



Corrections & Sentencing

SPRING 2020

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 90840

DIVISION CHAIR'S CORNER



Dr. Danielle Rudes
George Mason University

I am honored to start my term as chair of the Division on Corrections and Sentencing (DCS)! Thank you for allowing me to serve in this way. I also want to formally pass on my enormous gratitude to the past-chair, **Beth Huebner**, for leading the Division over the past few years and for helping me learn this exciting role. This year marks the 21st anniversary for DCS and what a remarkable two decades of scholarship, advocacy, and service. As of now, the Division is in great shape with nearly 300 members and a healthy budget. The DCS Executive Board welcomes two new members this year: **Jill Viglione** (UCF) and **David Pyrooz** (University of Colorado, Boulder). They join **Josh Cochran** (UC),

Christine Scott-Hayward (CSULB), and **Eileen Ahlin** (PSU-H) to round out the DCS leadership team. Please let me call your attention to a few important notes. First, thank you to the amazing 89 member volunteers who fully staffed our 10 very active committees. This group represents a beautiful mix of faculty and graduate students all working hard to make DCS even more awesome. Second, for the first time ever, DCS has an historian, **Dan Butler** (Iowa State). So, if you have any DCS memorabilia, memories, stories, pictures, or old newsletters please send them to hdbutler@iastate.edu for archiving. Dan is currently collecting DCS history and will work with DCS webmaster, **Danielle Haverkate** (ASU), to post everything on the [DCS webpage](#) (as soon as possible. Third, although there will be no ASC meeting this year due to COVID-19, we will see you all again in 2021 with more exciting programming and events. Fourth, if you are wondering how you can support DCS there are several key ways. Email me (drudes@gmu.edu) to purchase a DCS water bottle or 20th Anniversary T-Shirt (funds support DCS and the Ben Steiner Fund, and pictures of both items are available on the DCS webpage); talk to your department chairs/deans/centers to ensure they will support DCS through a sponsorship at any level (forms available on the DCS website), and sign up to become a mentor or mentee in the overwhelmingly successful DCS 20-For-20 Mentorship Campaign (watch your email for more details coming soon). You can also submit or peruse bios of graduating DCS students on the DCS webpage—check out their inspirational work! Finally, please purchase the 5th volume in the DCS Handbook

Series, *Moving Corrections and Sentencing Forward: Building on the Record* edited by Pam Lattimore, Beth Huebner, and Faye Taxman. If you purchase before September 1, DCS is running a 2 for \$40 special price so you can buy one and give one to a student or colleague. Please take care of yourself and your loved ones during this challenging time. We had hoped for great conversations, collegiality, and knowledge-building opportunities in DC, but it will have to wait until we are happy and healthy in 2021. In the meantime, please consider [submitting an abstract or a full panel to the Criminology Consortium](#) for this year (November 18-20) #CrimCon.

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 2020 issue with you. In this issue, in addition to division news and updates, we recognize our DCS award winners, remember DCS members who died in the last year, and share with you a research note about Promising Probation Partnerships and a Teaching Note about using Infographics as a research assignment. Thanks to the members of the Newsletter Committee: Shi Yan, Jennifer Stevens, Stephanie Morse, and Ted Greenfelder.

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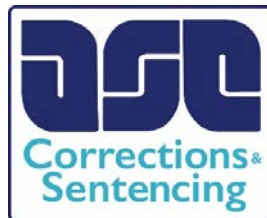
CALL FOR NOMINATIONS: DCS BOARD

The Division is seeking nominations for a Vice-Chair, a Secretary, and for one Executive Counselor. Nominations (including self-nominations) should be submitted to the chair of the Nominations Committee, Josh Cochran, at cochraju@ucmail.uc.edu, no later than July 15, 2020.

DIVISION LEADERSHIP

- Danielle Rudes**, Chair
George Mason University
- Christine S. Scott-Hayward**, Vice Chair
California State University, Long Beach
- Eileen M. Ahlin**, Secretary/Treasurer
Penn State University, Harrisburg
- Josh Cochran**, Executive Counselor
University of Cincinnati
- David Pyrooz**, Executive Counselor
University of Colorado, Boulder
- Jill Viglione**, Executive Counselor
University of Central Florida

DCS HANDBOOK



The Division of Corrections and Sentencing is pleased to announce the publication of the fifth volume of the *Handbook on Corrections and Sentencing* entitled *Moving Corrections and Sentencing*

Forward: Building on the Record. The volume is edited by Pam Lattimore, Beth Huebner, & Faye Taxman, and you can check out the table of contents [here](#). It is scheduled to be published in November.

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 through August 31st. Please renew your membership to the Division and pay the book dues to obtain a copy.

Starting September 1, the price will increase to \$35. For a limited time, you can purchase **two handbooks for \$40!** That's a \$15 savings. You can keep one and give one to a graduate student! If you would like to upgrade now and add either 1 or 2 handbooks (at the special price) for 2020, please contact Nicole Coldiron at ncoldiron@asc41.com or (614) 292-9207.

CONGRATULATIONS TO THE DCS AWARD RECIPIENTS FOR 2019

LIFETIME ACHIEVEMENT AWARD: DR. FAYE TAXMAN



Faye S. Taxman, Ph.D., is a University Professor at George Mason University. A health service criminologist, she is recognized for her work in the development of seamless systems-of-care models that link the criminal justice system with other health care and other service delivery systems and reengineering probation and parole supervision services. She has conducted experiments to examine different processes to improve treatment access and retention, to assess new models of probation supervision consistent with RNR frameworks, and to test new interventions. She has active "laboratories" with numerous agencies including Virginia Department of Corrections, Alameda County Probation Department (CA), Hidalgo County Community Corrections Department (TX), North Carolina Department of Corrections, and Delaware Department of Corrections. She developed the translational RNR Simulation Tool (www.gmuace.org/tools) to assist agencies to advance practice. Dr. Taxman has published more than 200 articles. She is author of numerous books including *Implementing Evidence-Based Community Corrections and Addiction*

Treatment (Springer, 2012 with Steven Belenko). She is co-Editor of *Health & Justice* and *Perspectives* (a publication of the American Probation and Parole Association). The American Society of Criminology's Division of Sentencing and Corrections has recognized her as Distinguished Scholar twice as well as the Rita Warren and Ted Palmer Differential Intervention Treatment award. She received the Joan McCord Award in 2017 from the Division of Experimental Criminology. In 2018, she was appointed a Fellow of the American Society of Criminology. She has received numerous awards from practitioner organizations such as the American Probation and Parole Association and Caron Foundation. She has a Ph.D. from Rutgers University's School of Criminal Justice

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 Meghan Novisky, Awards Committee Chair, at m.novisky@csuohio.edu no later than August 3, 2020. Please place "Lifetime Achievement Award" in the subject line.

DISTINGUISHED SCHOLAR AWARD: DR. JODI LANE



Jodi Lane is Professor of Criminology and Law in the Department of Sociology and Criminology & Law at the University of Florida. She is a former Chair of the Division on Corrections and Sentencing and a prior recipient of the DCS New Scholar and Outstanding Service Awards. She has conducted research on both adult and juvenile correctional populations and the staff who work with them. Recently, she and her colleagues, Kate Fox and Susan Turner, published a "how to" book, entitled "*Encountering Correctional Populations: A Practical Guide for Researchers*," to help new scholars in the field conduct research with correctional populations.

This award recognizes a lasting scholarly career, with particular emphasis on a ground-breaking 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 Meghan Novisky, Awards Committee Chair, no later than August 3, 2020. Please place "Distinguished Scholar Award" in the subject line.

DISTINGUISHED NEW SCHOLAR AWARD: DR. JILL VIGLIONE



Dr. Jill Viglione is an Assistant Professor in the Department of Criminal Justice at the University of Central Florida. She received her Ph.D. in 2015 from George Mason University. Jill's research examining the implementation of the risk, needs, responsibility model illustrates the challenges of complex organizational change and has added to a much needed research base on translating scientific evidence to correctional practice. Currently, Jill is co-PI on a National Institutes of Health funded study to examine mental health services in jails across the country. Jill's passion is collaborating with agency partners and mentoring the next generation of corrections scholars; to date, she has supervised over 50 undergraduate and graduate students on research projects.

DISTINGUISHED NEW SCHOLAR AWARD: DR. KIMBERLY R. KRAS



Dr. Kimberly Kras is an Assistant Professor of Criminal Justice in the School of Public Affairs at San Diego State University. She earned her Ph.D. in Criminology and Criminal Justice from the University of Missouri-St. Louis in 2014 following a career with the Missouri Division of Probation and Parole. Her research considers how behavior change occurs from the perspective of both justice-involved individuals and community corrections agents by examining reentry-related experiences, collateral consequences of conviction, and the implementation and use of evidence-based practices. Kim's work has been published in *Criminology*, *Justice Quarterly*, *Criminology and Public Policy*, and *Criminal Justice and Behavior*. Kim also serves as the Associate Editor of *Victims & Offenders* and holds affiliations with the Global Community Corrections Initiative (UMass Lowell) and the Center for Advancing Correctional Excellence (George Mason University). In addition to teaching and research, Kim is committed to translating research findings into practice through practitioner publications, on-site and web-based trainings, and a continued

partnership with the American Probation and Parole Association.

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 Meghan Novisky, Awards Committee Chair, at m.novisky@csuohio.edu, no later than August 3, 2020. Please place "Distinguished New Scholar Award" in the subject line.

MARGUERITE Q WARREN AND TED B. PALMER DIFFERENTIAL INTERVENTION AWARD: DR. CARRIE PETTUS-DAVIS



Dr. Carrie Pettus-Davis is Associate Professor in the College of Social Work at Florida State University and founding director of the Institute for Justice Research and Development—a premier trans-sector research center located in the college of social work focused on criminal justice system-wide innovations and preparing the social work profession for leadership in smart decarceration approaches. She is also co-founder and director of the Smart Decarceration Initiative and co-leads the Promote Smart Decarceration grand challenge network—one of the 12 grand challenges identified by the American Academy of Social Work and Social Welfare. Her applied research focuses on smart decarceration of American prisons and jails through policy reform and direct practice intervention development. She is particularly interested in the ways in which policies and practices can be transformed to reduce race, economic, and behavioral health disproportionality within the criminal justice system. She concentrates her direct practice intervention research on working with community partners to develop and research behavioral health interventions to enhance positive social support, respond to lifetime trauma experiences among justice-involved adults, treat substance use and mental health disorders, and generate overall well-being for those impacted by incarceration.

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 Mirlinda Ndrecka, Differential Intervention Award Chair, at mndrecka@newhaven.edu no later than August 3, 2020.

PRACTITIONER RESEARCH AWARD: FAUSTINO LOPEZ III



Faustino (Tino) Lopez is the Deputy Director of the Hidalgo County Community Supervision and Corrections Department (CSCD) in Edinburg, Texas. Prior to this position, he served as a Misdemeanor DWI Court Unit Supervisor, Drug Court Unit Supervisor, Felony DWI Court Unit Supervisor, Presentence Investigator, Court Officer, and Community Supervision Officer. He is a member of the Texas Probation Association, National Association of Drug Court Professionals, the Texas Association of Drug Court Professionals, and the American Probation and Parole Association. During his tenure at Hidalgo CSCD, he has partnered with the Center for Advancing Correctional Excellence!, worked on numerous research studies to advance practice, and was the recipient of a BJA Swift, Certain, and Fair grant to implement a novel incentive-based program for 18-24 year old probationers. Using data to drive results, he has improved programs and freely shares with other agencies how to make improvements to reduce revocations and recidivism in an evidence-based manner.

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 Mirlinda Ndrecka by no later than August 3, 2020 (please put "Practitioner Research Award Nomination" in the subject line). Mirlinda Ndrecka, mdrecka@newhaven.edu, serves as the award committee chairperson.

DCS STUDENT SCHOLARS

Each year, the Division recognizes student research with two awards: the Dissertation Scholarship Award and the Ben Steiner Excellence in Corrections Student Paper Award (renamed in 2019 to honor Benjamin Steiner, an outstanding scholar and longstanding member of DCS).



This year, **Lucas Alward**, from the University of Central Florida, Lowell was awarded the Dissertation Scholarship. His dissertation, titled, "Is fairness enough: Examining the influence of procedural justice, legitimacy, and relationship quality on probationer rule-compliance," examines the relationship between probation officers and the people that they supervise.

The nominees this year were of such a high quality, the committee gave an honorable mention to **Sadé Lindsay**, a sociology PhD candidate at the Ohio State University and a 2018 Ruth D. Peterson fellow of the American Society of Criminology. Her dissertation is titled: "Prison Credentials, Race, and Post-Incarceration Employment: A Mixed Methods Study."



The Ben Steiner Excellence in Corrections Student Paper Award went to **Kendra Clark** from the University of Colorado, Boulder, for her paper: "Rethinking Prisonization: A Longitudinal Investigation of Adherence to the Convict Code across Stages of Incarceration."

Congratulations to all the 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/>

ASC AWARD WINNERS

In addition to these amazing DCS award winners, we want to acknowledge the many DCS members who won ASC awards in 2019. Thanks to the DCS Nominating Committee for promoting our members and their work.

August Vollmer Award

Valerie Jenness, *University of California, Irvine*

Joan Petersilia Outstanding Article Award

Darrell Steffensmeier, *Penn State University*

Ruth Shonle Cavan Young Scholar Award

Jillian Turanovic, *Florida State University*

Teaching Award

Valerie Jenness, *University of California, Irvine*

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 Travis Meyers, our Outreach Committee Chair, at travis.meyers@temple.edu.

REQUEST FROM THE DCS HISTORIAN

H. Daniel Butler, Ph.D., Iowa State University

As historian, I am responsible for gathering and recording important events from our division's history. One of the first tasks I am completing is to create a database of DCS Newsletters. I am hoping to use this information to highlight the important contributions our members have made throughout the history of the division. I kindly request that you send any DCS Newsletters that you may have in your possession to me at hdbutler@iastate.edu. I believe the most difficult task may be obtaining newsletters from the start of the division, but do not hesitate to e-mail me if you have any other contributions you would like for me to include in our database. This is just one of the many tasks I hope to complete as historian this year, and I greatly appreciate any feedback or suggestions you may have. Thank you!

REMEMBERING TED PALMER



Ted Palmer (October 22, 1931-March 14, 2020)

Our esteemed, longtime colleague and friend, Ted Palmer, passed away peacefully on March 14, 2020. Ted's research and legacy are classic to the field of criminology and corrections. His contributions include being one of the "firsts" to implement a randomized trial in a juvenile justice setting and pioneering the identification of programmatic factors that affect the quality of interventions. In his 2004 presidential address to the ASC, Francis Cullen recognized Ted as one of the 12 people who "saved correctional rehabilitation." Ted was later recognized by the ASC Academy of Experimental Criminology which awarded him the 2011 Joan McCord Award.

As lead researcher for the California Youth Authority and the California Department of Corrections during the 1960s and 1970s, Ted produced a remarkable body of research. One of his most well-known projects, the Community Treatment Project, utilized a rigorous experimental design, amassed a wealth of knowledge about juvenile offenders and developed strategies for identifying and addressing their differential needs. Throughout his career and in retirement, Ted addressed the issue of correctional effectiveness. Most notably, he countered a 1974 article in which Robert Martinson reviewed 231 correctional program evaluations and concluded that no therapeutic model worked to reduce youth recidivism. Ted meticulously reanalyzed Martinson's data and reported that 48% of the 231 studies actually showed positive or partially positive results and that many programs had worked for some offenders and not others.

In retirement, Ted was a regular attendee of the ASC meetings. He befriended and advised many younger

scholars. Although he never pursued a career in academe, he was a precious mentor who offered wise and gentle counsel. He was regularly sought after as a dinner companion and valued friend. In 2005, Ted and a former colleague established the Marguerite Q. Warren and Ted B. Palmer Differential Intervention Award, an award offered through the ASC Division of Corrections and Sentencing. Ted helped to insure the legacy of rigorous research and instilled in many the value of research in action settings and collaboration with front line agencies.

Friends and colleagues were fascinated by Ted's life. He was born in 1931, after his parents, Mary Korn and Jack Poholski, left Poland to escape economic hardship and rising antisemitism. Ted is a veteran of the Korean War where he served as an Army medic providing mental health services to soldiers suffering from "shell shock" (PTSD). He later received his doctorate degree in psychology from the University of Southern California. He was multilingual and an avid student of astronomy and art. In his 70s and 80s, Ted pursued a rigorous travel agenda, which included long trips to such exotic places as the South Pacific Islands, the Great Wall of China, Mongolia, Antarctica, India, Nepal, and Tibet. At the time of his death, he was planning another trip to Southeast Asia which included paragliding in the Seychelles and a stop in Brazil on the way home.

Ted's wife, Mildred, passed away in 2019. He is survived by a daughter, Cara, and a son and daughter-in-law, Clay and Jocelyn.

We were privileged to know you, Ted,

Pat Van Voorhis, Francis Cullen, Faye Taxman, Phil Harris, and Kathleen Heide

PROMISING PROBATION PARTNERSHIPS: A PILOT STUDY OF COLLABORATIVE CASE MANAGEMENT

Sara Debus-Sherrill, M.A., Alex Breno, M.S., & Faye S. Taxman, Ph.D.

George Mason University's Center for Advancing Correctional Excellence (ACE!) recently completed a pilot study of a collaborative case management model within a California probation agency and its county

reentry center. The model, called Probation Partnerships At Work (PPAW) was adapted from the Step n' Out intervention, which has been used successfully with parole staff to improve collaborations between parole and service providers (Blasko et al., 2015; Friedmann, Rhodes, & Taxman, 2009; Friedmann et al., 2011). The model was intended to increase collaboration between probation officers (POs) and reentry center case managers (CMs), as well as increase engagement from clients.

Intervention. Using a 5-pronged approach, PPAW sought to: (1) shift from electronic to "warm," in-person referrals; (2) increase collaborative case-planning; (3) institute monthly triad conferences with the client, PO, & CM; (4) leverage a case management system to communicate more regularly between the PO and CM; and (5) jointly use contingency management to help shape client behaviors and participation in the reentry programs. The reentry center was co-located with probation, making the in-person components more feasible. The PPAW model views the job of the PO and CM as collaboratively helping build clients' motivation for treatment and compliance with supervision.

Pilot. Fifteen probation staff and 10 staff from the reentry center were selected to participate in the pilot, including both line/direct service staff and their supervisors. In the first phase of the pilot, GMU and the probation department co-led an 8-session workgroup series for the PPAW participants. This workgroup helped to refine the pilot intervention and uncover resistance factors, such as concerns related to maintaining client trust, a belief that clients would not be honest with CMs if they were seen as working closely with probation, cultural differences in the respective roles, preferring to leverage differences in their roles as a tool (e.g., good cop/bad cop), safety concerns, desiring to meet without the client present, and other logistical challenges. The second phase of the pilot lasted 3 months. During this period, PPAW members received ongoing training, team coaching, and individualized coaching from a technical assistance partner and were expected to implement the five components of the intervention for all probation clients participating in the reentry center.

Study. The data sources for the pilot study were self-reported through three main mechanisms. Both teams were asked to track metrics during the pilot period to assess the extent they were using the PPAW model. A

selection of PPAW members also participated in interviews (n=13) about the perceived impacts of using the PPAW intervention. In addition, participants completed training feedback forms at the last training session (n=16).

PPAW interviewees reported extremely positive reviews of the pilot and technical assistance provided, which was mirrored by feedback surveys administered at the end of the pilot period. Self-reports of PPAW activities (through tracked metrics, interviews, and training feedback forms) demonstrated partial implementation, with “warm” referrals being embraced most fully and collaborative development of case plans and joint contingency management techniques being underutilized. PPAW members tended to use a mix of pilot and “business as usual” techniques during the period, with some probation members using the PPAW model more than others.

However, despite this limited implementation, interviewees were overwhelmingly positive about the pilot’s impacts. In particular, every interviewee noted improvements to the working relationships between POs and the CMs. Interviewees reported that as a result of PPAW, there was less role confusion, and probation staff had more insight into what services the reentry center offered. There was also a greater understanding of how each entity complements each other and less anxiety over services competing or replacing one another. This led to staff being more willing to communicate and interact with each other, better rapport between POs and CMs, and a more comfortable working environment. PPAW members also credited the pilot with increasing referrals, which was reflected by the reentry center needing a client waitlist for the first time since its inception.

Over two-thirds (69%) of interviewees believed that the positive effect of PPAW also trickled down to benefit clients. Multiple interviewees thought that the PPAW approach showed clients that they’re all on the same team, which brought additional reported benefits of setting clearer guidelines and greater accountability for clients. There was also a sense that clients have better relationships with their POs due to more opportunities for POs to show encouragement during their interactions and because CMs were challenging clients’ negative statements about probation. Moreover,

interviewees reported that engagement was increasing, with fewer inactive clients.

While interviewees felt like PPAW has been a success, 85% still had suggestions for improvement. There was not a strong consensus on these recommendations, and instead comments included suggestions such as desiring more extensive collaboration, expanding the pilot to additional probation units, wishing probation would call ahead to alert the reentry team to an upcoming “warm” referral, enhancing the case management system to better facilitate collaboration through features such as video chat, providing better branding for the pilot effort, and finding a way to prevent turnover from hampering the gains of the pilot.

Overall, the PPAW pilot paints a portrait of a cultural shift in how POs and CMs work together. Starting from a place of little familiarity with each other, a lack of understanding of how their respective work mutually contributed to a client’s success, and historically negative perceptions, there was a large divide in need of crossing. However, interviewees shared that PPAW substantively changed their relationships and the way they worked together, perceiving themselves as more of a team working together by the end of the short pilot period. The probation department intends to expand the pilot with further study, so we hope to be able to better understand the long-term impacts of collaborative case management in the future.

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treatment services in the Step'n Out study. *Journal of Experimental Criminology*, 5(3), 227-243.

Sara Debus-Sherrill, M.A., is an embedded criminologist with George Mason University's Center for Advancing Correctional Excellence (ACE!). Her research uses an applied, systems-level approach to understand and influence how practice works within county, state, and federal criminal justice systems. She has a Master's degree in Clinical Psychology from the University of Alabama and is ABD in George Mason University's Criminology program.

Alex Breno, M.S., is a research associate at ACE!. His work focuses primarily on probation settings and on the opioid crisis. Mr. Breno is a firm believer in utilizing evidence based practices and making data driven decisions. Alex Breno has a Master's of Science degree in Criminology from the University of Pennsylvania and a Master's of Science degree in Biostatistics from George Mason University.

Faye S. Taxman, Ph.D., is a health services criminologist and University Professor at George Mason University. She is recognized for her work in the development of seamless systems-of-care models that link the criminal justice system with other service delivery systems and reengineering probation and parole supervision services. She has a Ph.D. from Rutgers University's School of Criminal Justice.

TEACHING NOTE: INFOGRAPHICS AS ALTERNATIVES TO TRADITIONAL RESEARCH ASSIGNMENTS

Breanna Boppre, Ph.D.

I used to assign typical finals in my undergraduate corrections courses: exams or papers. Yet, traditional finals, particularly exams, made the end of a 15-week class feel underwhelming. Alternatively, creative nontraditional finals help end courses as "finales" that foster students' long-term engagement to the course material.¹

¹ Crider, A. (2015). "Final exams or epic finales." *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/Final-Exams-or-Epic-Finales/231871>; Gannon, K. (2018). "What is the purpose of final

Infographics are visually appealing flyers that are meant to provide information about a topic in a concise and easy-to-read format. I had not considered the possibility of using infographics as assignments until I attended a Faculty Teaching Institute in 2018 at the University of Nevada, Las Vegas, in which an infographic assignment was used for a Public Health course.

The infographic format is appealing as a nontraditional creative format because it ensures students demonstrate mastery of core concepts and apply the material to local issues. As underserved students face additional challenges completing traditional finals, the infographic format also represents an inclusive alternative that allows students to take their time in creating the final product.

Similar to all my assignments, I use the transparent teaching model.² The transparent model details 1) the purpose of the assignment, 2) the tasks (i.e., what to do and how to do it), and 3) criteria for success. Below are my transparent instructions:

Purpose: This assignment will enhance your analytic, creative, and presentation skills through a nontraditional final project that can be accessed for years to come: an infographic. We live in an advancing technological world where people seek to gain information quickly. By creating an infographic, you will develop your own informed opinions about a controversial issue in corrections and convey your evidence-based conclusions to others.

Tasks: Choose a topic related to corrections that is relatable to our state (a list of specific examples is provided). Imagine you are presenting this topic to someone who has little to no background in criminal justice. You will then create an infographic describing the topic or issue. There are various free, easy-to-use platforms including PowerPoint, [Canva](#), [Piktochart](#), or [Venngage](#).

1. Content

Your infographic must provide the following information:

- A title
- Background information
 - Define your topic/issue.

exams, anyway?" *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/What-Is-the-Purpose-of-Final/245127>
²https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf

- Provide some relevant statistics/figures related to the topic.
- Give some context on the topic in the United States. If possible, provide statistics/figures specific to [state/city].
- Importance of Issue
 - Explain why this topic is important or controversial.
 - Discuss the effect your topic has on correctional practices, victims, the public and/or system-involved persons themselves.
 - Present arguments for or against the issue.
- Solution or Recommendation
 - Provide your proposed solution to the issue and/or your specific recommendation for the [state/city].

The writing style should be professional and in the third person (no “I” statements).

2. Visual Appeal

Cohesive colors and font should be used. Font should be legible and easy to read. Headings should have larger bold font. The infographic should have clearly delineated sections based upon the major content areas. The flow should be easy to follow.

3. Graphs, Charts, and Images

At least one graph or chart must be used with data to show the extent of the issue. These charts can be pre-existing, or created by the student. Graphs, charts, and images must be directly relevant to the issue and must be cited in the references under “image sources” or underneath the image. Images accessed from the infographic platform do not need to be cited.

4. Reputable Sources

What makes an infographic is the information. The infographic must contain information gathered from reputable sources: the textbook, peer-reviewed journal articles, credible news outlets and research advocacy resources (e.g., [The Sentencing Project](#), [Vera Institute of Justice](#), [Prison Policy Initiative](#)).

5. Citations

All statements that are not common knowledge or ones’ own thoughts must be cited in APA format. All in-text citations must be linked to a full-text citation in the

references at the end of the infographic at the bottom of the last page.

6. Format

There is no word-length on the infographic, however, there must be enough information to inform the public with little-to-no background in criminal justice. Typically, infographics are vertical: 600 wide X 2000 pixels long or about 4.5 inches wide by 11 inches long. Infographics can be two sides, front and back, but they should not be longer than two sides.

Criteria for success: The best infographics will fully address all six components.

The transparency model recommends providing examples and hands-on guidance. Accordingly, I provide students tutorials and ongoing feedback. This can be accomplished in traditional and online courses. For remote instruction, I created a video tutorial with tips and instructions for students. I shared my screen and walked them through how I made an example infographic. Importantly, I provide students with an A+ example as well as a D example. Students are able to point out clear differences between the two.

Overall, students indicated that they enjoyed the infographic format over traditional final exams or papers.³ Common topics include the death penalty, felony disenfranchisement, and reentry barriers. As everything can be completed on a computer, whether online in the applications or through PowerPoint, this creative alternative works effectively for online instruction. In fact, the first time I assigned the infographic assignment was for an online corrections class during the summer. The first term I assigned infographics, one student stated,

“I really enjoyed the infographic as a final project! It helps [us] use a creative side, while compiling a lot of information together. In a way, it helped me to show that I knew what I was talking about to teach others [about corrections]!”

When I teach in-person, I hold a communal exhibit on the last day of class with all students’ infographics printed. I bring snacks and invite faculty and graduate students to attend. I facilitate this experience online by

³ My colleague Dr. Gillian Pinchevsky (University of Nevada, Las Vegas) and I are currently conducting a study to assess students’ feedback on the infographic format.

posting a slide show where students can view all their classmates' infographics.

The exhibit ends the course as a true finale. My students' creativity and ability to quickly master the infographic format has been extremely impressive and rewarding. I highly recommend the infographic assignment for future corrections courses.

Breanna Bopre, Ph.D. is an Assistant Professor in the School of Criminal Justice at Wichita State University. Her research focuses on women's system-involvement, evidence-based corrections, the impacts of incarceration on families, and criminal justice pedagogy. Her work appears in the *International Journal of Offender Therapy and Comparative Criminology*, *Corrections: Policy, Practice and Research*, and the *Journal of Criminal Justice Education*. She emphasizes applied research and teaching that engages the local community.



Sample Infographics from Dr. Bopre's Corrections Course (shared with permission)

OBITUARY: CINDY J. SMITH



Cindy J. Smith, past chair of the Division of International Criminology, past Secretary/Treasurer of the Division on Corrections and Sentencing, and most recently, Director of the United Nations Interregional Crime and Justice Research Institute (UNICRI), passed away January 18, 2020, after courageously battling cancer.

Cindy was born in Fostoria, Ohio. She held a Ph.D. in Social Ecology from the University of California Irvine, a M.S. in Education Administration from the National University, Irvine, a M.S. in Justice from American University and a B.A. from Baldwin Wallace College.

She began her career at the University of Baltimore, as Associate Professor and Director of the Master's in Criminal Justice Program (2000-2005). As a first-generation university student, she mentored others like her as well as international students, particularly Turkish National Police managers. Intrigued by Turkey, she enjoyed a year there as a Fulbright Senior Researcher. She shifted smoothly between the academy and policy work, serving as Chief of the International Center at NIJ (2005-2008), Associate Professor at the University of Baltimore (2008-2010), Lead Foreign Affairs Officer at the Department of State (2011-2012), and Senior Coordinator for International Programs in the Office to Monitor and Combat Trafficking in Persons at the U.S. Department of State (2012-2015). In 2015, the Secretary-General of the U.N. appointed her Director of UNICRI, the first woman to serve in this capacity. She retired from this post in 2018.

Her research covered a wide range of topics, including juvenile justice, corrections and human trafficking. She was instrumental in convincing international policymakers to use criminological knowledge to better guide their work.

Cindy's friends remember her as unfailingly positive and a force to be reckoned with. She thought the world was flawed, but woke up every day asking herself, "what can I do about it?" She started "saving the world" one child at a time by serving as a foster mother and adopting children. Frustrated that she could not do enough, she pursued her doctorate so that she could do more. Ultimately she set her sights on helping the whole world and joined the U.N. She was humble, energetic, and unforgettable. Her stories were legend and made us laugh until we cried. We will miss her greatly.

She is survived by her husband Rick Smith, seven children, 16 grandchildren and 5 great grandchildren.

Rosemary Barberet, John Jay College of Criminal Justice; Joanne Savage, Illinois State University; Jodi Lane, University of Florida (Reprinted with permission from www.asc41.com)

OBITUARY: JOAN PETERSILIA



Joan Petersilia (1951–2019) was a distinguished scholar, policy advisor, President of the American Society of Criminology, and cherished colleague and mentor to too many people to count. To her, even more importantly, she was a loving wife, mother, and sister; a good friend; an engaged community member; and consummate public servant committed to positioning social science analyses front and center when it comes to doing all we can to ensure criminal justice systems better people's lives, including by delivering justice.

The daughter of an Air Force General and an Army nurse, Joan was born in Pittsburgh, and she earned her BA degree in sociology from Loyola University of Los Angeles in 1972, her MA in sociology from The Ohio State University in 1974, and her PhD in criminology, law and society at the University of California, Irvine in 1990. During an illustrious career spanning over four decades, she was a Senior Researcher and Director of The Criminal Justice Program at RAND (1989-1994); a Professor of Criminology, Law and Society and the Founding Director of the Center for Evidence-Based Corrections at the University of California, Irvine (1992-2009); and The Adelbert H. Sweet Professor of Law at Stanford University (2009-2018), where she was also the Co-Director of The Stanford Criminal Justice Center. Professor Petersilia was a preeminent scholar and one of the most widely known and respected criminologists in the world. The quality and impact of her work was recognized with the 2014 Stockholm Prize in

Criminology, the most prestigious award in criminology (sometimes called "The Nobel Prize in criminology").

Joan's principal scholarly focus was on the workings of the criminal justice system, including how it processes people, how it makes decisions about various sanctions, and the consequences of those decisions for both society and those punished. Although her voluminous body of work covered a range of topics, from probation, prosecutorial decisions, criminal careers, and the processing of vulnerable populations such as people with disabilities, she is best known for her innovative work on sentencing, community corrections, and prisoner reentry. Her work on these and other issues focused on improving the corrections system through program evaluation and policy relevant research; in fact, she referred to herself as "an embedded criminologist" as a way of emphasizing that her professional pursuits as a researcher and scholar required her to effectively work from within the criminal justice system.

With an applied interest as her guide, Joan often was ahead of the times. Beginning her research career at RAND in 1974, she was one of the first criminologists to recognize community corrections as an important area for research and to conduct large-scale empirical studies in this area. Beginning in the mid-1980s, much of her research focused on assessing the impact of community-based punishments on offender behavior and public safety. Her research in this area includes a number of specific program evaluations, including evaluations of intensive supervision, electronic monitoring, day fines, drug testing, and work release. With her colleague Susan Turner, she pioneered the use of the experimental paradigm in real-world criminal justice settings to assess the impact of intensive supervision. In a related line of empirical work, she examined the effects of diverting people from prison to intermediate sanctions. This research focused on such questions as how much prison populations could be decreased by diverting specific classes of offenders to community corrections, and how much crime that group would be expected to commit if left at large.

In the late 1990s, Joan turned her attention to a new line of research by focusing on the way in which the justice system deals with individuals with developmental disabilities. Her work along these lines broke new ground by demonstrating that people with developmental disabilities are disproportionately likely

to be involved in the criminal justice system as both victims of crime and people who commit crime, and the inability of the system to understand their special needs and problems is a significant public policy problem. As a result of growing national interest in this topic, the U.S. Congress passed the "Crime Victims with Disabilities Awareness Act," signed by President Clinton in 1998. The Act mandated a National Research Council panel on the topic. Joan was appointed chair of that panel, and in that role she co-wrote the final report, "Crime Victims with Developmental Disabilities," which was published and distributed by the National Academy of Sciences (2001). Also at the turn of the century, Joan was once again ahead of her time when she directed scholarly and policy attention to what is now commonly called "the prisoner re-entry problem." As prison populations swelled in the United States, she led the way in understanding two aspects of prisoners' re-entry into the community: (1) the consequences of releasing large numbers of formerly incarcerated people into communities, and (2) determining what types of re-entry programs are most effective. Related to this concern, she wrote a review essay commissioned by the National Institute of Justice, "Parole and Prisoner Reentry" that also appeared as a chapter in her co-edited book, *Prisons* (1999). Thereafter, in her (now classic) book titled *When Prisoners Come Home* (2003), she utilized both qualitative and quantitative data to critically examine the prisoner reentry problem. The Public Interest explained, this book provides a "masterful synthesis" and "sensible recommendations" about how to best address the challenges of re-entry for prisoners and communities.

Throughout her career, Professor Petersilia was called upon by government officials to lead efforts to reform the criminal justice system. For example, she was tapped by the California State Legislature to chair an expert panel on correctional reform in California and thereafter by the Governor of California, Arnold Schwarzenegger, to chair a strike team charged with the implementation of California Assembly Bill 900, also known as the Public Safety and Offender Rehabilitation Services Act of 2007. For this work, the Governor formally thanked Professor Petersilia for bringing systematic evidence to bear on correctional reform and significantly influencing his thinking about prison and parole reform in California. Her influence on California policy over the years was substantial and consequential. Former California Governor Jerry Brown shared that "Joan was a giant

intellect whose contributions to improving our criminal justice system are immense and will thankfully survive us all. I was honored to know and work with her."

Likewise, Professor Petersilia's work has been recognized by a plethora of research and service awards from diverse audiences, including academic societies, community groups, practitioner organizations, and government agencies. As just two examples, she was an elected Fellow of the American Society of Criminology and she received its Vollmer Award for scholarship and professional activities that have made outstanding contributions to justice or to the treatment or prevention of criminal or delinquent behavior.

Over the course of her career, Professor Petersilia did not assume that social science research, however well done, will miraculously find its way to public policy makers; thus, she routinely worked with lawmakers, law enforcement agencies, and corrections officials on issues surrounding criminal justice reform. For example, she testified before both the California Legislature and the U.S. Congress on issues pertaining to crime victims with disabilities and parole, successfully encouraging new legislation in these areas; she participated in the National Institute of Justice's Executive Sessions on Sentencing and Corrections with a group of officials who met quarterly to discuss policy issues; she briefed hundreds of organizations on her research on community corrections, crime and disabilities, and prisoner re-entry problems; and, most recently, she served as the leading expert for many stakeholders, including the governor, on the implementation of California's Public Safety Realignment Law of 2011 (A.B. 109), the state's historic attempt to downsize prisons, enhance rehabilitation, and protect public safety.

Joan enjoyed a national and international reputation among scholars, policymakers, and practitioners alike as someone who effectively takes research beyond the walls of academe and into the belly of the criminal justice system, especially corrections. Always asking policy-relevant questions, she was greatly respected for her ability to analyze highly politicized issues in a fair, impartial, and data-driven manner and to cast light on such issues by utilizing rigorous empirical research. For this reason, she is easily recognized as one of the most applauded and decorated applied criminologists in both the United States and abroad.

One of Joan's mentors, Peter Greenwood, commented that "Joan was well organized and a self-starter from the day she started at RAND. She always had a clear idea of where she was headed and how to get there. As soon as something appears on her 'to do' list, she is up at 5 a.m. hammering away on it." Those who know Joan best would agree and attest to the fact that her passion for the work she did was fueled by the sheer love of doing criminological research and an unwavering commitment to escorting research into arenas where it can make a difference in the lives of real people, families and communities, especially those who most suffer from policies and practices that can be improved by evidence-based considerations. Her compassion for others knew no bounds; it motivated her dogged work ethic and insatiable desire to "get it right." Likewise, she took great pleasure and pride in cultivating this passion and commitment in others, including her many law students and Ph.D. students over the decades. Indeed, toward the end of her life, she often remarked on how she found inspiration in her students and took great pride in their many accomplishments, knowing they represent the future.

Joan passed away on September 23, 2019, following a hard-fought battle against ovarian cancer. She was 68 and is survived by her husband, Stephen Richard Thomas, her sons Jeffrey Ramme Petersilia and Kyle Gregory Petersilia; her two sisters Margaret (Peggy) Ann Johnson (Douglas) and Jeanne Cora Sydenstricker (Robert Michael), nephews Stephen Michael Sydenstricker and Brent Ramme Sydentstricker, and nieces Lindsay Rosewater Sacco, Andrea Michelle Johnson and Stacy Johnson Kassover. Remembrances may be made to Santa Barbara Special Olympics (281 Magnolia Ave Suite #200, Goleta, CA 93117), a group which held a special place in Joan's heart.

Michael Gottfredson, University of California, Irvine; Valerie Jenness, University of California, Irvine; Jodi Lane, University of Florida; and Mona Lynch, University of California, Irvine (Reprinted with permission from www.asc41.com)