



# Division of Victimology

## Newsletter

American Society of Criminology

Fall 2023/Spring 2024

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### Greetings DOV members!

We know it is a little later than usual, but with so many amazing contributions, the ASC meetings, the holidays, and a DOV election, the team's plate was full.

Let us begin by welcoming the new DOV EB members- Dr. Sarah Rogers and Dr. Danielle Slakoff! We are excited to work with you. We wish to acknowledge the work and contribution of outgoing EB members- Dr. Christina DeJong and Dr. Aneesa Baboolal. It has been a pleasure collaborating with you on the DOV, and are extremely grateful for all you have done.

This issue includes a wide breadth of issues. The **Book Review & Meet the Authors**, submitted by Dr. Slakoff, expertly highlights the book *Gender-based Violence and Rurality in the 21st Century* and is an incredibly important resource for the DOV and the discipline at large. The authors- Drs. Qi, Terry, and Lynn detail the different sections as well as chapters contributed by a diverse group of scholars. The focus on gender-based violence and the inclusion of a discussion on serving GBV victims in rural communities is a critical addition to the literature on GBV.

The member spotlight produced by Alyssa Yetter highlights work by EB member Dr. Emily Strohacker. Dr. Strohacker's interests are varied with a clear focus on victimization, especially cybervictimization and intimate personal violence. Dr. Strohacker's work on the EB has been invaluable and we are grateful for her willingness to serve.

Thank you to Dr. Lindsay Leban for highlighting former DOV Chair Dr. Katie Kaukinen in the Community Scholar section. Dr. Kaukinen has been a staunch advocate for women and a researcher dedicated to the study of violence against women. Dr. Kaukinen's career and her commitment to public scholarship continue to inspire us all.

The Mentoring Section written by Dr. Bree Boppre denotes how extraordinary a mentor and educator Dr. Jane Palmer is. Dr. Palmer has been a mentor to so many with the divisions of ASC but also to her students at American University. Dr. Palmer's advice and experience resonates with so many, especially when it pertains to choosing a career and institution that will speak to one's own needs, goals and work-life balance. Thank you for sharing!

Finally, congratulations to all the spectacular award winners! Well-deserved!

With appreciation,  
Joan

### Follow Us on Twitter!



[www.twitter.com/ascdov](https://www.twitter.com/ascdov)

New research? Interesting pedagogical  
approach to teaching about victimization?  
Other cool and relevant topics? Don't forget  
to tag us with @ASCDOV or #ASCDOV!

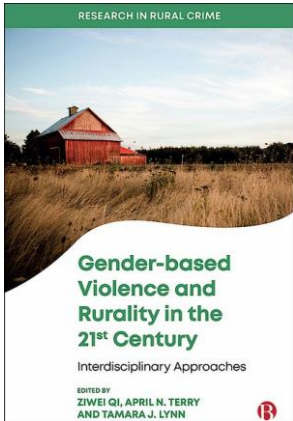
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# Book Review & Meet the Authors

## *Gender-based Violence and Rurality in the 21st Century*

**Authors:** Ziwei Qi (1), April N. Terry (2), and Tamara J. Lynn (3)



**Book Link:** *Gender-based Violence and Rurality in the 21<sup>st</sup> Century-Interdisciplinary Approaches*; May 30, 2023; Bristol University Press

### **Who is your target audience for this book?**

Anyone who is interested in the intersectionality of rurality and crime, including scholars, practitioners, legal professionals, students, and more.

### **In what ways does your book add to the conversation surrounding victimology?**

As co-editors, we believe the book emphasizes the importance of considering the intersectionality of gender, rurality, and oppression in the context of victimology.

The current book provides a comprehensive and nuanced perspective of GBV within rural America, emphasizing the need for research, theorizing, policy development, and intervention to address the barriers and challenges faced by rural victims. It takes an interdisciplinary approach by considering cultural, legal, economic, historical, and socio-spatial dimensions. The book is divided into three sections that collectively provide a thorough examination of victimization in rural contexts.

In Section I, the book introduces new theories and concepts related to GBV, shedding light on the prevalence of GBV in rural communities, addressing the issue of gender blindness, discussing teen dating violence as a public health concern, and exploring the challenges faced by undergraduate students in recognizing and responding to GBV on college campuses. Section II delves into critical issues impacting victims of GBV, including victimization and its intersection with religion. This section offers insights into the lived experiences of victims in rural areas. It also compares victimization rates in rural and urban settings and analyzes media reporting of violence against transgender victims. One specific chapter examines the responses of rural communities to incidents of sexual violence. Finally, Section III explores the challenges and opportunities in serving GBV victims in rural communities. One chapter examines the economic costs of victimization and barriers to care in rural areas, and the other chapters focus on the impact of austerity policies, such as funding and financial cuts, on support services for victims of crime and the unique struggles faced by immigrant victims.

### **Which aspect/part of the book are you particularly proud of?**

As co-editors, we take pride in three significant accomplishments: Firstly, the creation of a dedicated research collection that explores the intersectionality of rurality and GBV across the United States, spanning various locations and incorporating a wide range of methodologies into the book. Secondly, the inclusion of rich content focused on rural issues and policy recommendations not only provides valuable knowledge to address rural disparities but also offers actionable policies to bring about positive changes in combating GBV within rural communities. Third, the book was developed during the challenging period of the pandemic, from 2020 to 2022. Despite numerous obstacles, we successfully collaborated with all the authors to present this book to the public.

### **After someone is done reading the book, what do you hope they walk away with?**

We hope readers can have a better understanding of the challenges associated with gender-based violence in rural communities. We hope readers recognize the importance of coordinated community responses. There is an urgent need for scholars, practitioners, and stakeholders to work together to effectively address victimization in rural contexts. We also hope to provide scholars with future recommendations that can serve as a foundation for their work, enriching research and theorizing in rural criminology and victimology. Additionally, the book aims to engage in advocacy and action, motivating readers to drive positive changes within rural communities in response to GBV.



### **What advice would you give to first-time authors?**

When working with the editorial board, make sure to keep the lines of communication open and clear about what is expected and when things should be completed. This also applies to establishing agreements and timelines with other contributors to ensure everyone is on the same page. Celebrate the small wins and remember that self-care is crucial for maintaining energy and focus. Pay close attention to the little details when working with collaborators to ensure everything runs smoothly.

### **What did you learn while putting this book together? Is there anything you would have done differently if given the chance?**

Editing a book entails more than just conducting individual research. What we learned from the process involves adeptness in time management, effective communication, organization, and collaboration with your team. If allowed to do it again, we would like to communicate clearly at each stage in the book production process. As a first-time editor, Dr. Qi acknowledges that all publication experiences are different, and each experience should serve as a great learning opportunity. Additionally, patience is crucial in this endeavor.



**SUBMIT TO THE 'MEET THE AUTHORS'!** Please consider submitting on any topic relevant to DOV! If interested, please contact [Danielle Slakoff](#).

## **MEMBER SPOTLIGHT**



**Emily R. Strohacker is an Assistant Professor of Criminal Justice in the School of Public Affairs at Penn State Harrisburg. Dr. Strohacker received her M.A. and Ph.D. from the University of Central Florida's Department of Sociology.**

**Dr. Strohacker's areas of research interest include criminology, deviance, and victimology, specifically in the areas of cybervictimization and sexual victimization. Her recent works have appeared in Crime & Delinquency, Journal of Psychoactive Drugs, International Journal of Offender Therapy and Comparative Criminology, and Police Quarterly.**

**Currently, Dr. Strohacker is working on a grant project funded by the Center for Rural Pennsylvania in which she aims to examine intimate partner violence victim/survivors' experiences regarding reporting to law enforcement and utilizing victim service resources within the Commonwealth of Pennsylvania.**



**SUBMIT TO THE MEMBER SPOTLIGHT!** Please consider nominating a member for the member spotlight! If interested, please contact [Alyssa Yetter](#).



# Coffee, Crime and Real Talk



**SUBMIT TO THE COFFEE, CRIME AND REAL TALK!** Please consider submitting on any topic relevant to DOV! If interested, please contact [Katie Ratajczak](#).



# Community Scholar



*For this edition of the Community Scholar section, I had the opportunity to chat with **Dr. Katie Kaukinen**, Professor of Sociology and Dean of the Norman J. Radlow College of Humanities and Social Sciences at Kennesaw State University. Dr. Kaukinen is widely recognized for her extensive contributions to the study of violence against women, a reputation that extends both within and beyond academia. During our discussion, she generously shared insights into her journey in research and public criminology, offering valuable advice for scholars aspiring to engage with communities and disseminate academic knowledge to wider audiences.*

## Path to Academia and Research on Violence Against Women

During her early college years, Katie Kaukinen had never envisioned a future in academia. Initially aspiring to attend dental school, she majored in biology as an undergraduate and immersed herself in biology research. However, as her enthusiasm for biology and dental school diminished, she contemplated a shift toward law school. It was by sheer chance that she fell into criminology when she pursued a second bachelor's degree in criminology in an effort to enhance her resume for law school applications. While in the midst of applying to law schools, Katie's professors recognized her potential and encouraged her to continue studying criminology as a graduate student. Despite her initial intentions of pursuing law school, Katie was ultimately swayed by a compelling offer of funding from the graduate program in sociology at the University of Toronto. This turn of events marked the beginning of her journey in the field of criminology.

After beginning her graduate studies, Katie was captivated by criminology. There, she was involved in various research opportunities, including work on a social networks project and work in the data library. Dr. Rosemary Gartner, who later became her dissertation chair, played a pivotal role in nurturing her fascination with women and victimization. Katie's initial interests centered around women involved in crime, particularly the social construction of the "woman offender." She found her footing in violence against women research when she worked on a project on police reporting among domestic violence victims using the Violence Against Canadian Women dataset. This project fascinated Katie, leading her to maintain this focus on violence against women in her dissertation. Katie then continued this line of work throughout her career, collaborating with many victimization researchers and establishing herself as a highly regarded scholar in the field of violence against women.

## Transition to Public-Facing Work

Katie's transition to public-facing work began during her time at the University of South Carolina (USC). Upon first arriving at USC, Katie admitted that the most public-facing element of her work at this time was the policy implications section of her papers. She recalled that her research training, like that of many criminologists, did not emphasize policy work. However, her path into community-based work began when she and her colleagues secured a grant to conduct a randomized controlled trial to evaluate the enforcement of no-contact orders in cases of domestic violence. She recalls that this was the first time she worked directly in the field, collaborating with agencies to assess the impact and efficacy of specific programs and policies.

Following this experience, she continued working with agencies, including collaborations with the Department of Corrections, private prisons, and parole programs. Recognizing the high rates of victimization of women on college campuses, Katie secured a large grant of over \$1 million from the Office of Violence Against Women to address the topic. With this funding, Katie developed a multi-campus intervention and prevention program to address intimate partner violence, sexual assault, dating violence, and stalking. This involved training law enforcement officers and organizing mandatory training for incoming students. Reflecting on this experience, she noted that this was one of the first times in which she found herself not just doing research for research's sake but, instead, as an attempt to create meaningful impact and foster change.

Throughout her distinguished career, Katie has actively engaged with the public through countless interviews, public addresses, and keynote speeches to disseminate her research findings to wider audiences. Her prominence in public speaking notably rose following her involvement in a project focused on intimate partner violence (IPV) during the COVID-19 pandemic. She and her colleagues documented a surge in official reports of IPV during the pandemic, a finding which garnered a great deal of media attention. Katie received a flood of requests for interviews and speaking engagements at both the state and national levels. Eager to communicate these important findings to the public, Katie embraced these opportunities. Although media outlets initially sought her expertise to discuss the impact of COVID-19 on IPV, Katie recognized the broader significance of the issue. She realized that the public was often astounded by the pervasive nature of IPV, both during and preceding the pandemic. Katie saw her most impactful contribution as drawing attention to the phenomenon of IPV, often redirecting interviews towards the broader concern of women's and children's safety.

## **Juggling Academia and Public Engagement**

Katie shared some words of wisdom for other scholars interested in doing community-engaged and public-oriented work, stressing the importance of protecting one's time, starting small with community partnerships, and ensuring the responsible dissemination of research findings. Drawing from her own experiences, she emphasized that it can be quite challenging for scholars to balance academic commitments with community engagement, especially in the early stages of their careers. Katie recounted a demanding project during her time as an assistant professor, in which she was analyzing a program for a domestic violence response team that required intensive fieldwork, numerous interviews, and extensive data management. She recalled that rigorous safety precautions and protocols often required her to frequently engage in phone calls to determine participants' whereabouts and ensure their safety. Some days, she found herself conducting six interviews and then managing 24 phone calls related to the interviews. Despite valuing the importance of the project and the experience she gained, Katie admitted that it came at a cost: the project undermined her ability to maintain her publication productivity as a junior faculty member.

Acknowledging the amount of time inherent in community and agency partnerships, Katie urged scholars to begin small. She advised academics to invest time in meeting with agencies and exploring existing connections within their departments or colleges. Seeking introductions facilitated by colleagues can serve as a manageable initial step without becoming overwhelmed. She recommended that early career scholars be mindful of protecting their time, especially immediately out of graduate school. Taking a slow and measured approach can help scholars begin community-engaged work without compromising other academic obligations.

In advising scholars passionate about disseminating research to the public, Katie stressed the ethical responsibility that accompanies public scholarship. "There is a strong responsibility on the part of the scholar to ensure that whatever they're saying is substantiated," she emphasized. Katie underscored the potential for scholars' words to be misinterpreted and the need to have strong evidence. She admitted that for years, she got nervous when she was contacted for interviews because she recognized that her expertise could be misconstrued, intentionally or unintentionally. She spoke about the importance of being clear about findings and being explicit about their nuances, urging scholars not to take public speaking engagements lightly.

When discussing the challenges involved in sharing expertise, Katie brought up the example of evaluations of mandatory arrests, a body of work that has demonstrated a great deal of nuance in the effectiveness of the policy. She highlighted the risk scholars face when discussing such complex topics with the media: in critically discussing the use of mandatory arrests, scholars could inadvertently convey to victims that they have no recourse when, in reality, the situation is highly nuanced. As a parting piece of advice, she shared, "It's really important to make sure you demonstrate the nuance and outline the science. Make sure you recognize how things are implicated in practice, whether it is police, doctors, or whoever."

Katie transitioned to a dean position at Kennesaw State University in 2022. She continues her dedicated work addressing violence against women while also engaging with the public, local communities, and the campus environment. To learn more about Dr. Kaukinen and her work, you can follow her on Twitter/X [@katie\\_kaukinen](#) and check out her profile on [Google Scholar](#).



**SUBMIT TO THE COMMUNITY SCHOLAR SECTION!** Please consider submitting a short 300-500 write-up on any topic relevant to DOV! We welcome submissions from students or faculty. If interested, please contact [Lindsay Leban](#).



# Mentoring



**Dr. Jane Palmer, Associate Professor,  
Department of Justice, Law & Criminology  
American University**

**Tell us about yourself (your current position, research/teaching areas, what you do for fun/relaxation/rejuvenation):**

I'm an Associate Professor (in a non-tenure track, teaching-oriented line) in American University's Department of Justice Law & Criminology. I teach research methods, ending gender violence, child & family law & policy, and transformative justice & abolition. My research is on help-seeking, anti-carceral responses to gender-based violence, and various community-based participatory research (CBPR) projects that focus on the people affected by an issue informing the solutions to the issue. I'm currently engaged in CBPR / action research projects with Trans Lifeline, DC Action, and Capital Area Food Bank.

Outside of work, I sew, write poetry and creative non-fiction, and go on adventures around the DC area with my 6 year-old.

**What is your experience with mentorship (e.g., how many students advised, notable outcomes, etc)?**

I've been a mentor in a variety of capacities for decades. From a peer mentor in high school, to a mentor for teens while I was in college, to a supervisor/mentor when I worked in the field of social work, to my current position where I mentor undergraduate, master's and doctoral students. I've also served as a mentor for the ASC Division of Feminist Criminology and the Division of Queer Criminology. I serve as a faculty advisor for AU's undergraduate certificate in community-based research. Every semester I mentor undergraduate students completing community-based research projects. I informally mentor colleagues with whom I share interests.

**What is effective mentorship (i.e., what can the mentor do proactively to support their mentees, what outcomes demonstrate effective mentorship, things to consider for different levels, like undergrad, grad, TT faculty)?**

I think effective mentorship focuses on what the mentee wants and needs, not what the mentor thinks the mentee *should* want or need. I have been a mentee in situations where mentors thought they knew what was best for me or what I wanted, without actually asking me first.

The outcomes should be defined by the mentee. I hope that the support I provided helped them get to that next thing they were hoping for – or helped them be more open-minded about that next thing (because there might be things to work toward that hadn't seemed like options before).

I also think that mentor-mentee relationships should be fun. That is, not all about work. We should get to know each other outside of our work-related roles, be human, and take time to laugh.

**How have your own lived experiences influenced or helped you provide mentorship?**

My lived experiences have meant that I've needed to take time off – sometimes unexpectedly – due to personal trauma or medical challenges, supporting friends or family members in crisis, or caring for a sick kid. The biggest lesson for me has been that deadlines are artificially constructed, and work can always wait. One of my academic mentors told me that personal stuff and family stuff always should come first. I have tried to pass that on to my mentees (and constantly try to remind myself of this as well). I also try to provide mentorship to folks with shared identities because it was sometimes hard for me to find similar mentorship when I was younger.



## **How do you engage in inclusive and/or transformative mentorship?**

I think it's important to remind yourself that you don't know what you don't know. I try not to make assumptions about my mentee's lived experiences based on their visible demographic characteristics. I let them open up to me when they are comfortable doing so. I share my personal stories, mishaps, and vulnerabilities to help with setting a "we are all human" tone. I have a collaborative style and think we can all learn from one another (mentoring is a two way street). Also, my mentorship does not end when a student's time at my university ends. I still meet with students who graduated years ago when they ask for advice or guidance on their next step.

## **What advice do you have for faculty serving as chairs on theses/dissertations to ensure their mentees' successful completion?**

I think my biggest advice would be: check in on your students. Anyone who has completed a dissertation or thesis knows how lonely it can be. Sometimes students ghost us because they're overwhelmed. One way to support them is to set up a check in schedule that works for them – Monthly? Quarterly? Weekly? And give them timely written feedback so there are no surprises at the defense stage.

## **How can mentors support mentees entering the job market across various career goals (e.g., academic and non-academic jobs, teaching-focused and research-focused positions)?**

Mock interviews and mock job talks are key. When I went on my first job talk, I had no preparation and no idea what to expect. Looking back on it now, my performance (in interviews) was kind of embarrassing. But I did what I could with what I had available to me. We can definitely support our mentees by helping them know what to expect (especially if they are pursuing the weird academic job market).

Also, let the mentee decide where they want to apply. I had so many mentors who could not fathom why I wouldn't apply for certain tenure-track (TT) jobs. Quality of life mattered to me. I wanted to live in a city. I didn't really want to leave DC. And this was in 2012, before same-sex marriage was legalized nationally. I had a chart next to my desk that listed LGBTQ+ rights by state (right to marry, right to foster or adopt kids, second parent adoption laws, anti-bullying in schools laws, etc.). My straight, cis mentors didn't have to consider these things when they applied to TT jobs.

I opted for a teaching-oriented non-tenure track job for quality of life reasons and some of my colleagues / former professors still don't understand (ten years later!) why I made this choice. Guess what? It was my choice to make. Not theirs.

I have doctoral students who sheepishly come to my office hours to disclose they want to apply for non-academic jobs. I tell them what I wish I was told: "it's your life. you get to decide." I also help set them up for informational conversations with friends and colleagues in non-academic jobs so they can learn more.

## **How do you cope with the heavy content you research/teach about? How do you mentor others to be able to cope with heavy topics?**

I've been an advocate/activist since I was a teenager. I have learned a lot over the years about preventing burnout (because I have been burnt to a crisp more than once in my career) and supporting others in the struggle. For my own self-care, I don't teach my heavier topic courses every semester. As a professor, I encourage my students to spread out the readings so that they're not reading them all in one sitting. I start my heavier topic classes with meditation and give students choice over what they write about, for their own self-care. In one of my classes, I assign several documentaries and films related to the course content. I give them content warnings and let them opt out of at least one if the topic is too tough for them. As a mentor to RAs on research projects on heavy topics, I encourage them to take plenty of dance (or snack) breaks, to monitor their emotions, and I am sure to give them mindless tasks to break up the work. I've also started to incorporate "wellness days" into my syllabus (around midterms time) so they have one less thing to worry about (my class).

## **What advice do you have for someone seeking mentorship? (i.e., how can they assist in the process?)**

I think it's important to be clear about what it is you'd like from a mentor and who might be the right person to provide it. A "big name" in the field may not have the bandwidth or capacity to give you what you need (or they might!). So if you are assigned a professor as a TA/RA or do a formal mentorship program with someone in the field, I hope a mentee can have the space to share what they need/want. When I have a graduate assistant, there are always things I need their help with that aren't the most exciting things, but I always carve out space for them to have their own pet project that I can mentor them through.

**What lessons or "aha moments" have you learned about mentorship over the course of your career? Have any specific circumstances or experiences changed or shaped how you mentor?**

I think a big "aha moment" for me was the reaction I got from former professors when I chose to go with a non-tenure track position. One mentor said something like "why do you think you failed on the job market?" and another said "when are you going to get a real job?" I hadn't "failed" – I was particular about where I wanted to live and raise my family. And I have a real job: one that centers students over publication counts. What I realized was that these "mentors" could only see what they would have done in my position and weren't open to seeing what I needed and wanted for my life.

I've had some excellent and some pretty bad mentorship experiences (as the mentee). So I try to emulate the good and avoid the bad. I'm sure there have been times where I've messed up as a mentor and I know there have been times where my mentorship has mattered to people's lives/careers. I have gotten better at being honest about what I can offer as a mentor. At the end of the day, I hope that as a mentor I can support a mentee with their trajectory toward their goals – or help them figure out what their goals might be – and that we can have fun while we do it.



**SUBMIT TO THE MENTORING SECTION!** Please contact [Breanna Boppre](#) if you are interested in contributing or participating in the Mentoring Section.



# DOV Award Winners



## **Larry J. Siegel Graduate Fellowship**

Sheena Gilbert, University of Nebraska Omaha

"A Holistic Approach to Gender-Based Violence on Tribal College and University (TCU) Campuses: A Need for a Tribal-Centered Campus Climate Assessment"



## **Robert Jerin Book of the Year Award**

Dr. James Ptacek, Suffolk University

"Feeling Trapped: Social Class and Violence Against Women"



## **Faculty Researcher of the Year**

Dr. Erica Fissel, University of Central Florida



## **Faculty Teacher of the Year**

Dr. Lisa Carter, Florida Southern College



## **Practitioner/Activist of the Year**

KáLyn Banks Coghill, Virginia Commonwealth University

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**Graduate Student Paper of the Year Award**

Samantha Tosto, University of New Haven

"'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"



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**Graduate Student Paper of the Year Award**

Caralin Branscum, University of Nebraska Omaha

"The Wrong Rite of Passage: Comparing Sex Trafficking to Other Types of Child Maltreatment Using the National Child Abuse and Neglect Data System (NCANDS)"

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**THANK YOU TO LAURA L. KING, STACIE MERKEN, AND THE AWARDS COMMITTEE FOR YOUR SERVICE!**



# In Case You Missed It: ASC - DOV Presentations

ASC's DOV was well represented at the annual conference. The following is a list of presentations relevant to our division. If any of these are of interest and you missed seeing the event, please contact the panel leads ([as noted on ASC's website](#)) for more information!

## ***Tuesday (11/14)***

Workshop: Analyzing Data from the National Crime Victimization Survey  
1:00 to 5:00pm, Franklin Hall 9, 4th Floor.

## ***Wednesday (11/15)***

### **8:00AM-9:20AM**

Advancing Research on Bullying  
Room 402, 4th Floor.

Victimization: Intimate Partner Violence  
Room 405, 4th Floor.

Studying Victimization in the Information Age  
Room 406, 4th Floor.

Formal and Informal Help Seeking Among Victims of Crimes  
Room 415, 4th Floor.

Studying Gang Members: Measurement, Offending, and Victimization  
Salon C, 5th Floor.

A Decade of Statewide Victimization Data: Moving Beyond Prevalence Estimates with the Alaska Victimization Survey  
Salon K, 5th Floor.

### **9:30AM-10:50AM**

Victimization in Correctional Settings  
Franklin Hall 8, 4th Floor.

Experiences of Fear and Victimization Across Ethnicity and Race  
Room 410, 4th Floor.

Fears of Crime and Victimization Among Vulnerable Populations  
Room 413, 4th Floor.

An Update on Efforts to Modernize the National Crime Victimization Survey Instruments  
Salon A, 5th Floor.

### **11:00AM-12:20PM**

Understanding Fear of Victimization and Work-related Stress  
Room 413, 4th Floor.

Differential Effects of Adverse Childhood Experiences  
Room 405, 4<sup>th</sup> Floor.  
Covid-19 Pandemic and Domestic Violence  
Franklin Hall 11, 4th Floor.

Victimization in a Digital Age  
Salon K, 5<sup>th</sup> Floor.

**2:00PM-3:20PM**

Recent Research Findings on the Long-term Consequences of Childhood Maltreatment  
Franklin Hall 7, 4<sup>th</sup> Floor.

Gender Identity and Criminal Victimization among Transgender Individuals  
Room 402, 4<sup>th</sup> Floor.

Crimes in School Settings and Students' Perceptions  
Room 412, 4<sup>th</sup> Floor.

**3:30PM-4:50PM**

Advances in Research on Romantic Relationships, Crime, & Victimization  
Franklin Hall 3, 4<sup>th</sup> Floor.

Legislation, Criminalization, and Victimization  
Room 407, 4<sup>th</sup> Floor.

Understanding the Causes and Impact of Child Victimization  
Room 502, 5<sup>th</sup> Floor.

Youth Victimization in a Digital Age  
Salon K, 5<sup>th</sup> Floor.

**5:00PM-6:20PM**

Diving into Data: Building Knowledge on DV & Sexual Assault, Services, & Outcomes  
Franklin Hall 12, 4<sup>th</sup> Floor.

Sexual Abuse, Stalking, and Cyber Abuse: Barriers to Reporting  
Franklin Hall 6, 4<sup>th</sup> Floor.

New Research on Intimate Partner Violence  
Room 306, 3<sup>rd</sup> Floor.

Public Spaces, Crime, and Victimization  
Room 410, 4<sup>th</sup> Floor.

Assessment and Evaluation of Victim Programs  
Room 501, 5<sup>th</sup> Floor.

**Thursday (11/16)**

**8:00AM-9:20AM**

Roundtable: Challenges in Victimization Research  
Conference Suite I, 3<sup>rd</sup> Floor.

Cybercrime Victimization  
Franklin Hall 3, 4<sup>th</sup> Floor.

Adverse Childhood Experiences: Impacts and Interventions  
Room 401, 4<sup>th</sup> Floor.

Criminal Victimization Associated with Race, Ethnicity, and Immigration Status  
Room 402, 4<sup>th</sup> Floor.

**9:30AM-10:50AM**

Roundtable: Teaching about Victimization: Considerations and Support  
Conference Suite II, 3<sup>rd</sup> Floor.

Understanding Violent Victimization – Advancing Methods and Theory  
Franklin Hall 11, 4<sup>th</sup> Floor.

New Directions in Correctional Research: Violence, Victimization, and Discipline in Prison  
Franklin Hall 4, 4<sup>th</sup> Floor.

Roundtable: Gangs, Crime, and Victimization in the Caribbean  
Room 302, 3<sup>rd</sup> Floor.

Police Response to Victimization  
Room 413, 4<sup>th</sup> Floor.

**11:00AM-12:20PM**

Victimization: Sexual Violence and Assault  
Room 405, 4<sup>th</sup> Floor.

Understanding Needs of Youth Victims of Sexual Violence through National Sexual Assault Online Hotline Data  
Salon L, 5<sup>th</sup> Floor.

**12:30PM-1:50PM**

Roundtable: Victims Seeking Justice as They Reconcile with their Past and Reimagine Future  
Conference Suite II, 3<sup>rd</sup> Floor.

NIJ Day: Examining the Relationship between Immigration & Crime Victimization with Mixed Methods & Large Datasets  
Franklin Hall 7, 4<sup>th</sup> Floor.

Victimization: Perceptions and Politics  
Room 401, 4<sup>th</sup> Floor.

**2:00PM-3:20PM**

The (Mis)Representation of Queer Lives in True Crime: LGBTQ People as Victims (Panel 2 of 3)  
Room 303, 3<sup>rd</sup> Floor.

Advancing Research on Rape and Sexual Victimization  
Room 410, 4<sup>th</sup> Floor.

Workplace Victimization  
Room 411, 4<sup>th</sup> Floor.

**3:30PM-4:50PM**

Guns and Places: Victimization Threats and Vulnerabilities  
Franklin Hall 12, 4<sup>th</sup> Floor.

White Collar Crime from Victim and Offender Perspectives  
Room 303, 3<sup>rd</sup> Floor.

Victimization of Vulnerable Populations  
Room 502, 5<sup>th</sup> Floor.

Innovations in Victim Services in Philadelphia: Highlights from Researcher-Practitioner Partnerships  
Supporting Victims of Community Violence  
Salon B, 5<sup>th</sup> Floor.

Improving Experiences, Outcomes, and Healing for Victims and People who Caused Harm  
Salon D, 5<sup>th</sup> Floor.

How Theoretical Explanations of Decision-Making in Repeat Victimization Crimes can Improve Criminal-Legal Responses  
Salon K, 5<sup>th</sup> Floor.

**5:00PM-6:20PM**

Lightning Talk: Victimization 1  
Room 304, 3<sup>rd</sup> Floor.

Promoting Research on the Indigenous Population, Race, Ethnicity, and Rural Areas  
Room 412, 4<sup>th</sup> Floor.

National Crime Victimization Survey Users' Group  
Salon J, 5<sup>th</sup> Floor.

**Friday (11/17)****8:00AM-9:20AM**

The (Mis)Representation of Queer Lives in True Crime: LGBTQ People as Victims (Panel 3 of 3)  
Franklin Hall 10, 4<sup>th</sup> Floor.

Longitudinal and Developmental Approaches to Victimization



Franklin Hall 5, 4<sup>th</sup> Floor.

Exploring Factors Related to In-Prison Misconduct and Victimization  
Room 502, 5<sup>th</sup> Floor.

Preventing ACEs among Indigenous Youth Using Culturally-Grounded, Strengths-Focused, Family-Based Approaches  
Salon B, 5<sup>th</sup> Floor.

Roundtable: Pedagogy and Scholarship from a Survivor Criminology Perspective  
Room 302, 3<sup>rd</sup> Floor.

The North Carolina Victims of Crime Needs Assessment: Service Accessibility across Underserved and Minoritized Populations  
Salon J, 5<sup>th</sup> Floor.

### **9:30AM-10:50AM**

Roundtable: Reimagining the Future of Protection: A Review of Sexuality, Race, and Gender on Victimization and Safety  
Conference Suite III, 3<sup>rd</sup> Floor.

Research on Stalking and Other Forms of Repeat Victimization  
Room 402, 4<sup>th</sup> Floor.

Author Meets Critics: Imperfect Victims: Criminalized Survivors and the Promise of Abolition Feminism, UC Press, 2023.  
Room 403, 4<sup>th</sup> Floor.

Examining Sexual Violence and Violence against Women  
Room 404, 4<sup>th</sup> Floor.

Experiencing Harm or Victimization on Campus  
Room 405, 4<sup>th</sup> Floor.

### **11:00AM-12:20PM**

Criminal Offenders and Victimization: How Do They Overlap?  
Room 403, 4<sup>th</sup> Floor.

Victimization: Health and Harms  
Salon K, 5<sup>th</sup> Floor.

### **12:30PM-1:50PM**

Crime and Victimization in the Digital Age  
Franklin Hall 4, 4<sup>th</sup> Floor.

Victims Rights and Services  
Franklin Hall 9, 4<sup>th</sup> Floor.

How Civilians' Experiences as Victims or Witnesses of Crimes Impact Attitudes and Behaviors

Room 306, 3<sup>rd</sup> Floor.

Media Portrayal of Victims, Perpetrators, and Criminal Legal System Issues  
Room 405, 4<sup>th</sup> Floor.

Gang-and Group-based Offending and Victimization  
Room 408, 4<sup>th</sup> Floor.

Author Meets Critics: Queer Victimology: Understanding the Victim Experience  
Room 415, 4<sup>th</sup> Floor.

**2:00PM-3:20PM**

Current Research to Advance Understanding about Older Adults, their Risk for Violent Victimization and Service Needs  
Franklin Hall 9, 4<sup>th</sup> Floor.

Research on Responses to Minor Sex Trafficking Survivors in the United States  
Franklin Hall 2, 4<sup>th</sup> Floor.

Victimization, Mental Health, Resilience, and Integration  
Room 403, 4<sup>th</sup> Floor.

Experiences of Victimization: LGBTQ, Race, Ableism  
Room 405, 4<sup>th</sup> Floor.

**3:30PM-4:50PM**

Beyond Blaming Women: Identity Factors affecting Rape Myth Acceptance and Victim Blaming Attitudes  
Room 405, 4<sup>th</sup> Floor.

Roundtable: Responses and Supports for Survivors of Interpersonal and Sexual Violence  
Conference Suite II, 3<sup>rd</sup> Floor.

Understanding Human and Sex Trafficking  
Room 401, 4<sup>th</sup> Floor.

The Nexus of Intimate Partner Violence & Firearms  
Salon L, 5<sup>th</sup> Floor.

**Saturday (11/18)**

**8:00AM-9:20AM**

Sexual Misconduct and Title IX  
Franklin Hall 10, 4<sup>th</sup> Floor.

Sexual Assault Kits and Male Victims  
Franklin Hall 12, 4<sup>th</sup> Floor.

Sexual and Gender Heterogeneity in Violence and Victimization  
Franklin Hall 5, 4<sup>th</sup> Floor.

Crime Victimization During the COVID-19 Pandemic  
Room 305, 3<sup>rd</sup> Floor.

Understanding the Victimization Experiences of Blacks and Latinos  
Room 406, 4<sup>th</sup> Floor.

**9:30AM-10:50AM**

Addressing Human Trafficking among Juvenile Justice-and Child Welfare-Involved Youth  
Franklin Hall 12, 4<sup>th</sup> Floor.

Criminal Victimization among Military Members and Veterans  
Room 404, 4<sup>th</sup> Floor.

Violence, Victimization, and the Rights of Trans Populations  
Room 406, 4<sup>th</sup> Floor.

**11:00AM-12:20PM**

Online Victimization  
Room 305, 3<sup>rd</sup> Floor.

Using Technologies in Crime and Prevention  
Room 401, 4<sup>th</sup> Floor.

Violence in Intimate Relationships  
Room 403, 4<sup>th</sup> Floor.



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