



Corrections & Sentencing

Division Newsletter
Fall 2021

Editor: Dr. Eileen M. Ahlin, School of Public Affairs, Criminal Justice Program
Penn State Harrisburg, 777 W. Harrisburg Pike, Middletown, PA 17057

Division Chair's Corner

Dr. Danielle Rudes – George Mason University



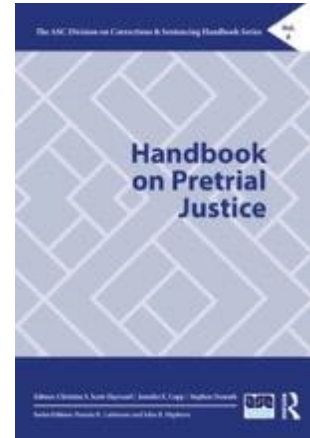
Hello, DCSers! As my time as DCS chair comes to a close, I will focus my last newsletter column on praise and gratitude.

First, **praise!** The DCS is an amazing family of researchers, scientists, students, and practitioners from around the globe. I am honored and humbled by the opportunity to learn from and work with such greatness. The COVID-19 pandemic has been tough on us all, yet the work you've each done within your families, with your students, and even with yourselves is inspiring.

I watch journal after journal fill up with amazing scholarship from DCS members, I see awards and kudos directed toward DCS member practitioners, and I pay close attention to the “upcoming books” list from publishers and DCSers are there, too! Wow! The DCS motto is “Conducting Research of Consequence”, and we mean it!

Within DCS, our numbers look amazing with 342 members!!! Our division membership is up by nearly 10% from this time last year. Woo Hoo! We also have 80 student members and this year we pre-sold 113 of our wonderful DCS anthologies (formerly called handbooks). This is spectacular! As the second largest ASC Division (DWC is first), we are really making a great showing and there's no stopping us now. This year we also had nearly a quarter of our members volunteer to serve on our many DCS committees. So, the praise for these awesome humans must go on and on and on.

Additionally, DCS editors **Christine Scott-Hayward** (CSU, LB), **Jennifer E. Copp** (FSU), and **Stephen Demuth** (Bowling Green State University) just put out a fantastic sixth volume of the DCS Handbook on *Pretrial Justice*. And, the seventh volume, *Inequalities in Sentencing and Corrections Among Marginalized Populations* is edited by **Eileen M. Ahlin**, **Ojmarrh Mitchell**, and **Cassandra Atkin-Plunk**.



You can buy a discounted copy of any volume (even past ones) on the DCS website or you can purchase an upcoming volume when you renew your ASC/DCS membership. **Praise abounds!**

Second, **gratitude!** We should all give a warm round of hugs (or COVID elbow bumps) to the DCS Executive Board members: **Jill Viglione**, **David Pyrooz**, **Ojmarrh Mitchell**, **Jennifer Peck**, **Eileen Ahlin**, and past-chair **Beth Huebner** for their unrelenting passion for moving DCS forward in brilliant fashion. Additionally, a huge welcome to **Shelley Johnson** (newly elected DCS chair), and **Cheryl Jonson** and **Cassandra Atkin-Plunk** (newly elected DCS executive counselors).



In the past two years, we've added a number of important initiatives including the

Mentoring Match Program and the Alternative-Academic Series (Alt-AC). The Mentoring Match Program links graduate students and junior faculty to more senior scholars in the field for guidance, mentoring, and support. So far, the program is a huge success with both mentors and mentees expressing gratitude for their enriching experience. The Alt-AC is the brainchild of DCS members, **Shannon Magnuson** and **Kate Kempany**. This phenomenal enterprise hosts monthly Zoom sessions where participants get to meet and greet some total rock stars including **Maria Garcia** (NIJ, Senior Science Analyst). The program records all sessions and posts recordings on the DCS website. These are great for anyone who missed an event and even better for showing to graduate student seminars like ProSem to inspire them regarding what is possible post-degree. The DCS Historian, **H. Daniel Butler** is also hard at work capturing our roots and origin story by interviewing DCS greats like **Faye Taxman**, **Ed Latessa**, and **Pam Lattimore** (just to name a few). Excerpts from these interviews are available in our newsletters and are also on the DCS website. (With more coming soon). Finally, love, respect, and gratitude goes to **Jen Peck** for chairing the nominations and awards committee, **David Pyrooz** and **OJ Mitchell** for co-chairing the program committee, **Eileen Ahlin** for helming the newsletter committee, **David Pyrooz** for also chairing the special events and fundraising committee, **Travis Meyers** for leading the outreach committee and, **Mirlinda Ndrecka**, **Kim Kras**, **Jill Viglione**, and **Megan Novisky** for leading our major award committees. *Gratitude overflows!*

ASC in November! As of this writing, ASC is still planning an in-person meeting in Chicago this November. We are hosting our annual DCS Breakfast/Business Meeting on Thursday, November 18th in the famous Empire Room (Sinatra played there) from 7:30 to 9:20 a.m. Your Executive Board has been working tirelessly to ensure a safe meeting/breakfast for all. The room is huge so distancing is relatively easy, all the b'fast foods will be grab-and-go (with go bags provided) so if you're not comfortable unmasking and eating around others, you can just take your food with you and eat where you feel safe to do so. We also ordered a microphone so no matter how far away you sit from the podium you'll hear the full program. We hope to bring plenty of swag for everyone to take home, too! In lieu of our annual social/reception (which seemed risky with COVID), ASC is allowing us to stay in the Empire Room after the b'fast meeting for a masked mix-and-mingle until 10:15 a.m. So, if you can, stick around and catch up with some of your favorite DCSers.

As I wrap up my last entry as your DCS chair, let me offer *praise and gratitude* to each of you as well. Academia (and the world of corrections & sentencing) can be a tough business. Lots of rejection, scarcity of resources, and fierce working hours. But, within DCS I've always found solitude, friendship, and genuine compassion for the human condition. I thank you for letting me serve the division in this way. I honor your commitment to making research of consequence make a difference in the lives of so many.

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Division Leadership

Danielle Rudes, Chair, George Mason University

Eileen M. Ahlin, Vice Chair, Penn State Harrisburg

Jennifer H. Peck, Secretary/Treasurer, University of Central Florida

Ojmarrh Mitchell, Executive Counselor, Arizona State University

David Pyrooz, Executive Counselor, University of Colorado, Boulder

Jill Viglione, Executive Counselor, University of Central Florida

DCS on Social Media



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Sentencing).



We would love to share your
accomplishments. Please send
information about publications,
awards, or other news to Eileen M.
Ahlin (ema105@psu.edu).

From the Editor

Dr. Eileen M. Ahlin – Penn State Harrisburg



Welcome to the Fall 2021 Newsletter! You may notice we have a new layout, though you'll still find your favorite columns and recently added sections. This issue is packed full of great information (two research notes!), celebrations of DCS member accomplishments, and news you can use. Please continue to let me know how the Newsletter Committee can make this space work for you. While things will certainly be different this time, we're excited to be back at ASC this November, and we look forward to seeing many of you in Chicago!



DCS Anthologies with Routledge

The sixth volume of the Handbook on Corrections and Sentencing, edited by Christine S. Scott-Hayward, Jennifer E. Copp, and Stephen Demuth, entitled PRETRIAL JUSTICE is now available! This important volume in the series includes contributions on pretrial detention, bail, outcomes among those held on pretrial detention, diversion programs, and pretrial community supervision. Paid members should be receiving their copies in early Fall. Beginning with the seventh volume, the series will be renamed “anthology” instead of “handbook.” The seventh edition is well underway INEQUALITIES IN SENTENCING AND CORRECTIONS AMONG MARGINALIZED POPULATIONS is edited by Eileen M. Ahlin, Ojmarrh Mitchell, and Cassandra Atkin-Plunk. The handbook will include chapters that explore various groups on the margins of research and treatment within corrections and sentencing. It is scheduled to be published in Fall 2022. Be sure to add these to your library or personal bookshelf! Order yours today at our [Routledge web page](#).

DCS Highlights at ASC in Chicago 2021

Join DCS'ers as they discuss their latest research at ASC in Chicago at the newly renovated Palmer House Hilton. Special thanks to David Pyrooz and OJ Mitchell for leading the programming committee and delivering such great content! Click on the links below for session details:

[DCS Handbook on Pretrial Justice: Reconciling Social Science, Law, and Justice Perspectives in Pretrial Justice Reform](#)

[Division on Corrections & Sentencing Handbook Series Volume 6 Panel 1: Pretrial Detention and Supervision](#)

[Roundtable: DCS's ROCKING Alternative-Academic \(Alt-Ac\) Series: Building Bridges between Traditional Academia and Alternative Academic Spaces](#)

[Lightning Talk: Handbook on Moving Corrections and Sentencing Forward: Building on the Record](#)

[Roundtable: Division on Corrections and Sentencing Mentoring for Success Program](#)

[Authors Meet Critics: Competing for Control: Gangs and the Social Order of Prisons](#)

[Authors Meet Critics: Life Imprisonment from Young Adulthood: Adaptation, Identity and Time](#)



DCS Members Shine as ASC Leaders

DR. SHADD MARUNA - ELECTED PRESIDENT OF ASC

Prior to moving to Queens University Belfast, Shadd Maruna has been a lecturer at the University of Cambridge and the University of Manchester, and a Dean of the Rutgers School of Criminal Justice (US). His book *Making Good: How Ex-Convicts Reform and Rebuild Their Lives* was named the "Outstanding Contribution to Criminology" by the American Society of Criminology (ASC) in 2001. He has been a Fulbright Scholar, a Soros Justice Fellow, and an H. F. Guggenheim Fellow, and has received research funding from the Esmee Fairbairn Foundation, the ESRC, and the Joseph Rowntree Foundation, among other sources. He has received awards from the Howard League for Penal

Reform and from the ESRC for the impact of his research on challenging the prison and probation systems. He has authored or edited six books and over 85 articles and book chapters since 1997.



DR. JEFFREY ULMER - NAMED A 2021 ASC FELLOW



Dr. Jeffery T. Ulmer is Professor of Sociology and Criminology at Penn State University. Dr. Ulmer's studies of criminal court organization, discretion, and

disparities in criminal sentencing have been among the most cited and impactful research in this area since the 1990s. He also has published impactful research in criminological theory and symbolic interactionism, religion and crime, and race/ethnic inequality and violent crime. Dr. Ulmer has received funding for his research from the National Science Foundation, National Institute of Justice, the Pennsylvania Interbranch Commission on Gender, Racial, and Ethnic Fairness, the Pennsylvania Commission on Sentencing, and others. Dr. Ulmer received the 2001 Distinguished New Scholar Award and the 2012 Distinguished Scholar Award from the ASC's Division on Corrections and

Sentencing. He and Darrell Steffensmeier were also awarded the ASC's 2006 Hindelang Award for *Confessions of a Dying Thief: Understanding Criminal*

Careers and Illegal Enterprise, and with coauthors won the ASC's 2012 Outstanding Article Award.

DR. SADÉ L. LINDSAY - 1st PLACE WINNER GENE CARTE STUDENT PAPER AWARD



Dr. Sadé Lindsay is an Assistant Research Professor in the Brooks School of Public Policy and Department of Sociology at Cornell University. She employs quantitative and qualitative methods to examine reentry and post-release employment, race and the criminalization

of deviance, women's incarceration experiences, and drug policy and use. Sadé's research has been funded by various national organizations, including the *National Science Foundation*, the *National Institute of Justice*, the *Horowitz Foundation for Social Policy*. She was the 2020 DCS Ben Steiner Excellence in Corrections Student Paper Award. Her work has been published in *Social Problems* and *Journal of Research in Crime and Delinquency*, among other outlets. She received her Ph.D. in Sociology and B.A. in Criminology from The Ohio State University in 2021 and 2015, respectively.



2021 DCS Award Winners

Lifetime Achievement Award

James M. Byrne, Ph.D.



Distinguished New Scholar

Ebony Ruhland, Ph.D.



Distinguished Scholar

Valerie Jenness, Ph.D.



Edward J. Latessa Practitioner

Kimberly Sperber, Ph.D.



Marguerite Q. Warren and Ted B. Palmer

Differential Intervention

Jennifer Lanterman, Ph.D.



Ben Steiner Excellence in Corrections Student Paper Award

Stacie St. Louis, ABD



“Bail Denied or Bail Too High? Disentangling Cumulative Effects by Pretrial Detention Type and Release”

Ben Steiner Excellence in Corrections Student Paper Award

Shannon Magnuson, ABD



“Separate, But Not That Different: Restricted Housing Unit (RHU) Reform for Individuals with Severe Mental Health Diagnoses.”

Dissertation

Danielle Haverkate, ABD



“The Opportunity of Prison Reentry: When Mothers Return Home”

Dissertation (Honorable Mention)

Raven Simonds, ABD



“The Structure of Social Support Networks of Formerly Incarcerated Individuals”

DCS Mentoring Program Spotlight Q&A

Chantal Fahmy, Ph.D. – The University of Texas at San Antonio



To highlight the important work being done by DCS mentors and mentees, this section features a mentee-mentor pair. The Fall 2021 pair in our spotlight Q&A features Dr. Deborah (Debi) Koetzle (left; mentor and Professor, John Jay College of Criminal Justice) and Dr. Colleen Berryessa (right; mentee and Assistant Professor, Rutgers University).



1. **What has worked well for you in your mentor-mentee relationship?**

Debi: Colleen and I hit it off right away. Because she is further along on the tenure track, we took some time during our initial meetings to identify topics that she wanted to focus on. I think this was helpful for structuring our meetings and making sure her needs were being met. We also set time aside for discussion about life in general, which I think was really important, especially this past year.

2. **What have you gotten out of the mentoring program?**

Colleen: The mentoring program has been a great way to meet someone senior at another institution whom I may have never really gotten to know besides through the program. It has given me someone to reach out to that I know wants to answer my questions, which alleviates any anxiety that juniors may have about reaching out and asking for help or guidance.

3. **Mentoring models take on many forms and shapes. What setup worked best for you?**

Colleen: Our mentorship has developed as a friendship, and that's worked really well so I don't feel the need to just talk about mentorship at every session. Sometimes we just chat about life or recent trips or restaurant recommendations, and that's really nice on its own to build and foster our relationship as mentor and mentee.

4. Do you have any advice for success for other mentor-mentee pairs? What advice would you give other DCSers interested in pursuing the mentoring initiative?

Debi: Do it! It's been a great experience and I would highly recommend getting involved. I was a little hesitant to sign up because of the time commitment. But, you can work together to find a schedule that is best for both of you. For mentees, I think it's important to be clear on what you want to get out of the program. For mentors, it's important to be responsive to your mentees. I took notes after our first few meetings so that I could follow-up on key points.

5. How do you see this mentor-mentee relationship being beneficial long term?

Debi: I see this becoming a long-term relationship and I envision Colleen and I making time to get together for many years to come. And who knows? Maybe we'll find a project to work on at some point!

6. Is there anything else you would like to share about your mentor-mentee relationship?

Colleen: Even though we live in the same city, we have only met once in person because of COVID, and I still feel like I've known her forever! Basically, the in-person part doesn't need to exist to have a great mentorship relationship, which is great since most pairs aren't going to be living in the same city!

Do you want to be featured in the next DCS mentoring program spotlight? Do you and your mentor or mentee have any advice for future mentorship pairs? Please reach out to Chantal Fahmy (Chantal.fahmy@utsa.edu) for more information.



DCS Student Section

Kelsey L. Kramer, M.S. & Kaitlyn M. Pederson, M.A. –
Sam Houston State University

Mental Health in Graduate School: Essential Tips for Surviving (and Thriving)

As Ph.D. students, we have had our fair share of experiences and difficulties with mental health while in graduate school. Mental health is not often talked about in academia, but given our own experiences and the experiences of fellow graduate students, we felt it was important to start a conversation about mental health.

Mental health is a universal concern that encompasses our emotional, psychological, and social well-being. It affects how we think, feel, and act. It is imperative to understand that poor mental health and mental illness are not the same thing. That is, "A person can experience poor mental health and not be diagnosed with a mental illness" (Centers for Disease Control and Prevention, 2021). Everyone has mental health (MH). MH operates on a continuum that should not require a diagnosis for it to be of concern. Whether you have an official diagnosis or not, MH should be taken seriously.

In 2019, the American College Health Association surveyed graduate students from across disciplines at 82 colleges and universities in the U.S. They reported that in the past 12 months, 62.9% of graduate students felt overwhelmed with anxiety, and 40.5% felt they were so depressed it was difficult to function. Only 34.3% were diagnosed and treated by a professional. These statistics represent the MH crisis among graduate students before the Covid-19 pandemic.

The effects of the Covid-19 pandemic and our - often controversial and traumatic - socio-political and economic landscape have greatly added to the complexity of graduate school. MH issues significantly increased among the entire population (Czeisler et al., 2020). Recent findings from the National Science Foundation (2020)

reported that $\approx 66\%$ of graduate students had low levels of well-being, $\approx 33\%$ had moderate to high levels of depression, and $\approx 33\%$ had moderate to high levels of anxiety. Thus, graduate students have not been immune to the effects of the pandemic. Independently the pandemic and graduate school are stressful; mix them together and you have an entirely different concoction - one that is complex and often emotionally (and physically) overwhelming. We all understand that graduate school is difficult, as it should be, but it should not have a detrimental impact on one's MH.

We are now four years into our Ph.D. program and have learned the importance of caring for our MH, so we wanted to share several tips that have helped us survive (and thrive):

1. Find your people (wherever they may be).

We have both heard, "find friends outside of your department or program." While this is useful advice for some, we found solace with other graduate students in our program, and sometimes in people in other academic programs. We found people who shared the same experiences we did, similar hobbies, and who didn't just talk about graduate school; that is how we became friends. Both of us struggled individually with our MH in our program, and at times we felt like we were alone. If we hadn't talked to each other about what we were going through, we would never have known we weren't alone. So, make connections with other graduate students inside, or outside, your program. We also recommend connecting with others via #academictwitter. The most important thing to remember is that you are not alone.

2. Find a mentor that fits your needs.

Establishing a solid mentor-mentee relationship is key during graduate school. Mentors are commonly assigned based on research interests but can also be someone that wants to help you succeed. We have realized that what matters is having someone you connect with and who cares about you. We know from personal experience that talking about MH can feel overwhelming, maybe even embarrassing, but it is important to engage in a conversation with your chosen mentor about it. One good way to broach this subject is to ask generally about their views on MH before you share your experiences. Then you can determine if this person is safe enough to talk with, but if you do not feel safe or supported it is imperative to seek a new mentor. Having a good mentor that you can talk to and who can help you navigate graduate school is essential.

3. Stop comparing yourself to your peers.

It can be difficult to avoid comparing yourself to others while in graduate school. We both have been guilty of this at some point during our Ph.D. program. In every program, there will be students who seem very productive, perhaps they have published several articles or have received awards for their work. While we should

celebrate their successes, it is also important to remember that achievements are not created equal. You likely have had many achievements as well, however, they might not look the same. Success should be measured through your progress, not through comparison. Everyone is on their own academic journey, and that should be acknowledged.

4. Seek help.

Most institutions offer free counseling services to students. If preferred and you have insurance, seeking assistance outside the university may also be valuable. Regardless, finding a good therapist is crucial. Don't wait until your MH gets too difficult to handle on your own, as there are benefits to attending therapy (e.g., reduced stress and anxiety, etc.). It is, however, vital to know when you *need* to seek help. Seeking help is unique to each individual. From our personal experiences, when we felt overly anxious, depressed, unmotivated, or burned out, we knew it was time to get help. It is always okay to seek help.

5. It's okay to say no to work.

When it comes to opportunities, it can be hard to say no. We often try to do everything we can to have the best CV but end up becoming over-extended. We have both had to learn to say no to opportunities, including first authorship and reviewing manuscripts. It is essential to understand that there are limits to how much work you will be able to accomplish and complete well. You shouldn't feel pressured to say yes, but you should be honest about what you can add to your already full plate. It is a good idea to weigh the pros and cons of taking on more work by asking yourself, "Does this support my goals?" If it doesn't, then it is okay to say no. You are not selfish, nor should you feel guilty for saying no. There will always be something on your to-do list and opportunities will not cease if you say no. Remember that academia is only part of who you are, and sometimes it is necessary to brush aside a task, hang out with friends, and enjoy life.

As Ph.D. students, we understand it can be hard to prioritize your MH when you are in the thick of graduate school. It is incredibly important, however, to learn how to care for your own MH and how to support your fellow graduate students who may be experiencing MH issues. Following our essential tips and prioritizing your MH and well-being is the key to surviving (and thriving) in graduate school. Please know if you ever need to talk, our emails are always open (Kelsey - klk083@shsu.edu; Kaitlyn - kmp071@shsu.edu).

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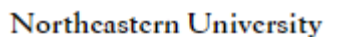
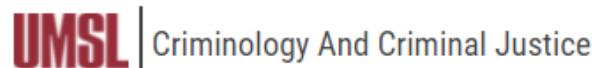
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Research Note

Ryan Spohn, Ph.D. & Michael Campagna, Ph.D. –
Nebraska Center for Justice Research, University of Nebraska at Omaha

The Continued Importance of Face-to-Face Meetings for Scholar-Practitioner Partnerships in the Digital Age

Restrictions on travel and face-to-face interactions made necessary by the COVID-19 pandemic forced teachers, researchers, and practitioners to adopt technology in novel and expansive ways. For some of us and in certain contexts, our virtual interactions through “Zoom meetings” and other forms of online communication were surprisingly effective substitutes for in-person interactions. Moreover, some opportunities even expanded because we were able to attend meetings or provide virtual services not previously feasible due to limitations in travel funding and the percent of our workdays consumed by commutes.

Despite the benefits to virtual interactions, we argue that scholar-practitioner partnerships are strengthened by meeting face-to-face. We make the following three points from the context of an evaluation of a Second Chance Act (SCA) grant project in a neighboring state: 1) face-to-face meetings significantly advance project progress by building trust and social capital; 2) when physical distance is an issue, a hybrid approach can incorporate the best of in-person and virtual interactions; 3) partnerships where face-to-face interaction is impractical should strive to emulate these interactions to achieve the benefits they generate.

In 2019, the Nebraska Center for Justice Research began serving as the research and evaluation partners for a SCA grant funded prisoner reentry project conducted by the Safer Foundation. As Safer’s reentry activities were based over 300 miles from our campus office, this scholar-practitioner project appeared to be a prime opportunity for a hybrid approach evaluation. Although most tasks could be conducted from afar, our previous experiences in engaged research, program evaluation, and implementation science emphasized the importance of in-person engagements. Consequently, a kick-off meeting was planned to occur at the Safer Foundation offices, with annual in-person meetings to follow. Site visits were viewed as particularly salient for this project due to the differences in which Iowa approached reentry, compared to our home state of Nebraska. However, as many of you will have experienced, a pandemic got in the way.

Regarding our first point, whereas evidence indicates that face-to-face meetings advance scholar-practitioner partnerships by building trust and capital (Kirkman et al. 2004; Pentland, 2012), the absence of face time in our project delayed these benefits. COVID restrictions postponed our kick-off meeting indefinitely. Consequently, we were not able to make important personal connections, allow the teams to get to know each other, gain knowledge of the physical environment where the practitioners worked. Nor could we build the types of capital that can develop within teams as they gain an understanding of their partners' expertise, successes, and daily challenges. As Stephen Covey argues in his book, *The Speed of Trust*, "trust changes everything," and trust is built via genuine, honest interactions between collaborative members working towards a common goal. Because our first in-person meeting was delayed for more than a year, the benefits of the trust and capital that can be built through personal, genuine interactions did not occur until nearly the mid-point of the project. When this meeting finally did occur, it was obvious how much we had lost from the lack of in-person meetings, despite bi-weekly virtual meetings. First, our research team lacked a true understanding of the on-site workplace (work-release centers) due to substantial differences in the structure of community corrections in Iowa versus our home state of Nebraska.

Second, the bi-monthly virtual meetings do not readily promote informal conversations and rapport building. In other words, team members got to know each other as professionals but not as people, which undermined the development of trust and the bonds of shared capital. Finally, these practitioners had limited experience working with academics as partners, thus our roles in the project were only outlined formally and via virtual interactions. The intricacies of our approach and personal connections with our work were absent. These delays handicapped progress in our collaborative project, and our current task is to make up for this lost time.

Our second point is that a hybrid approach to scholar-practitioner projects can be an effective way to collaborate when geographical distance is considerable. Not every meeting needs to be face-to-face, as we have all learned in our teaching, research, and service commitments over the last eighteen months. Using virtual technology can optimize time by removing unnecessary commutes/travel. Similarly, reductions in travel also usually result in reductions in costs, which is helpful when budgets are tight. Virtual meetings can be arranged more quickly and often allow for a flexibility that is impossible when we arrange in-person meetings for all team members. In short, just as in-person meetings are of tremendous value for collaborations, virtual meetings bring value, flexibility, and cost-savings in a fashion that was discovered out of necessity during the pandemic.

Our final point is that when in-person engagements are impractical, virtual communications should be used in ways that emulate, as close as possible, face-to-

face engagements in such a way that the former result in benefits often reserved for the latter. For example, research indicates that when it comes to team building or innovation, informal interactions before meetings, during breaks, and after meetings, can be just as useful or more useful in moving projects forward than the formal meeting content (Gómez-Solórzano et al., 2019; Pollack & Matous, 2019). Consequently, when collaborations are constrained to virtual communication, make efforts to create opportunities for these informal interactions to occur. For example, begin meetings with icebreakers that create familiarity and allow professionals to see the real people behind the work. End meetings with activities such as having each person discuss weekend plans or other ways to get to know each other. Hybrid work will not disappear anytime soon. Our scholar-practitioner partnerships will benefit as we take our recently gained knowledge of the strengths of face-to-face and virtual work and integrate as needed to best promote effective research, evaluation, and practice. In conclusion, our recommendation is the following: use the knowledge and innovation gained from your pandemic-induced efforts to adopt hybrid and virtual communications methods in all parts ...teaching, research, service...of your career, glean those aspects that were most effective, and utilize them for hybrid implementation of your scholar-practitioner projects.

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Research Note

Lindsay Smith, M.A., Jennifer Lerch, Ph.D., Captain Allen West,
& Faye Taxman, Ph.D. – George Mason University

“It’s an Approach”: Solid Collaboration Between Researcher & Practitioner Matters for Successful Reintegration

Collaboration is a well-known feature of productive implementation but developing and executing a truly collaborative partnership around shared goals can be extremely challenging. Despite the challenge, the willingness of practitioners and researchers to come together around shared goals is paramount to supporting the success of justice-involved individuals. When working to build a system of wraparound services for individuals reentering the community from incarceration, the collaboration between practitioners and researchers can serve to not only support the success of the individuals receiving services, but also support the agency to build their capacity around reentry services. Understanding that collaboration is necessary to develop and execute processes that improve justice initiatives elevates the importance of collaboration in fostering valuable relationships that can breed success of all those involved. In this research note, we offer an example of such a collaboration.

A jail in Prince William County, Virginia has taken on the task to build a multifaceted reentry services model, one fit with a dorm for men and an all-access program for women who are incarcerated. To meet the needs of its carceral residents and adequately prepare them for reintegration, comprehensive pre-release planning efforts are essential. To achieve a state of full preparedness, the jail sought out supportive relationships with community stakeholders to create a continuity of care for individuals returning to the community, and focus on fundamental forms of structure (e.g., stable housing, steady employment) (Kendall et al., 2018). Captain West, the creative architect behind the reentry services at the Prince William Adult Detention Center (PW-ADC) attributes their success to the foundational premise that “community partners are key,” one of those being a partnership with researchers at George Mason University’s Center for Advancing Correctional Excellence (GMU-ACE!).

The original reason that PW-ADC sought out a university research partner was to help create a mechanism for program staff to identify individual’s needs and match them with the appropriate services. Through this partnership, PW-ADC’s reentry programming began to use the RNR Simulation Tool’s Assess an Individual (AAI)

instrument (<https://www.gmuace.org/for-the-field/>) developed by GMU-ACE! The RNR AAI tool is an online, decision-support tool that helps staff assess what an individual's needs are and provide programming recommendations and priorities based on the individual's risk of recidivism and needs. Using the RNR AAI results, the jail staff are able to build a comprehensive case plan both for services and programs the individual can receive inside the jail, but also to help with reentry planning and service connections once they leave. Beyond the use at the individual level, the jail is also able to use this data to understand their reentry population's needs at an aggregate level and make sure that they are responsive to the services and programs offered within the jail, including being able to use the data in future grant applications to gain resources.

This vital relationship between researchers and practitioners did not stop here for the shared goal of a data driven approach; rather, this collaboration has led to the implementation of data collection tools to answer the question of "Are we meeting the needs of individuals?" Captain West desired to receive feedback straight from the men, women, and non-binary individuals who entered, completed, and reentered the community from his program in the jail. This launched the idea to create satisfaction surveys of the services provided. Through these, invaluable information has been collected and then used to improve the services offered to carceral residents. Captain West discovered that the jail's reentry services were responsible for connecting people to resources during their confinement period to outside services through their bi-annual resource fair held within the jail, which residents highly appreciated. Further, this researcher-practitioner partnership facilitated Captain West and his team's ability to track the progress of individuals participating in reentry services, evaluate the participation and satisfaction continuously, and supply him and his team with crucial feedback directly from participating individuals about improvements that could be made around services and programs and the reentry process overall.

Additionally, this pivotal connection with university-based researchers is how Captain West is solving his understaffing problem at the jail as well. Specifically, with the help of student interns from GMU, reentry planning case management can be handled more smoothly given that higher staff availability means caseloads are reduced. In this way, the available reentry services carceral residents receive is more responsive to their individual needs as more time can be allotted to assess their specific circumstances and connect them to the needed resources to address them. Furthermore, more effective case management leads to carceral residents obtaining more frequent access to educational/employment classes, medical services, and psychological resources.

Lastly, through this partnership, PW-ADC sought out creative students from GMU to produce a promotional video of the reentry services available to returning

individuals. As part of a final assignment offered for an undergraduate course, one student chose to meet the jail's request for an in-depth look at what reentry services are provided to carceral residents prior to release and produce a short video from the exploration. To this day, the jail still uses the video as a promotional and informational tool for external stakeholders: "Road to Reentry" Promo Video: https://www.youtube.com/watch?v=-iqvuGQ_dzA. In all, the intentional relationship between PW-ADC and GMU-ACE!, constructed via the jail administration, and specifically cultivated by Captain West, supports individuals using the jail's reentry services to obtain the tools necessary to ease the challenges of reentering into the community and facilitates the shared goal to promote successful reintegration of such individuals. As Captain West says, "It's an approach."

References

Kendall, S., Redshaw, S., Ward, S., Wayland, S., & Sullivan, E. (2018). Systematic review of qualitative evaluations of reentry programs addressing problematic drug use and mental health disorders amongst people transitioning from prison to communities. *Health & Justice*, 6(1), 1-11.

Insights and Memories from DCS Members

H. Daniel Butler – Iowa State University

Hello again! I am happy to return for the second part of our series that highlights advice and insight from long-standing DCS members. As a quick reminder, one of my tasks as Division Historian is to record important moments in our history. I accomplished this goal through the distribution of questionnaires to long-standing Division members. The first entry to this series focused on the role DCS has in helping shape careers in addition to sharing fond memories. This entry, Part II, focuses on guidance and advice as it relates to getting involved in the division and also identifying new challenges that await our members moving forward. Thank you again for your participation.

What advice would you provide to undergraduate and graduate student members of DCS?

Todd Clear, Professor, Rutgers University Law School: Talk to people whose work you are using in your own work. Many or most will be very open to hearing about your work, and you will find that connections are made that will pay off down the road. People love to talk to others about work they care about.

Natasha Frost, Professor, Northeastern University: I would pass on the advice I received when I was a student... Get involved in Divisions as early in your PhD

program as possible and volunteer to serve on the Division's subcommittees so that you can work more closely with the more senior people in the division. In terms of your career and trajectory, networking and getting to know people around the field, and especially in the area, is second only to doing methodologically rigorous research and publishing it.

Aaron Kupchik, Professor, University of Delaware: I would advise a student member to get involved! They are welcome to join committees of the DCS, to come to meetings and social events, and to talk to non-student members there. It can feel uncomfortable at first, but it's important and very helpful for one's career.

Shadd Maruna, Professor, Queen's University Belfast: I can't emphasize enough how valuable it is to get involved and get engaged in the ASC and its divisions. I will give your hypothetical students the same advice I give to my own students every year: you have to fight against every impulse you have when it comes to academic meetings. First, you have to overcome the overwhelming temptation to just go sight-seeing and actually go to the conference every day. Second, once you are there, you have to overcome the temptation to just sit in the back and not say anything, and actually engage in the sessions (give a paper, ask a question). Third, you have to get up the courage to speak to others at the conference (compliment someone after a good talk, introduce yourself to your academic heroines and heroes, shake some hands). Those are the rules, and trust me as a complete introvert I know how incredibly unnatural and terrifying each of the three can be. Divisions like the DCS make all of these rules much easier as again they help to shrink a huge conference into a much cozier, more human-scale gathering. Once you get up the nerve to do all three of those above, you will "get" it. You will understand this bizarre ritual that so many people seem to find so valuable. And, before you know it, you will find yourself looking forward to the conference as much as we do.

Faye Taxman, Professor, George Mason University: Get involved—it is the best way to expand your network, work with people not in your University, and form new partnerships. There are so many ways to get involved such as committees, workgroups, special projects, and so on. Look for the call for help and answer it—you will be glad you did. Another great opportunity is to interview a senior scholar to learn about their trajectory and events that shaped their lives. And of course, invite someone to get coffee to learn about them. Most folks cherish those opportunities.

John Wooldredge, Professor, University of Cincinnati: Make an effort to keep in touch with faculty you meet through DCS so you can expand your network beyond the faculty at your school. Take the initiative to talk about your ideas with them and seek their feedback on projects. These are great people to put on dissertation committees as "outside members," and those ties may help down the road in terms

of job searches, possible research collaborations, and general advice when you are a new faculty member or practitioner. At a minimum, your network will expand quickly and provide excellent sources for feedback on your work.

Moving forward, what are some challenges you think that await DCS members as researchers and practitioners? For instance, one challenge may include bridging the gap between research, policy, and practice.

Todd Clear: I think the publish-or-perish tenure system tends to promote quantity over quality, short-term payoff over long-term career investments. I have already seen it. I hope the demise of small, liberal arts colleges won't endanger higher education too much. There is a proliferation of journals, and I am not sure the field is better for it. Grants are over-emphasized and tend to make new faculty research more transactional than it should be. Still, I love the way DCS research tends to be more grounded than much of what I read that uses high-falutin' language to express mundane ideas. My dad (a sociologist) called it "huge labor pains to give birth to a gnat."

Natasha Frost: A first challenge... As mentioned in the question... Bridging the gap and translating research into policy and practice is indeed the most significant challenge, but a big piece of that challenge is making sure we do our part to *translate our work* for practitioners so that the gap can be bridged. To me, this means regularly publishing in non-academic outlets and presenting at practitioner-focused conferences (American Correctional Association conferences, for example, which in normal times happen twice per year). A second challenge... we need more contemporary research on those who work in correctional fields (probation, parole, and prisons) remains a gap. There is some really good work, but some of it is dated and may or may not reflect today's correctional environment. A third challenge... we need more qualitative research in the field. So much of what criminology and criminal justice does today is quantitative – and while that work is essential – only qualitative work can really tell us about the context.

Aaron Kupchik: I think one challenge is to continue to provide a home for traditional corrections scholars while being open to more critical lines of inquiry about the history and role of criminal punishment in society. This is particularly important today, when criminal justice systems are being looked at more critically. Another challenge that faces DCS leadership is to create a space that is creative: that helps foster new insights and collaborations.

Pam Lattimore, Professor, Senior Director for Research Development, RTI

International: Well, bridging the research-policy-practice gap remains a serious challenge for researchers and practitioners. I think another, related challenge is rethinking how we judge interventions—the application of the gold standard RCT

with a binary recidivism outcome as the metric is outdated and, in my opinion, actually harmful in that it can short-circuit the iterative improvement of interventions that could work if given the chance.

Nancy Rodriguez, Professor, University of California, Irvine: A persistent challenge is our ability to inform criminal justice policy when the evidence base, in many critical areas, is thin. Another challenge is how we incorporate the growing body of research in other disciplines into our own work. Crime and justice are topics being examined by scholars across scientific disciplines. As criminologists, how will we leverage that research to inform policy? Lastly, in order for our work to be relevant, it will need to offer guidance on achieving racial equity. The translation and dissemination of such work will be among the most important things we do.

Cassia Spohn, Professor, Arizona State University: A major challenge for DCS researchers is to ensure that our work is policy relevant. We can do so by writing policy briefs for practitioners and by being willing to advocate for reforms designed to ensure fairness and enhance justice in the realms of corrections and sentencing. Although it is important to identify unwarranted disparities in decisions made by corrections and court officials, it is equally important to explain the source of those disparities and the ways in which the system could be reformed to mitigate them.

John Wooldredge: IRB restrictions on research designs and data access will likely increase in number and complexity. These protections are primarily good things but it will force both researchers and practitioners to be more creative in how they approach particular topics, and more patient in moving through the IRB process (and not just one but potentially two or more, depending on how many schools and agencies are involved). For academics, pressure to obtain grant money will increase and some job opportunities will depend on a track record of successful grants. Networking with practitioners, developing healthy working relationships with them, and establishing your reliability/credibility will be critical for attracting money.

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