



Corrections &
Sentencing

DCS Fall 2023 Newsletter

Editor: Dr. Colleen Berryessa
School of Criminal Justice, Rutgers University

Division Chair's Corner



Shelley Johnson
DCS Chair

We hope you enjoy the Fall 2023 newsletter! It is jam-packed with information about important events and interesting research notes. We are looking forward to our upcoming conference in Philadelphia. We have several sponsored events that include an off-site social on Wednesday evening, our business/breakfast meeting on Thursday morning, and several featured panels. More details about these events can be found on pages 4 - 6 of the newsletter.

We are also excited to announce that we are partnering this year with ASU's Center for Correctional Solutions {Ink}arcerated program to shine a light on their innovative work with the Arizona Department of Corrections, Rehabilitation, and Re-entry. The

program works with incarcerated artists from across Arizona to create various art pieces. These works are displayed and sold in an art gallery in the community. Proceeds from the sale are donated to a college scholarship for system-impacted individuals and/or family members and staff (see page 30 of this newsletter for more info). Dr. Kevin Wright, who directs the program, will be a guest speaker at our breakfast/ business meeting to discuss the program. To raise money for this scholarship, the DCS will conduct a silent auction where you can bid on two pieces of art from their collection. The art will be displayed at ASC during several events. Watch your email for more details about the auction and do not forget to purchase a ticket to the breakfast to learn more!

The {Ink}arcerated program also dovetails nicely with the topic of our newest handbook titled Prisons and Jails. This handbook includes chapters that examine all aspects of the carceral experience. If you forgot to order your Handbook when renewing your membership, there is still time left! Just send an email to me at slistwan@uncc.edu by November 30th.



Book Donations Needed!

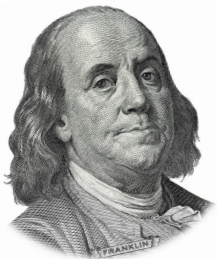
Have you recently authored a sentencing or corrections-related book? If so, consider donating a copy (or 3!) to our student book raffle, which will take place at the annual ASC conference in Philadelphia.

For questions or to donate a book, please contact Cassandra Atkin-Plunk at catkinplunk@fau.edu.

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Annual Meeting Reminder:



See you in Philly
in November!



*You're
Invited!*

DCS Sponsored Events at ASC 2023



Division of Corrections and Sentencing Social
Wed, Nov 15, 5:00 to 6:20pm
McGillin's Olde Ale House (off-site)
1310 Drury St, Philadelphia, PA 19107

Division of Corrections and Sentencing
Breakfast Meeting
Thu, Nov 16, 7:30 to 9:20am
Grand Ballroom Salon E, 5th Floor

Coffee Hour with Division on Corrections &
Sentencing Mentoring Match
Thu, Nov 16, 9:30 to 10:50am
Independence Ballroom III
Headhouse Tower, 3rd Floor



DCS Panels at ASC 2023

Wednesday

A Critical Conversation on Corrections, Reentry, and Desistance

Katherine A. Durante, University of Utah

Wednesday, Nov 15, 8:00 to 9:20am, Franklin Hall 1, 4th Floor

Victimization in Correctional Settings

Chair: Susan McNeeley, Minnesota Department of Corrections

Wednesday, Nov 15, 9:30 to 10:50am, Franklin Hall 8, 4th Floor

New Research on Veterans Treatment Courts

Chair: Kimberly Kras, San Diego State University

Wednesday, Nov 15, 9:30 to 10:50am, Franklin Hall 11, 4th Floor

Breaking the Mold: Embracing Holistic Student Mentorship Toward Alt-Ac Careers

Chair: Kimberly R. Kras, PhD, San Diego State University

Wednesday, Nov 15, 2:00 to 3:20pm, Salon D, 5th Floor

Aligning Supervision Conditions with Risk and Needs Information

**Chair: Robina Institute of Criminal Law and Criminal Justice at the University of
Minnesota Law School**

Wednesday, Nov 15, 3:30 to 4:50pm, Room 402, 4th Floor

Thursday

The Impacts on Recidivism Under Justice Reinvestment in Oregon

Chair: Mark Leymon, Portland State University

Thursday, Nov 16, 2:00 to 3:20pm, Salon B, 5th Floor

A Multifaceted Exploration of Legal Financial Obligations (LFOs) in Philadelphia

**Chair: Will Hall, Director of Financial Inclusion, Office of Community Empowerment
& Opportunity, City of Philadelphia**

Thursday, Nov 16, 3:30 to 4:50pm, Franklin Hall 4, 4th Floor

Roundtable: DCS's Rocking Your Resume Workshop with the AltAc Team

Chair: Kelsey L. Kramer

Thursday, Nov 16, 5:00 to 6:20pm, Franklin Hall 10, 4th Floor

Women in Prison: Mental Health and Prison Adjustment

Chair and Discussant: Katarzyna Celinska, John Jay College of Criminal Justice

Thursday, Nov 16, 5:00 to 6:20pm, Franklin Hall 13, 4th Floor



DCS Panels at ASC 2023

Friday

Massachusetts Center of Excellence for Specialty Courts: Improving Outcomes Through Innovation, Evidence, and Equity

Chair: Amber Scherer, PhD, Massachusetts Center of Excellence for Specialty Courts, UMass Chan Medical School

Friday, Nov 17, 8:00 to 9:20am, Franklin Hall 6, 4th Floor

Today and Tomorrow: Key Challenges Inside U.S. Prisons

Chair: Danielle S. Rudes

Friday, Nov 17, 8:00 to 9:20am, Franklin Hall 11, 4th Floor

Reducing the Burdens of Community Supervision: Research, Innovation, and Reform

Chair: Jill Viglione

Friday, Nov 17, 9:30 to 10:50am, Franklin Hall 13, 4th Floor

Navigating the Alt-Ac Market: A Panel for Job Seekers

Chair: Kelsey L. Kramer, Sam Houston State University/Harris County Courts

Friday, Nov 17, 11:00am to 12:20pm, Franklin Hall 7, 4th Floor

The Carceral Containment Landscape: Findings Regarding Restricted Housing and Prison Residents and Staff

Chair: Danielle S. Rudes

Friday, Nov 17, 2:00 to 3:20pm, Franklin Hall 5, 4th Floor

Roundtable: The DCS Mentoring for Success Program

Chair: Jill Viglione

Friday, Nov 17, 2:00 to 3:20pm, Conference Suite III, 3rd Floor

Risk-Need-Responsivity: Bridging the Gap between Science and Practice

Chair: Amber Scherer, PhD, Massachusetts Center of Excellence for Specialty Courts, Department of Psychiatry, UMass Chan Medical School

Friday, Nov 17, 3:30 to 4:50pm, Franklin Hall 5, 4th Floor

Research Note

Holding Criminal Hearings Remotely Affects Equity in Conviction and Sentencing

By Heather M. Harris, Ph.D. (harris@ppic.org)
Institute of California
University of California, Berkeley



Remote hearings are arguably the most widespread and enduring of the criminal justice policy innovations adopted during the pandemic. Before the pandemic, court systems across the nation mainly held hearings associated with criminal cases in person. During the pandemic, courts routinely conducted criminal hearings remotely. All fifty states now mandate or permit remote hearings for at least some types of criminal proceedings.

Whether holding hearings remotely rather than in person might impact defendants' case outcomes was uncertain before the pandemic and remained so amid it. Just one prior study investigated the impact of conducting hearings remotely. Bail amounts rose when courts conducted arraignments virtually in Chicago—but much shorter processing times for remote hearings could also have produced these outcomes (Diamond et al., 2010).

In new research published by the RSF: The Russell Sage Foundation Journal of the Social Sciences, I estimated the impact of adopting a remote hearing policy on defendants' criminal case outcomes using California Department of Justice data for more than 800,000 arrests made in the state in 2020 (Harris, 2023a). In a companion piece published by the Public Policy Institute of California, I also chronicled the impact of the pandemic on California courts,

described the three main policy responses—remote hearings, time extensions, and zero bail—the courts adopted, and characterized differences in how the state’s fifty-eight county-run superior courts implemented remote hearing policies (Harris, 2023b).

No Two California Counties Faced the Same Policy Environment

My review of all court orders, press releases, and changes to rules of court that occurred across the state in 2020 showed that no two superior courts created the same policy environment. Counties adopted remote hearing and other pandemic policies with diverse timing, duration, and repetition. Variation in policy adoption across counties allowed me to estimate the impact of having a remote hearing policy in place at arrest—independent of other pandemic policies—on conviction and four mutually exclusive sentencing outcomes: the imposition of money sanctions, probation, jail, and prison.

Conviction Rates Fell and Sentencing Patterns Changed under Remote Hearing Policies

Remote hearing policies decreased rates of conviction within six months of arrest by 1.4 percentage points for misdemeanors and felonies. White, Latino, and Black people experienced statistically significant impacts; and outcomes for Asian Americans and Native Americans also pointed in the same direction. Even though people of all races experienced reduced conviction rates, differences between white people (1.5 percentage point decrease) and Black people (2.1 percentage point decrease) were statistically significant.

Sentencing patterns also changed under remote hearing policies. People convicted of misdemeanors were about 2 percentage points less likely to go to jail and equally more likely to receive offsetting noncustodial sentences—money sanctions or probation. Offsets differed by race, with Latino people sentenced to probation and money sanctions imposed on Black people. Similarly, people charged with felonies were less likely to receive prison and more

likely to receive offsetting jail sentences when remote hearing policies were in place. Felony impacts centered on Black people, for whom courts were 3.8 percentage points less likely to impose prison sentences and 4.0 percentage points more likely to mete out jail time.

Remote Hearing Policies Shaped Racial Equity in Case Outcomes

Remote hearings also contributed to racial inequities in case outcomes. Whether an arrest occurred under a remote hearing policy accounted for a nontrivial portion of the race differences in conviction rates—13 percent of the explained difference between Latino and white people and 8 percent of the explained difference between Black and white people—and about 5 percent of the explained race differences in sentencing.

Interpreting the equity impacts requires careful consideration. Inequities reference different underlying racial gaps. In 2020, Latino people were more likely than white people to be convicted. By contrast, conviction rates for white defendants outpaced those of Black defendants. Though remote hearing policies narrowed racial gaps between whites and people of both other races, relative conviction rates moved in opposite directions. Relative to those of white people, conviction rates of Latino people dropped, whereas they rose for Black people.

Importantly, the data could not explain about half of the Latino-white and one-third of the Black-white outcome differences. This result suggests that we still have much to learn about the factors that contribute to racially inequitable criminal case outcomes—and how to record them for administrative and research purposes.

How Remote Hearing Policies Impacted Racial Equity Remains an Open Question

At the most fundamental level, my findings indicate that remote

hearings are not mere tools that increase access to justice or facilitate case processing. Whether courts adopted remote hearing policies or not impacted defendants' outcomes and how equitable they were.

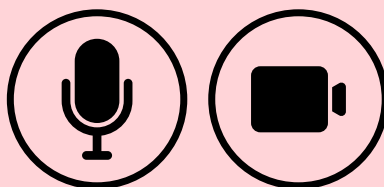
Future research on the impacts of remote technology in criminal courts should focus on how conducting arraignments remotely affects outcomes. Though 98 percent of criminal cases resolve through plea bargaining, all defendants face charges at arraignment hearings. Therefore, understanding how remote hearings affect decisions made at arraignment and determining how those decisions contribute to downstream criminal justice and life course outcomes is crucial to understanding how racial inequities compound through the justice system.

References

Diamond, S. S., Bowman, L. E., Wong, M., & Patton, M. M. (2010). Efficiency and cost: The impact of videoconferenced hearings on bail decisions. *Journal of Criminal Law and Criminology*, 100(3), 869-902. <https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=7365&context=jclc>

Harris, H. M. (2023). The impact of remote hearing policies on racial equity in criminal case outcomes during the pandemic. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 9(3), 252-279. <https://doi.org/10.7758/RSF.2023.9.3.11>

Harris, H.M. 2023b. Pandemic policymaking and changed outcomes in criminal courts. Public Policy Institute of California. <https://www.ppic.org/publication/pandemic-policymaking-and-changed-outcomes-in-criminal-courts/>



Partnering with Parole for a Purpose

Dr. Danielle S. Rudes (drudes@shsu.edu)
Professor, Sam Houston State University

Many aspiring students in undergraduate programs long to make a real difference during their formative college years, but many lack the knowledge about or opportunities to fulfill that dream. At the same time, many criminal legal agencies have similar goals...they want to find new and innovative ways to learn about themselves and improve their systems. Researcher-practitioner partnerships offer a win-win for both groups, but these complex relationships often happen between faculty at universities and local agency management, far above the ranks of undergraduate students. This is a major missed opportunity.

At Sam Houston State University, and at many colleges and universities in the U.S., community engagement programs provide service learning opportunities that provide both the students and the community partner an opportunity to connect, network, learn, and grow. In partnership with SHSU's Center for Community Engagement, I engaged the Texas Department of Criminal Justice (TDCJ) Parole Division to find a way for the students in my undergraduate class, Correctional Practices & Systems might be of service. Turns out, I hit the jackpot!

TDCJ's Parole Division was beginning efforts to collect data from individuals actively under parole supervision via a client satisfaction survey—the first ever of its kind in Texas. With roughly 110,437 individuals under parole supervision and very few resources to create the survey, recruit client participants, and even fewer resources to analyze the generated data, the SHSU students offered just the help TDCJ needed.

After discussions with TDCJ Parole and the Research Department, the students completed the TDCJ's online volunteer training and

background checks. Upon training completion, the students received a list of randomly selected names of parole clients to call. These calls were for recruitment, but if individuals asked for the QR code or survey link the students took down their name, phone number, and/or email and that information was emailed to TDCJ's Parole Division. SHSU students made a total of 3,430 telephone recruitment calls to TDCJ parole clients over a two-week period. The students blocked their numbers during all calls and did not make calls before 8 a.m. or after 9 p.m.

At the end of the six week survey, TDCJ provided our class with the Survey Monkey results. I then divided the students into smaller groups and provided a six question assignment where students evaluated the survey findings and posed further questions for TDCJ. Additionally, the students began wrestling with their own thoughts/ideas regarding what the findings mean. We discussed their analyses in class and created an outline for the full report. Next, the students were assigned ~80 entries from the two open-ended survey questions to code/analyze. I made the final calculations for the final report using the student coding. After drafting the full report, we engaged a full class discussion of every line and every table on every page. As a result of both in-class discussions, the students came up with all three major recommendations we made to TDCJ. I made final edits and forwarded the full report to TDCJ.

The students were overwhelmed with pride when they saw their names listed as authors on the report. They were gratified with the work they accomplished and they learned more about parole, particularly in their home state, than any lecture or activity I could provide. The comments and praise we received from TDCJ's Parole Division was also astoundingly positive. They expressed immense gratitude for the work the students put into their project and reminded us repeatedly how they simply did not have the staff or the resources to do all of this without us. Several students even expressed a desire to possibly pursue a career in

community corrections as a result of this project and TDCJ was thrilled!

Finally, to drive the lesson home, I included two slides in my final PowerPoint wrap-up lecture for the students focusing on the transferrable skills they gained from this project. One slide outlined a sample resume entry that provided an overview of their role in the project. The second slide offered a paragraph for students to use in a cover letter or job interview. It fully discussed the project, their role, and the skills they used and learned.

Researcher-practitioner partnerships that include undergrads are an important way for students and universities to connect with the agencies and organizations that make up the fabric of the community. They also provide important research experience for students that bring course lessons to life. Many faculty engage in these partnerships, but few bring undergraduates fully into the experience. Try it, you will be amazed at what these eager and excited students produce! Please email me if you would like any of my materials. I am happy to share.

Community Engaged Partnerships Matter



Research Note

New Research on Social Support During Reentry

By Lin Liu, Ph.D. (lin.liu@ufl.edu)

Department of Sociology and
Criminology & Law
University of Florida

Patricia Becker, Ph.D.
College of New Jersey

Thomas J. Mowen, Ph.D.
Bowling Green State University



Our study sheds light on how reentry outcomes are influenced by the joint effects of varying forms of social support, which includes formal and informal, emotional and instrumental, and family, community, and correctional program based social support. Using multiple waves of data of post-incarcerated individuals, we examined how the temporal variation of social support respondents received was associated with their temporal change in the risk of recidivism and substance misuse.

We found that post-incarcerated individuals tapped into multiple sources of social support during the transition from prison to the community, which included family, mentors, parole officers, religious groups, community organizations, and public benefits. These forms of social support exerted joint, protective effects during reentry, illustrating that family should not be assumed as the only social institution to facilitate reentry and reintegration.

Furthermore, the scale of social support was characterized by temporal change, indicating that as respondents tapped into sources of support, the support they received from family, parole officers and community organizations fluctuated over time—probably in response to the accumulated burdens of helping them to reintegrate.

The findings underlined the limitation of assuming family as the sole social institution to provide social support to post-incarcerated individuals and pointed toward the significance of policies that can coordinate different forms of support to optimize the joint effects in the context of reentry.

For future studies, we plan to employ the network model, a machine learning method, to examine how different social institutions work in a network to exert compounded effects on reentry outcomes. This will elucidate whether and how different sources of social support reinforce, sustain, activate, and interact with each other to shift the likelihood of reentry success.

Read the full study here: Liu, L., Becker, P., & Mowen, T. J. (2023). Social support during reentry: Family, mentor, religious, parole officer, and social service roles. *Criminal Justice and Behavior*, 50(7), 1053–1070. <https://doi.org/10.1177/00938548231166154>



AltAc Corner

We are excited to bring a couple of new sections to the AltAc Corner, including “Exploring the Space,” “Ask an AltAc Expert,” as well as providing a resource spotlight, and our AltAc Series Stats!

EXPLORING THE SPACE: FOR-PROFIT RESEARCH & CONSULTING

Defining the Space: Professionals working at for-profit research or consulting firms provide specialized expertise to assist clients (e.g., businesses, non-profits, government) in making informed decisions and solving complex problems. These firms generate revenue by offering evidence-based insights, strategic advice, and innovative solutions tailored to meet their clients' needs. Consultants conduct research and program evaluations, offer recommendations, and contribute to industries' growth and development.

ASK AN ALTAC EXPERT: Dr. Shawn M. Flower

Shawn M. Flower, Ph.D., is the principal researcher of Choice Research Associates, providing criminal justice research services employing rigorous methodologies that focus on issues of prisoner re-entry, female offenders, community corrections, and program evaluation. Dr. Flower provides research services and policy and strategic planning support to state, local, and national criminal justice agencies. She consulted on the National Institute of Corrections Women Offender Initiative in Washington DC, the Montgomery County Maryland Dept. of Corrections & Rehabilitation in Rockville, and the Salisbury City Police Department. In 2013, funded by the Baltimore City Mayor's office, Dr. Flower completed a comprehensive data-driven review of the Baltimore City jail to provide reentry strategies based on evidence-based practices and offender length of stay and risk level, including stakeholder considerations. As a research associate with the Justice Research and Statistics Association, Dr. Flower was the principal investigator of the “Seeking Alignment between Evidence-based Practices and Jail-based Reentry Services” in the District of Columbia, a joint project with The Moss Group. Dr. Flower is also a senior research associate with the University of Maryland Institute for Governmental Service and Research, where she has directed several projects related to violent crime reduction. She has worked as a program evaluator in the field of criminal justice research since 2002 and has a solid foundation working with program administrators, direct service providers, and funding agencies. Dr. Flower earned her Ph.D. from the University of Maryland, Department of Criminology and Criminal Justice, College Park.



Dr. Shawn M. Flower

QUICK FACTS

- **Pace of Work:** Fast-paced
- **Compensation:** \$\$\$ - \$\$\$\$\$
- **Job Security:** Soft money; contracts; grants
- **Work Schedule:** Hours vary, not strictly 9-5; Remote/hybrid work possible; Travel possible
- **Examples from Our Rockstar Career Series:**
Zach Drake, Senior Research Scientist, Thomson Reuters Special Services

What We Do:

Choice Research Associates (CRA) provides quality criminal justice research and evaluation services, while being cost-effective and highly responsive to client needs, including:

- Program Evaluation
- Primary Research
- Secondary Data Analysis
- Policy and Planning Support
- Database Support

Examples of Clients:

- Community Mediation Maryland Prisoner Re-Entry Program (Program Evaluation)
- Network for Victim Recovery of Washington, DC (Evaluation Consultant)
- House of Ruth of Washington, DC (Data and Systems Administration Support)

What was the focus of your dissertation? I collected original data from the Montgomery County Pre-Release Center (PRC) and studied whether the assessment tool they developed was predictive of an applicant's performance while engaged in the program, over and above demographic and criminal history factors alone.

How did you get into consulting? While in graduate school, I realized that I was not headed toward academia and wanted to explore where else my skills and interests might fit. So, I began networking with folks in the field. At an Urban Institute conference on jail reentry, I met someone from the Abell Foundation, a philanthropic organization based in Baltimore City, MD. I asked for an informational interview and was invited to their office where I met the President of the Foundation. After a 30-minute discussion about the criminal justice system, I was offered the opportunity to study jury trial outcomes in Baltimore City vs. nearby jurisdictions. I didn't want to provide my social security number, so I created my own consulting company! At that same conference, I connected with representatives from the National Institute of Corrections, which also resulted in several research projects. Over the years, through word of mouth and networking, I've continued to find interesting work and have expanded my company to include several full and part-time associates.

What do you love about your work? What's one challenge of the work you do? There are positives and negatives to any career choice, but for the most part I do love my work. First, I love working with community-based organizations to help them tell their story more effectively through data and evaluation. I went into this field to help people, so when I'm able to help sustain a program by providing evidence of its effectiveness, it is truly a wonderful feeling. Second, sometimes when I'm deep into the cleaning and analysis of a data set, I feel a sense of wonder and joy that I am able to navigate and tease out the answers presented by data puzzles. I feel a level of satisfaction when I have a data set that is clean, well-labeled, and ready to be utilized to help others. Third, I love the variety of my work. I get to work with all different types of programs, addressing a myriad of problems. There really is never a dull moment.



RESOURCE SPOTLIGHT

@AltAcChats on X (Twitter)

A space for chatting about your experiences, fears, and questions on moving from academia to alt-ac careers. Use the hashtag [#AltAcChats](#) to connect and share your thoughts. They also have a [podcast!](#)

leaving academia: a practical guide by Christopher L. Caterine (2020)

An indispensable guide for grad students & academics who want to find fulfilling careers outside of higher ed.

From academia to industry: seven tips for academics making the switch

blog post by Bell Ihua (2019), On ThinkTanks (OTT)

One of the challenges of my work can be the lack of stable funding. The reality is that one must be ready to live on an income that is not always predictable. I've been fortunate to have several long-term clients, and there have been times when I've had to turn down opportunities because we had too much on our plate, but there are also times when it's leaner. Being flexible, creative, and open to opportunities is the key.

This industry space is a good fit for you if...

You like to work independently, can manage multiple tasks, and are not risk-averse. You need to enjoy taking a project from beginning to end. In addition, you need to be able to work with clients to address their concerns in a way that maintains your integrity while helping them to understand scientific rigor. In this line of work, you will spend quite a bit of time educating clients on the value of data, the evaluation process, and why it all matters.

Advice for graduate students interested in this work:

Network as much as you can! Ask for informational interviews, then ask who else you should talk to, and follow up on the suggestions. Be prepared to do volunteer work to get your foot in the door. Find an issue you care about and bring your valuable skills to the table - in most cases, you will be welcomed with open arms.

Wisdom for faculty considering this work:

One of the most important elements of consulting work is building partnerships with others. You can start building these relationships while you're still in academia to help set you up for future consulting work. Once you get to know folks out in the field, you can propose grants and projects as the research partner and work from the beginning of an idea, to writing the grant (but only write the research section - remember, you are a partner, not the only one working to get this done), to adjusting to realities (what you proposed and what happens on the ground don't always align), to completing the project and working with your partner to let others know about your efforts. Then do it all over again! Above all, stay teachable. I've learned so much from the organizations I've worked with over the years.

To Contact Dr. Flower, please visit: <https://choiceresearchassoc.com/>

ALTAC SERIES STATS

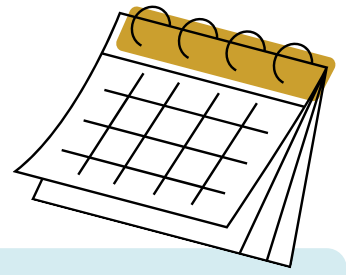
We currently have 255 registered members from across 73 universities:

- 25% PhD students who are in the early stages of their program
- 21% ABD doctoral students who are on the job market
- 15% PhD students working on their dissertation proposal
- 15% ABD doctoral students in the early stages of their dissertation
- 15% Working on Master's Degree/have terminal Master's Degree
- 5% PhDs (faculty or not) who are currently looking for new careers or positions
- 1% undergraduates who are on the job market

We've hosted 26 events to date:

- 18 meet & greets with "Rockstar Researchers" from federal, state, and local government, non-profits, and for-profit companies
- 4 roundtable discussions on applying for the NIH Graduate Fellowship, unpacking different industry spaces, big data science careers, and navigating the alt-ac job market
- 4 skill-building workshops, such as transforming a CV into a resume, applying for post-doc positions, transforming a dissertation into a book, and creating a LinkedIn presence

MARK YOUR CALENDARS



This year, ASC's Annual Meeting offers a number of panels and workshops on alt-ac careers. We hope to see you there!

ROUNDTABLE: CAREERS OUTSIDE THE ACADEMY: OPPORTUNITIES FOR SERVICE AND IMPACT

9:30-10:50 AM
Room 302, 3rd Floor

This roundtable features PhDs in the social sciences who have pursued careers outside the academy, including nonprofit research institutes, philanthropic organizations, and government agencies. Participants will describe their career pathways, work experiences, and impact, with ample time for discussion with attendees.

BREAKING THE MOLD: EMBRACING HOLISTIC STUDENT MENTORSHIP TOWARD ALT-AC CAREERS

2:00 to 3:20 PM
Salon D, 5th Floor

This panel will offer faculty insights and resources for supporting students on paths to non-academic careers. It will provide information on building career development into social science curricula, supporting undergrads interested in CJ related fields, and mentoring grad students in research-intensive programs.

Thursday, November 16th

ROUNDTABLE: DCS'S ROCKING YOUR RESUME WORKSHOP WITH THE ALTAC TEAM

5:00 to 6:20 PM
Room 303, 3rd Floor

Led by the DCS AltAc team, this hands-on workshop will assist graduate students and faculty in converting their academic CVs into effective resumes for pursuing alt-ac (alternative academic) careers. Please be sure to bring your CV, as well as a computer or tablet.

Friday, November 17th

NAVIGATING THE ALT-AC MARKET: A PANEL FOR JOB SEEKERS

11:00 AM to 12:20 PM
Franklin Hall 7, 4th Floor

This session will answer questions for both student and post-graduate job seekers who are interested in the alt-ac space. We'll pull back the curtain on what types of jobs exist, how graduate training connects to these careers, and the experiences of panelists who have traversed both academic and alt-ac spaces.

ROUNDTABLE: THE DCS MENTORING FOR SUCCESS PROGRAM

2:00 to 3:20 PM
Conference Suite III, 3rd Floor

The Division on Corrections and Sentencing (DCS) Mentoring for Success program selects and matches mentors and mentees in four unique mentoring tracks: two for academia (students and tenure-track assistant professors) and two for alt-ac (students and early career researchers). In this roundtable, participants will discuss their experiences in the program, as well as strategies for developing strong relationships, building communication skills, and fostering career advancement. We'll also discuss ways to promote networking and further involvement within the Division.

STAY IN TOUCH



Subscribe to our Listserv:
dcs.studentgroup@gmail.com
OR
alt-academic-workshop-subscribe@googlegroups.com

Visit the AltAc Team's Webpage:
<http://ascdcs.org/alternative-academic-careers-workshop-series/>

Research Note

Practitioners, Research Partners, and Technical Assistance Providers: A Promising Collaboration Model for Advancing Community-Engaged Research and Practice in Criminal Justice

By Ryan E. Spohn, Ph.D. (rspohn@unomaha.edu)

Nebraska Center for Justice Research

School of Criminology and Criminal Justice,

University of Nebraska-Omaha



My goal for this research note is to call for research attention to the collaboration model composed of three components: a) practitioners, b) research partners, and c) technical assistance (TA) providers. This model has become the Bureau of Justice Assistance’s (BJA) standard to increase the effectiveness and cost-effectiveness of justice [1] practices; however, it has been understudied. I argue that this three-component research collaboration model [2] deserves additional attention in its entirety as a comprehensive approach that “brings more ‘science’ into criminal justice operations,” [3] increasing the extent to which they are data-informed and evidence-based.

I, personally, did not receive training on community-engaged research in graduate school, and I was seven years into my academic career before an opportunity was presented to me. It would be two additional years before I engaged in a collaborative model that included technical assistance providers, as I was contracted to serve as the research partner for the City of Omaha’s Project Safe

Neighborhood (PSN) grant in 2012. Ed McGarrell and Heather Perez from Michigan State University (MSU) led the technical assistance efforts, while the Omaha Police Department (OPD) served as the practitioner grantee, led by a dedicated PSN coordinator within the United States Attorney's Office. The goal was to reduce gang and gun violence in identified areas of the city. We all brought somewhat unique, but complementary, skills and knowledge to the table. The practitioners (OPD) knew the city and its crime hot spots. The TA providers (MSU) had vast knowledge of how PSN had worked historically in Omaha and other similar areas, and the research partner (myself) brought the "book" knowledge, data-management skills, and research skills to the collaboration.

Our local collaboration was further bolstered by convenings of PSN "Research Partner Orientation Courses," "Smart/Innovations Suite Researcher-Practitioners Fellows Academies", and PSN National Conferences, which brought together practitioners, researchers, and technical assistance providers on a national scale, sharing expertise and knowledge, as well as providing formalized trainings in modern techniques of crime and gang reduction. More recently, I serve as the research partner for BJA Second Chance Act grants and a BJA Innovations in Supervision Initiative, which also include TA providers and in-person convenings for training and the sharing of expertise across sites [4].

Although grant-funded interventions implemented under this model of collaboration have been evaluated, the effectiveness and cost-effectiveness of the three-component model itself have not undergone rigorous evaluation in comparison to alternatives. For example, the science of TA provision in our field is in its infancy, as is our understanding of what aspects of TA are most effective, as well as the "when," "how," and "for whom" they are most effective [5]. Moreover, a consistent definition of technical assistance remains elusive and frequently varies across fields of practice and study.

Scholarship on researcher-practitioner partnerships is more common, but often anecdotal in nature[6]. Interview and focus

group research indicates that a) practitioners value the research expertise of their research partners for furthering their mission, b) availability of funding is the most important facilitator of such partnerships, and c) a dearth of meaningful and practical products is a frequent criticism of these partnerships [7]. In addition, quantitative research indicates that researcher-practitioner partnerships including a higher dosage of “research integration into strategic planning” result in significant, but modest, declines in rates of violent crime [8]. Additionally, a more nuanced examination of the impact of research partners’ impact on program evaluation suggests that a larger focus on data and analysis from the beginning of a project leads to better implementation outcomes [9]. However, these attempts to quantify the impact of research partners indicate one constant: the research-partner role is complex [10], as are attempts to capture its unique contribution to project outcomes. Distinguishing the unique contributions of research partners versus technical assistance providers introduces an even larger challenge.

My short-term recommendations are threefold:

- Grant programs adopting this model of collaboration should devote time during the planning period to the task of describing the roles and goals of each entity, as well as the benefits that each can provide. This does not always happen, as I have worked with practitioners who were well into their grant cycle, but had little understanding of why they had been assigned a TA provider.
- Implementation science research should focus on advancing the validity and reliability of measures of important components of program implementation, including the relative inputs of TA providers and research partners.
- Within larger, more standardized grant initiatives (e.g., Second Chance Act Demonstration Program), rigorous comparisons should be made between a) sites utilizing practitioners alone, b) sites including research partners, c) sites including technical assistance providers, and d) sites including the full collaboration

model with all three components. Such studies should include a focus on implementation outcomes, outcomes of the intervention(s), and cost-effectiveness of the model adopted.

References and Notes

[1] Throughout this research note, I use “justice” as shorthand to refer to the variety of practices subsumed by our field of study, such as criminal justice, law enforcement, and community corrections agencies.

[2] My intention was to develop a catchphrase that would be widely adopted to describe this three-component model. Only then did I realize just how many “three” words are laden with distracting connotations, such as “trifecta” (you made some money on the ponies), “trinity” (religious connotations for many), “triad” (many of us criminologists instantly jump to notions of organized crime), and “threesome” or “three-way” (too risqué to even go there). As a result, for the purposes of this research note, I will refer to it as a “research collaboration model” and wait for someone smarter and more creative than myself to coin a more appropriate label.

[3] Center for Research Partnerships and Program Evaluation (CRPPE), Bureau of Justice Assistance, <https://bja.ojp.gov/program/crppe/smart-suite>

[4] For a full list of BJA’s Smart Suite of programs, see:

<https://bja.ojp.gov/program/crppe/smart-suite>

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Bringing Practitioners into the Classroom

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In Fall 2019, I attended a teaching workshop where the facilitator asked participants to reflect on their education. Specifically, the facilitator wanted participants to think of gaps we experienced in our education and how we could, as educators, fill those gaps for our students. The gap I identified was that, as an undergrad and a graduate student, I had not been exposed to many practitioners who were actively working in the criminal justice field. Of the practitioners I was exposed to as an undergrad, almost all the opportunities to meet with them occurred outside of class hours. This was a significant barrier for students who commuted to campus or had jobs.

Further, as a graduate student, all of my interactions with practitioners occurred at conferences, and the burden of interacting with these individuals was on me as a student. Given this, I decided in that Fall 2019 workshop to bring practitioners into my classes, during class time, to speak to students about their work in the criminal justice field. After doing this for semesters, I have three takeaways from the experience.

First, students love hearing from individuals working in the field. Specifically, I have students talk about how these guest lecturers have opened their eyes to alternative career paths they may not have previously considered and allowed them to develop connections that serve them as they look for internships or jobs. For example, I had a student who was 100% committed to becoming a police officer. However, when this student heard from a guest speaker who worked at juvenile residential corrections center, they realized that they wanted to work with youth in that capacity instead of being in the 'front end' of the system. Second, I have found that practitioners are grateful for the

opportunity to speak to students about their work. Many practitioners who have spoken to my classes have found their visits valuable for networking with students interested in interning and working in the field.

Third, and perhaps most importantly, bringing practitioners into the classroom has facilitated deeper learning for my students. For example, while I lecture on factors that may contribute to the likelihood that a juvenile ends up in a corrections facility, students often have trouble fully grasping how factors, such as family, can contribute to criminal justice contact. However, when practitioners working in the juvenile detention center speak about the trends they have witnessed in their careers, a common thread from them is often the family context of youth and they can provide specific examples to students to better contextualize what we talk about in class within the 'real world.'

Consistently, at the end of the semester, when I ask students if I should continue bringing practitioners into the classroom, 100% of them say I should continue offering these experiences. Many students even suggest other types of practitioners that I should bring in. A bonus that I have experienced with developing these community partnerships is that I have formed connections that will be useful as an academic, particularly as I engage in scholarly activities such as applying for grants that require buy-in from local agencies.

In conclusion, I have found that bringing in individuals actively working in the criminal justice field to my courses has contributed significantly to my student's learning experience. Subsequently, this partnership is creating more well-rounded future practitioners in the criminal justice field.



Research Note

Occupational Stress and Corrections: On the Benefits of Incorporating Wearable Technology into Prison Research

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RTI International



Working in a prison often involves dealing with difficult people and situations. These experiences can have a negative impact on the health and well-being of correctional staff (Butler et al., 2019). Occupational research suggests that correctional work is stressful and dangerous (Bureau of Labor Statistics, 2023). Scholarship further indicates that compared to the general population, correctional officers tend to suffer from higher rates of psychological distress (Morse et al., 2011), stress-related illnesses (Ferdik & Smith, 2017), and risk for suicide (Frost et al., 2021). As a result, prison officials seek strategies and interventions that can help increase safety and reduce stress among the correctional workforce (Evers et al., 2020). To test the effectiveness of these efforts, researchers must be able to quantify key physiological measures objectively and reliably.

Prior scholarship in this area relies on self-report surveys and questionnaires to capture these sorts of outcomes. A limitation of this method, however, is that study participants cannot be expected to report their physiological outcomes (e.g., physiological stress, sleep quality) with accuracy and may even have difficulty

eporting their perceptions of such outcomes with accuracy for various reasons (e.g., recall and social desirability biases). The incorporation of wearable technology into prison research represents a cutting-edge strategy for capturing biometric data more accurately. While researchers are starting to use wearable devices in studies of police officers (Erickson et al., 2022), to our knowledge, no research using this technology with samples of correctional officers has been published.

With support from an internal RTI International Innovation Research and Development Award, we partnered with the Maine Department of Corrections to conduct a feasibility study of using wearable devices to collect biometric data from a sample of 15 correctional staff in a prison setting. The six-week study took place during the summer of 2023 at the Mountain View Correctional Facility in Charleston, Maine. Our research team provided each consenting participant with a Garmin Vívactive 4 smartwatch [1] to wear over the duration of the study (including during sleep). These devices capture a variety of biometric indicators, including heart rate variability, respiration rate, step count, calories burned, sleep quality, and measures of physiological stress. We also gave participants written and verbal instructions on how to download and sync their devices to the Garmin Connect application [2] on their personal cell phones. The Garmin accounts were linked with the RTI International Wearable Research and Analytic Platform (WRAP) [3]. The WRAP platform enables the management and analysis of wearable data in a streamlined manner. Finally, we asked the participants to complete three types of surveys: (1) a pre-test survey at the start of the project to capture their demographics (e.g., age, gender, work history) and baseline measures of health and wellness (e.g., anger, anxiety, depression, job satisfaction, resilience, stress, sleep quality), (2) a daily log survey given each day to determine if staff worked and how stressful they perceived their day to be both at work and outside of work, and (3) a post-test survey at the end of the project to re-assess the health and wellness measures from the pre-test. The surveys were all administered through the

Alchemer online platform [4] with links that were sent to staff cell phones via the Call Multiplier SMS messaging system [5]. Although the analysis of data is currently underway, the execution of our project to date provides proof of concept that researchers can use wearable devices in studies of correctional staff. The participants in our study adhered to the study instructions. All 15 staff members wore the Garmin Vívactive 4's over the six-week observation period and synced the devices in the Garmin Connect application as instructed. This is an important finding, as smartwatch technology offers a viable strategy for advancing the study of health and wellness in prison research. Smartwatches are not only easy to use but also provide more accurate biometric information than self-report surveys and questionnaires. These devices are also capable of generating more granular data that scholars can leverage to better assess one's biological responses to specific situations or events.

We hope that this research note inspires further interest in wearable technology in prison research. It is only by better understanding correctional officers' stress that prison officials can more effectively devise and implement strategies to reduce it.

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Notes

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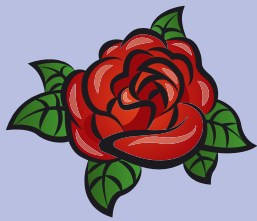
[2] <https://www.callmultiplier.com>

[3] <https://www.garmin.com/en-US/p/643382>

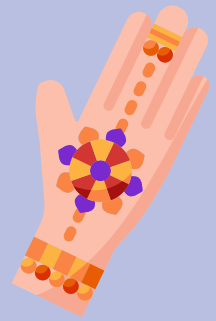
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When We Do It Together



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COIV Raegan Liguori-Reid, Arizona Dept. of Corrections, Rehabilitation and Reentry
Jessica Coz, B.A., Arizona Transformation Project
Lizzette Peralta-Romero, Arizona Transformation Project

The {Ink}arcerated: Creativity Within Confinement program began in 2017 when a freshman project-based learning class at Arizona State University (ASU) decided that the answer to reducing recidivism in the state of Arizona was an art show. This program is curated by students within the ASU Center for Correctional Solutions (CCS) and takes art created by incarcerated men and women in Arizona to display in a professional gallery to be sold for charity. To date, the program has raised nearly \$40,000, with \$15,000 going towards a scholarship fund to support the higher education of system-impacted learners at ASU. While all seemingly positive, the question lingers—how does an art show reduce recidivism? There isn't much scholarly research to suggest it does (van der Muelen & Omstead, 2021; Johnson et al., 2011). So programs like {Ink}arcerated and others like it may not be proven to reduce recidivism, but that doesn't mean they aren't valuable. Below you will hear about {Ink}arcerated from the perspectives of a doctoral student and current co-curator of {Ink}arcerated, a correctional staff member who supported the program, and two currently incarcerated artists.

Alexis: I have worked in prisons and with incarcerated populations for 4 years now and done so in a variety of contexts including research, program development and facilitation, evaluation, and most recently – {Ink}arcerated. I have learned how to grow in the curator role by watching the graduate students before me who created and coordinated this show with a poise that was admirable. I also learn from

each and every incarcerated artist that I work with. I am by no means an artist, but I know what passion and purpose look like. It is what I feel when I do my job, when I work on the inside, when I teach, and when I coordinate this program. It is also what I see in every artist I have interacted with in prison. An overwhelming focus on recidivism as a metric of success in corrections largely ignores so many other positive outcomes; things like the cultivation of meaning, purpose, and passion. {Ink}arcerated exemplifies a positive, productive collaboration between scholars, incarcerated individuals, and correctional staff in a typically divisive setting. It shows that the responsibility of our corrections system is no one party's alone—by embracing, respecting, and supporting each other we can manifest more of these positive outcomes. The impact of this collaboration is unique to each party but equally meaningful.

COIV Liguori-Reid: For nearly two years, I've had the privilege of collaborating with Dr. Kevin Wright, Alexis Klemm, M.S., and the CCS team at the Arizona Department of Corrections, Rehabilitation and Reentry. During this time I've been humbled on several occasions as I've come to realize that my understanding of the incarcerated women I've been working with was incomplete. I've also gained invaluable insights by observing this partnership thrive through the remarkably consistent CCS team and the incarcerated women who have participated in the {Ink}arcerated program. At a time when they were in need of a refreshing change in their monotonous world, {Ink}arcerated is exactly what they needed. As I started volunteering more frequently and acting as a liaison between the incarcerated women, ASU and our department, I discovered something significant; this was the transformative experience I had been seeking to be a part of. For the first time, I witnessed women who had had their voices silenced finally finding success as their experiences and insights were highlighted throughout their personal expressions of art. With that, we all have taken notice. The art originates from individuals who are incarcerated throughout Arizona, but what's not widely known is the profound impact this opportunity has

had on those behind the fences and bars. I have had the opportunity to witness firsthand the creation of this art and what struck me was that it wasn't just the work of an incarcerated individual, but rather the expression of someone who wanted their spirit to be heard through their art. They wanted to be recognized for something beyond their crime. Working for the department has been a humbling experience for me; reminding me that we often take our lives for granted and we overlook the simplicity and ease of our daily routines. While I can create some pretty impressive stick figures, it's the individuals I work with day in and day out who bring life and color inside those gray prison walls.

Jessica & Lizzette: 2023 marks the 2nd year our unit has contributed artwork for {Ink}arcerated. There are tons of artistic spirits here but creating art for a purpose isn't something most of us do. Of course, our art has personal meaning, but using our talents to create something to help others gives a greater sense of purpose. Coming together with my peers for something bigger has created a stronger sense of unity among us. As incarcerated people, our worst choices are highlighted and played on a loop as our identifiers to the world. That, coupled with the weight of conformity alongside years of being objectified by an imposed power dynamic is stifling. {Ink}arcerated provided an outlet to create, thereby, opening the door for self-expression counteracting those things that make us feel heavy. It made it possible for me and my peers to produce beautiful offerings to further someone else's educational aspirations. The desire not only to create art but to knowingly help others brought together a diverse group of people who would not typically spend time together. At first, we all worked quietly in our own space but as the weeks passed, curiosity and conversation joined us. We began to discuss life, inspiration, hopes, and challenges. The things that separated us on the yard started to disappear giving way to our shared similarities. With time the group began to check in with each other outside of the designated studio time allotted. We were empowered to use our lived condition for liberation; liberation from perceived norms and the divides

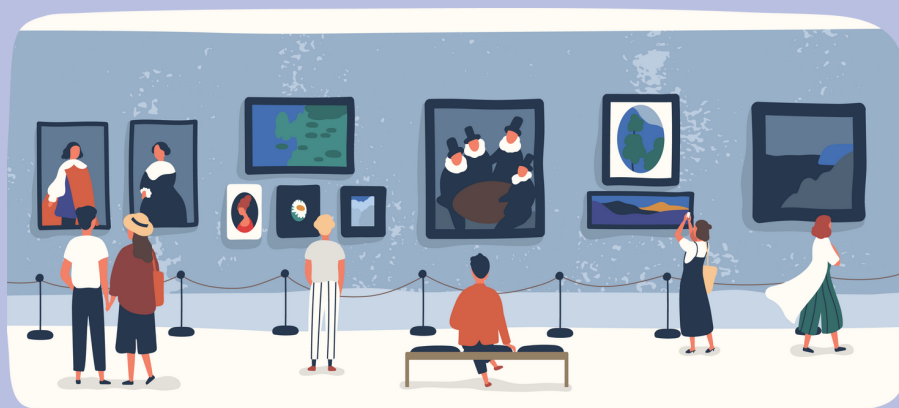
of the yard. My peers and I began to really see each other and realize that there are always other possibilities to consider.

Creation is limitless. Not only did this experience break down barriers among peers, it challenged the "us vs. them" mentality that can thrive in a correctional setting between incarcerated people and staff. Our art studio was centered in a shared office space used by administrative staff. Our vulnerable conversations were public but they still happened because of a level of trust that was developed. Those staff members working in the space engaged us by commenting on our pieces and their meanings, offering feedback and encouragement. We felt supported when extra time was provided to work and space was offered to display our pieces to the unit before they were sent out for the show. When staff openly expressed genuine admiration and joy at the sight of the finished works we were validated. Restorative justice is all-encompassing and ASU's development of the {Ink}arcerated art show is building people up, reminding us all what community truly means.

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Student Research Note

Pretrial Risk and Needs Assessment from the Defendant's Perspective: Lessons Learned So Far

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To date, there have been few in-depth investigations into how pretrial defendants themselves identify their own risks, needs, and protective factors during the pretrial period. In August 2022, our project team in the Early Justice Strategies lab at George Mason University set out to ask defendants on release about what they find challenging and helpful during their pretrial phase across 12 agencies in Indiana. Another primary goal was to identify potential differences in defendants' responses between racial groups. We have hit a few bumps along the way in recruitment and data collection, and we hope to share the lessons we have learned for other community-engaged scholars.

We are assessing defendants' perceptions of their own criminogenic risks and needs in two ways: (1) an online survey and (2) in-depth, semi-structured phone interviews. Our survey was developed through an iterative revision process with our external collaborators. Once the survey neared its final version, we disseminated the survey draft to two committees of individuals with lived experience in the criminal-legal system. To move towards our goal of exploring between-race differences in pretrial

needs via the online survey, we are using a weighted sampling strategy to oversample large, urban counties. For the interviews, we are using quota sampling to ensure diverse representation across racial and gender groups. There are three key lessons that have transformed and streamlined our protocols.

- **Lesson learned #1:** Defendants on pretrial release have proven to be a unique participant pool. These individuals have active cases and therefore may be concerned about sharing experiences that could impact their case. We have learned that being transparent about our redaction process with potentially identifiable case details builds trust between the participant and researcher. Additionally, many defendants on pretrial release have work, families, and multiple other constraints that may interfere with their ability to sit down and take an online survey or complete a 1-hour phone interview. It has not been uncommon for participants to be simultaneously caring for their child, taking their car to the body shop, and even getting a tattoo during an interview! Our team members have adapted the interview process to be flexible to the participant's availability and even done in multiple sittings to find an accommodating balance.
- **Lesson learned #2:** Because this study utilizes a mixed-methods design and recruits across multiple jurisdictions, recruitment methods need to be versatile and persistent. Since our Virginia-based team is recruiting defendants in Indiana, we have asked the pretrial supervision officers and case managers to distribute recruitment cards with one-time use codes to the survey during supervision meetings. Then, defendants who complete the survey may opt to be called for a follow-up phone interview at the end of the survey. However, about three months into recruitment, we learned that up to 25% of pretrial defendants conducted their supervision meetings virtually and were not getting the opportunity to receive the recruitment packets. In response, we developed a web-based recruitment referral form where pretrial supervision officers and case managers could submit prospective participants' information for us to contact them with our recruitment materials. Additionally, we began sending bi-weekly recruitment updates and hosted an interim findings webinar with jurisdictions to renew interest and address any potential challenges

tin to the officers had been experiencing. Increasing accessibility in our communications and recruitment options has proved to be efficient – our response rate has nearly doubled since these changes have been implemented.

- **Lesson learned #3:** Without the ability to read facial expressions during phone interviews, the interview response rate was initially subpar. We saw a need for our team members to become more skilled at building trust over the phone and incorporate a more trauma-informed approach to the interviews. In January of this year, our team completed training with a correctional psychologist on trauma-informed interviewing. We adjusted our interview protocol to better (1) ensure participant safety, (2) maximize trustworthiness, (3), prioritize participant choice, (4) initiate collaboration between participant and researcher, (5) empower the participant, and (6) approach interviews with cultural competence. An example of how we incorporated these principles into our interview includes outlining or sampling interview questions in advance, discussing time constraints or privacy concerns, and agreeing on a phrase the participant can use in the case they need to pause. We have also found that offering background on ourselves, like what brought us to the project, allows us to relate to one another. A final, but very beneficial addition to our debriefing section has been to ask for the participant's feedback on the interview itself. These changes have opened the door for more humanizing conversations while maintaining professional etiquette with participants.

Since completing the training and adjusting our interview protocol, our overall completed interview rate has increased in addition to our completed interview rate with Non-White participants. We are currently 58% of the way to our target survey responses and 71% of the way for the interviews. Thus far, our preliminary findings show that key resources (i.e., transportation, money, mental/physical health care, etc.) combined with a supportive network seem to facilitate a defendant's ability to meet their pretrial requirements successfully. We will present our preliminary findings from the quantitative survey and qualitative phone interviews at the American Society of Criminology (ASC) conference this November

in Philadelphia.

We hope that sharing our experience will benefit others recruiting similar populations. In addition to typical recruitment challenges, defendants on pretrial release have the additional concern of how their participation could impact their ongoing case. Establishing consistent communication with community-based organizations where recruitment takes place is important to ensuring that defendants are presented with the study opportunity to understand what is expected of them. Additionally, we must create a trusting environment when communicating with defendants so they may be comfortable sharing their experiences. Expectation setting, granting agency, and engaging with empathy are required to set the stage for open dialogue. Pretrial defendants are an understudied population, and it is important to understand their unique barriers so that researchers can bridge the gap in understanding their specific needs.

From the



Editor



Colleen Berryessa
DCS Vice Chair

Happy Fall, y'all, and I hope everyone is having a great new semester! This newsletter is extra packed, and I was lucky that so many amazing members submitted such great contributions to this issue. I am also really looking forward to ASC and all the DCS activities we have lined up in November—as always, the breakfast will be a great way to get everyone together! I am particularly excited about the DCS Social since it is at one of my favorite bars, McGillin's, where I watched many 49ers games (I'm a diehard fan!) while I was in grad school at Penn. You guys will love it, and I'm excited to see you all in Philly very soon!