

Editor: Dr. Christine S. Scott-Hayward, School of Criminology, Criminal Justice, and Emergency Management,
California State University, Long Beach, 1250 Bellflower Blvd., Long Beach CA 90814

DIVISION CHAIR’S CORNER



Dr. Beth M. Huebner

University of Missouri, St. Louis

It is my pleasure to serve the division as chairperson, and I am very excited to be celebrating 20 years of the division. The division is financially healthy, and we have over 300 members. The fourth volume of the DCS Handbook will be in print this summer; many thanks to Cassia Spohn and Pauline Brennan for all of their hard work. The executive board has been busy working on several efforts including nominating members for prominent awards and leadership positions and completing this newsletter. We have also been planning a number of special events for the ASC meetings – let’s all meet up at Alcatraz! We also want to welcome the new members of the pretrial working group. I hope that you have had a successful academic year and have plans for a productive and fun summer. We will be back in touch before the meetings in San Francisco with information on the events planned for the Annual Meeting.

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FROM THE EDITOR

Hello, fellow members of the ASC Division on Corrections & Sentencing! As the Division’s vice-chair, I am responsible for our biannual newsletter, and I am excited to be sharing the Spring 2019 issue with you. You’ll notice that we have a new look and some new features, including two teaching notes, which we hope you find useful. We welcome more submissions like this – teaching or research notes that focus on corrections and sentencing. We are interested in pieces about successful or innovative teaching tools or techniques, or summaries of recent relevant research studies. Ideally submissions should be 500-1000 words, in APA format, with endnotes. In order to be included in the Fall 2019 issue, submissions should be received by September 15, 2019.

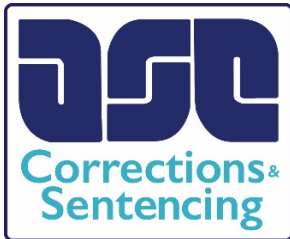
DIVISION LEADERSHIP

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George Mason University

CALL FOR NOMINATIONS: DCS BOARD

The Division is seeking nominations for a Chair and for two Executive Counselors. Nominations should be submitted to the chair of the Nominations Committee, Josh Cochran, at cochraju@ucmail.uc.edu, no later than July 15, 2019.

DCS HANDBOOK



The Division of Corrections and Sentencing is pleased to announce the publication of the fourth volume of the *Handbook on Corrections and Sentencing* entitled *HANDBOOK ON SENTENCING POLICIES AND PRACTICES IN THE 21ST*

CENTURY. The volume is edited by Cassia Spohn and Pauline Brennan and covers topics ranging from plea bargaining, to indeterminate sentencing, the death penalty, and current controversies in this area of research including restorative justice programming and problem solving courts.

The Handbook series was established by the DCS to showcase state of the field knowledge in the areas of corrections and sentencing. Pam Lattimore and John Hepburn serve as the co-chairs of the Handbook series that is published annually by Routledge. The volume is offered to all active members for a cost of \$25.00. Please renew your membership to the Division and pay the book dues to obtain a copy of the next volume to be published in August.

DCS ON SOCIAL MEDIA

Please follow us on Twitter @ASC_DCS. We would love to share your accomplishments. Please send information about publications, awards, or other news to Dan Butler, our Outreach Committee Chair, at hdb019@shsu.edu.

ASC AWARD WINNERS

You can read about the DCS award winners on pages 3-6 of this newsletter, but we also want to acknowledge the many DCS members who won ASC awards in 2018. Thanks to the DCS Nominating Committee for promoting our members and their work.

August Vollmer Award

Valerie Jenness, *University of California, Irvine*

Teaching Award

Danielle Rudes, *George Mason University*

Mentor of the Year

Francis T. Cullen, *University of Cincinnati*

ASC Fellow

Faye Taxman, *George Mason University*

BENJAMIN STEINER EXCELLENCE IN CORRECTIONS RESEARCH AWARD

This award was established in 2019 to acknowledge exceptional research in corrections. The award is named in honor of Benjamin Steiner, an outstanding scholar and longstanding member of DCS. Specific details and award parameters are forthcoming. Tax-deductible donations can be made to the fund. All donations will be acknowledged on the [DCS website](#). Donors may also pledge anonymous gifts.

Donations may be made online using our donation form ([click here](#)). At the bottom of the page, you'll see a link that says "donation form." You'll then log in to your ASC account and can provide the amount you would like to donate. Check the box above the donation amount if you do not wish to be listed as a donor on our website.

If you prefer to pay by check, please note on the check what your donation is for and mail to:

American Society of Criminology
1314 Kinnear Rd., Ste. 212
Columbus, OH 43212

PRETRIAL JUSTICE WORKING GROUP

The DCS is proud to support the ASC Pretrial Justice Working Group as part of our Division. The purpose of this group is to allow members to share news, publications, research, and other information about topics related to pretrial justice, including bail, diversion, jails, pretrial supervision and services, pretrial risk assessment, debtors' prisons, fines and fees, and the criminalization of poverty. To do so, we have set up a google group (which you can join even if you do not have a gmail account). You can visit the group and request to join it here: <https://groups.google.com/forum#!forum/pretrialjustice>

CONGRATULATIONS TO THE DCS AWARD RECIPIENTS FOR 2018!

LIFETIME ACHIEVEMENT AWARD: DR. STEVEN BELENKO



Steven Belenko, Ph.D. is Professor in the Temple University Department of Criminal Justice, and is also affiliated with the University of Pennsylvania, School of Medicine as adjunct Professor of Psychology in the Department of Psychiatry. Before joining the Temple faculty in August 2006, Dr. Belenko was a Senior Scientist at the Treatment Research Institute at the University of Pennsylvania, and a Fellow at the National Center on Addiction and Substance Abuse at Columbia University. Prior positions were held at the New York City Criminal Justice Agency, New York City Office of the Mayor, Vera Institute of Justice, and Mathematica Policy Research. Dr. Belenko is a nationally recognized scholar on the impact of substance abuse on the adult and juvenile justice systems, HIV risk behaviors and related service needs for offenders, and the integration of treatment and other services in criminal justice settings (including drug courts, diversion programs, and prisons). His current and recent research has involved improving implementation of evidence-based drug treatment in criminal justice settings; developing and testing organizational change and process improvement strategies to improve the implementation of treatment and other health services for inmates and probationers; prevalence, risk factors, and service needs for sexually transmitted infections among juvenile delinquents; development and testing of brief interventions for delinquents at risk for substance abuse; modeling economic costs and benefits of prison treatment, screening and admission processes in drug courts and mental health courts; computerized therapeutic interventions for drug-involved inmates; and improving use of evidence-based practices in juvenile drug courts. He has been principal investigator on numerous grants

from the National Institutes of Health, National Institute on Drug Abuse including the Temple University Center for Adolescent Implementation Research, recently funded by the National Institute on Drug Abuse. Dr. Belenko has published numerous articles and book chapters, and is the author of four books: *Crack and the Evolution of Antidrug Policy* (winner of the American Library Association's Choice Magazine academic book of the year award), *Drugs and Drug Policy in America: A Documentary History*, *Implementing Evidence Based Addiction Treatment in Community Corrections* (with Faye Taxman), and *Drugs, Crime and Justice* (with Cassia Spohn). Dr. Belenko received his B.S. in applied mathematics and Ph.D. in experimental psychology from Columbia University.

This award honors an individual's distinguished scholarship in the area of corrections and/or sentencing over a lifetime. Recipients must have 20 or more years of experience contributing to scholarly research. Retired scholars will be considered. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to Kate Fox, DCS Awards Committee Chair, at dcsawards@gmail.com no later than **August 1, 2019**; please put "lifetime achievement award nomination" in the subject line.

DISTINGUISHED SCHOLAR AWARD: DR. GAYLENE ARMSTRONG



Gaylene Armstrong, PhD, is Director and Professor in the School of Criminology and Criminal Justice at the University of Nebraska at Omaha. She is an expert in institutional and community corrections with a specific focus on program and policy evaluation. Her research has extended to numerous at-risk populations including youth, female, and sex offender populations. Armstrong has consulted with the National Institute of Corrections, the National Institute of Justice, the Texas Department of Criminal Justice, the Iowa Community Corrections Improvement Association and most recently agencies and community organizations throughout the greater Nebraska area. She was recognized as one of the Most Prolific Female Scholars in Elite Criminology and Criminal Justice Journals and Top 20 Female “Academic Stars” in Criminology by the Journal of Criminal Justice Education. She has published in several academic journals, and is the author of the book *Private vs. Public Operation: Juvenile Correctional Facilities*. Armstrong is the first ASC DCS member to be awarded both the Distinguished New Scholar Award and the Distinguished Scholar Award.

This award recognizes a lasting scholarly career, with particular emphasis on a groundbreaking contribution (e.g., book or series of articles) in the past 5 years. The award’s committee will consider both research in the area of corrections and sentencing and service to the Division. Recipients must have 8 or more years of post-doctoral experience. Nominations should include a nomination letter and the candidate’s curriculum vitae and should be submitted to Kate Fox, DCS Awards Committee Chair, at dcsawards@gmail.com no later than **August 1, 2019**; please put “distinguished scholar award nomination” in the subject line.

PRACTITIONER RESEARCH AWARD: ELIZABETH K. DRAKE



Elizabeth K. Drake has nearly 20 years of applied research experience in government examining the effectiveness of programs in the criminal justice system. As a Senior Research Associate at the Washington State Institute for Public Policy, her work has contributed to Washington State’s progress as a national and international leader in evidence-based policy. Currently, Beth is completing her PhD in Criminal Justice and Criminology at Washington State University. She received a Doctoral Candidate Fellowship for the 2018/19 academic year to complete her dissertation, which focuses on examining racial disparities in the criminal justice system. Her policy objective is to remove systematic racial bias from risk assessments, which rely on criminal history records. Beth received her BS from Bowling Green State University and her MA from Washington State University; her degrees are in Criminal Justice. She began her career as a researcher at the state Department of Corrections. Other research interests include the effectiveness of correctional interventions and crime control policies, program implementation, and quantitative research methods, including outcome evaluation, meta-analysis, and benefit-cost analysis.

The Practitioner Research Award recognizes excellent social science research that is conducted in government agencies to help that agency develop better policy or operate more effectively. The emphasis will be placed on a significant piece of research concerning community corrections, institutional corrections, or the judiciary conducted by a researcher or policy analyst employed by a government agency (federal, state, or local). Besides recognition and an opportunity to present about the research at ASC, there will be a reimbursement of up to \$500 to attend the annual meeting. Nominations should include a nomination letter and the candidate’s curriculum vitae and should be submitted to dcsawards@gmail.com by no later than **August 1, 2019**; please put “practitioner research award nomination” in the subject line. Cheryl Jonson, jonsonc@xavier.edu, serves as the award committee chairperson.

DISTINGUISHED NEW SCHOLAR AWARD: DR. ZACHARY HAMILTON



Zachary Hamilton, Ph.D., is currently an Associate Professor and Graduate Director in the Department of Criminal Justice and Criminology and the Director of the Institute of Criminal Justice at Washington State University. He was previously employed as a Senior Research Associate at the Center for Court Innovation (CCI) and the National Development and Research Institutes (NDRI). Over the course of his career, he has authored 35 peer-reviewed publications 25 technical reports, and 2 books. With an applied research focus, he has worked with state and county agencies, both adult and juvenile, in 15 states. This work has resulted in external research funding of nearly 3 million dollars. His current work focuses on risk-need assessment and identifying responsive populations for program and service matching. He is exceptionally proud of his work with graduate students, chairing six dissertations over his eight years at WSU, with each finding gainful employment as research or tenure track academic positions. With an additional five set to graduate this year, he hopes to move the field forward with his own work and vicariously through the achievements of his students.

This award recognizes outstanding early career achievement in corrections and sentencing research. The award's committee will consider both research in the area of corrections and sentencing and service to the Division. Recipients must have less than 8 years of post-doctoral experience. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to Kate Fox, DCS Awards Committee Chair, at dcsawards@gmail.com no later than **August 1, 2019**; please put "distinguished new scholar award nomination" in the subject line.

MARGUERITE Q WARREN AND TED B. PALMER DIFFERENTIAL INTERVENTION AWARD: DR. PAULA SMITH



Paula Smith, Ph.D., is an Associate Professor in the School of Criminal Justice at the University of Cincinnati. She previously served as the Director of the UC Corrections Institute and is currently a Fellow at the Center for Criminal Justice Research at UC and the Forensic Psychology Research Centre at Carleton University in Ottawa, Canada. Her research interests include the assessment of offender treatment and deterrence programs, the development of risk and needs assessments for clinicians and managers in prisons and community corrections including co-authoring the EPICS model, and evaluating the application of the RNR model to special populations. Her research has recently focused on identifying offenders at high risk for institutional adjustment problems and developing an intervention curriculum for inmates in restrictive housing. In addition, she has directed numerous state and federal research projects and has been directly involved in evaluations of more than 400 correctional programs. Beyond her research experience, Dr. Smith has vast experience with the delivery of service to offenders. She has trained practitioners in across the United States as well as in

Singapore, Scotland, New Zealand, and Canada and has co-authored several treatment manuals targeting inmates in restrictive housing and sex offenders. In her local community, she proudly serves on the Advisory Board for Hillcrest Academy, a residential program for juveniles in Cincinnati, Ohio.

The Differential Intervention Award is given to a researcher, scholar, practitioner, or other individual who has significantly advanced the understanding, teaching, or implementation of classification, differential assignment, or differential approaches designed to promote improved social and personal adjustment and long-term change among juvenile and adult offenders. The award focuses on interventions, and on ways of implementing them that differ from "one-size-fits- all," "one-size-largely-fits all," or "almost fits all," approaches. The recipient's contribution can apply to community, residential, or institutional within or outside of the United States. Consideration for this award does not require a full nomination packet. Please send the award committee the nominee's name, affiliation, a CV, and a short description of relevant accomplishments. Nominations should be sent to dcsawards@gmail.com no later than **August 1, 2019**; please put "Marguerite Q. Warren and Ted B. Palmer Differential Intervention Award" in the subject line. Cheryl Jonson, jonsonc@xavier.edu, is the chairperson of the committee.

DCS STUDENT SCHOLARS

Each year, the Division recognizes student research with two awards: the Dissertation Scholarship Award and the Student Paper Award.

This year, **Kyleigh Clark-Moorman**, from the University of Massachusetts, Lowell was awarded the Dissertation Scholarship. Her dissertation, to be completed by summer 2019, is a mixed methods analysis of GPS monitoring of pretrial probationers.



The student paper award went to **Jennifer Peirce** from John Jay College and the CUNY Graduate Center for her paper: “From necessary to arbitrary: The evolution of prisoner-led governance and shifting perceptions of violence in Dominican prisons.”



Congratulations to both award recipients. More information about the winners and instructions for how to nominate students for next year’s awards are available on the DCS website: <https://ascdcs.org/>

TEACHING TO THE FIVE SENSES ABOUT THE SOLITARY CONFINEMENT EXPERIENCE

Nadine M. Connell and Meghan A. Novisky

Increased attempts to document and question the conditions of confinement, especially solitary confinement, are apparent in recent national headlines, government reports, and published research articles. While not a “new” topic to cover in correctional courses, its growing attention offers an opportunity to pique student interests in the practice of solitary confinement. Beyond merely helping students understand the frequency and motivations for use of solitary confinement, however, it is critical to help students explore the *implications* of its use. Part of accomplishing this, in our view, is to incorporate creative strategies that will increase students’ proximity to the realities of solitary confinement. Below, we offer several suggestions that will assist with this through experiential practices designed to engage the five senses.

Touch: One of the more dehumanizing parts of a solitary confinement experience (or any carceral experience) can be the lack of human touch. In a solitary unit, there are no cell mates to shake hands with, no one to give a hug, or no otherwise normal daily interactions. Incarcerated persons cannot touch one another or the guards. Assign a reflective paper (short, of course) where you ask students to go through one day and not touch anyone. Don’t hold hands with romantic partners, don’t hug friends or family, don’t shake hands with new acquaintances. If students are parents, this may be harder (small children may not understand why mom or dad won’t pick them up), but these students can still reflect on what life would be like if they could only see their little ones but not give them hugs and cuddles.

Taste: Anyone who has eaten institutional cafeteria food may have an idea of the daily experience facing inmates. But these experiences can be even more distasteful (pardon the pun) in solitary settings. In many correctional institutions, administrative sanctions can include feeding prisoners “nutriloaf,” a bland and generally unpleasant loaf created when meat, vegetables, beans and bread crumbs are blended together and formed into a nutritionally sufficient loaf. While “nutriloaf” isn’t readily available, another dietary supplement is: Soylent (don’t worry, your students aren’t old enough to remember the movie). Another nutritionally complete option (albeit with a slightly better taste profile than “nutriloaf”), it gives those students brazen enough to take a sip an idea of

what can happen if administrators deem prisoners a threat to institutional security and remove food privileges as a result. This also opens up an avenue for discussion about the U.S. Supreme Court cases involving the use of food as punishment and is a great segue into quality of life discussions.

Sight: For many students, the concept of a 6' x 9' cell is hard to visualize. Creating a real life solitary confinement unit within a classroom also isn't very practical. But an easy way to give students an idea of what life in solitary confinement is like is to lay out large sheets of paper (tape them together) to mimic the size of the cell. Invite students to come up and stand in the space, turn around in the space, lay down in the space, and otherwise engage within those few feet. Recommend that they take pictures of the paper (even with them or a friend standing in the space) to refer back to so that they get an idea of the truly isolating experience. It will also give them something to talk about outside of class, which will reinforce learning.

Hearing: One particularly insidious part of the incarceration experience is the constant noise. Even at night, overhead fluorescent lighting buzzes, doors open and close as shifts change, and the sound of hundreds of other bodies moving, coughing, and harrumphing through the night dash all hopes of a restful sleep. While solitary may have fewer neighbors, the sounds of the institution never stop. One way to recreate this in a classroom is to consider adding some sound effects - one recommendation is to play urban noises in the background of a lecture (YouTube has several traffic options - that run long enough for an entire lecture - with cars, beeping, and other annoying noise). Keep this on in the background while you lecture - and if you get really inspired, consider dropping things around the room as you walk around and teach. It's bound to startle and disorient - exactly the kind of thing that can face prisoners new to the carceral experience. Depending on your comfort level, you can keep this up for 15 minutes, half a class, or an entire lecture period. A word of warning: don't expect students to retain much of the lecture (the experience itself is the learning outcome). There are lots of ways to follow up on this lecture, including a short quiz (not for a grade!) during the following class, which will help you illustrate how living in this experience can impact cognitive and emotional outcomes (and never in a positive way).

Smell: Anyone who has spent time in an institution knows that you can smell it a mile away; harsh cleaning solutions designed to eliminate ever present germs with no concession to the people around emit such foul odors that headaches are

common. Certainly, no one wants to create negative health effects (long lasting or not) for our students! But one way to help underscore the unpleasantness of living in this type of environment for those incarcerated is to head to class a few minutes early with some Clorox Bleach Wipes. Wipe down the desks and tables. The scent upon entry will give students a brief insight into prison conditions and you will have the added benefit of knowing that there will be no flu germs on your watch!

These are just some ideas of how to turn teaching about solitary confinement into an interactive and immersive experience, in hopes that students walk away better informed - and empathetic - about the realities of the lives of some 60,000 incarcerated persons around the country. Of course, given the frequency with which incarceration is experienced, it is important to be mindful that some students may have been incarcerated themselves or may have (or had) incarcerated loved ones. Thus, all activities described here should be driven by voluntary choices. In an effort to prepare students, we recommend telling them ahead of time to expect something a little different in the next class period and to come to you directly if they would like more information to prepare themselves (especially in cases of sound and smell activities, which could disorient students beyond the classroom experience). We do not believe that giving students advance notice of activities will lessen the impact of the learning experience and as always, we recommend you proceed with your students' well-being in mind.

Nadine M. Connell is an Associate Professor of Criminology at the University of Texas at Dallas. Her research interests include school violence, juvenile delinquency, early intervention and prevention, and program evaluation. While not specifically focused on research in corrections, as the proud daughter of a retired correctional officer, she credits her father's wisdom as the reason for her belief in the importance of using teaching to create a world where all people are treated with dignity and respect.

Meghan A. Novisky is an Assistant Professor of Criminology at Cleveland State University. Her research investigates the implications of carceral contact on health and the latent consequences of criminal justice policy. While at CSU, she developed a course called "Prison and Society" that details the range of collateral consequences of mass incarceration. One of the goals for the course is to incorporate experiential learning opportunities, including taking students on a tour of a local prison and providing forums for students to engage in critical discussions with those touched by incarceration.

CONFINEMENT, CREATIVITY, AND SOLUTIONS-BASED LEARNING

Kevin A. Wright, Arizona State University

Corrections is full of challenges. Our correctional system is supposed to somehow simultaneously deter, incapacitate, rehabilitate, enact retribution, and restore. And do so with limited resources. And do so for literally *millions* of people, under supervision in institutions or in the community.

But challenges are also opportunities, and starting with the challenges ensures that the work to be done is meaningful. This was our approach when we created a yearlong course “Prisons: Getting Out and Staying Out.” This course was offered to a cohort of fourteen freshmen students as they began their undergraduate studies at Arizona State University (ASU). The course was an ASU “ProMod” course, which emphasizes project-based learning (Pro) through a collaborative, cohort-based modular approach to classes (Mod).¹ Alongside the Prison course, students would take writing and other criminal justice courses together as a cohort, with all of their work focused on the challenge at hand.

The challenge for our ProMod students: *how do we reduce recidivism in the state of Arizona?* The ProMod approach emphasizes a launch event—on the otherwise hallowed-if-not-fruitless “syllabus day”—that grabs the attention of students and immerses them in their challenge. I sat in the back of the class on syllabus day, and there was no introduction or welcome from me at any point. Instead there was a guest speaker, an elderly white woman, who immediately began speaking in general terms about the correctional system in Arizona. After a while she asked the students what they thought she did for a living. Professor (what else??). Court stenographer. Judge. All wrong. She had served seven years in prison, was released five years earlier, and now was executive director of an organization dedicated to criminal justice reform. The remainder of that “syllabus day” was spent talking about her time in prison and how we might improve our correctional system. The students, many of whom were not criminal justice majors nor had any ideas

or experiences with the criminal justice system, were hooked and eager to tackle the challenge.

The first semester of ProMod was organized around learning about the challenge of reducing recidivism in Arizona. The only required reading for the course was a memoir about life before, during, and after prison (De La Cruz, 2011). I coordinated a field trip to the maximum security prison in Florence, Arizona. Students were able to view the prison environment, they were able to converse with the warden and incarcerated individuals, and they had the life-altering opportunity to sit in the room where men are executed.² I coordinated a field trip to the Maricopa Reentry Center. Students were able to see the challenges of “getting out and staying out” as they interacted with recently released individuals. And I brought the class together with students from Children First Leadership Academy’s Community School Initiative, an afterschool program for homeless youth. These students are part of the Arizona Anti-Trafficking Network, and they have heartbreaking stories of abuse and victimization, and nearly all have a parent or loved one who is incarcerated. This allowed our students to see the full impact of the challenge before them.

It was up to the students in the second semester to develop the solution to the challenge based on all that they had learned. They decided to curate a prison art show to demonstrate the rehabilitative power of prison programming and to show the humanity and talent behind the walls. I assisted the students in developing and gaining approval for a proposal to sell art made by incarcerated individuals to benefit charity. I took the students back down to Florence and they had conversations with the incarcerated artists to ensure their voice was heard. In the first week of May 2017 students designed the layout for the show and hung all the art in a local gallery, despite it being their finals week. They were featured on the local news and they developed social media accounts to advertise the show, which they called *Incarcerated: Creativity within Confinement*.³ On Friday, May 5th, 2017, the ProMod students of Prisons: Getting Out and Staying Out sold out all 75 works of art and raised \$7,000 for charity. The students

¹ See <https://promod.asu.edu/>

² We put a lot of thought into prison tours for our students and we discuss with them the benefits and drawbacks, with particular focus on ethical issues. We have a strong relationship with the Arizona Department of Corrections and we do our best to ensure that tours reflect the reality of prison life while respecting the lives of the men and women who live there. For anyone

considering tours of correctional facilities, we encourage you to read the literature on the issue to decide if it is appropriate for you, including Meisel (2008), Piche and Walby (2010; 2012), Smith (2013), Wacquand (2002), and Wilson, Spina, and Canaan (2011).

³ See <https://aztransformationproject.wordpress.com/art/>

picked the charity; it was an easy choice: Children First Leadership Academy.

ProMod has been shown to increase retention and to boost grade point averages. Student alumni of our course have been selected as students to enroll in the Inside-Out Prison Exchange Program, one has won the ASU Committee for Campus Inclusion's Catalyst Award, and one has completed a demanding internship with men who suffer from drug and alcohol addiction at the Maricopa Reentry Center. The second *Incarcerated* show will take place August 2nd.

The mission of the ASU Center for Correctional Solutions is to enhance the lives of people living and working in our correctional system through research, education, and community engagement. We believe that education can be used in transformative ways that go beyond papers, grades, and classrooms. Whether it be called ProMod, project-based learning, problem-based learning, solutions-based learning, community-based learning, or something else, we believe approaches like these have great value that can build the capacity in students to make an impact now, as well as in their future careers.

Corrections is full of opportunities. Let's ensure as teachers that we seize these opportunities to make a transformative impact on our students.

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Kevin Wright is Director of the Center for Correctional Solutions and an Associate Professor in the School of Criminology and Criminal Justice at Arizona State University. His work focuses on enhancing the lives of people living and working in the correctional system through research, education, and community engagement. His published research on these topics has appeared in *Justice Quarterly*, *Criminology & Public Policy*, and *Journal of Offender Rehabilitation*. He developed and taught the first Inside-Out Prison Exchange Program class in the state of Arizona and is a co-founder of the Arizona Transformation Project.

2018 DIVISION SPONSORS

The DCS is deeply indebted to its 2018 institutional sponsors. Thank you for your support!

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