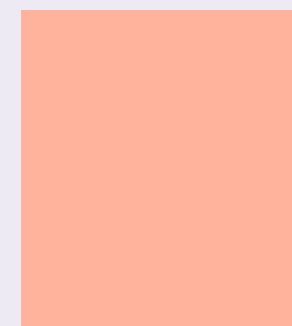
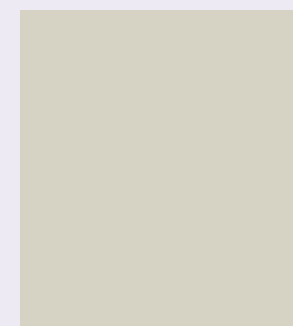
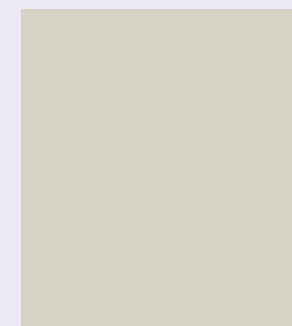
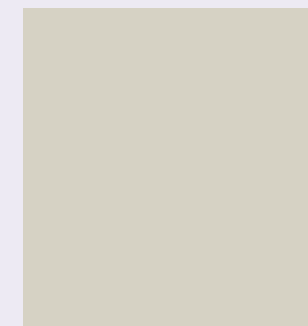
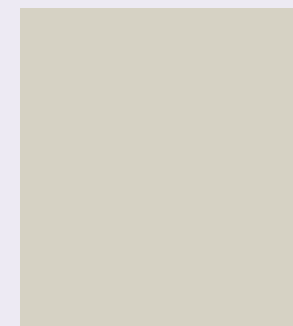
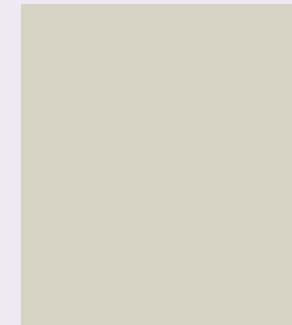
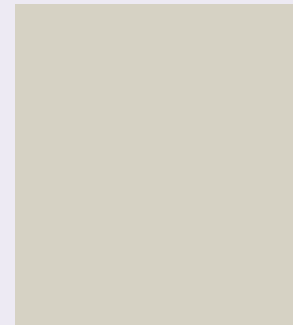


Division on Women & Crime

DivisionNews
Spring 2022 Issue



Co-Editors

Dr. Samantha Clinkinbeard & Dr. Rimonda Maroun

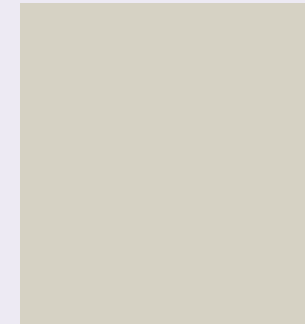
Samantha Clinkinbeard is an Associate Professor and the Undergraduate Coordinator in the School of Criminology and Criminal Justice at the University of Nebraska at Omaha. Currently, her research is focused on women in policing, including the presence of masculinity and issues surrounding recruitment and retention. Much of her previous research has focused on motivation, self-control, and health as related to delinquency and risky behavior. Email: sclinkinbeard@unomaha.edu
Twitter: @profclink



Rimonda Maroun is an Assistant Professor of Criminal Justice at Endicott College. 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. Email: rmaroun@endicott.edu
Twitter: @RimondaMaroun



Hello from your Co-Editors



We are a little behind getting this edition out (Sorry!) but we've still got some great content! If you haven't already, consider congratulating and thanking our new officers for their service (and those that have kept things moving over the last several months)! Check out the Diversity & Inclusion Committee Awards and apply for one! Learn about other accomplishments in our Member News and be sure to share your own news for the next edition (coming this Summer). Read about the scholars that participated in the DWC panels for the UN Commission on Women in Member Spotlights. Explore job opportunities and happenings at the other ASC Divisions. Get tips on resources for your library in Ask a Senior Colleague and get great advice on working on a book in the Student Corner. Read a review of Dr. Vanessa Garcia's book, *Women in Policing Around the World: Doing Gender and Policing in a Gendered Organization*. Hear from Dr. Rebecca Stone on how she incorporated her students in designing project-based learning assignments and the evaluation rubrics. So much great info!! Finally, please let us know if you have any feedback or suggestions for upcoming issues. In particular, we would really like to feature more members who are engaged in community work and activism, so please submit individuals for future issues!

-Rimonda Maroun & Samantha Clinkinbeard (Co-Editors)

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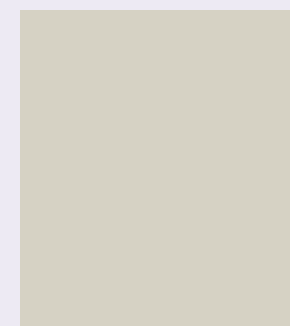
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A decorative graphic consisting of a grid of colored squares. The grid is 5 columns wide and 4 rows high. The squares are colored in three shades: dark purple, light orange, and light beige. The top row has a dark purple square with the number '01' in white, followed by a light orange square, a light beige square, and two empty spaces. The second row has a light orange square, a light beige square, and three empty spaces. The third row has a light orange square, a light beige square, a light orange square, and a light beige square. The fourth row has a light orange square, a light orange square, and a light beige square.

01

Announcements

Congratulations to our new E-Board

Congratulations to the newly elected members of the DWC Executive Board! Terms to start immediately:

- Samantha Gavin & Shavone Arthurs, Co-Chairs (2022-2023)
- Staci Strobl, Vice Chair (2022)
- Vera Lopez, Secretary/Treasurer (2022)
- Viola Sawyer, Executive Counselor (Graduate Student) (2022)

Consider
applying for
the D&I
Committee
Awards!

DWC DIVERSITY & INCLUSION
COMMITTEE AWARDS

COMMUNITY-ENGAGED SCHOLAR AWARD

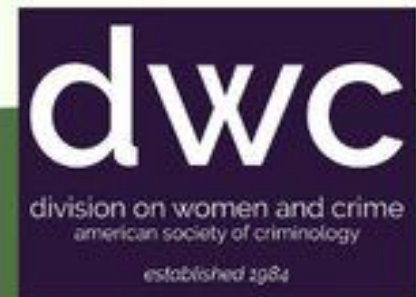
CLAIRE RENZETTI DOMESTIC TRAVEL GRANT

ARUNA JAIN INTERNATIONAL TRAVEL GRANT

PACE KAUR BAHL TRAVEL GRANT

APPLICATION MATERIALS DUE

JUNE 1, 2022



COMMUNITY-ENGAGED SCHOLAR AWARD

recognizes an individual who is a leader in teaching, outreach, or scholarship initiatives defined by innovative community engagement in the discipline of criminology or a closely associated discipline.

APPLICATION MATERIALS DUE
TO THE DWC D&I COMMITTEE
BY JUNE 1, 2022

dwc
division on women and crime
american society of criminology
established 1984

CLAIRE RENZETTI DOMESTIC TRAVEL GRANT

supports graduate students, post-docs, and non-tenure track faculty members from racial or ethnic groups underrepresented in the field to present original research at the annual meeting of the American Society of Criminology (ASC)

APPLICATION MATERIALS DUE
TO THE DWC D&I COMMITTEE
BY JUNE 1, 2022

dwc
division on women and crime
american society of criminology
established 1984

PACE KAUR BAHL TRAVEL GRANT

supports women in law enforcement to share their real world challenges encountered in the delivery of justice to women and girls through paper and poster presentations, or roundtable or lightning talk at the annual meeting of the American Society of Criminology (ASC)

APPLICATION MATERIALS DUE
TO THE DWC D&I COMMITTEE
BY JUNE 1, 2022



ARUNA JAIN INTERNATIONAL TRAVEL GRANT

supports graduate students, post-docs, and non-tenure track faculty members, who are underrepresented in the field and from an educational institution outside of the United States, to present original research at the annual meeting of the American Society of Criminology (ASC)

APPLICATION MATERIALS DUE
TO THE DWC D&I COMMITTEE
BY JUNE 1, 2022



Member News

Associate Editor:
Julia Dillavou

Julia Dillavou is a PhD Candidate in Criminology in the Department of Sociology & Criminology at Pennsylvania State University. Her research interests include the experiences of pre-trial detention, imprisonment, and reentry for women. She is particularly interested in utilizing intersectional and critical perspectives in quantitative criminology.

Twitter: @Julia_Dillavou

Email: Julia.Dillavou@PSU.edu

02



Accomplishments for the next edition? Email Julia
or submit them

[HERE](#)

New Jobs, Promotions, & Awards

KáLyn Banks Coghill was awarded the Black History in the Making award at Virginia Commonwealth University

Catherine Cerulli completed a Robert Wood Johnson Health Policy Fellowship. The 2020-21 Cohort engaged in learning about how to translate science into practice.

Sarah E Murray accepted a job as tenure-track assistant professor of criminal justice at Roanoke College to begin fall 2022

Community Impact, Teaching Innovation, and MORE!

Breanna Boppre was awarded the ACJS Innovations in Teaching Award

As a result of her RWJ Fellowship, **Catherine Cerulli** is launching a new pathway program for University of Rochester School of Medicine and Dentistry where medical students will engage for four years learning about how they can create policy decisions that will impact their patients' social determinants of health.

Venessa Garcia was invited to Dayton University to speak about her research in women in policing. The day-long speaking engagement involved speaking to several classes and holding a roundtable. This speaking engagement was especially impactful because female students make up 64% of Dayton's Department of Criminal Justice and Security Studies student body.

Articles, Books, and Book Chapters

Breanna Boppre, Dana DeHart, & Cheri Shapiro (Accepted). “The Prison System Doesn’t Make It Comfortable to Visit:” Prison Visitation from the Perspectives of People Incarcerated and Family Members. *Criminal Justice and Behavior*.

Walter S. DeKeseredy, Andrea DeKeseredy, & Patricia DeKeseredy (2021). Understanding The Handmaid’s Tale: The contribution of radical feminism. In J.A. Grubb & C. Posik (Eds.), *Crime TV: Streaming criminology in popular culture* (pp. 82-95). New York: New York University Press.

Walter S. DeKeseredy, Daneille Stoneberg, & Gabrielle Lory (2021). Polyvictimization in the Lives of North American Female University/College Students: The Contribution of Technology-Facilitated Abuse. In J. Bailey, A. Flynn, & N. Henry (Eds.), *The Emerald International Handbook of Technology-Facilitated Violence and Abuse* (pp. 65-81). Bingley, UK: Emerald.

Alison Marganski, Lisa Melander, & **Walter S. DeKeseredy (2021)**. Single, repeat, and poly intimate partner violence victimization among women at a college campus: Extending research through the inclusion of technology-facilitated violence and examining key social determinants for intimate partner violence victimization. *Violence Against Women*.

Julia Dillavou, Derek Kreager, Theodore Greenfelder, & Yiwen Zhang (Accepted) Mothers Inside and Out? Pseudo-Families and Motherhood in a Women’s Prison. *Crime & Delinquency*.

Janet Garcia-Hallett & Johnna Christian (2021). Gender and (Fictive) Family in a Women’s Post-Incarceration Mentoring Program. *British Journal of Criminology*.

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. Her policing and criminal justice research focuses on women police as well as community and police needs assessment and program evaluation. She also conducts research in crime and media. Dr. Garcia 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*, and the *Journal of Contemporary Criminal Justice*. Her books examine women in policing, crime in the media, and violence against women.



Janice E. Clifford is an Associate Professor of Sociology in the Department of Sociology, Anthropology and Social Work at Auburn University. Her primary research areas include violent crime, homicide, violence against women and juvenile delinquency with focus on both victimization and offending behavior. This includes examining the impact of social, cultural and contextual factors contributing to criminal incidents. The scope her research is both national and international. She is co-editor of *Female Victims of Crime: Reality Reconsidered*, and her work has been published in *Violence Against Women*, *International Journal of Offender Therapy and Comparative Criminology*, *Race and Justice*, *Journal of Quantitative Criminology*, and *Homicide Studies*.



Garcia, V. (2021). Women in Policing Around the World: Doing Gender and Policing in a Gendered Organization. Routledge.

Reviewed by: Caitlyn Tannu, New Jersey City University, USA

Venessa Garcia's latest book examines the obstacles that women encounter in pursuing a career in policing. The book contains seven chapters that observe the reinforcement of gender roles in police organizations and the impact it has on women in the workforce. Garcia provides a descriptive analysis discussing the historical, social, and political context that have led up to issues women currently face. In addition, Garcia observes several accounts of women's experiences throughout various countries to emphasize the importance of discussing the discrimination that plagues our societies. As a criminal justice student, the research in this book is compelling and should be recommended to individuals with an interest in assisting our women in blue.

In the first chapter, Garcia defines the concepts of sociology of gender and how it applies to women in policing. Sociology of gender is the study of what identifies an individual as a man or woman in society. Two important concepts in understanding the conditions of the identification are sex and gender. Sex is identified upon the reproductive organs an individual possesses. Gender is defined by an individual's appearance or behaviors that are linked to their assigned sex. Therefore, the social construct based on their sex and gender often defines what they will achieve as members in society. For example, males are expected to be masculine. Therefore, males should maintain their masculinity through their appearance by wearing specific clothing, shoes, and career. Similarity to women, are expected to strive to be more feminine in their appearance, behaviors, and career choices. Ultimately, society dictates how an individual should act depending on their sex and gender. This concept is called, doing gender. If people stray from their gender roles, society attempts to prevent or look down upon the decisions of these choices. Garcia discusses several historical events that have occurred in accomplishing gender equality, however, raising further questions of the problems women are facing presently. For example, the gender pay gap, prevention of women entering "masculine" professions, and lack of representation in political participation.

In the second chapter, Garcia describes the ideologies of gender roles affecting women's entry into policing organizations. Women had a difficult time entering policing due traditional ideologies and toxic masculinity surrounding police culture. Policing is considered to be a masculine occupation; therefore, the profession is male dominated. Traditionally, women were identified as the caretakers of the family while men are seen as the breadwinners. In the early history of women entering policing around the world, women have gone through different eras of policing from matron saviors to pioneers and now, police officers. At first, police organizations were hesitant in allowing women to join the police force because it would diminish their macho image. In the U.S., Title VII of 1972 prohibited police departments from discriminating against women's employment. Although this was a victory for women, police departments continued to resist the inclusion of women by assigning them positions in a more "gender appropriate" duty. For example, women officers were in charge of deskwork, juveniles, or sex crimes. Women police officers were forced to prove themselves capable of the job but they were often never acknowledged. The hiring of women in the police profession gradually spread throughout other countries but not all adopted the integration approach that the U.S. has.

In the third and fourth chapters, Garcia analyzes the past and current statuses of women in policing across the globe. She begins the third chapter discussing the events that have taken place in the eastern hemisphere. Countries are classified under specific sections such as full democracies, flawed democracies, hybrid regimes, or authoritarian regimes. These classifications are determined by *The Economist*, which is a source that collects data on democracy and reports on democratic gains and setbacks within the year. Every section provides the specific country, problems, and possible reforms in a progressive direction. While Garcia provides data for most countries in the eastern hemisphere, within Asia and Oceania, she provides a detailed discussion of Australia (a full democracy), India (a flawed democracy), Fiji and Bangladesh (hybrid regimes), and China (an authoritarian regime). In the sub-Saharan Africa, Garcia provides a detailed discussion of Mauritius (a full democracy), South Africa (a flawed democracy), and Nigeria (a hybrid regime). Little is known about women police in the sub-Saharan authoritarian regimes. In the Middle East and North Africa (MENA), Garcia provides a background of the past and current status of women police in Israel (a flawed democracy), Algeria, Lebanon, and Morocco (hybrid regimes), and the Gulf Cooperation Council ((GCC) an authoritarian regime). Within Eastern Europe, Garcia discusses Poland (a flawed democracy), Albania and Ukraine (hybrid regimes), and Russia, Tajikistan and Uzbekistan (authoritarian regimes). Garcia found that regardless of religious influence, many countries in the eastern hemisphere hold to strong traditional gender ideologies, stressing family and motherhood above all else. Additionally, while many nations have enacted equality laws and increased women's representation in policing, women still struggle for recognition.

In Chapter 4, Garcia discusses countries in the western hemisphere in a similar outline to chapter three. In Latin American and the Caribbean, Garcia details women in policing in Uruguay (a full democracy), Brazil (a flawed democracy), Haiti (a hybrid regime), and Nicaragua (an authoritarian regime). In North America, Canada (a full democracy) and the United States (a flawed democracy) are featured. In Western Europe, the United Kingdom and Ireland (full democracies), Greece (a flawed democracy), and Turkey (a hybrid democracy) are discussed in detail. While comparing both eastern and western hemispheres, the research reveals many patterns of the inclusivity of women in policing. For example, women were still subjected to working with other women and children. As discussed in chapter two, women were perceived as protecting children and rescuing women from a life of prostitution. According to the data collected through Garcia's research, some countries continue to task women police officers with cases relating to protecting or assisting juveniles and women. Another pattern discovered is the amount of resistance against the entry of women in policing. Some countries still do not allow women in their law enforcement agencies. However, most of the many countries represented in the data have a higher representation of women police than the U.S., including many hybrid and authoritarian regimes.

The resistance of women in policing is stronger in some countries depending on their traditional values and strict regime. Police organizations are gendered organizations that dictate the rules of how an officer should behave. The organization has a cult of masculinity that prohibits any type of weakness or feminine qualities. Chapter 5 discussed the barriers that prevent women police officers from succeeding in a gendered organization. Some barriers include, labor restrictions, gender-bias recruitment, training and promotion. Within the chapter, Garcia collected data from the Women Business and the Law of the World Bank (2020) to determine the discriminatory practices that prevent women police officers from advancing. She found that 102 countries did not have a law that mandated equal pay for the amount of work women put in (Garcia, 2021, p. 96).

In addition, women were limited to work specific amounts of hours and shifts in many countries. For instance, women were restricted to a specific amount of hours and mainly during the day. Some countries did not allow women to work the night shift like their male counterparts. This is another example of resistance and preventing women from stepping out of their gender roles. Recruitment and limited promotional opportunities are examples of resistance among police organizations because women must prove themselves capable of pursuing the profession. Recruitment requirements varied between countries such as levels of education, examinations, and further assessment that were not required by the male counterparts. In addition, women police officers may receive equal, separate or more training but experienced resistance from their organization. Promotion was another barrier found in all countries which was used to prevent women from achieving a higher status due to lack of training, negative attitudes or motherhood.

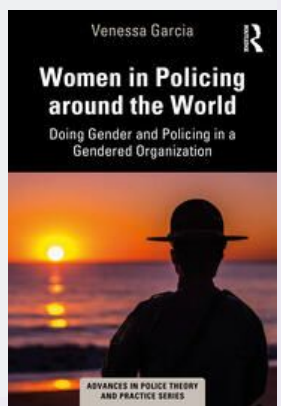
The gendered policing organization prevents women from stepping out of traditional gender roles. The organizations remind women through the resistance of discriminatory practice that women will never be equal in a gendered focus occupation. In Chapter 6, Garcia discusses the connection between policing and violence against women. In her research, without women police officers, violence against women would be mostly ignored. Due to the toxic masculinity that grows in policing, women police officers are also victims of violence within their own organization. Within Chapter 6, Garcia observes the experiences of women police who have suffered from sexual harassment and sexual discrimination in their police departments. When a female officer is assaulted by one of her own colleagues, the consequences may vary. Garcia provides statistics of several countries that report sexual assault and sexual harassment cases along with legislation that prohibits the action. As a result, the legislation may be enacted to protect women from this vile behavior but the consequences appear to only affect the female officer. If a female officer reports this kind of behavior, she will often receive a negative response from her colleagues and the administration. Most cases of violence have a small percentage of cases that would result in a legal remedy.

In conclusion, Chapter 7 is an overview of police organizations and provides suggestions to assist women police officers to combat the negativity in police culture. The stress experienced by women police is different from that of males in a gender-focused profession. Women police experience exclusion, discrimination, and sexual harassment from all facets of a police organization. Some solutions in combating the stress of a hostile environment are increasing this social capital by networking or mentorship programs. The research Garcia collected reveals that mentoring within the police organization increases job performance, growth, and job satisfaction. In addition to providing promotional opportunities. Garcia emphasizes the necessity of reform in police culture by providing suggestions on how to improve the work conditions of our women in blue around the world. This publication focuses on various aspects of women in law enforcement and women who struggle to find equality within society. It is the most comprehensive work on women police around and is a must-read for anyone in the field.

Find it here! [Women in Policing around the World:](#)

[Doing Gender and Policing in a Gendered Organization.](#)

[By Vanessa Garcia](#)



Member Spotlights

Associate Editor:
Dr. Rimonda Maroun

04

**SUBMIT YOUR
NOMINATION HERE!**

Apart from member news, we would like to use the newsletter to spotlight our members and the great work they do, their *activism, community engagement, and more*. Please nominate yourself or other DWCCers for a member profile!

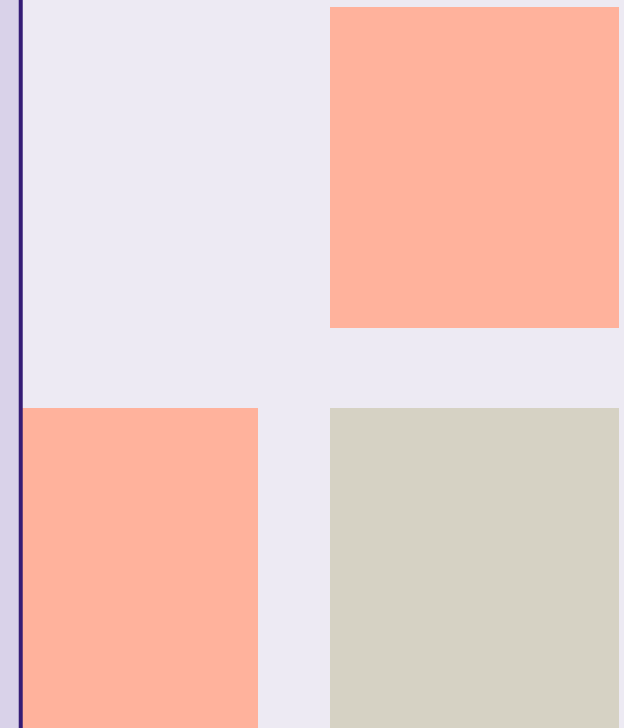
You can share activism work, scholarship, community engagement, or any activities that you or another member are involved in. Maybe there is a cause or issue that you would like to call attention to, an event that you organized or attended that you want to promote/debrief/reflect on--we want to give you that space!

We are interested in showcasing all our members and the great work they do apart from just traditional scholarship. So please don't be shy and nominate yourself and other DWCC members!

DWC at 66th session of the UN Commission on the Status of Women

Sheetal Ranjan, Dawn Beichner and Rosemary Barberet

organized four virtual parallel events in conjunction with the 66th session of the UN Commission on the Status of Women, jointly sponsored by the DWC, the International Sociological Association, the World Society of Victimology, and Criminologists without Borders. They covered a variety of topics, such as women in criminal justice professions (policing, courts and prisons); women, climate change and disaster recovery; women, peace and security; women in prison; mandatory retirement and women; and gender-based violence. Speakers came from Austria, Bangladesh, Brazil, Egypt, India, Lebanon, Nepal, Philippines, Switzerland, South Africa, the UK and the United States. Great work and thank you to the many DWC members who were part of the events. The following showcases many of our members who participated as well as their fellow panelists.



DWC at 66th session of the UN Commission on the Status of Women



Dr. Dawn Beichner is Professor in Criminal Justice Sciences and Women's, Gender, and Sexuality Studies at Illinois State University. Her research interests include victimology, justice system-involved people and their families, prisoner reentry, and restorative justice. She is a member of the Executive Committee of the World Society of Victimology and serves as a liaison to the United Nations. She is also the Vice Chair of the American Society of Criminology's Division of International Justice and a research consultant for the YWCA Labyrinth Outreach Services to Women, a nonprofit organization which provides reintegration services to women returning home from prison and jail. Twitter @DawnBeichner @WrldSocVictim @Victims_Rights @ascdic @ISUWGSS @ISU_Research @ISU_Media @ISUSciTech @ASCWomenCrime



Dr. Rosemary Barberet is Professor in the Sociology Department with teaching and service in International Criminal Justice at John Jay College of Criminal Justice, City University of New York, USA. A native of Connecticut and trained in criminology in the United States (Ph.D., University of Maryland, 1994), she commenced her academic career in Europe (Spain and England). Dr. Barberet's publications have dealt with self-reported youth crime, women and crime, crime indicators, comparative methodology and victimology. She is the author of the award-winning book, *Women, Crime and Criminal Justice: A Global Enquiry*. Dr. Barberet represents the International Sociological Association (ISA) and Criminologists Without Borders at the United Nations. Twitter @rbarberet @JohnJayCollege @JohnJayResearch @Crim_WO_Borders



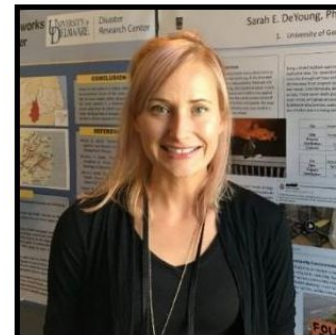
Dr. Cara Rabe-Hemp is an Associate Dean and Professor at Illinois State University. Throughout her professional career she has examined how gender affects officers' opportunities and experiences in policing. Rabe-Hemp has been actively engaged with organizations which support women in law enforcement and has published extensively in the area, including *Thriving in an All-Boys Club: Female Police and Their Fight for Equality* (Rowman & Littlefield, 2017). In 2010, Rabe-Hemp was awarded the University Research Initiative Award, in 2014, she was inducted into the CAST Academy of Achievement, and in 2016 she was awarded the CAST Outstanding Researcher Award. Twitter @cerabehemp @ISUWGSS @ISU_Research @ISU_Media @ISUSciTech



Dr. Bethany Van Brown is an Assistant Professor of Sociology and Criminology at Cabrini University. She earned her doctoral degree in Sociology from the University of Delaware. While working at the University of Delaware's Disaster Research Center as a research assistant, she had the opportunity to work on projects focused on the September 11 terrorist attacks and Hurricane Katrina. This experience helped her develop and cultivate a special appreciation for collaborative and interdisciplinary research. Her fieldwork in New Orleans following Hurricane Katrina led her to write her dissertation on domestic violence organizations and their recovery trajectory post-disaster. She continues to research human behavior during disasters, including domestic violence, drug use, and social unrest. She studies disaster events because they expose the social injustices and offer a lens to view inequality. The common thread that unites her research is working to understand how to make communities stronger, so they are better able to resist a wide range of social problems. Twitter @cabriniuniv



Dr. Mijin Kim is an Assistant Professor of Criminal Justice Sciences at Illinois State University. She earned her Ph.D. at John Jay College of Criminal Justice/Graduate Center, CUNY. Her research interests primarily lie within the field of corrections with a focus on critical incidents in correctional facilities and how confinement conditions impact inmate behavior in prisons and post-release. She served as a Research Fellow at Vera Institute of Justice for the Incarceration Trends Project between 2016-2017. She recently published a technical report on the parolee's electronic monitoring supervision system for the Ministry of Justice, South Korea. Twitter @ISU_Research @ISU_Media @ISUSciTech



Dr. Sarah DeYoung is a core faculty member of the Disaster Research Center at the University of Delaware. She is an expert in disaster preparedness, refugee and immigrant well-being in disasters, infant feeding in emergencies, and companion animal welfare in disasters. Twitter @SarahDeYoung2 @UDelaware

DWC at 66th session of the UN Commission on the Status of Women



Dr. Sheetal Ranjan will soon be joining Montclair State University as Professor in the Departments of Justice Studies and Sociology. Her scholarship focus is violence prevention and intervention with a primary focus on applied research. Dr. Ranjan has received more than 1.5 million dollars in funding from federal and non-federal entities to establish innovative community-based violence prevention/intervention programs and to evaluate them. Her most recent work is in partnership with Jersey Shore University Medical Center to establish a new Hospital-Based Violence Intervention Program (Project HEAL) and a Community Based Violence Intervention Program. She currently serves on the New Jersey Study Commission on Violence and the New Jersey Campus Sexual Assault Commission and guides their efforts to prevent and reduce violence in New Jersey. She also serves on the Policy Committee of the American Society of Criminology (ASC) and on the executive board of the Division on Women & Crime of the ASC. Twitter @montclairstateu @ASCWomenCrime



Dr. Sandhya Bharathadas is a Law Enforcement Leader with more than 33 years of experience in the Indian Police Service, currently heading the Emergency Services in Kerala State. She has a Ph.D. from BITS Pilani, PGDBA (Pondicherry University) and a Human Resources Management (Certificate from Wollongong University). As founding Nodal Officer of the highly successful Community Policing Project of Kerala, she has introduced several projects on tribal safety, traffic safety, gender sensitivity, and women's safety. She was invited to UNODC, Vienna to prepare a handbook for law enforcement officers. She was awarded the International Association of Women Police Award (2010) in Minneapolis, Minnesota (USA). Currently, she serves as the leader of the National Micro Mission on Community Policing (India) and previously was the Convener of the Kerala Police Act (2011) drafting committee. She has edited several publications for Kerala Police and her research interests include criminal justice, gender, police training, democratic policing, emergency services, HR management, counter terrorism, and drug prevention. She is also a creative writer with several publications and awards to her credit. Twitter @Sandhyaips



Dr. Jyoti Belur qualified in Economics at the University of Mumbai (India) where she worked as a lecturer before joining the Indian Police Service and serving as a senior police officer. She has postgraduate degrees in Police Management and in Human Rights, as well as a Ph.D. from the London School of Economics (UK). Jyoti is the programme convener for the BSc in Professional Policing and currently serves in an advisory capacity on the Her Majesty's Inspectorate of Constabulary, Fire and Rescue Services (HMICFRS) and is a member of the London Policing Ethics Panel. Her research interests include policing, police training and education, systematic reviews and evaluations, and violence against women and children. Twitter @UCLCrimeScience



Dr. Shashikala Gurpur is a Fulbright Scholar, Jean Monnet Chair Professor (2021-2024); Director, Symbiosis Law School, Pune; Dean, Faculty of Law, Symbiosis International (Deemed University); Former Member, Law Commission of India and recipient of the Karnataka Govt. Annual Kittur Rani Chennamma Award (2018-2019). She was a member of the Curriculum Development Committee, Bar Council of India, Academic Council of National Judicial Academy, Bhopal, IALS Global Law Dean's Forum, International Consortium of Law Schools; Member, MCCIA Corporate Legislation Committee 2020-2022. She is Principal Investigator and Project Manager in Erasmus projects on 21st Teach Skills, Climate Change Policy and Law, ILFM, and ICSSR Projects. Dr. Gurpur is listed as one of the '100 Legal Luminaries of India' by LexisNexis. She has more than 26 years of teaching experience including tenures in NLSIU, Bangalore, SDM Law College, Mangalore, Manipal Institute of Communication, MAHE, Manipal and University College Cork, Ireland. She has 72 articles/research papers, two co-authored books and twelve book chapters to her credit. Dr. Gurpur has served as an Advisor to research project and publication for Asian Network of Women in Communication sponsored by WACC, UK in 1999-2004 and is Distinguished Member of The Editorial Board of LexisNexis Butterworths, Journal of IPR by CSIR, Law and Policy Journal, Dublin, Ireland, Polish Law Review. She received her Ph.D. in International Law from the Mysore University (UGC-NET) and LL.M. (gold medalist) from Mysore University. Twitter @dgurpur @Pune_SLS



Justice (Dr.) Shalini Phansalkar Joshi, Former Judge, High Court of Bombay, Distinguished Visiting Judge Scholar in Residence, Symbiosis Law School, Pune (India). Dr. Phansalkar joined the Judicial Services in 1988 and served as Civil Judge, Junior Division. She has the distinction of being the first lady advocate and first lady judge from Karad. She worked at the Special TADA Court and the Special Court for offences of atrocities against women at Pune, Nashik and Ahmednagar; was Joint Director of the Maharashtra Judicial Academy since 2009 for four years and trained more than 450 Judicial Officers; was Principal Judge, City Civil and Session Court, Greater Bombay until her elevation to the Bombay HC on 21st April 2014 as the Registrar General of the HC. Her areas of special interests are juvenile justice, gender justice, human rights and constitutional law. She was elevated as an Additional Judge of the Bombay HC on 1st January 2015 and Permanent Judge on 17th November 2016. She has the Distinction of being the British Scholar in the subject of gender and law and having Fellowship of Commonwealth Judicial Education Institute in Canada in Judicial education. She has authored training modules on the subject of 'sex-selection and PC_PNDT Act and human trafficking, which are used by all state judicial academies. She has authored a book on compilation and analysis of case-law on PC_PNDT Act and has contributed articles relating to law in criminal law journals, and All India Reporter, among others. She received her B.A. (Hons.), LL.M. & Ph.D. from Pune University.



Justice Gita Mittal is an Indian judge, former Chief Justice of the Jammu and Kashmir High Court, and the first woman judge to serve in that capacity. She has also served as the Acting Chief Justice and Judge of Delhi High Court. She has 23 years of litigation experience prior to her appointment as a judge. During her tenure as a High Court Judge, Justice Mittal served on a number of administrative and judicial committees at the Court. She was the Chair of the Delhi High Court's Mediation and Conciliation Center, and served on committees that dealt with complaints concerning sexual harassment, working conditions, performance assessment of judges in subordinate courts, and judicial training. She led an initiative to establish special courtrooms for vulnerable witnesses in the Delhi High Court, with the first such courtroom being established in 2012. Justice Mittal wrote a number of significant judgments as a judge at the Delhi High Court including on the rights of transgender persons, military laws and disability rights. On 25 October 2019, Justice Mittal authored a significant judgment in *Suhail Rashid Bhat v State of Jammu and Kashmir*, striking down the Jammu & Kashmir Prevention of Beggary Act, 1960, a law drawing from colonial legal principles to penalize poverty and public movement. In 2021, Justice Mittal was appointed as the first woman chairperson of Broadcasting Content Complaints Council (BCCC), India.

DWC at 66th session of the UN Commission on the Status of Women



Dr. 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. Much of her research focuses on women police as well as on community and police needs assessment and program evaluation. Dr. Garcia has published peer-reviewed articles and books in these areas. Her latest books focus on women in policing globally: *Women in Policing Around the World: Doing Gender and Policing in a Gendered Organization* (Routledge) and *Women Policing Across the Globe: Shared Challenges and Successes in the Integration of Women Police Worldwide* (Rowman & Littlefield). Twitter @NJCUUniversity



Dr. Anqi Shen is Professor of Law at Northumbria Law School, Northumbria University, Newcastle upon Tyne, United Kingdom. She is the author of *Offending Women in Contemporary China: Gender and Pathways into Crime* (Palgrave 2015), of *Women Judges in Contemporary China: Gender, Judging and Living* (Palgrave 2017), of *Internal Migration, Crime and Punishment in Contemporary China* (Springer 2018), of *Women Police in Contemporary China: Gender and Policing* (Routledge 2022), and co-author of *Fake Goods, Real Money* (Policy Press, 2018). She previously worked in China as a police officer and subsequently a practising lawyer before coming for a doctoral study in London. Twitter @shen_anqi; @NorthumbriaLaw; @NUSocialSciencesDepartment



Dr. Fernanda Fonseca Rosenblatt is Professor of Law at the Catholic University of Pernambuco (UNICAP, Brazil) and Assistant Professor at the International Institute for Restorative Practices (USA). She is a member of the Executive Committee of the World Society of Victimology, of the Research Committee of the European Forum for Restorative Justice, and of the Asa Branca Research Group of Criminology (UNICAP). She is the book review editor for the *International Journal of Restorative Justice*. Fernanda's research interests include restorative, community and youth justice, critical criminology and victimology. Fernanda earned a doctoral degree in Criminology from the University of Oxford (UK) in 2014. She was awarded a master's in Criminology from the Catholic University of Leuven (Belgium) in 2005.



Dr. Marília Montenegro Pessoa de Mello is Professor of Criminal Law at the Catholic University of Pernambuco and the Federal University of Pernambuco. She is the leader of the Asa Branca Research Group of Criminology. Marília has conducted research and published extensively in the wider fields of criminology and criminal law, with a focus on gender and domestic violence. She co-coordinated national empirical research commissioned by the National Council of Justice, on the state of the arts of the domestic violence courts in Brazil and the feasibility of using restorative practices in cases of domestic violence against women in the country (with Fernanda Fonseca Rosenblatt and Carolina Salazar). She earned a doctoral degree in Law from the Federal University of Santa Catarina (Brazil).



Carolina Salazar LArmée Queiroga de Medeiros is Professor of Criminal Law at the Catholic University of Pernambuco. She is a member of the Asa Branca Research Group of Criminology. Carolina has conducted research and published extensively in the wider fields of criminology and criminal law, with a focus on gender and domestic violence. She co-coordinated two different national empirical research on the state of the arts of the domestic violence courts in Brazil, one of which with Fernanda Fonseca Rosenblatt and Marília Montenegro Pessoa de Mello. She earned a master's degree in Law from the Catholic University of Pernambuco and is currently finishing her PhD at the Federal University of Rio de Janeiro (Brazil).



Dr. Nontyatyambo Pearl Dastile is a Professor and Director Postgraduate Studies at the Walter Sisulu University (South Africa). She has taught in numerous universities in South Africa and was a visiting scholar at Rutgers University (USA). She is a recipient of the Ford Foundation Scholarship and has published on issues of decoloniality, gender and crime and African centred methodologies. She is a sub-editor of the Handbook of Africana Criminologies. Her works in progress include three books to be published in 2023 and 2024: *Liberation Criminology*, *Black Sisters in Prison*, and *Critical Race Theory at the Scene of the Crime*.



Mozn Hassan is an Egyptian feminist activist and founder of [Nazra for Feminist Studies](#), ["The Caucus of Women in Politics in the Arab Region"](#), and ["Doria Feminist Fund"](#). Hassan has been involved in a range of different activities and campaigns to address gender-based inequalities. She received a Master's of Arts (MA) degree in International Human Rights Law, the American University in Cairo (AUC) (2006), with a specialization on gender, law, and feminist movement's tactics on laws and is currently an MA student of community psychology at AUC with a specialization of practice in gender and mental health in Egypt policies and wellbeing tools of interventions.



Dr. Helen Rizzo is an Associate Professor of Sociology and the academic director of the Tomorrow's Leaders Gender Scholars scholarship as well as the Sociology unit head in the Sociology, Egyptology, and Anthropology Department and serves on the advisory committee of the Institute for Gender and Women's Studies at the American University in Cairo. She has numerous publications on women's rights in Kuwait. Her current research focuses on activism against public sexual violence in Egypt including issues of masculinities. She is the co-editor of *Gender in the Middle East and North Africa: Contemporary Issues and Challenges* (2020) with Lynne Rienner Publishers.

DWC at 66th session of the UN Commission on the Status of Women



Melissa Villarreal is a Ph.D. candidate in Sociology at the University of Colorado (CU) Boulder. Her dissertation is an intersectional, multi-level analysis of Mexican immigrant women and their disproportionate vulnerability in post-disaster recovery. Melissa was awarded the National Science Foundation (NSF) Graduate Research Fellowship (GRFP) and the American Sociological Association (ASA) Doctoral Dissertation Research Improvement Grant (DDRIG) for this project. She was also selected for Rice University's Kinder Scholar Program. Melissa works as a graduate research assistant at the Natural Hazards Center at CU, and is a William Averette Anderson Fund (BAF) Fellow, which is dedicated to advancing the success of minority professionals in hazards and disaster fields. Twitter @vrreal_mel @cuboulder



Dr. Julia Crowley is an Assistant Professor of Emergency and Disaster Management at Western Carolina University. She holds a Ph.D. in Urban and Regional Planning from the University of Hawaii at Manoa. Her research focuses on a number of components of disaster management, including: debris management, social vulnerability, risk perception, and environmental justice. Some of the academic journals Dr. Crowley has published in include Waste Management, International Journal of Disaster Risk Reduction, Resources, Conservation & Recycling, Risk, Hazards & Crisis in Public Policy, and International Journal of Disaster Risk Science. Twitter @WCU



Dr. Christine Eriksen is a Senior Researcher in the Center for Security Studies at the Swiss Federal Institute of Technology in Zürich (aka. ETH Zürich). She is the author of two books and over 75 articles, which examine social dimensions of disasters in the context of environmental history, social justice, cultural norms, and political agendas. Her work spans case studies across multiple continents, including Australia, Africa, Europe and North America. Prior to joining the CSS in August 2020, Christine worked for 13 years as a social scientist at the University of Wollongong, Australia. Twitter @DrCEriksen @CSS_Zurich



Dr. Dimitra Laurence Larochelle has worked as lecturer at the University Sorbonne Nouvelle - Paris 3 and at the University of Burgundy Franche-Comté. She has three master's degrees in Sociology (University Paris Descartes), in Communication (French Institute of Journalism, Panthéon-Assas University) and in Anthropology (Université Vincennes - Saint-Denis). She has published papers in French, in English and in Greek and she has worked as a researcher in France as well as in Cyprus. She is member of the board of the Research Committee 14 (Sociology of Communication, Knowledge and Culture) of the ISA (International Sociological Association), Associate Editor of the Art Style | Art and Culture International Magazine and Youth Representative at the United Nations for the ISA.



Dr. Kerry Carrington is a Research Professor in the QUT Centre for Justice. She was the Head of the School of Justice from 2009-2020. She is a Fellow, Academy of Social Sciences in Australia, a Senior Counsellor of the Asian Criminological Society, and former Vice Chair of the Division of Critical Criminology, American Society of Criminology. She is the founding Co-Chief Editor of the *International Journal for Crime, Justice, and Social Democracy*. In 2014, she received the American Society of Criminology, Division of Women and Crime 2103 Distinguished Scholar Award in recognition of her contributions to the study and analysis of young women, crime and youth justice, which spans 30 years. In 2018, she co-edited the *Palgrave Handbook in Criminology and the Global South*. She has an ARC DP grant to study how women's police stations in Latin America prevent gendered violence and another ARC DP grant to research how to improve the policing of gender violence in the Global South. Twitter @CarringtonKL @CrimeJusticeQUT



Dr. Sari Hanafi is currently a Professor of Sociology at the American University of Beirut and editor of *Idafat: The Arab Journal of Sociology* (Arabic) and founder of Portal for Social Impact of Scientific Research in/on the Arab World (Athar). He is the President of the International Sociological Association (2018-2022) and previously its Vice President and member of its Executive Committee (2010-2018). He is the author of numerous journal articles and book chapters on the sociology of religion, sociology of (forced) migration; politics of scientific research; civil society, elite formation, and transitional justice. Twitter @hanafi1962 @isa_sociology



Dr. Jiwnath Ghimire is a postdoctoral scholar at the National Disaster Preparedness Training Center (NDPTC). He holds a Ph.D. in Urban and Regional Planning from the University of Hawaii at Manoa. His dissertation examined how scientific knowledge of climate change informs policy choices. Dr. Ghimire has also worked on a variety of other studies, including but not limited to: seatbelt safety, drone traffic safety, and transportation disruptions from natural disasters. Twitter @ghimirejiban06 @uhmanoa



Ambassador Anwarul K. Chowdhury has been a career diplomat, Permanent Representative of Bangladesh to the United Nations, President of the UN Security Council, President of UNICEF Executive Board, UN Under-Secretary-General, Senior Special Advisor to UN General Assembly President, and recipient of the U Thant Peace Award, UNESCO Gandhi Gold Medal for Culture of Peace, Spirit of the UN Award and University of Massachusetts Boston Chancellor's Medal for Global Leadership for Peace, 2018 Global Women's Peace Award, Recipient of the inaugural Global Citizen Award by the Soka University of America and 2021 Visionary Leadership Award. His legacy and leadership in the service of global community are boldly imprinted in his pioneering initiatives in March 2000 as the President of the Security Council for the conceptual breakthrough leading to the groundbreaking UN Security Council Resolution 1325 on women and peace and security and in September 1999 for adoption of the landmark programme on the Culture of Peace by the UN General Assembly. In March 2003, the Soka University of Tokyo, Japan conferred to Ambassador Chowdhury an Honorary Doctorate for his work on women's issues, child rights and culture of peace as well as for the strengthening of the United Nations. In May 2012, he received a Doctor of Humane Letters honoris causa degree from the Saint Peter's University of New Jersey, United States. In May 2021, the University of La Verne, California, USA conferred on him an Honorary Doctorate for his work on global peace and development. He is the Founder of New York-based NGO coalition, Global Movement for The Culture of Peace (GMCoP).

DWC at 66th session of the UN Commission on the Status of Women



Professor Dipika Jain is Professor of Law, Vice Dean (Research), Vice Dean (Clinical Legal Education) and the Director of the Centre for Justice, Law and Society at Jindal Global Law School (JGLS), India. Her research was recently cited by the Supreme Court in the landmark decision of *Navtej Johar v. Union of India* (2018). In 2018, she was designated as the first Research Associate Professor at JGLS. In 2020, her research was cited in the legislative debate on abortion laws in the Indian Parliament. She is published in several prestigious journals, law reviews, and compendia internationally found at <https://jgls.academia.edu/DipikaJain>. She has consulted for the UNDP; Centre for Reproductive Rights (New York); and IPAS Development on Reproductive Justice, Digital Health and Family Law. As the Director of CJLS, she has addressed various barriers in access to justice for marginalized persons in India. Twitter @JindalGlobalUni



Dr. Penelope Tong is a social worker and fieldwork supervisor, School of Social Work, Tata Institute of Social Sciences, Mumbai (India). She has been a senior social worker with Prayas, a field action project of TISS, for seventeen years. She has worked with women prisoners, their children, women and young males released from prison, and victims of violent crimes and their families. Her doctoral research was focused on processes in homicidal violence. Her interests are issues and contexts of persons perpetrating and being victimized by crime, and mental health as a critical factor. Twitter @TISSpeak



Ntasha Bhardwaj is a doctoral candidate at the School of Criminal Justice at Rutgers University and Founder at South Asian Institute of Crime and Justice Studies. As a researcher she explores the impact of gender and inequality on crime in South Asia. Her dissertation project, *Exploring Pathways to Incarceration among Indian and Sri Lankan Women* is a mixed methods study investigating the pre-prison lives and experiences of 180 women incarcerated in India and Sri Lanka. Ntasha's research agenda is anchored in the goal to build on the limited yet growing criminal justice research in the South Asian context. Twitter @Rutgers_Newark



Dr. Jan Marie Fritz, Certified Clinical Sociologist (C.C.S.), is a Professor at the University of Cincinnati, a Distinguished Visiting Professor at the University of Johannesburg and a Visiting Professor at Taylor's University (Malaysia). She has just returned from being a Fulbright-National Science Foundation Arctic Scholar in Iceland. She is a former Vice President of the International Sociological Association and currently is a member of the Executive Committee of the International Sociological Association (ISA), as well as an ISA representative to the United Nations. She also is a member of the Steering Committee of the U.S. Environmental Protection Agency's National Environmental Justice Advisory Council, a member of the Mayor of Cincinnati's Gender Equality Task Force, and editor of Springer's Clinical Sociology book series. She recently was selected as a Fulbright Specialist (consultant) for a four-year term (2021-2025). Twitter @uofcincy @mediauj



Dr. Emma Porio is Professor, Department of Sociology and Anthropology at Ateneo de Manila University. Dr. Porio's research and publications focus on climate and disaster risks in relation to social-cultural vulnerability, risk governance, and community well-being and resilience. She is also the project leader and principal investigator of the Coastal Cities at Risk in the Philippines project, co-director of the Master of Disaster Risk and Resilience, and a science research fellow at the Manila Observatory. She is the president of the Asia Pacific Sociological Association (APSA) as well as of the International Sociological Association, Clinical/Sociology Division (2019-2023). Twitter @eporio @ccarPH @ateneodemani.au



Dr. Daniela Jauk is Assistant Professor for Sociology and Criminal Justice at the University of Akron, Ohio. She received a Master's in Sociology from the University of Graz in her home country Austria and completed her Ph.D. in Sociology as a Fulbright student at the University of Akron/OH in 2013. Her areas of research interest and teaching are gender and sexualities, inequality in the criminal justice system, and qualitative methods. She is currently working on clinical sociology projects and research around gardening in carceral settings. Twitter @danielaJauk @uakron



Dr. Sharon Lindhorst Everhardt is an Associate Professor of Sociology and Chair of the Department of Anthropology, Sociology, and Criminal Justice at Troy University. She received her Ph.D. from Wayne State University in Sociology with a specialization in intersectionality. Her main research interests include the study of race, class, and gender, especially low-income populations of women, and clinical sociology. Currently, a major USDA-funded project addresses food insecurity in a large women's prison. She serves on the Board of RC46 Clinical Sociology of the International Sociological Association. Twitter @TroyUNews

Around the Divisions

Associate Editor:
Dr. Tara Sutton

Tara E. Sutton, PhD, is an assistant professor in the Department of Sociology and affiliate faculty in Gender Studies at Mississippi State University. Her research explores the social and family contexts of intimate partner violence, sexual assault, and child abuse with a focus on Black families and LGBTQ+ young adults. She is particularly interested in violence against women and children, the intergenerational transmission of violence, and women's crime.

Twitter: @queerfemprof

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Around the Divisions

Division of Corrections & Sentencing

- ❖ See the attached flyer for news from the Division of Corrections & Sentencing (including info on a new Divisions of Corrections & Sentencing Handbook, Alt-Academic Professional Development, and info about collaborating for ASC 2022)

Division of Cybercrime

- ❖ The Division of Cybercrime is planning to host four roundtables at ASC. Interested participants should reach out to Cathy Marcum (marcumcm@appstate.edu) by March 15, The themes are as follows:
 - Challenges of Publishing Cybercrime Research: Tips and Tricks to Find a Home for Your Work
 - Can Cybercrime Become a Sexual Offense? A Discussion of Advocating for a Change in the CJ System
 - Protecting Our Youth: Policy and Programs to Better Educate Young Online Users
 - Criminological Theory and Cybercrime: Which Theory Reigns Supreme Predicting Cyber-offending and Victimization
- ❖ The division will also have a call for awards soon, so be on the lookout for that.



Corrections & Sentencing

DIVISION NEWS

DCS is thrilled to welcome Shelley Johnson as the new Division Chair. Her term runs from 2021-2023.

NEW PUBLICATION – COMING THIS FALL!

Division on Corrections and Sentencing Handbook (Vol. 7)

The Division on Corrections & Sentencing is pleased to announce their forthcoming Handbook, ***Inequalities in Sentencing and Corrections among Marginalized Populations*** (Routledge, 2023). This comprehensive volume, edited by Eileen M. Ahlin, Ojmarrh Mitchell, and Cassandra Atkin-Plunk, contains many chapters relevant to the Division on Women & Crime including ones on processing of sexual assault kits among Black women and girls; women jail residents; transgender and gender nonconforming individuals in jails and prisons; LGBTQ persons experiencing incarceration, and many other topics. Look for the Handbook this Fall at ASC!

ALT-ACADEMIC PROFESSIONAL DEVELOPMENT

The Division on Corrections and Sentencing Alt-Ac Workshop Series seeks to demystify the alternatives to traditional academic employment opportunities. Alt-Ac workshops help dismantle myths surrounding these career choices, allowing students to excel in various research spaces that best suit them. The Alt-Ac Workshop Series has hosted 16 meetings; including ten features with rockstar researchers doing applied work in various spaces, three round table discussions unpacking special theme, two skill building sessions dedicated to translating academic experience into applied settings, and one in-person panel discussion at ASC 2021 in Chicago. More are planned for ASC 2022 in Atlanta so please join us!

INTERESTED IN COLLABORATING WITH DCS?

As we approach ASC 2022 deadlines, we encourage DWC members interested in corrections and sentencing research to consider reaching out to DCS members to propose joint sessions. Please reach out to Colleen Berryessa colleen.berryessa@rutgers.edu with ideas!

Employment & Funding

Associate Editor:
Dr. Amanda Goodson

Amanda Goodson, Ph.D., is an assistant professor in the L. Douglas Wilder School of Government and Public Affairs Criminal Justice Program at Virginia Commonwealth University. Her research focuses on victimology with primary interests including violence against women and system responses to crime victims. Her recent work has appeared in *Criminal Justice and Behavior*, *Crime & Delinquency*, *Journal of Interpersonal Violence*, *Feminist Criminology*, among others.

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Jobs & Funding

Tenured/Tenure Track

[Assistant Professor - Delaware State University](#)

[Assistant Professor - Morehead State University](#)

[Assistant Professor - University North Carolina – Pembroke](#)

[Assistant/Associate Professor - Rutgers University-Camden](#)

Non-Tenure Track

[Research Associate \(Postdoctoral Position\) - Michigan State University](#)

[Postdoctoral Associate \(2 Positions\) - University of Nebraska-Lincoln](#)

Job Search Sites

American Society of Criminology
<https://asc41.com/career-center/position-postings/>

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>

Ask a Senior Colleague

Associate Editor: Dr. Amy Poland

Amy L. Poland, Ph.D. is an associate professor of criminal justice and the associate dean and director of online learning at St. Joseph's College-New York in Patchogue, New York. She previously served on the faculty at Texas A&M International University in Laredo, Texas and Buena Vista University in Storm Lake, IA. She earned her Ph.D. in Criminal Justice from the University of Nebraska at Omaha and worked with juvenile offenders in residential treatment for more than 10 years. She studies issues related to the evaluation of online learning, the use of social media and technology in the criminal justice field and higher education. She is currently working on a study of the use of seminar methods and primary texts for students' understanding issues of crime and justice and on college students as producers rather than consumers of social media content including gamification, blogs, infographics and podcasts. She previously authored or co-authored multiple publications including articles on the evaluation of online teaching, gender and perceptions of formal and informal systems of justice in Afghanistan, book chapters on the role of women in the war on drugs and serial rape and a report for the State of Nebraska on the need for and availability of mental health services for juvenile offenders.

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Ask a Senior Colleague: Building a Resource Library

For this newsletter, I reached out to help build a resource library and received some great resources on teaching, academic careers, and more. I asked, “What are some of your 'go-to' resources for teaching, research, and/or service-those books, articles, blogs, websites, or other resources you return to semester after semester? Who are some of your favorite scholars, authors, or other contributors that you follow on social media?”

On Academic Careers:

Caplan, P. J. (1994). *Lifting a ton of feathers: A woman's guide to surviving in the academic world*. Ontario, Canada: University of Toronto Press.

Lenning, E., Brightman, S., & Caringella, S. (Eds.). (2011). *A guide to surviving a career in academia: Navigating the rites of passage*. New York: Routledge.

National Center for Faculty Development & Diversity <https://www.facultydiversity.org/> I pay for an individual membership and use their Core Curriculum webinars for myself and digest that info for my graduate students. I also got my university to pay for the Faculty Success Program for a semester and that changed my professional life for the better; I highly recommend it.

Rockquemore, K. A. & Laszloffy, T. (2008). *The Black academic's guide to winning tenure--Without losing your soul*. Boulder, CO: Lynne Rienner Publishers

On negotiating:

Babcock, L. & Laschever, S. (2003). *Women don't ask: Negotiation and the gender divide*. Princeton, NJ: Princeton University Press.

Babcock, L. & Laschever, S. (2008). *Ask for it: How women can use the power of negotiation to get what they really want*. New York, NY: Bantam Books.

Rose, S. & Danner, M. (1998). Money matters: The art of negotiating the academic contract for women. In Collins, L.H., Chrysler, J.C., & Quina, K. (Eds.). *Career strategies for women academics: Arming Athena*. (pp. 157-186) Thousand Oaks, CA: Sage. **Reprinted in Lenning, E., Brightman, S., & Caringella, S. (Eds.). (2011). *A guide to surviving a career in academia: Navigating the rites of passage*. (pp. 33-56). New York: Routledge.

On pedagogy:

Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy identity, and pedagogy*. New York, NY: Routledge.

Blum, S.D. (2020). *Ungrading: Why rating students undermines learning (and what to do instead)*. Morgantown, WV: West Virginia University Press.

Friere, P. (2018). *Pedagogy of the oppressed: 50th anniversary edition*. New York, NY: Bloomsbury Academic.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.

Muhammad, G. (2020). *Cultivating genius: An equity framework*. New York, NY: Scholastic, Inc.

On scholars of mass shootings:

James Alan Fox: <https://web.northeastern.edu/jfox/>

Adam Lanford: <https://cj.ua.edu/people/adam-lankford/>

Teaching Tips

Associate Editor:
Dr. Breanna Boppre

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Breanna Boppre, Ph.D. is an Assistant Professor at Sam Houston State University's Department of Victim Studies. She earned her Ph.D. in Criminology and Criminal Justice from the University of Nevada, Las Vegas in 2018. Dr. Boppre's research assesses how victimization, adversity, and trauma lead to system-involvement. She also critically examines legal and carceral responses, and the impacts of such responses on those directly impacted. Much of my research uses a gendered, intersectional, and familial lens.



Dr. Rebecca Stone on Student Project Selection & Rubric Development

“So, you let students choose their own project *and* make their own grading rubric?”

I could hear the note of incredulity in my friend’s voice, even though they were inquiring in good faith. Phrased that way, I could see how my new approach would seem strange. Most of us are accustomed to teacher-centered, instructivist approaches where the professor bears responsibility for the selection and delivery of the content and for making sure students “learn” the material. In contrast, my approach was informed by student-centered constructivist frameworks (e.g., Weimer, 2002) that encourage students to explore the material, relate it to their own experience, and demonstrate their knowledge in authentic and meaningful ways. This approach facilitates ‘deep learning’ for students, provides an opportunity for them to show their best work, and moves beyond simple recall and repetition to higher levels of cognition (Duncan & Buskirk-Cohen, 2011).

The course I was discussing with my friend was a 100-level gender, science, and society course. The course is part of my college’s Women and Gender Studies (WGS) minor and also counts as a general education course for our core college requirements. This presents some interesting pedagogical challenges, as students in the class may be dedicated WGS students or students opting into what might be an “easy” elective, and it may be their first semester at the university or their senior year. My students come from programs in pre-law and pre-med, environmental science, art, history, language, social science, computer science, and a handful of other disciplines. My university serves a large number of first-generation college students, international students, and students from underrepresented or marginalized groups. As for the course itself, it is a seminar-style introduction to the construction of sex and gender and how it shapes our lives through social institutions, with a specific focus on science, technology, engineering, and mathematics.

Meeting the needs of such a diverse class of students is a challenge. I decided early on that I would prioritize making the course meaningful for them, no matter their major or where they planned to take their careers. This meant a relatively open-ended semester project. I was inspired by two experiences. First, I had recently attended a workshop on “project-based learning” (PBL) taught by Rick Vaz of Worcester Polytechnic Institute (WPI). I received a copy of *Project-Based Learning in the First Year* (Wobbe & Stoddard, 2019), which describes WPI’s excellent project-based approach. While I was not ready to create a fully project-based course, I wanted to borrow from PBL’s student-centered approach that positions the instructor as a facilitator who guides students’ self-directed learning. The second experience was my growing interest in science communication, especially through public engagement. I had recently met a colleague in our Chemistry department and teamed up with her to offer pre-conference science communication workshops at annual meetings for the aquatic sciences, so thinking about how to present scientific knowledge in engaging ways was at the forefront of my mind.

I decided to create a “creative science communication” project as the major semester assignment. My goal was to give students an opportunity to build on their preferences, interests, and prior knowledge to apply what they had learned in our course and produce something that could become part of their professional portfolio (Duncan & Buskirk-Cohen, 2020). I saw this as particularly important for increasing engagement with a course that some students may not see as personally relevant (Meyer & Roe, 2013), building confidence in my first-year students and students from marginalized backgrounds, and challenging students to take responsibility and control over their learning experiences.

Students were tasked with developing a science communication product that would take the results of scientific research and explain the results to a non-scientist audience. In the assignment guidelines, I emphasized the importance of communicating the information in an entertaining and engaging way. Students could choose their own topic and science communication product, and I provided a list of ideas to encourage them, including photographic, graphic design, websites, game design, educational materials, public awareness materials, scripts, stories, films, and others.

Dr. Rebecca Stone on Student Project Selection & Rubric Development

To make sure that the science communication products actually communicated science, students had to find research literature on their topics. This literature was incorporated into a “project narrative” that had to accompany the final product. The narrative needed to explain the students’ goals, their chosen audience, their literature-finding process and what they learned, their decision-making process throughout the project, ideas they discarded, and challenges they had to overcome. This reflection essay encourages meta-cognition, or ‘thinking about thinking.’ Research suggests that engaging in metacognition helps to improve self-regulated learning and self-efficacy (Schraw et al., 2006; Tanner, 2012).

Of course, creativity often blossoms with structure, and I knew that students would need some support in choosing, planning, and completing their projects. First, students completed a project proposal worksheet that asked them to identify their topic, their chosen product, the tasks and timeline, and the research they would need to do. They also had to complete a project evaluation worksheet that guided them through creating their own grading rubric, with criteria for “A Range,” “B Range” and so on. Each student then had a one-on-one meeting with me to discuss their proposal and grading rubric, and to make sure we agreed that their proposal was feasible and would meet the course requirements. Surprisingly, students were more often over-ambitious than under-ambitious, and much of my work in these meetings was about scaling *back* their plans and expectations to be more reasonable! I also created several check-in points throughout the semester so that students had some external accountability and didn’t leave things until the last minute. For more suggestions, a very similar approach to mine is described in a recent article about a science communication project for molecular biology students (Wang, 2021).

To say that I was thrilled with the outcome of the assignment would be an understatement. Students brought a huge variety of skills, experiences, and reflections to their projects. A full overview would be too much for this brief note, but among some of my favorite projects: an amazing documentary about nonbinary students that I now use as a teaching resource; a full-scale oil painting mimicking Instagram filters accompanied by a project narrative about social media and body image; a book of extremely moving poetry about living as a young Black woman, presented slam poetry style in front of the class; a screenplay about a young woman seeking an abortion; a glossy report about the gendered impacts of climate change; a “Game of Life”-style board game about women in STEM careers; a book for young girls about the science of menstruation. Students were also realistic about assessing their own projects according to the grading rubrics they had designed, with some students deciding that they didn’t want to do as much as promised for the A and opting for a slightly lower grade. Again, to my surprise, most of my work here was to revise grades *upwards* in recognition of students’ impressive work.

Overall, this was an extremely rewarding experience. While the example I have presented here is for a ‘gen ed’ gender studies course, it would be perfectly suited to many criminal justice courses. A creative project like this helps students to engage more deeply with the material, think about how to share what they have learned with others, and lean into their assets: their personal experiences, their skills, and their passions for these topics. I would be happy to share my materials or answer any further questions you have, and if you choose to pursue a project like this in your courses, I would love to hear about it!

Link to Dr. Stone's project guidelines: <https://rebeccaistone.com/scicomm-project-guidelines-2/>

Dr. Rebecca Stone on Student Project Selection & Rubric Development

Rebecca Stone is an Assistant Professor at Suffolk University in the Department of Sociology, Criminal Justice & Education. Dr. Stone is an interdisciplinary scholar in the areas of criminal justice (PhD, 2014) and public health (MPH, 2012). She has developed expertise in community-engaged qualitative research methods including in-depth interviewing, focus groups, and field observations. In addition to her work on health and justice issues, Dr. Stone is the co-Principal Investigator of two National Science Foundation awards to develop and evaluate science communication workshops to early-career researchers. She teaches a variety of courses at the undergraduate and Masters level, including Research Methods, Quantitative Analysis, Drugs and Society, and Women and Crime. For more information about her research, teaching, and public engagement activities, please see rebeccaistone.com.



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Student Corner

Associate Editor:
Eddie Wei

09

Eddie Wei is a Cambridge Trust scholar and PhD candidate from Centre for Gender Studies, University of Cambridge. His research interests include judges' gender and sentencing, sexual abuse and violence, and feminist judgments project. He received Graduate Student Paper Award from DWC in 2019, as well as Jiang-Land-Wang Outstanding Student Paper Award from Association of Chinese Criminology and Criminal Justice in the same year. His publications can be found in peer-reviewed journals, such as *Feminist Criminology*, *Feminist Legal Studies*, *British Journal of Criminology*, *Asian Journal of Women's Studies*, and *International Journal of Offender Therapy and Comparative Criminology*. He has been a member of PRC bar since 2008.



How to Turn Your PhD Dissertation into a Successful Book

PhD candidates usually spend countless hours working on their dissertations. While doing so is a labor of devotion, there is nothing wrong with maximizing the efforts by turning your dissertation into a book. In fact, at the heart of many successful academic books lies research conducted as part of a PhD. Nevertheless, dissertations are not ready-to-go books; they are just a starting point, albeit a very good one. Converting the entire PhD dissertation into a book requires that your dissertation covers a topic of interest to a large enough audience of scholars. Anything that is useful only for examiners (e.g. literature review, methodology discussion) in a dissertation should be heavily amended. In addition, your book is not going to sell itself. For that, you will need a book prospectus to locate a publishing house. Most academic publishers and university presses specialize in a specific area of scholarship and particular types of books and audiences; you therefore have to find a reasonable match. In the end, submitting the manuscript is a huge step toward getting a book published, but this is just the beginning of a long, collaborative process as the manuscript will undergo peer review, copyediting, typesetting, and marketing. In this newsletter, we are very fortunate to have Dr. Grace Mou and Professor Kim Davies for dispelling the myth of publishing books with academic publishers. I appreciate their support beyond words. Enjoy reading!



Dr. Grace (Yu) Mou
Senior Lecturer in Law, SOAS
University of London



Dr. Kim Davies
Dean & Professor of Sociology,
Pamplin College, Augusta University

1. What is your new book about

Dr Mou: *The Construction of Guilt in China* is a book that observes the way in which criminal justice operates through the perspective of the criminal case dossier. In China, witnesses rarely come to the court to testify and criminal cases are adjudicated on the basis of the criminal case dossiers prepared by the police. It is therefore important to understand how criminal case dossiers are created and used, whether they are truly reliable and whether there are sufficient procedural safeguards in place to prevent miscarriages of justice. To answer these questions, the book examines criminal justice practices at different stages of the criminal justice process, beginning with the police investigation and through the review of the prosecution and ending with the trial and resolution of cases. It explains the functional deficiency of the Chinese criminal justice system in preventing innocent individuals from being wrongfully accused and convicted.

Dr Davies: In *The Murder Book*, I include a broader and deeper coverage of the theoretical explanations for homicide than can be found in other places. Discussions of the extraordinary murders featured in the popular texts on the market are included while at the same time, providing a more extensive and realistic view of homicide by also examining the more ordinary homicides that occur every day. Finally, unlike existing texts, there are details about how investigators work homicide cases and how they are dealt with in the courts, thus providing a complete treatment of homicide. This is the text for those wanting a broader and more rigorous academic treatment of homicide that goes beyond what students learn through popular media presentations on murder.

2. What was your biggest challenge when writing this book?

Dr Mou: The biggest challenge for me was writing the introductory chapter. The book was based on my Ph.D. thesis. But converting a Ph.D. thesis to a monograph sometimes needs a substantial amount of rewriting. In my case, I had to redraft most of the chapters to adapt to the requirement of a monograph. I cannot remember precisely how many different versions of the first chapter that I had created as I was trying to write the book from the very beginning. I was not happy with these drafts, feeling very frustrated with the idea of writing the whole book. After trying for a long 18 months, I gave up and began to write from the second chapter. To my surprise, I found writing the second chapter was much easier (probably because I got too frustrated with writing the first chapter), although I was not sure about it at the time and only wrote half of that chapter. Feeling a bit more optimistic, I decided to proceed with the next chapter. The third chapter was a mature one, as I spent quite a lot of time on this chapter when writing up my thesis. I was pleased with Chapter Three, which gave me confidence to rewrite the key chapters. I have found that writing can be a mysterious enterprise and rhythm might play a big role. I did not write the introductory chapter until I had finished the rest of the book, at a time when I suddenly got the feeling of how to write the opening chapter.

2. What was your biggest challenge when writing this book?

Dr. Davies: This version published by Oxford University Press is marketed as a first edition as I wrote a similar/previous edition under a similar title for Prentice Hall 15 years ago. Prentice Hall gave me the rights to allow me to move publishers and Oxford agreed to publish this edition. Therefore, I would say, the challenge was updating to include so much that has happened in the last 15 years. In the field of homicide studies, the focus for student interest used to be on serial killers and there was less “popular” attention on mass murder. I had to completely update and rewrite that chapter. The other chapter that was personally most challenging is the one on defining murder – definitions and degrees. This chapter was a challenge because of the various difference in laws throughout the United States (and the world) and the nuances in the laws. Luckily for me, I had a reviewer who was a stickler for detail who helped me immensely with this chapter.

3. How to ensure a book proposal is as good as it can possibly be?

Dr Mou: I can only speak to my experience. A book proposal is just like any academic work that you produce; so make sure that you write as well as you can and send it to other people for comment. A book proposal needs to be written in a way that people who are not in your field can understand your project. The requirements of a book proposal may vary depending on the specific publisher. In addition, if your proposal is based on your Ph.D. thesis, the assessment process may differ too. Some publishers may ask for sample chapters while others may ask you to submit the whole thesis alongside the book proposal. In my case, Hart asked me to send my entire thesis (on which my book was based) and the examiners’ report. As far as I am concerned, the most important part of my book proposal is to address the issue of how to adapt my thesis to a monograph that appeals to wider readers. In writing this, you have to perceive your book as a commodity that is suitable for the book market.

Dr. Davies: Please know my advice is based on my experience in writing textbooks only but I would say have others read your book proposal if possible, to make sure it makes sense and it is good to have someone not familiar with the topic but who could understand it, read it. Make sure you are familiar with possible competition and really explain how yours is different and/or better. Also, follow the advice/outlines given by the publisher. Give a strong sample chapter and it is good if you can provide a preface or introductory chapter that tells where you are going.

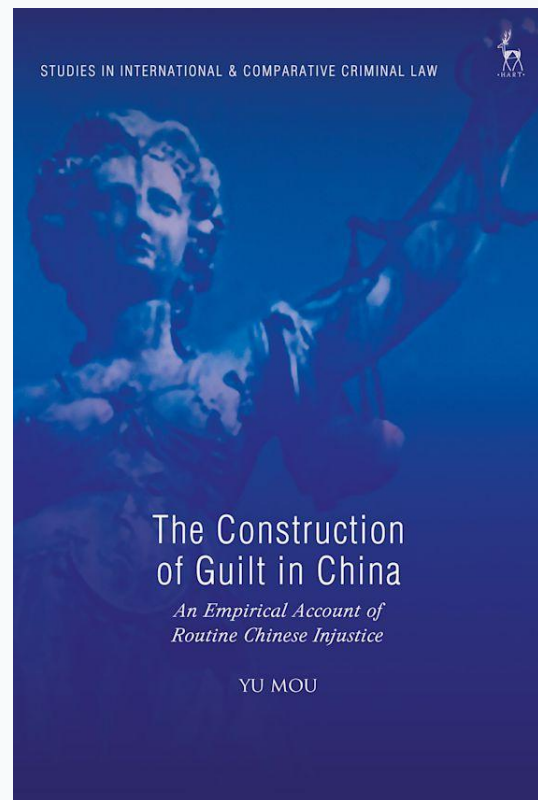
4. What factors shall we consider when choosing a publisher?

Dr Mou: Again, my experience is relatively limited, but finding a publisher that has a good reputation seems to be a golden rule for academics. It is important to speak to your supervisors or other academics in your department who have a rich publication experience. Publishers may come to conferences and other academic events, which provide good opportunities to meet them and to understand whether your book fits well within their agenda. For example, I decided to approach Hart because the Hart editor gave a talk in a workshop organized by my university when I was doing my Ph.D..

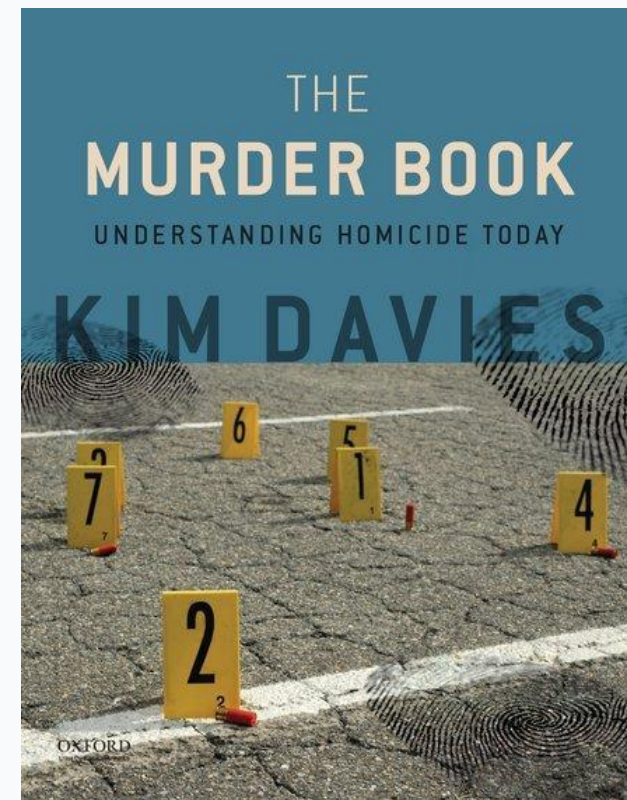
4. What factors shall we consider when choosing a publisher?

Dr Mou, cont.: The talk was extremely useful in the sense that the editor gave a detailed overview of how they take care of each publication. Choosing a publisher sometimes is about building an interpersonal relationship with the editor. So make sure that you speak to the editor if possible and get a feeling whether or not you would like to work with them.

Dr. Davies: Try to find a reputable publisher that your university will see as worthy of your time and effort. Talk to your mentors/chair about your ideas of where you might publish. I like working with Oxford University Press because they specialize in academic publishing, and they are nonprofit. They have scholars in the field review your manuscript. I think I had something like ten reviewers read my work which is amazing and amazingly helpful to insure it is worthy of publishing and then respected. Be ready for lots of editing and you either pay for the indexing or you do it yourself and it is not easy. I paid the second time after I did it myself the first time. Finally, as you likely know, at some universities, textbook publishing and even book publishing is not something that helps you get tenure as much as grant writing/journal articles. I did not start writing a textbook for that reason until after I had tenure— make sure you know the expectations where you are.



[The Construction of Guilt in China](#), Oxford: Hart Publishing, 2020
Winner of the 2020 SLS Peter Birks Prize for Outstanding Legal Scholarship



[The Murder Book](#), Oxford University Press, 2021

10

Professional Opportunities

NIJ FY22 Funding Opportunities

[NIJ FY22 Racial and Ethnic Disparities in the Justice System: A Study of Existing Evidence and Public Policy Implications](#)

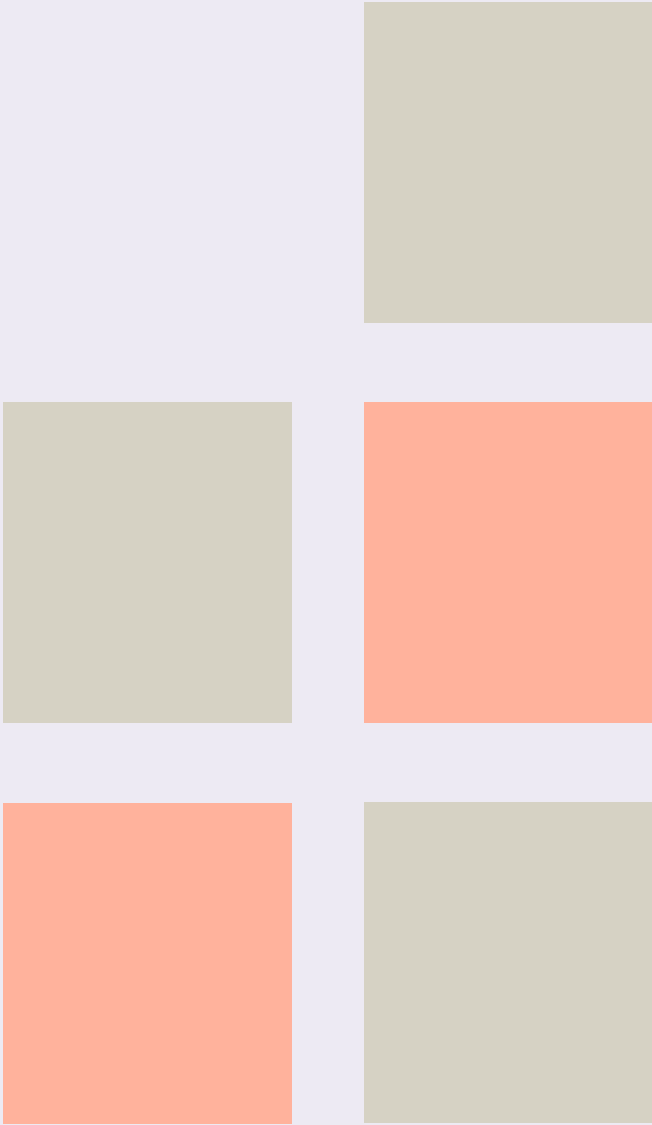
Closing Date May 10, 2022
Grants.gov Deadline April 26, 2022
Application JustGrants Deadline May 10, 2022

With this solicitation, NIJ seeks investigator-initiated proposals to conduct a comprehensive evidence-based analysis of existing evidence to examine how observed racial and ethnic disparities in the justice system might be reduced through public policy. NIJ anticipates making one award.

[NIJ FY22 Research and Evaluation on Violence Against Women](#)

Closing Date May 10, 2022
Grants.gov Deadline April 26, 2022
Application JustGrants Deadline May 10, 2022

With this solicitation, NIJ seeks proposals for rigorous research and evaluation projects to support the development of objective and independent knowledge and validated tools to reduce violence against women (VAW) (including violence against elderly women and American Indian and Alaska Native women and girls), promote justice for victims of crime, and enhance criminal justice responses.




University of Nebraska-Lincoln: Two Postdoc Scholars

Description of Work	<p>The Postdoctoral Associates will 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. The Postdoctoral Scholars will be expected to conduct original research in addition to working with Dr. Edwards and other IVRL members to write and submit grants, publish papers in high-impact journals, assist with project management, contribute to the development and evaluation of prevention and intervention initiatives, and assist with the mentorship of undergraduate and graduate students and community-based project staff. These positions are ideal for individuals wishing to ultimately pursue a faculty position at a research-intensive university.</p> <p>As an EO/AA employer, qualified applicants are considered for employment without regard to race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation. See https://www.unl.edu/equity/notice-nondiscrimination.</p>
Minimum Required Qualifications	<ul style="list-style-type: none">• Ph.D. in psychology, sociology, public health, social work, family studies, criminology, or a related field.• Successful history of scholarly dissemination efforts as evidenced by at least one first-author peer-reviewed journal article.• Experience mentoring undergraduate and/or graduate students within a research laboratory setting.• Demonstrated knowledge of the field of violence prevention and intervention.
Preferred Qualifications	<ul style="list-style-type: none">• Experience writing federal and/or foundation grants.• Experience developing, implementing, and/or evaluating violence prevention and/or intervention initiatives.• Proficiency in conducting advanced statistical analyses such as multi-level modeling, propensity score analysis, and/or latent class/latent transition analysis.



Call for Papers! Drug Court Review



**National Drug Court
Resource Center**

Call for Submissions
Drug Court Review
Volume II: Women in Treatment Courts
Published by the National Drug Court Resource Center

About Drug Court Review
Drug Court Review is an open-access, peer-reviewed journal that builds a bridge between law, science, and clinical communities. Published annually by the NDCRC, *Drug Court Review* is a resource that is accessible and of interest to all. Although the journal emphasizes scholarship and scientific research, it also provides commentary from experts in treatment courts and related fields that treatment court practitioners can apply to their everyday work. Each volume of the *Drug Court Review* focuses on a theme central to the field and features the results of research conducted by both scholars and practitioners.

Submissions
The theme for Volume II is **Women in Treatment Courts**. Each volume of the *Drug Court Review* will be organized in three sections (outlined below). Manuscripts for full-length original research articles or brief reports, scholarly reviews, or case studies will be considered. Submissions focusing on issues of women in treatment courts will be accepted under section 1a). Scholarly manuscripts related to other treatment court-relevant topics (e.g., drug testing, case management, cost analysis, program evaluation, legal issues, application of incentives and sanctions, assessment, and treatment strategies, etc.) will be considered in section 1b). In addition, scholars may submit manuscripts under the research spotlight and expert commentary sections.

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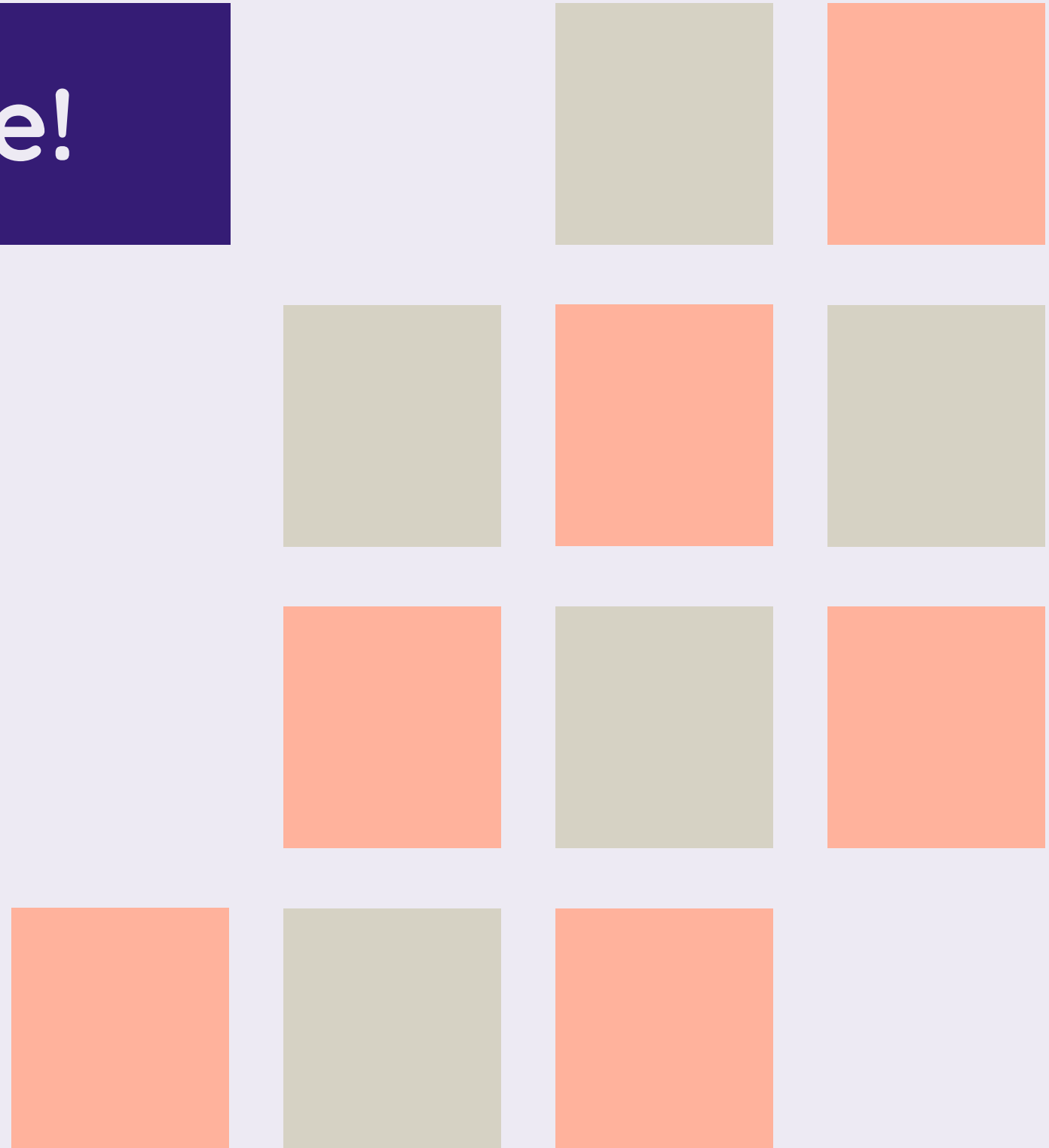
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