



Corrections &
Sentencing

Newsletter

Editor: Dr. Eileen M. Ahlin, School of Public Affairs, Criminal Justice Program
Penn State Harrisburg, 777 W. Harrisburg Pike, Middletown, PA 17057
Spring 2022



Shelley Johnson

Division Chair's Corner

I am thrilled to be joining the division as chairperson this year. I feel honored to serve the organization with a fantastic group of people on the Executive Board. A huge thanks to the outgoing chair, Danielle Rudes. The division thrived under her leadership, even during a global pandemic.

It was great to see everyone who was able to make it to Chicago last November. We had over 125 people attend our breakfast meeting! We now turn our attention to our next meeting to be held in Atlanta, GA in November 2022. Plans are already underway for our off-site social- the first one we've been able to have since 2019.

Our Outreach Committee chair, Cassandra Atkin-Plunk, has taken our social media presence to the next level. The division is now active across three social media platforms- Twitter (@ASC_DCS), Facebook, & LinkedIn (just search ASC Division on Sentencing & Corrections). Please join us on each of these platforms as we will utilize them to make announcements but also to highlight and showcase the accomplishments of our members. Please feel free to email Cassandra with any ideas: catkinplunk@fau.edu

A special shout goes to our latest edition of the DCS Handbook Series. Volume 7, *Inequalities in Sentencing and Corrections Among Marginalized Populations*, edited by Eileen Ahlin (PSU, Harrisburg), Ojmarrh Mitchell (ASU), and Cassandra Atkin-Plunk (FAU). The volume is currently in press and will be available for purchase by the November ASC meeting.

Finally, congratulations to our 2021 award winners. Please consider nominating your colleagues (or self-nominating) for our many awards or to serve on the Executive Board. Calls for 2022 awards can be found in this issue of the newsletter and applications for the open Executive Board positions (Vice-Chair, Secretary/Treasurer, 1 Executive Counselor) will be due in early August!

From the Editor



Eileen M. Ahlin

INCREASING DCS'S OUTREACH

Summer 2022 is just around the corner! Whether you plan to tackle some of your never-ending research to-do list, update or polish your course offerings, or take some much-needed vacation time, @ASC_DCS, the ASC Division on Corrections & Sentencing Facebook page, and our new LinkedIn account are here for it! One thing (of many) the pandemic has taught me is that maintaining our professional connections is essential. On Twitter, Facebook, and LinkedIn I learn about new teaching techniques and how to better connect with students. I hear about job opportunities I can pass on to my student mentees and colleagues looking for new challenges.

Right now, it's award season for ASC and DCS; where better to hear what accolades we can bestow upon those working in our space? I also live vicariously through those of you who post pictures of walks with your dogs, travel locally and abroad, and connections with colleagues. I most enjoy learning about all the excellent research our members are conducting that contributes to our field and adds to my already long reading list. Our DCS social media presence is growing and allows us to stay connected beyond the annual meeting and the bi-annual newsletter, but social media is only one way to stay connected. The DCS Outreach Committee is working diligently behind the scenes to amplify our other outreach efforts to keep us engaged throughout the year. What are you waiting for if you're not already following DCS on Twitter, Facebook, or LinkedIn? These are the places to start connecting with DCS and where we'll learn about good things yet to come!



@ASC_DCS



ASC Division on Corrections & Sentencing



Division Leadership

Shelley Johnson, Chair, University of North Carolina Charlotte
Eileen M. Ahlin, Vice Chair, Penn State Harrisburg
Jennifer H. Peck, Secretary/Treasurer, University of Central Florida
Cheryl Jonson, Xavier University
Cassandra Atkin-Plunk, Executive Counselor, Florida Atlantic University
Ojmarrh Mitchell, Executive Counselor, Arizona State University
Danielle Rudes, Past Chair, Sam Houston State University

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Teaching Note

Dragana Derlic
Kentucky Wesleyan College



Yet another transition awaits, moving away from virtual learning back to on campus and in-person learning. These changes have not been easy on faculty nor the student body. Thus, finding ways to transition slowly by integrating useful technological tools has been on everyone's agenda. The following teaching piece will focus on three technological tools in the classroom environment that are helpful for the student body and easy for faculty to use: (1) Kahoot, (2) the Catch Box, and (3) QR Codes. All three examples are useful in online and in-person courses.

Kahoot is an online game-based learning platform that is fun for students, easy for faculty, and accessible to both. Through this free platform, professors can create game-based learning which facilitates an enjoyable learning experience for the entire class. Much like other trivia games, faculty can create questions while the students compete against each other to answer and score the greatest number of points by the end. Students use their cellphones to access the Kahoot platform with a digital pin to answer the questions. I often utilize Kahoot for exam review days where the questions used in Kahoot may or may not show up on the exam. By doing so, I give students an idea of how the questions are formatted, what material is likely to show up on the exam, and importantly the opportunity to review the class material in a less stressful and fun manner. Those who win the game are given 5 points of extra credit toward their exams where these extra points often help students improve their grade and encourage them to complete the assignments with integrity. Importantly, Kahoot can be used in-person as well as online for distance learning and can be utilized for other things like assessments, interactive lessons, and study plans. In my experience, students enjoy the format and often ask to play the game.

The second tool is the Catch Box. Although it is expensive to buy just for one class, the Catch Box is a device that your division or school could invest in. The Catch Box (or throwable wireless microphone system) works by audience engagement and is great for large classrooms where students may have a hard time hearing each other or the professor. With the Catch Box, students can toss the device around from one person to the next, asking and answering questions based on class material. The Catch Box itself holds a recording device inside where faculty can pre-record questions and students can then answer the questions and record their answers, often these recordings can be uploaded to other devices including laptops, and tablets. The recordings can also be uploaded to platforms like Brightspace and Blackboard for students to review later. With the Catch Box, faculty can record lectures, transcribe them, and post them. And, if faculty are feeling very tech savvy, they can connect the Catch Box with Alexa and have the class engage that way as well. The Catch Box offers students the opportunity to hear the questions that are being asked and the opportunity to be heard by answering questions that they feel comfortable with or pass the Box to the next person if they do not know the answer. The Catch Box is a great way to encourage class engagement as most students are eager to play and study interactively with others, promoting active learning, and collaboration among their classmates. Importantly, the Catch Box offers tools for hybrid classes and a blend of in-person as well as online teaching when needed. With that said, there are other platforms that can be incorporated in the class, for example, if the Catch Box is too expensive (average cost is \$500), faculty can consider the Qball (average cost is \$220), which essentially does the same thing but costs a lot less.

Another way to use technology and engage the class is the use of QR Codes. I recently had a virtual guest lecture by Dr. Christina DeJong (Associate Professor in the School of Criminal Justice at Michigan State University) who utilized QR codes. It was by far the most interactive virtual guest lecture I have ever had; I was amazed, and the students were glued to the projector. Throughout the class Dr. DeJong would ask the students to use their cellphones so that they can scan the QR Code on the PowerPoint slide and answer questions, those answers would then populate on the screen. After the answers populated, Dr. DeJong would go through their feedback and continue her lecturing. It was in this moment that I realized the importance of QR Codes and how our students can engage with their cellular devices in class in a meaningful way. This is a perfect way to engage the new generation of students, especially those who are constantly on their phones. So, I have been experimenting with the use of QR Codes in my lectures as well as my presentations. Recently, I used QR Codes in a poster presentation at the annual ACJS meeting and was amazed by the amount of people scanning them. I would also like to note that a multitude of QR generators exist online and majority of them are free (listed below).

I hope this teaching note is informative and helps encourage you to consider alternative technological tools in your classroom which can help with classroom engagement. The tools listed in this teaching note can help break down barriers in classrooms and encourage students to participate in a safe and supportive environment. Consequentially, by incorporating one or all these tools, faculty can keep up with the latest pedagogical trends and encourage others to do the same.

Resources:

[Kahoot](#)

[Catch Box](#)

[Catch Box \(Amazon\)](#)

[Qball \(Amazon\)](#)

[QR Code Generator](#)

[QR Code Generator \(2\)](#)

[QR Code Monkey](#)



Research Note

Words Matter: Applying an Interdisciplinary Approach to Analyzing Racialized Rhetoric in Parole Board Hearings

J. Edward Osborne, Louisiana State University
Stuti S. Kokkalera, Sam Houston State University
Kaitlyn Pederson, Sam Houston State University
Beatriz Amalfi Marques, Sam Houston State University

Interdisciplinary approaches occupy a unique and prominent place within the history and purpose of academic scholarship. Generally understood as research produced through the collaboration of two or more disciplines, interdisciplinarity traditionally functions as one method employed by academia to address important scientific issues (e.g., thermodynamics, quantum mechanics) as well as social issues (e.g., intersectionality, performativity) (Klein, 2000, p. 5). Though interdisciplinarity gained prominence on university campuses in the 1960s due to student advocacy, departments today remain mostly singular in their disciplinary forms (Weingart & Stehr, 2000, p. xii). However, research produced from an interdisciplinary approach still holds weight, and we see our work contributing to this important trajectory of scholarship.

Both Bechtel (1986, quoted in Klein, 2000) and Karlqvist (1999) highlight the contributions of a multi-disciplinary research approach. Bechtel notes that interdisciplinarity can adopt a theoretical framework based on one discipline or another (1986, quoted in Klein 2000, p. 6). Adapting rhetorical theory to criminal justice studies helps us exemplify an important insight from Karlqvist (1999), that interdisciplinarity allows researchers to amass knowledge from multiple sources to address a shared issue. We believe interdisciplinarity will enable researchers to access and apply pieces of knowledge gathered from different disciplines, thereby producing new and meaningful insight.

Our current project explores how racialized discourses emerge in parole board hearings. Prior parole research has focused almost exclusively on testing the race effect as a singular variable regarding the candidate's race (e.g., Anwar & Fang, 2015; Huebner & Bynum, 2008; Morgan & Smith, 2008). However, parole board hearings are dynamic spaces with competing discourses from the parole candidate and parole board members. Therefore, the objective of our study is to surface the more nuanced dynamics that operate in a parole board hearing.

Our sample is comprised of twenty-five parole board hearings of candidates who were sentenced to life as minors ("juvenile lifer candidates"). In these hearings, parole board members are not only concerned with a juvenile lifer candidate's rehabilitated status but also their mitigated culpability due to their age at the time of the offense. We suggest that perceptions of mitigated culpability and demonstrated rehabilitation can diverge between the candidate seeking release and board member perceptions of the candidate based on the candidate's race.

To examine how racialized discourse emerges in parole board hearings, we draw on rhetorical agency, defined as an individual's capacity to persuade (Gunn, 2009). Rhetorical agency focuses on the linguistic choices made by the speaker to influence the audience's perception of the speaker. We developed a codebook that emphasized the rhetorical choices of the juvenile lifer parole candidate to relate what is expected of them at the parole hearing. The expectations can be characterized as the 3Rs where parole candidates are expected to show remorse, accept responsibility for their acts, and display redemptive qualities (Singer & Kokkalera, forthcoming). Using rhetorical agency as a theoretical and methodological frame allows us to examine racialized differences in how candidates present themselves as well as how parole board members respond to a candidate's presentation of self.

Two doctoral students who have been working on this project as part of their research responsibilities provide their testimonials here:

Kaitlyn: Working towards interdisciplinary research of parole hearings and rhetoric has been an invaluable experience. Many topics within the social sciences are complex constructs; thus, utilizing other disciplines' knowledge, skills, and techniques allows to advance research innovatively. For example, our current project uses a standard method in criminal justice research by analyzing archival records (i.e., parole hearing transcripts).

However, instead of solely exploring substantive themes, a rhetorical approach shifts the perspective to how language is utilized, formed, structured, and portrayed, delving deeper into the understanding that even word selection is relevant within the criminal legal system. In addition, being a part of this project has led me to pursue an interest in more interdisciplinary research opportunities. I am looking forward to continuing this project and other endeavors, and I encourage others to explore perspectives beyond their chosen discipline. I believe the future of criminological research is interdisciplinary!

Beatriz: The most rewarding aspect of being a part of this project is to experience the interdisciplinary characteristics of criminal justice. With this project, we can combine a socio-linguistic approach with theories of criminal justice decision-making to understand the rationale of parole boards and their overall perceptions of rehabilitation and readiness for release as they are presented by candidates of different races. Initially, we coded linguistic tropes and schemes in a candidate's speech to explore racialized rhetorical differences in their presentation of readiness for release. Subsequently, we revisited each hearing transcript to code candidates' demeanor (use of passive voice and terms of respect toward board members) and how they present each of the three Rs: remorse, responsibility, and redemption. Preliminary results highlight the performative characteristic of early release decision-making. We continue to be excited to further explore the relationship between race and speech in the field of criminal justice.

Our project proceeds with the understanding that race (and racism) can influence decision-making. Therefore, we applied an interdisciplinary approach to explore the racialized, symbolic interaction between parole candidates and board members. In other words, drawing on rhetorical agency provides a new lens to examine the dynamics in criminal legal settings where race often serves as an extralegal factor impacting final decisions. Such an interdisciplinary approach may be equally beneficial in understanding other areas of discretionary criminal justice spaces, such as decisions to arrest, presentation of jury instructions, and other discourses during criminal trials.

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ASC & DCS Elections



Valerie Jenness
University of California - Irvine
ASC President Candidate



Natasha A. Frost
Northeastern University
ASC Vice President Candidate

DCS Board Elections

**Want to serve the Division on
Corrections & Sentencing as a
Board Member?**

Consider running for a board position!

*Formal call for nominations coming in August
for the following positions:*

Vice-Chair
Secretary-Treasurer
Executive Counselor

DCS Mentoring Program

Chantal Fahmy, The University of Texas at San Antonio



To highlight the important work being done by DCS mentors and mentees, this new section in the bi-annual newsletter will feature a mentee-mentor pair. The Spring 2022 pair, and the first non-academic track spotlight, features Dr. Brian Lovins (mentor and Principal, Justice System Partners) and Dr. Tereza Trejbalová (mentee and Researcher at Czech Institute of Criminology and Social Prevention).

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

Brian: Video calls, understanding how I could be helpful for Tereza, and the ways I can provide support to her for her to be successful.

What have you gotten out of the mentoring program?

Tereza: So much. Definitely the opportunity to pick the brains of someone who is extremely successful outside of the traditional academic realm, while staying up to date about what is happening in academia and knowing how to network to arrive at the best results. I think one of my main takeaways has been expanding

my mind to what all is possible to accomplish outside of a tenure-track position, as well as having more of an idea as to HOW to accomplish it. Also, given the extent of Brian's insight, he was always ready to point my attention to a great opportunity that I might have missed without him!

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

Brian: Coaching model. Identifying strengths, helping Tereza think about her best assets and frame those to be successful. Connecting her with people and advocating on her behalf.

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?

Tereza: I would highly recommend the mentoring initiative to everyone. Being a person who thoroughly enjoys one-on-one communication, I would say this initiative is great for individuals who cannot come to conferences for different reasons (institutional or international restraints, etc.) or who do better in more personal networking settings. I am not sure that I have any advice for success, as that will highly depend on the individuals involved, but maybe some basics like being flexible, and appreciative. I know everyone has busy schedules, so acknowledging and recognizing that someone is taking time away from something else they could be doing to help you with your goals is really important.

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

Tereza: Aside from being able to learn so much from Brian already, it is great knowing that I have another expert in the field to turn to for advice, especially when it comes to non-academic settings (but academic too, because like I said, Brian has such extensive knowledge about pretty much all arenas!). Additionally, I am also hoping that we will be able to work together to some extent in the future, given our shared passion for applied research.

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

Brian: It has been a pleasure connecting with Tereza and being able to give back to students (in a way that Ed Latessa gave me), who want to take an alternative approach to employment. The field needs people like her, eager to learn and use her skills to help support people on the ground.

Summary:

As gleaned from Brian and Tereza's responses, the DCS mentoring program can be flexible and adaptive to any mentor-mentee pair both within the academy as well as those in Alt-Ac careers. We are always open to forming other mentorship pairings, but we need YOU! Please reach out to Jill Viglione (Jill.Viglione@ucf.edu) if you have any interest in either becoming a DCS mentor or if you are a potential mentee hoping to be paired with a DCS mentor.

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.

Upcoming Meeting!



Atlanta 2022



In Memoriam

The field of corrections lost a giant this past year. Edward J. Latessa, Ph.D., passed away peacefully on January 11, 2022 at his home in Cincinnati, Ohio.



Please take a look at the amazing special issue by Victims & Offenders (Editor-and-Chief, DCSer, Dr. Jim Byrne) that honors the life and legacy of DCSer extraordinaire, Dr Edward Latessa. There is so much amazing scholarship in this volume recognizing the commitment and passion of an amazing man.

**Edward Latessa,
Professor Emeritus,
University of Cincinnati**



Seeking Nominations For The

EDWARD J. LATESSA PRACTITIONER AWARD

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. Nomination packets should include a nomination letter and the candidate's curriculum vitae.

Nominations should be sent to Cheryl Lero Jonson, Edward J. Latessa Practitioner Award Chair, at jonsonc@xavier.edu no later than August 31, 2022.

Please put "Practitioner Research Award Nomination" in the subject line.

Seeking Nominations For The:

Distinguished Service Award

This award honors an individual's distinguished service in the area of corrections and/or sentencing. Nominations should include a nomination letter and the candidate's curriculum vitae.

Nominations should be sent to Lin Liu,
Distinguished Service Award Chair, at
linliu@fiu.edu no later than
August 31, 2022.

Please put "Distinguished Service Award
Nomination" in the
subject line.

SEEKING NOMINATIONS FOR THE:

LIFETIME ACHIEVEMENT AWARD

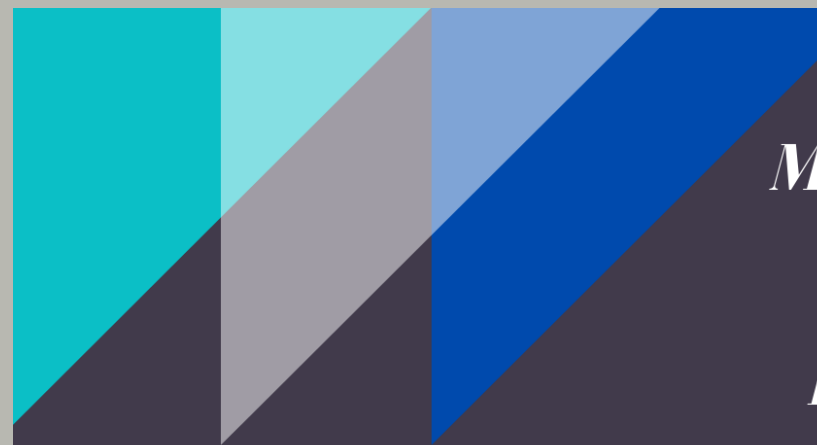


THIS AWARD HONORS AN INDIVIDUAL'S DISTINGUISHED SCHOLARSHIP IN THE AREA OF CORRECTIONS AND/OR SENTENCING OVER A LIFETIME. RECIPIENTS MUST HAVE 20 OR MORE YEARS OF EXPERIENCE CONTRIBUTING TO SCHOLARLY RESEARCH. RETIRED SCHOLARS WILL BE CONSIDERED. NOMINATIONS SHOULD INCLUDE A NOMINATION LETTER AND THE CANDIDATE'S CURRICULUM VITAE.



NOMINATIONS SHOULD BE SENT TO LIN LIU, LIFETIME ACHIEVEMENT AWARD CHAIR, AT LINLIU@FIU.EDU NO LATER THAN AUGUST 31, 2022.

PLEASE PUT "LIFETIME ACHIEVEMENT AWARD NOMINATION" IN THE SUBJECT LINE.



SEEKING NOMINATIONS FOR THE
Marguerite Q. Warren
and Ted B. Palmer
Differential Intervention
Award

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 populations/environments within or outside of the United States. Nomination packets should include the nominee’s name, affiliation, a CV, and a short description of relevant accomplishments.



Nominations should be sent to Cheryl Lero Jonson, Differential Intervention Award Chair, at jonsonc@xavier.edu no later than August 31, 2022.

Please put “Differential Intervention Award Nomination” in the subject line.

The History of our Division Membership

H. Daniel Butler, Iowa State University

I hope everyone is doing well. In our last newsletter (Fall 2021), I presented Part Two of our “Insights and Memories from DCS Members” series. I am grateful to everyone who provided their time and thoughts to discuss the history of our division, and I encourage you to check it out if you have not done so already! This time around, I wanted to understand how our division fits within the broader American Society of Criminology (ASC). In particular, I wanted to see what percentage of the ASC membership contains DCS members. To answer this question, I accessed the History of ASC webpage. ASC has done a fantastic job archiving major events in our society’s history. It helped me compile the data to 1) determine how many members DCS has had since its inception and 2) determine what proportion of the ASC membership is comprised of DCS members.

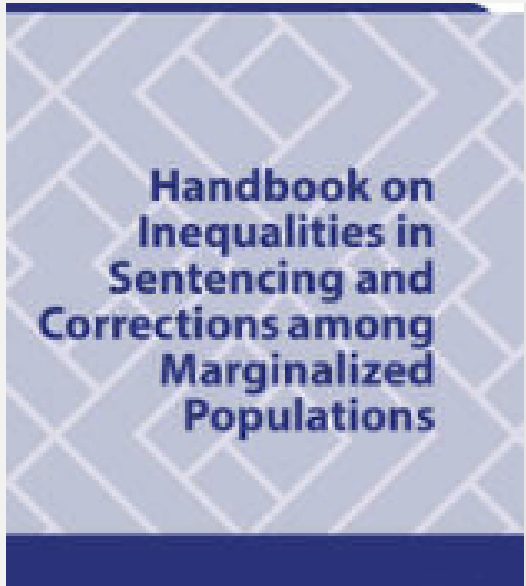
The historical section of the ASC website maintains records on the number of individuals who attended the annual conference, the number of individuals who are paid members of ASC, and the number of individuals who are paid members across a variety of divisions. I obtained the membership numbers for overall membership (paid members), ASC attendance (registered attendees), and DCS members (paid members) between the years 2000 – 2021. It is important to note that some years are missing for ASC’s overall membership (2000 – 2005), and in those years, I substituted the ASC’s annual meeting attendance. The remaining years (2006 – 2021) use the actual numbers for ASC membership. I must mention that a variety of factors influence membership into both ASC and DCS that we cannot observe with this data, such as university/departmental monetary support, recessions, pandemics, and potentially location of the conference, to name a few.

The results of this descriptive examination are provided in the table below. Over our 21-year history, we have averaged a DCS membership of 336 and ASC has maintained an average membership of 3,117. Our members represent, on average, approximately 11 percent of the total ASC membership over the past 21 years. Although ASC has grown in membership over the past two decades, our DCS membership maintains a stable proportion of overall members. Our highest year for DCS membership (413) occurred in 2015 when the ASC annual conference was held in Washington D.C., but our highest proportion of membership across ASC was in 2001 and 2009 (both 13 percent). Is there a relationship between meeting location and ASC/DCS membership? We can leave that for a separate discussion, but I wanted to provide the location for those who are curious.

Year	Meeting Location	DCS Membership	ASC Membership	Percent DCS Members
2000	San Francisco, CA	287	2802	8
2001	Atlanta, GA	256	2240	13
2002	Chicago IL	211	2500	8
2003	Denver, CO	286	2529	11
2004	Nashville, TN	272	2557	11
2005	Toronto, ON	307	2746	11
2006	Los Angeles, CA	304	2935	10
2007	Atlanta, GA	314	3040	10
2008	St. Louis, MO	380	3060	12
2009	Philadelphia, PA	397	3105	13
2010	San Francisco, CA	380	3421	11
2011	Washington, DC	336	3259	10
2012	Chicago, IL	390	3645	11
2013	Atlanta, GA	387	3442	11
2014	San Francisco, CA	402	3505	11
2015	Washington, DC	413	3480	12
2016	New Orleans, LA	395	3698	11
2017	Philadelphia, PA	412	3686	11
2018	Atlanta, GA	301	3513	9
2019	San Francisco, CA	347	3407	10
2020	--	315	3039	10
2021	Chicago, IL	342	2986	11

So, what is the take-away? We have a dedicated and stable division membership, and our overall proportion of membership in ASC is around 11 percent. The next task I want to complete is to examine how representative our membership is in terms of leadership positions within ASC. Although we know that our members have and continue to serve in every executive role in ASC, it would be helpful to document the efforts our members exert to improve the division, ASC, and our discipline. I hope you find this brief descriptive foray into our division membership interesting and insightful. I would greatly appreciate any feedback, advice, tips, or help for the next submission. My e-mail is hdbutler@iastate.edu. Thank you for your time.

DCS Handbooks



Inequalities in Sentencing and Corrections among Marginalized Populations, edited by Eileen M. Ahlin, Ojmarrh Mitchell, and Cassandra Atkin-Plunk, is in press! The handbook includes chapters that explore various groups on the margins of research and treatment within corrections and sentencing. Get your copy this fall.

Handbook on Prisons and Jails; 8th Edition of the Division on Corrections & Sentencing's Handbook

The volume, titled Handbook on Prisons & Jails, will be a comprehensive and innovative approach to examining all aspects of the carceral experience. The editors seek contributions in the form of empirical and theoretical essays that address any aspect of living and/or working within penal institutions around the world including work on lived experiences. Topics may include: trauma, risk, programs, treatment, services, mental and physical health, systemic or individual racism, discrimination, representation, disproportionality, intersectionality, positionality, LGBTQ+, aging, veterans, religion, substance use disorder, market economies, and/or any other topic relevant to those interested in prisons/jails.

Expected publication date of Volume 8 is 2023.

Frank Cullen wins Stockholm Prize

Francis Cullen
recognized for
dedication of
criminal
rehabilitation
research and
policy reform



Dr. Cullen will be recognized for his work at the
Stockholm Symposium, June 13-15, 2022.

DCS Breakfast Celebrating our Award Winners



H. Daniel Butler
New Scholar Award
2020



Sadé Lindsay
Student Paper Award
2020



Jennifer Lanterman
Differential Intervention Award
2021



Jim Byrne
Lifetime Achievement Award
2021

Kimberley Sperber
Practitioner Award
2021



Stacie St. Louis
Student Paper Award
2021



Shannon Magnuson
Student Paper Award
2021



Newsletter Committee

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