Greetings All,

The Division has been busy of late and I hope that you have kept up with the recent events surrounding Joanne Belknap’s tireless efforts at the University of Colorado and the subsequent dialogue on the ASC/DWC’s position on public statements. There has been outstanding advocacy underway at CU and within the Division regarding the lawsuit brought by women reporting rapes by members of the University of Colorado football team during football recruiting. I hope to see us plan efforts to follow through with many of the excellent ideas posted by Division members such as potentially circulating an issue of the newsletter with a major opinion piece, asking the editor of The Criminologist for an assignment to write a major work on the Colorado decision, and seeking contributions from the editors of other divisions’ newsletters to run similar articles. Let us continue to explore options, be proactive in expressing our opinions, and work toward change.

The Spring of 2005 has been an active semester for the Division. Our latest edition of the DivisioNews highlights many of the recent events. As you review the issue, consider how you might like to contribute to the summer edition to be released in July or volunteer to assist with a particular column. We love to hear from you all on your news and accomplishments, so be sure to send those in and tell us all about it!

The newsletter is filled with announcements and updates in the Member News; Publications, Books, Videos, and Media; and Employment/ Funding columns. Be sure to also read the important update from our DWC Outreach Committee.

The Ask a Tenured Professor column examines the topic of signing a book contract and the intricacies involved in the process. Our thanks go to column contributors Gregg Barak, Stuart Henry, Lloyd Klein, Ray Michalowski, Roz Muraskin, Nicole Rafter, Marty Schwartz, Jim Thomas, and Juliet Uibopuu.

This issue of the newsletter presents two separate and detailed columns in the Graduate Student Corner exploring issues facing female graduate students as they embark on teaching courses for the first time, as well as graduate students’ thoughts and experiences pursuing employment outside the academy. We appreciate the contributions of all the students and professors who provided responses for these wonderfully enriching columns.

My sincere thanks to all column contributors for this issue of the DivisioNews. Continued thanks and appreciation go to my co-editor Amy D’Unger and associate editors Amanda Burgess-Proctor, Jeanne Flavin, Venessa Garcia, Kristen Hefley, Melinda Nagai, and Alisa Smith!

Please feel free to contact us with any questions, thoughts, or suggestions you may have. I hope this finds you well. Take good care,

Kristin Winokur
kwinokur@thejrc.com
Ne'NS letter from the Editor

Book Reviews

Ask a Tenured Professor

Grad Student Corner

Profiles

Spring 2005 - Issue #18

News and Announcements

Dear Fellow DWC Members,

Happy Spring! As usual, DWC members have made some important contributions to the field through their research and will do so even more with the addition of a DWC-SPONSORED JOURNAL (Feminist Criminology) soon to debut! Please keep sending me all the news that you'd like to share with your fellow friends and colleagues in the DWC and have a wonderful and productive 2005.

Warm Regards,
Amy D’Unger

First, I begin with two sad notes. It is with great sorrow that I inform you of the passing of BECKY TATUM on January 27th and LINDA SALTZMAN on March 7th, both of apparent heart attacks. We will greatly miss their presence and contributions to the discipline.

Our fearless leader SUSAN SHARP is busy, busy! The ING Group and the OU Athletic Department have selected 7 faculty members as "faculty member of the game." These 7 are under consideration for ING/Athletic Department Faculty Member of the Year at OU. The selections were made by the Director of Athletics based on teaching, research and service to the OU community. Susan is one of the honorees! In addition, she has been selected for the University of Oklahoma Good Teaching Award. Only one or two faculty members receive this award each year. The Good Teaching Awards Program was introduced by the Standard Oil (Indiana) Foundation in 1966 and the purpose of the program is to recognize excellence in teaching performance at the undergraduate level (OU has participated in the program since 1968). As if all this teaching isn't enough, Susan also has a book being published this summer. Hidden Victims: The Effects of the Death Penalty on Families of the Accused is being published by Rutgers University Press as a part of their Critical Criminology Series edited by Ray Michaelowski. Congratulations in her continuing excellence in serving both the DWC and our discipline!

In the category of "More News About People Named Susan," Susan Krumholz emailed to tell me that this month Susan Sharp is visiting the University of Massachusetts Dartmouth where she is giving two presentations to faculty and students. The presentations are being co-sponsored by Crime and Justice Studies and Women's Studies. This is just the start of an exciting exchange program (of sorts) that Susan K. is starting UMass- Dartmouth. It's certainly a great start!

ALESHA DURFEE has some very exciting news. In December of 2004 she received her Ph.D. in sociology from the University of Washington and has been hired as an assistant professor in Women's Studies at Arizona State University, beginning August 2005. Way to go Alesha! It's always exciting to hear about new scholars being added to the ranks feminist criminologists.

KIM DAVIES of Augusta State University was interviewed for play on three Augusta, GA radio stations about her paper "Battered Women Seeking Help: Police Contact and Experiences" (by Kim Davies-Augusta State University, Department of Sociology, Carolyn Rebecca Block-Illinois Criminal Justice Information Authority, and Jacquelyn Campbell-The Johns Hopkins University School of Nursing).

http://www.criminology.fsu.edu/dwc/newsletter/sp05/news_sp05.html
Congratulations to **ANGIE MOE** on her 2004 publication "Blurring the Boundaries: Women's Criminality in the Context of Abuse," which came out in Women's Studies Quarterly. Make sure to pick up the issue (32), as it focuses on women, crime and the criminal justice system and features several DWCers!

**KATE HELLENGA**'s life has certainly been busy! She has been granted an adjunct professorship in the Psychology Department at the University of Illinois at Urbana-Champaign and completed the OJJDP/Community Justice Initiative Training for Restorative Justice Trainers in November of 2004. In addition to two conference presentations in March, she has also joined the Board of Directors of the Illinois Balanced and Restorative Justice Project and the Champaign-Urbana Area Project (promoting community and neighborhood projects to reduce crime and delinquency). But Kate has been MOST busy on the home front, as she and her partner Charley gained an "instant teenager" last fall when her niece Sequoia, who had been visiting for the summer, decided to stay and attend school in Champaign. She's a high school junior and plans to stay until she graduates in June 2006. Best of luck with that!

Under the heading of "News That Will Make You Jealous," there was a DWC rendezvous convened in Madrid, Spain! **NANCY WONDE**s and **MONA DANNER**, currently on leave in Valencia, Spain, had a rendezvous with Rosemary Barberet in Madrid for a Policing and Cultural Diversity Conference on March 31st and April 1st. The conference was co-sponsored by the Universidad Carlos III and the CSI-CSIF Police Union and attracted over 250 attendees (mostly police officers, but 50 students also attended the conference for course credit). Wonders addressed the topic of immigration and crime, and Danner that of racism and xenophobia. Sangrias and feminist criminology-what a combo!

DWC member **WALTER DEKESEREDY** emailed to say that the new issue of the *Crime Prevention Through Environmental Design (CPTED)* Journal (Volume 3, Number 1, 2004) features an article co-authored by **WALTER DEKESEREDY**, **SHAHID ALVI**, **CLAIRE RENZETTI** and **MARTIN SCHWARTZ**. The title of their piece is "Reducing Private Violence Against Women in Public Housing: Can Second Generation CPTED Make a Difference?" The main objective of the article is to show how Second Generation CPTED can be modified to help reduce much pain and suffering in intimate relationships also plagued by poverty, unemployment, and a host of other social ills. Congratulations on another fine contribution to the discipline!

Make sure to pick up a copy of **DOROTHY SCHULZ**'s new book, *Breaking the Brass Ceiling: Women Police Chiefs and Their Paths to the Top* (Westport, CT: Praeger, 2004). It is based on interviews with and quantitative data supplied by women chiefs and sheriffs and also includes chapters on the earliest women sheriffs and chiefs. If you're interested to learn more about it, don't hesitate to contact her at dschulz@jjay.cuny.edu.

**ROSLYN MURASKIN** was pleased to be a part of the Certification Committee of the Academy of Criminal Justice Sciences. The plan has been approved and reviews will begin in January 2005. For information on the Standards, visit their website at www.acjs.org. Roz is also still looking for people who would like to either edit a volume or contribute some chapters for the Women's Series for Prentice Hall. Just contact her at Roslyn.Muraskin@liu.edu. Thanks for the update Roz!

Don't forget to check out the information now coming out of the recently-formed "Girls Study Group". Information presented on the work-in-progress at the ASC meetings is now available online at http://girlsstudygroup.rti.org/.

Congratulations to **KRISTIN PARSONS WINOKUR**, of the Justice Research Center, for her recognition as a Semifinalist in the Harvard University Innovations in American Government Awards for her work with the Florida Department of Juvenile Justice in the development of the Program Accountability Measures (PAM) model which evaluates juvenile justice programs statewide relative to measures of expected recidivism and cost effectiveness. The PAM Model has been successfully replicated by the Justice Research Center in the state of Louisiana as well. In addition, it is an integral component of a new project Kristin is working on in the state of Florida, the What Works Initiative, which is charged with integrating evidence-based principles and practices into juvenile justice interventions throughout Florida's juvenile justice system.

It's never too early to think about the 2005 meetings of the American Society of Criminology and, of course, the Division on Women and Crime! If you have ideas or contributions that you'd like to make to the division, don't hesitate to contact someone on the appropriate committee. Here is a list of the 2005 committees:

**Committee Assignments for 2005 - Division on Women & Crime/ASC**

**Special Events:**
Amy D'Unger, Chair: adunger@emory.edu
Nancy Rodriguez: nancy.rodriguez@asu.edu

**Student Paper Awards Committee:**
Venessa Garcia, Chair: vgarcia@kean.edu
Stacy Mallicoat: smalllicoat@fullerton.edu

http://www.criminology.fsu.edu/dwc/newsletter/sp05/news_sp05.html 2/2/2006
Danielle McGurrin: dmcgurrin@stonehill.edu
Barbara Koons-Witt: bakoons@gwm.sc.edu

External Awards Committee:
Roslyn Muraskin, Chair: Roslyn.Muraskin@illu.edu
Dana Hubbard: d.hubbard@csuohio.edu
Sharon Redhawk Love: srl11@psu.edu/gooddoc991@aol.com

Internal Awards Committee
Kim Cook, Chair: kjcook@usm.maine.edu
Yaschica Williams: y.williams@wmich.edu
Michelle Hughes Miller: mhmiller@siu.edu
Angie Moe: angie.moe@wmich.edu

Newsletter Committee
Kristin Winokur, Chair: kwinokur@thejrc.com
Amy D'Unger, Co-Chair: adunger@emory.edu
Kristen Hefley (Graduate Student Corner): khefley@ou.edu
Mel Nagai (Graduate Student Corner): nagaim@colorado.edu
Peggy Bradford: pbradfor@aurora.edu
Venessa Garcia: vgarcia@kean.edu

Outreach Committee
Amanda Burgess-Proctor, Chair: burges26@msu.edu
Sharon Redhawk Love: srl11@psu.edu/gooddoc991@aol.com
Melissa Smith: mks04h@fsu.edu
Robin Robinson: rrobinson@umassd.edu
Jo-Ann Della Giustina: jdgjustina@hotmail.com
Kristi Holsinger: holsingerk@umkc.edu
Angela Simon: angela.simon@wmich.edu
Emily Lenning: lizbethemily@aol.com
Ruth Mann: ruthm@uwindsor.ca

Student Affairs Committee
Kristen Hefley, Chair: khefley@ou.edu
Angela Simon: angela.simon@wmich.edu
Mel Nagai: nagaim@colorado.edu
Jo-Ann Della Giustina: jdgjustina@hotmail.com
Lisa Fahres: lfahres@earthlink.net
Jennifer Bernier: bern0927@wlu.ca
Cassandra Reyes: gwjl@iup.edu
Melissa Smith: mks04h@fsu.edu

Note: Contact Danielle McGurrin (dmcgurrin@stonehill.edu) for information on what this committee has done in the past.

Committee on Women in Non-Academic Jobs:
Becky Block, Chair: BBLOCK@ICJA.STATE.II.US
Deidra Upchurch: dupchurch@ocjrc.net
Stephanie Bush-Baskette: Sbushbask@aol.com
Betsy Stanko: betsy.stanko@met.police.uk
Dorie Klein: doriek@phi.org
Holly Johnson: holly.johnson@aic.gov.au
Sharon Ross: sross@cornellcompanies.com
Vicki Waytowich: wwaytowich@danielskids.org
Kristin Parsons Winokur: kwinokur@thejrc.com

External Nominations for ASC Officers
Pam Schram, Chair: pschram@csusb.edu
Susan Caringella McDonald: susan.caringella@wmich.edu
Jeanne Flavin: JFLAVIN@FORDHAM.edu

Committee on ASC Committee Appointments
Susan Krumholz: skrumholz@umassd.edu
Debra Stanley: dstanley@ubalt.edu
Susan Caringella MacDonald: susan.caringella@wmich.edu
Jeanne Flavin: JFLAVIN@FORDHAM.edu
Ask A Tenured Professor

I extend my sincere thanks to Gregg Barak, Stuart Henry, Lloyd Klein, Ray Michalowski, Roz Muraskin, Nicole Rafter, Marty Schwartz, Jim Thomas, and Juliet Uibopuu for their responses to my original query which was posted to the Divisions on Women and Crime and Critical Criminology list-serves. Their excellent advice has contributed not only to me signing two book contracts (for two separate projects) both of which were overwhelmingly positive experiences.

~Jeanne Flavin

**Question:** Do any of you have advice for someone hoping to sign a book contract for an academic book (non-textbook)? In particular, what conditions should an author try to negotiate (or at least avoid)? Any common pitfalls or traps to watch out for? Is it reasonable to expect an advance and if so, what kind of advance might be sought?

Can I expect an advance or royalties?

A: Advances depend on the publisher and type of volume. Normally, monographs don't get advances. More commercial projects (e.g., encyclopedias, texts, workbooks) might.

A: Sure, advances are common, though small these days.

A: Advances are common on non-text books, but they tend to be small...around a few thousand dollars. Keep in mind that most non-text academic books do not sell many copies, and so the overall take on these books is not great.

A: In my limited experience as a new author, I have been offered $1,000 for an edited volume, $0 for a co-authored monograph, and $2,000 for a sole-authored monograph. (Be careful, though, because if you don't want to compile your own index, you may find yourself paying $1,000 of your advance to pay for the publisher to do it!)

A: I have limited experience limited to publishing one book where no advance was offered. In general, publishers will offer an advance which could total several thousand dollars depending upon the nature of the book and reputation of the author. You should be careful regarding royalties. Some publishers offer notoriously low payments...while others can offer 8% or more. You need to shop the prospectus with several publishers and assess which one offers the best deal on this count.

What's up with copyright?

A: There is also the matter of copyright. In some cases the press will hold the copyright, in other cases the author will. I'm not sure why it is one way or the other, and I understand that presses will change their mind if pressed by an author. The reality, however, is again that it doesn't seem to make much difference. As long as the book is in print, it doesn't really matter who holds the copyright. Nobody else is going to publish the book. Once it is out of print the copyright typically reverts to the author, but by then one would need to write essentially a new book to convince anybody to publish something that was one but is no longer in print.

A: Be careful about standard contract clauses giving the publisher entitlement for the next book you might write. Try to negotiate such stipulations out of the contract—particularly should you have problems with the marketing or support supplied by the publisher during production of the first book.
A: Contracts typically have a lot of stuff about translation rights etc. Most of these don't come in to play, and most contracts I've seen don't very much from one publisher to the next as to the benefits.

A: Most publishers don't offer much negotiation room, and things are changing as problems arise. How you weigh these things depends on your goals. My preferences is for simultaneous hardback-paperback publication since my goal is to get my work in as many people's hands as possible. Hardbacks make more money on a per-book basis. Paperback sell more books. I'd rather have people reading my stuff.

Thoughts on self-publishing

A: After a very unpleasant experience with a publisher, my advice is to find a printer who also binds, and self-publish. You pay for the printing and the ISBN number; however, you keep all the profits.

A: Self-publishing is a very bad idea for anyone in academia. It is the death sentence for tenure and promotion and indicates that the book was not considered good enough for a legitimate publishing house. Regardless of whether it is a hard cover, it will be classified as vanity press. The short term royalty possibility/gain is an indictment to a scholar's academic reputation in the long term. After you have 10-20 books published by legitimate presses, then you can self-publish or even set up your own press, but not when just starting out.

What [else] should I consider when choosing a press?

A: In thinking about a publisher, consider: prestige of the press; whether they will print your book in paper as well as hard cover; and whether you can keep the copyright. I always negotiate on the latter point first; many people don't care, but this is your work and you should keep the copyright. Then go for simultaneous publication in paper and hardback, or if the publisher is reluctant, get a FIRM date for pub of the paper edition. In writing. Don't sign away all your rights—publishers will take everything if they can. Then go for the royalties: choose the publisher with the best ones, and try to get them to go higher. Also think about: do you like the editor with whom you are working? Think about: joining the National Writers' Union; they have a contract handbook and will give you training in negotiating with publishers (at least they used to).

A: What I have done, and have been extremely successful with is speaking with publishers, seeing what kinds of works they are looking for, pitching ideas to them (usually verbally, then in writing) and giving them a proposal that THEY are looking for. As for negotiation you can always and should always negotiate the best "deal" possible, i.e., royalties, time frames, up front monies, etc. A reputable publisher in the field will give you all of that information before committing to writing. Academics unless they do nothing but publish should not look for those "BIG BUCKS." Those who get that kind of monies have had to prove their worth first. If you want to publish, get the best published, negotiate for yourself the best kind of deal and do it. The more you publish, and the more your name is recognized, the better the deal for you.

A: A few things to consider: are there plans for a paperback edition? Will copyright revert to you when at the end of printing? Do you retain electronic rights for class, homepage, etc? Are royalties a flat rate (eg, usually between 8-12 percent) or on a sliding scale pegged to how many books are sold, increasing every few hundred (eg, 8 pct 400; 8 pct 400-800, etc) What is the marketing strategy? Beware of hard deadlines.

A: Most publishers don't offer much negotiation room, and things are fairly standard. Try to get copyright back soon after it goes out of print. Overall, the process is not too complex and is not normally filled with land mines. Most contracts are pretty straightforward, though filled with piles of boilerplate. Most contracts have due dates and clauses about acceptability of the final manuscript. Both of these can sound ominously like ways the publisher can back out of the deal. The real truth, however, is that once a publisher signs a contract they have slotted that book into their future production schedule, and losing it will create a hole. So, even if there are some doubts about a manuscript . . . the publisher will work to get it where it needs to be. Also, while I don't want to encourage slackness, publishers pretty much realize that not all manuscripts will come in exactly on time, and there is some slack built into their overall production schedules to accommodate that.

A: Negotiate for the publisher to bear responsibility in the production of the manuscript. You want to avoid having responsibility for producing camera ready copy. The publisher should bear most of that responsibility.

A: You want to find an editor that will work with you throughout the writing and production stages of the manuscript. Some publishers leave you alone with the result being slower processing or lack of progress on the overall project. The good publishers and editors will encourage completion of the project within a timely manner.
A: You might want to contact [a prolific writer]. Such prolific writers have experience dealing with various publishers and can give you more of the inside tips regarding the advantages and disadvantages of differing types of contract stipulations (not to mention particular editors and their standards).

A: ... [T]he one thing I worry about is how few people actually have bargaining power over these things. Most publishers just have a standard contract and that is about it. [He], of course, has more than 20 books, which is a form of power. But I have about 20 editions of 12 books, and I have been both well treated and poorly treated, won some major battles with contracts, and been told that the offer was withdrawn if I didn't sign. ... [One author] went to the wall for an advance, and it poisoned a relationship for life with a powerful editor for $1500. My real advice, I guess, is to study ... everyone else's list, figure out what is important and what isn't, and start fighting at the top. If you are broke, and are working on a text, then making sure that the publisher paid for photos and indexing is important (I have gotten that). For a monograph, I was more concerned that we got paper and cloth simultaneously (we got that on our last book). Some people are very careful to hire a lawyer to go over any contract, although you will be paying big bucks for that. [The] notion of making sure that rights revert to you might be important, although I haven't had any problem getting the rights back. I just think that you should fight for what you REALLY want, and quit fighting before they decide that you are a pain in the butt and they really didn't want your book anyway. If you are Philip Roth, this isn't an issue. But there are some people who think that their publishing company can stay in business without a monograph from [me] evidently. Good luck.
Publications, Books, Videos and Media Announcements

EU Funded Project on Women after Prison (MIP)

This research, known as the MIP project, focuses on women's prison populations in Europe, in order to make research-based policy proposals designed to improve the general resettlement, work, accommodation and financial prospects of incarcerated women upon their release from prison. The research investigation has been undertaken by research teams from 6 Member States of the European Union: Spain, France, Italy, UK, Germany, Hungary. For further information and final results of the project, please see www.surt.org/mip.

Submitted by Pat Carlen

Professor Pat Carlen BA PHD
Keele University

Contact details:
67A Warminster Rd
Bath BA2 6RU
England
Tel: 00 44 (0)1225 420040

Dorothy Moses Schulz, Breaking the Brass Ceiling: Women Police Chiefs & Their Paths to the Top. Praeger, 2004. Hardcover, $44.95, ISBN: 0-275-98180-0. Based on quantitative data and interviews with almost half of the 200 women police chiefs and 30 women sheriffs holding office today, this book describes the changing roles of women in policing and documents the careers of those who have reached chief executive officer status. The book weaves together the history of the police and the history of women to describe a century of change in law enforcement. The women profiled are trailblazers who describe how they successfully negotiated their careers. Questions are answered about whether the women share common characteristics in terms of family backgrounds, race, ethnicity, age, marital status, and paths to the top. They discuss their education, career moves, and assignments on the way to promotion. The book uncovers the history of the earliest women chiefs and sheriffs, whose careers began before the 1920s and ends with the question of whether four women currently heading for major city police departments means the playing field has leveled.

Dorothy M. Schulz, Ph.D.
Professor
John Jay College of Criminal Justice
899 Tenth Avenue
NY, NY 10019
212-237-8405
dschulz@jjay.cuny.edu


Venessa Garcia, Ph.D.
Kean University
Dept. of Public Administration, Health Services & Criminal Justice
Union, NJ 07083

---

Alvi, Shahid, Ellis, Desmond and DeKeseredy, Walter (forthcoming July 2005), *Deviance and Crime: Theory, Research and Policy*. It is published by Lexis Nexis/ Anderson Publishing. The book is heavily informed by feminist analyses of deviance, crime and social control and is designed mainly for U.S. undergraduate courses. PowerPoint presentations and an instructor’s guide will also be available. Please contact Walter DeKeseredy for additional information or if you would like to read some manuscript chapters:

Dr. Walter DeKeseredy
University of Ontario Institute of Technology
2000 Simcoe Street North
Oshawa, Ontario, Canada L1H 7K4
phone: 905.721.3111, ext. 3410
e-mail: walter.dekeseredy@uoit.ca
Greetings, everyone.

I hope that this message finds you all well! I am delighted to announce that there are some new faces on the Outreach Committee this year. In addition to returning members Sharon RedHawk Love, Heather Melton, and Jana Jasinski, new members include Robin Robinson, Emily Lenning, Kristi Holsinger, Angela Simon, and Jo-Ann Della-Giustina. Thus, the 2005 Outreach Committee is as follows:

**Co-Chairs**
- Amanda Burgess Proctor
- Sharon RedHawk Love

**Members**
- Heather Melton
- Jana Jasinski
- Robin Robinson
- Emily Lenning
- Kristi Holsinger
- Angela Simon
- Jo-Ann Della-Giustina

These new additions to the Outreach Committee have resulted in some changes in the Ambassador Program as well. The 2005 DWC Ambassadors are:

**ASC Executive Board:** Jana Jasinski  
**Division on People of Color & Crime:** Sharon RedHawk Love  
**Division on Corrections & Sentencing:** Jo-Ann Della-Giustina  
**Division of Critical Criminology:** Robin Robinson  
**Division of International Criminology:** Heather Melton

While there are no ambassador reports at this time, we hope to have updates from around the ASC for the next issue of the *DivisiNews*.

In other Outreach news, the Committee is in the process of developing new outreach efforts for the coming year. One terrific suggestion that we are working on involves scanning the preliminary program for the upcoming ASC Annual Meeting for individuals who will be presenting papers on issues related to gender and crime but who currently are not DWC members. The idea is to send an e-mail to these individuals telling them more about the DWC and inviting them to attend DWC-sponsored events. (Thanks to Emily Lenning for this great idea!) We'll be hammering out the details of this proposal in the coming weeks and will be sure to keep everyone posted.

Speaking of the upcoming Annual Meeting, it is never too early to begin thinking about the Outreach Table! As you may know, Sharon RedHawk Love oversees Outreach Table operations (how's that for alliteration?), so I encourage
anyone with suggestions or ideas to contact Sharon. One suggestion that we plan to implement this year is to schedule the blocks of time for staffing the table so that they correspond with paper presentations, rather than have 2-hour shifts. In this way, we hope to reduce scheduling conflicts and to encourage more people to volunteer their time to staff the table. We can ALWAYS use more volunteers, so please think about setting aside an hour or so of your time at ASC to be an Outreach Table volunteer!

Finally, I would like to say thank you to departing Outreach Committee members Vicki Waytowich and Michelle Miller for all of their hard work during the last year. As always, we welcome all suggestions, questions, or comments for the Outreach Committee; please feel free to contact Sharon (srl11@psu.edu) or me (burges26@msu.edu) with your ideas.

Thanks, and Happy Spring!
Amanda
GRADUATE STUDENT CORNER

We are lucky enough to have two columns in the Spring 2005 issue of the Graduate Student Corner. Thanks to everyone who helped to contribute to these columns.

COLUMN ONE

Hello everyone! I hope that spring is bringing with it wonderful things for you all.

I am very pleased to carry on the tradition of the Graduate Student Corner and follow in the footsteps of some of the terrific women of the DWC who have held this post in the past. For future issues, I plan to get as much input from both graduate students and professors alike on a variety of topics. If there is anything you want to see in this column or if you want to be a volunteer to answer questions as a student or a faculty member, please E-mail me at khefley@ou.edu.

For this issue, I thought I would touch on some of the major (non-technical) issues that affect female graduate students as they begin teaching their own courses. There appears to be a unique set of concerns that plagues female graduate students as they begin teaching their own courses. One of the most important things to realize if you are now struggling with or do end up struggling with these issues is that you are not alone.

I would like to thank the following individuals for taking the time and effort to contribute to this column: Graduate students: Rachel Bandy, Amanda Burgess-Proctor, Kim Coffman, Lisa Fahres, Jennifer Gibbs, Rebecca Hayes, Lizzie Seal. Professors: Kathleen Cameron, Mona Danner, Christina DeJong, Kate Hellenga, Angie Moe.

Kristen Hefley
Associate Editor

MAJOR ISSUES IN TEACHING
FOR FEMALE GRADUATE STUDENTS

1. "The Students Aren’t Taking Me Seriously."

Three graduate students asked questions for this issue pertaining to gender and/or graduate student status and being taken seriously by the students. Race may also come into play here for women of color. Do these factors matter? It’s difficult to tell, but in one study by Arbuckle and Williams (2003), students in four groups given a gender-neutral (as determined by student ratings of the voice as male or female) audiotaped mini-lecture accompanied by a stick figure visual presentation were told that the lecturer was a young male, a young female, an older male, and an older female depending upon the group. The group who was told they were watching and listening to a young male rated the
speaker more enthusiastic, relaxed and confident, interested, and conscientious and claimed he conveyed a more meaningful tone and that they felt accepted by him. That's a lot to overcome. If students have preconceived notions about you, what can be done about it?

Sometimes the not being taken seriously manifests itself in more serious ways, through threats and intimidation. Below, I offer the anecdotes and advice that I was sent by both graduate students and professors.

Graduate Student Anecdotes

"One of my biggest concerns when teaching for the first time was how to present myself in class. In my department, grad students act as full instructors in undergraduate courses; we are solely responsible for selecting the texts, creating and grading assignments and exams, compiling final grades, etc. As a result, I wanted the "tone" of my teaching to strike a balance between my status as a grad student (as opposed to a faculty member) and an instructor (as opposed to a TA). I knew that my youth (in the case of the senior-level class I taught, just a few years separated me from my students) could either work for me or against me. On the one hand, being close in age to students gives grad student instructors a certain amount of cachet with their students, I think...but on the other hand, it also can lead to a situation where students think that you'll be a pushover or be too "cool" to take the class -- or their poor performance in it -- very seriously. Of course, I also felt that being a woman in addition to being young made it even more challenging to properly establish my role in the classroom.

The first time I taught, I thought it best to err on the side of professionalism (notice I didn't say "authority") in order to distinguish myself from my students. For example, I have very firm policies about being respectful to one another in the classroom, so on the first day of class I made it clear that I would not hesitate to remove someone from the class if they were disrespectful to me or to their classmates. More subtly, I always dressed up in a pantsuit or a blouse and skirt, in part because I enjoy dressing up, but also in a conscious effort to demarcate myself as the instructor. (Had I worn jeans or khakis, I easily could have blended right in with my students.) However, that's not to say that I was unfailingly formal in every facet of my teaching. I also asked my students to call me by my first name, and I often sat on the desk or table in front of the room during class discussions to encourage a more relaxed, informal atmosphere.

In the end, I think it comes down to finding a presentation style that you are most comfortable with. I don't think that grad students should feel the need to come off as a "bad ass" in order to gain respect from their students (in fact, I think that that strategy only generates DIS-respect), but I think it's important to be aware that a totally laissez-faire approach to teaching may cause problems, too. I would encourage grad students who are teaching for the first time to consider some of these issues beforehand to decide how they want to present themselves in class. Talking with other students who have taught before and reading the responses to this column can help newcomers develop a teaching style that best suits them as both grad students and instructors."

"My male colleagues can go into their classrooms wearing jeans or shorts and a casual shirt, while I feel I must wear slacks and a nice sweater or blouse at the very least. When I have had a particular male colleague substitute in my classroom, the students automatically got their notebooks out, prepared to take notes, while I must make announcements that it is time to put everything else away. The female instructors in my department have discussed the frequency with which male students challenge or question the validity of information they present in class. We haven't really found a solution yet. I don't know that some of it will be resolved until I achieve enough professional distance from them myself."

"I've been asked out by my students (which is strange since I'm married and in my early 30s). How I've handled this is by finding the humor in it. Joking that, as a grad student, my husband and I would never turn down a free meal. This gets the point across without being obnoxious about it."

"I've... encountered students who do not take young, graduate student- teachers seriously. Again, as a grad student not fresh out of undergrad, I've not encountered this but several of my colleagues have. For instance, I heard an undergrad male yelling at one of my female colleagues (22 years old). He was upset that he couldn't take her class because it had met its enrollment cap. He had her backed against a wall and was demanding in a loud, inappropriate voice that she sign him into her class. I intervened on her behalf because it was obvious she was afraid of him. I asked HER if there was a problem. He told me that this conversation was between him and her. I told him that now it was between him and ME. He didn't respond. I waited there, not saying a word until my colleague regained her composure and he left. I'm not sure if she reported that incident to our dept chair. Unfortunately, disrespecting young, female teachers is NOT rare on the University of [removed for privacy]. In fact, town-hall meetings (organized by [university] administration) have recently been taking place with faculty and grad teachers to discuss the climate on campus re: women ([university] has a lousy history, as of late, with how women are treated)."

"I think one of the main issues I have encountered in my teaching experience is being able to achieve legitimacy. My observations in the academic setting fit with a lot of the organizational literature. I have found in order to receive
legitimacy from students, young females often need to dress a step above their male colleagues. This means dressing very conservative as well as professional. I have noticed older female graduate students do not have to take some of the same steps to achieve the legitimacy that younger female graduate students need to."

**Graduate Student Questions on the Topic**

- How do I get the students to take me seriously given the combination of age, being a woman, and the fact that they will know that I am a graduate student?"

- How does one go about creating a balance between the feminine stereotypes students have of female professors, and instead be evaluated on their knowledge they bring to the course and command of the subject matter?

- How, as a younger individual, do you get students to take you seriously? As a TA they think you are a joke (well some students, mostly male).

**Professor Responses**

"I don't think I had a problem with this so much as I did with students assuming I was an easy professor because I dress casually. I am fairly androgyous in my mannerisms and appearance, and I always make an effort to appear confident and assertive in my interactions with students (including lectures/class discussions). I did end up dressing a bit more formally to emphasize the distinction between me and my students."

"This can be a tricky one and I think a lot of us believe it comes down to self-presentation, specifically dress and appearance. I've tried all sorts of things as far as this goes... I started teaching as a master's student, barely older than the students, and wore jeans, sweatshirts - very casual. In my doctoral program, when I was still not much older than the students, I wore "business casual" attire. I also wore a wedding band at this time and I think this may have given the impression that I was more mature. As a tenure track faculty member, I now dress up much more - often dress slacks or skirt, heels, nice sweaters and blouses. This is just my personal style now and I haven't seen much difference in the way students regard me (other than that they comment that I dress nicer than a lot of other pros - lol). So, basically it hasn't seemed to matter for me as far as dress, but what has mattered is my (1) professionalism and respect of the classroom/students; (2) knowledge of the material; and (3) organization. I find that if the students feel that they are valued by you, that you want to be fair, that you are approachable, but yet that you will not be pushed around, that you are the expert in that room, and that you know what you are talking about and can handle questions and discussion of the material, you will be much further ahead in terms of being taken seriously. This usually means over-preparation at the start of one's teaching career, because of the confidence boost this provides. I'm an advocate of this, so long as it works for you. It gets easier with time and the over-preparation turns to the opposite direction -- you know the material like the back of your hand and you exude this confidence."

"I'm so glad you asked this question! I taught as a graduate student in a doctoral program for about 8 years. I had these same concerns. First, let me address the easy question: the fact that you are a graduate student is in your favor. Students relate better to someone who is closer to being a "peer" than a faculty, so I never found this to be a liability. From the first day of class, be forthright about this and they'll love you for it.

As for age, I was a non-traditional student when I entered college, but I didn't feel like it was ever an issue for me or for my students. Age doesn't matter if you can speak their language and understand their locus of power."

The most significant question relates to being a woman in academe. In my experience, this was an issue to some degree as a graduate student teacher, but not so noticeable that I had concerns about it. There were adolescent comments from time to time from a few male students, and the other grad students would joke about how my "attractiveness" distracted the male students in the class. Of course, these were disturbing, but not overwhelming and certainly not defining for me. By and large, you'll find that students respect you as a grad student teacher.

That said, the fact that you're a woman will become increasingly more threatening to colleagues and administrators alike when you enter academe as a professor. Also, students tend to make initial assumptions that you "don't know what you're talking about." Get used to dealing with it and keep dealing with it. Even though there are more female professors in academe than there used to be, it's still a male-dominate profession. Even as I write this, I am preparing a grievance against unfair treatment by a male department chair and a male colleague. The brighter you shine, the more you will encounter attempts to take away your power. Keep shining."

"First, let me say that this question reflects concerns that confront many women for many years into their careers,
especially for women who fit any of the feminine stereotypes such as being young, petite, attractive, dressing in feminine clothes (which can simply mean a skirt), and, most importantly, using language in a so-called feminine manner (i.e., words and speech patterns that indicate hesitancy, insecurity or doubt). This does not mean that anyone should necessarily make dramatic changes in any of these areas, but do be aware that you can and should manage the impression you make. "Impression management" is not a bad thing and is not manipulative; it is recognizing that certain ways of being are more or less appropriate and effective, depending on the situation. With respect to language, listen to yourself and determine if you sound like you know what you're talking about, are confident, sure and unafraid. Remember the "self-fulfilling prophecy" and act like you know who you are and what you're doing and remember that you are the course instructor and are the responsible party, whether you are a TA or full professor. You will only be evaluated on your knowledge and command of the subject matter if you convey that you are, in fact, knowledgeable and in command of the subject. Don't speak in a passive or hesitant manner.

As a TA this is the perfect time to ask for lots of help including asking other students and faculty mentors to watch you do a mock class of 15 minutes, and have the "class" taped. Hearing your own voice is jarring but also instructive as you might hear hesitancy or insecurity and realize they make you sound weak or lacking basic knowledge. Of course, you'll be embarrassed and afraid to do this. Do it anyway. The payoff can be tremendous.

Part of this question speaks to the manner in which women are socialized to value pleasing others and being "liked" above nearly all else. Accept this truth now: all students will not like you and whatever you do will not please everyone. In fact, if everyone likes you, you may not be doing a good job in the classroom. Also realize that the more you bend your own or the department's or university's rules, the more students will want you to bend them, the more you'll be seen as easy to manipulate and the less respect you'll be given. Know and follow all the policies. Be clear and direct, kind and generous, and always be professional. Smile, laugh, have fun in the class and when working with students, but also remember that you are the instructor and you do have responsibilities to the students, yourself, the institution and the material you are teaching.

If something terrible happens or some students begin to intimidate you, ask for help immediately from your faculty mentor or chair or the institution's student affairs office. Don't be quiet thinking that you can handle it or that asking for help will show how terrible a teacher you are. We've all experienced difficult students who've crossed some line and most of us are totally sympathetic. Don't suffer but seek help immediately. You really don't have the experience to deal with truly intimidating or bullying students, and as women you're more likely to get them than your male colleagues.

"You have to set the tone on the first day of class. Project a strong, confident presence and make sure that you stick to your guns (and your syllabus!) throughout the semester. Personally, I haven't had many problems from undergraduate students during my graduate or faculty experiences, but teaching graduate students as a new faculty member was particularly difficult at times. Since I obtained my first tenure-track position at age 26, many of my graduate students were older than I was and had significantly more expertise in the field. I found it helpful to remember that we all had something to contribute to class—practitioners have valuable real-world experiences that I could help relate to examples of theory and policy."

2. "The Students Think I'm Inherently Biased."

I understand this issue is not limited to graduate students and is something that plagues female faculty members, as well as people of color of both genders, at all stages of their careers. In sociology, criminology, and criminal justice courses, we present information that is controversial and sometimes threatening to the worldviews of some individuals. One way for those who think the material is offensive to avoid having to entertain its legitimacy is to consider the characteristics of the messenger: you. If you're talking about female offenders and you're a woman, you must be giving them biased information. If you're talking about African-Americans and the criminal justice system and you're African-American, well, you must be giving them biased information.

Schwalbe (2004) claims that when a student is resistant to material it can be used as a teaching moment. First, students have to be asked to think about what beliefs that they value are being questioned and what benefits they give up by questioning them. Second, students have to be told that they are not to blame for the current inequalities, and that these inequalities are inheritances from the past and the social structures that keep them intact shape everyone without our consent or knowledge. So how does a beginning teacher—a graduate student—learn to do this?

**Graduate Student Question on the Topic**

- I have had trouble with my students thinking that I am automatically biased about the material because I'm a woman. What is the best way to handle that?
Professor Responses

"I don't know if there's a best way. I have colleagues who do the direct route of challenging these students back through all sorts of strategies, mostly aimed at getting them to question their own assumptions. Certainly a question for them might be "What is bias?" "Aren't we all biased?" (Recall epistemological debates, mostly arising out of your qualitative research classes.) There might be a humorous direct approach also..."oh, you're just thinking that way because you're a guy!" I take a bit more of an indirect route. I talk about feminism and gender but not in a way that really gives the students any indication of what my opinion is...at least not until we are well into the semester and they know me a bit more. I play devil's advocate a lot and constantly explain both sides of a debate so that they never really know for certain what I believe. This seems to allow everyone a space to formulate their own opinions without fear of judgment (and without so much concern over figuring me out) and then when we're more comfortable with each other, I might assert my opinion. I can't think of a time that I was challenged just based on my gender, using this approach. They may have thought it but they didn't say it -- I think because I had shown them that I could think through both sides of an issue."

"If there were one question that we (women in academe) have asked ourselves and our colleagues more than any other, this is it. We deal with this problem every semester in every class. In particular, the courses I teach deal with justice issues, so teaching about discrimination, feminism, and social justice is vulnerable to student perceptions and assumptions from the start (particularly on a small, rural campus).

When I was a grad student teacher, I wasn't concerned about minimizing my feminism in the classroom, but the longer I teach (over fifteen years now), I notice I am becoming more aware of student resistance and less tolerant of it.

In my experience, it is most effective to address this issue directly with students in the classroom. I begin with examining assumptions about feminism, for instance, so students have the opportunity to openly discuss their perceptions of feminists. When I present information, I try to do so in such a way that they know I am presenting research or studies on a given topic.

Of course, all of our attempts to deal with student resistance are not always successful. To that end, I am constantly reading about ways to improve my relationship with students and my pedagogy. I am currently reading an excellent book that addresses the way in which students cling to their old habits of thinking even when the evidence in front of them contradicts their assumptions. I highly recommend it --- What The Best College Teachers Do by Ken Bain, Harvard University Press, 2004.

Student resistance is a problem for female professors, to be certain. It is easier for some students to "shoot the messenger" than confront new ideas, and feminist pedagogies are still not popular in this patriarchy we live in."

3. "What is my role-- am I a student or a teacher (and in some cases a wife or mother)?"

Obviously, graduate student teachers are both students and teachers, but this can sometimes lead to feelings of inadequacy. Add to that for some women the extra duties of family life, and the result may be severe role conflict or feelings of inadequacy, doubt and insecurity. Finding role balance is something everyone struggles with, but how is it experienced and resolved for female graduate students and academics?

Graduate Student Anecdote

"A pressing issue that several of my friends and I experienced as older returning students that is particularly salient for female graduate students who are preparing and teaching courses for the first time is the difficulty in balancing the time required outside of the classroom for preparation, mentoring, and grading with other family, research, and scholarly priorities. This issue is especially troublesome for female students who have significant others or spouses and children who require time and personal commitment as did I. The initial construction and preparation of a course during the first and second semester can take a great deal of time and effort and can continue throughout the entire course. While course construction continues, you must still be teaching, preparing, administering and grading exams, and mentoring students when warranted. In general, graduate students will also have their own work and research interests ongoing during this time. These time constraints are multiplied for female graduate students with families or significant others. Managing these multiple priorities is always a challenge. However, with negotiated assistance from family members and friends, strong organizational skills in your work, and early course planning, you can attempt to streamline as many of the activities you must engage in during the first semester as you prepare the course as possible. Additionally, it is advisable to only prepare one course at a time even if you are required to teach additional courses during the semester. Finally, give yourself a break - sometimes, something will fall short or you will miss something important - and that's ok."
Graduate Student Questions on the Topic:

- How do you negotiate your teaching time (and mentoring, etc.) to allow for ample research and writing time?

- How do I balance all of my responsibilities with my family and being a student and soon being a teacher, too? Also, how will I feel like a teacher if I still have to be a student?

Professor Responses

"I haven't managed this yet, but I'm also working in the public sector, not in academia. I don't know if this question is about negotiation in the sense of "coming to mutual agreement with one's employer" or "using one's time wisely." In the latter case, I am learning to be a lot more structured with my time, and to let good enough be good enough. If my lecture notes are adequate but not "perfect," and I've reached the time limit I set for working on them, I leave them as-is. Also, I make appointments with myself for research and writing time, so they are scheduled into my calendars and an alarm goes off when it's time to make that transition. I try to incorporate mentoring into lunch and coffee breaks :)

"When I was a graduate student teaching, I was also a single mom with two young sons living on a shoestring and trying to do well in my classes. It's an overwhelming time for you and, in hindsight, I don't know how I did it. There have been so many days when I have wished for the chance to do it all over again so that I could devote more time, energy, and attention to my sons. It is a difficult balancing act, but it can be done if you make your family the first priority, being a student the second, and teaching third.

In response to the second part of your question, you don't need to feel like a teacher, you just need to be one. It will all fall into place, as everything does in time, so worry less and move forward. The universe is on your side."

"Because teaching is so immediate, it can quickly take on a much bigger proportion of your time than your dissertation or other research. And let's be frank, the dissertation can be isolating, alienating and lacking in the kind of immediate (or at least quick) gratification that teaching can provide. So, be very aware of the time you give to teaching (class preparation, grading, office hours, mentoring etc). New teachers tend to over-prepare because they fear what they don't know. Remember that your students are undergrads and know nothing or nearly nothing about the topic. You need to be prepared for class but not super-overly prepared. You need to give assignments but be aware of how long things take to grade and don't overdo either the assignments or the grading of them. Ask your fellow students and professors for copies of their syllabi, videos, class activities, class notes etc, so that you don't re-invent the wheel. And know that there will be good and bad days in the classroom and that it's often not personal, it's just teaching.

So, how do you negotiate your time? Keep a detailed diary of what you're doing and the time it takes. If you're spending 30 hours for one class of 30 students you're spending way too much time. One way to make sure you get your research and writing time in is to do it first each day, or put it into your daily schedule and protect it no matter what is going on in your teaching. If you teach at 1 p.m., get yourself up early and write from 8-10:30 before you even shower. Or, if you're a night writer, then schedule two and one-half hours every night to write and do it even if you've still got papers to grade. Privilege the writing since without the PhD, your teaching days are numbered."

FOR A FUTURE ISSUE: Talk on teaching continues. The questions get more general: designing courses, evaluating learning, lecturing, managing "bad" classes and unprepared students, providing notes to students or not, and more. Plus professors share their insights on HOW TO ESCAPE A DEAD-END TEACHING JOB and FINISHING YOUR DISSERTATION.

References


http://www.criminology.fsu.edu/dwc/newsletter/sp05/grad_sp05.html
COLUMN TWO

As the end of the academic year looms, and as many grads anticipate defending theses and dissertations, thoughts of graduation and career decisions may become the central focus of many a conversation.

Recently, I was given an opportunity to communicate with graduate students who have chosen to pursue jobs outside of academia. What follows are some of the thoughts, feedback and anecdotes shared by this group during informal discussions on career goals after graduating. My thanks go out to those of you who shared in these conversations—your patience and humor—as the discussions frequently progressed into "therapeutic venting sessions" on the trials and tribulations of career aspirations and goals after graduating with advanced degrees.

If you have any questions or feedback, I invite you to contact me via E-mail, Melinda Nagai, nagaim@colorado.edu. Thanks again to everyone who contributed to the development of this piece!

Cheers,
Melinda Nagai
Associate Editor

"What do you want to be when you grow up?"

This question started a firestorm of responses from those students I spoke with. As can be expected, people had a very strong reaction to this sometimes jovial, yet often sarcastic question. Many students had even appropriated the question of "growing up" in order to rearticulate some of the frustrations they had experienced while trying to explain to others, and oftentimes to themselves, what their plans for the future were.

"Yeah, I still wonder what I'm gonna be when I grow up. (Sighs, then chuckles to self). Usually, I assume I'm gonna go out there and hunt down a tenure-track gig. But I'm still not sure whether it's gonna be at a research-oriented school or a liberal arts college. I might even just hang out for a while."

"Oh, yes. I have no intention of ever "growing up!" Whatever that means. And if it means what I think it might mean, well then, no. I guess I refuse to! There have been times when people have said 'oh, yeah, when you finally stop being this career student and enter the "Real World," you'll get it.' Umm, what?!? I wonder whether they even know how condescending they are being when they pose things that way! I like the idea of having more autonomy and choices granted to me because of my educational pursuits. Ha! How Real is that for ya?"

Additionally, many of the people I spoke with had this question, or a similarly framed question, directed at them by family, friends and other acquaintances over the years as they struggled to complete their degree requirements. And, not surprisingly, all had some visceral response to the question in one way or another. Although students were asked about their future plans by people who seemed honestly curious and/or concerned about what graduating would bring (e.g., family, friends, fellow students, advisors, etc.), having to face the inevitable brought to light some sensation of angst in many. In other words, the students who I spoke with indicated that there were moments when having to discuss potential career plans was just as nerve-wracking as having to complete the many requirements of graduation.

"Okay, so my family seems to be really proud of the fact [that] I'm in grad school and working on my degree and stuff. But when it comes down to it, they still have like no idea what I'm doing, what the degree means, what I can do with it, what it takes to get one, ya know? I mean, I'm still trying to figure that out! So they're always asking me what I'm gonna do when I get out of here. I can't seem to get them to understand that I have to do a defense and stuff. Oh yeah, -and- I'm teaching too! They think it's like getting the B.A. You take your courses, take some tests, write some papers, pass your class, and then walk at the end."

Other discussants stated that they appreciated that their decision to be in graduate school permitted them to avoid "growing up" altogether. One person admitted that she felt grateful that she could strive to do exactly what she wanted to do. Although she recognized that there were many hoops she had to jump through, and vastly more political games to negotiate than she had expected when she first entered graduate school, she had little to no regrets about her decision. In fact, this student stated that it was precisely her inability to figure out what she wanted to do with herself after receiving her B.S. that inspired her to apply to graduate schools. "... If anything, grad school has become my postmodern Neverland, and it amazes me how many options grad school seems to open up for me."

The "Real" world:

http://www.criminology.fsu.edu/dwc/newsletter/sp05/grad_sp05.html

12/20/2006
One point of contention that was discussed among some of the other grads involved being forewarned about what to expect upon completion of graduate school. Essentially, from what was discussed, some students encountered others in their immediate lives who tried to provide some counsel on what to expect when they went on the job market. This did not necessarily mean that the people offering advice knew anything about the process of finding a job within academia (i.e., professors or other graduate students).

Rather, the feedback and insight that was given was interpreted as either condescending or unenlightened, or both. Personally, this topic was one that hit close to home, having personal experience with people who insinuate that academia is not "the Real World" and that I have somehow insulated myself from the "Real" world by being in graduate school.

"Oh, do you get that too!? Yeah, I hate being told that 'Real' world shit. Some of my family and friends, especially the ones who never went to graduate school (or undergraduate, for that matter) love to tell me stuff like 'just wait until you're in the 'Real' world...! I get so annoyed! It's very patronizing, and I think they're secretly jealous that I'm doing what I set out to do. Like I'm not -in- the real world because I'm 27-years-old and never had what they consider to be a 'real' job, despite the fact that I've had to hold down many, many jobs just to get myself through school. Or that somehow this [grad school] isn't real work. I have been working my ass off in school all this time! They don't have a clue!"

**Going government:**

Although many graduate students have plans centered on more traditional academic-type careers, a number of others have given thought to entering fields unrelated to university or college settings.

Some of the students discussed their plans to pursue careers outside of academia and in the government sector. Among other valid reasons, one of the primary factors that motivated decisions to move towards government positions (e.g., local, state and federal government careers) was salary. For example, one student stated that she hoped her graduate degree in criminal justice would make her more competitive when she applied for positions with the Federal Bureau of Investigation (FBI). She explained that the starting salary for a special agent, for example, was $42,548 and FBI Intelligence Analysts (a position that she was the most interested in) received a $10,000 signing bonus upon entry. She also mentioned that a Program Analyst with the Office of Justice Programs (OJP) typically starts at around $88,000-and this salary is negotiable! For a recent graduate, salary figures like these may look very tempting.

**Question: How did you come to decide on government rather than working at, say, a university?**

"I was all about being a tenured professor-doing research, teaching, writing, consulting, the whole nine yards, right? But then I was hearing all these stories from the A.B.D.s ["all but dissertation" doctoral candidates] about being on the job market, the competition and the earning scales. Also, after a while I realized I wasn't too hot about teaching, even though that's what I thought I would love. I ran into someone who is now working at NIJ [National Institute of Justice] and wow! I am thinking I'm heading in that kind of a direction now, too."

"Wow, you know it was a no-brainer. Service work commitments. Publishing expectations. Huge teaching loads. Expectations to get grants. Advising students. All that work and the pay doesn't seem to really reflect what you have to put in. I decided pretty early on... no, thanks.

"You know, the kind of training I am receiving from my department is really traditional. Even though a lot of my work is in Criminal Justice and it's really multi-disciplinary, I'm in Sociology. Enough said, I think. I have taught undergrad courses and I have been able to work as a research assistant, and that's all find and good. But I had this existential dilemma about a year and a half ago where I really could not see myself happy at a Research I institution, publishing like mad and trying to get on the good side of the Regents. I still want my Ph.D. That's not even arguable. But what I plan on doing with my doctorate has changed entirely. Not sure if this would happen right after I defend, since my department really doesn't help you get ready for a job in government administration, but I could really see myself in OJJDP [Office of Juvenile Justice and Delinquency Prevention] and I'm working on securing, at the very least, an internship there."

Another factor that was instrumental in helping grads decide upon careers in the government sector was perceived social impact. In other words, some individuals mentioned that they felt they could make more of a social impact if they were working directly for a government agency rather than from an academic institution. It was explained that professors and researchers working for colleges and universities make significant social changes and contribute to awareness and critical thinking. However, they may not necessarily be able to implement change as quickly or be as visible and as influential as someone who holds a position within a government agency. It seemed that holding a position in government could be more far-reaching, impacting more people and creating meaningful policy changes.
"I'll admit the money is so much more attractive. But you know how we were talking about all that "real" world crap? (Laughing.) Well, I figure I can do more damage to the "real" world by working in the government and helping to run the show! (Chuckles.) Seriously, I admire and respect that profs can help to inspire students to think critically and to expose them to issues they have been largely naïve and protected from. Don't get me wrong, I love that. But when I really stop to deconstruct it, I just get so frustrated that you can spend a lifetime doing that and only touch a small part of the general population, you know, the "lucky" ones who even get to go to a college. If I can work as "Ms. Government-Somebody," I can intercede, develop policies and help to change things more directly. I know I'm being quasi-romantic about changing the world and stuff, but I think I can make more of a difference that way. ...And did I happen to mention the money seems to be better?"

Social change: Working for non-profit, activist, grassroots organizations:

Other discussants relished the idea of receiving their degrees and working directly with communities through non-profits and grassroots organizations. Some grad students emphasized their goals of developing and organizing their own grassroots or non-profit programs. For those who sought to work in the non-profit arena, social change and awareness building motivated their decisions to seek alternate careers.

Many were activists even while working on their graduate degrees. One such person volunteered her time at a homeless youth and runaway program while completing her M.A. The volunteer work that she was involved in while working on her degree helped her to decide where she wanted to go with her career after graduating, as well as served as inspiration for her thesis.

"Many of the people in my cohort were making plans to go on and earn their Ph.D.s in something or other. I had those same thoughts too, and I am thinking I will go back soon, but I just felt like I could do so much more. Also, it didn't hurt that my volunteering led me to make some vital contacts in the community. The networking you do during graduate school, like when you attend conferences, is so important, but the networking you do within the community can be outstanding to your career too. I never really knew how connected various non-profits and social services agencies are. I mean, they know each other and each other's programs to a certain extent, and I had so many people tell me that they could help me communicate with so-and-so at this program, or so-and-so from that organization. It became very collaborative and I was seeing the impact that these programs were making on people's lives while grappling with extant social issues. That was important for me. Knowing that I was directly involved with social change and awareness building."  

Think-tankers:

Grads who talked about developing careers in research institutions, or think tanks, gave reasons along the same lines as those who were interested in working for grass-roots and non-profit organizations.

Many wanted to contribute to social change and awareness building, but wanted to do so within a more research-oriented environment. These individuals explained that they received more opportunities and training in research than they had in teaching. They felt that they could thrive as researchers but did not necessarily want to be occupying traditional professor roles.

"Okay, I'll admit it. I love doing research. I like it a lot more than teaching. Teaching gives me hives! I love working with statistics and having all these opportunities to work with someone on his or her research design. It's exciting to see how some of this research is conceptualized and what we can do with the data and analyses once the project comes to fruition. I am pretty sure that I would be happiest in a think tank. Even if it's a small role in NIJ or NCJRS [National Criminal Justice Reference Service] in the beginning, I would love to build my career off of doing that than developing my C.V. for university positions."

Going corporate:

Only a handful of graduate students I spoke with were gravitating towards using their degrees for private sector, or corporate careers. For example, one or two discussed thinking about applying for law school after graduating. They explained that having law degrees would complement the training and academic development they acquired while working on their Master's and doctorate degrees and vice versa.

"I would like to get my J.D. after I do this. Perhaps practice law and use the skills I've developed in graduate school and really be able to provide more concrete efforts to help the community. Also, I think that I could be more effective as an attorney with my background in public policy and crim."
Still others thought about working as consultants for established companies or starting up their own consulting businesses. Rather than following a more traditional route with their degrees, these individuals were developing strategies to use their graduate education as a tool to create and to develop their own businesses consulting and providing research for various public and private agencies. One of the students had interned with a private research company that was started up by a professor emeritus. After working for this research firm, he explained that he felt more motivated to try consulting upon graduating.

"... To be my own boss. After I worked for "B___ & H______," I saw the potential that we have to work as private research consultants. I think that this would be a great opportunity for recent graduates to work towards as they start up careers. It can even be something that I can do on the side until I establish my name and attract clients. My advisor was working for his former chair who is now spending all his time on this research firm he created while he was on still at ______. He put a lot of energy into it when he was on sabbatical or when he bought out classes, so he was really able to make time to put himself into his private consulting. It seems like he has so much more autonomy and can give his career whatever direction he wants. It seems like you have to have quite a bit of ambition and not be too afraid of taking some calculated risks, but I think what I plan on doing when I'm done is teach at a liberal arts college or a community college and work on my ideas to develop my own consulting/research company."

1 Because of the overwhelming response, I have decided to extend the topic of teaching into the next issue. If you sent a comment about teaching, or asked or responded to a question about teaching that doesn't appear here, look for it in the Summer 2005 issue.
EMPLOYMENT AND FUNDING OPPORTUNITIES

Funding opportunities from the same organization are listed together & bulleted. The first postings are from the Office of Justice Programs.

OFFICE OF JUSTICE PROGRAMS

Bureau of Justice Assistance

- Community-Based Problem-Solving Criminal Justice Initiative
  Solicitation: http://www.ojp.usdoj.gov/BJA/grant/05PSCsol.pdf
  Deadline: April 14, 2005

- Community-Based Problem-Solving Criminal Justice Initiative's Technical Assistance Program
  Solicitation: http://www.ojp.usdoj.gov/BJA/grant/05PSCTAsol.pdf
  Deadline: April 28, 2005

Bureau of Justice Statistics

- Civil Justice Survey of State Courts
  Solicitation: http://www.ojp.usdoj.gov/bjs/abstract/cjssc05sol.htm
  Deadline: May 20, 2005

- 2005 State Justice Statistics (SJS) Program
  Deadline: June 15, 2005

National Institute of Justice

- Graduate Research Fellowship: 2005
  Deadline: September 15, 2005

Office of Juvenile Justice and Delinquency Prevention

- OJJDP Congressional Earmark Programs
  Solicitation: http://ojjdp.ncjrs.org/funding/FundingList.asp
  This link list various grants in this program.
  Deadline: June 1, 2005

http://www.criminology.fsu.edu/dwc/newsletter/sp05/emp_sp05.html
Office For Victims of Crime

- Public Awareness in Underserved Communities
  Solicitation: http://www.ojp.gov/ovc/fund/dakit.htm
  Deadline: April 14, 2005

- Action Partnerships With Membership and Professional Organizations Cooperative Agreement
  Solicitation: http://www.ojp.gov/ovc/fund/dakit.htm
  Deadline: April 21, 2005

- The Helping Outreach Programs to Expand II (Cooperative Agreement)
  Solicitation: http://www.ojp.gov/ovc/fund/dakit.htm
  Deadline: May 11, 2005

- Helping Outreach Programs to Expand
  Solicitation: http://www.ojp.gov/ovc/fund/expandingoutreach/welcome.html
  Deadline: (No deadline: contingent upon fund availability)

- Antiterrorism and Emergency Assistance Program
  Solicitation: http://www.ojp.gov/ovc/fund/dakit.htm
  Deadline: (No deadline: contingent upon fund availability)

Community Capacity Development Office

- Weed and Seed Program Guide and Application Kit: Continuation Sites
  Deadline: GMS Registration: Group A: May 5, 2005 (5 p.m. EST) - Group B: May 25, 2005 (5 p.m. EST)
  Application due by: Group A: May 5, 2005 (8 p.m. EST) - Group B: May 25, 2005 (8 p.m. EST)

- Weed and Seed Program Guide and Application Kit: Competitive Sites
  Deadline: GMS Registration: September 15, 2005, 5 p.m. EST
  Application due by: September 15, 2005, 8 p.m. EST

Office on Violence Against Women

- Rural Domestic Violence and Child Victimization Grant Program Special Initiative: Faith-Based and Community Organization Pilot Program
  Solicitation: http://www.ojp.usdoj.gov/vawo/docs/fy05ruralpilotprog.pdf
  Deadline: April 18, 2005

- Grants to State Sexual Assault and Domestic Violence Coalitions Program
  Solicitation: http://www.ojp.usdoj.gov/vawo/docs/fy05ovw_ssdvcp.pdf
  Deadline: April 18, 2005
  Application due by: April 19, 2005

Office for Domestic Preparedness

- Transit Security Grant Program (TSGP)
  Deadline: May 6, 2005

- Intercity Passenger Rail Security Grant Program
  Deadline: May 6, 2005
PRIVATE FOUNDATION/ORGANIZATION GRANTS

Alexander von Humboldt Foundation

- Fellowship and Research Funding
  Deadline: See link for various programs and deadlines

American Association of University Women

- American Fellowships
  2005-06 Academic Year
  Postdoctoral Research Leave Fellowship $30,000
  Dissertation Fellowship $20,000
  Summer/Short-Term
  Research Publication Grant $6,000
  Applications available* Aug. 1-Nov. 15, 2005
  Application POSTMARK deadline* Nov. 15, 2005
  Fellowship year July 1, 2006-June 30, 2007

American Philosophical Society:

- Sabbatical Fellowships in the Humanities and Social Sciences
  Solicitation: [http://www.amphilsoc.org/grants/sabbatical.htm](http://www.amphilsoc.org/grants/sabbatical.htm)
  Deadline: November 1, 2005

Canadian Studies Faculty Enrichment Program

- Canadian Studies Grant Program & Canadian Studies Graduate Student Fellowship
  (This site provides a list of individual & institutional grants.)
  Deadline: See link for new deadlines

- Faculty Enrichment Program
  Deadline: See link for new deadlines

Ford Foundation

- Ford Foundation Fellowships and Research Grants: Dissertation Fellowships
  Deadline: 2005 Program not yet posted, see solicitation for future postings

Fulbright Visiting Scholar Programs

- Fulbright Scholar-in-Residence [SIR] Program (institutional grants)
  Solicitation: [http://www.cies.org/sir/sir.htm](http://www.cies.org/sir/sir.htm)
  Deadline: October 14, 2005

Harvard University/Program in Ethics and the Professions

- Faculty Fellowships in Ethics
  Deadline: The deadline date for receipt of applications for Fellowships beginning September 2006 is late Fall 2005. The specific date will be posted later
Division on Women and Crime - Newsletter

this spring.

Japan Foundation U.S. Grants Program

- Japan Foundation Research Fellowships and Doctoral Fellowships
  Solicitation: http://www.jfny.org/jfny/programs.html
  Deadline: Annual funding, see link

National Science Foundation

- Minority Postdoctoral Research Fellowships and Supporting Activities
  Deadline: December 5, 2005
  The deadline for FastLane submission of new postdoctoral fellowships is 5 PM local time on the first Monday in December each year.

- Social, Behavioral, and Economic Sciences (SBE) Active Funding Opportunities
  Solicitation: http://www.nsf.gov/funding/pgm_list.jsp?org=SBE
  Deadline: See link for numerous funding opportunities and deadlines

School of American Research

- Resident Scholar Fellowships (anthropology, humanities, social sciences)
  Solicitation: http://www.sarweb.erg/scholars/description.htm
  Deadline: Yearly applications, see solicitation

- National Endowment for the Humanities Fellowships

- Weatherhead Fellowships

- Katrin H. Lamon Fellowship

Social Science Research Council

- Sexuality Research Fellowship Program (dissertation & postdoctoral)
  Solicitation: http://www.ssrc.org/programs/sexuality/
  Deadline: Competition now closed. See link for next FY applications.

Spencer Foundation

- Major Research Grants
  Solicitation: http://www.spencer.org/programs/index.htm
  Deadline:
  Full Proposal Deadline Notification Date
  April 1, 2005 November 2005
  July 1, 2005 February 2006
  October 3, 2005 May 2006
  December 1, 2005 July 2006

- Small Research Grants
  Solicitation: http://www.spencer.org/programs/index.htm
  Deadline: Accepted on a rolling basis

- Dissertation Fellowships For Research Related to Education (in various disciplines)
Substance Abuse and Mental Health Services Administration
(See this site for several more grants)

- Knowledge Dissemination Conference Grants (Short Title: SAMHSA Conference Grants)
  Deadline: This grant announcement is canceled. A new announcement is forthcoming.

- Cooperative Agreements for State-Sponsored Youth Suicide Prevention and Early Intervention
  Deadline: June 1, 2005

- Cooperative Agreement for the Suicide Prevention Resource Center (SPRC)
  Deadline: June 1, 2005

- Campus Suicide Prevention Grants
  Deadline: June 1, 2005

- Targeted Capacity Expansion (TCE): Meeting the Mental Health Services Needs of Older Adults
  Deadline: May 5, 2005

- Targeted Capacity Expansion (TCE) Grants for Jail Diversion Programs
  Deadline: May 24, 2005

- Mental Health Transformation State Incentive Grants
  Deadline: June 1, 2005

- National Child Traumatic Stress Initiative Community Treatment and Services Center Grants (Category III) [MOD]
  Deadline: May 17, 2005

- National Child Traumatic Stress Initiative - (Category II) Treatment and Service Adaptation Centers
  Deadline: May 6, 2005

- National Child Traumatic Stress Initiative-(Category I) National Center for Child Traumatic Stress
  Deadline: May 6, 2005

- SAMHSA Dissertation Grants: Support for Analyses in Substance Abuse
  Deadline: May 1, 2005

Woodrow Wilson National Fellowship Foundation

- Woodrow Wilson Dissertation Grants in Women's Studies
  Solicitation: http://www.woodrow.org/womens-studies/purpose.html
  Deadline: Yearly grant. See link for next FY application.

EMPLOYMENT OPPORTUNITIES

The following are derived from the Chronicle of Higher Education, American Society of Criminology, or submitted to the

http://www.criminology.fsu.edu/dwc/newsletter/sp05/emp_sp05.html 2/2/2006
Chadron State College

Criminal Justice Tenure Track Position. Chadron State College, located in the beautiful Pine Ridge area of northwestern Nebraska, is generally recognized as the most beautiful portion of the state. Outdoor recreational opportunities abound in the area. Chadron is a community of nearly 6,000 and possesses many of the cultural and civic opportunities of larger population centers. Chadron State College, a comprehensive institution of higher learning committed to significantly contributing to the vitality and diversity of western Nebraska and surrounding regions, is accepting applications for the following tenure-track faculty vacancies available for the 2005-2006 academic year with a start date of August 18, 2005:

* Criminal Justice - Master's degree or equivalent in Criminal Justice or closely related field required; Doctorate in Criminal Justice preferred.

Review of applications will begin immediately and will continue until the positions are filled. Please send a cover letter, resume, transcripts, three letters of reference, and the CSC Employment Application form (www.csc.edu/hr/forms.htm) to: Human Resources, Chadron State College, 1000 Main Street, Chadron, NE 69337 or e-mail kkuhnel@csc.edu. Please refer to our website (www.csc.edu/hr) or contact us at 1-800-CHADRON (Option 6) for details regarding qualification requirements and application procedures or additional information. Chadron State College is an Equal Opportunity Employer. To request reasonable accommodation, please contact HR at (308) 432-6224.

Coppin State University

Coppin State University, a member of the University System of Maryland, enrolling approximately 3500 undergraduate and 500 graduate students located in Baltimore City invites applications and nominations for the following tenure track positions. Salaries for each position are commensurate with qualifications and experience. Applicants must provide a letter detailing his or her educational philosophy and a brief statement of accomplishments in teaching, research and service; a resume; transcripts of all graduate work; and a list of at least three references. Electronic submissions will not be accepted.

Chair, Criminal Justice. Associate Professor Ph.D. required, with specialization and expertise in research and forensic sciences. The ability to attract external funding is desirable. Applicants are expected to have a demonstrated ability to conduct and publish significant research or scholarship.

DOAR Communications

The Legal Strategist position in DOARs Jury Consulting & Analytical Graphics division assists DOARs Jury Consultants (Ph.D. level social scientists) in translating jury research results and trial strategy recommendations into persuasive visual presentations. The Legal Strategist works closely with both attorneys and Jury Consultants in project managing and conceptualizing requests for persuasive graphics and works directly with DOARs Graphic Artists to produce them. The position requires strong analytical and critical thinking skills, interpersonal skills, a demonstrated maturity and professionalism, and the ability to pay close attention to detail. The position offers on-the-job training and the opportunity for professional growth in a growing company and growth industry. Candidates must be willing to travel and work extended hours as needed. Law degree or advanced degree in social sciences preferred. Will consider bachelor's degree candidates with relevant experience. Contact: E-mail : hr@doar.com, Web Site : www.doar.com, Phone : 5168728152, Human Resources, DOAR Communications, 170 Earle Avenue, Lynbrook, NY 11563, USA

Eastern Kentucky University

One Year Instructor Position. The Department of Criminal Justice and Police Studies in the College of Justice and Safety seeks to fill a 9 month Instructor position, to begin Fall 2005. A Masters in Criminal Justice or related discipline is required, PhD preferred. Letter of application, current vita, copies of graduate transcripts, writing sample and contact information for three references should be forwarded to: Carole Garrison, Chair, Department of Criminal Justice & Police Studies, 467 Stratton Building, 521 Lancaster Avenue, Eastern Kentucky University, Richmond, Kentucky 40475, (859) 622-1980. Eastern Kentucky University is an EEO/AA institution that values diversity in its faculty, staff, and student body. In keeping with this commitment, the University welcomes applications from diverse candidates and candidates who support diversity.

Grambling State University

HEAD, CRIMINAL JUSTICE. Grambling State University invites applications and nominations for the position of Head of the Criminal Justice Department Ph.D. in respective academic discipline and at least five (5) years of teaching experience are required. Detailed job descriptions on the university Web site at www.gram.edu. (See Position Announcements under Services Link) To be considered, submit letter of application, curriculum vita, official transcripts, statement of educational and teaching philosophy, and three letters of recommendation to: Dr. Robert M. Dixon, Provost and Vice President for Academic Affairs, Grambling State University, P.O. Box 1176 Grambling, LA 71245, Telephone: (318) 274-6141, Fax: (318) 274-3230, E-mail: wright@gram.edu. Review of applications will begin
immediately and continue until the positions are filled. GSU is an EEO Employer and Educator with facilities that are accessible to the disabled.

Mesa State College

The Department of Social and Behavioral Sciences of Mesa State College, Grand Junction, Colorado, seeks a specialist in Criminology/Administration of Justice.

RESPONSIBILITIES: The primary responsibility of this position is teaching some combination of courses in the Administration of Justice area, such as Introduction to Administration of Justice, Police Processes, Corrections, Criminal Law and other Administration of Justice courses, as well as supervising student internships with local, regional and state organizations and agencies. The successful candidate will also contribute to a broader program in Sociology by teaching lower-division Sociology courses such as General Sociology or Social Problems. The standard teaching load is 12 credit hours per semester. In addition, the successful candidate will be expected to exhibit a commitment to research/scholarship and to campus/professional service.

EDUCATION & EXPERIENCE: Ph.D. in sociology, criminology, political science or related discipline required. Ph.D must be completed by August 2005. We seek a candidate with demonstrated excellence in undergraduate teaching. Experience with distance learning a plus.


SALARY: Salary commensurate with qualifications.


APPLICATIONS: Submit a letter of application, curriculum vitae, college transcripts, a sample syllabus, and three professional letters of recommendation to:

Dr. Adele Cummings, Chair
Criminology/Administration of Justice Search Committee
Department of Social and Behavioral Sciences
Mesa State College
1100 North Avenue
Grand Junction, Colorado 81501-3122

Phone: 970-248-1696; Fax: 970 248-1934
E-mail: acumming@mesastate.edu

Visit Mesa on the web at www.mesastate.edu.
Mesa State College is an Affirmative Action, Equal Opportunity Employer.

Morehead State University

Director, Criminal Justice: The Institute for Regional Analysis and Public Policy(IRAPP) invites applications for a tenure-track position. The Institute for Correctional Research and Training beginning July 2005. Responsibilities: Teach four courses per year; conduct research; provide service; and participate in grant activity. Successful candidate will develop a strong research agenda; coordinate research, service and training initiatives within the criminal justice/corrections arena; and continue the strong collaboration between IRAPP and Sociology, Social Work, and Criminology. Qualifications: Ph.D. in Sociology, Criminology, or related field. ABDs with imminent completion may be considered. For information regarding this position contact, Dr. David Rudy at 606-783-5420 or d.rudy@moreheadstate.edu or visit http://www.moreheadstate.edu/irapp. Review of application will begin June 01, 2005 and will continue until position is filled. Submit a letter of application, curriculum vitae, transcripts, three letters of recommendation and/or contact information of references to: Office of Human Resources, Attention: Dir., ICRT #1170, Morehead State University, HM 101, Morehead, Kentucky 40351 or visit http://www.moreheadstate.edu/prospects/jobapp.html to complete MSU's online application and attach required materials. MSU is an EO/AA employer.

Neumann College

Neumann College is a coeducational institution of higher learning, offering degrees and programs at the undergraduate and graduate level. Located on a beautiful suburban campus in Aston, PA, the College is conveniently accessible to downtown Philadelphia and Wilmington, DE. The following full-time faculty positions are available, starting in Fall 2005. The teaching load consists of four courses per semester, and applicants also need to demonstrate a commitment to excellence in teaching, curriculum development, student advising, committee work, and scholarship. An interest in teaching an interdisciplinary seminar on diversity or within an interdisciplinary...
active-learning honors program would be a plus. Candidates must possess an appreciation for and congruence with the Franciscan mission of the College. Along with a cover letter explaining your teaching philosophy, please send three letters of reference and all official transcripts.

Criminal Justice Assistant Professor. Assistant Professor to teach courses related to a criminal justice major with a Franciscan perspective of peace and justice. This distinctive program, in concert with Neumann College’s mission, aims to plant the seed of the spirit of Saint Francis where it has most need of being started and the best chance for making a difference in the world. This spirit take a view of justice, forgiveness, and preferential options for the poor and disenfranchised as the essential foundation of a criminal justice curriculum that will have a positive effect on the total community. The successful applicant would have the ability to teach courses in several of the following areas: criminology, corrections and rehabilitation, victimology, multicultural issues, research methods, and forensics. Doctoral degree required with preference given to Ph.D. preparation in criminal justice. Application Process: Along with a cover letter explaining your teaching philosophy, please send three letters of reference and all official transcript to: Mr. David Brownlee Chief Human Resources Officer, Neumann College, One Neumann Drive, Aston, PA 19014-1298. EOE/M/F/D/V

South Carolina State University

South Carolina State University, an 1890 land grant, senior comprehensive teaching institution, is committed to providing affordable and accessible quality undergraduate and graduate degree programs. The University enrolls over 4,000 students and offers more than sixty academic degree programs at the bachelor’s and master's level, one at the specialist level, and one at the doctoral level. South Carolina State University invites applications for the following positions for the 2005 academic year.

FACULTY POSITIONS: Assistant/Associate/Professors for the following Nine-Month Positions in these academic areas:

* Criminal Justice

Anticipated starting date DATE for 12 -Month positions is July 1, 2005 and 9-month appointments will begin August 15, 2005. Until Filled. Please visit the University web site at www.scsu.edu for additional qualifications, requirements and responsibilities. Correspondence should be forwarded to: Office of Human Resource Management, 300 College Street, NE, Orangeburg, SC 29117-0001, (803) 536-7047

Tiffin University

Forensic Psychology: Tiffin University, Forensic Psychology. Tiffin University, located in Northwest Ohio, is growing rapidly in size and reputation. The School of Criminal Justice and Social Sciences at Tiffin University has an enrollment of 300 plus students in the BCJ, BA, and MS degrees. The MS offers concentrations in Crime Analysis, Forensic Psychology, Homeland Security, and Justice Administration. In order to meet the growth and support needs of these programs, the University is seeking to fill a position at the Assistant/Associate Professor level. The position is at the Tiffin Campus with possible teaching assignments in the Columbus metropolitan area. This position is available beginning in mid-August for a Fall 2005 appointment. Forensic Psychology - Candidates will hold the earned doctorate in Forensic Psychology, Psychology, Sociology, or Criminal Justice and will teach in the undergraduate program and teach/direct theses in the graduate program. Applicants should send a letter of application indicating teaching interests, curriculum vitae and names and contact information of three references to: John J. Millar, Ph.D., Vice President for Academic Affairs, Tiffin University, 155 Miami Street, Tiffin, Ohio 44883. Applications may also be sent by e-mail to fisherjm@tiffin.edu. A review of applications will begin immediately. Tiffin University is an Equal Opportunity Employer.