

BRNET October 2014 Newsletter



Dear BRNET Members and Friends of BRNET:

Thank you for being a part of the Bullying Research Network! Below you will find updates from our network. Be sure to check our website at <http://brnet.unl.edu> for more information as well.

2015 BRNET Think Tank

Save the date! The 2015 BRNET Think Tank will be held at Boston University on June 9th and June 10th. More details and registration information will appear in subsequent newsletters.



Researcher Spotlight – Dr. Jill D. Sharkey

Jill D. Sharkey, Ph.D., is a Lecturer with Security of Employment in the Department of Counseling, Clinical, and School Psychology. This position involves teaching, coordinating the school psychology credential program, mentoring doctoral students, and modeling an active applied research program.

Dr. Sharkey earned her school psychology credential in 2002 and received her Ph.D. in Special Education, Disability, and Risk Studies in 2003 from UC Santa Barbara. Since then she has been conducting research through the Center for School-Based Youth Development (CSBYD); <https://education.ucsb.edu/news/2014/center-school-based-youth-development-csbyd-releases-its-2013-annual-report-continues>).

Dr. Sharkey's research centers on promoting student engagement for all children and primarily for children who have experienced a variety of personal, family, and community risk factors. In particular, she is focused on understanding optimal family, school, and community response to youth at risk. Her current contracts and grants include examining school response to youths at-risk for gang involvement, innovation in juvenile justice response to females on probation, and evaluation of reentry services to promote positive outcomes for probationers. Dr. Sharkey is passionate about transforming systems to respond to students with challenging behavior with restorative rather than exclusionary approaches. Dr. Sharkey works with multiple agencies to develop data sharing agreements that require overcoming obstacles among judicial, penal, social service, and educational agencies to ultimately enhance coordination of services to children who have experienced many risk factors including violence and neglect.

Dr. Sharkey is interested in understanding the impact of bullying and the stigma of bullying on psychosocial functioning in collaboration with her colleagues at the CSBYD and through BRNET (e.g., Holt et al., in press). In particular, she is dedicated to better understanding how various measures of bullying impact which students are identified as victims and/or bullies and what that means for intervention. Acknowledging that bullying and victimization commonly occur within the school context and contribute to students' overall functioning, Dr. Sharkey is interested to work within schools to screen students for various emotional and behavioral difficulties such as bullying, victimization, and related impacts, and address identified difficulties through multi-tiered supports informed by data.

Dr. Sharkey's Faculty Webpage:

<http://education.ucsb.edu/research-faculty/bio?first=Jill&last=Sharkey>

Want to work with Dr. Sharkey? Job Opening for a Project Scientist:

<http://education.ucsb.edu/about/employment>

BRNET New Members!

BRNET has a current total of 157 members! One new member has joined this past month. Welcome to BRNET, Dr. Paul Sterzing! Please see below for his brief biography.

Dr. Paul Sterzing is an assistant professor at the School of Social Welfare. He is a graduate of the George Warren Brown School of Social Work at Washington University in St. Louis. Dr. Sterzing received honorable mention for the 2013 Outstanding Social Work Doctoral Dissertation Award for his dissertation entitled "Risk and Protective Factors for Bullying Victimization among Sexual Minority Youths." from the Society for Social Work and Research.

Dr. Sterzing is currently the Co-Director of the Center for Prevention Research in Social Welfare (UC Berkeley) and a research affiliate with the Center for Violence and Injury Prevention (Washington University in St. Louis). Dr. Sterzing is also the Co-PI on a three-year study entitled SpeakOut, which is funded by the National Institute of Justice (2013-IJ-CX-0029; \$456,606). SpeakOut will identify exposure to multiple forms of victimization across family, peer, school, online and community contexts among

sexual minority youth (e.g., gay, lesbian, bisexual, transsexual, queer, questioning). For more information, please visit: <http://socialwelfare.berkeley.edu/paul-sterzing>

- Please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Dr. Shelley Hymel, Dr. Susan Swearer, or to bullyresearchnet@gmail.com.

If you have recently joined BRNET and have not yet provided your information, please send the following to bullyresearchnet@gmail.com.

- 1) contact information that can be posted on the website,
- 2) a brief biography of you and your work,
- 3) a list of current/ongoing projects in this area,
- 4) an annotated bibliography of your work in this area (i.e., full reference plus a few sentences about the work), and,
- 5) relevant web-based links you would like to share.

Friends of BRNET

Friends of BRNET is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Friends of BRNET receive our monthly e-newsletter. If you are interested in becoming a Friend of BRNET, please click on this link:

<http://cehs15.unl.edu/cms/index.php?s=2&p=711>

BRNET Member Grant/Funding Announcements

Receipt of funding facilitates the BRNET mission to conduct interdisciplinary research related to bullying and aggression, with particular attention being paid to the link between basic and applied research. Thus, the BRNET directors are excited to offer members a new opportunity to share grants (and other sources of funding) they have received for their research projects.

Funding varies across countries and is not limited to federal grants. If you are interested in sharing your grants or funding with other BRNET members, please send an abstract of the research funding along with the funding source to bullyresearchnet@gmail.com and we will post the information on our website.

Member Announcements

(1) TWO TENURE-TRACK FACULTY POSITIONS AT THE UNIVERSITY OF NEBRASKA-LINCOLN:

The College of Education and Human Sciences (CEHS) of the University of Nebraska-Lincoln (UNL) is seeking two faculty members with expertise in bullying prevention and intervention and may include a focus on school or family contexts, children's mental health, neuroscience, social policy and/or translational research. Both positions are tenure track at the advanced assistant or associate level.

The University of Nebraska – Lincoln is developing a thematic translational research area in bullying prevention and intervention. For the past decade the College of Education and Human Sciences has supported the Bullying Research Network (BRNET), an international network of bullying prevention and

intervention researchers. Building upon the success of BRNET, the college and university have developed the Nebraska Bullying Prevention/Intervention Academy, connected with the Nebraska Center for Research on Children, Youth, Families, and Schools and the Empowerment Initiative. We are seeking two scholars to build and support translational research on youth empowerment, youth engagement, and bullying prevention across homes, schools, and communities.

Successful candidates for the first position will have a completed doctorate in school or counseling psychology, developmental psychology, cognitive psychology, human development, or a closely related field for a tenure-track advanced assistant or associate professor position in the Department of Educational Psychology. Specific areas of strength may include (a) development and evaluation of innovative prevention or intervention strategies that address health and/or mental health in children, youth and families and the association to bullying involvement; (b) investigation of related processes and approaches as they apply to bullying behaviors among youth and adults; or (c) school and policy issues that are related to youth resilience and empowerment. Advanced skills in applied intervention research methods and statistical approaches are required, including a strong analytical background in advanced longitudinal and epidemiological techniques (e.g., hierarchical linear modeling, missing data procedures and/or mixed methods approaches).

Successful candidates for the second position will have a completed doctorate in school-, counseling-, or clinical-psychology, developmental psychology, cognitive psychology, human development, teacher education, special education, educational administration, higher education or student affairs, family science, or a closely related field for a tenure-track advanced assistant or associate professor position in the one of the following departments in the college: Child, Youth and Family Studies; Educational Administration; Educational Psychology; Special Education and Communication Disorders; or Teaching, Learning and Teacher Education. Specific areas of strength may include (a) development and evaluation of innovative prevention or intervention strategies that address physical health and/or mental health in children, youth and families; (b) investigation of related variables, processes and approaches as they apply to bullying behaviors among youth and adults; (c) family, school and policy issues that are related to youth resilience and empowerment; or (d) curricular or programmatic variables and approaches that address empowerment of children and youth within a bullying prevention context. Expertise in applied intervention research methods and statistical approaches is required, including a strong analytical background in advanced longitudinal and epidemiological techniques (e.g., hierarchical linear modeling, missing data procedures and/or mixed methods approaches).

Minimum qualifications for both positions include: (a) earned doctorate in one of the aforementioned areas; (b) record of leadership on funded research activities; and (c) record of research productivity in area(s) of strength listed above.

Preferred qualifications for both positions include: (a) demonstrated expertise related to prevention and intervention associated with bullying prevention and intervention, the translation of efficacious interventions to applied settings (e.g., schools, homes, detention facilities, hospitals, higher education), and an appreciation for ecological influences on the development of individual differences; and (b) clear evidence of research productivity and funding, including a relevant publication record, success in garnering grant support, and expertise in statistics and research methods. Applicants must demonstrate an ability to integrate their research with the missions of the Department, College, and University, and collaborate with other researchers focused on youth empowerment and bullying prevention and intervention.

Responsibilities for both positions: (a) lead an active line of research in an area consistent with the research strengths listed above; (b) participate actively on interdisciplinary research teams who conduct research related to children, youth, families and schools; (c) write grants and secure funding for new research; (d) contribute to the scholarly literature through the publication of refereed journal articles,

books, book chapters, and related products; (e) collaborate with faculty, post-doctoral fellows, graduate and undergraduate students; and (f) contribute to the teaching mission and ongoing research initiatives of UNL, CEHS, and the department.

The University of Nebraska – Lincoln is home to nationally recognized Centers and Institutes. For example, the Nebraska Center for Research on Children, Youth, Families and Schools (<http://www.cyfs.unl.edu>) is a highly collegial, interdisciplinary program of excellence that promotes and supports a vibrant grant and research culture in the College of Education and Human Sciences and across the University of Nebraska system. CYFS houses two Academies: The Nebraska Academy for Methodology, Analytics, and Psychometrics and the Nebraska Bullying Prevention/Intervention Academy. The newly-formed Nebraska Bullying Prevention/Intervention Academy is an extension of the Bullying Research Network (<http://brnet.unl.edu>) and is housed under the Empowerment Initiative (<http://empowerment.unl.edu>). For the past decade, the Bullying Research Network, a collaborative effort between the University of Nebraska – Lincoln and the University of British Columbia in Vancouver, Canada, has been supported by CEHS and is a network of internationally and nationally renowned researchers in the areas of bullying prevention and intervention. CEHS is closely affiliated with the newly established Buffett Early Childhood Institute (BECI) and the Center for Brain, Biology and Behavior (CB3), with many opportunities for research collaboration and partnership across the NU system.

Review of applications will begin November 10, 2014 and continue until a suitable candidate is hired.

Applicants interested in the first position for a tenure-track advanced assistant or associate professor position in the Department of Educational Psychology. To be considered, please go to <http://employment.unl.edu>, requisition F_140145, click on “Apply to this job” complete the application form and attach the following documents; 1) cover letter of application, 2) current vitae, 3) statement of research program with up to three PDF reprints of published papers and 4) contact information for three references. Candidates will be notified before references are contacted. Candidates wishing further information are encouraged to contact Dr. Susan Swearer (Co-Director, Bullying Research Network) by phone (402-472-1741) or email (sswearer@unl.edu) or Dr. Susan Sheridan (Director, Nebraska Center for Research on Children, Youth, Families, and Schools) by phone (402-472-6941) or email (ssheridan2@unl.edu).

Applicants interested in the second position for a tenure-track advanced assistant or associate professor position in one of the five listed departments in the College of Education and Human Sciences. To be considered, please go to <http://employment.unl.edu>, requisition F_140146, click on “Apply to this job” complete the application form and attach the following documents; 1) cover letter of application, 2) current vitae, 3) statement of research program with up to three PDF reprints of published papers and 4) contact information for three references. Candidates will be notified before references are contacted. Candidates wishing further information are encouraged to contact Dr. Jon Pedersen (Associate Dean, College of Education and Human Sciences) by phone (402-472-4124) or email (jpedersen2@unl.edu) or Dr. Susan Swearer (Co-Director, Bullying Research Network) by phone (402-472-1741) or email (sswearer@unl.edu).

Applicants who meet the qualifications for both positions are encouraged to apply to both positions.

The University of Nebraska-Lincoln is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance, and dual careers.

(2) SCIENCE OF COMPASSION CONFERENCE may be of interest to those of you near the San Francisco Bay Area.

Hosted by: Stanford University's Center for Compassion & Altruism Research and Education (CCARE)
Date: November 10-11, 2014 in San Francisco, CA.

Details and registration info about this and other compassion-related events in November can be found in our press release, here: <http://ccare.stanford.edu/compassionweek2014>.

(3) ASSISTANT PROJECT SCIENTIST SERIES POSITION

Assistant Project Scientist Series Position: Job # JPF00385

The Center for School-Based Youth Development (CSBYD) in the University of California, Santa Barbara's Department of Counseling, Clinical, and School Psychology is seeking an Assistant Project Scientist to make significant and creative contributions to its research mission. The CSBYD is a community of researchers devoted to developing a better understanding of the role of school engagement as a protective force in children's lives and that promotes academic, social, emotional, and physical well-being. The Assistant Project Scientist will work under the supervision of Dr. Jill Sharkey, whose research centers on promoting student engagement for all children, but primarily for children who have experienced a variety of personal, family, and community risk factors. In particular, Dr. Sharkey focuses on promoting youth development and preventing school violence by understanding optimal family, school, and community response to youth at risk. Ongoing projects include:

1. examining the functioning of social emotional health, bullying, and victimization;
2. risk assessment to screen and intervene with identified youths;
3. evaluating the impact of probation services on program success and reoffending of participants; and
4. coordinating school, probation, and community-based organization data to facilitate community-based organization self-evaluation.

The Assistant Project Scientist will help craft grants to fund research ideas, participate in writing projects for publication in peer-reviewed outlets, conduct the advanced statistical analyses needed to examine complex research questions, train and supervise graduate students to manage data efficiently through database development and maintenance, and help coordinate existing grants. This is an exciting opportunity to develop grant-writing, manuscript preparation, and project management skills while making significant and creative contributions to research. We also welcome the Assistant Project Scientist to bring research ideas to the CSBYD and to develop cross-site collaboration projects with prior mentors. For more information about the CSBYD see <https://education.ucsb.edu/news/2014/center-school-based-youth-development-csbyd-releases-its-2013-annual-report-continueS>.

The appointee will be an ongoing member of Dr. Sharkey's research team and will engage in regular meetings with faculty, students, and numerous community agencies to facilitate research productivity. The Assistant Project Scientist will contribute high-level skills to the projects for an eight-month period (November 1, 2014 to June 30, 2015) with the opportunity for annual renewal of the appointment depending on funding. Full-time is preferred but part-time of at least 50% will be considered. Salary range is \$53,100 to \$56,200 (full time equivalent). Benefits included. The CSBYD is especially interested in candidates who can contribute to the diversity and excellence of the academic community through research, teaching, and service.

The Assistant Project Scientist position is ideal for someone within the first few years of their doctoral graduate degree. Previous experience applying to grants and/or working on grant-funded research is preferred as is the ability to independently conduct advanced statistical analyses such as HLM and SEM. The applicant should have a record of publication in the fields of education, school psychology, criminal justice, or educational statistics and research methodology. Doctorate degree (or equivalent) in a relevant field is required. Additional requirements include proficiency with APA style and strong organizational and collaboration skills.

Review of applications will begin immediately and continue until the position is filled. The primary consideration date is 10/20/14. Applicants should apply on line through the UC Recruit system: <https://recruit.ap.ucsb.edu/apply/JPF00385>. Please submit a letter of application, curriculum vita, three samples of scholarly work (reprints/preprints), and three letters of reference. If you have any questions regarding this process, please contact Tracey Velasquez at 805-893-4428 or by email: tracey@education.ucsb.edu.

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, or any other characteristic protected by law including protected Veterans and individuals with disabilities.

Thank you for your involvement in the Bullying Research Network! If you have any news, information, research, suggestions for new members, or other materials that our members would find useful, please do not hesitate to email us at bullyresearchnet@gmail.com

Most sincerely,



Dr. Shelley Hymel
University of British Columbia
BRNET Co-Director



Dr. Susan Swearer
University of Nebraska - Lincoln
BRNET Co-Director