



Division of Victimology

Newsletter

American Society of Criminology

Spring 2022

2021-2022 Executive Board

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Greetings DOV members!

I hope everyone is recovering from the academic year! As we get deeper into the pandemic, things are still difficult for many. I hope that we all get time to rest and recover this summer!

Thank you to the whole Newsletter team, particularly Dr. Jordana Navarro, the Newsletter Chair, for bringing us such a great and needed read with the Spring Newsletter. In reading it over a cup of coffee, I felt much of what was included and written in my own life/career. I will start with the conversations with Dr. Chris Schreck and Dr. Joan Antunes about the discipline of Victimology. Victimology is often viewed as secondary or a niche area and has been for decades within the larger discipline of Criminology. We did not have our beloved DOV until 2012. However, Victimology is and should be seen as just as important as other aspects within Criminology. There are victims in every facet of crime and the criminal legal system. Victims are hurt and suffer. We as scholars and society need to better understand their needs and how to help prevent victimization and help victims and their families. The most recent tragedy of gun violence in Uvalde brought this once again to the forefront of our nation: why there is a need to understand victimization and helping. I know that being a Victimologist can be difficult at times as individuals within the academy may not take our aspirations as seriously as others, but I urge you to remember why our scholarship matters, to help victims and the system in which they exist!

Also, in this Newsletter, we see a piece from Kaitlyn Hoover and Dr. Kweilin Lucas on rejection in academia. Rejection is normal but often not talked about. I am very proud that the DOV is featuring this discussion. While we expect that not everything we do will be accepted and/or applauded, when rejection happens, it sucks! It hurts! It makes you feel awful! At every stage of our career, we deal with rejection. And while the more advanced we get in our careers we may have developed skills to deal with rejection better, it still stings. I encourage you all to normalize rejection with your students, mentees, and peers so that when rejection comes (and unfortunately, it will!) that we do not feel alone!

A special thanks to Dr. Danielle Slakoff for her work in the Community Scholar section. I love to highlight the work that our members do in the field to help people! I am so proud of Dr. Slakoff's work and I am so glad she is in our division! Be sure to check out the book section where we feature Dr. Jan Yager's book, Essentials in Victimology. Also, in this Newsletter, we get to hear from our Co-Chair Dr. Christina DeJong about mentoring. Dr. DeJong has mentored so many graduate students and junior faculty. She has a lasting legacy in ASC. I personally have benefitted from her mentorship as a junior faculty, and she continues to inspire me and many! Congratulations to our Siegel Award winner Kate Bright! Please read all about the amazing project which was this year's winner!

Finally, please consider nominating a colleague or friend for an award! Last year, we had a record number of award nominations and I would love for that to continue! Nomination materials are due 9/1. I am sincerely proud of the work that this division does and all of its members. I appreciate all that you do to move this division and the area of Victimology forward!

Shelly Clevenger, DOV Chair

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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

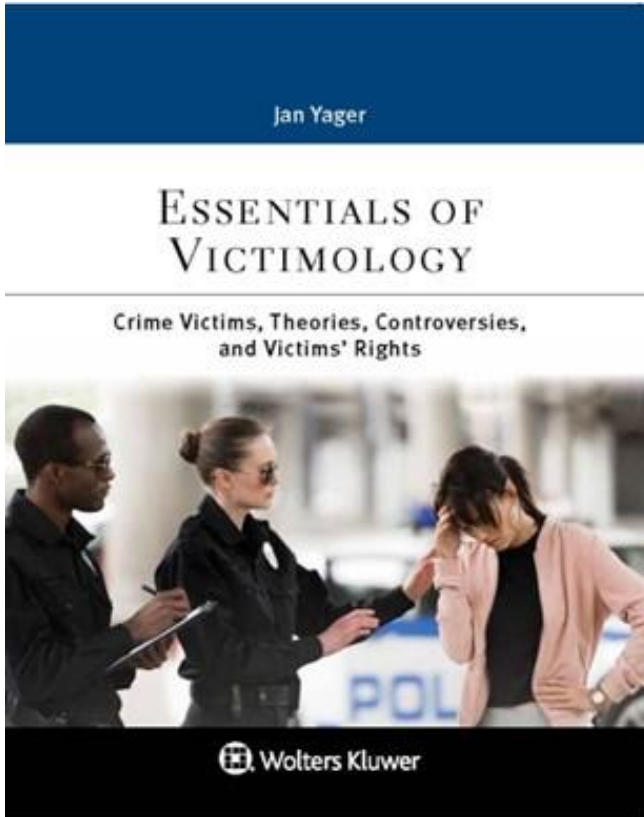
Essentials of Victimology: Crime Victims, Theories, Controversies, and Victims' Rights

Section Editors: Danielle Slakoff & Amanda Osuna

Author Name: Jan Yager, Ph.D.



Book Title: *Essentials of Victimology: Crime Victims, Theories, Controversies, and Victims' Rights*, 2022, Published by Aspen Publishing (formerly Wolters Kluwer)



Who is the target audience for this book?

The target audience for *Essentials of Victimology* are undergraduate and/or graduate students who are taking a course in Victimology. Additional courses/audiences that might find *Essentials of Victimology* useful are: Crime Victim Advocacy; Victims of Violent Crime; Property Crime Victims; Victims of Homicide; and any student seeking a position within the criminal justice system.

Essentials of Victimology could also be used in educational or professional settings such as police academies, law schools, graduate programs in Forensic Psychology, Social Work, Criminal Justice, or Counseling, as well as by therapists and crime victim advocates.

In what ways does *Essentials of Victimology* add to the conversation surrounding victimology?

There are several key ways. The first is that I added a fourth category of victimization, “*quaternary victims*” (in addition to primary, secondary, and tertiary victims). This fourth group includes those who interact with the tertiary victims (e.g., police trauma therapists, EMTs, medical professionals, etc.), such as the family and friends of the service providers. For example, if crime victim advocates share what is happening at work with their partner, it could also impact that partner.

In Chapter 3, “The Discipline of Victimology,” which discusses theories of victimization as well as Sutherland’s theory of Differential Association, and how it could explain criminal behavior, I reapply Sutherland’s nine postulates to victim behavior showing how, in some cases, victim behavior, just like criminal behavior, might be learned.

In the book, there are two separate chapters on young crime victims – Chapter 10, “Child Victims,” and Chapter 11, “Teens and College Victims. I believe these groups are quite distinctive and deserving of separate chapters. In Chapter 11, I include discussions of substance abuse, texting while driving, drowsy driving, and hazing along with the discussions of school violence and bullying that you would expect to find.

I feel strongly that it is through the words and experiences of actual crime victims (or service providers) that students will learn about how crime and the criminal justice system impacts victims. Therefore, in each of the 16 chapters, there is at least one profile of a victim or service provider (interviews printed with permission). Some examples of people profiled are Patrick Korrelis, who was wounded in the Northern Illinois University mass shooting that left five classmates dead. Karima Holmes shares her compelling experiences as a 9-1-1 operator and supervisor in Chapter 6, and, in Chapter 7, Charisse Coleman shares about her brother Russell’s workplace robbery-homicide and the support group for survivors of homicide that she attended.

According to the two rounds of peer reviewers, my book has one of the most extensive discussions of Secondary Victims of Homicide that those reviewers had seen in a victimology textbook. (Readers learned in the Preface that my initial motivation to study crime victims and victimology was the violent robbery-homicide of my 23-year-old brother Alan Barkas. I was a 20-year-old college senior majoring in art

when he was mugged by a teenage gang. Within a few years, I changed my career path by getting an M.A. in criminal justice and going on to write my first book on crime victims, *Victims*, published under my maiden name of J.L. Barkas by Scribner's in the U.S. and Peel Press in the UK.)

The feedback I have received from students who have read the section in Chapter 7 entitled, "Controversial Homicide Co-Victims: The Families of Convicted Murderers," is that they are especially surprised to read about

Kerri Rawson, the daughter of the BTK Killer, who is the author of a memoir entitled, *A Serial Killer's Daughter* (I interviewed Kerri several times) and Sue Klebold, mother of one of the two Columbine school killing perpetrators. Most students share that they had never considered how those family members could also consider themselves victims.

Students are often surprised to find Chapter 14, "Victims of the Criminal Justice System" in a textbook on Victimology. They note that what they read in this chapter gave them a new perspective on those who are incarcerated especially if they have been the victims of excessive sentencing or falsely accused.

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

Since I have been teaching since I was 25 years old, beginning with *The Roots of Violence* at The New School, and, since August 2014, teaching Victimology at John Jay College of Criminal Justice (as well as at Iona College and Sam Houston State University), I am especially proud to have been able to write a textbook that includes all the topics you would expect to find in a victimology textbook but with my unique contributions. For example, numerous victim situations are explored in Chapter 15 including some that are rarely addressed in other victimology textbooks (e.g., animal abuse and neglect, victims of natural disasters).

In Chapter 10, I provide an extensive discussion of sibling abuse, a topic that is either given a very brief mention in other textbooks or explored minimally despite how much more widespread it is (and under-reported) compared to incest or stranger sexual assault of minors.

I am proud that my book is comprehensive and covers all major violent and property crimes including child abuse and neglect, teen and college victims, domestic violence, elder abuse, stalking, workplace crime, cruise ship victims, animal abuse and neglect, terrorism, hate crimes including crimes against the LGBTQ+ community, drowsy and texting while driving, controversies such as victim blame and victim precipitation, and victims' decision whether or not to report to the police.

I am proud that I wrote all the ancillary materials, and I hope they will be helpful to those who choose this book for their course. Some examples of these materials are Instructor's Manuals – one per chapter including providing answers to the Review Questions and Critical Thinking Questions that are included at the end of each chapter in the textbook as well as several Discussion Boards if a professor wants to add that to the course. I also created all the PowerPoints – one per chapter—and wrote all the Test Bank questions – multiple-choice, true-false, fill-in, and essays for each Chapter.

I am especially proud that feedback from faculty and students using the textbook is that it is easy and fun to read, engrossing, informative, and inspiring.

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

Here are some of the many key "takeaways" I had hoped readers would gain from reading *Essentials of Victimology* and the feedback so far is that my hopes are being realized:

I hope that someone who has read *Essentials of Victimology* will have gained an understanding of just how similar yet unique the experiences of crime victims are based on what crime they have experienced – violent or property – as well as their individual personalities and their coping skills or support networks, if any, that they have at the time of their victimization.

I also want readers to have developed a greater awareness that we need to do more to teach children and teens how to recognize, and deal with, behaviors that are bordering on uncomfortable even *before* the victimization occurs. Parents and teachers are well-versed in the concept of "Stranger danger," but the reality is that most children and teens are victimized by either a family member or someone they are acquainted with including trusted authority figures like coaches, teachers, or babysitters.

I want readers to know that if they do pursue a career that deals with crime victims, they will have to develop a thick skin a try not to buckle emotionally at all the trauma that they will see and/or hear about. In other words, people who work with victims will want to avoid the

“Another Day at the Office’ syndrome. They must decide that they will make sure that every victim, whether it is their first or their 500th, is treated as if they are the first and only victim they are dealing with.

I want readers to know that the decision of whether or not to report a crime is far more complicated than they might have previously considered.

I want readers to know how astonishingly low some of the clearance rates are for certain crimes such as burglary (only 14.1% of reported burglaries lead to an arrest, according to the FBI) and even how low the clearance rate for murder has become – dropping from over 90% in 1965 to below 55% in 2020.

I want readers to remember that behind every statistic is an individual, a primary victim, as well as family members and friends who are also impacted by the victimization of their loved ones.

I hope readers learn that certain crimes, such as those involving rape or homicide, are not something someone gets over easily. Hopefully, the victims (primary, secondary, etc.) can get the help and support they need to go forward.

I want students to understand that informal counseling is far more common than formal counseling for victims. Family and friends can become better at informal counseling if they learn to recognize the many types of victim blame and to avoid it either directly or indirectly.

What advice would you give to first-time authors?

My best piece of advice is to take a course in non-fiction writing. This is very different writing than the writing you do for your dissertation, but improving your nonfiction writing skills will serve you well when you are writing your first nonfiction mainstream book or if, at some point, you also decide to write your first textbook. In the latter, you are a SME (subject matter expert) and there are unique demands to writing a textbook that are distinctive from a more general type of nonfiction book.

I would suggest first-time authors start with a nonfiction book, which is a lot more manageable, than a textbook. I recommend working up to a textbook, the way I did, after writing and publishing many other nonfiction books including *Victims*, mentioned previously, as well as *Help Yourself Now* (Allworth Press, Skyhorse Publishing, 2021), which includes chapters with annotated listings on Crime Victims, Legal Services, and Formerly Incarcerated, among other titles.

First-time authors might even find my book, *Effective Writing and Nonfiction Writing*, available in e-book, print, and audiobook formats, useful.

Although some authors find becoming part of a writing group helpful, make sure that is an approach that works for you. Ditto with the idea of co-authoring. It might seem like an easier way to break into writing a book since ideally you will be sharing the work and having someone to interact with, but it also might deny you the chance to develop your own unique “voice” as a writer.

My advice is to keep going and persevere. Publishing a book is a form of immortality. It is time-consuming and at times a very lonely pursuit since even if you conduct interviews and carry out other types of original research for your book, writing up that research is usually done in isolation. But the good news is that once your book is published, you can get back out into the world as you promote your book and/or are invited to discuss it in live events.

I recommend embracing the Peer Review process. It is time-consuming but an excellent tradition to enable one author to get the input of numerous additional experts on a chapter-by-chapter basis.

First-time authors should also learn as much as they can about the way that the publishing world works because that will help them in understanding the writing, editing, proofreading, production, and promotion aspects of the process.

I recommend all authors try to get their publisher to commit to as much promotional help as possible. But if their efforts are going to fall short of your expectations, be prepared to hire a publicist to help you with your promotional efforts or learn as much about how to do it yourself as you can. (On that note: You can pre-order my book, *How to Promote Your Book*, which will be published in November.)

I gave myself a Zoom publication party for *Essentials of Victimology*. It was a rewarding experience; the Managing Editor of Aspen Publishing was in attendance as well as several of the crime victims interviewed and profiled in the textbook, one of the professors who had adopted the book for his Spring 2022 Victimology courses, many of his students, and one of several professors.

It was so gratifying to hear several students share about how much they were enjoying the book, especially the Profiles, and that it was well-written, thorough, and easy to read.

If possible, publish your first book in all three formats – print, e-book, and audiobook – since there are readers who have a preference for getting their content in one format over another. Since books are written at one point in time, the minute you finish your first book, create a file of material you will want to include in the second revised edition. Also, while your first book is in production, instead of bothering your editor or publisher about the process, which can take as long as 9 to 18 months, even today, to see the light of print, start working on your next book!

Finally, “Don’t give up your day job” as they say in many fields including acting and writing. If a miracle happens and you beat the odds and your first book is a big bestseller, bravo. However, keep your expectations low, but your efforts to make your first book a huge success--high.

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

I gained a much greater appreciation for what went into the other textbooks in victimology as well as other fields that I have read, admired, and/or used over the years such as Andrew Karmen’s *Crime Victims* or Ann Wolbert Burgess’ *Victimology*.

Since I had already published more than 50 books in a range of genres by the time I started writing *Essentials of Victimology*, I thought I knew what I needed to do to write a victimology textbook. I was wrong! This was one of the most challenging books I have ever written! It certainly took over my life but because my part of the world was basically in lockdown because of the pandemic, and my kids were grown and out of the house, staying glued to the computer for hours on end, and every weekend, was not as much of a sacrifice as it would have been under normal circumstances. Thankfully my husband Fred had his work to do; he was okay with the hours I spent working on the textbook. But in hindsight, and going forward, burning the midnight oil, as they say, was a less than ideal way of handling this huge task. In hindsight, I recommend working toward a better work-life balance.

For me, that means adding in more exercise time, even if it just meant taking long walks. This would have been a great way to better offset all those hours, weeks, and months of sitting at the computer.

Instead of assuming someone else was going to do this for me, I should have sent the final manuscript out for advance quotes earlier in the production and publishing process so those quotes could have been included on the front or back cover of *Essentials of Victimology*. Fortunately, I did receive two excellent endorsements upon publication but sooner in the publishing process would have been more helpful.

Author’s Note:

To discuss *Essentials of Victimology*, writing, or promoting your own book. Dr. Yager can be contacted at jyager@aol.com or jyager@jjay.cuny.edu.

To learn more about Dr. Yager and her extensive work, please visit <https://www.drjanyager.com>

To have Dr. Yager as a guest speaker (via Zoom) for your Victimology or related courses, please contact her at jyager@aol.com

Book Availability:

Essentials of Victimology is approved for Sampling through Vital Source at www.vitalsource.com

Essentials of Victimology is available in both print and digital formats through a variety of vendors, such as ecampus.com, amazon.com, barnesandnoble.com, vitalsource.com, chegg.com and many more.

A professional review copy can be requested from:

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<https://www.aspenpublishing.com/yager-victimology>

Book Endorsements:

"I highly recommend Dr. Jan Yager's *Essentials of Victimology* as an extensive new textbook covering everything related to the victims of crime and to the field of Victimology." --Richard Quinney, Ph.D., Professor Emeritus, Northern Illinois University

"This textbook is hugely impressive in all respects." --David Friedrichs, Author, *Law in Our Lives: An Introduction 3e* (Oxford University Press)



SUBMIT TO THE 'MEET THE AUTHORS'! Please consider submitting on any topic relevant to DOV! If interested, please contact (1) Danielle Slakoff (Danielle.Slakoff@csus.edu) or (2) Amanda Osuna (osunaama@msu.edu).

MEMBER SPOTLIGHT



Dr. Danielle C. Slakoff is an Assistant Professor of Criminal Justice at Sacramento State University. She received her doctorate in Criminology and Criminal Justice from the University of Nebraska at Omaha, and her undergraduate and master's degrees from California State University, Long Beach.

Dr. Slakoff's research is focused on the media portrayal of women and girls as victims of crime, with a particular focus on how race/ethnicity may impact these portrayals. Her other areas of expertise include true crime, intimate partner violence, and LGBTQ+ issues.

Dr. Slakoff has published on the Missing White Woman Syndrome, and she has also examined how White, Black, and Latina women and girls are differentially portrayed in news stories about their victimization. She is currently working on research examining true crime podcasts.

Her research and/or commentary on the differential portrayal of women and girls of color in crime news has been featured on several local and national media platforms, including on the nationally-syndicated *Tamron Hall Show*, *The New York Times*, *The Washington Post*, *Time Magazine*, *NPR's* Baltimore station, *Deseret News*, and more.

You can find her on Twitter at @DSLakoffPhD



SUBMIT TO THE MEMBER SPOTLIGHT! Please consider nominating a member for the member spotlight! If interested, please contact Alyssa Yetter (yettera@merrimack.edu).

Coffee, Crime and Real Talk

Challenges (and Joys) of Advancing Victimology: A Conversation with Chris Schreck and Joan Antunes

Victimology has not always had an easy time in criminology. Why do you think that is?

C.S. - I can only offer my personal perspective, and I'm going to speak mainly of the reactions of mainstream criminology to my work. My research is about crime target decision-making and vulnerability, which bridges victimology and criminological theory. When I started in this area in the late 1990s, I was all there was (this does not mean there were no victimologists—just no one with my particular interest). This lack of professional support should have been a warning sign; however, I believed at the time that all it took to have a meaningful impact to both advance science and improve lives was to shine a light on questions we had not even thought to consider. In one sense, people respected my work. My first paper, on self-control and victimization, won 2nd place in the American Society of Criminology's Gene Carte Student Paper Award competition. Publishing it proved much more difficult, though it hasn't done badly.

Yet, more than two decades later, my work never achieved what I had hoped. Crime theories and crime prevention policies still ignore the target and victim. Yet, unlike in 1999, the research is there. When I think back to how people have been calling for the victim to be included in criminological theory for almost as long as I've been alive, there seems little question victimology has been and still is fighting an uphill battle for respectability. As to why, the simplest answer I can think of is that the assumptions behind most criminological theories logically require that the victim be invisible and unimportant; only the offender matters, and only treating or punishing them can protect us from crime. It's in our very training in graduate school, and many students accept this perspective without really thinking about it. Small wonder victim research has a hard time! Luckily, victimology is growing and finding its voice, but its impact is being contained. Victimology has so much more potential than even victimologists realize. We shouldn't be satisfied with simply growing in numbers. We should be taking over the field and driving policy much more than we are.

J.A. - I don't know if my experience is so different because I came to graduate school from a different country and didn't understand the contextual history of victimology, or I failed to recognize it. Further, there are generationally divergent approaches to victimology- not age-wise but career-wise. Chris has fought battles for the field and researchers like me (or is it I) are happy to partake in the post-battle spoils. Basically, I wonder if the "newer" victimologists feel the burn of the uphill trek that Chris and others have experienced or if it has become inherently part of our journey as victimologists. There also seems to be a broadening of what victimization entails, and Chris and I have often discussed the role of exposure to violence, adverse childhood experiences and how perhaps these wouldn't necessarily be considered victimization in the past.

In graduate school, there were no victimologists among the faculty, and those who had done some research were now involved in developing their own theories. The idea of any professional support or accessing it was foreign to me. My first paper was one on routine activities in Portugal and won the first Division of International Criminology Student Paper Award, and it was borne out of a student's interest in what seemed to be a "cool" idea- target suitability and guardianship. Also, because I had been robbed, pickpocketed, burglarized and had my car broken into, all before the age of 20, maybe I wanted to make sense of it all. And although no one dissuaded me from researching victimization, no one encouraged me either. Which, looking back, wasn't a big deal. For me, the struggles faced by victimology include an inherent fear of victim-blaming, by the researcher, but truthfully a practical one too which can be distilled to a single issue- data. Those with the resources to collect data didn't care about the victim experience and those who did care couldn't get the data. The questions that drive victimological research are not always compatible with those that seek to understand the offender. Therefore, as long as the focus remained on the offender, the victim would be relegated as an afterthought. Times are changing and a new generation of victimologists is slowly emerging, but the change and shift within the field has been glacial.

Q2- What about the study of victimology and victimization attracted you to the field? And what keeps you here?

C.S. - My interest in victimology was an accident. The field was so marginal in the 1990s, I couldn't take a course on it even if I wanted to do so. Instead, I wanted to be a delinquency researcher, but of course just starting out I didn't know anything. Much like how many grad students feel, it seemed like all the ideas I could think of had already been researched dozens of times over. So, Travis Hirschi had me read his book on self-control theory when I was a second semester graduate student. I saw a single sentence relating how offenders and victims were demographically similar and, in fact, were often the same people. To me, this was a fascinating anomaly and my mind just started working on it. I was asking myself how a control theory would explain this similarity. I had a hunch I was really onto something new, simply because it had

never even occurred to me to think about the victim before. That led to my first paper on self-control and vulnerability. I knew right away that the study of the crime target was somewhere I could make a difference, maybe define a field, or at least a topic where I could be safe knowing my ideas hadn't been researched to death.

I truly see the victim as every bit as interesting and important as research on those who commit crime. From the beginning, I believed that any study ever done on crime and every debate that has rocked the field is not only potentially applicable to target behavior, but also inextricably linked with target behavior; it's impossible to separate them. I've stayed on precisely because the road of bringing the victim to equal and respected status in science and policy is hard; I did not want to do what was safe or easy. Moreover, I'm committed to advancing theory and preventing crime without recourse to institutions that have opposed efforts to make themselves more equitable and humane. I stay because I believe it is for the good of society to care about victims and assist them in protecting themselves far more than to punish or treat offenders and justice-involved persons.

J.A.- The biggest struggle for me was the lack of a unified theory of crime. As someone who transitioned from hard sciences, and is likely genetically predisposed to chemistry, biology, and chemistry (a significant percentage of my immediate family are MDs) the world of social sciences was strange. The conflict arose from wanting there to be a singular theory and the discomfort felt at the dueling between theorists. I still have flashbacks to the Age-Crime debate and the State Dependency versus Trait arguments. Victimology seemed similar, not because it is simpler in its nature but because less people were fighting over it and thus, I didn't feel compelled to choose sides. Critically, I still don't get why control theorists fight with strain theorists, and self-control fans fight with everyone. As Chris and I write this simultaneously, on a google doc while on zoom, he smirks at my comments while he attempts to, in vain, approach this piece with the professionalism of a tweed-wearing, elbow-patch rocking professor. I would rather work my few firing neurons on a topic that warrants more investigation and has been the underdog for decades. But also, because while I believe we all engage in minor deviances and even minor crimes, we don't engage in major offenses, and most certainly are not at equal risks for victimization. And if that is true, what accounts for such differences and how can risks be attenuated. There is also more room, or rather more acceptance in the field of victimology than in other areas of criminology. There is a social cohesion (see what I did there?) of sorts, where we recognize the dire need for research in general, without having to demolish other perspectives. I like that. I am more of a let's collaborate and figure this out together than making claims that one idea is the supreme theory of theories. We can support the work without having to demolish each other's theoretical perspectives. Although Chris would argue otherwise as we spent a good 45 minutes arguing about theory. No biggie. We still managed to finish this piece with minimal bloodshed.

What advice would you give to graduate students and early career researchers who want to pursue victimology?

C.S.- I started my career when our field was in a very different place. You've chosen an exciting area—perhaps one of the few left in the foreseeable future where you can make a significant mark that might shape research for decades to come. Let that encourage you and feed your determination to persevere in the face of resistance. For almost ten years, all I had to keep me going was the belief that I was onto something. I certainly got little encouragement or acknowledgement from the trendsetters of the day. It would have been so much easier to give up on my hopes and do what was "safe" and popular.

But then, stubbornness isn't always a bad thing. (Joan rolls her eyes on zoom).

I was also incredibly fortunate in that I found, in the beginning, a small group of people who "got" what I did, encouraged me, and they were instrumental in ensuring that my research survived. Share your work with others and reach out *personally*. I remember most of the people I wrote to either did not respond or were not interested. But that fear of rejection even by the Big Names should not deter you—the one person who writes back who is excited about your work may be the one mentor or collaborator who causes your career, your value to the academy and society, to take off. The best revenge you can inflict on the setbacks, as always, is to live well...and maybe also to see those who once couldn't be bothered with you now having to cite your work.

J.A.- Chris gives perfect advice and is way more measured. I am known for spraying the gas and lighting the match and gleefully watching things burn to progress. But it is friendships like ours that allow for growth and to provide early career researchers and graduate students with tips and tools to succeed in the world of victimization and victimology. The beauty of victimology, for me, and I have just realized it, is that it is intersectional in thought, approach, and researcher perspectives. I also find victimologists more approachable.

I would only add that it is ok to look at victimization and all its correlates differently, to dissect the relationships or to even rethink the concept of victimization. I find victimologists far more welcoming or more open to new ideas and realities. This is my unique experience though. I know that others who do victimization research feel somewhat constrained, and cautious, but there are more agreements than disagreements.

With the benefit of hindsight and Dua Lipa's IDGAF, the next sliver of advice may seem clueless, but if students worry about pleasing the trendsetters, they will find their academic and professional journey unfulfilling. Friendships, relationships, support systems are what gets us through the day. Having friends who will say- screw reviewer 2, or who will encourage you to submit that paper to Criminology even though you know the odds are never in your favor, or with who or whom (whatever) you can spend 45 minutes arguing and yet still manage to produce a dope piece, are the best ingredients for success. Mostly, find friends and mentors you feel safe disagreeing with, and who, at the end of the day will reach out and ask- how's life? These are the relationships that will help all of us strive. I have found these not in the nearly inaccessible vaults of the mainstream criminologists, but among the victimologists, critical criminologists and intersectional feminists who believe in smashing the spotlights of fame on in exchange for expanding our knowledge in a holistic and humanistic way. My hope is for graduate students to find their own murder, gaggle, stand, pack or whatever name you want to give to a group of people that will help you follow your research dreams with grace, laughter and who share your same objectives and self-identify as "chucklefucks". They help turn the daily struggles of academia and victimology into surmountable challenges, the defeats into mere blips and the smallest of victories into celebrations. It is all we need.



SUBMIT TO THE COFFEE, CRIME AND REAL TALK! Please consider submitting on any topic relevant to DOV! If interested, please contact Joan Antunes (mantunes@towson.edu).



Community Scholar

Welcome to the third installment of our new “Community Scholar” section in which we highlight the work you’ve been doing in and around your communities. We are asking you to give us the name of a scholar (including yourself) in our Division who has made a positive impact in their community. This includes outreach, how their published work has informed local policies, community engagement, etc. We are interested in honoring activist activities that you engaged in this past year. We want to celebrate your awesome accomplishments, so don't be shy!

Thank you to everyone for your submissions! We have so many amazing community scholars in our division! For this winter edition, we are highlighting two people—Dr. Danielle Slakoff—for her work highlighting victims of crime in the media, among many other achievements.

Dr. Danielle Slakoff

Dr. Danielle Slakoff of Sacramento State University. Dr. Slakoff is an expert on media portrayals of women and girl victims and perpetrators of crime, and she also does research on intimate partner violence and true crime. Specific to media portrayals, Dr. Slakoff has published on the missing White woman syndrome, how race impacts portrayals of women and girl victims, as well as the portrayal of intimate partner violence in true crime podcasts.

After the disappearance and death of Gabby Petito made national headlines, Dr. Slakoff wrote a Twitter thread highlighting her co-authored work on the Missing White Woman Syndrome; her thread also included information about intimate partner violence and the higher rates at which Black and Indigenous women and girls go missing in the United States.

This Twitter thread was viewed by over 140,000 people and led to *New York Times* Reporter Katie Robertson reaching out to Dr. Slakoff about her thoughts on the missing White woman syndrome and the Gabby Petito case. Dr. Slakoff’s research and commentary about the media portrayal of victims and/or true crime has now been featured in the *New York Times* as well as in *The Washington Post*, *Politifact*, *Insider*, *NPR’s* Baltimore News Station (WYPR), on KNX1070 News Radio in Los Angeles, and on three local television news stations in Sacramento (ABC 10, Fox 40, and KCRA/NBC 3). Notably, Dr. Slakoff was also recently a guest on the nationally-syndicated talk show, *The Tamron Hall Show*.

Reflecting back on her experiences over the last two months, Dr. Slakoff is struck by how much support her friends and colleagues provided her. Although Dr. Slakoff had engaged with media before, she had never done so many interviews in quick succession, nor had she done a television news interview. To that end, Dr. Slakoff is hopeful that she brought attention to media disparities in news coverage across racial lines and to intimate partner violence. She is grateful for the opportunity to speak out about these issues and hopes to continue to do so well into the future.

- Link to Missing White Woman Syndrome co-authored article with Dr. Hank Fradella: <https://ccjls.scholasticahq.com/article/11134-media-messages-surrounding-missing-women-and-girls-the-missing-white-woman-syndrome-and-other-factors-that-influence-newsworthiness>
- Link to article about the media portrayal of White, Black, vs. Latina women and girl victims, co-authored with Dr. Pauline Brennan: <https://journals.sagepub.com/doi/abs/10.1177/2153368720961837>
- Link to article about the portrayal of IPV in true crime podcasts: <https://journals.sagepub.com/doi/abs/10.1177/10778012211019055>
- Link to Twitter thread: <https://twitter.com/DSlakoffPhD/status/1439958300448083974?s=20>
- New York Times article link: <https://www.nytimes.com/2021/09/22/business/media/gabby-petito-missing-white-woman-syndrome.html?smid=url-share>

NPR Baltimore Link: <https://www.wypr.org/show/midday/2021-10-12/missing-white-woman-race-bias-in-media-coverage-of-missing-persons>

Tamron Hall show interview: <https://www.youtube.com/watch?v=gV0U0fsAa1s&t=76s>

Thank you, Danielle, for all of your important work in your school, local, state, and national communities! You're are amazing!



SUBMIT TO THE COMMUNITY SCHOLAR SECTION! Please consider submitting a short 300-500 word write-up on any topic relevant to DOV! We welcome submissions from students or faculty. If interested, please contact Sarah Rogers (SR51@mailbox.sc.edu).

Mentoring

Dr. Christina DeJong, Associate Professor and DoV Co-Chair



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

I am currently an Associate Professor of Criminal Justice at Michigan State University, and recently stepped in to serve as the Graduate Director for the School. My research areas focus on Queer Criminology, as well as intersectional perspectives that help explain crime and justice. I typically teach quantitative research methods to our doctoral students, and my undergraduate courses are on gender, sexuality, and justice; and genocide/human rights issues.

On a more personal note, my husband and I love to travel and own a pop-up trailer for camping. We love getting away, especially if we can be near water (one reason we love living in Michigan!). We also live in Detroit and spend a lot of time wandering the city and walking along the Detroit River.

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

Mentoring is one of the true joys of my position, so I try to do it as often as possible! In my career I have served on over 30 thesis committees and 20 dissertation committees and have chaired a significant subset of those. In a given academic year I usually mentor 8-10 graduate students (unofficially) and work on research projects with 2-3 students.

I am very excited that my colleagues and I recently received a grant from MSU to enhance inclusion in our graduate program, and one method will be the creation of a mentoring team of faculty members. These mentors will complete basic DEI training and read/discuss issues related to mentoring in our field. I'm very excited about one of the leaders of this team!

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)?

Mentoring can be so many things! An effective mentor may be one who invites students to work on research projects and helps them develop as researchers or brings students into the classroom to work as a team on instruction, OR just helps students navigate graduate school generally. I've found that graduate students usually have multiple mentors, each of whom has a different skill set (more on this later!).

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

Being inclusive means being knowledgeable about the barriers and roadblocks that students face, that are (many times) different for students of different groups. Over the last few years, many academics have shared their stories about their lived experiences being people of color, being a member of the LGBTQ+ community, being women... all of these stories have helped me to better understand how our experiences differ.

For me, transformative mentoring means letting go of the idea that I am the expert, passing knowledge down to my mentees (this also describes the outdated method of teaching still used by some!). Just as instructors can learn from their students if their minds are open to it, so can mentors learn and grow from interactions with their mentees. We can facilitate this by sharing our own struggles in academia, or in our lives in general. For example, I am the parent of two neuro-typical children who are college-aged.

Discussing some of their struggles with my mentees has helped me better understand the challenges faced by students now that there is greater recognition of learning disability and mental health issues.

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

For me, it's important to set deadlines to ensure that theses and dissertations keep on track and meet important milestones. While my students are working on their projects, we schedule weekly check-ins (or biweekly) to assess progress. It's also important to recognize that not everyone works at the same pace. I try to get an idea of each student's timeline, workload, and personal responsibilities to set up a reasonable timeline with milestones within the confines of university requirements. I also underscore the concept that these projects are marathons, not sprints. Sometimes we run, but sometimes we need to slow down and walk for a bit. Forward progress is what's important.

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)?

It can be difficult for academics to know about non-academic jobs unless we've worked outside academe ourselves (and many of us haven't). Thanks to the #AltAc movement, there are many more resources for graduates seeking positions outside academe. Helping mentees find mentors outside academe can be very useful.

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 have learned that I only have enough emotional capacity for certain topics. As an example, I tried studying capital punishment (specifically, I was studying offenders who ended up on death row) and needed to walk away. I study genocide, but in such a way that my work focuses more on the macro-level factors that help explain it, and less on the heart-wrenching personal stories of people who have survived genocide.

I encourage students I mentor to pay attention to their own mental health and emotional well-being... to walk away when needed, to take breaks, to have a good therapist to help navigate the emotional turmoil that some of our work entails. And to walk away when it gets to be too much. Others can continue the work that you started and seeking out collaborators to share the load can be useful if the burden is too heavy.

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

The ASC divisions have been a wonderful way for mentees to connect with mentors--I would advise that anyone seeking a mentor start there. Also, don't be afraid to reach out to people you've always wanted to meet to ask about mentorship! I love being approached by early career researchers seeking a mentor, and if I can't add another mentee, I can help find them a good match!

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?

One of my big "aha" moments was realizing that we all need more than one mentor! As a student, I assumed I'd always have one mentor (sometimes called the "strong mentor" model or "1-to-1"), but the reality is that many of us need different things from different people! I'm always honored when a student (or former student) tells me they consider me a mentor even if I didn't serve on their dissertation committee--that tells me I was there for them when they needed something. And mentors must recognize they cannot be all things to all people. A good mentor knows when they need to suggest additional mentoring, particularly when considering race, gender, sexual orientation, and other aspects of one's identity that can impact their experience through graduate school. The happiest graduate students and ECR's I know have a "team" of mentors that they can call on when different issues arise.



SUBMIT TO THE MENTORING SECTION! Please contact Breanna Boppre if you are interested in contributing or participating in the Mentoring Section at bx078@shsu.edu.

Award Announcements

Congratulations to Katherine (Kate) Bright!

Siegel Fellowship for Victimology (2022 Recipient)

The Digital Footprint of Sexual Violence

Sexual violence that is recorded and distributed to others, what I call the *digital distribution of sexual violence (DDSV)*, suggests new manifestations of abuse in the digital age. Today, sexual victimization has the potential to include a public viewing, public commentary and the digital archiving of abuse. These digital records serve as living artifacts of victimization as the websites, search engines, and social media platforms are often protected by free speech rights and tech laws, particularly Section 230 of the Communications Decency Act.

The dissertation is comprised of three parts. Part one includes a media analysis of DDSV cases. This stage will illuminate evolving public, political and legal perspectives on the digital distribution of sexual violence and provides descriptive, case characteristics for media-reported instances of DDSV. These case characteristics offer a foundational picture of who and what is recognized in the problematization of DDSV. Part two includes interviews with subject matter experts and professionals who have direct experiences working on DDSV cases or with DDSV survivors. This study will explore how the public framing of DDSV may or may not line up with on the ground experiences and provides a deeper understanding of DDSV by learning from those who structure and shape the aftercare and justice experiences. Part three consists of data collected through written and oral interviews with survivors, which will map out harms and long-term needs. This work also builds off of the first two studies by discussing victim/survivor experiences with recovery and justice systems in order to learn whether the current models of care are working, what survivors need going forward and whether their understanding of “the problem” coincides or differs from the frames outlined at the meso and macro levels.

Studying the digital distribution of sexual violence extends my long history of sexual violence work, expanding the conceptualization of victimization to meet the digital world. I aim to engage multiple fields in a shared effort to collect hard-to-reach-data, in order to understand how sexual violence has been modernized, digitalized and weaponized.



ACKNOWLEDGEMENT: Thank you to Dana L. Radatz for compiling this section. For additional information about DoV awards, please contact Dana Radatz at dradatz@niagara.edu.



Division of Victimology

2022 Call for Award Nominations

Bonnie S. Fisher Victimology Career Award – This award will be given to a scholar who has made a significant contribution in the area of victimology over the course of their lifetime. This may be in terms of scholarship or teaching. Nominations must include: 1) one letter of support (1 to 3 pages), and 2) an up-to-date vitae for the nominee. In the letter, the nominator must provide an explanation and evidence for why the nominee's lifetime achievements are significant contributions to the discipline of victimology.

Robert Jerin Book of the Year Award – This award will be given to the author(s) of a book published in the previous five years that has had a major impact on the field of victimology and/or serves to highlight a key issue in the field. Nominations must include: 1) one letter of support (1 to 2 pages), and 2) a description of the book and its relevance to the field of victimology. In the letter, the nominator must provide an explanation of why the book should be considered as a key text in the discipline of victimology.

Faculty Researcher of the Year Award – This award will be given to a scholar who has made a significant contribution in the area of victimology in the past 2 years (e.g., peer review publications or books published in 2020-2022). Nominations must include: 1) one letter of support (1 to 3 pages), and 2) an up-to-date vitae for the nominee. In the letter, the nominator must provide explanation and evidence for why the nominee's research has made significant contributions to the discipline of victimology.

Faculty Teacher of the Year Award – This award will be given to a teacher who shows excellence in teaching victimology and/or victimology related courses taught during the past two academic years (i.e., 2020-2021, 2021-2022). Nomination must include: 1) one letter of support (1 to 3 pages), and 2) evidence of teaching excellence. In the letter, the nominator must provide explanation and evidence for why the nominee's teaching is excellent. Evidence of teaching excellence could include (but is not limited to) letters from students or examples of assignments.

Practitioner/Activist of the Year Award – This award should be given to a practitioner or activist who has made a significant impact on the lives of victims or those who work with victims. Nomination must include: 1) one letter of support (1 to 2 pages), and 2) examples of impact on the lives of victims or those who work with victims. In the letter, the nominator must provide an explanation as to how this practitioner has made a difference in the lives of victims. Examples of impact can include (but is not limited to) evidence such as papers/publications, reports, expert testimony, organizational leadership, statements from victims, etc.

Graduate Student Papers of the Year Award – Two awards will be given to graduate students who have written an exceptional, published or unpublished, paper on a victimology related topic that was written or published during 2021-2022. Faculty co-authors are allowed, however, the graduate student must be lead/first author and any faculty co-authors must be in an advisory role only. Graduate student award recipients will receive \$300 each (if there are multiple student co-authors on a selected paper, the \$300 will be split evenly among them). Nomination must include: 1) one letter of support (1 to 2 pages), and 2) a PDF of the paper. In the letter, the nominator must provide a statement explaining why he/she believes the paper makes a contribution to the discipline of victimology.

Submission Deadline: September 1, 2022

- Please upload your award nominations here: <https://form.jotform.com/211443835378056>
- Please consolidate your award nomination documents into one PDF, when possible

Additional Notes:

- If you run into any issues with your submission, please contact Dr. Dana Radatz (dradatz@niagara.edu)
- Recipients of each award will be made aware that they have won the award by October 15th
- Winners will be honored at the annual DOV business meeting in Atlanta and receive a plaque
- With the exception of the Practitioner/Activist of the Year award, all award recipients must be members of the DOV (*continued on next page...*)
- Previous award winners are ineligible to be considered for the same award
- We hope you will self-nominate or nominate someone you know who you think is worthy of these awards. We are especially hopeful that you will pinpoint student papers that may be suitable for nominations for the graduate student paper awards.

Graduate Student Advice

Mentoring in Criminology: Advice from Current Faculty Members on Handling Rejection

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

Mentoring is an ongoing, helpful relationship that facilitates and fosters growth and accomplishment (Mullen, 2007; Peterson, 1999; Webb et al., 2009; West et al., 2011). Mentoring involves a significant investment in time and effort and a successful mentoring relationship can have far-reaching implications for academic success (Crawford, 2011). The relationship between students and faculty mentors is vital to education, retention, and persistence in higher education (Brill et al., 2014; Holley & Caldwell, 2012; Lechuga, 2011; Moak & Walker, 2014). Mentoring is especially valuable at the graduate level because faculty help students think critically and make well-informed personal and academic decisions that could shape their graduate education and academic career (Crawford, 2011; Crisp & Cruz, 2009; Moak & Walker, 2014; Webb et al., 2009). Faculty mentors also communicate standards of professional behavior for the discipline for students to learn from and follow (Crawford, 2011). Moreover, faculty mentors assist students with self-development and help them network with peers at professional conferences and social events, which can increase opportunities for collaboration with other faculty (Crawford et al., 2011). In addition, mentors are positioned to give students meaningful feedback about students' performance and guide them about career-related things like salary, job satisfaction, and publishing (Allen et al., 2020; Pinheiro et al., 2014; Thien & Beach, 2010). Previous research even shows that strong mentorship is associated with success beyond graduation (Moak & Walker, 2014). Various studies have indicated that the number of graduate programs in criminology and criminal justice have increased in recent years, which highlights the overall importance of mentorship within the discipline to prepare students for the professoriate (Kunselman et al., 2003; McElrath, 1990; Moak & Walker, 2014;).

Rejection in academia is extremely common (Allen et al., 2020; Day, 2012; Jaremka et al., 2020). The limited literature on academic rejection suggests that academics operate in a "culture of rejection" that is based largely on their publication record (Carson et al., 2013). However, academic rejection is typically viewed as an individual challenge rather than an institutional one, and institutions do not usually concern themselves with the known mental impacts of rejection (Allen et al., 2020). It is important to note though, that because academia allows an influx of opportunities to succeed and fail at various levels, the culture itself can become toxic and counterproductive to the goals of higher education (Day, 2011; Morrish, 2019; Weare, 2019). Therefore, it is critical that students cultivate meaningful relationships at the graduate level of education (Moak & Walker, 2014). Doing so may help them to circumvent issues surrounding academic rejection (Jaremka et al., 2020).

Faculty are in an ideal position to share their experiences on mentoring graduate students, yet there is very little research that examines their perceptions on rejection (Jaremka et al., 2020), or experiences with the informal or formal mentorship of doctoral students in CCJ (Kim et al., 2015). The limited literature that does exist recommends that faculty work to improve one-on-one mentorship practices, institute writing into the existing program curriculum, and institute interdisciplinary workshops for graduate students (O'Hara et al., 2019). Faculty are also encouraged to include mentoring in their own research agenda, publish regularly with students, and help to institute mentorship programs within their department or university (Maher, 2014). It is also recommended that faculty use their authority to foster and facilitate individual, structural, and cultural change that is aimed at eliminating the toxic norms that surround negative experiences in academic like imposter syndrome, burnout, and rejection (Jaremka et al., 2020).

Despite the wide-reaching consequences and implications of rejection, there is a noticeable lack of discussion on academic rejection in mentoring literature, particularly on how mentors ought to advise graduate students in handling these experiences (Allen et al., 2020; Crawford, 2011; Day, 2012; Jeremka et al., 2020). Further, there is a need for updated research on mentoring in criminology and criminal justice graduate programs, particularly doctoral-granting institutions, to help guide faculty in the development, evaluation, and analysis of future mentoring research (Crawford, 2011; Crisp & Cruz, 2009). More empirical research is needed to determine how faculty mentors manage various types of rejection (e.g., rejections for graduate school admission, grant applications, awards, scholarships, research projects, manuscripts, and the job market) for the benefit of both academe and the mental health of its student members and to normalize the experience (Edwards & Ashkanasy, 2018; Jeremka et al., 2020).

The purpose of this study is to provide advice, motivation, and feelings of support for graduate students and early career researchers in the field of academic criminology. Specifically, this study examines information collected from current criminal justice faculty members advising graduate students regarding the topic of academic rejection.

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 the months of 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 were 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 criminology and criminal justice departments. Most of the 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 upwards of 49 years.

Table 1: Profile of Respondents (n=75)

<i>Variable</i>	<i>Frequency</i>	<i>Percent</i>
<i>Academic Position</i>		
<i>Graduate Assistant</i>	2	2.7
<i>Instructor</i>	1	1.3
<i>Assistant Professor</i>	26	34.7
<i>Associate Professor</i>	17	22.7
<i>Full Professor</i>	19	25.3
<i>Professor Emeritus</i>	1	1.3
<i>Unknown</i>	9	12.0
<i>Type of University</i>		
<i>Teaching-Oriented</i>	14	18.7
<i>Research-Oriented</i>	24	32.0
<i>Mix of Teaching and Research</i>	28	37.3
<i>Unknown</i>	9	12.0
<i>Graduate Programs</i>		
<i>Master's Program</i>	15	20.0
<i>PhD Program</i>	5	6.7
<i>Master's and PhD Programs</i>	38	50.7
<i>No Graduate Program</i>	9	12.0
<i>Unknown</i>	8	10.7

<i>Variable</i>		Frequency	Percent
	<i>Range</i>	\bar{x}	SD
<i>Years in Academia</i>	1-49	9.12	10.56

Findings

Mentoring

The number of graduate students enrolled at each university varied significantly. For example, some participants reported that their programs admitted between 10 students to hundreds of students each year. Overall, the graduate student advising load for participants ranged from one to 16 student advisees, with an average number of 4 graduate advisees. Most participants in the sample (33.3%) reported that their department or university did not offer a mentoring programming, however a portion (21.3%) indicated that they were unsure of any such program. In all, about a quarter of the sample (21.3%) reported that there was such a mentoring program at their university. A few respondents provided comments that described the mentoring program and it revealed that each university or department approaches mentoring differently. For example, one respondent reported that at their university, formal mentoring was separate from the department's advisement programs. A few participants indicated that in their programs, individuals are paired up informally based on interest, while others reported a more formal assignment process. Other respondents reported that their university offered workshops and webinars about mentoring students, but that those programs are mostly directed toward junior faculty and non-tenure track faculty and do not typically involve students. Several people noted that their mentoring programs were structured as being voluntary for both mentors and mentees, whereas some reported that first-year doctoral and master's students are assigned to a mentor during the first year of their program. In some programs, students are admitted to the program based upon the faculty's ability to mentor them in their chosen areas of interest. When asked how graduate students are recruited to work with faculty, respondents reported that often the process is initiated through students reaching out to faculty and vice versa. In comparison, a few people indicated that at their universities, students are assigned to faculty and then given opportunities to pair off with faculty at their discretion. Other programs will match the student's area of interest to the faculty, or they will be assigned by the program director or a committee of faculty volunteers. In some program, students will sign up to work with the faculty member of their choice.

Table 2: Mentoring (n=75)

Variable		Frequency	Percent
	Range	\bar{x}	SD
Mentoring Program			
Yes		16	21.3
No		25	33.3
Unsure		16	21.3
Unknown		18	24.0
Graduate Advising Load	1-16	4.11	3.49

Academic Rejection

As noted by Jaremeka et al. (2020), faculty members are in a unique position to use prior experiences as examples and teaching moments for graduate students. As such, faculty members were asked to remember a prior rejection that was especially difficult and how they approached healing from said rejection. As one would expect, respondents provided a variety of answers. In some cases, faculty members were not impacted by the negative feelings of rejection. However, they noted that rejection occurred regularly. Others stated that they harbor strong feelings toward some of the rejections in which they have received. Many mention that they never immediately dealt with the feedback, and instead, they took a day or more to handle their emotions before taking next steps. In terms of approaches to recovering from rejection, faculty members stated various types of coping mechanisms and distractions that they used to soften the blow. These included venting to loved ones or colleagues, relying on therapy, pursuing self-care and other non-academic hobbies, and having drinks with friends.

In some instances, respondents mentioned how their approach to rejection has changed over the years, commonly due to experience. Faculty members have mentioned that rejections have become less impactful because the pressure to publish more or to apply for grant money was not as strong. In one instance, “the stability of having tenure made rejections more dismissible.” Without the tenure clock running, and the relative stability of a tenured position affords, rejections were less impactful. In other cases, sometimes without the stability that tenure provides, others stated that rejections were so common, that it made them more resilient and able to brush internalizing feelings aside.

One of the main goals of this study was to collect and even to distribute advice on handling academic rejection to current graduate students experiencing the rejection of their first manuscript, award, grant, or job. What follows is a discussion of several themes of advice that current faculty members in criminology and criminal justice departments wish to impart. In many instances, the focus appears to be on journal manuscript rejections, but in many cases, the advice can be general and apply across any type of rejection experienced in academia.

One of the most common themes that surfaced was that of normalizing rejection. In academia, there is a culture of rejection (Carson et al., 2013), meaning that rejections are extremely common across all aspects of academia. As one respondent mentions, “our field is largely based upon rejection.” Current faculty members echo this sentiment stating that rejection is just part of the process. In some instances, faculty members state that a rejection is the expected outcome, not a publication, grant, or award. To quote some of our responses, “rejection is normal,” “it is okay to be rejected, every academic has experience with it.”

Closely linked with this theme of normality in academia, there was the notion that just because rejection is normal, it does not mean that you should quit. Many suggested that even though rejections sting, one should not give up. Instead, they should try again, and not give up. As one respondent suggests eloquently “[publications, awards, grants, or jobs], are a long game, and a marathon, it requires patience and practice.” Echoing this sentiment, scholarly work should be viewed as a marathon, not a sprint; one bad outcome does not mean that you should give up or quit.

Another sentiment suggested by faculty members was the theme that hard lessons needed to be learned, such as developing a thick skin, or the ability to take constructive criticism in stride. As a graduate student, one might not have many experiences where their work is critiqued so harshly, thus as several mention, the first rejection may sting the most, but at some point, one must learn not to take the rejection personally and to take it in stride. Much of the advice suggested that students should not take a rejection personally, and to “get used to it,” because the rejection is one of the most common outcomes in the field.

One of the more common pieces of advice involved taking time for oneself or putting some distance between you and the feedback that you received. Several mentioned that one should take a day or so for oneself and to not react out of anger, sadness, or disappointment. As mentioned previously, faculty members did not suggest this lightly, they too used this approach in their own life, commonly taking a few hours to a day to handle the feelings of rejection and to move past it. For example, in one response the respondent suggested that students should take three days “Day 1 = mad as hell, Day 2 = see what you can fix, Day 3 = try to fix the problems.” As this respondent shows us, it is better to take some time between receiving a rejection and acting upon the rejection, because without some necessary time and distance, one could react out of anger or unprofessionally, which would not benefit anyone.

A few of the responses focused on the concept of reframing the rejection and painting it into a more positive light. Many suggested to not internalize the rejection, and that the rejection in no way represents you as a scholar. These suggestions, go hand in hand with developing a thick skin and not letting the instance of a rejection reflect you or your work. For example, one mentioned in reference to a manuscript rejection, that “this is a rejection of this paper in its current form at this journal. It is not a rejection of your work as a scholar.”

Lastly, several respondents focused their advice on the future by providing practical advice on handling the rejection and the next steps, especially if the rejection was a manuscript. For instance, many reiterated that the peer-review process can be a “crapshoot” at times, but students should try to look for the constructive, correct, and fixable things that reviewers suggest. One can do well when reading their reviews by determining which comments are constructive, and which are not. Still others mention that one should proactively plan for an imminent rejection by having many alternate journals. For example, “I always tell my students to identify three journals that they will send their paper to and when. When they receive a rejection, read the reviews, make fixable changes, and send the paper to the next journal on the list.”

Conclusion

If we have learned anything from our graduate school careers about academia, it is that rejection and criticism is par for the course. Academia operates on a culture of rejection, in which receiving a rejection for one’s scholarly work is the most expected outcome and almost normal (Carson, et al., 2013). Academic rejection is unfortunately seen as an individual challenge that one must overcome, rather than an institutional concern. For graduate students just beginning their career in academia, rejection has not been common, thus the emotional consequences tend to be harsher compared to an experienced faculty member.

Faculty members in criminology and criminal justice are in a unique position to offer support and mentorship to graduate students and early career researchers in the field. As we have demonstrated, experiencing rejection *is* normal. Thus, it is nonetheless important that faculty members use instances of their doctoral students’ rejection as opportunities for mentorship, advice, and motivation. Whether the opportunity requires the use of distractions, distance, coping mechanisms, or the use of practical advice on the next steps.

Overall, this study benefits anyone in academia who is seeking re-assurance and motivation following various types of rejection that are common in the discipline. Certainly, faculty members can use this information to learn from each other about how to handle the advisement and mentoring regarding academic rejection. This information is especially beneficial to graduate students and early career researchers so that they can use in the future as well. As a discipline, we hope that this exploratory snapshot imparts feelings of support, motivation, and commiseration among colleagues and early career researchers such as graduate students as well as opens the discussion on handling rejection in academia at large.

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DoV Events of Interest

Conferences

17th International Symposium of the World Society of Victimology – June 5-9
<https://www.symposiumvictimology.com>

2022 Tribal Justice, Safety and Wellness Summit – June 6-9
<https://www.ojp.gov/events/2022-tribal-justice-safety-and-wellness-summit>

2022 Virtual Crime Victim Law Conference – June 16-18
<https://ncvli.org/event/2022-virtual-crime-victim-law-conference/2022-06-18/>

2022 British Society of Criminology Conference – June 29 – July 1
<https://bsc2022.co.uk>

2022 Crimes Against Children Conference – August 8-11
<https://cacconference.org>

2022 Victimology Research Symposium – October 27-28
<https://txvsa.wildapricot.org/event-4593347>

2022 European Society of Criminology Conference – September 21-24
<https://www.esc-eurocrim.org/index.php/conferences/upcoming-conferences>

Midwestern Criminal Justice Association Annual Meeting – September 22 – 23
<https://www.mcja.org/annual-meeting.html#/>

Policy Studies Organization: International Criminology Conference – November 4
<https://ipsonet.org/conferences/crim-conf/>

2022 Defending Sex Crimes Training Seminar – November 10-11
<https://www.nacdl.org/Event/2022-Defending-Sex-Cases-Training-Seminar>

Webinar

Gender Identity and the Participant of Transgender Experience in Treatment Court – June 9
<https://www.ojp.gov/events/gender-identity-and-participant-transgender-experience-treatment-court>

Initial Response Strategies and Tactics When Responding to Missing Children Incidents – June 14
<https://www.ojp.gov/events/initial-response-strategies-and-tactics-when-responding-missing-children-incidents-23>

Assisting Victims of Hate Crimes – June 23
<https://www.ojp.gov/events/assisting-victims-hate-crimes>

Intersections of Secondary Traumatic Stress with Racism, Historical Trauma, and Other Systems of Oppression – June 30
<https://www.ojp.gov/events/intersections-secondary-traumatic-stress-racism-historical-trauma-and-other-systems>

Expert Q&A: Exploring the Opportunities and Challenges of Collaborating Across Disciplines – September 28
https://icf.zoomgov.com/webinar/register/WN_GC05PQxfSoKDL-b0W3VTfw

Trainings

Multidisciplinary Team Response to Child Sex Trafficking – June 20-23
<https://www.ojp.gov/events/multidisciplinary-team-response-child-sex-trafficking-10>

National Center for Victims of Crime: National Training Institute – October 6-8
<https://victimsofcrime.org/national-training-institute/>



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