing symptoms of a mental illness or the side-effects of psychotropic medications. In addition, students with mental illness are often in consultation with a number of mental health professionals, and might spend a considerable amount of time waiting for appointment, in appointments, and following-up from appointments. This may lead to occasional lateness or missed classes by these students. Professors should avoid jumping to conclusions about situations like this and try and accommodate when possible.
4. Know & Recognize your Own Limits: There may come a time when a student comes to you in a moment of crisis. They may be in tears and unsure of what their next steps are. Listening and being supportive might go a long way in situations like this, but you must always remember that you are not a trained therapist, and you cannot be responsible for solving the student's problems. In fact, many universities implicitly state that they do not want professors to counsel students in moments of crisis. The best thing you can do in these situations is to point the students to campus resources that you previously listed on the syllabus. When in doubt, it never hurts to make that referral.

More attention has come to issues related to student mental health in recent years, but there is still more work to be done to better assist students dealing with issues related to their mental well-being. As professors it is not a matter of if we are going to come into contact with students who have mental health problems, but when we will, and how we react in those moments is very important in the ultimate outcome for a student.

References

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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. Her areas of academic interest include corrections, mixed-methods research, sexual violence and victimization, family violence, and cyber and digital-media crimes. Dr. Lamphere has a particular interest in teaching and pedagogy, and has published in the *Journal of Criminal Justice Education*, and does research on teachers and their role in K-12 school violence.



Rabe-Hemp, C. & Garcia, V. (Eds.) (2019). *Women Policing Across the Globe: Shared Challenges and Successes in the Integration of Women Police Worldwide*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Reviewed by Holly S. Kennedy, BA, University of Alabama; Master's Student at University of Alabama; Officer, University of Alabama Police Department

Women police face a variety of disparities, but the exact nature of these inequalities---and the best indicators of them---varies across cultures. Over a century ago, women first fought their way into the ranks of police officers, but few countries embraced their full integration. To better understand the complex sources of this inequality, Brown (1997) proposed an organizing framework for understanding the process of women's integration into policing in Western Europe. The edited volume, *Women Policing across the Globe: Shared Challenges and Successes in the Integration of Women Police Worldwide*, re-applies Brown's framework to women police globally. The analysis addresses the question of whether equal representation and non-differentiated job duties for women police are relevant measures of success across policing cultures.

The authors will be familiar to Division on Women and Crime members, and they represent diverse backgrounds and perspectives. The volume carries a tone of mutual respect, even in disagreement, that was emphasized by the collegial roundtables they held at the 75th Annual Meeting of the American Society of Criminology (San Francisco, CA, 2019). The book offers a cross-cultural comparative look at the role of officer gender in police organizations using a variety of approaches, providing a broad and sometimes intersectional look at the issues facing women police officers globally. The arc of the book proceeds from a discussion of Brown's theory to examples of its use in international contexts to a review of its utility as a cross-cultural framework.

Part I, "An Introduction to Women Policing across the Globe," began with an overview of women's status in policing worldwide and the purpose and structure of the book. Rabe-Hemp and Sears Humiston introduce Brown's model and its six stages of progression from separate restricted development to tip-over. Notably, tip-over represents women's exit from minority status in policing when they comprise 20-25% of the workforce. They introduce the central themes of the book, including how relevant Brown's model has stayed when applied beyond its original context, how generalizable the model is, and whether it can be applied, perhaps with modifications, in different sociocultural contexts.

Part II, "Women in Police Systems across the World," examined police agencies worldwide and the roles women play within them. Schuck considered the United States as a Western nation that does not appear to be progressing as Brown modeled. Many factors other than numerical representation hold back women's entry, retention, and advancement within police departments. She asserts that the legacies of explicitly male-dominated policework must be challenged institutionally and through the introduction of women as agents of change. Shuck closes with a series of clear recommendations for U.S. departments seeking to move toward tip-over.

Strobel and Shen submitted chapters on women police in Kuwait and China, respectively, offering distinct challenges to Brown's model and raising questions about whether non-Western police forces can be spoken of as being "stuck" in gender-segregated policing. Strobel offered a

new cyclical model, the "hybrid" model, for policing that accounted for backlash against women police from political and religious conservatives. In the hybrid model, women police experience cycles, or waves, of acceptance as public opinion shifts, sometimes resulting in the temporary abolition of women police altogether. Shen situated Chinese policewomen's role in a society noted for its complementary gender roles for men and women. This is one of the few studies with a substantial qualitative component; and the glimpse it offers into the day-to-day job experiences of these women is fascinating. Together, the two chapters illuminate a way forward for thinking about women police in cultures that do not fit neatly into Brown's framework.

Brown revisited her own work with co-author Silvestri, applying her theoretical model to women's progression as police and police supervisors in the UK. This chapter expanded the model to consider not only binary gender but also how identification with gendered roles suits the stages of the model. An opportunity is noted for the androgynous police officer, that is one who is strongly feminine *and* masculine, to take charge in organizations during the reform and tip-over stages.

Fleming identified future challenges in a chapter that examined Australian policewomen within a police force that has largely reached tip-over (women made up 24.3% of officers nationally in 2008) but that has special intersectional issues with regard to Indigenous women officers. These Indigenous officers remained in the integration phase with its attendant minority stresses while, additionally, navigating the historical oppression of Indigenous communities by the police. Fleming encouraged researchers to study other "double minority" police officers and avoid a one-size-fits-all approach.

Chu's chapter on Taipei, Taiwan and Dubai, United Arab Emirates offered support for Strobel's hybrid model. Specifically, Chu's study showed that Taiwanese police reported that equal duties were mandated by policy, but women officers were not accepted as fully suited to police work by their male counterparts. Similarly, Dubai's male and female officers endorsed segregated roles. A few examples of these differences in roles and expectations in practice in these women's day-to-day job experience would have enriched these compelling narratives.

Finally, in Part III, "International Women and Policing Issues", the book shifted from studies of individual countries to an examination of issues that affect women police across cultures. To begin, Hautzinger provided a thought-provoking look at the *positive* impact gender-segregated police units can play for officers' careers and for the victims served by these units, especially in the Global South. Challenging the idea that police forces with such units are simply "stuck" in a stage of policing they need to advance past, she invoked the concept of "gender specialization" to describe them. She reported that, after some initial struggles, Women's Police Stations in both nations have come to provide valuable judicial and social services to victims. Hautzinger posited that gender-specialized roles could represent legitimate, attractive career opportunities for women police and are not merely "the kitchen of the police."

The next two chapters explored issues that affect women across the workforce, not just in policing. Kringen and Novich provided an important if disheartening look at sexual harassment reported by women police around the world. Even in nations reaching tip-over, sexual harassment in the workplace remained a cause of stress and high turnover among female officers. Schulze then reported a wide-ranging review of worldwide policies about motherhood and policing that illuminated the complexities unique to mothers in the profession. Her study explored how different *types* of parental benefits may influence women's representation in

policing. Together, these chapters suggested that egalitarian policy alone is not enough to overcome the gendered pressures of police culture.

To close the volume, Garcia drew a narrative through her contributors' work culminating in a strong call to action. Urging caution against seeing specialist nations as lagging behind those that are integrated, she underscored that the patriarchal foundation of almost all cultures devalues women and their work. Although segregation of women police bolsters this devaluation, integration still subjects them to a derogating patriarchy. Mere representation, thus, will never be sufficient. Rather, the culture of policing and culture at-large must change if women are to experience equality in the profession.

This volume serves as a snapshot of the ongoing conversation among scholars about the complexity in gender and policing across cultures. The individual chapters are valuable windows into different policing cultures, but it is particularly useful to read it as a larger comparative work. Far from a simplistic retread, several chapters push back quite hard against the assumptions of Brown's model at the same time as many of the authors report its utility for their work. Together, they advance the need for deep, qualitative cross-cultural work with policewomen internationally, especially those with multiple minority identities. The comparative studies that this book invites will continue to challenge a monolithic vision of policing. This ongoing scholarship offers new ways forward both for women police and the populations they serve.

In *Women Policing across the Globe*, Editors Rabe-Hemp and Garcia have organized a well-rounded, wide-ranging volume that will be of interest to those who study and teach law enforcement as well as those outside of criminology who study women's experiences in the workforce.

References

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Rabe-Hemp, C. E., & Garcia, V. (Eds.) (2019). *Women policing across the globe: shared challenges and successes in the integration of women police worldwide*. Lanham: Rowman & Littlefield.

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 victims. She also conducts research in crime and media. She has published research articles in these areas including 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 also published books with Rowman & Littlefield, including *Women Policing Across the Globe: Shared Challenges and Successes in the Integration of Women Police Worldwide* (edited with Cara Rabe-Hemp), *Crime, Media, and Reality: Examining Mixed Messages about Crime and Justice in Popular Media* (with Samantha Arkerson) and *Gendered justice: Intimate partner violence and the criminal justice system* (with Patrick McManimon). She has served as a Deputy Editor and Editorial Board Member of *Feminist Criminology* since 2005. Dr. Garcia has worked with the DWC newsletter staff since 2002.



Around the Divisions

Division of Community & Place

Nominations for the DCP Joan Petersillia Outstanding Article of the Year Award (2018 calendar year) are due March 15, 2020. Self-nomination by ASC members are welcome. Please send full citation information and a brief explanation of your nomination to Chris Sullivan (sullivc6@ucmail.uc.edu).

The DCP is seeking submissions for a series of "Communities and Place" panels (either full panels or individual papers) for the 2020 ASC meeting. If you are interested, please send your name, school/organization affiliation, title of presentation, and presentation abstract, as well as the name, emails, and affiliations of co-authors to Ben Feldmeyer (ben.feldmeyer@uc.edu) by Friday March 13th, 2020.

Division on Corrections & Sentencing

The University of Southern Indiana invites applications for a tenure-track Assistant Professor of Criminal Justice position with a specialization in policing beginning August 2020. Click [here](#) for more information about the job posting and to apply.

Division on People of Color & Crime

The DPCC is currently accepting nominations for their internal award. Applications for the Helen Taylor Greene and Vernetta D. Young Graduate Fellowship for the Study of Race and Crime will be due August 15th, 2020. More information on applications as well as information on other awards, due in September or October 2020, can be found [here](#).

The DPCC would also like to encourage DWC members to consider the Divisions' journal, *Race & Justice: An International Journal*, as a publication outlet. Click [here](#) for information about the journal.

Division of Policing

The CP has released a call for papers for a Special Issue of *Policing: An International Journal of Police Strategies and Management*. The Special issue is on Stress, Health, and Wellness in Policing: Understanding and Addressing Complex Issues and will be edited by Drs. Jennifer Rineer, Kevin Strom, and Travis Taniguchi. Click [here](#) for more information.

Division of Rural Criminology

Look out for information in our Summer newsletter on a forthcoming special issue of Journal of Rural Criminology on Violence and Rural Women.

Division of White Collar & Corporate Crime

The DWCC would like to announce the first issue of the division's journal – The Journal of White-Collar & Corporate Crime. See the journal [here](#)

Michigan State University will be holding a conference on white-collar crime May 28th and 29th. Click [here](#) for details.

Division of Victimology

The University of Nebraska-Lincoln is seeking a Postdoctoral Research Associate to work in Dr. Katie Edwards' Interpersonal Violence Research Laboratory (IVRL), housed within the Nebraska Center for Research on Children, Youth, Families, and Schools (CYFS). The mission of the IVRL is to develop, implement, and evaluate prevention and intervention efforts for partner and sexual violence. For more information, click [here](#).

Section Editor: Tara E. Sutton recently joined the faculty at Mississippi State University in Fall 2018 after receiving her Ph.D. from the Department of Sociology at the University of Georgia. Dr. Sutton's research is focused on the social and family contexts of intimate partner violence, sexual assault, child abuse, and other criminal and deviant behavior among adolescents and young adults. She is particularly interested in violence against women and children, the intergenerational transmission of violence, and women's crime. Her work has been published in journals like *Journal of Interpersonal Violence*, *Violence Against Women*, *Aggression & Violent Behavior*, and *Journal of Marriage & Family*.



Ask A Senior Colleague

Use of Social Media:

1. What are your thoughts on using social media platforms (i.e. Twitter, Facebook, etc.) as a scholar?
2. What are some advantages and disadvantages of being present and active on social media platforms (i.e. Twitter, Facebook, etc.)?
3. What would be your advice on managing electronic presence in today's world?

Response #1

Before engaging with social media (SM) as a scholar, consider what your goals are for your career in the day-to-day and big picture and make certain that you are aligning your time and your work with your goals. Only then consider whether or how much SM helps you meet these goals. Will a SM presence as a scholar help you get the work done on which you will be evaluated? If you decided that SM does meet your goals, and then consider what your goals are, in doing so, what should go on your SM to meet those goals, how much time you will spend, and how you will assess whether your goals are met and the time was well spent. Social media can be a giant time suck and research generally shows that the more time you spend on it, the less happier and productive you are. You may also want to consider what you actually look at and how you spend your time on SM. Is it other scholars' work and do you read the articles they post and consider their arguments, or do you generally go down a rabbit hole? Be thoughtful about SM in the same way you are thoughtful about what you research and teach.

Response #2

1. I don't think it's imperative to have such a presence, but if you want to go ahead. You may want to consider having 2 accounts, one personal – cat photos/etc., and one professional where you can disseminate recent publications/etc. My own presence is a combo of personal & professional and 99% of the time it is fine, there is the occasional "thing" I don't like – more on that below.
2. Your followers on social media are likely your friends and family, with the occasional "others" that show up from time to time. So it will keep family & friends informed about what you are doing, how you feel about issues/etc. There are cons as well I think; a troll may find your post about an issue – and you feel the need to teach them why you feel the way you do – this will suck time away from you, probably not change their mind, and it's then linked to your profile. I happen to have two friends on Facebook that often swear – not a big deal but also not professional. I also have one acquaintance that is the polar opposite of most of my posts ... and it's an irritant. He can take my classes if he wants to discuss my views, I don't "teach" on Facebook. So there may be an issue managing your online presence (deleting friends/posts/etc.).
3. I think, especially for young scholars, such a presence is almost necessary – it can help with getting known, disseminating research/etc. I also think it's less important for senior scholars, but worthwhile if you want to work to connect with the public, fellow scholars, and students. While I don't use Twitter, I do occasionally think about it as a way to improve my connections with students.

Response #3

There are definitely positives and negatives to using social media, and it's a balancing act deciding how much to share about your life (and how much to share about your personal life as opposed to your professional life).

Professionally, the site that helps me the most is Twitter. I have learned so much about what's currently happening in academia, especially with regard to controversies that may not be widely discussed elsewhere (paper retractions, research ethics, etc.). Some choose to create two separate accounts--one personal, one professional.

Facebook and Instagram are less useful for professional life and are more personally relevant to me, although I do manage several Facebook pages to enhance communication between scholars in specific areas. This can be a great way to keep members of ASC divisions in the loop. On the negative side, social media can be a time drain and can drag you into negativity. I've had to learn to ignore "trolls" and walk away from debates that turn into personal attacks.

While there are more platforms designed for academics (such as ResearchGate), these are sometimes dangerous in terms of copyright violations. Academics frequently upload PDF copies of their work to these sites, which can be in direct conflict with the agreements they sign upon publication. I ended up deleting my ResearchGate account because several of my coauthors were uploading PDFs in violation of copyright. ResearchGate is being sued by major publishers over this issue and has not yet gone after individual authors, but legally a publisher could sue an academic for violation of copyright for uploading PDFs of published articles.

While not technically "social media" Google Scholar allows researchers to create profiles that list their publications along with citations counts and their h-index. (<https://scholar.google.com/citations>). These pages are increasingly used for hiring and promotion/tenure decisions, and I would recommend all academics make sure their profiles are updated and accurate.

Section Editor: Dr Yi Ting Chua is currently a research associate at the University of Cambridge, Cambridge Cybercrime Centre. She received her doctorate in criminal justice from Michigan State University. Her research centres around the role of the Internet in criminal offending and is shaped primarily the increasing role of technology and cyberspace in criminal and deviant behaviours. Her current work spans across three research areas: (1) individuals' pathway into cybercrime; (2) impact of social networks and structures on the evolution of subcultural values, beliefs, and behaviours; and (3) countermeasures against cybercrime. Her work has appeared on *Deviant Behavior* and *Victims & Offender* and her most recent work on unintended harms of cybersecurity countermeasures received the best paper award at APWG eCrime 2019. She has also been published as a co-author of *Data Thieves in Action*.



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 DW/Cers. **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!

NEW JOBS, PROMOTIONS, AWARDS

Denise Paquette Boots has been named as Associate Dean of Undergraduate Education in the School of Economic, Political and Policy Sciences at the University of Texas at Dallas. She is overseeing recruitment, retention and support towards graduation for undergrad students within the School.

Denise Paquette Boots was recently elected as 2nd Vice President of the Academy of Criminal Justice Sciences. She will serve for four years on the Executive Board and become President for the 2022-2023 year.

Associate Professor **Molly Dragiewicz** (Griffith University) has been appointed to the [Domestic and Family Violence Death Review and Advisory Board](#) by Queensland Attorney-General Yvette D'Ath. The Board was established to identify preventative measures to reduce the likelihood of domestic and family violence deaths in Queensland and increase awareness and recognition of the impact, context and circumstances surrounding domestic and family violence. Dragiewicz's role will entail reviewing the domestic and family violence death cases in Queensland, Australia.

FUNDING

Kelli Canada, Clark Peters, Ashley Givens, Beth Huebner, and **Janet Garcia-Hallet** received a \$200,000 grant as part of the Prison Research and Innovation Network (PRIN) to study and improve the prison environment. Missouri was one of five states chosen.

<https://news.missouri.edu/2020/prison-research-and-innovation/>

Molly Dragiewicz won a competitive tender for \$230,830 from the Commonwealth of Australia eSafety Commission for a study on Children and technology-facilitated abuse in situations of domestic and family violence, along with Griffith University co-investigators Patrick O'Leary, Christine Bond, Jeffrey Ackerman, Ernest Foo, and Amy Young. The mixed-methods study included a survey of 515 professionals who work with domestic violence, focus groups with 15 specialist practitioners who work with children affected by domestic violence, interviews with 11 women and four young people survivors, and 11 men in a men's behaviour change program (the Australian equivalent of a BIP). This research builds on her previous study on technology-

facilitated coercive control which you can read at <https://www.mollydragiewicz.com/accan-study>

Sheetal Ranjan will be working in partnership with Jersey Shore Medical University and Hackensack Meridian Health on a 2 million dollar grant to establish and evaluate a Hospital-based Violence Intervention Program. <https://www.roi-nj.com/2020/01/30/healthcare/jersey-shore-why-hospital-is-convinced-grant-money-will-help-stem-violence/>

RECENT BOOKS AND UPDATED EDITIONS

Cobbina, Jennifer E. (2019). *Hands Up, Don't Shoot: Why the Protests in Ferguson and Baltimore Matter, and How They Changed America.* New York: New York University Press.

Fleury-Steiner, R. E., Hefner, M. K., & Miller, S. L. (Eds.). (2020). *Civil court responses to intimate partner violence and abuse.* Cognella.

*****The edited edition includes several DWC contributors!**

Henne, K. & Shah, R. (Eds.). (2020). *Routledge handbook of public criminologies.* Routledge.

ARTICLES AND BOOK CHAPTERS

Behounek, Elaina. (2020). The safety of women and girls in educational settings: A global overview and suggestions for policy change. *International Journal for Crime, Justice, and Social Democracy*, 9(1). <https://doi.org/10.5204/ijcjsd.v9i1.1450>.

Boyle, Kaitlyn. M. & Rogers, K. (2020). Beyond the rape "victim"- "survivor" binary: How race, gender, and identity processes interact to shape distress. *Sociological Forum*, 35(2). <https://onlinelibrary.wiley.com/doi/full/10.1111/socf.12584>

Cobbina, Jennifer E., Galasso, M., Cunningham, M., Melde, C., & Heinze, J. (2019). A qualitative study of perception of school safety among youth in a high crime city," *Journal of School Violence*, <https://doi.org/10.1080/15388220.2019.1677477>

Cobbina, Jennifer. E., Kerrison, E. & Bender, K. (2019). The Baltimore moment: Race, place, and public disorder. *Journal of Crime & Justice*. <https://doi.org/10.1080/0735648X.2019.1653214>

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Hoskins, K. & Cobbina, J. E. (2019). It depends on the situation: Women's identity transformation in prison, jail, and substance abuse treatment settings. *Feminist Criminology*, <https://doi.org/10.1177/1557085119878268>

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Palmer, Jane, McMahon, S. & Fissel, E. (forthcoming). Correlates of incoming male college students' proclivity to perpetuate sexual assault. *Violence Against Women*. <https://doi.org/10.1177/1077801220905663>

*****Fun Fact: This was a DWC mentor (Jane Palmer) and mentee collaboration (Erica Fissel)!!**

Palmer, Jane, Winter, S., & McMahon, S. (forthcoming). Matching anonymous participants in longitudinal research on sensitive topics: Challenges and recommendations. *Evaluation and Program Planning*. <https://doi.org/10.1016/j.evalprogplan.2020.101794>

Scaptura, M. & **Boyle, Katilin, M.** (2020). Masculinity threat, "incel" traits, and violent fantasies among heterosexual men in the United States. *Feminist Criminology*, <https://journals.sagepub.com/doi/full/10.1177/1557085119896415>

Slakoff, Danielle. C. & Fradella, H. F. (2019). Media messages surrounding missing women and girls: The "missing white woman syndrome" and other factors that influence newsworthiness. *Criminology, Criminal Justice, Law and Society*, 20(3), 80-102. <https://ccjls.scholasticahq.com/article/11134-media-messages-surrounding-missing-women-and-girls-the-missing-white-woman-syndrome-and-other-factors-that-influence-newsworthiness>

Slakoff, Danielle. C. (2019). The representation of women and girls of color in United States crime news. *Sociology Compass*. <https://doi.org/10.1111/soc4.12741>

INNOVATIVE TEACHING AND COMMUNITY IMPACT

Jennifer Cobbina participated in a media interview for The Conversation. *Is hiring more black officers the key to reducing police violence?* <https://theconversation.com/is-hiring-more-black-officers-the-key-to-reducing-police-violence-126075>

Erica Fissel is working with the Orlando Assistance Center to conduct research to assess the ongoing needs of survivors, family members of victims, and first responders directly impacted by the Pulse Nightclub tragedy.

Section Editor: Sam 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 interests include women in policing, gendered self-concepts, future orientation and motivation, juvenile delinquency, and at-risk behaviors among youth.



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 (Open specialization)
Bellarmine University
<https://careers.acjs.org/jobs/view/assistant-professor-of-criminal-justice/53129132/>

Assistant Professor
Northern State University (Open specialization)

<https://careers.acjs.org/jobs/view/assistant-professor-of-criminal-justice/53050878/>

Assistant Professor
Webster University

<https://asc41.com/dir3/ads/webster0120.pdf>

Non-Tenure Track

Lecturer (Open specialization)

University of Tennessee at Chattanooga

<https://www.higheredjobs.com/faculty/details.cfm?JobCode=177194028&Title=Lecturer%20in%20Criminal%20Justice%2C%20Department%20of%20Social%2C%20Cultural%2C%20and%20Justice%20Studies>

Visiting Faculty (opportunities to teach in candidate's area of expertise)

The University of Scranton

<https://asc41.com/dir3/ads/scranton0120.pdf>

Fellowships and Scholarships

National Institute of Justice – Graduate Research Fellowship

<https://nij.ojp.gov/sites/g/files/xyckuh171/files/media/document/NIJ-2020-17332.pdf>

Postdoctoral Fellowship (Nebraska Center for Research on Children, Youth, Families, and Schools - Interpersonal Violence Research Laboratory)

University of Nebraska – Lincoln

<https://employment.unl.edu/postings/68720>

Research Grants

National Institute of Justice Research and Evaluation on Violence Against Women – Due April 13, 2020

<https://nij.ojp.gov/funding/opportunities/nij-2020-17331>

National Institute of Justice Research and Evaluations of Victims of Crime – Due April 20, 2020

<https://www.grants.gov/web/grants/view-opportunity.html?oppld=324698>

National Institute of Justice Research and Evaluation on Trafficking in Persons – Due April 20, 2020

<https://nij.ojp.gov/funding/opportunities/nij-2020-17324>

Section Editors: Amanda Goodson is a doctoral candidate in the Department of Criminal Justice and Criminology at Sam Houston State University. Amanda's primary research interests include gendered violence and system responses to crime victims with special attention to the effects of social location (e.g., gender, sexual identity, and race/ethnicity) and structural inequalities. Currently, her research disentangles police response to family and sexual violence. Her work has been published in *Criminal Justice and Behavior*, *Crime & Delinquency*, *Journal of Interpersonal Violence*, among others.

Erica R. Fissel is an Assistant Professor in the Department of Criminal Justice at the University of Central Florida, with an affiliation with the Violence Against Women Research Cluster. She received her Ph.D. in Criminal Justice from the University of Cincinnati in Spring 2019. Dr. Fissel's primary research interests currently focus on interpersonal victimization that occurs in cyberspace, including cyberstalking and intimate partner cyber abuse. Her research explores correlates of victimization and perpetration, the reporting and help-seeking behaviors of victims, and the consequences of victimization. Some of her work has been published in *Journal of Quantitative Criminology*, *Journal of Interpersonal Violence*, *Violence against Women*, *Crime and Delinquency*, and *Violence and Victims*.



Member Profiles

[Rebecca J. Stone, PhD, MPH](#)

Suffolk University

Twitter: @stone_prof

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

It is hard for me to remember now! I can remember what set me on the path to my dissertation, though. At one of my first ASC meetings back in 2009, I went down to the book sale to see if there were any good deals. I happened to pick up a copy of Jeanne Flavin's *Our Bodies, Our Crimes*, which is a book about policing and criminalization of women's reproduction. It was the first time I had ever heard of some of these issues and it really lit a fire inside me. I think it also opened up this whole world of research topics that I had never considered before. That chance meeting of student and book really changed my trajectory as a scholar.

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

I first heard the term "scholar-activist" when I was a graduate student and it immediately appealed to me. I went into this field because I saw injustice and wanted to do something about it. Of course, after hearing the term, it took me a while longer to learn how to perform this role, and I'm still learning! I see myself as a scholar first, and through scholarship I seek to educate others so that we can move toward greater social justice. To help me with that, I've spent some time developing skills in science communication and public engagement, as well as community-based participatory research and other participatory research methods.

What are your current projects or interests?

My current project is supported by a program called Interdisciplinary Research Leaders (IRL), which is run by the Robert Wood Johnson Foundation. The IRL program brings together teams of three people: two researchers from different disciplines and a community partner, usually an organizer or advocate. The goal is to use community-based participatory research to address a health issue in the community, so my team is looking at the intersection of intimate partner violence and opioid use in rural Vermont. Women struggling with both intimate partner violence and opioid use can have difficulty finding services and resources that meet their needs, so we're gathering more information on those needs and working with the community to fill the gaps. It is one of the most meaningful and rewarding projects of my career, and I strongly recommend the IRL program to criminology and criminal justice scholars!

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

Well, I have to say my family, of course! I love to spend time with my partner and my son. I also love spending time with my two dogs, who have been a great source of much-needed distraction since my graduate school days!

How do you wind down after a stressful day?

I'm going to out myself as a big nerd here, but my favorite evening wind-down activity is to listen to Critical Role (a Dungeons & Dragons stream/podcast) while I play video games. Fellow nerds, come talk to me!

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

Whew, there have been obstacles, many of my own creation! One tough one was that I met my partner in graduate school and we both hit the academic job market at the same time. That was really tough to figure out (and it took several years), but we got luckier than many other couples out there and we both found jobs that suit us well. Another obstacle that I continue to struggle with is knowing when to listen to others and when to forge ahead on my own path.

What would you like to be remembered for?

I think I would like to be remembered for doing what was right, even when (or especially when) it was inconvenient or came at great personal cost. I would also like to work toward and be remembered for making academia a kinder, more humane space. I don't mind if I'm not remembered for my research or other professional achievements, but I would like to be remembered for making a difference to someone in their moment of need.

What is one of your lifelong goals?

I would love to write a book! Journal articles are great in their way, but when I think back on what I have read that really moved me and inspired me, I think of books. I would love to write a book that is both well-researched *and* beautifully written, and I'd like it to have an impact beyond just our discipline.

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

I would love to connect with other criminology and criminal justice scholars who are interested in community-based participatory research (CBPR), other creative research methods, and basically any of the other topics I've mentioned here. I love meeting new people!

Notable Publications

Stone, R. (2016). Desistance and Identity Repair: Redemption Narratives as Resistance to Stigma. *British Journal of Criminology*, 56(5), 956–975. <https://doi.org/10.1093/bjc/azv081>



Member Profile: Yi Ting Chua

[Yi Ting Chua, Ph.D](#)

University of Cambridge



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

My first introduction to the field was via an undergraduate course on the topic. While taking the course, I learned about the historical challenges and obstacles women face during their interactions with the criminal justice system regardless of their role as victims, witnesses, offenders, or law enforcement. The course was a turning point for me as I began to learn more about gender in a general sense and take notice of how patriarchal society often is. My Master's Thesis examined risk perception among police officers and found a lack of gender difference for both risks on lifestyle-related items, such as drinking alcohol and stress, and situations related to work, such as traffic stops and domestic violence situations with weapons.

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

As a scholar, I collaborate with other researchers to help relevant stakeholders develop policies and practices that are guided by science rather than best guesses about crime and criminals. Such an approach helps to implement good policy that will assist all stakeholders in the criminal justice system and hopefully achieve better service and results for everyone in society.

What are your current projects or interests?

I am currently working on multiple different projects. One project focuses on understanding the role of gender in the pathways into cybercrime. Another focuses on social network features and structures of online deviant and criminal communities. A third project focuses on understanding the unintended consequences of countermeasures against cybercrime.

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

My favorite animal to spend time with is my cat Penelope/Penny. When I accepted my current job, I unfortunately had to leave her with a friend in the United States and I miss her very much. When I see her, we love to play fetch with her toys. She fetches better than most dogs I know!

How do you wind down after a stressful day?

It depends on the day, but it often involves eating a nice meal (oftentimes sushi), taking a hot shower, and singing along with Disney movies.

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

The biggest obstacle I have overcome to date is myself. I constantly have to remind myself that hard work, rather than luck, got me to where I am today. I struggle with self-doubt especially in the face of negative feedback and rejection. The close relationship I have with my work means I sometimes view rejection and feedback on my work as a rejection of me as a person. I am still in the process of learning how to properly assign feedback and rejection objectively as being related to my work and not to me as a person.

What would you like to be remembered for?

I would like to be remembered for being a mentor and supporter of others. I truly believe that a collaborative and supportive environment is crucial to the wellbeing and success of scholars.

What is one of your lifelong goals?

To continue to find myself as a researcher so that I may contribute to increased societal understanding and shape policy related to my given area of research. This would result in great personal satisfaction and a sense of accomplishment while also contributing to and improving society through my work.

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

The criminal justice system is not what you see on television or in movies. It involves real people with real experiences, problems, motivations, and biases. Empirical research can help to shape and guide policies and procedures that account and adjust for these human characteristics while also creating a criminal justice system that is better than what we have now for everyone involved.

Notable Publications

Chua, Y. T., Parkin, S., Edwards, M., Oliveira, D., Schiffner, S., Tyson, G., & Hutchings, A. (2019). Identifying unintended harms of cybersecurity countermeasures. In *2019 APWG Symposium on Electronic Crime Research, eCrime* (Vol. 19).

Chua, Y. T., & Holt, T. J. (2016). A cross-national examination of the techniques of neutralization to account for hacking behaviors. *Victims & Offenders, 11*(4), 534-555.

Section Editor: Rimonda 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.



Grad Student Corner

Tips for Self-Care while in Grad School

Graduate school can make you feel like you never have a chance to relax and be yourself. It's really easy to forget about your personal needs when it feels like the days move at 100 miles per hour. Below are some tips for how to better manage the stress grad school can bring and how to remember yourself in the process.

1. **Keep a "Done" List:** One of the best ways to keep track of what we need to do is through a "To-Do" list. While these may help us feel like we've been productive, it often falls short and may even make us feel like we haven't done enough. An easy way to combat this is to also keep a "Done" list of the things you've completed throughout the day. This is a great way to show yourself all the little (and sometimes even big) things you've accomplished and keep things in perspective.
2. **Have Your Favorite Meal Once a Week:** Try to have a meal that you really enjoy at least once a week. This is a great way to have something simple and exciting to look forward to. Mark Sunday as your Chipotle day or Friday as your pizza day, whatever makes you happy!
3. **Read a Random Book:** This one is a little bit trickier, as we often feel that time reading anything irrelevant to our research is time wasted. However, reading a book on something completely unrelated is a great way to prevent burnout on your research topics. Go to your local library and pick up something that looks light and interesting. Dust off an old book on your shelf that you've been neglecting since starting your program. Even just reading 10-20 pages a day can serve as a great brain refresh tactic.
4. **Try Meditating:** For at least five minutes a day, try meditation! This doesn't have to be anything fancy or technical. It can be as simple as sitting on your couch with your eyes closed and concentrating on your breath. Five minutes of mindfulness before starting your day can do wonders for handling the challenges grad school can bring.
5. **Listen to Music:** Remember the songs of the early 2000s that instantly make you smile, laugh, and dance? A healthy dose of those nostalgic tunes can help keep us all in the moment. Have a dance party with yourself every now and then! This can be a great way to celebrate everything you've accomplished so far and to get you motivated to keep going.

Erin Williams is currently a graduate student at American University studying Justice, Law, and Criminology. Before moving to DC, she earned a Bachelor of Arts in Philosophy with a minor in Sociology from Oklahoma State University. While earning her Bachelors, Erin worked for the State of Oklahoma as a Juvenile Case Manager, handling cases of child abuse, child neglect, and juvenile delinquents. She now works as a Graduate Research Assistant at American University, primarily researching domestic violence and sexual assault. She also serves as a Data Analyst for AU's Health Promotions and Advocacy Center, analyzing student survey data about the campus's consent education program. Erin's primary research interests include child welfare, domestic violence, policing, and rural criminology.



Newsletter Editor: Elaina Behounek

Elaina Behounek is an Assistant Professor of Sociology and Criminal Justice at Middle Georgia State University. Dr. Behounek earned her Ph.D. from the University of South Florida. Behounek is active in the DWC and passionate about issues related to gender and crime, specifically gender-based violence. Behounek participated in the [UN CSW63](#), and recently published an article in the *International Journal for Crime, Justice, and Social Democracy*, "The safety of women and girls in educational settings: A global overview and suggestions for policy change", *9(1)*. <https://doi.org/10.5204/ijcsd.v9i1.1450>. If you have any suggestions or ideas for the newsletter please email me elaina.behounek@mga.edu

