



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
Fall 2022

Division Chair's Corner



Shelley Johnson

The Division continues to grow and thrive. As of November 2022, we are the 2nd largest division within the ASC. Even more exciting is the fact that we are only 15 members shy of taking over the top position. Tell your colleagues (and even your neighbors!) to join our division.

There really are so many perks that come with our division. First, we have organized an exciting program for our annual meeting in Atlanta. In addition to our featured panels, we are hosting a social event at a nearby pub on Wednesday, November 16th and we have our breakfast/ business meeting on Thursday, November 17th (details below).

We are very excited to welcome 175 members to this event. New this year, our breakfast meeting will include short presentations by the Directors of both the National Institute of Justice and the Bureau of Justice Statistics. Second, we are continuing our successful Handbook series. There are plans in the works for the next editions so please consider writing a chapter or becoming involved by pitching ideas. Third, we are always looking for nominations for one of our many awards, and we make nominations for ASC awards and positions. Finally, we have several exciting initiatives, including the Mentoring Match program and the Alt-Ac series. Please join us; we welcome your involvement in all things DCS!

As a reminder, 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 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 Atkin-Plunk with requests: catkinplunk@fau.edu.



@ASC_DCS



ASC Division on Corrections & Sentencing



*From the
Editor*



ANNUAL MEETING

Eileen M. Ahlin

The Fall issue of the Division on Corrections and Sentencing newsletter brims with excitement. We are close to the annual meeting of the American Society of Criminology (Atlanta Marriott Marquis, November 16-19, 2022) and our annual social (Wednesday, 5:30-7:30p at Max Lager's Wood-Fired Grill & Brewery) and business breakfast meeting (Thursday, 7:30-9:20a, Atrium Ballroom C, Atrium Level). These are excellent opportunities to reconnect with familiar colleagues and make new acquaintances as our division grows. This issue contains important information about the conference. Every fall, we also dedicate space in the newsletter to celebrate our division award winners. This is a fantastic opportunity to celebrate the important work our members are doing to advance corrections and sentencing. We look forward to the awards portion of our business breakfast meeting and honoring our members' successes.

The past two years have flown by, and it's time to put the newsletter into a new set of hands. At the meeting, Colleen Berryessa will become the Vice Chair. I look forward to working with her during the transition and thank you all for your support over the years as we continue to improve the 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

Jessica J. Warner, Ph.D.

Tina Riedy, M.Ed.

Miami University (Ohio)



Creating Simulated Community Reentry for Online Learning

Right before the shutdown in March 2020, I (Jess) was the faculty host of an on-campus event where students, faculty, and the community had been invited to participate in a simulation of the reentry experience. A nonprofit organization designed a two-hour interactive event based on the lived experiences of returning citizens from Ohio. The focus for each participant was to make critical decisions about life while adhering to supervision conditions.

Subsequent to the event and the government shutdown, I was reflecting on the content of my online corrections course. Before the pandemic, there were plenty of opportunities for students to engage in experiential learning activities. Of course, the majority of these activities were in-person and may have been offered as “things to do” on campus or as extra credit assignments. Unfortunately, there was a shortage of experiential learning opportunities for online students. This shortage was exacerbated by the pandemic and the extensive shifts to online learning and social distancing.

I shared these reflections with my coauthor Tina who just happened to have the skill set to build a similar simulation activity for online

delivery. The fruit of our collaboration is The Reentry Challenge which is an online simulation for students where they can further their understanding of corrections and reentry while also developing a sense of empathy for the plight of returning citizens. Our goal for authoring this teaching note is twofold. First, we hope to inspire and encourage you to think beyond the textbook and create course assignments or activities for students that engage them in the traditional critical thinking process, but also provide the opportunity for transformation albeit internal or external change. Second, we share our process for creating The Reentry Challenge so that you have a reference point and potential resource as you begin to let the creative juices flow.

The Reentry Challenge

Students are given a link to The Reentry Challenge.



Once they click “Start” on the homepage, students are presented with the initial scenario. Each student is told that they have been released from prison after 7 years though their “crimes” are not disclosed. They are given gate money (determined by a range of values as identified by average gate release amounts), an amount to pay in fees (also randomly determined by a range of values calculated by average fees owed upon release), and zero “strikes”. Students are given an explanation of the money they have and the fees required of them. They are instructed to meet with their PO to review the conditions of their supervision (a slight modification of the process) and then are given the choice as to whether or not they meet with their PO. From this decision moving forward, each choice can influence the amount of money they have remaining and whether they receive a strike. If they “earn” 3 strikes, they are returned to prison. Decision points include finding housing, finding employment, getting a cell phone, walking or using transportation, and completing drug screens. Each choice leads to another and the simulation has programmed responses that are random. The game ends once the student returns to prison or completes all of the tasks.

Development Process

We set up weekly working meetings to ensure continued attention and progress on the project. We met virtually using Google Meet and collaborated through Google Drive. We set a vision of creating a “game” that could influence students’ emotions and spark a sense of action for change. We adopted a set of seven pre- and post-Likert scale questions from Butler and colleagues (2020) to measure any changes in perspectives regarding returning citizens and their lives after prison. Examples include “In general, it is possible for people who commit crime to change and lead a law-abiding life” and “People who have committed crimes deserve the opportunity to regain the respect of the community”. We added an eighth question to determine level of contentment: “On a scale of 1-10 with 1 being completely unhappy and 10 being ecstatic beyond the moon rate your level of happiness at the

moment”. For the post-survey, we added questions to determine how many times each student attempted the simulation, how many times they were successful (i.e., were not returned to prison), and if they had any thoughts or comments to share.

Tina worked as our architect and built the simulation in Articulate Storyline. The game process was simple -- give students opportunities to make decisions in a simulated reentry situation. We drafted the scenarios, interactions, and consequences in-game to be as realistic as possible using community data points (e.g., average amount of gate money, average cost of bus transportation, average cost of new cell phone, etc.). We piloted iterations of the simulation with faculty colleagues, students, and individuals outside of academia. With the final product, we applied for IRB approval so that we could assess the simulation’s impact on student attitudes before and after completion of the simulation. In addition to obtaining consent from students, we asked them additional questions including demographics and if they knew anyone who had been to prison. From idea to implementation, the development process took nine months.

Implementation

At Miami University, we use Canvas as our learning management system. For our online Introduction to Corrections course, we created three course assignments: pre-survey, simulation completion, and post survey. Students are given participation credit for the pre and post surveys. Completion of iterations of the challenge simulation are tracked but no identifying information is collected including IP addresses. All students in the course complete the surveys and The Reentry Challenge. Once the corrections course is completed, students are contacted and recruited to participate in the study. Participation rates for the research study have not exceeded 50%; however, survey responses and comments suggest that The Reentry Challenge was successful in fostering awareness and creating empathy.

Conclusions

In order to do this project yourself, we highly recommend at least a team of two. In our case, one person helped guide the narrative and gathered the real-world statistics which greatly informed how the game played out, and the other person led the design and development process. Clearly one person should be a subject matter expert. The other should be a designer with some kind of interactivity knowledge (e.g. an advanced user of Articulate Storyline, Adobe Captivate, etc.). Having graphic design knowledge as well as instructional design skills is preferred, but with enough testing (and if you actually implement the feedback you get from your testers) you can put together a decent interaction without a significant amount of graphic design background. Also, using online templates as inspiration for color scheme and layout takes a lot of the initial brainwork out of the design process. The key to designing an interactive experience is consistency -- where are the buttons, where is the body text, where are the variables (e.g. money, time, location, strikes, etc.), where are the controls, where are the supporting graphics (images, videos, etc.). Make sure to reduce cognitive load by implementing consistency in UI/UX design so that students can focus on the game/experience itself instead of trying to locate the 'next' button every time they reach a new screen.

As for the development of experiential learning activities in online courses, this one activity took a significant amount of work and constitutes a very small portion of the course. Even so, student course evaluations suggest that learning was enhanced by completing The Reentry Challenge. Our conclusion is that the effort was worth it. Moving forward, we hope to improve the simulation through newer technology and additional content. We also hope that once updates are viable, we can share The Reentry Challenge with others.

References

Butler, L. C., Cullen, F. T., Burton, A. L., Thielo, A. J., & Burton, V. (2020). Redemption at correctional turning point: Public support for rehabilitation ceremonies. *Federal Probation*, 84(1), 38-47.

PCS Award Winners

Congratulations to this year's awardees!

We look forward to celebrating your accomplishments in Atlanta.

Lifetime Achievement:

Francis Cullen, University of Cincinnati

Distinguished New Scholar:

Chantal Fahmy, The University of Texas at San Antonio

Distinguished Scholar:

Brian Johnson, University of Maryland

Marguerite Q Warren & Ted Palmer Differential Intervention:

Deborah Koetzle, John Jay College of Criminal Justice

Distinguished Service:

Jill McCorkle, Villanova

Edward J. Latessa Practitioner:

Dana Plunkett-Cafourek, Missouri Dept of Corrections

Ben Steiner Excellence in Corrections Student Paper:

Yiwen Zhang, Penn State University

Dissertation Scholarship:

Maria Valdovinos Olson, George Mason

Dr. Kimchi Memorial Graduate Travel:

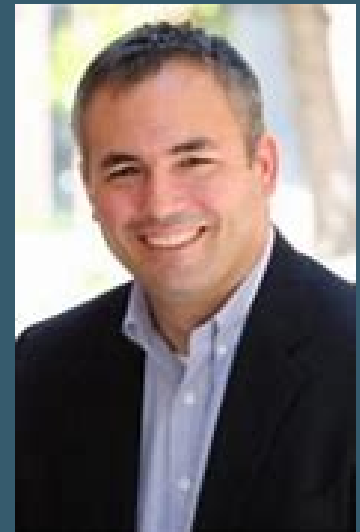
Iris Xiaoshuang Luo, UC Irvine & Justin Sola, UC Irvine

Congratulations to DCS Members who won ASC Awards this year!

ASC Fellows



Brian Johnson
University of Maryland



Michael Reisig
Arizona State University

Young Scholar Award



Matthew Clair
Stanford University

Congratulations!

**ASC President
2023-2024**



Valerie Jenness
University of California - Irvine

**ASC Vice-President
2023-2024**



Natasha A. Frost
Northeastern University

Perspectives

The Journal of the American Probation
and Parole Association (APPA)

Join the Team!

What is *Perspectives*?

Perspectives, the journal of the American Probation and Parole Association (APPA), is focused on promoting translational research in the area of community-based corrections. This scholarship can take a variety of forms, including:

- Research-focused articles that translating peer-reviewed studies for a practitioner audience
- Practitioner-focused articles on experiences conducting research, implementing practices, and/or developing/innovating in the face of change
- Research-Practitioner partnerships about the process and experience of collaboration

Each quarterly issue of *Perspectives* centers on a theme for which contributions are solicited that reflect any aspect of that theme. Recent issues of *Perspectives* have focused on topic areas such as responsivity, restorative justice from international perspectives, innovations in risk/need assessment, and recruiting and retaining staff.

Who is involved with *Perspectives*?

One of the most recent developments for *Perspectives* has been the expansion of the Editorial Committee. The Editors revised the current operations, with approval from APPA leadership, to designate between committee members and reviewers. The Editors interviewed and selected an array of academics, researchers, practitioners, and providers to comprise our committee. These members provide critical support in decision-making and development for *Perspectives* as a publication for APPA members and beyond. One essential role committee members have taken on is leading the idea and content development for specific issues. The following DCS members serve on the *Perspectives* Editorial Committee:

- Eileen Ahlin
- Lauren Duhaime
- Phillip Galli
- Shelley Johnson
- Jennifer Lanterman
- Sarah Manchak
- Reveka Schteynberg
- Jill Viglione

Several DCS members also serve as manuscript reviewers for each issue.

- As *Perspectives* continues to evolve with the APPA and the field more broadly, we are looking to expand and enrich the journal. Here are a few initiatives in progress:
- Expanding the reach of *Perspectives* through new online platforms
- Developing new forms of content, including a podcast and blogs

- Creating revised submission criteria and processes to encourage collaborative researcher-practitioner submissions
- Collaborating with other practitioner and academic organizations to expand the journal's reach
- Inviting graduate students to serve as Editorial Committee members, reviewers, and authors

Where can I find *Perspectives*?

Currently, the archive of current and past *Perspectives* issues is housed through APPA Connect, the network interface that APPA uses to connect people across topics and jurisdictions to learn about and discuss timely issues. You can create a free account with APPA Connect to access *Perspectives* issues, specific articles, and engage with the wider APPA community. Check out the APPA Connect portal at: www.connectappa-net.org.

If you are interested in being involved in the APPA Perspectives Editorial Committee as a member or a reviewer, please fill out this Interest Form or contact Kim Kras (Co-Editor) at kkras@sdsu.edu.

Student Section

Engaging in Cross-University Collaborations as a Graduate Student

Rachel Novick, SUNY Albany, School of Criminal Justice

Cross-university collaborations are a critical part of a successful long term research agenda. Sometimes in graduate school, your world feels only as big as your department. It can be easy to forget that in a few short years, all the people you work with now won't be down the hall from you. The good news is that you can start collaborating with researchers at other institutions before you get your PhD. Those connections can start in graduate school-- you don't need to wait!

There are several ways to initiate cross-university research collaborations as a graduate student. Often, the easiest option is to find a research project your advisor is already engaged in with a scholar at another institution. In my case, my advisor invited me to collaborate on a study that he had put together with a colleague at another university. I jumped at the chance and now the result of that collaboration is a paper that has been published. This was a great experience because I was able to see the writing/research styles of another researcher, different strategies for responding to reviewer comments, and watching my own advisor collaborate with one of his peers.

When considering topics and datasets for my dissertation, I also initiated a cross-university collaboration. I was interested in studying racial and intersectional differences in desistance and reached out to a professor I knew at another institution who had a dataset well suited for the research questions I had been pondering. This cross-university collaboration happened through a series of conversations with her. She was incredibly generous with her time and her data. She is very supportive of my research ideas. The best part about this cross-university collaboration is that the professor and I have plans to continue our research together after I finish my PhD. This has been especially rewarding because it is turning into my nascent research agenda as I go on the market and will cross over from graduate school to the first few years as a professor. In my case, my dissertation research and related questions for future research will bridge the gap between collaborating as a graduate student and collaborating as a peer. My advisor and the other professors at my own institution have been very supportive about this cross-university collaboration for my dissertation. If you are considering embarking on a collaboration with a researcher at another institution, here are some additional things to think about.

Tips for a Successful Cross-University Collaboration

1. Communication and Shared Expectations are Key

Clarify collaborative rules up front and communicate anticipated changes as soon as you see them coming. If you're writing an article together, discuss authorship before the writing begins. If your dissertation involves a dataset from another institution, address IRB issues, committee issues, and make sure your internal chair/co-chair and your cross-university collaborator are on the same page with research questions, methods, data issues, timelines, and other project goals.

2. Always do more than is expected

As the most junior member of a collaboration, it looks good to exceed expectations. Look for ways to make the cross-university collaboration easier for your collaborators. They are doing you a favor and you want it to be a good experience for them too.

3. Be part of professional organizations (and ASC divisions!)

As a returning academic after a rewarding career in the criminal justice field, I was able to take advantage of pre-existing relationships outside of my current institution, but there are other avenues to make these connections if you don't already have them. One great way to make connections outside your university is to participate in professional organizations like ASC. Of particular benefit is joining an ASC division, because then you are introduced to scholars around the country (and the world) who are working on the same sub-areas as you and the division specific events give you more opportunities for meaningful engagements. By reading the newsletters and attending conference events sponsored by these divisions, you can start to identify potential collaborators at other institutions.

Conclusion

Engaging in cross-university collaborations as a graduate student may appear daunting, but they are worth exploring. These cross-university collaborations have given me the opportunity to build relationships outside my institution with researchers who treat me like their peers. It has helped me take a bit more control of my own next steps and see what life on the other side of the PhD can look like.

DCS Board Elections

**Congratulations to our newly
elected board members!**



Vice Chair:

Colleen Berryessa, Rutgers University



Secretary/Treasurer:

Kim Kras, San Diego State University



Executive Counselor:

Ryan Labrecque
Research Triangle Institute

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 Fall 2022 featured pairing includes Dr. H. Daniel Butler (mentor and Assistant Professor, Iowa State University) and Iman Said (mentee and Doctoral Candidate, Penn State University).

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

Iman: Daniel made a point to allow me to steer our mentoring relationship. I was able to ask for support when needed and pull back when other responsibilities needed my attention. He also set up time for us to meet in person at ASC and introduced me to other faculty. I felt like I was a part of our community!

What have you gotten out of the mentoring program?

Daniel: I really enjoyed learning about Iman's thought process related to research. She is incredibly organized and has a clear vision when it comes to developing research projects. She is also an excellent writer, and I know that my own writing improved by reading through her carefully constructed drafts. Thank you, Iman!

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

Daniel: We did not have a set schedule for monthly meetings once we started progressing through our research project. However, we did meet regularly at the beginning of the process, which helped us develop a plan of action.

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?

Iman: It's most important to be flexible. The mentee should be quite clear about what they are hoping to get out of the program: do you feel adequately trained for this stage of your career? For the next? What are your professional goals for the next 3 years and do you know how to accomplish them? Knowing those answers will help you identify the ways a mentor can support you. Mentors should be adaptable to the needs of their mentee: some will need immediate support for the job market, others are still adapting to graduate school, and others are focused on research. Ensuring you are sensitive to the unique needs of your mentee will ensure the program is productive.

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

Daniel: I hope Iman and I continue to collaborate!

Iman: Daniel and I have identified many similar research interests and I am looking forward to a productive relationship moving forward!

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

Daniel: Iman is on the job market, and she is a rock star! I would be simply thrilled to have her as a colleague. Keep up the great work!

Summary:

As gleaned from Daniel and Iman'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.

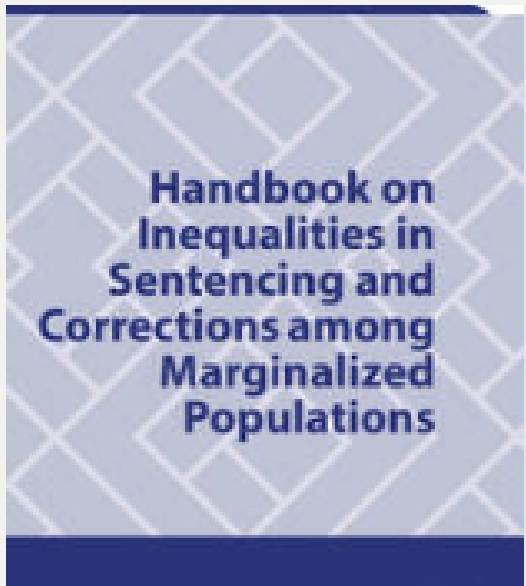
Upcoming Meeting!



Atlanta 2022



DCS Handbooks



Inequalities in Sentencing and Corrections among Marginalized Populations, edited by Eileen M. Ahlin, Ojmarrh Mitchell, and Cassandra Atkin-Plunk is now available.

The handbook includes chapters that explore various groups on the margins of research and treatment within corrections and sentencing. Get your copy at ASC.

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.

ASC DAILY PLANNER

SESSIONS OF INTEREST

Wednesday, November 16

Prisoners and Prisons (Panel 1)

11:00am-12:20pm

A703, Atrium Level

COVID-10 and Community Supervision

11:00am-12:20pm

International 4, International Level

The Carceral Landscape

11:00am-12:20pm

A705, Atrium Level

Thursday, November 17

Enhancing the Prison Environment Alongside Incarcerated Women

8:00am-9:20am

L404, Lobby Level

Edward J. Latessa Tribute

9:30am-10:50am, A706, Atrium Level

Monetary Sanctions in Community Corrections

9:30am-10:50am

International 5, International Level

Improving Juvenile Justice Through Theory and Research

11:00am-12:20pm

International 6, International Level

ASC DAILY PLANNER

SESSIONS OF INTEREST

Thursday, November 17, continued

Prisoners and Prisons (Panel 2)

2:00pm-3:20pm

A703, Atrium Level

Prisoners and Prisons (Panel 3)

3:30pm-4:50pm

A703, Atrium Level

Roundtable: Research on Families Impacted by Incarceration

5:00pm-6:20pm

Area 1, Skyline Level

Psychological Mechanisms Underlying Lay Support for Criminal Sentencing Outcomes

5:00pm-6:20pm

A702, Atrium Level

Friday, November 18

Beyond Recidivism: Alternative Methods for Examining Reentry

11:00am-12:20pm

A701, Atrium Level

Unpacking the Dynamics of Discretionary Release Decision-Making

2:00pm-3:20pm

A705, Atrium Level

ASC DAILY PLANNER

SOCIAL EVENTS



Division Social

Wednesday, November 16, 5:30pm-7:30pm
Max Lager's Wood-Fired Grill & Brewery
320 Peachtree Street, NE
Atlanta, GA 30308
404-525-4400



Division Breakfast Meeting

Thursday, November 17, 7:30am-9:20am
Atrium Ballroom C, Atrium Level
Students: \$5.00
Non-students: \$15.00

Thanks to our sponsors!

Platinum

- University of Cincinnati, Corrections Institute & School of Criminal Justice

Gold

- Arizona State University, School of Criminology & Criminal Justice
- Center for Advancing Correctional Excellence (ACE!) at George Mason University
- Research Triangle Institute (RTI)
- Sam Houston State University, Correctional Management Institute of Texas
- University of North Carolina Charlotte, Department of Criminal Justice & Criminology

Silver

- John Jay College of Criminal Justice
- Northeastern University, School of Criminology & Criminal Justice
- University of Nebraska Omaha, School of Criminology & Criminal Justice
- University of Maryland, College Park, Department of Criminology & Criminal Justice

Bronze

- Arizona State University, Center for Correctional Solutions (CCS)
- Florida Atlantic University, School of Criminology & Criminal Justice
- Penn State University, Criminal Justice Research Center
- University of Central Florida, Department of Criminal Justice

*nothing
but
gratitude!*

Newsletter Committee

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