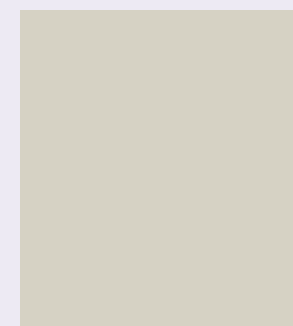
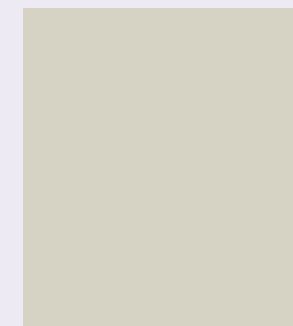
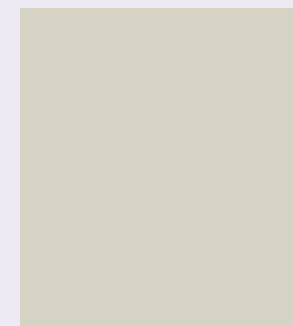
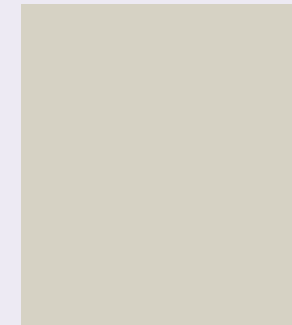
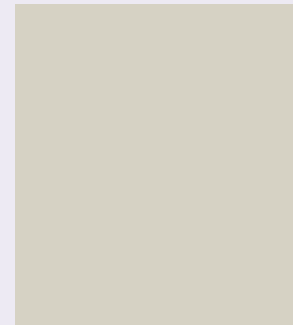


# Division on Women & Crime

DivisionNews  
Summer 2022 Issue



# Co-Editors

Dr. Samantha Clinkinbeard & Dr. Rimonda Maroun

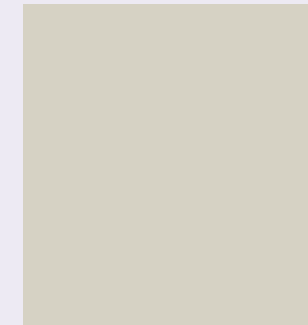
**Samantha Clinkinbeard** is a Professor in the School of Criminology and Criminal Justice and Assistant Dean for the College of Public Affairs and Community Service at the University of Nebraska at Omaha. Currently, her research is focused on women in policing, including the presence of masculinity 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](mailto: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](mailto:rmaroun@endicott.edu)  
Twitter: @RimondaMaroun



# Hello from your Co-Editors



We hope you are all doing well as the summer starts to disappear before our eyes! It is our hope that you are finding moments to disconnect and to begin healing from the trauma that many have experienced over the last few years with everything from pandemics to police violence, threats to democracy and school shootings, hate crimes, and historic reversals of civil and reproductive rights, just to name a few. While the journey and the work is never-ending we are pleased to be connected to the DWC and our fantastic group of Newsletter Section Editors! This edition of the newsletter brings you [introductions](#) to your new DWC Co-Chairs and the *Feminist Criminology* Co-Editors. You will find member news about promotions, awards, community impact, and publications - [CHECK THEM OUT!](#) As always, we know there is so much more happening for our members so encourage your colleagues to share their accomplishments with Julia for the next edition or nominate someone to be [spotlighted](#). Don't forget to check out the recently published [special issue](#) of *Race & Justice* on Anti-racism and Intersectionality in Feminist Criminology. Do you know of a great new book that needs reviewed? Connect with our [Book Review Editors](#). Stay up-to-date with what is happening in other divisions [here](#). Going on the job market soon or know someone that is? Our [Employment & Funding](#) section is full of great tips and tricks! Hey there Senior Colleagues, Dr. Poland would love you to share your advice for navigating tricky political and legislative environments while remaining dedicated to anti-racist, inclusive, and impactful teaching. Speaking of impactful teaching, the [Teaching Tips](#) section has some great content around building community in online courses! In our [Student Corner](#), section editor Eddie Wei reminds students to put themselves out there and apply for awards and shares the experiences of a recent winner. We wish all of you the best as you prepare for the next season of your journey. Finally, please let us know if you have any feedback or suggestions for upcoming issues.

-Rimonda Maroun & Samantha Clinkinbeard (Co-Editors)

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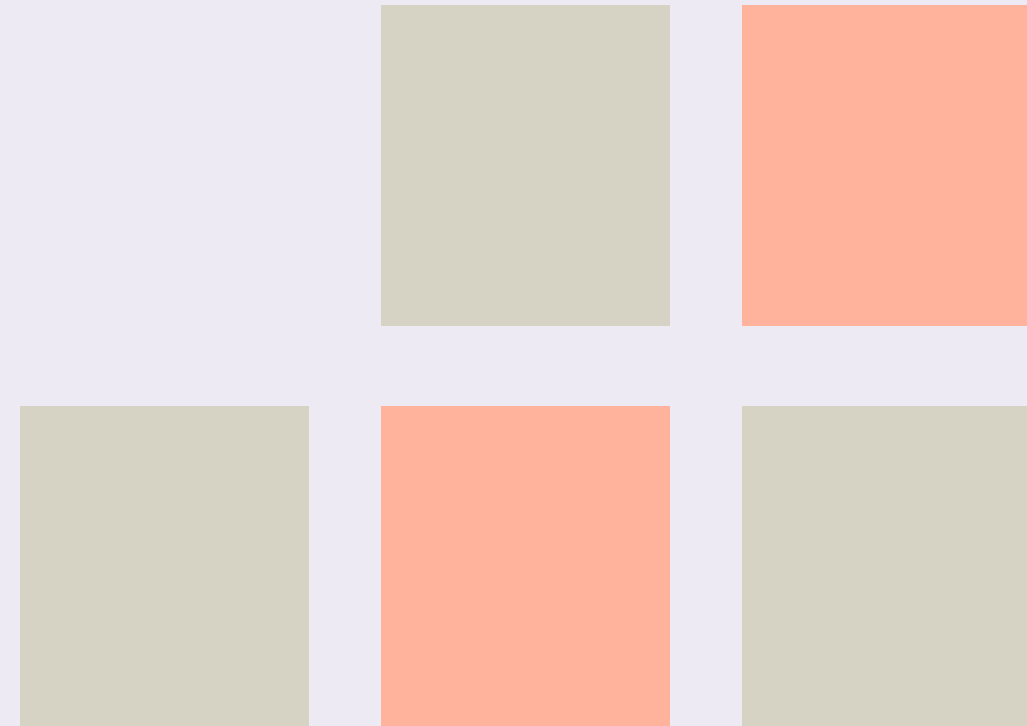
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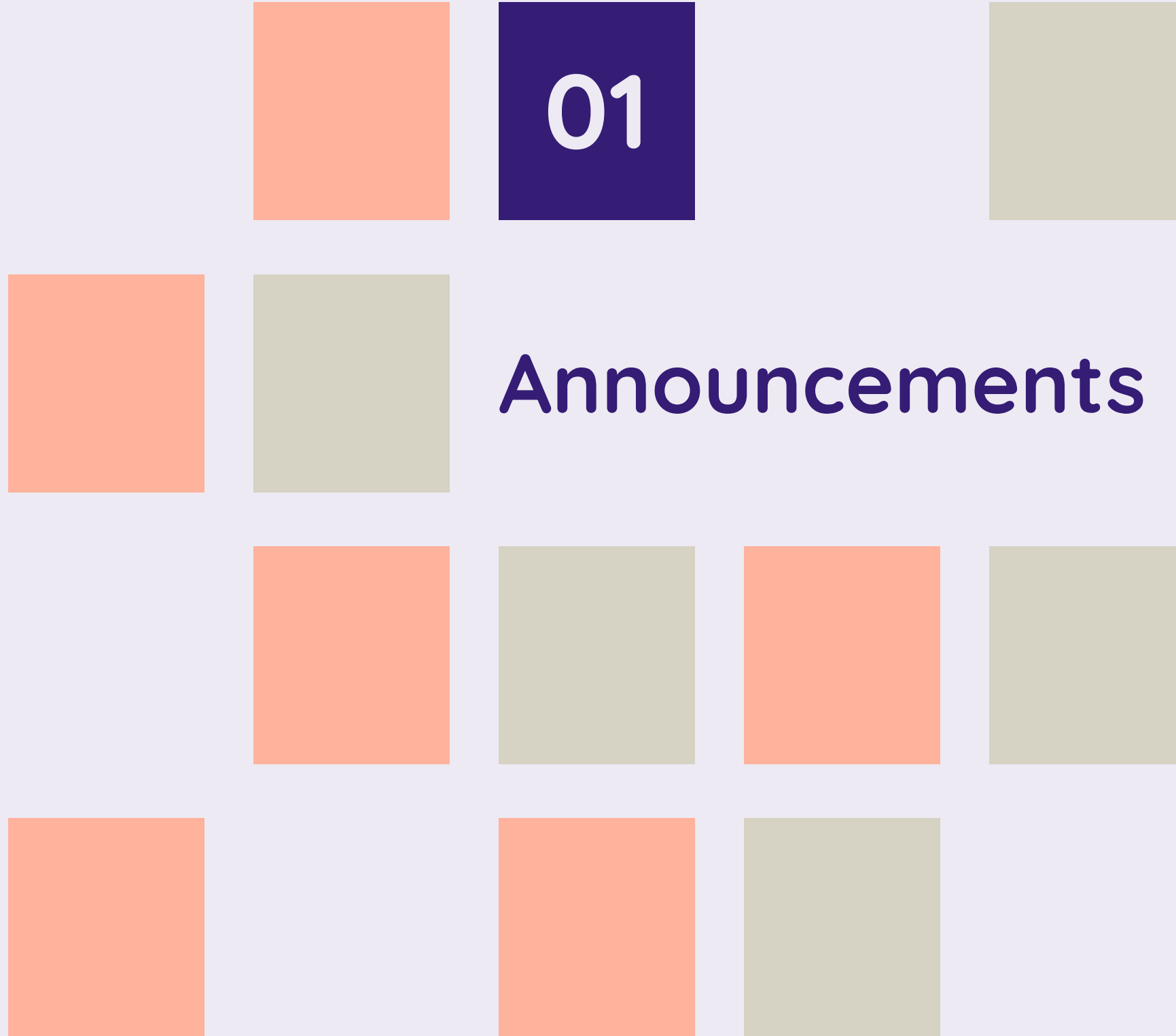
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# Announcements





# Letter from the DWC Co-Editors

Hello DWCCers,

We want to formally introduce ourselves as the current Co-Chairs of the Division on Women and Crime and thank you for trusting us to lead the group into the future. Since we began our roles in March of this year, we have been warmly welcomed by others on the board and in the division. We also appreciate your continued patience as we become acclimated to this ever-important role.

We are vested in promoting awareness of how marginalized groups are treated throughout the criminal justice field in scholarship, teaching, and service. For example, both of us complete research and organize campus events related to gender-based violence. We would like to utilize our skill sets and backgrounds to provide strong leadership for those in the section and beyond. Additionally, we want to work with membership and create a unified force to strengthen diversity, equity, and inclusion in the section so we can then promote the same throughout the broader organization and the field.

We believe our identity needs to be clear moving forward. Part of our work has already begun in reviewing an updated DWC Constitution addressing things such as provisions for a leave of absence or resignation of an executive board member. Please pay careful attention when you receive information regarding the Constitution. Your active participation is important to us. Additionally, we are welcoming new co-editors of *Feminist Criminology* as of July 1: Dr. Lisa Pasko from University of Denver and Dr. Vera Lopez from Arizona State University. Both are highly qualified and dynamic for the future of the journal and we ask the membership to join us in warmly welcoming them into their role.

The world, and within that the criminal justice field, is constantly changing. Recent changes have been particularly damaging to the goals of the division. Our hopes are to work diligently to ensure the continuance of the manifestation of activism to the membership. Now, more than ever, it is important to stand up for not only ourselves, but those who are unable to or are fearful themselves.

We thank you for the opportunity to serve the division and welcome ideas you have moving forward.

Sincerely,

**Shavonne Arthurs and Samantha Gavin**

**Co-Chairs, Division on Women and Crime**



# New *Feminist Criminology* Co-Editors



**Dr. Lisa Pasko, University of Denver**



**Dr. Vera Lopez, Arizona State University**

"Our editorial philosophy and vision for the journal are twofold: 1) honor the history of the field with its challenge to the masculinist nature of criminology as well as its critical focus on gender, justice, and inequality; and 2) move the journal toward a direction of gender expansiveness, diversity, equity, inclusion, and intersectionality. As editors, we will appreciate pieces that demonstrate how gender matters in crime and crime policy. More specifically, gender—in all of its diversity—must be theorized to do good criminological research. We are committed to keeping the journal interdisciplinary and showcasing a variety of academic and professional perspectives. This includes, but is not limited to 1) further explicating the gender/crime interface in feminist criminological theory; 2) examining the different ways of conceptualizing gender and its intersection with other forms of inequalities in understanding victimization and criminal behavior, and 3) highlighting contemporary feminist thought and activism that has the potential for profound implications in mainstream criminology and significant impact in the field."



# Member News

Associate Editor:  
Julia Dillavou

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**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](mailto:Julia.Dillavou@PSU.edu)

Do you have news that you want to share? Let us know! Do you have a friend or colleague that just published a paper, won an award, or did something else that is fabulous? Encourage them to share with the rest of the DW/Cers. Email Julia or submit them

[HERE](#)





# New Jobs, Promotions, & Awards

**Kristine Artello** is a Visiting Associate Professor at Boston University Metropolitan College for 2022-23 academic year.

**Popy Begum** received the *Outstanding Graduate Student Award* in the Victimology Section and the Doctoral Summit Scholarship from Academy of Criminal Justice Sciences (2022). She also received the *Andrew W. Mellon Transformative Learning in the Humanities Faculty Fellowship*, City University of New York (2022).

**Samantha Clinkinbeard** was promoted to *Full Professor and Assistant Dean of the College of Public Affairs and Community Service (CPACS)* at University of Nebraska Omaha

**Julia Dillavou** was awarded the *Dissertation Support Grant* by the Research and Graduate Studies Office in the Penn State College of Liberal Arts

**Walter Dekeseredy** was named a *Fellow* of the American Society of Criminology

**Janet Garcia-Hallett** was accepted to the *Chancellor's Leadership Cohort* for the fall 2022-spring 2023 year where she will be working on innovative leadership projects to assist the University of New Haven campus.

**Alondra Garza** received her Ph.D. in Criminal Justice at Sam Houston State University in May 2022. Alondra will be joining the Department of Criminal Justice at the University of Central Florida this fall.

**Venezia Michalsen** will be leaving the Justice Studies Department at Montclair State University after 14 years to join the Department of Sociology and Criminal Justice at Southern Connecticut State University, in her hometown.

**Sheetal Ranjan** has moved from William Paterson University to the Justice Studies Department at Montclair State University in New Jersey with a dual appointment in the Department of Psychiatry at the Hackensack Meridian School of Medicine, NJ with the rank/title of Professor. The goal of this dual appointment is to develop a program, policy and research center that explores healthcare approaches to criminal justice involving a partnership between Montclair State University and the Hackensack Meridian Health Network.

# Community Impact, Teaching Innovation, and more!

**Popy Begum** participated in the Training Initiative for Asian Law & Society Scholars, National University of Singapore & Henry Luce Foundation (2022)

**Daniela Jauk-Ajamie** received the campus wide "Outstanding Teacher" award this year at the University of Akron. She offered experiential learning opportunities in her classes, e.g. pen paling with incarcerated people in corrections classes or the "Sociology of Art" project in which intro students develop creative applications based on sociological research.

**Marisela Velazquez** and **Alondra Garza** will serve as this year's Co-Chairs for the DWC Diversity and Inclusion Committee.

# Articles, Books, and Book Chapters

Beichner, D., Barberet, R., & **Sheetal Ranjan**. (2022). Prioritizing the Elimination of Violence Against Women Worldwide: Lessons From the 65th Session of the UN Commission on the Status of Women. Guest Editors' Introduction. *Violence Against Women*, 28(8), 1728–1735. <https://doi.org/10.1177/10778012221086000>

**Stephanie Bonnes**. (Forthcoming). Femininity Anchors: Heterosexual relationships and pregnancy as sites of harassment for U.S. Service-women. *American Journal of Sociology*.

**Stephanie Bonnes** & Samantha Tosto. (Forthcoming). "She clearly thought that something bad had happened to her:" How military lawyers construct narratives of victim legitimacy and perceived harm in sexual assault cases. *Armed Forces and Society*.

Canada, K. E., Huebner, B. M., **Janet Garcia-Hallett**, Givens, A., Inzana, V., Taylor, E., & Peters, C. M. (2022). Community-engaged prison-based research in a pandemic: The efficacy of summative content analysis for understanding prison culture and climate. *Journal of Crime and Justice*, 1–18. <https://doi.org/10.1080/0735648X.2022.2072364>

**Walter DeKeseredy**, Nolan, J., **Daneille Stoneberg**, & Turley, E. E. (2022). Estimating Crime in Rural America: The Contribution of the First Phase of The West Virginia Community Quality of Life Survey. *International Journal of Rural Criminology*, 6(2), 237–251. <https://doi.org/10.18061/ijrc.v6i2.8751>

**Janet Garcia-Hallett**, Samuels-Wortley, K., Henry, T. K., & Boyles, A. S. (2022). Reclaiming Our Stories: Centering the Voices, Experiences, and Expertise of Black, Indigenous, and Women of Color (BIWOC) on the Carceral State. *Journal of Qualitative Criminal Justice & Criminology*. <https://doi.org/10.21428/88de04a1.9ad6c859>

**Daniela Jauk-Ajamie**, & Blackwood, A. (2022). "I Grow Every Day, like Plants." An Evaluation of a Gardening Program for Women in a Residential Community Corrections Setting. *Women & Criminal Justice*, 1–24. <https://doi.org/10.1080/08974454.2022.2053031>

**Stacie Merken** & Elizabeth Bennion. (Forthcoming). Cute, But So Much More: How Michelle Obama Used Fashion to Advance Her Political Agenda. In *Domestic Volume of Fashion and Politics*.

**Jane E. Palmer, Valli Rajah, & Sean K. Wilson**, (2022). Anti-Racism and Intersectionality in Feminist Criminology and Academia: Introduction to a Special Issue. *Race and Justice*, 12(3), 451–456. <https://doi.org/10.1177/21533687221101806>

*\*This article is the introduction for a special issue of Race and Justice. The special issue focused on anti-racism and intersectionality in feminist criminology and academia. It came out of the Forum last summer that the DWC helped to fund. For more on the special issue: <https://journals.sagepub.com/toc/raja/12/3>*

**Marisela Velazquez**, Petray, T. L., & Miles, D. (2022). The Impacts of Drug and Alcohol Use on Sentencing for First Nations and Non-Indigenous Defendants. *Race and Justice*, 21533687221078970. <https://doi.org/10.1177/21533687221078967>



**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*.



We are inviting book reviews for the next two issue of the DWC DivisioNews. We publish books written by DWC members, female criminologists, and feminist criminologists, as well as books on female criminal justice professionals, victims, and/or offenders. If you have a book that you would like to have reviewed, please have your reviewer contact us. If you are interested in submitting a review, please contact us. The book should be one more than two years old. Please contact Janice Clifford at [cliffje@auburn.edu](mailto:cliffje@auburn.edu) or Vanessa Garcia at [VGarcia1@njcu.edu](mailto:VGarcia1@njcu.edu) .

\*Reviewers do not have to be DWC members\*

**Fall 2022 Edition – Submissions DUE **October 15<sup>th</sup>****

**Spring 2023 Edition – Submissions DUE **March 15<sup>th</sup>****

Thank you all for your support!

# Member Spotlights

Associate Editor:  
Dr. Rimonda Maroun

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**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 DWCers 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!

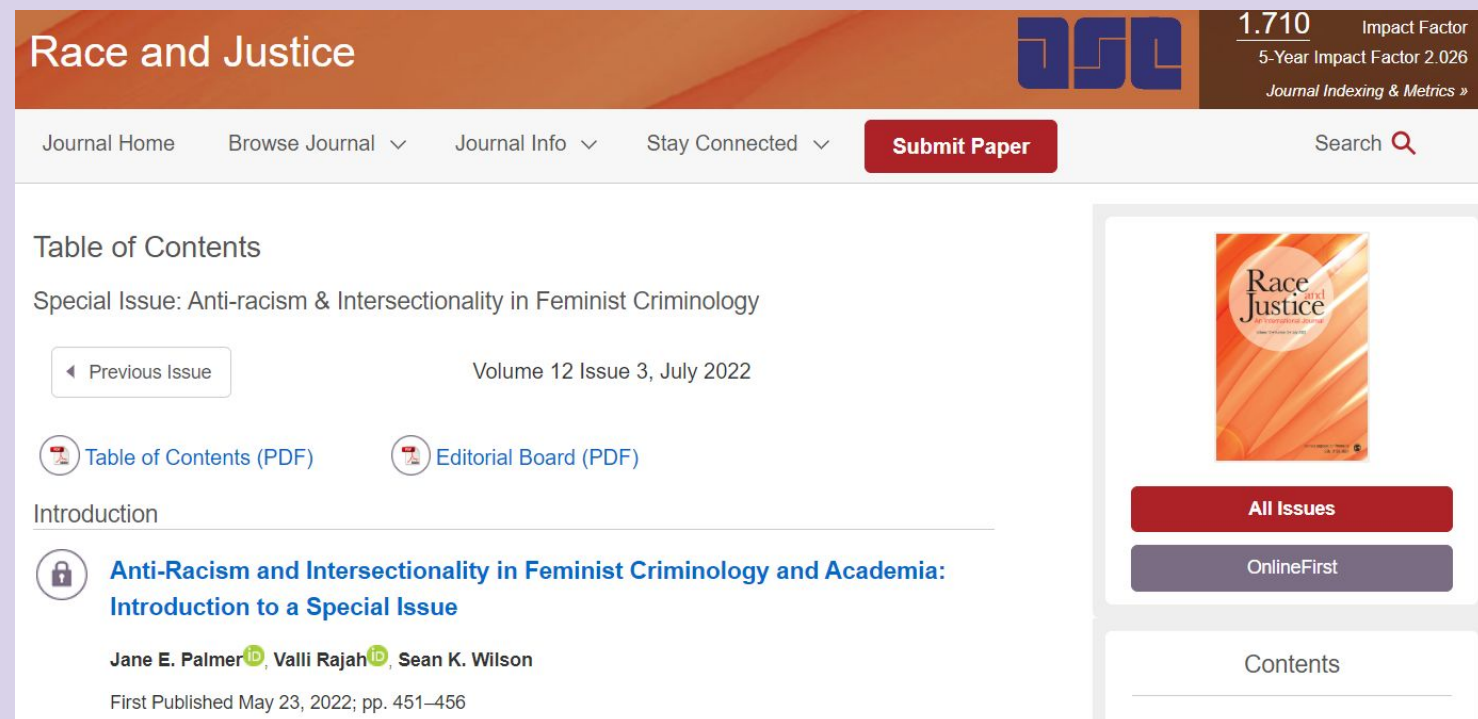
**We are interested in showcasing all our members and the great work they do apart from just traditional scholarship. So please don't be shy and nominate yourself and other DWC members!**



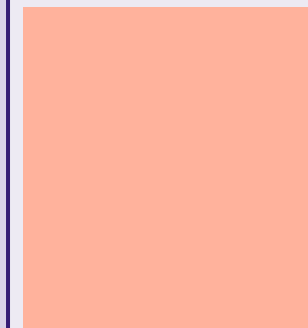
# *Race & Justice*: Special Issue on Anti-racism and Intersectionality in Feminist Criminology and Academia

Congratulations to members **Valli Rajah, Jane Palmer, and Sean Wilson** who guest edited a [Race & Justice Special Issue on anti-racism and intersectionality in feminist criminology and academia](#).

Kudos to our many members who contributed to the issue (see next page for table of contents)!



The screenshot displays the journal's website interface. At the top, the journal title "Race and Justice" is on the left, the "RSC" logo is in the center, and impact factor information (1.710, 5-Year Impact Factor 2.026) is on the right. Below this is a navigation bar with links for "Journal Home", "Browse Journal", "Journal Info", "Stay Connected", and a "Submit Paper" button, along with a search icon. The main content area features a "Table of Contents" section for the "Special Issue: Anti-racism & Intersectionality in Feminist Criminology". It includes a "Previous Issue" button, the issue title "Volume 12 Issue 3, July 2022", and links for "Table of Contents (PDF)" and "Editorial Board (PDF)". The featured article is "Anti-Racism and Intersectionality in Feminist Criminology and Academia: Introduction to a Special Issue" by Jane E. Palmer, Valli Rajah, and Sean K. Wilson, published May 23, 2022, pp. 451-456. On the right side of the page, there is a cover image of the journal, buttons for "All Issues" and "OnlineFirst", and a "Contents" section.



# *Race & Justice: Special Issue on Anti-racism and Intersectionality in Feminist Criminology and Academia*

Be sure to check out the amazing work in the special issue!

[In Their Experience: A Review of Racial and Sexual Minority Experience in Academe and Proposals for Building an Inclusive Criminology](#)

Kwan-Lamar Blount-Hill, Victor St. John, Lauren N. Moton, and Ahmed Ajil

[Whose Voices are Prioritised in Criminology, and Why Does it Matter?](#)

Kelly J. Stockdale, and Rowan Sweeney

[Diversity, Equity, and Inclusion in Research Teams: The Good, The Bad, and The Ugly](#)

Angela J. Hattery, Earl Smith, Shannon Magnuson, Allison Monterrosa, Katherine Kafonek, Cameron Shaw, Rochelle Davidson Mhonde, and L. Cait Kanewske

[Anti-racism in Criminology: An Oxymoron or the way Forward?](#)

Jane E. Palmer, Valli Rajah, and Sean K. Wilson

[The Personal is Political and so is Discomfort: Intersectional, Anti-Racist Praxis in Feminist Criminology](#)

Valli Rajah, Jane Palmer, and Marian Duggan

[It Could Be Us: Black Faculty as “Threats” on the Path to Tenure](#)

TaLisa J. Carter, and Miltonette O. Craig

[Performing Anti-racism: Universities Respond to Anti-Black Violence](#)

Ishara Casellas Connors, and Henrika McCoy

[The Necessity of Love](#) (Tribute to bell hooks)

Cassandra Mary Frances Gonzalez

[How bell hooks Taught us to Talk Back: A Love Letter](#)

Lauren N. Moton, and Kwan-Lamar Blount-Hill

# 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 Biopsychosocial Criminology

DBC is currently inviting members to join the executive board and to nominate people for division awards. See below for additional information:

### Division Awards

- **Lifetime Achievement Award:** This award recognizes an individual who has a record of sustained and outstanding contributions to scholarly knowledge on biopsychosocial criminology.
- **Early Career Award:** This award recognizes an individual (within 6 years after receiving the Ph.D. degree or similar graduate degree) who has made a significant contribution to scholarly knowledge on biopsychosocial criminology in their early career.
- **Outstanding Contribution Award:** This award recognizes an outstanding contribution (journal article or book) in the field of biopsychosocial criminology by a scholar or scholars who has completed their Ph.D. The contribution must have a publication date of 2020 or later and should be published or in-press (accepted).
- **Rolf Loeber Student Innovation Award:** This award recognizes an exceptional empirical paper by a current graduate student in the field of biopsychosocial criminology. Nominations will be evaluated in terms of the novelty of the study aims and methodological rigor. The student must be lead or solo author on the paper, and the paper must be either under review, accepted for publication, or published to be considered. If accepted, the contribution must have a publication date of 2020 or later. The nominee must have graduate student status at the time of nomination. This award comes with a cash prize.

Please send nominations to Jill Portnoy ([jill\\_portnoy@uml.edu](mailto:jill_portnoy@uml.edu)). **Nominations must be received by September 1, 2022.** Please include in your email a) the name, affiliation, and CV of the nominee, b) the name of the award you are nominating the individual for, c) a brief statement supporting the nomination, d) for the Outstanding Contribution Award and Student Innovation Award, please submit a copy of the article or pre-print that is relevant to the award, or the title of the book. Please include “DBC Award Nomination” in the subject of your email.

### Executive Board Positions

We are currently seeking nominations for 3 positions on the Executive Board: Chair, Vice-Chair, and one Executive Counsellor. Members of the Executive Committee serve two-year terms and chair the DBC committees. Nominees must be current members (including student members). All nominators should include a statement that the nominee is willing to serve if elected. Self-nominations are also welcome. To submit a nomination, please fill out the form at the following link: <https://forms.gle/5ruN3nAY2bB4GDFe8> by **September 1, 2022.**

In order to be eligible for nomination and to vote in the upcoming DBC election, you must be a current DBC member in good standing.

## **Division of Policing**

The Division of Policing is currently accepting award nominations for its members. The nomination deadline is 7/15. We are also currently accepting nominations for the 2022-2024 Executive Board election. The election nomination deadline is 8/15. More information about both of these opportunities can be found here: <http://ascpolicing.org/wp-content/uploads/2022/06/DivisionofPolicingNewsletter-June-2022.pdf>

## **Division on Queer Criminology**

The division on Queer Criminology will be sponsoring several panels and roundtables at the 2022 ASC conference. Topics include:

- Intersectionality and Queer Criminological Research
- The Future of Queer Criminology
- Innovations in Queer Criminological Research
- Meet the Authors with Emma Russell, Allyn Walker, Aimee Wodda, Vanessa R. Panfil, Carrie Buist, Lindsay Kahle Semprevivo, and Emily Lenning
- Navigating the Academy as a Queer Person
- Navigating the Graduate Experience as a Queer Person
- Methodological and Terminological issues in Queer Criminology

See attached for more information.

## **Division on Terrorism & Bias Crimes**

For 2022, the DTBC is sponsoring three awards. For complete information about submission requirements for each award, please visit the [DTBC website](#). Award nominations and submissions are due August 1<sup>st</sup>.

Student Paper Award: Submit your paper [here](#)

Distinguished Scholar Award: Submit nominations [here](#)

Early Career Impact Award: Submit nominations [here](#)

## **Division of Victimology**

A special edition of Victims and Offenders will be released soon (Vol.17, Issue 5). This issue was a collaboration between the Division of Victimology (DOV) and the Division of Cybercrime (DCC). This special issue features work by many DOV, DCC and also DWC members on the connection between in person and cyber victimization. Victims and Offenders is the official journal of the DOV and will be publishing at least one special issue a year featuring DOV members' work. The next special issue on vulnerable victimizations will be out in 2023.

# Employment & Funding

Associate Editor:  
Dr. Amanda Goodson

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**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.





# Tips and Tricks for the Academic Job Market

It is June 2022, which means the criminal justice and criminology academic job market is right around the corner. Like many academics, I experienced unease, stress, and the unknown when I was on the academic job market in 2019 and 2021. These feelings were exacerbated on the 2021 job market due to the ongoing COVID-19 pandemic. Normally, this section of the DWC Newsletter is reserved to advertise job solicitations that may be of interest to members of the DWC. Job solicitations for criminal justice and criminology positions are often listed on three major websites including [American Society of Criminology](#), [Academy of Criminal Justice Sciences](#), and [HigherEd Jobs](#). I encourage all academics entering the job market to visit these websites on a regular basis.

That said, the DWC Newsletter Committee felt it would be more helpful to include a section that provides some tips and tricks pertaining to the academic job market. As a result, I collaborated with **Dr. Maria João Lobo Antunes**, an associate professor at Towson University, to create a list of recommendations designed to help with the job market experience.

## Recommendations Relevant for Graduate Students

- It is important to think about the type of institution that you want to work at as you transition into an academic position. Universities are often classified as teaching or research institutions, which determines teaching course loads and research expectations. For example, research institutions may have a teaching load of 2-2 per academic year but require higher research production. Teaching institutions may require a 4-4 course load but have fewer research obligations. Understanding the differences and knowing your preference for the type of institution that you hope to gain employment at will help during the application process.
- There are often more positions available at teaching institutions as opposed to research institutions. This means it is important to try and gain the experience required by the type of institution that you want to work at. For example, if you want to work at a teaching institution then it is important to have teaching experience as a graduate student.
- Be aware of the academic job market timeline. For the Fall academic market, most job solicitations post between late July and early October. Initial phone interviews generally occur in September and October. On-campus interviews usually begin in October and may run through December.
- Create a spreadsheet or table that captures the important information for jobs of interest. Job solicitations include a lot of important information such as descriptions of the university, specifics of the job (e.g., specialization of the position), contact information for the search committee chair, and application deadlines. A spreadsheet is a quick and efficient way to capture all of the important information, and it improves organization during the application process.
- Job applications may require a variety of materials including a cover letter, research statement, teaching philosophy, diversity statement, writing samples, and professional references or letters of recommendation. As a result, it is important to think through the different aspects of an application.
  - Tailor materials to the institution! For example, how does your research interest align with or contribute to the department? How do classes you have taught relate to the classes offered at the institution? Who would you want to collaborate with in the department? This type of information demonstrates your interest and qualifications for the position.
  - More and more universities are requiring diversity statements. It is important to understand how your research, teaching, and service incorporate and address diversity, equity, and inclusion.
  - Think critically about who you ask for references or letters of recommendations. These individuals should be able to write a great recommendation that includes relevant information for the job position. They should be able to speak to your character, qualities, and skill set. Additionally, make sure to give your professional references an appropriate amount of time to write and submit letters of recommendation.
  - Have current faculty read through your application materials and provide feedback. Moreover, seek diverse perspectives!
- Universities can be very different from each other. Research the student body and know the dynamics of the department and broader institution.

## **I Received an Invite for an Initial Interview or On-Campus Interview – What’s Next!?**

- If you have not done so already, research the department faculty! It might be helpful to create a “cheat sheet” on the faculty, including their position, research area, and degree granting institution. Being able to speak about faculty specifics demonstrates your interest and seriousness about the department.
- Initial interviews often take place over the phone or electronic platforms such as Zoom. By design, these interactions are short but very important. As such, have “elevator speech” responses to questions regarding your interest in the department and university, research, teaching, and service.
- A teaching demonstration may be one component of an on-campus interview. Here are some things to think about when creating a mini lecture for an interview.
  - Candidates are often provided information on whose class they will be guest lecturing for during the interview. Reach out to the professor on record and ask about the course, including the specific topic for the week. This may help you design a lecture that is relevant and of interest to the audience.
  - Encourage audience participation. This can be done through discussions or an activity that represents your in-class dynamic as a professor.
  - Come prepared and bring your teaching A-game!
- Many universities will require candidates to present a research demonstration as part of the on-campus interview.
  - Be very aware of your audience. For example, if you are applying for a position in a mixed department (e.g., Sociology, Criminal Justice, and Anthropology) then know that audience members will have a large continuum of backgrounds.
  - Tell a story and have a narrative. The audience should understand who you are as a scholar after the presentation.
  - Make sure the research presentation reflects current work. Graduate students, for example, should present their dissertation. Faculty may choose to present a current research project.

## **Perspectives from A Search Committee Member**

- Search committees can be very dynamic and may be seeking a specific candidate. As a result, there is a lot going on behind the curtain that applicants do not know about when submitting job materials.
- While it is difficult to receive a rejection, it is important to understand that offers rarely speak to the candidate personally. Instead, job offers are often reflective of a candidate’s experience and overall fit within a department.
- Try and receive feedback from a search committee if a rejection occurs after an initial or on-campus interview. While it can be intimidating, it might be beneficial to contact the search committee chair to ask for constructive feedback.

## **Already on the Tenure-Track?**

- Remember that it is easier to move universities as an early career assistant professor. Fewer positions become available as you progress through your academic tenure.

\*\*\*\*\*

While this list of recommendations is not exhaustive, I hope it provides some helpful tips and tricks as you prepare your application materials. Finally, do not hesitate to reach out to DWC members, supervisors, mentors, and/or academic friends to obtain their advice and recommendations for navigating the academic job market.



# 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.

07



## Call for Contributions!

Looking for contributions to the next newsletter for the 'Ask a Senior Colleague' section related to the most recent legislative restrictions on teaching about race and gender in the classroom! As noted in [The Chronicle](#), PEN America and the American Association of Colleges & Universities have published a [joint statement](#) about the more than 70 bills in 28 states (7 of which have already been signed into law) restricting discussion of race and gender (among other topics) within the college classroom since 2021. Given this legislative environment, what changes, if any, will you make in how you teach about race and gender in the criminal justice system? What student demographics or other classroom dynamics (i.e. classroom size, course level) do you take into consideration regarding your methods for teaching about race and gender in your classroom? Is there something that has been particularly successful for you in your classroom? What advice do you have for pre-tenure faculty and/or faculty in states with legislative restrictions in place as they plan their courses?

Thank you for your continued support and efforts to make the 'Ask a Senior Colleague' column valuable for all. If you have a question you want to be answered, email me at [apoland@sjcny.edu](mailto:apoland@sjcny.edu) or [poland.amy@gmail.com](mailto:poland.amy@gmail.com).



# Teaching Tips

Associate Editor:  
Dr. Breanna Boppre

08

**Dr. Breanna Boppre** is a tenure-track Assistant Professor in the Department of Victim Studies at Sam Houston State University. Her research examines system-involvement through gendered and intersectional lenses, the carceral system, and the impacts of incarceration on families. Her work appears in numerous peer-reviewed outlets including *Justice Quarterly*, *Criminal Justice and Behavior*, and *Feminist Criminology*. She has been recognized for her teaching and scholarship through national awards, including 2021 ASC Division of Victimology Faculty Teacher of the Year and 2022 ACJS Innovations in Teaching.





# Getting to Know our Students in Online Courses

By Breanna Boppre & Shelly Clevenger



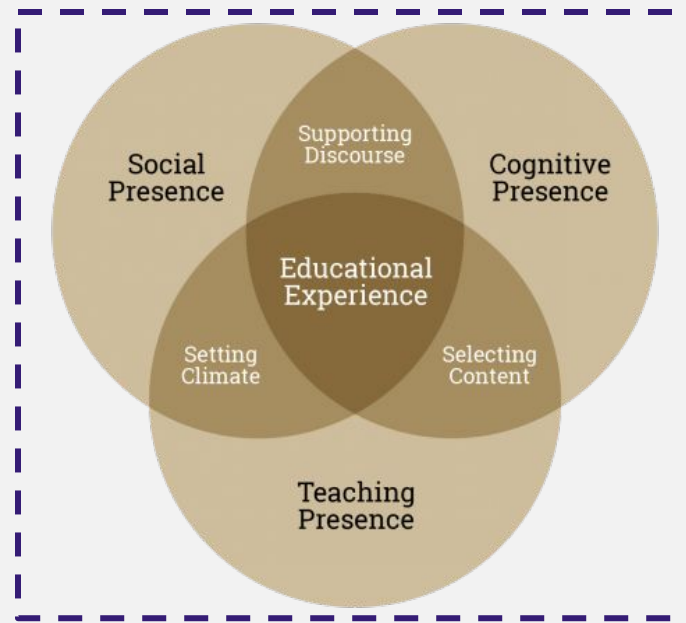
Breanna Boppre, Assistant Professor  
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Shelly Clevenger, Associate Professor and Chair  
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## Why is getting to know our students important?

Numerous studies demonstrate the value of getting to know your students. Beyond students' own cognitive presence, instructor and social presence are key components to learning (Garrison et al., 2001). Getting to know your students helps build rapport which in turn, increases student participation, student motivation about the class, and positive perception of the instructor (e.g. Frisby & Martin, 2010; Wilson et al., 2010). Research indicates that such connections are especially important for underserved students, who may feel intimidated or discouraged by traditional norms and expectations in higher ed, which tend to favor more privileged students.<sup>1</sup> In addition, creating a sense of belonging improves cross-cultural interactions and positively affects students' performance (Glass & Westmont, 2014).



The Community of Inquiry model, developed from Garrison, Anderson, & Archer (2001)

Image shared from: <https://operations.du.edu/inclusive-teaching/community-inquiry-model>

## What are the challenges in online formats?

When we think about online teaching versus teaching in-person, there are some notable differences across formats that impact the methods we use to get to know our students. Usually, on a first day, we can facilitate live icebreaker activities. We can go around and introduce each other. The distinct benefit to getting to know each other in-person is that everyone is physically in the same room at the same time.

Nonetheless, there are ways to recreate this format online. Although students may not be physically in the same place at the same time (or even on a computer remotely at the same time), there are opportunities for shared platforms in which students can participate asynchronously. While participation may not be live, asynchronous allows students time to gather their thoughts and information they would like to share, such as stories, photos, or other media. In this sense, getting to know each other online has advantages as students are able to bring in more multimedia than they would in-class.

## How can we get to know our students online?

### Pre-course survey

Michelle Pacansky-Brock, who specializes in humanizing online learning, recommends asking students to fill out a confidential survey at the beginning of the term. This allows the instructor to get to know their students and identify areas for added support proactively. Pacansky-Brock openly shares her pre-course survey for fellow instructors.<sup>2</sup> She asks about students' names, pronouns, experience in online courses, and other factors that may impact students' experiences in the class (i.e., working full-time, caretaker, first-generation, never taken an online course before). "Is there anything you'd like to share or ask me at this point?" is a great question to allow students to voice concerns or express excitement/apprehension aside from pre-determined categories. I (Bree) have adopted this pre-course survey and it has been a great tool to get to know students. I added questions about what movies/television shows and music students are currently into, so I can have conversation points for online chats or virtual meet-ups.

### Profiles

Introductions can be very valuable tools to use to get to know your students and have them get to know you! There are different ways to facilitate this in an online class. I (Shelly) in my online classes have my students create an introduction about themselves. This has helped me to get to know my students and for them to get to know me even though we are not learning together in real time as all of my online courses are asynchronous. To create their introductions, they can do this using PowerPoint, Canva, Word or they can make a video where they talk about themselves. This is an assignment for the course and it is worth 50 points. I make it worth points as I want them to put time and effort into creating this. In their introduction, I want them to talk about their career or education goals so that I can help them in any way I can to achieve those. But I also want them to talk about their interests outside of work and school. I ask them to share only what they feel comfortable with. This can include photos and information about pets, children, hobbies, favorite foods and also favorite media items/characters. Students can include their own pictures or pictures that represent themselves and these items. I also create my own PowerPoint introduction about myself which I share (please see below).



#### RESEARCH CAREER HIGHLIGHTS

- \*December 2016 presented research at UN WOMEN in NYC
- \*2017 Feminist Criminology Article of the Year Award
- \*October 2018 Presented at Congressional Hearing in D.C. regarding the ENOUGH Act
- \*2018 New Scholar Award
- \*2019 Book of the Year Award for Victimology; An Active Learning Approach
- \*2020 Inconvenient Woman of the Year Award
- \*2022 SHSU College of CJ Community Engagement Award

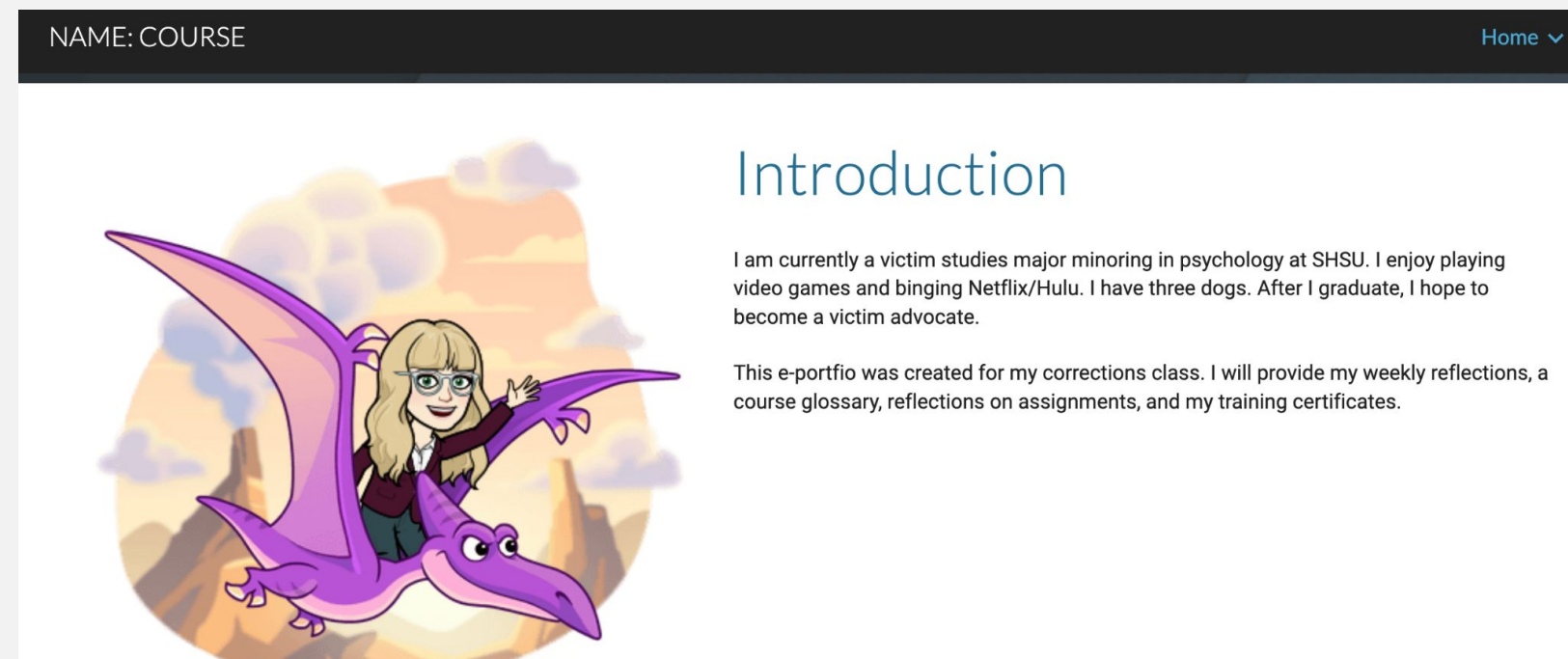
#### I have an 6 year old daughter named Iris.





I have some slides that are more “professional” about my teaching, research and service and I also include more personal slides about my hobbies. I also share with them that I have a daughter. This is important for students who take my classes. I teach mostly graduate classes in a Masters program where the majority of students have a full-time career and a family. Most are also what would be considered non-traditional students and are female. Sharing this aspect of my life allows them to know that I can relate to them having parenting issues or struggles in getting things done or turned in. It also lets them know I have the same challenges they do parenting and working.

This activity of creating an introduction at the start of the course has allowed me to connect with my students and for them to connect with me on a new level. Even though the courses are online and the graduate students are literally all over the world, they feel that they know who I am. One student in the course evaluation said, “The best part was the intro assignment. I got to create something about myself and I got to see that Dr. C was also into some of the same things I was. Throughout the semester I would reference Doctor Who in my assignments and she got it! It made this course really special.”



The screenshot shows a web page for an e-portfolio. At the top left, it says "NAME: COURSE" and at the top right, there is a "Home" link with a dropdown arrow. The main content area is titled "Introduction" in a large blue font. To the left of the text is a cartoon illustration of a woman with blonde hair and glasses riding a purple pterosaur against a sunset background. The text to the right of the illustration reads: "I am currently a victim studies major minoring in psychology at SHSU. I enjoy playing video games and binging Netflix/Hulu. I have three dogs. After I graduate, I hope to become a victim advocate." Below this, it says: "This e-portfolio was created for my corrections class. I will provide my weekly reflections, a course glossary, reflections on assignments, and my training certificates."

I (Bree) help students create blogs and e-portfolios that they use throughout the semester. The homepage is an excellent opportunity for students to introduce themselves. I ask students to include a photo or image that represents them. I provide resources such as Bitmoji<sup>3</sup> in case they would like to create an avatar instead of a real photograph. I ask them to include their current status in school, goals for future careers, and any other information they would like to share. Students have shared images of their families, including children and pets, photos of their hobbies and artwork, and, my favorite so far, has been the addition of music. One student hosts a song of the week on her homepage and each week I look forward to listening! Students even proudly share their e-portfolios with their families or other students. Shelly and I had a campus event and a staff member who worked with one of my students said she showed them her e-portfolio and was very excited about it! Students note that creating a website is a useful skill that can also help them in future careers or organizing events.

## How can we encourage students to get to know each other?

### *Chat platforms*

Chat platforms such as Slack or Discord allow for socialization asynchronously. They also allow for a less formal interaction than email, which helps make the instructor feel more approachable. Students are also able to interact with each other. Instructors can create specific prompts or offer extra credit for joining the server. I (Bree) have a #share-and-care channel on Discord where we share fun news about how we spent our weekends or events we are excited for. For more information on how to use Discord as a teaching tool, please see Bree's other teaching note.<sup>4</sup>

### *Discussion boards*

Discussion boards can provide a platform for students to give introductions and get to know one another. We can make introductions fun and engaging by giving students creative prompts. For example, in my (Shelly) course I have students pick a fictional character and choose an image of that character to use throughout the semester as themselves. It is really interesting to see what folks pick. It also allows students to not feel pressured to have a photo of themselves on the discussion board or forum. I also chose a fictional character to use myself. It also allows students to make connections with each other and with me. The character they chose often sparks conversation in the discussion board. This is especially true when someone picks a villain or unpopular character! This activity, while fun, also allows students to think past learning someone's name or username and consider why someone identifies with a character. For example, one semester, I chose Ursula, the sea witch from *The Little Mermaid*. Students were aghast at this choice. I then went on to explain that Ursula was a small business owner trying to survive in King Triton's patriarchy. I explained that she showed Ariel the contract and explained the consequences and she did not read the contract fully and knew what she was getting into. I also say I chose her because she does not adhere to traditional beauty standards. This created a fun dialogue in the intro discussion about how we classify those that commit crime! These introductions often evolve past talking about characters and into the course material.

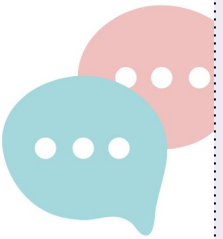
### *Virtual video sessions*

Virtual video live meetings have gained accessibility and popularity in recent years. Setting up live video meet-ups can offer a platform to gain informal connections similar to in-person courses. We recommend asking students what days of the week/times work best for them as online students can have varying availability. You may not be able to accommodate everyone's schedule, but offering options will increase opportunities for students to engage.

Meeting with an instructor can feel intimidating. I (Bree) frame them as virtual "meet and greets." I create flyers in Canva<sup>5</sup>, similar to how events or "happy hours" are advertised to create a more inviting and approachable environment. We also recommend emphasizing that students can come and participate in a variety of methods, including chat-only and audio-only, to allow for inclusivity.

## Virtual Meet & Greetings

Come ask  
questions, chat,  
and get to know  
each other!



*Join on Zoom*

*Sample Meet and Greet flyer*

## The benefits of building community

We have seen first-hand the benefits of getting to know our students. However, we recognize that our gendered racial privilege as cis-het white women also shapes our interactions and connections with students.<sup>6</sup> First, building connections helped improve our teaching evaluations. Students have increased social bonds with us, therefore, their evaluations of our courses are personal and meaningful. Second, we have more authentic long-lasting connections with students. With visuals and profiles, we are able to remember each student beyond the semester, which helps us to write letters of recommendation and serve as references. Last, but not least, we have greater enjoyment in teaching. Humans are social creatures. We thrive on connection to others. While maintaining professional boundaries, we are able to form closer connections with our students, which makes teaching more fulfilling. We are able to personalize feedback and examples to fit our students' interests and goals.

## Endnotes

1. <https://www.achievingthedream.org/sites/default/files/resources/Online-Learning-Practitioner-Packet.pdf>
2. Access the pre-course survey here: <https://brocansky.com/humanizing/student-info>
3. <https://www.bitmoji.com/>
4. DOV Newsletter August 2021: <https://ascdov.org/division-news/>
5. <https://www.canva.com/>
6. For tips and experiences from diverse faculty, check out this upcoming book: *Picture a Professor Interrupting Biases about Faculty and Increasing Student Learning* edited by Dr. Jessamyn Neuhaus, <https://wvupressonline.com/picture-a-professor>

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## For further reading:

Pacansky-Brock, M. (2017). *Best practices for teaching with emerging technologies*. Routledge.



# 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.



# Call for Submission for DWC 2022 Student Poster and Paper Awards

One day in the spring of 2019, I was sitting on a lawn, drinking coffee, and browsing my Twitter feed. A message calling on submissions for the DWC 2019 student poster and paper awards appeared on my screen. I did not pay attention to it, as I had just returned to Cambridge after completing some fieldwork in China. All I wanted at that time was to catch up with my friends and enjoy a good rest. Three months had passed however, I had zero progress in my dissertation writing. Apparently, procrastination was ruining me, and I urgently needed a hard push. The call for submissions came back into my mind, and I thought it might be a good idea to start writing something. I quickly checked the deadline and found out there was not much time left. Luckily, I already had the data in my hands, and I knew what to write. So I made up my mind, worked 10 hours a day, and kept up that pace for almost two months. I had mixed feelings throughout the process: on the one hand, intense fatigue and exhaustion came to me every night before sleep. On the other hand, I felt elated each morning because I was making rapid progress towards completion of a draft. My supervisor Loraine Gelsthorpe was supportive and helpful. In addition to our bi-weekly meeting, she spent extra time reading my drafts three times over and gave plentiful constructive feedback. I finally submitted it two hours before the deadline and felt a great sense of relief. After two months, to my surprise, I was notified by Dr Eryn O'Neal that I had won the Graduate Student Paper Award. This became the turning point at which I decided to join DWC, participated in events organized by DWC in San Francisco, and proudly bought a DWC shirt on site. The paper was further polished and accepted for publication in [the \*International Journal of Offender Therapy and Comparative Criminology\*](#). I am grateful that, through the activities and network of DWC, I met many feminist scholars and was able to draw inspiration from them. I, together with **Julia Dillavou**, the winner of 2021 Graduate Student Paper Award, encourage you to submit your work to the 2022 Awards. May this to be a great source of impetus in your pursuit of academic excellence.

**1. Can you tell us something about your research interests, and how did you become interested in that field?**

**Julia:** My research broadly looks at incarceration, specifically of women. I have studied the social networks of women in prison, the impact of parental incarceration, and for my dissertation, I will be looking at mechanisms of racial disparity in pre-trial detention for women.

I study the carceral experience and criminal legal system through a feminist/intersectional lens because I believe strongly that justice involves consideration of systemic power and violence. If we do not consider the ways that race, gender, and other constructs have and continue to structure individuals' lived experiences and opportunities, we will never produce just responses to harm.

**2. Is there a story or anything in particular you would like our community to know about you or your work?**

For several years, I ran weekly recreational programming in a women's prison. After an evening of volleyball, one of the participants tearfully thanked me for talking to and treating her like a human being. Our interaction-- to me-- was not exceptional. We were having a conversation about the games we had just played. But she said she was not accustomed to non-incarcerated people treating her with respect. This was one of many experiences in that prison that broadened my perspective to the inhumanity and psychologically punitive nature of prison.

**3. What obstacles have you overcome in conducting your PhD research?**

I would say the most significant obstacles in my research are the ones we are all navigating-- most presently, the collective traumas of COVID-19 and the constant barrage of news relating to white supremacy and gun violence. It is hard to continue to work while witnessing all of this.

I have also faced a number of personal and ideological obstacles. It has been difficult to piece together where I fit into the discipline. I am one of the only intersectional feminist criminologists in my department. And as someone who studies prisons but also believes they should be abolished, I am always searching for the proper balance between scholarship and activism, empiricism and idealism. My interest in prison research is deeply connected to my own privilege and inner work unpacking my position, complicity, and resistance within various systems of power. Managing this work, my own mental health challenges, and a rigorous workload has been another constant struggle for balance.



#### 4. Can you share with us about the reasons you applied for the 2021 DWC Graduate Student Paper Award?

The paper I submitted for the DWC Graduate Student Paper Competition, “Solidarity or Solitude? How Correlates of Incarceration Impact Friendship among Imprisoned Women” was the culmination of my early years of graduate work. It was the revised version of my master’s thesis, and I am very proud to have written it. I submitted it to the paper competition because I hoped—even if I didn’t win— I would receive feedback from other feminist scholars about how to improve the manuscript.

#### 5. What are the practical tips for writing an award-winning paper?

Ask as many people as you can to read your work! Whenever I can, I ask mentors, fellow graduate students, and even non-academic friends to read my work. Imposter syndrome conditions us to believe whatever we write is not good enough. But any writing can be improved, and it is not a failure to have someone read and critique your work. Also, if you have a paper you can submit, do it! The feedback itself is well worth it. And you never know which paper will end up winning :)



[Julia Dillavou](#) (@[Julia Dillavou](#))

PhD candidate, Department of Sociology and Criminology  
Pennsylvania State University

***Interested in applying for for the student poster or paper award? Continue to the next page for details on the awards and how to apply!***



division on women and crime  
american society of criminology

established 1984

## American Society of Criminology 2022 Division on Women and Crime Student Paper Competition

The Division on Women and Crime (DWC) of the American Society of Criminology invites submissions for the 2022 Student Paper Competition. The graduate student winner will receive \$500.00 and the undergraduate student winner will receive \$250.00. For submissions with multiple authors, the award money will be divided among co-authors.

**Deadline:** Papers should be RECEIVED by the committee chair by September 19, 2022.

**Eligibility:** Any undergraduate or graduate student who is currently enrolled or who has graduated within the previous semester is eligible. Note, any co-authors must also be students, that is, no faculty co-authors are permitted. To document eligibility, every author/co-author must submit proof of student status. This eligibility proof may be in the form of a letter from your department chair or an unofficial transcript.

**Paper Specifications:** Papers should be of professional quality and must be about, or related to, feminist scholarship, gender issues, or women as offenders, victims, or criminal justice professionals. Papers must be no longer than 35 pages including all references, notes, and tables; utilize an acceptable referencing format such as APA; be type-written and double-spaced; and include an abstract of 100 words or less.

Papers may *not* be published, accepted, or under review for publication at the time of submission.

**Submission:** Papers and proof of eligibility must be submitted to the committee chair by the stated deadline. Submitters must prepare the paper for blind review; all identifying information (name, affiliation, etc.) should be removed from the paper itself and papers should then be converted to a PDF file. In the email subject line, students should include identifying information and indicate whether the submission is to be considered for the graduate or undergraduate competition.

**Judging:** Members of the paper competition committee will evaluate the papers based on the following categories: 1. Content is relevant to feminist scholarship; 2. Makes a contribution to the knowledge base; 3. Accurately identifies any limitations; 4. Analytical plan was well developed; 5. Clarity/organization of paper was well developed.

**Notification:** All entrants will be notified of the committee's decision no later than October 15<sup>th</sup>. We strongly encourage winners to attend the conference to receive their award.

**Committee Chair: Andia M. Azimi, Ph.D.**

Email all **paper submissions** to:

Andia M. Azimi, PhD | Department of Criminal Justice & Criminology | Sam Houston State University |  
axa205@shsu.edu



division on women and crime  
american society of criminology

established 1984

## American Society of Criminology 2022 Division on Women and Crime Student Poster Competition

The Division on Women and Crime (DWC) of the American Society of Criminology invites submissions for the 2022 Student Poster Competition. The graduate student winner will receive \$250.00 and the undergraduate student winner will receive \$125.00. For submissions with multiple authors, the award money will be divided among co-authors.

**Deadline:** Posters should be RECEIVED by the committee chair by September 19, 2022.

**Eligibility:** Any undergraduate or graduate student who is currently enrolled or who has graduated within the previous semester is eligible. Note, any co-authors must also be students, that is, no faculty co-authors are permitted. To document eligibility, every author/co-author must submit proof of student status. This eligibility proof may be in the form of a letter from your department chair or an unofficial transcript.

**Poster Specifications:** Posters should be of professional quality and must be about, or related to, feminist scholarship, gender issues, or women as offenders, victims, or criminal justice professionals. Submissions must conform to the American Society of Criminology poster guidelines. Posters should display relevant literature, data, methods, theoretical work, policy analyses, and/or findings in a poster format that is visually appealing. Posters should encourage questions and discussion about the material.

Research displayed on the poster may *not* be published, accepted, or under review for publication at the time of submission.

**Submission:** Posters and proof of eligibility must be submitted to the committee chair by the stated deadline. Submitters must prepare the poster for blind review; all identifying information (name, affiliation, etc.) should be removed from the poster itself and posters should then be submitted as a PDF file or PPT file. In the email subject line, students should include identifying information and indicate whether the submission is to be considered for the graduate or undergraduate competition.

**Judging:** Members of the poster competition committee will evaluate the posters based on the following categories: 1. Content is relevant to feminist scholarship; 2. Makes a contribution to the knowledge base; 3. Accurately identifies any limitations; 4. Analytical plan was well developed; 5. Clarity/organization of poster was well developed; 6. Poster is visually appealing; 7. Poster encourages questions/discussion about presented material.

**Notification:** All entrants will be notified of the committee's decision no later than October 15<sup>th</sup>. We strongly encourage winners to attend the conference to receive their award.

**Committee Co-Chair: Andia M. Azimi, Ph.D.**

Email all **poster submissions** to:

Andia M. Azimi, PhD | Department of Criminal Justice & Criminology | Sam Houston State University |  
Axa205@shsu.edu



# Division on Queer Criminology (DQC) Sponsored Panels and Roundtables, ASC 2022

## DQC Sponsored Panel: Intersectionality and Queer Criminological Research

The papers on this panel center Black trans women and make the case for a greater consideration of intersectionality within queer criminology.

- Trans Black Women Deserve Better: Expanding Queer Criminology to Unpack Trans Misogynoir in the Field of Criminology
- #BlackTransLivesMatter: An Intersectional Analysis of Transgender Homicide Victims in the United States
- The Experiences and Conditions of Trans People in Prison: National Survey Findings

## DQC Sponsored Panel: The Future of Queer Criminology

This panel responds to the ASC 2022 theme "The Future of Criminology" by bringing together criminologists who have been steadily publishing queer criminological work since the 2010s. Queer criminological scholarship examines LGBTQIA+ populations as victims, perpetrators, and victim/offenders and as actors within the crimino-legal complex. Queer criminologists have also attempted to reduce the invisibility of LGBTQIA+ people by recommending policy shifts and more inclusive survey metrics, and they have probed into theoretical, methodological, and pedagogical concerns. What does the future hold for queer criminology?

## DQC Sponsored Panel: Innovations in Queer Criminological Research

The papers on this panel explore queer social spaces (both IRL and virtual) through the lens of queer criminology and also how strain impacts those whose gender identities challenge cisheteronormative social structures.

- The Role of Queer Social Spaces in Shaping Some Queer Substance Use
- 'Trans'formations: How online spaces cultivate hope and resilience among trans people
- Queering Life-Course Criminology: Examining Queer Turning Points Among Justice-Involved LGBTQ+ Adults
- Queering Criminological Theory: A Case for Gender Identity and General Strain

## DQC Sponsored Panel: Meet the Authors

This panel gathers together recently published books that are aligned with queer criminology theory and praxis.

- *Queer Histories and the Politics of Policing*, Emma Russell
- *A Long Dark Shadow: Minor-Attracted People and Their Pursuit of Dignity*, Allyn Walker
- *Sex-Positive Criminology*, Aimee Wodda & Vanessa R. Panfil
- *Queering Criminology in Theory and Praxis*, Carrie Buist & Lindsay Kahle Semprevivo
- *Queer Criminology (2nd Edition)*, Carrie Buist & Emily Lenning



### **Roundtable: Navigating the Academy as a Queer Person**

This roundtable features papers that consider a variety of issues including: identity as a queer activist within the academy, conflicting advice about outing oneself while on the job market, navigating hostile academic environments, and lurking in mainstream criminology as a queer criminologist.

- Hostile First, Friend Later (HFFL): Navigating 'midwestern nice' as an openly queer prof
- Lurking with/in mainstream criminologies as a queer criminologist: learnings and reflections
- Outing myself on the job market: Competing advice from well-meaning mentors

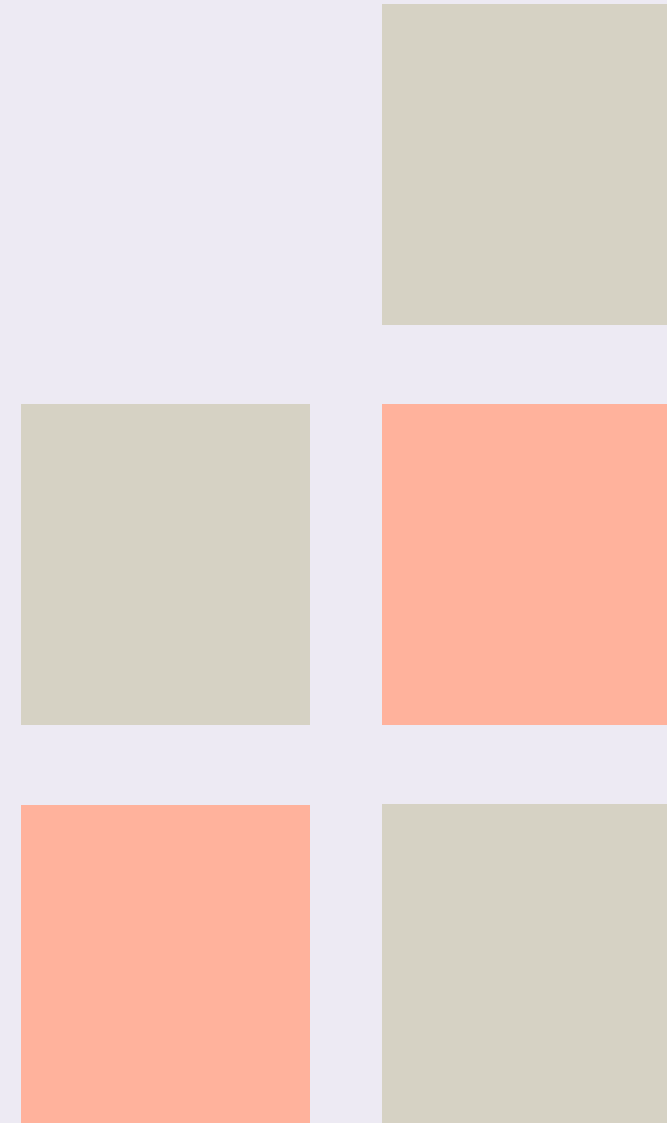
### **Roundtable: Navigating the Graduate Experience as a Queer Person**

Considering that queer criminology is an emerging discipline and LGBTQIA+ students face unique challenges in the field, the purpose of this roundtable is to have a discussion about navigating graduate school as a member of the LGBTQIA+ community. There will be 3 parts to this forum. The first will be a discussion about "queering" criminology and challenging heteronormativity in criminological discussions. This will include how to be sensitive to queer issues and identities in research and teaching. The second will be a discussion about how departments can be better allies and more LGBTQIA+-friendly. Participants will be encouraged to talk about what has worked in their own departments and ways they can improve. This will also include a discussion about being "out" in one's department and how to stay safe doing so. Lastly, considering the high rates of mental health issues in the queer community, the final discussion will center around creating and maintaining a support network for queer criminology students/faculty and ways to manage mental health. The goal is that at the end of the roundtable, participants will have tangible solutions for making departments more LGBTQIA+ friendly and create a network of queer-informed individuals in criminology.

### **Roundtable: Methodological and Terminological Issues in Queer Criminology**

Outside of queer criminology, there has been little discussion of the methodological nuances that are crucial to gaining a full understanding when researching LGBTQIA+ populations. This panel explores methodological and terminological issues that arise when researching queer populations, across a variety of areas and theoretical frameworks with the goal of prompting queer and mainstream criminologists to more deeply consider these issues.

- "A Giant Question Mark": Inclusive Measurement of Gender Identity and Sexual Orientation
- Measuring SOGIE within the Context of Teen Dating Violence Research with Sexual and Gender Minority Youth: A Quantitative Examination and Commentary
- Navigating Academic and Real World Terminological Differences



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## LISTSERV

The DWC listserv is a way for members to keep in touch about research opportunities, position announcements, grant proposal information, current events, and more!

To subscribe, send an email message to [ascdwc+subscribe@groups.io](mailto:ascdwc+subscribe@groups.io). You don't need to type a subject or anything in the body. Shortly thereafter, you will receive an email asking you to confirm that you want to join. You only need to reply to that message to confirm subscription.

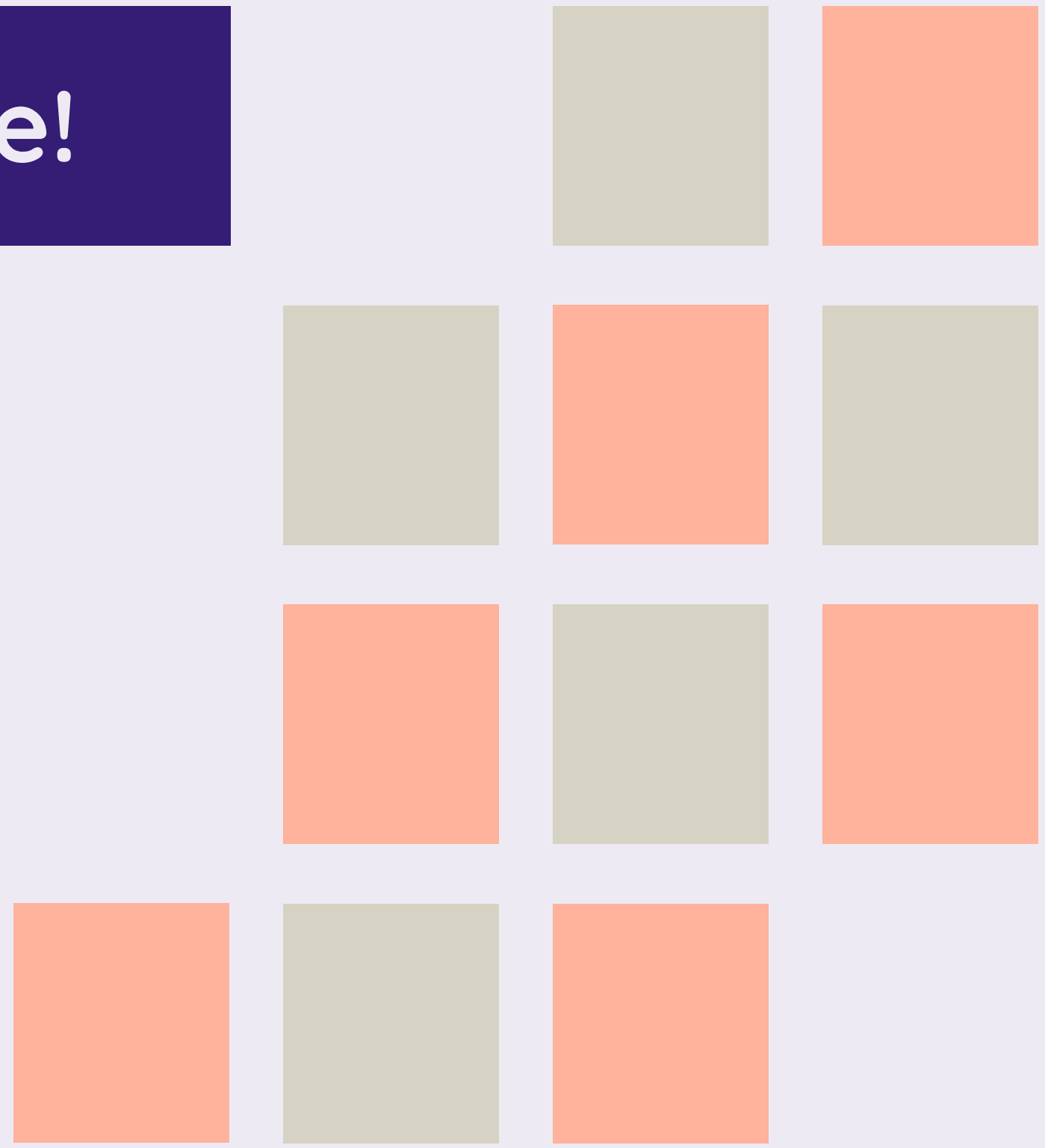
At this point, you are subscribed and don't need to do anything else unless you want to change settings or set up preferences. You can post to the listserv by sending a message to [ascdwc@groups.io](mailto:ascdwc@groups.io). [Visit us here for more information on the listserv.](#)

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# Thanks

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Don't forget to submit your updates, news, accomplishments, calls for papers, and more for our Spring newsletter!

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