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September, 2019

Newsletter of the CPA/SCP

Section on Women & Psychology

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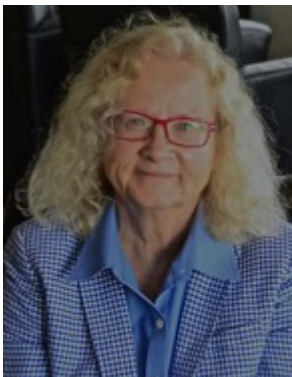
2019 – 2020 Executives



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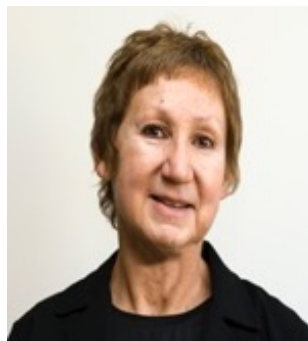
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2019 – 2020 Executives



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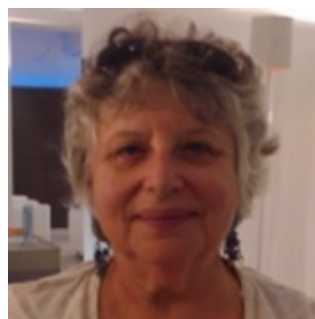
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2019 – 2020 Provincial Representatives



Alberta Representative
Lynn Sloane



Saskatchewan Representative
Linda McMullan



PEI Representative
Colleen MacQuarrie



Nova Scotia Representative
Lucie Kocum



New Brunswick Representative
Carmen Poulin



Chair's Message

By: Janelle Kwee

Greetings SWAP members and friends!

As Fall rhythms are upon us, I look back with fond memories on the time some of us shared in Halifax in June for the CPA convention. Dr. Lana Stermac delivered the section keynote addressing the topic of sexual violence on campus. We had a wonderful opportunity to collaborate with various other sections in a pre-convention workshop on decolonizing psychology.

There is continued interest within these other sections (including Counselling Psychology, SOGI, and Indigenous People's Psychology) to collaborate with critical and decolonizing perspectives within CPA.

Next May, we will be back in Montreal for the CPA convention again. Look out for calls for submissions and opportunities to collaborate with other SWAP members and other sections in preparation for this convention.



Editor's Message

By: Jenna Cripps

Hello SWAP members,

Welcome to the September issue of the SWAP newsletter! This issue of the newsletter has been particularly fun to put together as I've been able to relive all of the highlights from the 2019 CPA Convention.

In this issue, you will find several items from the 2019 CPA convention including: the SWAP Annual General Meeting Minutes (p. 7), the financial statement (p. 10), wonderful write-ups about this year's SWAP Distinguished Member, Dr. Stephanie Martin (p. 11) and the Feminist Mentoring Award Winner, Dr. Leanna Closson (p. 12), a list of the

award winning students summarized in the Award Committee report (p. 13), and the winning student paper from Jessie Lund (p. 14). Finally, the newsletter also includes an abstract for a member's recently defended dissertation (p. 17), calls for abstracts, papers, and applications (p. 18-22), numerous job postings (p. 23), awards and grants (p. 33) and upcoming conferences (p. 35). You will also find on page 36 exciting information regarding the new SWAP social media accounts!

Submissions for the next newsletter are due January 17, 2020, however please feel free to send them to me at any point before then and I will be sure to include them in the next newsletter! Enjoy this issue!

SWAP Annual General Meeting Minutes

MINUTES OF THE 2019 ANNUAL BUSINESS MEETING CANADIAN PSYCHOLOGICAL ASSOCIATION SECTION ON WOMEN AND PSYCHOLOGY

June 2, 2019

14:45-15:45

Halifax, NS

Co-ordinator/Chair: Janelle Kwee
Past Co-ordinator/Chair: Colleen McQuarrie
Co-ordinator/Chair Elect: Lorraine Radke

The meeting was called to order by the Chair, Janelle Kwee, at 14:55. There were 26 members in attendance.

1. Janelle Kwee began the meeting by reading an acknowledgement of the fact that the land on which we gather is the traditional territory of the Haudenosaunee and more recently the territory of the New Credit First Nation.

2. **Approval of the Agenda:** Presented by Janelle Kwee, moved by Lorraine Radke and seconded by Jenna Cripps that the agenda be approved. The motion passed unanimously.

3. **Minutes of the 2018 Annual General Meeting** were distributed and read by the attendees. A motion to accept the Minutes was made by Meg Turner and seconded by Jenna Cripps. The motion passed unanimously.

3. (a) **Business arising from the Minutes:** The membership asked that CPA should not schedule SWAP and the Sexual Orientation and Gender Identity Section talks and posters at the same time the way they were scheduled this year.

4. **Awards (*See the Newsletter for Reports, Nominations and Acceptances*):** The awards coordinator is Sara Crann. Sara commented that there were excellent nominations. She would like to see more nominations.

4. (a) **Presentation of the 2019 Distinguished Member Award:** Presented by Janelle Kwee, representing Carmen Poulin, to Dr. Stephanie Martin. A description of her many accomplishments was read, focusing in particular with her work with the psychology of girls and women. The full tribute will be found in the Newsletter. Dr. Martin will be asked to make the Distinguished Member Presentation at next year's CPA Conference in Montreal.

4. (b) **Presentation of the 2019 Feminist Mentoring Award:** The Feminist Mentoring Award was presented by Janelle Kwee, representing Cailin Stamarsky, to Dr. Leanna Closson, an assistant professor in the Department of Psychology at St. Mary's University, whose research focuses on the social development of children and youth, with a particular focus on peer relationships. A letter outlining Dr. Closson's many accomplishments can be found in the Newsletter. The Award presentation was very special since Dr. Closson's students were present at the presentation.

4. (c) **Student Awards:** Student Awards Coordinator Report. The Presentation of the 2019 Student Paper Awards and Student Travel Bursaries were made by Sara Crann. A description of the awards was also given. She presented the Awards and Cheques to the following student winners.

Jessie Lund for the Paper Award (\$500)
Grace Ewles for a Travel Bursary (\$250)
Nicole Jeffrey for a Travel Bursary (\$250)
Alexandra Zidenberg for a Travel Bursary (\$250)
Abigail Withers for a Travel Bursary (\$250)
Hilary Powers for a Travel Bursary (\$250)

The students were all extended congratulations, received their awards, and were informed that they will receive a year's membership to SWAP. The full report is in the Newsletter.

5. SWAP EXECUTIVE REPORTS (*See the Newsletter for individual Reports*)

5. (a) Coordinator's report: Reported by Dr. Janelle Kwee (the full text was in the May Newsletter): Special mention was made of the Pre-conference and the Distinguished Member talk to be given by the 2018 award winner, Lana Stermac. She invited everyone to stay for the Reception after the meeting.

5. (b) The Treasurer's Report: As of March 31, 2019, our balance was \$5,607.58 after paying our bills and depositing dues. We awarded one Paper Award and five Travel Awards.

The Treasurer cautioned again that we are presently paying out more than we are receiving in fees. A source of revenue has often been received from SWAP Pre-conference Institutes but this is not now possible. In past years members have made contributions to SWAP to support the student awards even though tax receipts were not possible. This year we again thank Charlene Senn for her contribution toward the Student Awards. We should think of other ways to engender income.

5. (c) Membership Co-ordinator: The Membership report was given by Lana Stermac. There are 144 members including 49 students. SWAP has one of the largest memberships in the CPA. There was a discussion about being proactive in getting new members which would also help increasing revenue. One suggestion was to give the membership as a gift, for example to graduating students.

5. (d) Newsletter Editor's Report: We welcomed the new Newsletter Editor, Jenna Cripps. Her full report is in the Newsletter. She particularly would like to see more submissions including book reviews.

5. (e) Student Paper and Awards Committee: Sara Crann reported that one Paper Award and five Travel Bursaries were awarded. The entries were excellent. She asked that supervisors should encourage their students to make submissions for the Paper Award and Travel Bursaries.

5. (f) Web Maven's Report: Nicole Jeffrey is our Web Maven. Her report is in the Newsletter. Many items have been updated including past Award Recipients and past Newsletters. We are linked to the CPA website. The "CanFemPsyc Listserv" provides a forum for announcements and discussion related to feminist psychology.

5. (g) Student Representative Report: We welcome our new Student Representative, Tanya Samardzic. We thanked Cailin Stamarski for her many years of dedicated service as Student Representative. Tanya has a letter in the Newsletter. She is looking forward to a Facebook group and perhaps working on a symposium.

5. (h) Status of Women Committee Report: We welcome Anita Shaw as the New Coordinator of this important Status of Women Committee. What would we like to have the committee do?

5 (i) Abstract Review Coordinator Report: Paula Barata sent a report stating that there were excellent abstracts but she would like to see more submissions. She thanked all the reviewers for their work and especially commended them for getting their reviews to her on time.

5. (j) Division 35 Liaison Report: Pam McAuslan volunteered to take on the role of Liaison. We look forward to her forwarding the information from Division 35.

5. (k) CPA Board Liaison Report: We welcome our Board Representative, Carmen Bellows. She will report back to us and will convey any concerns we have to the Board.

6. Proposed Executive Slate for 2017-2018: The Proposed Executive Slate was presented.

Section Chair/Coordinator	Janelle Kwee 2019/2020
Past Section Chair Coordinator	Colleen MacQuarrie
Chair-elect/Coordinator elect	Lorraine Radke
Treasurer/Secretary:	Noreen Stuckless
Newsletter Editor:	Jenna Cripps
Student Representative	Tanya Samardzic
Membership Coordinator	Lana Stermac
Web Maven	Nicole Jeffrey
Student Paper and Award Co-ordinator:	Sara Crann
Nominations Coordinator	Carmen Poulin
Abstract Review Co-ordinator:	Paula Barata
SWAP-Division 35 Liaison	Pam McAuslan
Chair, SWAP Archives Committee	Fran Cherry
Listserv Coordinator	Nicole Jeffrey
Provincial Representatives Coordinator	Charlene Senn
CPA Board Liaison	Carmen Bellows

There were no further nominations from the floor.

7. Provincial Representative Reports:

Provincial Representatives:

Lynn Sloane (AB)

Colleen MacQuarrie (PEI)

Linda McMullen (SK)

Lucie Kocum (NS)

Carmen Poulin (NB)

Vacant positions QC, BC, MB, NF, ON and the Territories

8. Other Business: No other business

9. Adjournment: We adjourned at 3:35. Attendees were welcomed to attend the SWAP Members' Section Reception.

SWAP Financial Statement

By: Noreen Stuckless

Swap finances are handled by Sections Finances which makes deposits, pays bill and issues cheques on our behalf. The Treasurer's responsibility is to, along with the Coordinator, authorize payments. As well, the Treasurer conveys to the Membership, the state of our finances.

As of July 31, 2019, our balance was \$2,847.62 after paying our bills and depositing fees. I repeat

my caution that we are presently paying out more than we are receiving in fees. In the past, a source of revenue has often been from SWAP Pre-conference Institutes but this is not now possible. Members have made contributions to SWAP to support the student awards even though tax receipts were not possible. This year we again thank Charlene Senn for her contribution toward the Student Awards. We should think of other ways to engender income.

SWAP Distinguished Member

By: Carmen Poulin

The 2019 SWAP Distinguished Member Award is Dr Stephanie Martin.

Dr. Martin is a Registered Doctoral Psychologist in the College of Saskatchewan Psychologists, 2002 and College of Alberta Psychologists, 1997. She is also an Associate Professor in the College of Education at the University of Saskatchewan.

Dr Martin has made significant and ongoing contributions to counselling psychology that advances understanding of vulnerable populations using a qualitative approach founded on feminist and social justice principles. In particular, Dr Martin focuses on the psychology of girls and women, especially as it relates to mental health, identity development, and healing from the often devastating trauma of intersectional violence in its many forms. Her scholarship is compelling and significant, attending to the critical intersections between theory, research, and practice. Dr Martin's most recent projects include the ambitious "In Each Other's Hands" project, wherein men and women across Saskatchewan were interviewed to understand the role of bystanders in stopping violence in the lives of loved ones and communities. She also has been primary investigator, co-investigator, or intimately involved as a leader in projects such as: "In Our Own Words: Understanding Women's Violence in Intimate Partner Relationships"; "Rural and Remote Community Responses to Intimate Partner Violence"; "The Healing Journey: A Longitudinal Study of the Impact of Intimate Partner Violence"; Women, Anger and Self-Esteem Group Intervention Evaluation; Aboriginal Family Violence Program Evaluation Project; "Helping the Helpers: Exploring solutions to Secondary Traumatic Stress"; and "Using Digital Storytelling to Empower Young Women Exposed to Dating Violence." Dr Martin's record of continuous competitive funding has

supported her ongoing active research program, and permitted her to employ, train, and mentor students as the next generation of feminist scholars. Many of her publications are co-authored with students, which underscores her integrated approach to mentorship. She also has consistently contributed to anti-violence research in ways that engage the average citizen and are action-oriented. She involves herself in programmes, services and policy-relevant activities, which affects not only the Canadian but the international research and practice communities. Dr Martin is an exemplary feminist scholar, educator, practitioner, and leader. She undertakes her work with integrity and dedication, making her a highly valued colleague and a treasured mentor to students. As a feminist scholar, Dr Martin uses a social justice lens in all of her work and has made a distinguished, long-standing, and substantial contribution to feminist scholarship in Canada and beyond.

Congratulations!

Feminist Mentoring Award



By: Tanja Samardzic

Congratulations to Dr. Leanna Closson for winning the 2019 SWAP Feminist Mentor Award!

Dr. Closson is an Associate Professor in the Department of Psychology at Saint Mary's University in Halifax, Nova

Scotia. Her program of research surrounds the social development of children and youth, with a particular focus on peer relationships. Some topics she has explored through her research include peer group social status (e.g., popularity), social competence, aggression, and victimization. Dr. Closson's research has garnered numerous prestigious awards, including SSHRC, and her important work has been published in various high-tier journals aimed at improving the lives of children and youth through social development and education.

In addition to her vast success as a scholar and researcher, Dr. Closson is also an exceptional feminist mentor. Her students describe her as growth-oriented with a passion for supporting women's research, which is evident in her Development of Youth Social Competence (DYSC) lab. One of the most profound things that Dr. Closson has done is impact her students, particularly her women students, through her mentoring. The following is a quote from a student of Dr. Closson's, which summarizes Dr. Closson's feminist mentoring style and its impact on her students: "As women, we are often told both directly and indirectly that we do not belong in science. This can make navigating higher education a particularly daunting experience. The relationships Dr. Closson builds with her students, which are based on ongoing trust and respect, help create a space where we feel physically and emotionally safe exploring challenging new material and handling problems that may arise through our research." Congratulations once again, Dr. Closson!

Student Awards Committee Report

By: Sara Crann

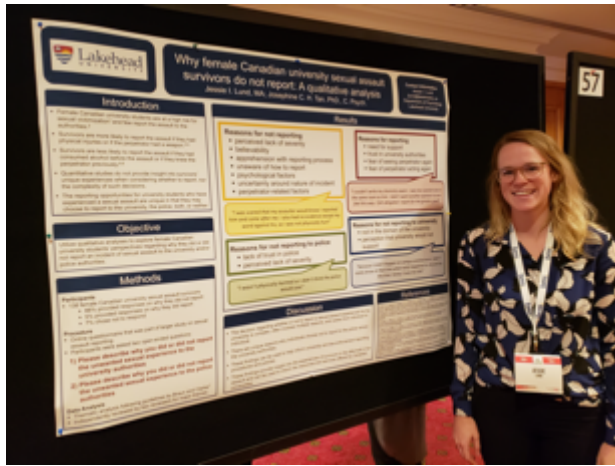
Each year, SWAP offers two types of awards to support students who are doing work relevant to SWAP's mandate. The awards are open to students who are presenting their work at the Canadian Psychological Association annual convention or at a SWAP-sponsored preconference workshop. The \$500 SWAP Student Paper Award is awarded to the student presenting research of interest to women and/or feminism whose paper best represents SWAP's mandate. Selection criteria include: 1) significance of contribution to one or more of the following areas: feminist psychology; psychological knowledge relevant to women; and/or activism or other applications of feminist theory and research; 2) appropriate consideration of issues related to diversity; 3) methodological excellence (either qualitative or quantitative); and 4) clear and effective writing style. SWAP also awards \$250 travel bursaries to students presenting papers or posters particularly relevant to women and/or feminism.

The winner of the 2019 SWAP Student Paper Award is Jessie Lund. The winning paper, entitled

“Why female Canadian university sexual assault survivors do not report: A qualitative analysis” was presented at the 2019 CPA convention in Halifax. Jessie is a PhD student in the Clinical Psychology program at Lakehead University. The 2019 travel bursary winners are Grace Ewles (University of Guelph), Nicole Jeffrey (University of Guelph), Hilary Power (University of Regina), Abigail Withers (University of Guelph), and Alexandra Zidenberg (University of Saskatchewan). The student awards were presented at the SWAP annual business meeting at the CPA convention. Congratulations to this year's winners!

Applications for the SWAP 2020 student paper and travel bursary awards are due April 1, 2020. More information about how to apply will be available in the SWAP January 2020 newsletter. To be eligible for an award, students must be the first author on an accepted presentation at the 2020 CPA convention in Montreal. All undergraduate and graduate students who are presenting research relevant to women and/or feminism at the convention are encouraged to apply! Please spread the word!

SWAP Winning Student Paper



By: Jessie Lund

Why female Canadian university sexual assault survivors do not report: A qualitative analysis

Female Canadian university students are at a high risk for sexual victimization (Senn et al., 2014) and few report the assault to the authorities (Perreault & Brennan, 2010). Various Canadian provincial governments have put forward legislation to support the development and improvement of university sexual assault policies in order to decrease the number of sexual assault occurrences and to better support survivors. To inform such policies, it is important to understand why female university students do or do not report a sexual assault they have experienced. To date, research has focused on predictors associated with whether individuals report, highlighting that female university students are less likely to report the assault if they consumed alcohol before the assault or if they knew the perpetrator prior to the assault, whereas they are more likely to report if they had physical injuries from the assault or if the perpetrator had possessed a weapon during the assault (Du Mont, Miller, & Myhr, 2003; Fisher, Daigle, Cullen, & Turner, 2003; Walsh & Bruce, 2014; Wolitzky-Taylor et al., 2011). While quantitative relationships between predictors and reporting outcomes provide insight into reporting practices of sexual assault survivors, they do not provide insight into survivors' unique experiences when considering whether to report, nor the complexity of such decisions. The reporting opportunities for university students who have

experienced a sexual assault are unique in that they may choose to report to the university, the police, both, or neither. Limited research has examined female university students' experiences when considering different reporting avenues available to them.

The present study utilized qualitative methods to explore female Canadian university students' perspectives on why they did or did not report an incident of sexual assault to the university and/or police authorities. Participants ($N = 138$) were recruited to take part in a larger online study examining unwanted sexual incidents experienced during university. Participants were asked two open-ended questions: first, they were asked why they did or did not report to the university authorities; second, they were asked why they did or did not report to the police authorities. Among participants, 88% provided responses on why they did not report, 5% provided responses on why they reported to either the police or university authorities, and 7% chose not to respond. Thematic analyses were conducted following guidelines by Braun and Clarke (2006). First, analyses were conducted on overall responses among those who did not report to either authority, as well as among those who did report to either authority. Thematic analyses were then conducted to analyze specific reasons expressed for not reporting to the university and specific reasons expressed for not reporting to the police.

Thematic analysis revealed seven themes pertaining to why female university sexual assault survivors did not report to either authority. These included the following: perceived severity of the assault, believability of the assault, apprehension around reporting process, unaware of how to report, psychological factors (e.g., self-blame, shame, and embarrassment), uncertainty around nature of incident, and perpetrator-related factors (e.g., fearful of perpetrator or perpetrator was a friend or in a position of power). Multiple themes were often expressed in one response. For example, the following quote denotes both perpetrator-related factors and believability of the assault: "I was scared that my

assaulter would know I reported him and come after me. I also had no evidence except my word against his, as I was not physically hurt.” Among those who did report, four themes emerged: the need for support, trust in university authorities, fear of seeing the perpetrator again, and fear of the perpetrator acting again. The latter two themes are denoted in the following quote: “I couldn’t write my chemistry exam. I was too scared to be in the same room as him. I didn’t want another woman to ever feel this way. I felt obligated I report for the greater good”

Thematic analyses also revealed specific reasons for why survivors chose not to report to the university versus the police authorities. The main themes associated with why survivors did not report to the university authorities were that the incident was not viewed as in the domain of the university (e.g., occurred off campus or perpetrator was not a student), and that the survivor would not have the support of the university should they report. For example, “because it didn’t happen on campus and because I didn’t really know at that time what really happened to me and by the time I knew, it was too late”. Meanwhile, the main themes associated with not reporting to the police was a lack in trust in police authorities and the incident not being severe enough. For example, “I wasn’t physically harmed so I didn’t think the police would care.”

The findings of this study provide insight into the experiences of female sexual assault survivors on Canadian university campuses when deciding whether to report the assault they experienced. The seven themes expressed for not reporting highlight the complexity and variety of concerns experienced by sexual assault survivors when contemplating going through the reporting process. Moreover, the analyses revealed that there are unique reasons for choosing not to report to the university versus the police. These findings are important as they can be used to help inform university and law enforcement reporting procedures and policies. They also provide insight into the experiences of survivors in the aftermath of an assault and can be used to inform the resources and services offered by Canadian universities.

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CPA 2019 Convention – SWAP Highlights



Janelle Kwee (right) presenting Leanna Closson with the 2019 SWAP Feminist Mentoring Award!

SWAP 2019 student award winners!



SWAP 2018 Distinguished Member, Dr. Lana Stermac, presenting “Campus Sexual Violence: Current Issues and Future Directions”.

Recently Defended Dissertation

Student: Nicole Jeffrey

Supervisor: Dr. Paula Barata

University Affiliation: University of Guelph

Title: Men's (Normalized) Sexual Violence Against Intimate Partners

Men's sexual violence (SV) against women remains common, especially in intimate relationships (Smith et al., 2017; Wegner, Pierce, & Abbey, 2014). Using three studies, I examined Canadian male university students' use of SV against an intimate partner (intimate partner sexual violence [IPSV]) and the societal norms that men and perpetrators used to justify and minimize IPSV. In the first study, I used surveys with 441 university men and found that IPSV was common in my sample: 16% reported using IPSV at least once in their most recent heterosexual relationship in the past year. In the second study, I used interviews with a subset of 10 IPSV perpetrators from the survey study in which they described IPSV incidents. In the third study, I used focus groups with 29 heterosexual university men in which they discussed sex and heterosexuality in intimate relationships. In the latter two studies, I used discourse analysis to examine the language and shared societal norms (or discourses) that participants used in talk and what this accomplished (Cameron, 2001; Gavey, 1989). I found that men and perpetrators relied on traditional, patriarchal societal norms about SV and heterosexuality. These norms allowed men to justify and minimize their own and other men's IPSV and frame it as normal and expected. For example, some referred to traditional norms about men's uncontrollable sexual urges to justify SV and explain it as normal male behaviour. Use of these norms often allowed perpetrators in the interviews to present themselves as good, non-violent men and allowed men in the focus groups to present themselves to other male participants as normal and masculine. These norms also work on a societal level to perpetuate SV and men's dominance.

Call for Abstracts

CPA Section on Women and Psychology
81st Annual National Convention

Call for Abstracts for Symposia at the CPA 2020 Convention!

Do you have research relevant to the Section on Women and Psychology that you would like to present at the 81st annual CPA Convention in Montreal on May 28th to 30th, 2020?

The Graduate Student Representative and Abstract Coordinator for the Section for Women and Psychology (SWAP) will be pre-reviewing abstracts in order to connect presenters whose topics may fit well together to create symposium presentations. If you have research that you would like to present at the 2020 CPA convention in Montreal, please share your ideas with us ahead of the CPA submission deadline and we will make suggestions for symposia.

If you are interested, please send your abstract to Tanja Samardzic, the Graduate Student Representative by e-mail at tsamardz@uoguelph.ca no later than **October 21st, 2019** to be considered. We will review submitted abstracts and arrange related topics into symposia submissions. Those who have unique topics that cannot be matched with others to be presented in a symposium will still be able to submit their work as a poster.

Please see <https://convention.cpa.ca> for more information about the convention. If you are unsure if your topic is suitable or if you have any other questions, please do not hesitate to contact us. See you in May!

American Psychological Association
2020 Annual Convention

The American Psychological Association 2020 Convention will take place in Washington, DC from August 6th, 2020 – August 9th, 2020.

APA is currently seeking proposals for APA 2020 sessions, CE workshops, and more. If you're a subject matter expert with new research or applications to share, and a speaker who can connect with an audience, we want to hear from you!

All submissions must be completed online. Visit convention.apa.org/proposals to get started.

Proposal Deadlines:

Collaborative Programs: **Friday, October 11, 2019**

Division Programs: **Monday, December 2, 2019**

Continuing Education Workshops: **Tuesday, November 12, 2019**

Psych Science in 3: **Monday, December 2, 2019**

Call for Proposals:

Contact Program Co-Chair: Emily.Keener@sru.edu

The Full Call for Proposals is at https://www.awpsych.org/2020_conference.php

All proposals related to feminist psychology are welcome!

See the proposal for full descriptions of themes:

- Sexual Agency
- Reproductive Justice
- Sexual and gender violence
- Disability, sex, and sexuality
- Trans and gender diverse (TGD) inclusivity
- Decolonizing transnationalism
- Immigration, migration, and refugee representation
- Lifespan development

Proposal Submission Instructions:

Proposals for AWP 2020 may be submitted for the following types of presentations. Read more about these and submit https://www.awpsych.org/2020_conference.php

- Pre-conference training workshop
- Workshop
- Symposium
- Paper
- Poster
- Data blitz (series of 5-minute talks focused on research)
- Book blitz

Submission Requirements and Procedures:

Proposals can be submitted online starting September 15, 2019. The priority deadline is October 21st and proposals submitted by this date will be given top priority for inclusion in the program. Submissions will be accepted through **October 28th**. There will be no further extensions.. To submit, go to https://www.awpsych.org/2020_conference.php.

Call for Papers

Journal of Social Issues

Issue on Decolonial Perspectives in Psychology

In recent years, there has been an increasing volume of calls (e.g., #RhodesMustFall) to reveal and resist the Euroamerican-centric character of the modern global order. Inspired by these movements, the *Journal of Social Issues* (JSI) and special issue editors (Shahnaaz Suffla, Kopano Ratele, Geetha Reddy, and Glenn Adams) seek papers for an upcoming special issue that builds on a series of recent SPSSI-sponsored events devoted to decolonial perspectives in psychology.[1]

Perspectives of decolonial theory (e.g., Maldonado-Torres, 2017; Ndlovu-Gatsheni, 2013) provide an increasingly influential framework for understanding the racialized violence inherent in the modern global order. A central concept of decolonial perspectives is *coloniality*: habits of mind and ways of being (e.g., colonial mentality and racial privilege; see David & Okazaki, 2006; Phillips & Lowery, 2018) that have roots in the colonial period but persist long after the end of colonial rule. Whereas mainstream accounts typically portray modernity and its individualist psychological manifestations as the leading edge of progress, decolonial theorists use the phrase *modernity/coloniality* to emphasize the extent to which colonial violence constitutes the modern global order. This phrase positions coloniality as the "darker side of modernity" (Mignolo, 2011): the typically obscured shadow of racist violence inseparable from the shiny project of modern individualist growth and development.

The goal of the special issue is to consider implications of decolonial perspectives for the psychological study of social issues. On one hand, we anticipate contributions that reveal and counteract the *coloniality of knowledge* in psychological sciences. How do theory and method reflect and reproduce interests of Euroamerican-centric global domination? What can researchers or practitioners do to resist forces of coloniality in their work? How might psychologists draw upon subordinated intellectual traditions to develop knowledge and forms of practice that better reflect experiences of the marginalized global majority? On the other hand, we anticipate contributions that illuminate potential resources that psychology and related fields might offer the decolonial project. How does research speak to decolonial analyses of modern/colonial institutions (e.g., human rights regimes, international development, scientific research, higher education) and related social issues (e.g., afterlives of slavery, racism, migration, gender-based violence, poverty, and environmental degradation)? What are the possibilities for a decolonial psychology that promotes empowerment and nurtures emancipatory ways of being? These are timely questions that are relevant to all readers of *JSI*, but they are especially pressing for the marginalized majority of people outside WEIRD (i.e., Western, educated, industrial, rich, and [supposedly] democratic) centers of global power that disproportionately inform mainstream psychological science. Accordingly, we encourage contributions from researchers outside WEIRD and white-dominated settings.

In keeping with *JSI* guidelines, we anticipate that the largest set of contributions will be reviews or original reports of empirical research. However, as scientific methods are themselves ripe for decolonization, (Tuhiwai Smith, 1999; Tuck & McKenzie, 2015), we welcome contributions that apply a broad range of quantitative or qualitative research approaches to reveal/counteract the coloniality of everyday life in the modern global order. Interested contributors should submit titles, detailed abstracts of 3-4 double-spaced pages, and short biographies (limited to half a page) to Glenn Adams (adamsg@ku.edu) by **October 31, 2019**. Detailed abstracts should conform to APA style. They should describe the theoretical underpinnings of the work and implications for institutional policy or action. For empirical reports, the abstract should include descriptions of the sample,

methodology, and primary results. Authors reporting qualitative research should consider COREQ or SRQR guidelines. For review articles, the abstract should include a discussion of criteria for inclusion and primary conclusions.. A guiding criterion for acceptance will be clear elaboration of decolonial implications. Strong submissions will extend consideration of decolonial theory and action beyond mere diversification of context, personnel, and curricula to articulate implications for resistance and transformation of modern/colonial realities. The editorial team will select a subset of detailed abstracts for inclusion with the formal proposal that they will submit to the *JSI* Editor by December 15, 2019. The editorial team will provide authors with feedback about inclusion in the special issue proposal by November 30, 2019. If *JSI* gives approval to proceed with the special issue, then we will direct invitees to submit manuscripts of 5000-8000 words within 3 months of the invitation date.

References

- David, E. J. R., & Okazaki, S. (2006). Colonial mentality: A review and recommendation for Filipino American psychology. *Cultural Diversity and Ethnic Minority Psychology*, 12(1), 1.
- Maldonado-Torres, N. (2017). Frantz Fanon and the decolonial turn in psychology: From modern/colonial methods to the decolonial attitude. *South African Journal of Psychology*, 47(4), 432-441.
- Walter D. Mignolo, *The Darker Side of Western Modernity: Global Futures, Decolonial Options* (Durham, NC: Duke University Press, 2011).
- Ndlovu-Gatsheni, S. J. (2013). *Empire, global coloniality and African subjectivity*. Berghahn Books.
- Phillips, L. T., & Lowery, B. S. (2018). Herd invisibility: The psychology of racial privilege. *Current Directions in Psychological Science*, 27(3), 156-162.
- Tuck, E., & McKenzie, M. (2015). *Place in Research: Theory, Methodology, Methods*. New York: Routledge.
- Tuhiwai Smith, L. (1999). *Decolonizing methodologies: Research and indigenous peoples*. London: Zed Books.
- [1] These include several webinars (e.g., *Decolonial Approaches to the Psychological Study of Social Issues*, available at www.youtube.com/watch?v=R2jtgB2QsQs&t=1324s; *Toward a Decolonial Psychology: Three Scholars in North American Settings*, available at www.youtube.com/watch?v=IVUgdCmianU&t=168s) and a SPSSI-sponsored conference at the University of the Western Cape in Cape Town, South Africa in February, 2019 (available at www.youtube.com/watch?v=e0xytvYYkrk&t=271s and www.youtube.com/watch?v=qiSCJ01avKg).

Call for Applications

American Psychological Association
12th Annual Leadership Institute for Women in Psychology

2020 Application for the APA Leadership Institute for Women in Psychology!

The Women's Programs Office is accepting applications for the 12th APA Leadership Institute for Women in Psychology (LIWP). The 2020 LIWP Call for Applications is open to doctoral-level mid-career women psychologists who work full-time in one or more settings, including, but not limited to, academic, academic medicine, business, government, independent practice, and the non-profit sector.

The 2020 LIWP includes five days, April 21-23 and November 16-17, 2020, of interactive, competency-based workshops held at APA Headquarters in Washington, DC. In addition, LIWP Participant Leaders will develop their leadership practice by applying LIWP training to a self-identified leadership project over the course of the year. Participant Leaders will also receive one-on-one consultation with leaders in the field, as well as peer-group mentoring from members of their cohort.

Click here: <https://www.apa.org/pi/women/programs/leadership/call> to learn more about the LIWP and to complete the application for the 2020 program year. All application materials are due by 4:59pm eastern time on **Friday, October 4, 2019**.

If you have any questions or need additional information, please contact Amanda Weber, Special Projects Manager at 202-336-6175 or aweber@apa.org.

Job Postings

West Chester University of Pennsylvania
Tenure Track Assistant Professor

Join a vibrant campus community whose excellence is reflected in its diversity and student success. West Chester University of Pennsylvania's department of psychology invites applications for a tenure-track faculty position in Clinical Psychology beginning August 2020 at the assistant professor level.

Minimum Qualifications:

Applicants must have a Ph.D. or Psy.D. in psychology and be licensed or license-eligible in the state of Pennsylvania. Completion of doctorate is required before the start of the Fall 2020 semester. In addition, applicants must have the following: (1) expertise with psychoeducational and diagnostic assessment, (2) experience providing clinical supervision to pre-doctoral practicum students, (3) experience and a commitment to teaching courses in clinical psychology at the undergraduate and graduate levels, (4) a commitment to teaching specialty courses in clinical psychology including graduate-level assessment and supervision of assessment with older adolescents and adults in our training clinic (WCU Community Mental Health Services), (5) an active program of research in clinical psychology, as evidenced by a track record of recent peer-reviewed empirical research, and (6) a demonstrated commitment to mentoring undergraduate and graduate students in research.

Preferred Qualifications:

Preference will be given to applicants with demonstrated expertise in neuropsychology.

Special Instructions:

Applicants selected for on-campus interviews will present a colloquium to demonstrate teaching and research excellence. The Department of Psychology is composed of 25 full-time faculty members and serves approximately 811 undergraduate majors, 70 master's degree students, and 30 clinical PsyD students. The PsyD program mission is to train culturally competent clinicians, which supports WCU's stated objective to promote inclusion and engagement with a diverse society. Additional information is available at West Chester University <http://www.wcupa.edu/> and the Department of Psychology <https://www.wcupa.edu/sciences-mathematics/psychology/> websites.

Applicants should apply online at <http://agency.governmentjobs.com/wcupa/default.cfm> Applications must include all of the following: a letter identifying the courses the applicant is prepared to teach, clinical experience, and experience providing clinical supervision; curriculum vitae; no more than 3 reprints or preprints of published articles; a statement of teaching philosophy; a statement of clinical supervision philosophy; a statement of research interests; and 3 letters of reference. If available, prior teaching evaluations should also be submitted. **Review of candidates will begin on September 1, 2019 and continue until the position is filled.** Applicants must successfully complete the interview process and a colloquium to be considered finalists. The filling of this position is contingent upon available funding. All offers of employment are subject to and contingent upon satisfactory completion of all pre-employment criminal background and consumer reporting checks. Developing and sustaining a diverse faculty and staff advances WCU's educational mission and strategic plan, Building on Excellence. West Chester University is an Affirmative Action/Equal Opportunity Employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply. We are committed to diversity, inclusion, social equity, and social justice.

Tenure Track Assistant Professor Position: Department of Counseling Psychology

Review of applications will begin **October 1, 2019** - Open until filled

Overview:

Santa Clara University is a comprehensive Jesuit, Catholic university located in California's Silicon Valley, offering its approximately 8,800 students' rigorous undergraduate curricula in arts and sciences, business, and engineering, plus graduate degrees in education, counseling psychology, law, business, and engineering. Distinguished by the highest retention rate and ranked first among all master's-granting universities in the West by U.S. News and World Report, Santa Clara University is California's oldest operating institution of higher education. The University is focused on creating an academic community that educates citizens and leaders who will build a more just, humane, and sustainable world.

Teaching Responsibilities:

The department prepares masters-level practitioners in Counseling Psychology and Marriage and Family Therapy with optional emphases in Correctional Psychology, Health Psychology, Latino Counseling and LGBTQ Counseling. Preference will be given to candidates capable of teaching graduate-level basic and advanced applied skills and approaches. Though somewhat flexible, open areas are relationship psychology and multi-person therapies (group, couple, family). Tenure-track faculty members in the department are also invited to create and teach an advanced elective of their own preference and design. The normal teaching load is 2 courses per quarter (Fall, Winter, and Spring). Optional summer teaching at additional salary is available.

Purpose & Qualifications:

The Department of Counseling Psychology, a premier masters-level Counseling/Clinical Psychology program producing graduates eligible for licensure as LMFTs and/or LPCCs, invites applications for a tenure-track Assistant Professor position. An earned doctorate in Counseling Psychology, Clinical Psychology, or the equivalent, and licensure as a Psychologist, LMFT, LPCC, or LCSW are required. Preference will be given to candidates with wide-ranging clinical skills and experience, ability to teach applied counseling and therapy classes, experience in graduate or undergraduate teaching, and a successful history/future plan for published scholarship in one of the open teaching areas (relationship psychology, group, couples, or family therapy). Theoretical orientation is open, but preference is for a person with experience in both long-term and short-term psychotherapy with a wide range of clinical diagnoses. An integrative clinical approach, with foci among Emotion-Focused, Existential, Humanistic, Process-experiential, Psychodynamic, Relational and/or Systems approaches is preferred. The program possesses a strong commitment to pluralism and multiculturalism. The successful candidate will be able to exhibit multicultural competence, cultural humility, and respect for diversity in clinical applications. Evidence of clinical experience in serving diverse and underserved communities is desirable.

Application Procedure and Deadline:

Inquiries and nominations are welcome, and can be directed to Dr. Jerrold Shapiro (jshapiro@scu.edu). Review of applications will begin **October 1, 2019**, and continue until the position is filled. Application must be made through the Santa Clara University posting <https://jobs.scu.edu/postings/8956>

Notes: Employer will assist with relocation and housing costs. Benefits are consistent with a premium regional university.

Working Title: Professor, Psychological Approaches to Sexual Violence - Cluster Hire

Degree and Area of Specialization:

Ph.D. in Psychology or Gender/Women's Studies or a closely related field, with a specialization in sexual violence research

Minimum number of years and type of relevant work experience:

Candidates should have a deep knowledge of research on sexual violence and a research program on sexual assault, sexual harassment, sex trafficking, violence against sexual minorities, or gender-based violence.

Tenure-track candidates will be expected to develop a strong research program leading to publication at the national and international level. Appointment at the tenured level requires evidence of excellence in research, teaching, and service and requires review by the Social Sciences Tenure Committee at the University of Wisconsin-Madison.

Position Summary:

The successful candidate will be expected to develop and maintain a vigorous, cutting-edge, highly visible research program that focuses on sexual violence; teach undergraduate and graduate courses; and perform university and professional service. Areas of research could include psychological aspects of victimization, psychological aspects of perpetration, and/or theory-based development of interventions designed to prevent sexual violence. Participating units in this search are Psychology and Gender & Women's Studies. Tenure home will be determined at the time of hire based on the selected candidate's qualifications and interests.

This faculty position is part of a faculty cluster search, "Sexual Violence: Connecting Social Science Research with Policy." The cluster defines "Sexual Violence" broadly to include sexual assault, sexual harassment, sex trafficking, violence against sexual minorities, and gender-based violence. A major purpose of the cluster is to build on existing strengths on campus and create cross-disciplinary synergy. Candidates should have an interest in collaborating with the cluster. Ultimately, it is a goal that an expansion of this research area at UW-Madison will translate into reductions in sexual violence on campus, in Wisconsin, and beyond.

Overall, three candidates will be recruited in this Cluster, which will build a world-class new core of interdisciplinary strength in research, making UW-Madison a leader in this critical area. The three faculty positions are 1) Psychological Aspects of Sexual Violence (this particular search); 2) Societal Aspects of Sexual Violence (PVL # 99523); and 3) Policy Approaches to Sexual Violence (PVL # 99600). These positions are part of the UW's Cluster Hiring Initiative, designed to foster innovative, outstanding research programs that will stimulate productive interactions among faculty and students in sexual violence research across campus and to expand interdisciplinary research in this area. Further information regarding this initiative can be found at: <https://facstaff.provost.wisc.edu/cluster-hiring-initiative/>

Principal duties:

Responsibilities include conducting research, teaching at all levels that are required, mentoring graduate students, and service at the university and professional levels, as well as collaborating with the Sexual Violence Cluster.

Additional Information:

UW-Madison is seeking a diverse set of faculty candidates who will deepen our campus's interdisciplinary research strength in key areas of current and future research promise, as well as faculty candidates who will approach their work in a manner that advances our commitment to research excellence.

A criminal background check will be conducted prior to hiring.

Employee class: Faculty

Department(s):

L&S/PSYCHOLOGY

L&S/GENDER & WOMEN'S STUDIES

Full time salary rate: Negotiable ACADEMIC (9 months)

Appointment percent: 100%

Anticipated begin date: August 17, 2020

Number of positions: 1

Department Contact:

Janet Hyde

1202 W Johnson St

410 Psychology Building, Brogden Madison, WI 53706-1611

Phone: 608-262-9522

Phone TTY: 608-263-2473

Fax: N/A

Email: jshyde@wisc.edu

How to Apply:

To apply, go to <http://jobs.wisc.edu> and search for PVL 99483. To begin the application process, please click on the 'Apply Now' button. You will be asked to create a profile and upload a C.V., cover letter, a research statement, a teaching statement, and 2 samples of written work (please upload these 2 samples together). You will also be asked to provide contact information for three (3) references as part of your online application. The deadline for ensuring full consideration is October 15, 2019; however, the position will remain open and applications may be considered until the position is filled.

To ensure consideration, application must be received by: **October 15, 2019**

If you need to request an accommodation because of a disability you can find information about how to make a request at the following website: <http://www.oed.wisc.edu/478.htm>

UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply.

University of Mary Washington
Tenure Track Assistant Professor

The Department of Psychological Science at the University of Mary Washington invites applications for a full-time tenure-track Assistant Professor position in Psychology beginning August 16, 2020. We seek applicants who have a demonstrated ability and a strong commitment to teaching undergraduates and including them in productive research in any topic within Cognitive Psychology.

Teaching responsibilities emphasize courses in cognitive psychology. Preference will be given to candidates also able to teach cognitive neuroscience, cognitive science, and/or learning. Candidates should also be prepared to teach service courses for the department (e.g., General Psychology, Statistics, Research Methods). The candidate must have a Ph.D. in Psychology by August 16, 2020.

Highly qualified candidates will be able to demonstrate dedication to effective teaching and high-impact learning in an inclusive environment that embraces diverse talents and backgrounds. The successful candidate can look forward to joining a faculty committed to engaging undergraduates in research both inside and outside of the classroom. The department has an active chapter of Psi Chi recognized at the national level and a robust program for undergraduates to develop professionally through participation in research teams and an annual research symposium.

To apply, please submit the following materials electronically to <https://careers.umw.edu> position #F00307: a letter of application, CV, statement of teaching interests (including the courses from our curriculum that you would be able to teach), a statement of research interests (including how you would involve undergraduates in your research endeavors), names and contact information for three references, an unofficial graduate transcript, and any materials that show evidence of effective teaching (e.g., syllabi, sample assignments, sample exams, teaching evaluations, etc.).

The University of Mary Washington is an equal opportunity employer committed to creating and supporting a diverse and inclusive work and educational community that is free of all forms of discrimination.. This institution does not tolerate discrimination or harassment on the basis of age, color, disability, gender identity, genetic information, national origin, parental status, political affiliation, race, religion, sex, sexual orientation or veteran status. We promote access, inclusion and diversity for all students, faculty, staff, constituents and programs, believing that these qualities are foundational components of an outstanding education in keeping with our mission. The university is interested in candidates whose experience and qualifications support an ongoing commitment to these core principles.

Deadline for receipt of materials is **October 18, 2019**. Send e-mail inquiries to the Search Committee Chair, Dr. David Rettinger at drettinger@umw.edu.

For more information about our department and this position see <http://cas.umw.edu/psychology>

Lafayette College
Assistant Professor

The Department of Psychology at Lafayette College invites applications for a tenure-track Assistant Professor position beginning Fall 2020. We seek applicants with expertise in Clinical or Counseling Psychology. Applicants must have a Ph.D. in a relevant field.. Training in clinical or counseling psychology is required, but area of specialization within clinical/counseling psychology is open. Experience teaching undergraduates is also essential. In addition to teaching courses such as Abnormal Psychology or Counseling Psychology, the candidate should be able to teach one or more of the following: Introductory Psychology, Statistics, and/or Research Design. An interest in and ability to contribute to one or more of Lafayette's interdisciplinary programs is also desirable (e.g., Africana Studies, Aging Studies, Neuroscience, or Women's, Gender and Sexuality Studies, among others). All faculty members are expected to involve undergraduates in research and to mentor them in independent scholarship. The Department of Psychology expects all of its members to maintain active, productive, sustained programs of scholarship that result in publications. We offer competitive start-up funds and space for research in a well-equipped psychology and neuroscience building.

Lafayette College is a highly selective private undergraduate college with academic programs and opportunities characteristic of larger institutions. The College is approximately 70 miles from both New York City and Philadelphia. More information about the department is available at <http://psychology.lafayette.edu>. Lafayette College is committed to creating a diverse community: one that is inclusive and responsive, and is supportive of each and all its students, staff, and faculty. All members of the College community share a responsibility for creating, maintaining, and developing a learning environment in which difference is valued, equity is sought, and inclusiveness is practiced. Lafayette College is an equal opportunity employer and encourages applications from women and minorities. Applications should be submitted to <https://apply.interfolio.com/68599>. Submit a cover letter, curriculum vitae, a statement of teaching philosophy, and a statement of scholarly interests, and arrange for three confidential letters of recommendation to be sent to JohnS. Shaw, III, Department of Psychology, through the Interfolio site. In your cover letter, please address how your teaching and research might support Lafayette's commitment to diversity and inclusion articulated in the College's diversity statement (<http://www.lafayette.edu/about/diversity-statement>). **Review of applications will begin October 18 and continue until the position is filled.**

University of Memphis
Assistant Professor

Position:

The Department of Counseling, Educational Psychology and Research seeks a full-time, 9-month, tenure-track faculty member for the Counseling Psychology program, beginning August 17, 2020. The Counseling Psychology program is APA-accredited and emphasizes the development of professional competencies, a balanced scientist-practitioner training model, and the preparation of graduates for a wide variety of clinical and academic settings. The position requires teaching of graduate courses, a significant program of scholarly research, research publications, the pursuit of external funding for research, mentoring of students, supervising research of graduate students, chairing and serving on doctoral committees, and participating in national professional organizations and university and college committees. (Position #002079)

Qualifications:

Required:

- Doctoral degree in Counseling Psychology from an APA-accredited program
- Evidence of an established research agenda and publication record
- Psychology licensure or license eligibility in the State of Tennessee
- Demonstrated commitment to diversity, equity, and inclusion

Desired:

- Evidence of funded grant awards or participation in funded projects
- Experience providing clinical supervision
- Experience teaching graduate courses either in-person, online, or in hybrid format
- Research/teaching/clinical experience in the areas of diversity, clinical supervision, assessment, or health psychology
- Knowledge and/or experience of continuous program assessment with APA accreditation standards

Responsibilities:

The hire will be appointed as a tenure-track faculty member in the department of Counseling, Educational Psychology and Research and will be expected to teach graduate courses in Counseling Psychology, supervise

Counseling Psychology doctoral student research, mentor students, participate in national professional organizations and university and college committees, and maintain an active program of research that includes seeking external funding. Specific teaching responsibilities could include courses in clinical supervision, diversity (gender, GLBT, international, and multicultural counseling), assessment, or health psychology.

Setting:

The Department of Counseling, Educational Psychology and Research (CEPR) offers five graduate certificates, five master's, and three doctoral degrees in its three principal areas. The department's programs are accredited by the American Psychological Association, the Council for Accreditation of Counseling and Related Educational Programs, and the Council for Rehabilitation Counselor Education (see www.memphis.edu/cepr). The College of Education, with a faculty of 85 tenure-track positions, is fully accredited by NCATE/CAEP and is a leader in the enhancement of teacher and principal preparation. The College is dedicated to diversity, inclusion, and equity and seeks to prepare students for careers as administrators, counselors, educators, leaders, practitioners, researchers, scholars, and teachers. The University of Memphis is recognized by the Carnegie Foundation as one of two public research universities and the only community engaged public university in Tennessee. It has six colleges and four professional schools serving a diverse population of nearly 20,000 students, 4,300 of whom are enrolled in graduate programs. The University is strongly committed to its urban mission and outreach programs, and recognizes the diverse and integrated role played by faculty and administration in fulfilling a comprehensive mission of research, education, and community outreach.

Salary & Beginning Date:

Salary will be competitive and commensurate with qualifications. The position (#002079) is a nine-month tenure track appointment with the possibility of summer teaching. The anticipated date of appointment is August 17, 2020. The University offers an excellent benefits package, including healthcare and retirement. The state of TN currently has no state income tax and the Memphis area has a very reasonable cost of living.

Application:

Review of applications will begin **October 21, 2019** and will continue until the position is filled. Applications must be submitted electronically at <https://workforum.memphis.edu>. Applicants are required to upload (1) a detailed letter of application describing their teaching and research interests and commitment to diversity, (2) a curriculum vita, and (3) names, addresses, telephone numbers, and email addresses of three references. Applicants will receive a confirmation number when all application materials are submitted in WorkforUM. Letters of reference and a transcript will be requested upon interview. Address inquiries and nominations to Dr. Suzanne Lease at (slease@memphis.edu) or the department office at (901) 678-2841.

University of Minnesota
Postdoctoral Fellow

The University of Minnesota President's Postdoctoral Fellowship Program (PPFP) is now seeking applicants whose research, teaching, and service will contribute to diversity, inclusion, and equal opportunity in higher education and at the University of Minnesota. Fellowships are awarded for 1-2 years.

PPFP builds on an institutional collaboration with the Partnership for Faculty Diversity, a national effort anchored by the University of California (UC) and the University of Michigan. The program is the outgrowth of a longstanding UC initiative that has encouraged outstanding women and underrepresented Ph.D. recipients to pursue academic careers.

Faculty and departments must work closely with potential fellows to attract and recruit the best candidates whose scholarship is of great interest and strategic value. To this end, please reach out to your contacts and colleagues at other universities and let them know about this opportunity. [Share the flyer](#), and please highlight the application closing date of **November 1, 2019**.

As you think about recruiting a Postdoctoral Fellow through this program, please discuss this opportunity with your colleagues and Department Heads/Chairs. Specifics about the program may be found on the [PPFP website](#).

If you have any questions about the program or the application process, please send an email to ppfp@umn.edu.

The University of Minnesota President's Postdoctoral Fellowship Program is designed to provide new scholars of all academic disciplines an opportunity to become more competitive candidates for tenure-track faculty appointments. The program provides postdoctoral fellowship opportunities, coupled with faculty mentoring, professional development, and academic networking opportunities. The program is hosted by the Office of the Executive Vice President and Provost and the Office for Equity and Diversity.

Applicants from historically underrepresented groups are encouraged to apply. The University of Minnesota provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

University of Central Florida
Assistant, Associate or Full Professor

Classification Title: Assistant, Associate, or Full Professor, Violence Against Women

Job Description:

The University of Central Florida (UCF) has established several interdisciplinary clusters to strengthen its academic offerings and research mission. In support of this effort, we are recruiting faculty in the area of violence against women and will hire three (3) tenure track assistant professors or tenured associate professors or professors for the Violence Against Women Cluster. These positions have an anticipated start date of August 8, 2020.

These are interdisciplinary positions that will be expected to strengthen both the cluster and a chosen tenure home department and may include a combination of joint appointments across departments and colleges (i.e., College of Nursing, Department of Population Health Sciences in the College of Medicine, College of Health Professions and Sciences, College of Sciences, College of Community Innovation and Education, Nicholson School of Communication and Media, etc.).

A strong advantage of a faculty cluster position is the ability of the candidate to choose a combination of units from the cluster for their appointment. (See <https://www.ucf.edu/faculty/faculty-research-clusters/> for a complete list of all the units involved.) Both individual and interdisciplinary infrastructure and start-up support will be provided with this new position. The position will carry a rank commensurate with the candidate's prior experience and record.

The ideal candidates will have significant federal funding (or potential for funding if at the assistant professor level) and scholarship focused on public and population health aspects of violence against women. They will

have research impact as reflected in high-quality publications and the potential to develop a well-funded research program. In particular, we are looking for individuals who will work at the intersection of several areas such as epidemiology of violence (sexual, physical, emotional, and financial); social determinants of violence and its health consequences; health disparities and violence against women; physical and mental health correlates, and consequences; social welfare, advocacy, and victim services; healthcare and healthcare systems' response to violence and victims; community-based interventions and primary prevention; intentional injury; human rights; and/or public safety and criminal justice systems.

UCF is one of the nation's largest universities with a diverse student body of more than 68,000 students and has grown substantially in size, quality, diversity, and reputation in its first 50 years. Today, the university offers more than 200-degree programs at its main campus in Orlando. UCF is an economic engine, attracting and supporting industries vital to the region's future while providing students with real-world experiences that help them succeed after graduation. UCF's Orlando location also puts it at the center of the Florida High Tech Corridor. The corridor has an excellent industrial base that includes software, defense, space, simulation and training, and a world- renowned entertainment industry. Adjacent to UCF is a thriving research park that conducts over \$2 billion in funded research, hosting more than 100 high-technology companies and UCF's Institute for Simulation and Training. The Central Florida area is designated by the State of Florida as the Center of Excellence in Modeling and Simulation. UCF also has an accredited medical school which was established in 2006 and has a strong interest in the area of violence against women. Great weather, easy access to the seashore, one of the largest convention centers in the nation, and one of the world's best airports are just a few features that make Orlando an ideal location. We encourage you to learn more about UCF at <http://www.ucf.edu/faculty>.

Minimum Qualifications:

A Ph.D., terminal degree, or foreign degree equivalent from an accredited institution at the time of appointment in an area appropriate to the cluster. The selected candidate must also have a record of high impact research related to violence against women demonstrated by a strong scholarly and/or funding record. In order to obtain tenure, the selected candidate must have a demonstrated record of teaching, research, and service commensurate with rank in the tenure department.

Preferred Qualifications:

A history of working with teams, especially teams that span multiple disciplines, is strongly preferred. A record of scholarship in the area of public and population health aspects of violence against women as noted above.

Additional Application Materials Required:

UCF requires all applications and supporting documents to be submitted electronically through the Human Resources website, www.ucf.edu/jobs/. No paper or emailed applications or materials will be considered.

UCF has a diverse student body and community, and we are committed to meeting the needs of this community. Please tell us about your approach and experience, in the context of a faculty-student setting and as a colleague, meeting the needs of a diverse community.

In addition to the online application, interested candidates must attach the following materials to their application:

- 1) the above-mentioned diversity statement,
- 2) *a cover letter,
- 3) curriculum vitae,
- 4) teaching statement,
- 5) research statement, and
- 6) contact information for three professional reference (include email address).

*In the cover letter candidates must address their background in violence against women, experience working in an interdisciplinary environment, and identify the department(s) for their potential tenure home and the joint appointments they would desire.

Note: Please have all application documents ready when applying so they can be attached at that time. Once the online submission process is finalized, the system does not allow applicants to submit additional documents at a later date.

These positions have an anticipated start date of August 8, 2020. Review of applications will begin immediately and continue until the positions are filled.

Questions regarding this search can be directed to the search committee chairs, Dr. Catherine Kaukinen (catherine.kaukinen@ucf.edu), or Dr. Jana Jasinski (jana.jasinski@ucf.edu).

Equal Employment Opportunity Statement:

As an equal opportunity/affirmative action employer, UCF encourages all qualified applicants to apply, including women, veterans, individuals with disabilities, and members of traditionally underrepresented populations. UCF's Equal Opportunity Statement can be viewed at:

<http://www.oie.ucf.edu/documents/PresidentsStatement.pdf>. As a Florida public university, UCF makes all application materials and selection procedures available to the public upon request.

Advertised: August 30, 2019

Application Close: Open until filled

Awards and Grants

Canadian Federation of University Women
2020-2021 CFUW Fellowships and Awards

How to Apply:

To access the online application, students must Sign In by creating an account with login email and password. Applicants may track the status of their applications at any time during the competition through the online fellowships and awards application.

Required Documents Submitted Online:

- Online Application Form and Personal Information Consent
- Two (2) Sections of Required Information:
 - i) Section I – Statement of Intent; and
 - ii) Section II – Curriculum Vitae.
- Confirmation of Enrolment in a graduate program from the host institution; or
- Letter of Acceptance into the program of proposed study from the host institution, if not enrolled at the time of application.
- Proof of Ethics Application/Approval, or approximate date of projected application, if applicable. If you are uncertain about whether you need to obtain approval by the Research Ethics Board please consult the host institution.
- CFUW Referee Assessment Form must be signed by the referee and clearly indicate the referee's name, position, and email address. Three (3) references are required; preferably all three are from academic referees.
- Application filling fee payment by credit card; or manual payment for application filling fee by cheque or money order.

Who Can Apply:

The CFUW Fellowships and Awards program is an affirmative action program as provided for in the Constitution of Canada. Eligibility for CFUW Fellowships and Awards is restricted to women.

An applicant for any of the CFUW Fellowships or Awards funded by the CFUW Charitable Trust must have:

- At least a bachelor degree or equivalent from a recognized university;
- Acceptance or current enrolment in her proposed program and place of study for academic year 2020-2021; and
- Canadian Citizenship or Permanent Resident Status in Canada.

The CFUW Fellowships and Awards funded by the CFUW Charitable Trust:

- CFUW Dr. Margaret McWilliams Pre-Doctoral Fellowship
- CFUW Memorial Fellowship
- CFUW Dr. Alice E. Wilson Awards
- CFUW 1989 École Polytechnique Commemorative Awards
- CFUW Linda Souter Humanities Award
- CFUW Bourse Georgette LeMoyne
- Ruth Binnie Fellowship

- Canadian Home Economics Association (CHEA) Fellowship
- CFUW Elizabeth & Rachel Massey Award
- CFUW Aboriginal Women's Award (AWA)

Application Fee:

There is a filing fee of \$60 for each CFUW Fellowship or Award application.

Application Deadline: December 3, 2019, by 11:59 p.m. EDT

Please read the [ELIGIBILITY REQUIREMENTS FOR CFUW FELLOWSHIPS AND AWARDS](#), instructions, and program policy guidelines before starting the online application.

INSTRUCTIONS FOR APPLYING ONLINE

Click here to find out more about the [PROGRAM POLICY GUIDELINES](#).

Upcoming Conferences

Association of Women in Psychology
2020 Conference: Sexual Agency/Sexual Rights

Our theme is Sexual Agency/Sexual Rights, inclusive of Reproductive Justice. Invited speakers will inspire members to think deeply and critically about reproductive justice and sexual agency. Conference workshops (with opportunities to earn CE credits) will begin on Thursday, March 5, 2020, followed by a welcome reception from 5 to 7pm and late-night presentations and discussions on sex, sexuality, and disability. Loretta Ross' keynote starts a full day of presentations on Friday, concluding with feminist karaoke. Saturday opens with the annual awards ceremony and a plenary session where three scholars, Laina Bay-Cheng, Deb Tolman, and Alexandra Rutherford discuss sexual agency and neoliberalism. Saturday night ends with a show by Austin Transgender comedian <https://www.carinamagyar.com/> and a party with an Austin DJ. Presentations and our closing ceremony end the conference by midday Sunday.

Activism/Resistance/Resilience: Located a few steps from the Texas statehouse, the 2020 conference will be especially activist-focused. We are working with local activist groups.

Program Committee:

Maureen McHugh and Emily Keener (Co-Chairs of Program Committee)

Sharon Lamb and Debra Mollen, (Conference Organizers)

Mary Zahm, Rakhshanda Saleem, Kenna Bolton Holz, Bhanu Priya Moturu, Tangela Roberts, Noelany Pelc, and Camille Interligi

Conference Registration:

Participants are required to register for the meeting. Registration for the conference will be available online from the 2020 Conference link on the AWP website at www.awpsych.org starting in **December 2019**. Register by Friday, February 2, 2020, to receive lower rates!

Hotel Reservations:

Make your reservations ASAP at the AT&T Conference Center in Austin at

<https://book.passkey.com/go/WOMPSY0320> using the code WOMPSY0320.

Reservations must be received by Sunday, Feb. 2, 2020 to get the conference rate of \$209 plus taxes.

Plan to join us in Austin, Texas

March 5th through March 8th, 2020!

The Austin, Texas AWP Conference Collective

SWAP Social Media

Thanks to the work of SWAP executive members Nicole Jeffrey and Tanja Samardzic, you can now stay connected and up-to-date on events and updates relevant to the CPA Section on Women and Psychology through social media! I encourage those who use these platform to like and follow the SWAP accounts to stay updated!



Twitter: @CPA_SWAP



Facebook: CPA Section on Women and Psychology

https://www.facebook.com/pg/CPA-Section-on-Women-and-Psychology-222684591796631/about/?ref=page_internal

Newsletter Submissions

I am seeking detailed submissions for the following columns for the January 2020 SWAP Newsletter:

1. **MEMBERS' RECENT PUBLICATIONS.** This column is for members to highlight their recent publications. If you have published an article/book/book chapter in the last year this is your chance to let the SWAP members know about it. Please submit the reference and a 250-500 word abstract of your publication to me.
2. **METHODOLOGICAL REVIEW.** If you have read or written an article using a research method that you think is particularly interesting and/or innovative, or has been used in an innovative fashion (e.g., to access a difficult to access population, administered in a unique way, etc.), please consider writing a review of that article. The goal is to highlight research methodologies that may be useful to members when they are developing new research projects. For example (but not limited to), discourse analysis, conversation analysis, client representative case study, structural equation modeling, a multiple regression conducted in a unique way, mixed methods, etc.
3. **CONFERENCE REVIEWS.** If you have attended a conference since the last Newsletter and there were presentations that you think would be of interest to our members, please consider writing a brief review (250-500 words) of the conference/presentation(s). This includes any presentations that you may have made at a recent conference. Please include the author(s) of the research, the name of the project, the professional affiliation of the author(s), and the name of the conference where this research was presented.
4. **UPCOMING CONFERENCES.** If you are aware of an upcoming conference that you think the other members would like to know about, please email me the details of the conference.
5. **RECENTLY DEFENDED DISSERTATIONS & THESES.** If you have a student or you are student who has recently defended a dissertation or thesis (in the last year), please have the student send me a short abstract (about 200-300 words), the university affiliation and the name of the student's supervisor.
6. **FELLOWSHIPS OR JOB OPPORTUNITIES.** If you are aware of any fellowships or job opportunities that would be of interest to our members, please send me the details of them.
7. **CALL FOR PAPERS/ABSTRACTS.** If you have received a call for papers/abstracts for conferences and/or publications please send me the details.
8. **BOOK REVIEW.** If you have read a book recently that you think would be of interest to SWAP Members, please write a book review (length at your discretion) and send it to me (jenna.cripps@mail.utoronto.ca). Include: Title of the book, author(s), publication date, publisher, and your name.

Submission Deadline for January's Newsletter is January 17, 2020