



Corrections & Sentencing

FALL 2020

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DIVISION CHAIR’S CORNER



Dr. Danielle Rudes
George Mason University

The message I want to send to all DCSers during these troubled times truly comes from the heart. I am sure most of us are struggling with the challenges of the COVID-19 global pandemic, the legacy and critical importance of understanding and dismantling systemic racism, and all of the political and social unrest we currently face. My message to the Division though is one of hope and connectedness. Although the world is sometimes overwhelming, it is our interpersonal connections and our passionate focus on using our privilege as academics and scholars and scientists and practitioners to work every day to improve justice systems and individuals within them. As you struggle to write, teach, homeschool

your children, stay focused, and/or remain healthy in both body and mind, please know that we are all in this together and our strength comes from asking for help and helping others. I know I speak for the entire DCS Executive Board and all DCSers when I say if there is something any one of us can do to help you, please reach out. We are here for you, we are all here, and we *can, and will, help.*

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In terms of the Division, we are in good financial shape with 316 members. Our committees are hard at work determining winners for our awards, researching and documenting DCS history, and connecting mentors to mentees in innovative ways. This year, DCS began its second year of the Mentoring Match program and expanded its offerings to match mentors with not only graduate students, but also early-career, pre-tenure faculty. DCS also launched the Alternative Academic (Alt-Ac) series (spearheaded by Kate Kempany and Shannon Magnuson) to educate DCSers interested in all kinds of career paths and to help them network and learn from researchers and scientists working in the field. We ordered a groovy new table banner for our next in-person ASC meeting to update both the ASC logo and breathe some new life into our table offerings. Also, Beth Huebner and Jodi Lane have graciously agreed to take over as editors of the DCS Handbook Series, taking the reins from John Hepburn and Pam Lattimore, who did an amazing job as inaugural editors!!! Thank you, John and Pam! 😊

What can you do to help? If you are able, please consider renewing your membership to both ASC and DCS and consider donating to the Ben Steiner Fund. Also, please spend some time on the DCS website (which looks amazing thanks to ASU's Danielle Haverkate), to look through the graduate student profiles, and the Alt-Ac resources (sessions are recorded so if you missed one, you can catch up here). You can also purchase Volume 5 of the DCS Handbook, *Moving Corrections and Sentencing Forward: Building on the Record*. This is a wonderful volume full of amazing and thought-provoking scholarship by DCS members. Finally, later this fall I will reach out to ask for your help staffing our many committees for the next year. I urge you all to pledge your service to DCS as not only do many hands make light work, but also many voices must be heard.

Please take good care of yourselves, your families, and each other. I anxiously await a day (hopefully very soon) when we can once again meet in person for thoughtful discussions, networking, and an opportunity to collaborate, connect, and perhaps most importantly, enjoy each other's company.

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 despite the crazy times we find ourselves living in, I am excited to be sharing (a little late!) the fall 2020 issue with you. Inside you will find information about two great DCS run programs, as well as research and teaching notes. We're also pleased to announce the DCS 2020 award winners; more information about these deserving awardees will appear in the Spring 2021 issue of the newsletter. This is my last issue as editor and I want to thank the members of the Newsletter Committee who helped out with this issue: Shi Yan, Stephanie Morse, and Ted Greenfelder. Eileen Ahlin, the new vice-chair, is taking over as the new editor so you if you have ideas, you can email her at ema105@psu.edu.

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, edited by Pam Lattimore, Beth Huebner, and Faye Taxman, 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). The book is in print and paid members should be receiving their copies soon.

The sixth volume on *PRETRIAL JUSTICE* is edited by Christine Scott-Hayward, Jennifer Copp, and Stephen Demuth. The book includes chapters on the consequences of detention, legal issues in pretrial decision-making, issues in pretrial community supervision, risk assessment, and pretrial justice around the world. It is scheduled to be published in fall 2021.

The seventh volume, titled *HANDBOOK ON INEQUALITIES IN SENTENCING AND CORRECTIONS AMONG MARGINALIZED POPULATIONS* was just announced. See page 9 for the call for contributions.

The Division on Corrections and Sentencing (ASC) Proudly Announces our 2020 Award Winners



Ben Steiner Excellence in Corrections Student Paper Award: **Sadé L. Lindsay**, The Ohio State University

Distinguished New Scholar Award: **Jason Rydberg** (University of Massachusetts, Lowell) and **H. Daniel Butler** (Iowa State University)



Distinguished Scholar Award: **Daniel Mears**, Florida State University

Lifetime Achievement Award: **Edward J. Latessa**, University of Cincinnati



Marguerite Q. Warren and Ted B. Palmer Differential Intervention Award: **Kristy Holtfreter**, Arizona State University

Edward J. Latessa Practitioner Research Award: **Brian Lovins**, Justice Systems Partners



Dissertation Award: **Alison J. Farringer**, University of Cincinnati

Thank you all for your outstanding dedication and service to the field.

DIVISION LEADERSHIP

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DCS ON SOCIAL MEDIA

Please follow us on Twitter [@ASC_DCS](https://twitter.com/ASC_DCS). We would love to share your accomplishments. Please send information about publications, awards, or other news to Danielle Rudes at drudes@gmu.edu.

HELPING DCS STUDENTS ROCK ALT-MARKETS WITH DCS'S NEWEST STUDENT RESOURCE: ALTERNATIVE ACADEMIC CAREERS WORKSHOP SERIES

Katherine A. Kempny, Ph.D. & Shannon Magnuson

Faculty mentors, graduate programs, the American Society of Criminology, and the Division on Corrections and Sentencing have demonstrated time and again a formalized commitment to training, preparing, and supporting candidates for university-based careers. To that end, workshops that focus on topics such as the concrete steps a student can take to make themselves an attractive candidate and how to navigate the job market are commonly part of formalized professional development that is built into graduate programs. Armed with the information from these resources, examples of job market materials from colleagues in prior cohorts, and with the support of mentors with a wealth of experience facilitating placement of their students into sought after faculty positions, students can plan their Doctoral experience and have a map for the road that lays ahead. This training, however, ignores the need to provide information on and facilitate the same sort of preparation for a whole branch of careers available to criminology and criminal justice Ph.D.'s – those being research-intensive careers in one of the many spaces outside of the university setting. Acknowledging this gap in formal training for graduate students, the Division on Corrections and Sentencing is sponsoring a new workshop series focused on research-intensive careers in one of the many Alternative Academic career spaces.

Through sessions hosted on a virtual platform approximately twice per month, the Alternative Academic (AltAc) Workshop Series aims to provide information on and prepare Doctoral students for applied research careers in alternative academic spaces. Planned session formats include Meet & Greets with individuals who work

(and hire) in these spaces, informational workshops on topics such as translating skills and CV to a resume, and informal round table-type sessions for activities such as mock interviews and to practice job talks. Networking and seeking out formal social support can be challenging for Doctoral students who feel stigmatized voicing a desire to explore careers outside of the university setting; the AltAc Workshop Series aims to fill that need and dispel myths to lessen that stigma.

Of the many myths that the AltAc series has begun to dispel about criminal justice related research-intensive careers outside of the university setting, perhaps most troubling is the myth that these careers are “not academic.” Beyond a personal reaction to that statement which borders on feelings of offense, this statement is inherently untrue. Not to belabor the issue, but social science research that focuses on appropriate measurement, grounds the question in theory and the empirical evidence base, employs sophisticated quantitative and qualitative research methods, and situates research findings within the larger theoretical, policy, and program context – all of that is suggestive of an inherently academic approach to research, regardless of the location in which said research occurs.

While designed for students, the AltAc Workshop Series has been designed to also serve as a source of needed information for Professors who find themselves in a position to mentor students who are interested in an alternative career path. Without having been there themselves in order to have experiential knowledge it can be challenging for faculty mentors to know how to best train and prepare students for the job market in alternative academic career spaces. Speaking of her main takeaway from the first two sessions of the AltAc Workshop Series, DCS Chair Dr. Danielle Rudes recently said “in addition to networking, community-building, anxiety-reducing for students, scholars, it is also imperative that faculty mentors be aware of how this all works so they can improve their mentorship of grad students.”

As the coordinators of the pilot season of the Alternative Academic Workshop Series, we are excited to be building this much-needed resource. Through student-centered awards, scholarships, and various opportunities the DCS has continually demonstrated its commitment to the professional development of new

scholars. The DCS Alternative Academic Workshop Series is the most recent representation of that commitment.

Information on the DCS-sponsored Alternative Academic (AltAc) Workshop Series is available on the DCS website (<https://ascdcs.org/alternative-academic-careers-workshop-series/>). The series coordinators are also available to answer any questions via email. You can reach Katherine Kempny, Ph.D. at katherine.a.kempny@doc.state.or.us and Shannon Magnuson at shannon@justicesystempartners.org.

Katherine A. Kempny, Ph.D. is a Research Scientist with the Oregon Department of Corrections. **Shannon Magnuson** is a Research Associate at Justice Systems Partners.

MENTORING FOR SUCCESS WITH DCS

Jill Viglione, Ph.D. & Jennifer H. Peck, Ph.D.

The benefits of mentoring and the mentor-mentee relationship are far reaching in academia. Providing guidance, support, setting goals, identifying resources, and making connections are integral components of mentoring. Acknowledging this importance, DCS is proud to have a formal mentoring program that connects both students with faculty and faculty at different ranks in their careers.

This year, the DCS Student Affairs Committee worked tirelessly to revamp the mentoring program. Celebrating the 20th anniversary of DCS in 2019, the “20-for-20 Campaign” represented the inaugural year of the mentoring program. This program focused on connecting young scholars with renowned faculty to inspire new ideas and collaboration. This year, the committee rebranded the program to “Mentoring for Success with DCS.” In January 2020, the committee began reviewing feedback from last year’s participants. We reviewed many positive experiences from both students and mentors. One student participant (who is serving as a mentor this year), Stuti S. Kokkalera, described her experience:

I was particularly looking for mentorship related to the job market and thinking through the transition from student to professor. Since my mentor had already been through the process, she was able to give me a lot of valuable feedback, particularly in terms of the transition into a full-time faculty position. She had

wonderful tips on work-life balance and navigating the mentor-mentee relationship as a newly minted assistant professor. I think the most beneficial part of this program is being able to connect with people across a range of departments with overlapping interests.

The feedback from the surveys, while largely positive, also emphasized a need to provide more structured expectations and goals, while also improving the matching process between mentors and mentees. Based on this feedback, the first major change we implemented was the creation of a second track for the program where pre-tenured faculty were matched with a tenured DCS expert. Second, we identified specific goals tailored to each track of the program. Table 1 presents the mentorship program goals disaggregated across each track.

Table 1. Mentorship Program Goals by Track

Student Mentoring Track	Pre-Tenure Mentoring Track
Make connections based on research or teaching interests	Make connections based on research or teaching interests
Assistance with navigating academia	Assistance with navigating pre-tenure processes
Provide research and teaching support	Provide research, teaching, and service support
Receive progress-specific guidance (e.g., first year student versus doctoral candidate)	Receive progress-specific guidance (e.g., first year faculty versus applying for tenure)

Third, we addressed the need for additional structure in the program and outlined expectations for participation in the program. These expectations included a commitment by all participants to meet virtually at least twice per month, and a donation to the Benjamin Steiner fund for those who volunteer as a mentor. To improve the matching process, we designed a survey that inquired about individual areas of research, teaching, and service interest/expertise, activities the participant would like to engage in with their match, a description of the ideal mentorship relationship, and preferences regarding the frequency of meeting. We also asked all potential mentees to rank their priorities regarding research, teaching, and networking that they wished to receive guidance in. Mentors were asked to rank the same categories in terms of their ability to provide mentorship. As a result, we had multiple metrics that were useful for making meaningful matches between mentee and mentor participants. Our goal through this process was

to generate matches that would result in mutually beneficial relationships for all individuals involved.

To also provide more structure to the program, the committee prepared three documents. First, we prepared an introduction e-mail that introduced matches to one another and provided contact information. This letter also outlined expectations for participating in the program and tips for participants to maximize the programs' benefits. Some examples of tips for mentees included identifying two to three areas they wish to work on with their mentor and to identify potential deliverables tied to their goals. Guidance and tips for mentors included an emphasis on communication, identifying helpful resources, and thinking about advice they wish they had in their mentee's position. Next, we prepared a suggested schedule for each track of the program for the Fall 2020 semester. The goal of these schedules was to provide a framework for participants to operate under, but also take some of the planning work off mentors and mentees. Each set of schedules provided a topic for two meetings per month, an overall goal of the meeting, discussion questions, and next steps or items to work on between meetings. Topics covered a range of issues both students and faculty face, including time management, publishing, teaching pedagogy, and service. In December 2020, we will solicit feedback from participants which will then be used to inform the Spring 2021 schedule for the program. This year, the program's timeline is from August 2020-August 2021, but we encourage all matches to stay in touch after the "official" program ends. Should the American Society of Criminology Annual Conference meet in person in November 2021, we hope to host an event to bring all participants together.

We hope participants this year have an enjoyable and rewarding experience. So far, the feedback has been positive. Eileen M. Ahlin, noted:

This is my second year serving as a mentor, and the experience has been better than I expected. I've been paired with graduate students engaged in exciting research and have a lot to offer our field and DCS. I am thrilled that DCS is offering this opportunity again this year. I'm getting just as much (or more) out of the experience as the mentees.

Obviously, "Mentoring for Success with DCS" would not be possible without our DCS members! We greatly appreciate and would like to thank the following faculty for volunteering as mentors: Eileen Ahlin, Colleen Berryessa, H. Daniel Butler, Joshua Cochran, Christopher Dum, Shaun Gann, Beth Huebner, Debi Koetzle, Stuti Kokkalera, Jodi Lane, Jackie Lee, Peter Lehmann, Meghan Mitchell, Marisa Omori, Breanne Pleggenkuhle, David Pyrooz, Brianna Remster, Danielle

Rudes, Ebony Ruhland, Doris Schartmueller, Christine Scott-Hayward, Christopher Sullivan, Faye Taxman, Jillian Turanovic, and Kevin Wright.

Jill Viglione, Ph.D. is an Assistant Professor at the University of Central Florida and **Jennifer H. Peck, Ph.D.** is an Associate Professor at the University of Central Florida.

TEACHING NOTE

CREATING AN INTERACTIVE AND ENGAGING SYLLABUS: THE LIQUID SYLLABUS FORMAT

Breanna Boppre, Ph.D.

“It’s in the syllabus!!” – A continuous complaint among instructors is that students do not read the syllabus. Students may send emails asking questions about content clearly stated in the syllabus taking up more time and effort on the part of faculty.

However, have we stopped to consider *why* students struggle to find and retain the material from the syllabus? In Kevin Gannon’s recent book *Radical Hope: A Teaching Manifesto*, he pushes instructors to create syllabi *worth reading*. There had to be a better format than the 20-page PDF filled with policies and procedures, which is what my initial syllabuses looked like.

I wanted to create a syllabus that would be 1) dynamic and easy to update, and 2) interactive to draw students’ interest to the course material from the start. As discussed by Eng (2017), an accessible syllabus holds the potential to connect with students through inviting language and visuals to garner their interest. Using the [accessible syllabus format](#) was a start, but it didn’t capture the dynamic element. I tried other formats, such as a visual or [infographic syllabus](#), but I was concerned about accessibility for all students.

Over the summer, I attended a free online webinar hosted by Fabiola Torres and Michelle Pacansky-Brock titled “Humanizing Pre-Course Contact.” The webinar exposed me to the ideal syllabus format I had been yearning for: a liquid syllabus. A liquid syllabus uses a website instead of a Word or PDF document. Unlike a static document, a liquid syllabus can contain links, pages, videos, images, GIFs, and music to engage students. Torres and Pacansky-Brock added welcome videos to their liquid syllabuses to help students get to know their instructors. This type of humanization is

essential to foster connections with students, particularly in online settings (Costa, 2020).

The liquid syllabus is available outside of the learning management system (LMS). Instructors can provide access to students prior to the course and opening of the LMS system. This allows students to interact and become familiar with the course before it begins. A link can be provided on faculty pages or shared on social media. The liquid syllabus is also easy to link into the LMS. I provide a link on Blackboard’s navigation pane for easy access throughout the semester.

Accessibility must be at the forefront of any document we provide to students. A carefully crafted liquid syllabus should be mindful of headings, font color choices, and captioned videos/images. As traditional PDFs are difficult to access through mobile devices, the liquid syllabus allows for easy access from any device.

I implemented liquid syllabuses and low-stakes review assignments in my summer and fall online courses. I asked students for their feedback on the syllabus format afterward. Here are some of their comments:

“I really enjoyed the syllabus format. It is the only syllabus that I have actually read through and enjoyed.”

“This syllabus format is very creative and easy to navigate. I have not had any syllabus quite like this before. Syllabi like this would make college life easier.”

“I actually really like how the syllabus is formatted because I think it is so much easier to navigate through as well as find what you are needing. Sometimes the syllabus can be many pages long and trying to find a certain category can be a pain, especially if you scroll fast and keep missing the section you need.”

“I like the format since I can access it from my phone if I need to and it doesn’t waste paper.”

During our first fall semester Zoom session, students noted that they could feel my excitement about the course content and teaching generally through the syllabus. The creative and interactive nature of the syllabus set the tone for what they could expect in my class throughout the semester. I was able to show them my personality through the customized content I provided.

As a whole, the liquid syllabus is inviting, accessible, and engaging relative to a traditional syllabus. Once I figured out the format, creating the liquid syllabus took me the same amount of time as a regular syllabus. I’m able to

copy syllabus sites and even maintain documents to use across different sites through Google Docs. Consequently, I spend less time editing individual syllabi because I can update one document or page to be used across all syllabuses

I suggest checking in with your instructional design team, department chair, and/or Dean's office prior to implementing. There may be restrictions if all faculty must use the same template.

If you would like to see examples of liquid syllabuses for criminology/criminal justice-related courses, you can view my liquid syllabuses for my undergraduate [Corrections](#) and [Research Methods](#) courses. Both were created for free through Google Sites.

For more information and guidance, please read Michelle Pacansky-Brock's blog post on the [liquid syllabus](#).

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Breanna Boppre, Ph.D. is an Assistant Professor in the School of Criminal Justice at Wichita State University. Her research focuses on women and youth's system-involvement, the impacts of incarceration on families, and criminal justice pedagogy. Her work appears in *Justice Quarterly*, *Feminist Criminology*, 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.

RESEARCH NOTE: WEB APPLICATION BRINGS CLARITY TO HONG KONG'S SENTENCING PROCESS (SOCIAL IMPACT AND EDUCATION TOOL)

Natasha Pushkarna, Ph.D.

For the general law-abiding citizen of Hong Kong, knowing the specific punishments for offenses is not a concern until one runs afoul of the law. One common offense is the Trafficking of Dangerous Drugs (TDD), where the Court of Appeal has provided sentencing ranges as guidelines for the judiciary. These ranges are based on drug weight and drug type. To illustrate, *R v Lau Tak-ming & Others*, [1990] 2 HKLR 370 provides the guidelines for heroin where an amount of up to 10 grams incurs a sentence within the range of two to five years, and 10 to 50 grams garners a sentencing range of five to eight years. While the guidelines offer structure to the sentencing process with minimum and maximum sentences, the large range invites inconsistencies among judges' sentences that are not justified by legal reasoning. Cases involving identical drug types and weights and no other sentencing factor (e.g., international element or offender is an asylum seeker) have been found to vary by a few months (Cheng et al., 2020).

Cheng et al. (2020) used an unconventional measure—percent deviation from the sentence starting point—for investigating guideline digressions in a nested multi-level model. The devised equation for the arithmetically derived sentence starting point is based on the drug tariffs (issued by the Court of Appeal, which is the second-highest court in Hong Kong) for cocaine,¹ heroin,² ice,³ ketamine,⁴ and ecstasy.⁵ Using percent deviation from the sentence starting point as the primary measure allowed for greater nuance in identifying the steps taken by judges in the sentencing process. Their discussion also expresses the adaptability of the starting

¹ *Attorney General v Pedro Nel Rojas*, [1994] 1 HKC 342.

² *R v Lau Tak-ming and Ors* [1990] 2 HKLR 370, [1990] HKCU 399; *HKSAR v Abdallah Anwar Abbas* [2009] HKCA 115.

³ *Attorney General v Ching Kwok Hung* [1991] HKCA 17; *HKSAR v Tam Yi-chun* [2014] HKCA 279.

⁴ *HKSAR v Sin Chung Kin* [2013] 1 HKLRD 627; *HKSAR v Chow Yau Ching* [2014] 2 HKLRD 639 and *HKSAR v Sze Kin Wang* CACC 369/2014, 17 June 2014.

⁵ *Secretary for Justice v Hii Siew-cheng* [2008] HKCA 197.

sentence point equation for other offenses and jurisdictions.

This arithmetic sentencing calculation has been presented to community members such as the Judicial Institute, NGOs, and the Hong Kong Judiciary to recommend it as a reference tool for legal actors. Judges received it positively, as they were seeking ways to increase consistency in sentencing. In *HKSAR v Islam S M Majharul*, [2020] HKCA 300, decided in June, the Court of Appeal stated that the mathematical approach for determining sentence starting point was to be the new standard for TDD offenses.

In aid of demystifying sentencing for Hong Kong residents, I spearheaded the development of a sentencing calculator application based on this equation. This application is accessible on all devices connected to the internet and available in English, traditional Chinese (the primary written form in Hong Kong), and simplified Chinese (the official written form for Mainland China). This calculator illuminates the correct sentence starting point one should expect for an offense involving a given drug type and amount. Users need only select the drug type and weight, and the application will display the result. This calculator also provides the guideposts regarding the sentence discount awarded to those who plead guilty. Currently, Hong Kong courts utilize a sliding scale for the guilty plea sentencing discount, where the later the plea is entered in the adjudication process, the lower the discount. Specifically, if a defendant pleads at the earliest opportunity possible (before trial and likely just after arrest) they will receive a one-third discount. If they plead after the trial date is set but before the start of the trial, they will receive a discount between 20 and 25%. If they plead on the first day of trial, they will receive a 20% discount. If they plead guilty during the trial, they may receive a discount of less than 20%, and possibly none at all.

Through discussions with beneficiaries, the programming is being updated to calculate the sentence starting point for cases involving multiple drug types/drug cocktails. The current iteration calculates the sentence starting point and plea-adjusted sentence assuming no other sentencing factor was accounted for TDD cases involving one drug type. This application can be used as an educational tool for an interactive activity in courses focused on sentencing, comparative law, and/or drug

trafficking. The application can be accessed here: <https://www.law.cuhk.edu.hk/app/sentencecalculator/>

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Natasha Pushkarna earned her Ph.D. in Criminology, Law and Society from the University of California, Irvine, and is currently a postdoctoral fellow at the Chinese University of Hong Kong, Faculty of Law. If you have questions about the application, you can reach her at npushkarna@gmail.com.

TRIBUTE TO JOAN PETERSILIA: 10 THINGS I LEARNED FROM JOAN ABOUT DOING EVALUATION RESEARCH

Jodi Lane, Ph.D.

1. Working in the field matters—a lot! We work on real world problems that affect a lot of people. We have an obligation to help if we can.
2. You can be a rigorous scholar and work with people in the field (that is, practitioners, victims and/or people who commit crime). These are not mutually exclusive.
3. In evaluation work, practitioners need to be sitting at the table as partners, not as “students.” Relationships really matter.
 - They have the answers; we just test them.
 - Theory can come from non-academics, not just people with Ph.D.s or from books.
 - They may even say the same things just without the jargon.
 - Working locally helps build relationships and reputation over time and leads to more research.
4. Your methods and instruments matter a lot. Take great care in developing them, both in design and detail and in terms of content. Show them to the people who are delivering and experiencing the program. Remember, garbage in, garbage out.

5. Work on projects that you are fascinated by and excited about. You'll spend a lot of time on these things in your career.

6. Academic institutions won't reward much of what you do, so efficiency and organization are really important. You must do "double duty" – write for academic journals but also practitioners.

7. Use your time efficiently to be productive:

- Write at times when you are most focused and able to think;
- Do teaching and service activities the rest of the day;
- Do it all almost every day.

8. A lot of programs have good intentions but don't make that much difference. The devil is in the details. If your design is good, you can publish it anyway.

9. Learn from the masters if you can:

- Joan was my mentor but so were Susan Turner, Peter Greenwood, Terry Fain at RAND.
- Practitioners have also taught me a lot.

10. This type of work is so much fun!



Jodi Lane, Ph.D. is a Professor of Criminology and Law and the University of Florida. These remarks were first given at the 2019 ASC Annual Meeting's DCS Breakfast on November 14, 2019.

DCS HANDBOOK: CALL FOR CONTRIBUTIONS

The editors of the 7th edition of the DCS Handbook, titled *Handbook on Inequalities in Sentencing and Corrections among Marginalized Populations*, seek abstracts for the volume. This Handbook will be a comprehensive and fresh approach to examining inequalities in sentencing and community and institutional corrections. The editors seek contributions in the form of empirical and theoretical essays that address recent developments on the pressing concerns of persons of traditionally non-privileged statuses, including racial and ethnic minorities, gender, immigrant status, LGBTQ+, transgender, disability, aging, veterans, religion, lower socioeconomic social class, and other marginalized statuses.

Ideal contributions will consider a wide range of perspectives for understanding the experiences of persons who identify as a member of a traditionally marginalized group. We are seeking contributions that summarize what is known in each area as well as those that identify emerging areas for theoretical, empirical, and policy work. The volume seeks to include contributions on inequalities among marginalized populations with a long history in sentencing and corrections: race, ethnicity, gender, immigrant status, and LGBTQ+. We are also interested in contributions that focus on inequalities among marginalized populations that have only recently taken hold of the Nation's attention or are deserving of renewed focus to address the numerous social issues present in today's society including disability, transgender, veterans, religion, or social class, in the wake of new evidence and contemporary social justice initiatives and movements. We welcome traditional length chapters (8,000-10,000 words) and shorter essays (5,000 words).

Please submit abstracts to the editors, Eileen M. Ahlin (ema105@psu.edu), Ojmarrh Mitchell (ojmarrh.mitchell@asu.edu), and Cassandra Atkin-Plunk (catkinplunk@fau.edu). Abstracts are due by February 1, 2021, with papers due by August 31, 2021. The target date for publication of Volume 7 is 2022.