



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.

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).

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.

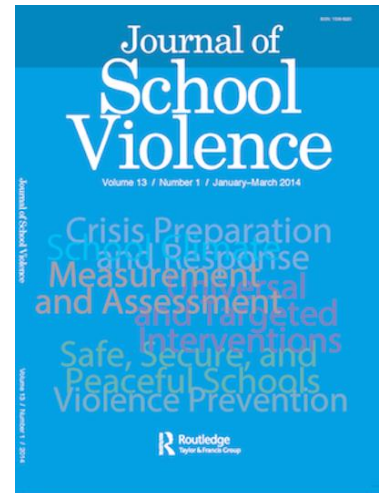


Journal of School Violence – Special Issue: New Directions in Cyberbullying Research

Here is a preview of an upcoming issue in the Journal of School Violence:

Guest Editors: Sheri A. Bauman and Amy Bellmore

- Introduction to the Special Issue
Sheri A. Bauman and Amy Bellmore
- Cyberbullying Via Social Media
Elizabeth Whittaker and Robin Kowalski
- The Role of Moral Disengagement and Self-Efficacy in Cyber Bullying
Kay Bussey, Sally Fitzpatrick, and Amrutha Raman
- A Comparison of Classification Approaches for Cyberbullying and Traditional Bullying Using Data From Six European Countries
Anja Schultze-Krumbholz, Kristin Göbel, Herbert Scheithauer, Antonella Brighi, Annalisa Guarini, Haralambos Tsorbatzoudis, Vassilis Barkoukis, Jacek Pyżalski, Piotr Plichta, Rosario Del Rey, José A. Casas, Fran Thompson, and Peter K. Smith
- A Computer Game-based Method for Studying Bullying and Cyberbullying
Juan Fernando Mancilla-Caceres, Dorothy Espelage, and Eyal Amir
- Prevention of Cyberbullying and Cyber Victimization: Evaluation of the Visc Social Competence Program
Petra Gradinger, Takuya Yanagida, Dagmar Strohmeier, and Christine Spiel
- Beware Publicity! Perceived Distress Associated with Negative Cyber Incidents and Implications for the Definition of Cyberbullying
Stephanie Pieschl, Christina Kuhlmann, and Torsten Prosch
- #bully: Uses of Hashtags in Posts about Bullying on Twitter
Angela Calvin, Amy Bellmore, Jun-Ming Xu, and Xiaojin Zhu



BRNET New Members!

BRNET has a current total of 157 members!

- 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) National Bullying Prevention Awareness Month Guidance:

Dear Colleague:

As part of National Bullying Prevention Awareness Month, the U.S. Education Department's Office for Civil Rights (OCR) today issued guidance to schools reminding them that bullying is wrong and must not be tolerated – including against America's 6.5 million students with disabilities. The Department issued guidance in the form of a letter to educators detailing public schools' responsibilities under Section 504 of the Rehabilitation Act and Title II of Americans with Disabilities Act regarding the bullying of students with disabilities. If a student with a disability is being bullied, federal law requires schools to take immediate and appropriate action to investigate the issue and, as necessary, take steps to stop the bullying and prevent it from recurring.

Today's guidance builds upon anti-bullying guidance the Department has issued in recent years concerning schools' legal obligations to fix the problem, including:

- A 2013 dear colleague letter and enclosure by the Office of Special Education and Rehabilitative Services (OSERS) clarifying that when bullying of a student with a disability results in the student not receiving meaningful educational benefit under IDEA, the school must remedy the problem, regardless of whether the bullying was based on the student's disability.
- A 2010 dear colleague letter by OCR which elaborated on potential violations when bullying and harassment is based on race, color, national origin, sex, or disability.

- A 2000 dear colleague letter by the OCR and OSERS, which explained that bullying based on disability may violate civil rights laws enforced by OCR as well as interfere with a student's receipt of special education under the Individuals with Disabilities Education Act (IDEA).

The latest letter makes clear that the protections for students with disabilities who are bullied on any basis extend to the roughly three quarters of a million students who are not eligible for IDEA services but are entitled to services under the broader Section 504 of the Rehabilitation Act of 1973. That law bars discrimination on the basis of disability in all programs or activities that receive federal financial assistance.

Help is available for those who are either targets of disability bullying or know of someone who might be, such as:

- A fact sheet for parents on schools' obligations under federal law to address bullying. The fact sheet is also available in Spanish.
- Visiting the federal Web site, www.stopbullying.gov, which provides useful information on bullying prevention and remedies.
- Asking to meet with the student's team that designs his or her individualized education program – the IEP or Section 504 teams.
- Asking to meet with the principal or school district's special education coordinators to have the school address bullying concerns.
- Seeking help from OCR. The office investigates complaints of disability discrimination at schools. To learn more about federal civil rights laws or how to file a complaint, contact OCR at 800-421-3481 (TDD: 800-877-8339), or ocr@ed.gov. OCR's Web site is www.ed.gov/ocr. To fill out a complaint form online, go to http://www.ed.gov/ocr/complaintintro.html.

To view OCR's guidance detailing public schools' responsibilities regarding the bullying of students with disabilities in Spanish, click here.

Please share this information widely with your members, affiliates, and networks.

Thank you,

Office for Civil Rights
U.S. Department of Education

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