



Division of Victimology

Newsletter

American Society of Criminology

Fall 2022

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Greetings DOV members!

Hello DOV Members! It is my pleasure to write the introduction to this issue while our Chair, Shelly Clevenger, takes a well-deserved break.

It's hard to believe another Annual Meeting is upon us! I'm hoping to see many of you at our Business Meeting and Award Ceremony, which is scheduled for Friday, November 18th at 2:00PM in International B (International Level). We will also be presenting our annual awards to everyone in attendance, so you don't want to miss this! Finally, you'll find a list of all DOV Events of Interest at ASC on the final pages of this newsletter.

This month's "Meet the Authors" features Julio Montaez, Amy Donley, and Amy Reckdenwald's book "Between Systems and Violence: State-Level Policy Targeting Intimate Partner Violence". Their special focus on immigrant and refugee survivors of IPV identifies barriers to reporting and the ways in which state policies can be wielded against survivors to keep them from reporting, or to punish them for reporting.

We are pleased to spotlight DOV member Dr. Brittany Acquaviva, who is currently an Assistant Professor at Ball State. Keep an eye out for her forthcoming publications, focused on institutional responses to victimization.

In our mentoring section, we are pleased to highlight one of our outstanding student members, Amanda Osuna, who is a doctoral candidate in the School of Criminal Justice at Michigan State University. She shares her experiences with mentoring, both as a mentor and a mentee. We also include an essay on navigating the academic job market from Katilyn Hoover and Kweilin Lucas, who conducted a study of mentoring in criminal justice and criminology programs. I only wish I had known so much about mentoring when I was a graduate student! Both students and faculty will benefit from reading these important articles.

And kudos, as always, to our Newsletter Committee for pulling together so much wonderful information and keeping our members informed. Hope to see you in Atlanta!

Christina DeJong
DOV Co-Chair

Follow Us on Twitter!



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

Between Systems and Violence: State-Level Policy Targeting Intimate Partner Violence in Immigrant and Refugee Lives

Authors: Julio Montanez (1), M.A., Amy Donley (2), Ph.D., & Amy Reckdenwald (3), Ph.D.



Who is the target audience for this book?

The target audience is graduate students; however, we hope it can be useful to scholars and practitioners across various disciplines and fields—legal services, social science researchers, and others.

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



SCAN ME

Our book adds to the conversation surrounding victimology in various ways. First, the book focuses on a population—immigrant and refugee (IMR) intimate partner violence (IPV) survivors—that has been historically and contemporarily relegated to the margins. Second, the book amplifies the notion that some survivors of IPV can feel like they are cornered between the legal systems (on the one hand) and violence-perpetrating partners (on the other hand)—hence the title of the book. Third, the book uses content analysis to meticulously analyze 72 state-level statute codes that concern IPV against immigrants and refugees. In this way, the book recommends research, intervention, prevention, and policy. For example, the book recommends that IPV survivors should not have to jump through so many hoops to be deemed “worthy” of support.

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

We are proud that we are focusing on a hidden population. Just as IPV experiences vary, so do immigration statuses. The interplay, mix-matching, and nuancing of these experiences and statuses create complicated legal, social, political, and economic terrain. IMR survivors of IPV can experience:

- Having their immigration documents taken by violence-perpetrating partners,
- Language barriers when seeking services and protection,
- Worries about removal/deportation.

These concerns can be nuanced by other statuses that IMR IPV survivors hold. All in all, we want to bring awareness to the issues this hidden population faces and the legal terrain it must navigate.

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

After someone is done reading the book, we hope they understand the importance of policy in people’s daily lives. We also hope they understand the subnational tendency of law in the U.S. (i.e., that it tends to vary from state to state). Furthermore, we hope that readers walk away thinking critically about whether the law makes things more difficult or whether it can help.

What advice would you give to first-time authors?

One piece of advice would be to have a strong, thought-out research question and stay focused. One way to achieve this end would be to have a central theme that stays constant as the chapter contents change. In this way, the book’s purpose shines across chapters—from beginning to end. Another piece of advice would be to go deep on a small space—or to have a narrow research area and go “all in” on researching that niche.

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

While putting this book together, we learned that you do not necessarily have to have a completely written monograph draft before prospectus submission. If you have a plan—and it’s a reasonable plan—the publisher may be able to work with you on a writing schedule. The reviewers, editor, and everyone involved were very helpful. We would not change our experience publishing this book.



SUBMIT TO THE ‘MEET THE AUTHORS!’ Please consider submitting on any topic relevant to DOV! If interested, please contact (1) [Danielle Slakoff](#) and (2) [Amanda Osuna](#).

MEMBER SPOTLIGHT



Dr. Brittany L. Acquaviva is an Assistant Professor in the Criminal Justice and Criminology Department at Ball State University. She received her doctorate in Criminal Justice from Sam Houston State University and her undergraduate and Master's degrees in Criminal Justice Sciences from Illinois State University.

Dr. Acquaviva's research is focused on institutional (i.e., criminal-legal, university, and societal) responses to sexual victimization. Her most recent work appears or is forthcoming in *Crime and Delinquency*, *Violence Against Women*, *Journal of Criminal Justice Education*, *American Journal of Criminal Justice*, *Applied Psychology in Criminal Justice*, and *Journal of Criminal Justice and Popular Culture*. Lastly, Dr. Acquaviva has also published two book chapters: "Punishing gender past and present: Examining the criminal justice system across gender experiences" and "Equal pay for women and minorities & sexual harassment in the system."



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

Call for Contributors

Coffee, Crime and Real Talk is seeking contributors for an edition about mid-career faculty. The theme of this edition entails the following, but the editors (Joan and Eileen) are open to feedback:

Theme ideas (more are most welcome):

1. What does success look like at mid-career?
2. After tenure, how did you reflect on your accomplishments and plan for the next career phase?
3. What were the biggest lessons you learned after your tenure?
4. How can mid-career faculty pay it forward and help those coming through the ranks?
5. How will you focus your research/teaching/service energy in mid-career?

Interested? Please email (ema105@psu.edu; mantunes@towson.edu) with your interest level (co-author - co-write the piece AND/OR contributor - provide 1-2 sentences of feedback to one or two themes).



SUBMIT TO THE COFFEE, CRIME AND REAL TALK! Please consider submitting on any topic relevant to DOV! If interested, please contact [Joan Antunes](mailto:Joan.Antunes).



Community Scholar



*In this edition of the Community Scholar, the newsletter editorial team has invited **Dr. Bree Boppre** to serve as a **guest editor** and write about Sam Houston State University's Department of Victim Studies as a community-engaged department! If you have any questions about this content, please reach out to Bree. If you have any suggestions for future Community Scholar editions, please get in touch with Sarah (contact at the end of this section).*

The First and Only Victim Studies Department at Sam Houston State University:

The College of Criminal Justice at Sam Houston State University (SHSU) created its newest department, the Department of Victim Studies in September 2020. The Victim Studies department houses faculty whose research, training, and expertise focus on specific degree programs related to victimization and victim services. Currently, SHSU's Victim Studies Department is the first and only of its kind!

The History:

SHSU is the only institution to offer an undergraduate major in victim studies and the only master's degree in the field. Other institutions across the nation offer minors, concentrations, or certificates. The College of Criminal Justice established the nation's first course in victimology in the 1980s and the first undergraduate degree in victim studies in 2003.

Who we are:

The Department currently has six full-time faculty who research a wide range of issues related to victimology. Dr. Shelly Clevenger is the Department Chair and chair of the DOV. Dr. Mary Breaux is an Associate Professor of Practice and the Director of the Crime Victims' Institute. Dr. Janet L. Mullings is a Professor and the Associate Dean of Program Development for the College of Criminal Justice. Dr. Katie Ratajczak is an Assistant Professor and the Undergraduate Program Coordinator. Dr. Bree Boppre is an Assistant Professor and the Research Coordinator for the Crime Victims' Institute. Dr. Philip Mulvey is an Associate Professor and the Graduate Coordinator for the Victim Services Management Degree.

What we do:

Degrees

We offer a Bachelor of Science or Bachelor of Arts in Victim Studies either face-to-face or online. The Bachelor of Science has some flexibility in the curriculum allowing for degree-specific electives in the social sciences, while the Bachelor of Arts requires additional hours of a foreign language. We also offer a minor in Victim Studies.

The Master of Science in victim services management online is designed to prepare graduates to lead in various areas of victim services, such as advocacy, direct service provision, organizational management, and social policy development. The program is completely online and open to applications from anywhere worldwide!

Graduates of these programs are prepared to work in many areas, including victim service agencies, police departments, correctional facilities, child protective services, programs serving at-risk youth, and legal advocacy for victims. Victim advocates' responsibilities include working with victims to explain legal procedures and available resources, along with encouraging and supporting the victim throughout the court.

CVI

The [Crime Victims' Institute](#) conducts research to examine the impact of crime on victims of all ages to promote a better understanding of victimization. The CVI seeks to improve services to victims and assist victims of crime by giving them a voice. The CVI publishes technical reports and fact sheets relevant to victim-related policymaking at the state and local levels. The CVI is housed under the College of Criminal Justice and works closely with the Department of Victim Studies.

Community Engagement

The dedication to community engagement and activism is a major effort that sets the Department of Victim Studies apart from Criminal Justice and other departments. Faculty, staff, and students in Victim Studies are committed to helping survivors. Many courses include an academic community engagement (ACE) component, and Dr. Clevenger is the ACE coordinator for the College of Criminal Justice.





Many courses include service-learning components, such as volunteering directly for agencies or conducting and disseminating research for local organizations. The department also organizes several events each semester for students, faculty, and community members to discuss and engage on specific victimization-related issues, such as sexual assault and human trafficking.

One of the most popular events is Painting with Purpose (left image). Each spring, survivors, students, and faculty create art to auction, and the proceeds go directly to a local domestic violence shelter.

Student Organizations

The Department of Victim Studies houses student organizations specifically supporting people who experience victimization. The Crime Victim Services Alliance raises awareness on issues of domestic violence, sexual assault, and other crime victims' rights and services, as well as educating on the career field of Victim Services. Similarly, A Lion's Roar works together with the community to educate the public about sexual assault, domestic violence, and other related topics.



Denim Day Display

How to get involved

Please reach out to Dr. Shelly Clevenger, Department Chair, if you have any questions about the department!



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 [Sarah Rogers](#).

Mentoring

Amanda Isabel Osuna, M.S., Doctoral Candidate, School of Criminal Justice, MSU



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

Hi! My name is Amanda, and I am currently a Doctoral Candidate at MSU. My research focuses on using a vulnerability framework to understand victimization experiences by vulnerable populations such as children and undocumented women. I also look at the impact that institutional betrayal may have on secondary victimization. Furthermore, I focus on how vulnerabilities might be compounded due to one's identities and intersectionality, which may lead to an increased potential for harm. For self-care, I enjoy knitting and binging true crime documentaries/series.

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

Mentorship is near and dear to my heart. I currently mentor 1 undergraduate student and 3 graduate students. Over the years, I have had the opportunity to mentor multiple students from marginalized populations in various settings. I am a mentoring coordinator for the Division of Women and Crime (DWC) at the American Society of Criminology. As a mentoring coordinator, I oversee three mentorship pairs in which the student is often from a marginalized population (e.g., students of color, first-generation students, female students, LGBTQIA2S+ students). My role as coordinator is to make sure the student's voice is heard and that their goals are met.

Additionally, I am a mentor for Rueda Latina, a student organization at Michigan State University that pairs graduate students with first-generation students. I have had the opportunity to mentor two first-generation Latinx students through this program, with both students now considering graduate school. I have also mentored 2 Latinx students at MSU through the Graduate Student Network. Lastly, I recently received the Exceptional Mentor Award from the Office of Academic and Cultural Transitions (OCAT) at Michigan State University for my mentorship work with minoritized students on campus.

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)?

An effective mentorship requires a lot of tailoring. I have found that each student is different, and the needs of the mentorship pair vary. For example, some students really want the mentorship to be a friendship, while others want it to be very professional, but most want a combination of both. I have found that setting these expectations upfront is really helpful. I have also found that the needs between levels are very different. My undergraduate students mostly want advice on how to get organized, achieve time management, and practice self-care, while my graduate students need more tailored advice, such as thesis formatting, publications, and building their network. Lastly, the most important factor of an effective mentorship is consistent communication. Right at the beginning of the mentorship, establish how often the mentee would like to communicate and stick to that plan (tailoring as needed). Most of my mentees like to check in biweekly.

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

This is such a great question! When it comes to inclusion, I am very intentional about mentoring students from marginalized identities. I am an immigrant who navigated the American educational system alone and confused. It was my 10th grade English teacher that took me under her wing and really provided me with the resources I needed to succeed. Thus, I believe mentoring underrepresented students is super important 1) it allows them to see themselves in powerful positions, and 2) gives them tools and resources that they might not otherwise have.

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

CHECK IN!!!! Mental health is so important but often (unfortunately) in academia, we are so focused on research and working our butts off that we don't engage in self-care. When students are completing their thesis/dissertation, they can often feel very isolated and might find themselves struggling. I would really recommend being an advocate for students to really practice self-care and prioritize mental health. Really emphasize that "no degree is worth your health."

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)?

I am on the job market right now, and having access to my advisors' CVs, cover letters, and statements was super helpful when I had to craft my own! I would urge mentors to share what materials they can and encourage the mentee to utilize resources like career services or other faculty who might serve as a good resource.

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?

Coping with heavy content can be exhausting. Personally, I am part of a graduate student support group. It is so nice to know that I am not alone! I am a huge advocate for mental health and always encourage my mentees to seek counseling/therapy services. I also encourage them to find their "tribe." For me, my tribe is outside of my department (i.e., cultural student orgs) and that is totally ok!

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

Be open and vulnerable. Really voice what you want from the mentorship, your expectations, and your boundaries. You would be surprised to know that most faculty (and grad students) actually do want to see you succeed, so do not be afraid to reach out!

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 the "aha moment" for me was realizing that while I can be someone's biggest supporter through mentoring, I am not a therapist or psychiatrist. I had a student who was really struggling, and no matter how great of a friend and mentor I was, they really needed help outside of what the mentorship entailed. From that experience, I have learned to really set specific boundaries and expectations upfront (as I mentioned above), so that no one was disappointed or had false expectations of what the mentorship really could do. I really encourage mentors to know what mental health resources are available on your campus so that you can connect mentees to them.



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



Award Announcements

Congratulations to the following awardees!



Bonnie S. Fisher Victimology Career Award:
Dr. Kate Fox (Arizona State University)



Robert Jerin Book of the Year Award:
"Woman Abuse in Rural Places" by Dr. Walter DeKeseredy (West Virginia University)



Faculty Researcher of the Year Award:
Dr. Brendan Lantz (Florida State University)



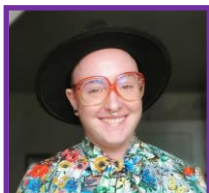
Faculty Teacher of the Year Award:
Dr. Valerie Anderson (University of Cincinnati)



Practitioner of the Year Award:
Valaura Imus-Nahsonhoya (Honwungsi Consulting Services; Omauw Resource Center)



Graduate Student Papers of the Year Award:
Michelle Eliasson (University of Florida) - "A Qualitative Examination of Swedish Police Officers' Perceptions of Victim Culpability"



Alexis Marcoux Rouleaux (University of Montreal) - "Lessons from Insiders: Embracing Subjectivity as Objectivity in Victimology"



ACKNOWLEDGEMENT: Thank you to Dana L. Radatz for compiling this section. For additional information about DoV awards, please contact [Dana Radatz](#).

Graduate Student Advice

Mentoring in Criminology: Advice from Current Faculty Members on the Academic Job Market

Section Editors: Kaitlyn Hoover, Florida State University; Kweilin Lucas, Mars Hill University

Perhaps one of the most exciting aspects of graduate education is the final push in which one receives their degree and begins to pursue various types of careers including those in the government arena, research institutes, or academia. Even though these moments are exciting for graduate students who are completing their respective programs, prospective applicants are often met with the stress of an intensely competitive job market, no matter the direction they take. This newsletter entry on mentoring in criminology and criminal justice (CCJ) discusses the academic job market, with a particular focus on doctoral candidates' pursuit of careers using survey data from 75 current criminal justice faculty members regarding their advice on academic rejection, the pressure to publish, and the job market. The intent of this entry, in part, is to demystify the job market experience and provide helpful advice to those currently on the job market, or who are slated to be on the job market soon.

Background

The academic job market refers to the search for positions that doctoral candidates begin, typically, during the last year of their doctoral program when they are completing their dissertations. Positions are beginning in the summer of the year before the desired start date. Thus, doctoral candidates usually begin to search for positions in the year before graduation to secure a job during the next academic year (Alarid, 2016; Radatz & Slakoff, 2021). The preparation process usually involves acquiring and preparing the documents that academic search committees request from applicants, including cover letters, curriculum vitae (CV), teaching statements, portfolios, research statements, writing samples, and diversity and inclusion statements (Alarid, 2016; Radatz & Slakoff, 2021). In addition, during this time, candidates also prepare presentations that could highlight their teaching or research (Alarid, 2016).

For CCJ, job postings are available online through the Chronicle of Higher Education, Higher Education Jobs, and bulletins from ASC and ACJS (Radatz & Slakoff, 2021). Listservs and social media accounts will also post job opportunities. Job postings are important to the job search, as they supply necessary information and caveats about the open position. For example, postings will advertise for assistant professor positions, while others might be open rank, meaning that anyone can apply, regardless of whether applicants had already received tenure. Additionally, postings will specify whether the hiring institution is searching broadly in terms of research interests, while others might be more specific about the type of applicants they are looking for (Radatz, & Slakoff, 2021).

After receiving application materials, universities will offer interviews and campus visits to the people in whom they are most interested. Campus visits vary, but often include numerous opportunities to interact with faculty and students in the department, as well as administrators and other stakeholders. The interested university will be especially interested in the candidate's overall fit with the department as well as their scholarly work. The job market can be incredibly stressful, especially when coupled with other responsibilities such as completing dissertation projects and managing competitiveness in academia. Indeed, the job market has significant implications for career trajectories and personal lives (Alarid, 2016).

The job market can be an unnecessarily stressful experience, time-consuming, and lacking in feedback (Fernandes et al., 2020). Moreover, approximately eighty-five criminal justice doctorates are granted each year (Frost & Clear, 2007). Because there may be more newly minted doctorates than available professor positions, hiring departments to expect a great deal from job candidates in terms of their experiences with teaching, research, and publishing (Burns & Kinkade, 2008; Sitren & Applegate, 2012). Alarid (2016) suggests that candidates have at least 2-4 accepted or forthcoming journal publications for jobs that are research-oriented. However, there is a good chance that this suggestion would no longer be competitive, as more graduates are leaving programs with publication records that rival professors going up for tenure twenty years ago.

While there is a good chance that the academic job market will continue to be stressful and competitive in the coming years, it is important to offer advice to people who are expecting to participate in the job market in the future. Accordingly, the discussion that follows summarizes advice gathered from CCJ faculty in 2022 on rejection, publication, and the job market.

Methodology and Sample

This mixed-methods study involved the systematic collection and analysis of information from criminology and criminal justice faculty across the United States during April and May of 2022. We used a non-probability convenience sample of current faculty members via the American Society of Criminology's (ASC) sub-divisions listservs. Both quantitative and qualitative software was used to run univariate analyses and to code themes from the short excerpts and quotes that were gathered from participants on the survey instrument. The final sample consisted of 75 faculty members who were employed in various academic positions in the criminology and criminal justice departments. Several respondents in the sample were currently serving as Assistant Professors (34.7%), Full Professors (25.3%), or Associate Professors (22.7%). Respondents were employed at a variety of universities including research-oriented (32.0%), teaching-oriented (18.7%), and a mixture of both teaching and research (37.3%). In addition, half of the participants (50.1%) in the sample were employed at a university that offered both master's and doctorate programs and 20% of the sample were employed at a university that only offered a master's program. Conversely, 12% of the sample were employed at a university that did not offer graduate programming. There was a wide range of expertise in the sample; on average, respondents have been in academia for about 9 years. Senior-level academics reported that they have served in their positions for upwards of 49 years.

Table 1: Profile of Respondents (n=75)

Variable	Frequency	Percent	
Academic Position			
Graduate Assistant	2	2.7	
Instructor	1	1.3	
Assistant Professor	26	34.7	
Associate Professor	17	22.7	
Full Professor	19	25.3	
Professor Emeritus	1	1.3	
Unknown	9	12.0	
Type of University			
Teaching-Oriented	14	18.7	
Research-Oriented	24	32.0	
Mix of Teaching and Research	28	37.3	
Unknown	9	12.0	
Graduate Programs			
Master's Program	15	20.0	
PhD Program	5	6.7	
Master's and PhD Programs	38	50.7	
No Graduate Program	9	12.0	
Unknown	8	10.7	
	Range	\bar{x}	SD
Years in Academia	1-49	9.12	10.56

Findings

One crucial aspect of the mentorship process is to aid graduate students who are nearing the end of their degree program in assessing their career options. For doctoral students, career options could include academic careers, such as tenure-track professor positions, or industry options such as jobs with the government and research entities. For master's students, career options could include government agencies, as well as law enforcement positions at the county, state, or federal levels. Within the current sample, 44 of the 75 faculty members were employed at an institution that had a graduate program. Of those 44, 38 (86.36%) regularly discussed career options with their mentees. Many respondents stated that they included a broad range of career options including both academic and industry positions. Three respondents (6.98%) stated that they focused exclusively on academic career options, whereas only one (2.38%) stated that they focused exclusively on industry career options.

One of the main themes that we found regarding career discussions was that mentors wanted the conversation to be highly individualized. As such, conversations should focus on the student's goals, skillsets, career aspirations, and life circumstances. Respondents mentioned that this individualized approach should begin well before the job search begins in earnest and should involve an honest plan for how students want their life to look post-graduation.

"I ask them what they want their life to look like, both in terms of the big picture and in terms of their everyday life."

"They [students] need to consider what type of life they want to have post-graduation. Find a job that fits that—not the life that fits the job."

We also asked faculty about what advice they would give students about jobs that were academic-orientated or industry related. Respondents mentioned that the academic job market is incredibly selective and highly competitive, with few job openings to choose from. Accordingly, our respondents offered the following advice about navigating the academic job market:

1. *Students should be honest with themselves in terms of what they want out of life and their career.*
2. *If the student is pursuing an academic position, the student should assess their enjoyment and individual skillset for both teaching and research. With this information in mind, search for positions that align with their interests, enjoyment, and skillset when choosing between research and teaching-oriented universities.*
3. *Don't be pressured by any faculty member to choose the industry route over the academic route. You are not a failure because you chose an alternative career option.*

In addition, faculty members mentioned two related themes of competition and realizing job fit. Students will be competing for a limited number of positions with other graduate students who are graduating, in addition to any professors choosing to change schools. As one faculty member mentions *"the academic job market is insanely competitive, even before COVID-19."* Faculty members also mentioned that the competition has not lessened, it is more competitive in that a doctoral candidate would be denied a position if they did not have a record of research productivity. Faculty members stated:

"20 years ago, it was possible to get an R1 faculty job having no publications. Now it is not surprising to see job candidates on the market with five or more publications under their belt."

"It has grown to the point where we expect graduate students to have records similar to tenure guidelines."

"It seems like if you don't publish at least one article as a graduate student, you won't get any interviews at an R2 or higher."

Job candidates must also understand the importance of fit in career positions. As such, candidates must calculate their fit in the prospective university and department as scholarly citizens. One faculty

member stated “The most important consideration that the department gives to job candidates is fit. There are only so many elements of one’s application and CV that you can control based on the department’s needs, interests, and expectations.” Others agreed, stating that “Fit in a department is critical. We want someone who wants to be in our department and will contribute to the department, students, and the university.”

Like rejections of scholarly work, job rejections can be impactful for students on the market. Participants indicated that when responding to rejection, mentors should demystify the job market process as much as possible. In addition, mentors need to discuss the specifics of the job search process and what a search committee is looking for in a successful candidate.

“We should first explain the vulgarities of job interviews and debrief the student about their experience. From there, I would help them to develop a new plan.”

Conclusion

The job market can be incredibly stressful for those approaching degree completion. In many instances, there are a lot more candidates searching for a position, than there are adequate positions available to them. This can make the job market incredibly competitive. Accordingly, we leave you with parting advice for those either on the job market or who will be participating in the job market soon.

1. Create a solid support system: Create a support system that includes friends in and out of academia, faculty mentors, and even mental health professionals that you can come to for assistance and vent (Radatz & Slakoff, 2021).
2. Create an organized system for the job market: It is helpful to create an organized system or spreadsheet containing all relevant information for the job market.
3. Get feedback on your application documents early: When you create your initial documents, make sure to get feedback early from your mentors and other professors before you apply for your first position. This allows you to catch any errors, and make sure that you are putting your best foot forward in the initial application process.

Recommended Readings

1. Alarid, L. (2016). How to secure your first academic job out of graduate school. *Journal of Criminal Justice Education*, 27(2), 160-174
2. Pikciunas, K. T., Cooper, J. A., Hanrahan, K. J., & Gavin, S. M. (2016). The future of the academy: Who’s looking for whom? *Journal of Criminal Justice Education*, 27(3), 362–380.
3. Radatz, D. & Slakoff, D. (2021). A practical guide to the criminology and criminal justice job market for doctoral candidates: Pre-Market preparation through offers and negotiations. *Journal of Criminal Justice Education*, 33(3), 368-387.

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SUBMIT TO THE GRADUATE STUDENT ADVICE SECTION: Please contact [Kaitlyn Hoover](#) if you are interested in contributing or participating in the Graduate Student Advice Section.

DOV Events of Interest at ASC

Wednesday, November 16th

An Update on Efforts to Modernize the National Crime Victimization Survey Instruments
8:00 to 9:20am, A701, Atrium Level

An Experimental Evaluation of Trauma-Informed Interview Training for Police Sexual Assault Investigators using Standardized Actors
8:00 to 9:20am, A702, Atrium Level

Innovations in Trauma-Informed Teaching
8:00 to 9:20am, A705, Atrium Level

Roundtable: Can Cybercrime Become a Sexual Offense? Advocating for a Change in the CJ System
8:00 to 9:20am, Area 3, Skyline Level

Author Meets Critics: Woman Abuse in Rural Places
8:00 to 9:20am, International 6, International Level

COVID-19 Pandemic and Domestic Violence
8:00 to 9:20am, L401, Lobby Level

Homicide in Intimate Relationships and Families
8:00 to 9:20am, L406, Lobby Level

Economic Impacts of Sex Offender Registration and Notification (SORNA) Policies
8:00 to 9:20am, L508, Lobby Level

Current Issues in Cyberbullying: Exploring the Correlates, Outcomes, and Perceptions Associated with Cyberbullying Offending and Victimization
8:00 to 9:20am, M103, Marquis Level

Commercial Sex and Sex Trafficking: Examining Demand and Demand Reduction
8:00 to 9:20am, M105, Marquis Level

Institutional and Individual Impact of LGBTQ+ and Queer Victimization
9:30 to 10:50am, A705, Atrium Level

Best Practices for Aiding Victims of Crime
9:30 to 10:50am, A707, Atrium Level

Understanding Rurality and Gender-based Violence
9:30 to 10:50am, International 1, International Level

National Data on Youth and the Justice System—Offending, Victimization, and System Response
9:30 to 10:50am, International 5, International Level

Latina/o/x Criminology #1: Victimization and Immigration
9:30 to 10:50am, M301, Marquis Level

Being Scammed by Social Engineering: Technology-Facilitated Victimization in the 21st Century
9:30 to 10:50am, M302, Marquis Level

Roundtable: Liberation Through Scholarship: A Discussion on Vicarious Trauma and Well-Being as a Violence Researcher
11:00am to 12:20pm, Area 4, Skyline Level

Contemporary Issues in Sexual Violence
11:00am to 12:20pm, L505, Lobby Level

Recent Research Findings on the Longterm Consequences of Childhood Maltreatment
11:00am to 12:20pm, M303, Marquis Level

National Intimate Partner and Sexual Violence Survey (NISVS) – 2016/2017 Recent Data Release
11:00am to 12:20pm, L508, Lobby Level

The State of Street Outreach (in Chicago)
11:00am to 12:20pm, L404, Lobby Level

Through Lens of Longitudinal Research: Examining Victimization, Offending, Justice System Involvement, Desistance, and Life Outcomes
11:00am to 12:20pm, M102, Marquis Level

Effects of A Global Pandemic on Police Reports of Domestic Violence
11:00am to 12:20pm, M104, Marquis Level

Victimization Research Using the National Crime Victimization Survey
2:00 to 3:20pm, A705, Atrium Level

Current Research on Poly Victims and Repeat Victims of Violence
2:00 to 3:20pm, International 10, International Level

Utilizing Federal Data to Understand Victim Service Provisions in the United States
2:00 to 3:20pm, L403, Lobby Level

Advancing Jurisdictions' Responses to IPV: Findings from Allegheny County, PA., Tulsa, OK., & New York, NY
2:00 to 3:20pm, L503, Lobby Level

Community-Engaged Research and the Trafficking in Persons Research Lab at the University of South Florida
2:00 to 3:20pm, M102, Marquis Level

Narrative Criminology #2: Narrative Victimology
2:00 to 3:20pm, M103, Marquis Level

Gendered Stagnation, or Gendered Transformation? State, City, and Activist Responses to Gender-Based Violent Crime
2:00 to 3:20pm, M105, Marquis Level

Healing among Rural and Indigenous Women Victims of Domestic Violence: The Takini Survivor Project
2:00 to 3:20pm, M303, Marquis Level

Roundtable: COVID in the Courtroom: Analysis of IPV Outcomes
3:30 to 4:50pm, Area 2, Skyline Level

Roundtable: The Nation's First Victim Studies Department
3:30 to 4:50pm, Area 6, Skyline Level

Findings from University- and College-Based Studies of Victimization
3:30 to 4:50pm, International 9, International Level

The Violence Intervention Workers Study: An In-Depth View of Street Outreach Professionals in Chicago and Beyond

3:30 to 4:50pm, L404, Lobby Level

Sex Offenders Throughout the Life Course

3:30 to 4:50pm, L405, Lobby Level

Older Adult Intimate Partner Violence Survivors: Current Research to Examine Safety and Service Needs

3:30 to 4:50pm, L503, Lobby Level

Directions for Responding to Intimate Partner and Family Violence

3:30 to 4:50pm, L505, Lobby Level

Sex Market Facilitators' Entrance Stories: The Role of Family and Early Trauma

3:30 to 4:50pm, M102, Marquis Level

Healing in the Aftermath of Gun Violence: New Perspectives on Trauma Exposure and Community Violence Intervention

3:30 to 4:50pm, M105, Marquis Level

Consequences of Victimization in the Urban Context

5:00 to 6:20pm, A705, Atrium Level

Roundtable: A Discussion on the Impact of the Covid-19 Pandemic on Domestic Violence in the US

5:00 to 6:20pm, Area 1, Skyline Level

Roundtable: Boundaries: How to Care for Yourself and Your Students Using a Trauma-Informed Pedagogy

5:00 to 6:20pm, Area 2, Skyline Level

Roundtable: Victims & Offenders Special Issue on "Reforming the Criminal Justice Response to Human Trafficking"

5:00 to 6:20pm, Area 6, Skyline Level

Using Theory to Understand Risk for Victimization

5:00 to 6:20pm, L506, Lobby Level

Victimization During the COVID-19 Pandemic

5:00 to 6:20pm, M105, Marquis Level

Contemporary Issues in Sexual Victimization and Intimate Partner Violence

5:00 to 6:20pm, M301, Marquis Level

Theoretical Advancements in Victimization Research

5:00 to 6:20pm, M302, Marquis Level

Thursday, November 17th

Roundtable: Exploring Victimization and Harm: Crime, Government, and Criminal Justice

8:00 to 9:20am, Area 1, Skyline Level

Addressing Violence, Victimization, and Responses in K-12 Schools and on College Campuses

8:00 to 9:20am, L406, Lobby Level

Long Term Consequences of Victimization

8:00 to 9:20am, M105, Marquis Level

Sex Offending Laws and Policies
8:00 to 9:20am, M109, Marquis Level

Stalking and Strangulation: Identifying Coercive Control Beyond Visible Injuries
8:00 to 9:20am, M302, Marquis Level

Improving Identification and Services for Trafficking Victims
8:00 to 9:20am, M303, Marquis Level

Lightning Talk: Victimization
8:00 to 9:20am, M304, Marquis Level

Perceptions of Safety, Self-Esteem, and Self-View for Survivors of Domestic Abuse
9:30 to 10:50am, A705, Atrium Level

Roundtable: Bullying Victimization and Substance Use Among U.S. Middle School Students – 2019 Youth Risk Behavior Survey
9:30 to 10:50am, Area 1, Skyline Level

Roundtable: Offending and Victimization in Schools: Risk Factors and Theory
9:30 to 10:50am, Area 3, Skyline Level

The Scope and Nature of Sex Trafficking: Challenges of Measurement and Intervention in an Evolving World
9:30 to 10:50am, L402, Lobby Level

Gendered Voices and the Intersectionality of Victimization
9:30 to 10:50am, L406, Lobby Level

Space and Place: Contexts of Intimate Partner Violence
9:30 to 10:50am, L506, Lobby Level

Fear of Hate Crimes and Identity-Based Victimization
9:30 to 10:50am, L507, Lobby Level

Human Trafficking Victimization and Criminalization
9:30 to 10:50am, M302, Marquis Level

NIJ-Day: Violence Against Women Act: Moving Towards Measurement and Evaluation of Gender-based Violence Legislation and Interventions
11:00am to 12:20pm, A705, Atrium Level

Roundtable: Sexual Misconduct in the Metaverse
11:00am to 12:20pm, Area 5, Skyline Level

NIJ-Day: Advancing our Understanding of Labor Trafficking in the United States
11:00am to 12:20pm, International 3, International Level

Reinventing Police Response to Victim Calls without Physical Attendance: Results from Two Randomised Controlled Trials
11:00am to 12:20pm, International 7, International Level

The Victimization of Young Adults on University/College Campuses
11:00am to 12:20pm, L406, Lobby Level

Women's Experiences with Violence, Deviance, and Exploitation in India
11:00am to 12:20pm, M102, Marquis Level

Theories of Sexual Violence

11:00am to 12:20pm, M109, Marquis Level

Identifying, Preventing, Investigating, Prosecuting, and Reducing Technology-Facilitated Abuse

11:00am to 12:20pm, M303, Marquis Level

Roundtable: Vicarious Trauma and Violence Research: Resources and Strategies to Support Emerging and Established Scholars

2:00 to 3:20pm, Area 6, Skyline Level

International Perspectives on Survivor Constraints and Decision-Making

2:00 to 3:20pm, L505, Lobby Level

Neighborhood Crime, Family Violence, and Compliance During the Covid-19 Pandemic

2:00 to 3:20pm, L507, Lobby Level

Sexual Harassment and Assault Among College Students

2:00 to 3:20pm, M107, Marquis Level

Victims in Non-Conventional Settings: Victims on TV, in the Parks, and in the Military

2:00 to 3:20pm, M304, Marquis Level

Roundtable: Navigating a Career within Victimology

3:30 to 4:50pm, Area 1, Skyline Level

Criminal Justice Attitudes and Sexual Regulation

3:30 to 4:50pm, International 10, International Level

Media Portrayals of Killers and Their Victims

3:30 to 4:50pm, International 9, International Level

Bias Victimization and Hate Crimes Affecting Communities across the U.S

3:30 to 4:50pm, L503, Lobby Level

Digital Harms and Gendered Violence: Navigating Crime, Technology , and Victimization

3:30 to 4:50pm, M105, Marquis Level

Studies of Elder Abuse/Fraud Prevention and Intervention Programs

3:30 to 4:50pm, M106, Marquis Level

Sexual Offending Against Children

3:30 to 4:50pm, M108, Marquis Level

Failures in Media and Policy Related to LGBTQ+ and Queer Concerns

3:30 to 4:50pm, M304, Marquis Level

The Social Construction of Victimization in Movies and Other Media

5:00 to 6:20pm, International 10, International Level

Hate Crime Against Asian-Americans and Policing (Organized by Korean Society of Criminology in America (KoSCA) & Sponsored by the Division of Cybercrime (DC))

5:00 to 6:20pm, International 3, International Level

Criminal Justice Responses to Sexual Violence

5:00 to 6:20pm, L507, Lobby Level

Working with Victims of Crime
5:00 to 6:20pm, L508, Lobby Level

Victimization During Childhood and Adolescence
5:00 to 6:20pm, M102, Marquis Level

Lightning Talk: The Rutgers Violence Against Women Research Consortium: Addressing Research Gaps and Fostering Creative Dissemination
5:00 to 6:20pm, M302, Marquis Level

Lightning Talk: Examining Legal Protections for Victims of Human Trafficking from a State Harm Framework
5:00 to 6:20pm, M304, Marquis Level

Friday, November 18th

Presence and Prevalence of Intimate Partner Violence (IPV) in LGBTQ+ and Queer Communities
8:00 to 9:20am, International 9, International Level

The Center for Trauma Innovation: A Collaborative, Data-Driven, and Participant-Centered Approach for Rethinking Safety
8:00 to 9:20am, L401, Lobby Level

Victimization and Organizational Justice in China
8:00 to 9:20am, L402, Lobby Level

Revisiting “Cold” Sexual Assault Cases: The National Sexual Assault Kit Initiative
8:00 to 9:20am, L503, Lobby Level

Exploring the Influence of Trauma and Psychopathy in Life Course Examinations of Delinquency
8:00 to 9:20am, L504, Lobby Level

The Prevalence, Characteristics, and Consequences of Statutory Rape in the United States
8:00 to 9:20am, M103, Marquis Level

Contemporary Issues in Cyberoffending and Cybervictimization
8:00 to 9:20am, M107, Marquis Level

Understanding Victimization in a Post-2020 World
8:00 to 9:20am, M303, Marquis Level

Perspectives on Financial Crime
9:30 to 10:50am, A705, Atrium Level

Authors Meet Critics: The Victimology of a Wrongful Conviction: Innocent Inmates and Indirect Victims
9:30 to 10:50am, International 4, International Level

New Directions in Victimization Research
9:30 to 10:50am, International 6, International Level

Author Meets Critics: Shattered Justice: Crime Victims' Experiences with Wrongful Convictions and Exonerations
9:30 to 10:50am, L401, Lobby Level

Program Evaluations on Human Trafficking Programs
9:30 to 10:50am, M101, Marquis Level

Gender-Responsive and Trauma-Informed Probation and Parole
9:30 to 10:50am, M103, Marquis Level

Technology-Facilitated Crimes Against Children (Organized by Korean Society of Criminology in America (KoSCA) & Sponsored by the Division of Cybercrime (DC))
9:30 to 10:50am, M104, Marquis Level

State Harms and Accountability in Addressing Survivors of Crime
9:30 to 10:50am, M301, Marquis Level

Studies of the Financial Costs of Crime Victimization
11:00am to 12:20pm, A705, Atrium Level

Roundtable: Criminological Theory and Cybercrime: Which Theory Reigns Supreme Predicting Cyber-offending and Victimization
11:00am to 12:20pm, Area 2, Skyline Level

Roundtable: Rural Perspectives on Crime and Justice: A Global Analysis of Victimization, Safety and Policing
11:00am to 12:20pm, Area 5, Skyline Level

So many modes! So many pedagogies! Approaches to teaching about victimization
11:00am to 12:20pm, L402, Lobby Level

Hates Against AAPIs (Organized and Sponsored by Korean Society of Criminology in America (KoSCA) & Association of Chinese Criminology and Criminal Justice in the United States (ACCCJ))
11:00am to 12:20pm, L405, Lobby Level

An Exploration of Asian-American/Pacific Islander (AAPI) Victimization Research in Criminology and Criminal Justice Sciences
11:00am to 12:20pm, L503, Lobby Level

Towards Comprehensive Research on Rape Myths. Understanding the Impacts of Rape Myths on Marginalized Populations
11:00am to 12:20pm, M105, Marquis Level

Perspectives on Sexual Violence
11:00am to 12:20pm, M301, Marquis Level

Innovative Data Collection Efforts on Human Trafficking
11:00am to 12:20pm, M303, Marquis Level

Panel Overview to Describe CDC-Supported Research Studies that Rigorously Evaluate Approaches to Prevent Child Sexual Abuse (CSA)
11:00am to 12:20pm, M304, Marquis Level

Family Responses to Youth, Victims, and Returning Citizens
2:00 to 3:20pm, A707, Atrium Level

Division of Victimology Business Meeting and Awards Ceremony
2:00 to 3:20pm, International B, International Level

National Crime Victimization Survey Users' Group
2:00 to 3:20pm, L503, Lobby Level

Stalking Research: Past Achievements and Future Promises (Organized by Korean Society of Criminology in America (KoSCA))

2:00 to 3:20pm, M102, Marquis Level

Trauma, Resilience, and Life Transitions: Childhood through Emerging Adulthood

2:00 to 3:20pm, M103, Marquis Level

Missing and Murder of Indigenous (Native American) People in Arizona: Research and Recommendations

2:00 to 3:20pm, M104, Marquis Level

Authors Meet Critics: Islamophobia and Acts of Violence: The Targeting and Victimization of American Muslims

2:00 to 3:20pm, M109, Marquis Level

Interpersonal Violence Against Children and Youth (Organized by Korean Society of Criminology in America (KoSCA))

2:00 to 3:20pm, M302, Marquis Level

Marginalized Victims and Their Victimitizations

3:30 to 4:50pm, International 9, International Level

Intersectionality of Race, Ethnicity, Gender, and Victimization

3:30 to 4:50pm, L503, Lobby Level

Victimization and Vulnerable Populations

3:30 to 4:50pm, L507, Lobby Level

Human Trafficking Representations and Awareness

3:30 to 4:50pm, M102, Marquis Level

The Impact of COVID-19 and State Pandemic Response on Domestic Violence

3:30 to 4:50pm, M107, Marquis Level

Saturday, November 19th

Understanding Issues Related to the Victimization of Children

8:00 to 9:20am, L404, Lobby Level

Victimization and Fear of Crime

8:00 to 9:20am, L405, Lobby Level

Prevalence, Location, and Consequences of Youth Victimization

8:00 to 9:20am, M106, Marquis Level

Gender, Race, and Distress

8:00 to 9:20am, M109, Marquis Level

Roundtable: Teaching Victimology: Current Issues and Innovations

9:30 to 10:50am, Area 5, Skyline Level

Help-Seeking and Reporting Decisions for Crime and Victimization

9:30 to 10:50am, L404, Lobby Level

Victimization Consequences Among Different Populations

11:00am to 12:20pm, L405, Lobby Level

Victim Service Providers, Provisions, and Technologies: Exploring Efforts to Serve the Needs and Experiences of Victims of Interpersonal Violence
11:00am to 12:20pm, L507, Lobby Level

Research on Gender-Based Violent Victimization
11:00am to 12:20pm, M104, Marquis Level



SUBMIT TO THE EVENTS SECTION! Please contact [Shon Reed](#) if you are interested in contributing or participating in the Events Section.



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