



Corrections & Sentencing

FALL 2019

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DIVISION CHAIR’S CORNER



Dr. Beth M. Huebner

University of Missouri, St. Louis

Happy 20th Anniversary to the DCS! The DCS continues to grow and diversify, and it has been a pleasure to be the chairperson for the past two years. We continue to see many of our members gain prominent positions within the corrections and sentencing fields, and we have more student participation this year than ever before. The future of our field is bright! We have organized an exciting program for the San Francisco annual meeting to honor our anniversary, including a sponsored happy hour on Wednesday evening (the Thirsty Bear is fantastic!) and our annual breakfast business meeting on Thursday morning. We hope to see all of you at one of our sponsored events. I am sad to see the chairperson term end, but I am very excited that Danielle Rudes will be taking on the role; the division is in good hands. Here is to 20 more years of excellence in correctional scholarship.

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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 fall 2019 issue with you. Inside you will find information about the upcoming conference, news from our members, and details about some ways that we are celebrating our 20th anniversary. In addition, this issue features three teaching notes. Thanks to the members of the Newsletter Committee: Travis Meyers, Jennifer Stephens, and Jessica Warner.

CONFERENCE SPONSORS

Thank you to all of the Division's amazing sponsors!

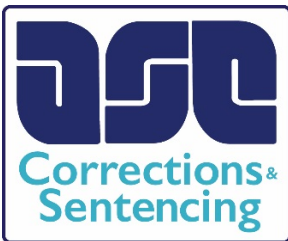
Gold

- ❖ Division for Applied Justice Research, RTI International

Silver

- ❖ University of Missouri-St. Louis
- ❖ University of Cincinnati Corrections Institute
- ❖ ASU Center for Correctional Solutions
- ❖ George Mason University, Center for Advancing Correctional Excellence! (ACE!)
- ❖ George Mason University
- ❖ Robina Institute of Criminal Law and Criminal Justice
- ❖ Sam Houston State University
- ❖ University of Nebraska at Omaha
- ❖ Criminal Justice PhD Program at John Jay College of Criminal Justice
- ❖ Arizona State University – School of Criminology and Criminal Justice

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, edited by Cassia Spohn and Pauline Brennan, entitled SENTENCING POLICIES AND

PRACTICES IN THE 21ST CENTURY which focuses on the evolution and consequences of sentencing policies and practices. The book is in print and copies have been sent to paid members.

The fifth volume is edited by Pam Lattimore, Beth Huebner, and Faye Taxman. The book is entitled, MOVING CORRECTIONS AND SENTENCING FORWARD: BUILDING ON THE RECORD, and includes entries on some of the largest studies in corrections to date including: multisite drug court evaluation, Honest Opportunity Probation with Enforcement (HOPE) Demonstration Field Experiment (DFE), Returning Home, and Multisite Evaluation of the Serious and Violent Offender Reentry Initiative (SVORI). Researchers reflect on the findings of the studies and offer insight into next steps for future inquiry. In addition, a series of young scholars provide short essays that highlight new topics of inquiry including:

economic sanctions, the new institutional environment, and the concept of mercy.

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 hdbutler@iastate.edu.

DIVISION LEADERSHIP

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George Mason University

Natasha Frost, Past Chair

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DCS is selling T-Shirts to celebrate the 20th Anniversary of the Division! Purchase or pick up your shirt at the DCS table at ASC. Suggested donation of \$20 (staying on brand!). You can pay cash at the table, or donate online to the Ben Steiner Fund and show your receipt at the table. All funds collected go to continued graduate student support and awards within the Division.

PURCHASE OR PICK UP AT DCS TABLE

DCS TSHIRT SALE

DIVISION OF CORRECTIONS & SENTENCING

ANNUAL CONFERENCE EVENTS: NOVEMBER 13-16, 2019

DCS 20th Anniversary Party

Wednesday November 13
5 – 6:30 p.m.

Please join us at our social to celebrate 20 years of the DCS. The party will be at Thirsty Bear Organic Brewery, 661 Howard St., San Francisco, CA 94105.



Annual Business/Awards Breakfast Meeting

Thursday, November 14
8 – 9:20 a.m.
(Marriott Marquis, Salon C2, B2 Level)

Please join us for our annual business meeting at which we will honor our Division award winners and remember Joan Petersilia, Ph.D. and Benjamin Steiner, Ph.D.

Lifetime Achievement Award

Faye S. Taxman

Distinguished Scholar Award

Jodi Lane

Distinguished New Scholar Award

Jill Viglione

Kimberly R. Kras

Differential Intervention Award

Carrie Pettus-Davis

Practitioner Research Award

Faustino Lopez

2019 Student Paper Award

Kendra Clark

2019 Dissertation Awards

Lucas Alward (Winner)

Sade Lindsay (Honorable Mention)

Featured Panels

20th Anniversary of the Division on Corrections and Sentencing: Reflecting on the Past, Envisioning the Future

Wednesday, November 13, 12:30 - 1:50 p.m.
(Marriott Marquis, Foothill C, 2nd Level)

Division on Corrections & Sentencing Handbook Series Volume 4

Panel 1: Sentencing in the 21st Century

Thursday, November 14, 2-3:20 p.m.
(Marriott Marquis, Foothill E, 2nd Level)

Panel 2: Contemporary Issues in Courts & Sentencing

Thursday, November 14, 3:30-4:50 p.m.
(Marriott Marquis, Foothill E, 2nd Level)

Pretrial Justice Working Group Panels

Please join the Pretrial Justice Working Group at this year's ASC meeting in San Francisco, CA, on *Wednesday, November 13* for a series of panels focused on pretrial justice issues. All panels take place in the Marriott Marquis, Foothill G2, 2nd Level.

12:30-1:50 p.m. Pretrial Justice Working Group: Findings from Four Pretrial Studies

- ❖ Featuring presentations by: Thomas A. Cohen, Jennifer Copp et al., Catherine Kimbrell, & Victoria Terranova.

2:00-3:20 p.m. Pretrial Justice Working Group: Pretrial Processes & Impacts

- ❖ Featuring presentations by Lina Maria Marmolejo, Katherine Hood, & Lauryn Goldin

3:30-4:50 p.m. Authors Meet Critics: Punishing Poverty: How Bail and Pretrial Detention Fuel Inequalities in the Criminal Justice System

- ❖ Authors: Christine Scott-Hayward & Hank Fradella
- ❖ Critics: Stephen Demuth, Lauryn Goldin, & Insha Rahman

<https://ascdcs.org/asc-pretrial-justice-working-group/>



CELEBRATING 20 YEARS
of the
**DIVISION OF
CORRECTIONS & SENTENCING**

It's been 20 years of incredible research, collaboration, and mentorship! To celebrate this exceptional Division milestone, the Student Affairs Committee is launching the: **20 – for – 20 CAMPAIGN** connecting young scholars with renowned faculty to inspire new ideas and collaboration.

We're looking to recruit and match **20 Faculty Mentors** with **20 Student Mentees** as part of beginning a new legacy of formal mentorship within DCS. The year's campaign will prioritize meaningful connections before and at ASC between Mentors and Mentees, with the goal of expanding this program in future years.

CELEBRATE THE 20TH ANNIVERSARY OF DCS BY JOINING THE

Faculty!
Sign Up, Here!



Students!
Sign Up, Here!



BROUGHT TO YOU BY THE DCS STUDENT AFFAIRS COMMITTEE

Questions, please contact Shannon Magnuson: smagnuso@gmu.edu

Thank you to the wonderful faculty who have signed up as mentors: Eileen Ahlin, Cassandra Atkin-Plunk, Thomas Baker, Selma Barbirato, Joshua Cochran, Jane Daquin, Kate Fox, Jessica Grosholz, Beth Huebner, Katherine Kempny, Kim Kras, Aaron Kupchik, Ed Latessa, Pam Lattimore, Jeff Mellow, Megan Mitchell, Andrea Montes, David Pyrooz, Michael Reisig, Brianna Remster, Ashley Rubin, Danielle Rudes, Rita Shah, Christopher Sullivan, Faye Taxman, Jeff Ulmer, Sara Wakefield, Kevin Wright, and Jacob Young.

MEMBER NEWS

Dr. Daniel Mears's book, *Out-of-Control Criminal Justice: The Systems Improvement Solution for More Safety, Justice, Accountability, and Efficiency* (Cambridge University Press) received the 2019 Academy of Criminal Justice Science's Outstanding Book Award.

Drs. Faye S. Taxman and Danielle Rudes received funding through the National Institute of Drug Abuse to establish a Justice Community Opioid Innovation Network (JCOIN) Coordination & Translation Center at George Mason University. JCOIN is a translational science center devoted to improving the use of science in practice. It involves building capacity within the justice and health community. Dr. Taxman will conduct a series of translational science studies to understand how messaging and channels affect use of research literature. Dr. Rudes will design and implement studies to expand capacity to conduct research studies in justice settings. This is part of a large initiative to improve services offered in the justice system.

Dr. Faye S. Taxman, along with Dr. Jennifer Johnson at Michigan State University, received funding from the National Institute on Mental Health to evaluate Stepping Up. This study will examine the implementation strategies used by 900 counties to reduce the use of incarceration for individuals with mental illness.

Drs. Jessica Warner, Jennifer Pealer, and Mindy Schweitzer-Smith, of the University of Cincinnati Corrections Institute, successfully collaborated with Canadian practitioners, Devym Rorem and Lisa Cooke, from Alberta's Correctional Services Division on a project to shift that agency's paradigm of working with offenders, redesign provincial probation operations to establish adherence to the

principles of effective intervention, and to cross nationally train and coach probation officers in the Effective Practices in Community Supervision (EPICS) model. Successes and challenges of implementing the model and of the collaboration were published in *Corrections: Policy, Practice, and Research*.

Dr. Faye S. Taxman was recently awarded Practice Guides in Community Corrections, funded by Arnold Ventures. This study will use an amended Delphi methods to develop practice guidelines for special populations supervised in the community.

New Books by Members

- ❖ Day, D. M., & Wiesner, M. (2019). *Criminal trajectories: A developmental perspective*. New York, NY: New York University Press.
- ❖ Douds, A. S. & Ahlin, E. M. (2019). *The veterans treatment court movement: Striving to serve those who served*. New York, NY: Routledge.
- ❖ Mauer, M. & Nellis, A. (2018). *The meaning of life: The case for abolishing life sentences*. New York, NY: The New Press.
- ❖ Pyrooz, D. C., & Decker, S. H. (2019). *Competing for control: Gangs and the social order of prisons*. Cambridge, England: Cambridge University Press.
- ❖ Scott-Hayward, C. S. & Fradella, H. F. (2019). *Punishing poverty: How bail and pretrial detention fuel inequalities in the criminal justice system*. Oakland, CA: University of California Press.
- ❖ Tartaro, C. (2019). *Suicide and self-harm in prisons and jails* (2nd ed.). Lanham, MD: Lexington Books.

TEACHING NOTES

THE UNDERGRADUATE RESEARCH LAB GOES TO PRISON: ENHANCING UNDERGRADUATE RESEARCH EXPERIENCES THROUGH FIELDWORK AND NESTED MENTORING

Taylor Hartwell, Danielle S. Rudes & Shannon Magnuson, George Mason University

The Lab

Over the past two years, our research team at the Center for Advancing Correctional Excellence (ACE!) embarked on two collaborative projects, *Together Alone: Organizational Change and Perceptions of Punishment, Risk & Health for those Living and Working in Solitary Confinement*, and

Changing the Hole Mind: Living and Working in Solitary Confinement During Reform, with the Pennsylvania Department of Corrections (PADOC). These projects examine what it is like to both live and work in restricted housing units (i.e., solitary confinement) within seven prisons during periods of reform. To conduct a project this large, we assembled a team of faculty, graduate and undergraduate researchers. Inclusion of undergraduate students in this work is part of a larger mission supported by Dr. Rudes and her decade-long Undergraduate Research Laboratory at ACE!. The undergraduate (UG) research lab hosts UGs to work alongside doctoral and faculty researchers every semester/summer to learn how to read/understand research, conduct studies using qualitative methods, and enhance their undergraduate

experiences at George Mason.¹ After assembling this large team, they collaboratively developed more focused topic areas for interviews and observations, including perceptions of risk, punishment, rights versus privileges, and physical and mental health.

Summer Research Experiences in Prison

Prior to beginning summer fieldwork each year, our team applied for an IMPACT Grant through George Mason's Office of Student Scholarship, Creative Activities and Research (OSCAR). These exciting grants are part of a broader push at GMU to grow and develop undergraduate researchers. The IMPACT grants allowed ACE! to hire six undergraduate research assistants (UGRAs) each summer on these projects. Selected from a group of 65+ applicants each year, the twelve (total) UGRAs not only participated in collecting and analyzing data part of the main project, but also developed and pursued their own research projects within teams of two about living in restricted housing units. As part of Dr. Rudes's mission, she believes in hiring students with a passion for correctional research and using the Lab as an opportunity to teach them tangible research skills. The summer IMPACT experience resembles a mini-version of graduate school and requires 40 hours a week of dedicated research time. The Lab operates using a "nested mentoring model" where Dr. Rudes largely mentors the graduate student mentors and the graduate students mentor and train the UGRAs.²

For the first few weeks of the summer, the graduate students on the team familiarize the UGRAs with the research lab, expose them to solitary confinement literature, and help them identify gaps in the current literature. Each student then pairs with another UGRA and selects an area for their own investigation. The ACE! graduate students provide qualitative research and design workshops, assist UGRAs with refining their research question(s), and teach them to write interview questions and conduct interviews and observations within a carceral setting. A student from each team then accompanies the larger research team to a prison for data collection, while the other team members work on supporting research tasks. To illustrate, Partner A may attend the data collection trip and be responsible for producing field and interview notes while Partner B works on the introduction and literature review

sections of their manuscript. During the following week, Partner B attends the data collection trip and produces field and interview notes while Partner A writes the methods section and edits the introduction and literature review sections of the manuscript. This design not only gives UGRAs a full research experience, it also deepens and strengthens the research capabilities of the larger research team. When we do fieldwork/interviews, each member of the team observes and interviews individuals who are incarcerated and prison staff with a focus on *everyone's* research questions, not just their own. This greatly increases the data yield (i.e., we have a combined total of interviews for a single day between 20 and 30, as opposed to just 5 to 7 per person on only individualized topics). It gives students the opportunity to both work on a larger research project under the supervision of a faculty member and to direct their own project (answering their own research questions) with graduate student and faculty guidance and oversight.

After data collection is complete, graduate student mentors provide a data analysis workshop and the UGRAs begin coding their data, completing preliminary analysis, and working with the graduate students and Dr. Rudes to deepen their analysis. The UGRAs then present their preliminary findings to the team and prepare a poster to present at OSCAR Celebration of Student Scholarship (a day long research event on George Mason's campus).

Continued Learning

Often, our work with UGRAs extends beyond the summer as they continue working at the Lab as volunteers, for course credit, or on Federal Work Study from OSCAR. In this ongoing role, they attend additional data collection trips, further analyze their data, and continue writing the findings and discussion sections of their manuscripts. Many of the ACE! UGRAs go on to present their papers at various national and international conferences, including The National Council on Undergraduate Research (NCUR), The Academy of Criminal Justice Sciences (ACJS), and The American Society of Criminology (ASC). One of the ACE! UGRA teams recently presented at the North South Criminology Conference in Cork, Ireland!

¹ For more information on the lab, see blog post by Dr. Rudes: <https://www.culjp.com/blog/danielle-rudes-beyond-the-classroom-the-lab>.

² For more information on the Rudes/Portillo Nested Mentoring Model, see blog post by Dr. Shannon Portillo at University of Kansas: <https://www.culjp.com/blog/portillo-nested-mentoring>.

Everyone Learns, Everyone Grows

The learning experience for both UGRAs and graduate students is both remarkable and inspirational! Not only do ACE! UGRAs gain unique research experience in a highly structured and punitive research environment, they also have the opportunity to gain valuable field experience, build their resumes, work with multiple graduate and faculty mentors, prepare a manuscript for publication, and present their research at various conferences. Having this experience as an undergraduate prepares students both academically and professionally, as many continue their education in notable graduate programs or go on to become researchers or practitioners in the field. In addition, our graduate-level research assistants gain experience mentoring, teaching, and training the UGRAs – an experience not afforded to many masters/doctoral students during graduate school.

Everyone Can Do It!

Throughout the course of our work, we learned that no research experience is too small or too much for undergraduate students. UGRAs can do just about anything you train them for, and they want to – including graduate level work. ACE! UGRAs are incredibly grateful for their experience and are prepared for their continued education or future employment. This model is adaptable within both research and teaching universities and colleges—and may provide not only experiences for UGRAs, but needed research assistance for faculty working in colleges/universities without graduate students. The ACE! UG Lab is already a model for several other labs including one in the Social Work program at GMU, the Lab at Central Connecticut University (Dr. Kimberly Meyer), the Lab at the University of Kansas (Dr. Shannon Portillo), the Lab at the University of Central Florida (Dr. Jill Viglione), the Lab at St. Louis University (Dr. Elizabeth Chiarello) and the work done with students at San Diego State University (Dr. Kimberly Kras). Please contact Dr. Rudes or any member of the ACE! team for additional information about the Undergraduate Research Lab or for assistance creating a lab at your institution.

Danielle S. Rudes, PhD, is an Associate Professor of Criminology, Law and Society and the Deputy Director of the

Center for Advancing Correctional Excellence (ACE!) at George Mason University. She is an expert qualitative researcher whose methods include ethnographic observation, interviews, and focus groups with over 18 years of experience working with corrections agencies at the federal, state and local county levels including prisons, jails, probation/parole agencies and problem-solving courts. She is recognized for her work examining how social control organizations and their middle management and street-level workers understand, negotiate, and at times, resist change.

Shannon Magnuson, MS, is a Doctoral Candidate at George Mason University and a Research Assistant (contractor) at the National Institute of Justice. Her research interests include the intersection of implementation/change management and justice organizations. Shannon’s dissertation explores how four state prisons grappled with mandated reform within their Restricted Housing Units. Her questions consider how each institution implemented the reform, how inmates living and staff working in Restricted Housing Units perceive the reform in practice, and the direct and indirect impacts of the reform on individuals, the unit and the institution, more broadly.

Taylor Hartwell is a doctoral student at George Mason University. She works as a Graduate Research Assistant with Dr. Danielle Rudes at The Center for Advancing Correctional Excellence (ACE!). In addition, she co-directs ACE!’s Undergraduate Research Lab. Her research interests include institutional corrections, particularly experiences both living and working in prisons, prisoner reentry, and rehabilitation in prisons. Taylor’s recent research considers how inmate perceptions of community among inmates and correctional staff influence perceptions of safety while living in restricted housing units.

HEAR, HEAR: USING PODCASTS IN CRIMINAL JUSTICE COURSES

Kelly McGeever, University of Hartford

With hundreds of thousands of podcasts and millions of episodes to choose from, it seems that everyone and their mother* has one. In particular, podcasts focusing on criminal justice issues top the charts, much like their *Law and Order* and *CSI* television counterparts. Weeding through the

* Yes, this is a real podcast!

hundreds of hours of audio files to find suitable resources for classes can be overwhelming, but I have a few recommendations to start building your library.

The podcast that I use the most is *Ear Hustle* which amplifies “the daily realities of life inside prison shared by those living it, and stories from the outside, post incarceration.” The hosts, Earlonne Woods, recently commuted from San Quentin prison, and Nigel Poor, a visual artist who volunteers at the facility, paint a picture of life behind bars in 30-45 minute standalone episodes. With four seasons and more than two dozen episodes, there is an installment to complement every corrections topic. The first three seasons exclusively focus on issues for the currently incarcerated. Episodes include examinations of solitary confinement, death row, and prison rape. These episodes inform and provide an insider perspective on foreign situations. The heavier episodes are balanced with stories on seemingly trivial activities that help bridge the gap between the incarcerated and undergraduate. Stories about finding a suitable cellie, interacting with animals, and the joy of getting mail are relatable to students in college. Many note that they have encountered similar problems with finding an appropriate roommate or appreciate the communication with family and friends who they no longer see every day.

The episodes also provide a lesson on not taking their freedoms for granted. For instance, in episode 12, Adnan Khan describes how he choreographed a hug in anticipation of seeing his mom after 10 years. From debating where to place his arm to practicing by hugging the air, these auditory snapshots humanize the incarcerated. There are many new additions in season four. A new co-host from within San Quentin, Rahsaan “New York” Thomas, is introduced and many episodes illustrate the challenges of post-incarceration life for both men and women. I have assigned the podcast as the primary material for my corrections course and students have reflected in weekly blogs about the content, linking the episodes to course material, and using the content as launching points to debate correctional procedures. It has also been helpful to refer back to the podcast when students drift to heavily punitive attitudes.

The first season of the *Serial* podcast, produced by NPR, was critically acclaimed and a pop culture phenomenon that focused on the murder of Hae Min Lee and subsequent arrest and conviction of Adnan Syed. While season one is certainly useful for corrections and sentencing courses, I instead advocate for using season three, which takes a broader look at the criminal justice system. Host Sarah Koenig and reporter Emmanuel Dzotsi interweave interviews with judges and

lawyers, victims and defendants, along with nuggets of academic research, in episodes that highlight the “extraordinary stories of ordinary cases. One courthouse, week by week.” Most episodes clock in just short of an hour but spurred discussion for the entire semester of my senior capstone class. Class sessions were devoted to conversations and debates related to the series, with students evaluating the racial dynamics in sentencing, the ethics of plea negotiations and bail, and the varying conditions of juvenile detention centers and adult facilities. It is best to listen to the episodes chronologically, as initial cases and individuals are referenced in later episodes.

Caught: *The Lives of Juvenile Justice*, a podcast produced by WNYC Studios and The Root, focuses on youth involved with the juvenile justice system. I pair the approximately half hour episodes with the weekly topic in my juvenile delinquency course. Episodes address a wide range of sentencing and corrections issues including juvenile lifers, incarceration of status offenders, the role of trauma and its disproportionate effect on girls, the neurological development and decision making of youth, and effectiveness of wilderness therapy camps. The short series personalizes course topics using the voices and stories of youth, families, and advocates. In addition, there is a companion website where students can delve deeper into topics with videos, pictorials, and supplemental materials. The one downside to the series is that transcripts are not readily available so it takes a bit of effort to make it accessible for all.

The incorporation of podcasts in classes is not only entertaining, but also serves as a pedagogical tool and engages students with a different medium. Podcasts are freely available on various platforms such as Apple iTunes and Spotify. They can be incorporated into students’ busy lives, where they can consume individual episodes during their commutes, exercise, or leisure time or binge an entire series in a single weekend. The playlist suggestions only scratch the surface of possibilities. Episodes from *Charged*, *Justice in America*, *Decarceration Nation*, or *Criminal (In)Justice*, among others, can provide additional perspectives and discussions to fit many of your course offerings.

PODCAST DIRECTORY

Ear Hustle – <https://www.earhustlesq.com/>

Serial – <https://serialpodcast.org/>

Caught – <https://www.wnycstudios.org/podcasts/caught>

Kelly McGeever is an Assistant Professor in the Department of Sociology and Criminal Justice at the University of Hartford. Her research evaluates the effectiveness of therapeutic communities and recovery coaching within prison facilities and investigates the best practices for recovery residences. She teaches a variety of classes including the Sociological Analysis of Prisons and Corrections and also co-supervises undergraduate interns who work in correctional facilities.

WHEN STUDENTS PRACTICE CRIMINOLOGY

Kevin A. Wright, Arizona State University

When I was an undergraduate student, I was interested in serial killers (weren't you??). I thought that all "criminals" were somehow different than you and me and I was fascinated by the criminal mind. It took an internship with the Maryland Division of Corrections for me to learn that the *people* in our prisons were perhaps not all that different from "us," and that the current approach to corrections did not promote healthy and sustainable lifestyles upon release.

When I was a graduate student, I was a strong believer that we needed to *reaffirm rehabilitation* (Cullen & Gilbert, 2013). I thought that we simply were not devoting enough resources to programs that we know can work to rehabilitate people—it was a supply side issue, of sorts. It took a conversation with a warden for me to learn that people who are incarcerated in Arizona often view programming as a sign of weakness in receiving help, particularly among Latino men. There was also a demand side issue, of sorts, and increasing opportunities to participate in programs did not guarantee that people would embrace these programs.

When I was an assistant professor, I was part of a research team that documented an association between prison visitation and reduced recidivism. We were particularly interested to advance the idea that not all visits are beneficial, and that an "evidence-based visitation" might encourage prosocial visits through structured questions and discussion. It took a conversation with the Arizona Transformation Project, a think tank of Arizona State University (ASU) faculty, students, and incarcerated men, to learn that visits were sacred to people who are incarcerated, and that by structuring it as programming we would be taking away the one space where they did not feel imprisoned.

Much is said and written about divides between criminologists and practitioners, theory and practice (see, for example, McNeill, 2000; Decker & Wright, 2018; Sampson, Winship, & Knight, 2013), as well as the divide between criminologists and the people who are impacted by their work (see, for example, Belknap, 2015; Epperson & Pettus-Davis, 2017;

Haverkate et al., In Press). As students, we are typically trained and educated in a manner that widens these divisions.

I want my students to have training that reflects the outside knowledge of what works as established in the academic literature coupled with the inside knowledge of the complexities of translating that work into practice (Cullen & Jonson, 2012; Merton, 1972).

In the spring of 2018 I created a doctoral seminar on Correctional Programming and Policy. I created this class in partnership with Greg Fizer, who is Assistant Warden of Inmate Programs at the medium security Red Rock Correctional Center in Eloy, Arizona. Students would spend half their semester at ASU and the other half at Red Rock.

In addition to articles from outlets outside of criminology (e.g., *The New England Journal of Medicine*), we read books that described the history of correctional thought by scholars (Cullen & Gilbert, 2013), that were foundational to our current approach to programming in practice (Bonta & Andrews, 2017), that reflected renewed arguments on the value of educational programming within prisons (Lagemann, 2017), and that were written by people who experienced incarceration (several of the chapters within Epperson & Pettus-Davis, 2017).

We would read about one form of correctional programming and have a three hour seminar at ASU one week. The following week we would travel to Eloy to discuss that form of programming with the warden, his staff, and people who were incarcerated. Our time at Eloy enriched our discussions at ASU.

It was at Eloy where counseling staff laughed when students asked them about the value of motivational interviewing as correctional practice (to the staff, it was just how you always treat people). It was there where students observed how disruptive one person can be to a classroom when they don't want to be there, sparking semester-long debate on the practice of mandatory versus voluntary programming. And it was there where people felt the palpable difference between the sanctuary of the prison greenhouse and the rest of the prison—can people be expected to change their behavior in this chaotic environment?

The final products expected from students reflected the intentions of the course. Yes, they had to write a 12 page frontend to an academic article on a correctional programming and policy topic of their choosing. But they also had to write an 800 word Op-Ed on that same topic written for a general audience (best title: "The Best Teachers in Prison are Felons.") And, they had to present their work on that same topic in a short and digestible presentation for a practitioner audience. That audience was Warden Fizer, who came to ASU for final presentations, and he provided individualized feedback to every student. The "So what?" question of the importance of

research is unavoidable when you're sitting across from a warden!

It can be challenging to implement innovative courses like this. I believe there would be great value to having a doctoral level Inside-Out Prison Exchange Program class at ASU, for example. But it has been difficult to imagine what that would look like and how it would fit within the typical training of doctoral students. Even with the Correctional Programming and Policy class, more than one student was concerned with how it would prepare them for their comprehensive exams, and although many great ideas came out of the class and several papers are in the works, no one has a peer-reviewed article that started in this class on their vita.

This can probably all be reduced to what type of scholar the student wants to become, be it pure academic, pracademic, practitioner, or some other combination. And I am certain that some programs likely emphasize one type over another. But it seems worthwhile to give our students versatile training, one that combines academic rigor with the practical realities of our correctional system, to ensure that they are making an impact in whatever they do.

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**JOAN PETERSILIA, PHD
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