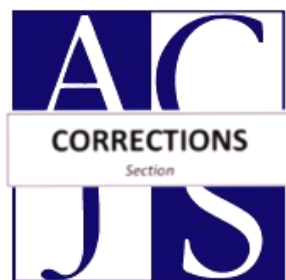


NOVEMBER 2025

NEWSLETTER



We are thrilled to share the latest newsletter for the ACJS Corrections Section! We look forward to seeing our members at the upcoming ASC meeting, and encourage you to [register for the ACJS meeting in Philadelphia in March 2026](#).

The Corrections Section is holding an election this year for the position of Secretary/Treasurer. You can see the candidate bio in this issue. In December, members who are eligible to vote will receive an email from ACJS with a ballot. The results of the election will be shared in early 2026 and in our next edition of the newsletter. The newly elected officer will start their term after the conclusion of the 2026 ACJS meeting.

Also, the **deadline for award nominations has been extended to November 30th**. You can find details of the awards and nomination information in this issue.

If you would like to contribute a corrections-focused teaching note, research note, working in the field, student spotlight, or any other related materials, please email Stuti Kokkalera at: sxk078@shsu.edu. The notes can range from 500 to 2,000 words including references. We look forward to hearing from you!

- ***Newsletter Committee (Stuti Kokkalera, Dragana Derlic, and Stacy Haynes)***

IN THIS ISSUE

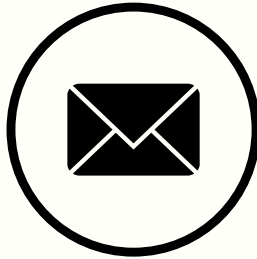
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Message from the Chair

By Dr. Lisa Carter, Florida Southern College



Greetings Corrections Section Members!

Thank you for reading the November 2025 Corrections Section Newsletter. As always, I want to extend my thanks to our Secretary/Treasurer, Stuti Kokkalera and the Newsletter Team--Dragana Derlic, and Stacy Haynes. Their hard work, creative efforts, and time commitments allow for this informative newsletter to be sent out to our membership.

The Section will hold an election for the position of Secretary/Treasurer. There is still time to nominate a section member; self-nominations are welcome as well. I would like to extend my thanks and appreciation to Stuti Kokkalera, as her time in this position will soon come to an end.

The Corrections Section executive board is proud to announce that the ACJS Corrections Section will be presenting the new American Corrections Association (ACA) Student Research Awards! This award has been established to recognize outstanding student (undergraduate or graduate) research for corrections-focused projects. The recipient of the first-place award will win a \$500 prize, along with recognition at the ACA Winter Conference (travel and registration will be covered by ACA). The first-place winner will also receive an ACA membership and have their paper published in Corrections Today magazine. The second-place winner will receive \$300. The third-place winner will receive \$200. Applications for ACA awards will be solicited from the pool of student paper panel submissions for the upcoming ACJS annual meeting in March 2026.

Message from the Chair

By Dr. Lisa Carter

Student papers that address corrections-related topics will be contacted by the Corrections Section award committee to submit a draft of their presentation for consideration for the ACA-ACJS awards. We very much look forward to learning about the research endeavors of students interested in the field/study of our discipline.

We have extended the submission deadline for The Corrections Section's awards to November 30th. You can find those awards, along with a description for each, online at: <https://www.acjs.org/corrections/> under the tab titled Section Award Opportunities as well as in the newsletter on page 27. Please send those nominations to Dr. Peter Wood (pwood4@emich.edu). Thank you in advance for your nominations!

I hope you are making plans to attend the ACJS Annual Meeting in Philadelphia. The meeting will be held March 3-7, 2026. We will resume our sale of merchandise at this upcoming conference. Jeff Bryson (executive counselor) is working on a new T-shirt design to commemorate our time in Philadelphia, and to celebrate the Section's 30th anniversary. So be on the lookout for our merchandise table to see one of our members. Your purchase supports the mission of the Section. If you are interested in volunteering for some service to our Section, consider signing up for a time to sit at the table to promote the section and sell our merchandise during the conference.

Like previous years, the Corrections Section will hold an annual business meeting and awards ceremony. Members will get updates regarding the Section's membership and business matters. Additionally, we will have time slated to recognize outstanding section members, student award winners, and others for their important contribution to the discipline. The board is currently in discussions about a potential recipient (a local non-profit) for our annual donation. We look forward to seeing you at our event so that we can celebrate together.

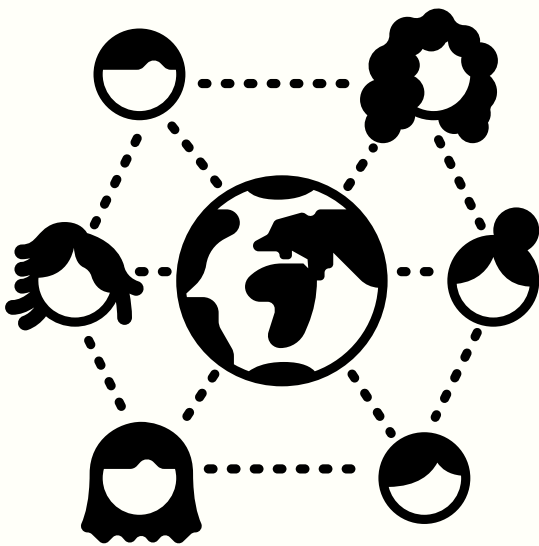
Message from the Chair

By Dr. Lisa Carter

If you have a manuscript that you would like to have considered for publication, please submit your work to *Corrections: Policy, Practice, and Research (CPPR)*. Dr. Ryan Labrecque and Dr. Jeff Bouffard have both done an outstanding job in their editorial duties; this has been shown in the continued success of the journal. The journal has experienced an increase in the numbers of manuscripts submitted for review, downloads, and citations of published articles, and a reduction in wait times from submission to first decision.

In closing, I would like to remind you to renew your Corrections Section membership and consider asking a friend, colleague, and/or student to join. Remember, student membership is free! I want to send you every good wish for a restful holiday season and semester break. For those of you planning to attend the upcoming ACJS meeting, I look forward to seeing you in The City of Brotherly Love!

Best,
Lisa



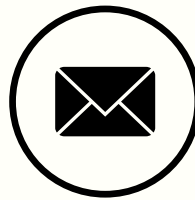
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Nominee for the Board

Secretary-Treasurer

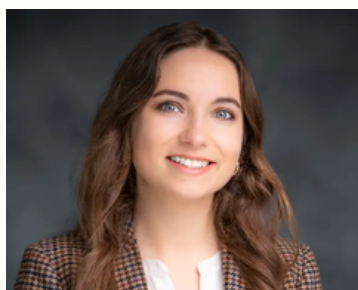
Dr. Victoria Inzana



Victoria Inzana is an assistant professor at Sam Houston State University. She holds a doctoral and master's degree in criminology and criminal justice from the University of Missouri-Saint Louis and a bachelor's degree in criminology and English literature from Florida State University. She has been an active member of ACJS since 2024 and would like to deepen her connections to the organization. Her work is broadly focused on the areas of corrections, punishment, and reentry. Most recently, her publications have centered on the use of CCTV cameras in correctional institutions. Her work is also centered on identity transformations of justice-impacted people. In her dissertation work, she analyzed how the tensions between punishment and rehabilitation shape the identity work of incarcerated actors in a prison theatre program. Her research agenda prioritizes collaborations with both governmental agencies and non-profit organizations to inform systematic change in the correctional field. Her publications have been featured in journals such as *Punishment and Society*, *the Journal of Contemporary Criminal Justice*, and *Justice Quarterly*.

A Capacity-Building Checklist for Prison-Based Educational Program Providers: A Research Note

*By Drs. Samantha A. Tosto, Hannah G. Cortina, and
Ryan Labrecque, RTI International*



Educational attainment is consistently associated with markers of reentry success, including increases in employment and decreases in recidivism (Ellison et al., 2017; Stickle & Schuster, 2023). State and federal correctional systems therefore often seek to provide their incarcerated populations with access to a range of educational services, from GED tests to college preparatory courses, vocational training classes, and other higher education programs. The reinstatement of Pell Grant access to incarcerated persons in 2023 led to an increase in the use and availability of higher education opportunities in prisons. Despite the dedication of many education-based non-profit and reentry organizations in serving and supporting its incarcerated learners, there is relatively little known about the best practices for implementing and sustaining these educational services while working within criminal legal contexts (Conway & Lally, 2024; Steurer, 2020).

Research Note Continued

To address this gap in knowledge, this research note draws on qualitative information that was collected through semi-structured interviews with 13 frontline service providers and leaders from the Reentry Campus Program – a small nonprofit reentry organization in Rhode Island that is dedicated to providing educational support to incarcerated persons pursuing a higher education. Funded by Ascendium Education Group, this work was conducted by RTI International as part of a larger evaluability assessment meant to determine the organization’s overall evaluation readiness (Cortina et al., 2025). Through analysis of the interview data, we identify several potential growth areas within the organization and use this information to advance a capacity-building checklist for educational program providers that prioritizes the staff-identified needs.

Results

As part of the study, the interviews were recorded, transcribed verbatim, and analyzed using a deductive, coding approach with the goal of identifying key themes of prevalent challenges in service delivery and organizational growth areas (see Rubin & Rubin, 2012). From this process, three central themes arose: (1) challenges working within criminal legal systems and with justice system-involved learners, (2) challenges in coordinating with other reentry service partners, and (3) internal challenges associated with service implementation and delivery. Participants further identified two intentional areas in which operations could improve in relation to working within criminal legal settings. First, they recognized a need for ensuring that an adequate number of staff were available and dedicated to working inside correctional facilities. They reasoned that having staff whose sole responsibility is to serve incarcerated students would result in more effective service delivery than having staff who must navigate both inside and outside processes.

Research Note Continued

Second, several staff emphasized the need for more systematic approaches to service delivery and determining the needs of justice-involved learners more generally.

When working with additional reentry partners, staff also noted several barriers to effective service delivery. Participants consistently described a need for more systematic documentation of these partnerships for referral purposes which tended to be individually, rather than organizationally, maintained. In other words, staff reported often having to rely heavily on their own personal networks rather than organizational records of referral sources. Staff struggled to know the best agencies to make referrals to for each students' need and they were not aware of the types of service providers that might be missing from their collective networks. Lastly, staff identified the internal pain points associated with capacity building and service delivery. As a growing organization, staff struggled to identify exactly which services they should prioritize, what that service looks like operationally, and how to collect and organize student data. They also emphasized the need for more formal procedures around staff training, protocols for referrals and service delivery, and both internal and external communications.

Based on these findings, we propose a capacity-building checklist for new and expanding education-based service organizations that work within criminal legal contexts. These proposed prioritizes for improving organizational practice are rooted within a staff-centered program design for identifying the most sustainable practices to meet the needs of both staff and incarcerated learners. As the individuals who deliver program services, staff are best situated to design operational improvements and identify the practices that will best serve participating learners. This checklist includes five capacity building priorities. The table (see on next page) summarizes the goals and objectives of each priority area.

Research Note Continued

The Capacity-Building Checklist for Prison-Based Educational Program Providers

	Capacity Building Priority	Goal/Objective
1	Establish a clear, well-defined mission and program model.	An agency should be able to clearly articulate the program's theory of change and logic model.
2	Create staff-oriented and service-oriented Standard Operating Procedures (SOPs).	Staff should have access to SOPs that outline their duties and responsibilities, how to accomplish assigned tasks, and how each program should be delivered to ensure fidelity.
3	Foster strong internal and external partnerships.	Staff should know who they can reach out to when they need additional supports and where they can connect clients to needed additional services.
4	Create staff-informed data collection protocols.	Data collection and management should be led by staff who best understand client progress and the best measures of program effectiveness.
5	Facilitate staff-lead efforts towards change and programmatic growth.	Organizations should consistently seek bottom-up feedback (e.g. staff focus groups, listening sessions) when planning program implementation or expanding services.

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Research Note Continued

Conclusion

The criminal legal and education literature highlight the need for a more empirical understanding of how pre-evaluation and capacity-building activities can be used to inform organizational growth and effective program delivery (Conway & Lally, 2024; Steurer, 2020). Effective implementation and sustainability of educational program services, especially in criminal legal contexts, require a strong understanding of how to support individuals in navigating multiple systems and creating clear and concise protocols that allow for consistent service delivery (Castro & Lerman, 2025). With a goal of advancing knowledge in this area, this research note summarized several potential intervention points for growth as identified from interviews with frontline service providers and leaders from the Reentry Campus Program. Drawing on these findings, we proposed here a capacity-building checklist for prison-based educational program providers. We hope that this checklist may help advance policy, practice, and future research on educational services in criminal legal contexts.

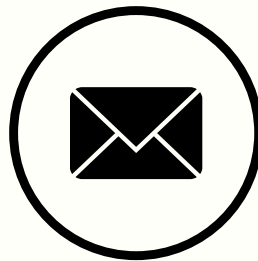
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Teaching Note:

Want to Reduce Student Disruptions in Class? Try a Behavior Contract

By Dr. David C. May, Mississippi State University



If you teach in a college classroom, you likely value and encourage student interaction. You also probably want students to be engaged, yet respectful of both you and their peers in the classroom. I began teaching at the university level in 1995, so I've been doing this over three decades. In that time, I have learned that not all students value their education and learning experience as much as I value that for them. Consequently, for several years, I fought the battle of tardy arrivals, early departures, cell phone use during class (although that really only became a problem in the 21st century), and the sundry other problem behaviors that students engage in that distract both me and their fellow students in their efforts to learn. While there are likely a variety of ways to build mutual respect between faculty and students, my own experience is that there is always a small number of students in each class whose background is different than mine (and most of the other students) and those students need special attention to facilitate both their own learning and the learning of their colleagues in the classroom. The primary method I use to control disruptive behavior is a behavior contract.

Teaching Note Continued

Behavior Contract

In looking back through my teaching files, it appears I have been using a behavior contract since at least 2011 in every undergraduate class that I have taught (I do not use these in graduate seminars because those students tend to self-regulate much better than their undergraduate colleagues). A behavior contract is a written agreement between teachers and students where all parties agree to engage in specific, desired behaviors (Lane et al., 2025). I do not remember where I heard about behavior contracts, but I am certain I did not develop the idea on my own; given its appearance in my teaching files, I learned about this idea from someone at Eastern Kentucky University. Behavior contracts are typically used as an agreement between an individual teacher and an individual learner- however, I have adapted this idea to work with the entire class of students. The process is simple- the enforcement of the contract is not. If you do not like confronting students for their misbehavior in front of their classmates, then you can stop reading now. This idea is probably not for you.

Creating the Behavior Contract

The creation of the Behavior Contract begins with the syllabus. Below is the language I put in my syllabus:

I expect all students to behave in a respectful manner to me and to other students in the class. On the first day of class, you and your classmates will be asked to list behaviors that you have experienced in a classroom setting that interfere with learning. We will use this list to structure our classroom behavior policy. Those students who choose to participate in actions that you and/or your classmates feel interfere with their learning process will be asked to leave the class.

Teaching Note Continued

In full disclosure, the syllabus already states that no electronic devices may be used in this course. I continue to ban electronic devices for two reasons. First, I want students to listen and engage with me and their classmates, taking notes of our classroom discussion. Second, I have served as a peer evaluator for many junior faculty and graduate teaching assistants, and I always sit in the back of the classroom when conducting these evaluations. With only one exception (a graduate teaching assistant whose students obviously loved the class and were heavily engaged in the discussion), in every class I have observed, two or more students were using their laptops or tablets (and probably phones) in ways the instructor would not have approved of. Thus, I remove that distraction from the equation prior to the behavior contract.

On the first day of class, I distribute a 3X5 card to every student (this contract idea, at least the way I use it, is not useful in an online class) with the syllabus for the class. I tell the students to use one side of the card to list their top three “pet peeves” in which other students engage that interfered with their learning process in the classroom. On the back side of the card, I tell them to list their three “pet peeves” in which faculty engage that also interfere with their learning practice. I typically give them one or two examples of ideas for both students (e.g., showing up to class late, playing on their cell phone or computer during class) and faculty (e.g., not answering emails in a timely manner, canceling class meetings without sufficient notice). I also tell them not to put their names on the card, with the hope that they will be as honest as possible in their assessments. I then collect the cards and take them back to my office and enter them into a spreadsheet. Any pet peeve that appears for 3 or more students (in a class of 50 or less) or 5 or more students (in a class of 50 or more) then becomes part of the contract. At the next class meeting (it is very important that this be done while students can still drop the class during the add/drop period), I take the contracts back to the students and have them read and sign the contract.

Teaching Note Continued

I then sign the contract myself, make a copy of the contract, and bring them a copy at the next class meeting. An example of a recent contract is included at the end of this article. Then the fun begins!

In the 20 or more classes that I have been using the behavior contract, I do not recall a single class where the students signed the contract and all of them followed the contract without any violations for the entire semester. Consequently, like any contract, when the contract is breached, action must be taken. When the contract is breached, I immediately stop the lecture and address the breach. The first time the contract is breached serves as a warning. I tell the student that they have signed a contract with their classmates assuring that they would not engage in whatever behavior they are engaging (usually cell phone use). I ask them to stop the behavior and then tell them that was their “freebie.” Any further breaches of contract will result in me asking them to leave the classroom because they cannot follow the behavior contract. In only two or three classes have I had to follow up—in those cases, I asked the student to gather their things and depart the classroom because their behavior was distracting other students. In all but one case, students have done so without resistance. Even in that case, the student left the class, and we dealt with their behavior outside of the classroom. They returned and finished the course, but I doubt very seriously they will be writing rave reviews of the class on Koofers or Rate My Professor any time soon.

Some faculty may be reluctant to use the behavior contract because they do not feel they need to sign a contract to regulate their own behavior. I tell the students that they shouldn’t waste their time by listing “no writing assignments,” “no exams,” or similar items. With that caveat, in all the years I have been doing this, nothing the students have listed three or more times goes beyond what the standards I hold for myself.

Teaching Note Continued

Additionally, they are often surprised that I am willing to get their input about how faculty should behave. I think the faculty component builds trust between us and believe it is an essential part of the contract. Luckily, I have never breached the contract to the point that students have either (a) confronted me with my breach of contract or (b) reported me to the department head for that breach.

I realize this strategy is not one that some would choose to use, and I respect that decision. However, if you're looking for a way to control the classroom environment and are willing to confront students when they breach the contract, this might be a tool to add to your own toolbox. I know it has made my life much easier- maybe it will help you as well.

Reference

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Example of Behavior Contract:

I, _____, hereby declare on this date _____ that I will not engage in the following behaviors that my fellow students have identified as problematic behaviors that detract from their learning experience:

Treating my fellow students and their opinions disrespectfully
Making tapping/clicking noises with pens or other items
Talking/whispering to other students while teacher is talking during class
Using phone to talk or text during class
Arriving to class late
Chewing gum or other food products loudly

In return, my professor agrees that he will:

Avoid canceling class without notifying students by email or in person prior to the class meeting
Arrive to class on time and dismiss class on time
Reply to email within 24-48 hours
Avoid treating students in a way that humiliates or embarrasses them
Move through the material at a pace that students can keep up with

If I choose to engage in these behaviors during class, I agree that when the professor asks me to leave the class, I will do so without creating a scene and will return the following class period refraining from the behaviors prohibited by this contract. If my professor fails to meet his part of the contract, we agree that, after first discussing his failure to meet the contract with him, if the behavior does not improve, we will discuss his failure to abide by this contract with the department head in an effort to correct his behavior.

Signatures:

Student _____

Faculty _____

A Note from the Editors of CPPR

By Drs. Ryan Labrecque, Jeff Bouffard & Luke Muentner



As the Editor, Associate Editor, and Managing Editor of *Corrections: Policy, Practice and Research (CPPR)*, we remain committed to publishing rigorous and innovative scholarship on all facets of corrections, including sentencing, institutional confinement, community supervision, treatment interventions, alternative sanctions, and reentry. Our mission with CRRP is to advance the field by publishing rigorous quantitative, qualitative, and mixed-method research that offers both theoretical insights and practical, evidence-based guidance.

This year has marked two important milestones for the journal. First, we have received a record number of submissions year-to-date, reflecting a growing interest in the field's collective work and recognition of CPPR as an outlet for correctional research. Second, we were notified from Clarivate (owner of Web of Science) that the journal has been accepted for indexing in the Emerging Sources Citation Index, which is the first step toward obtaining an Impact Factor. These two exciting developments emphasize CPPR's increasing visibility and influence in correctional scholarship.

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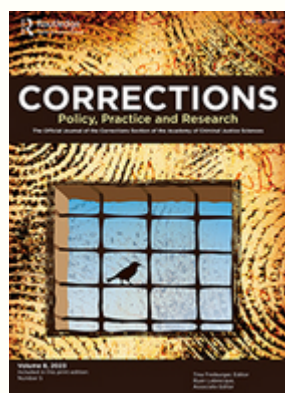
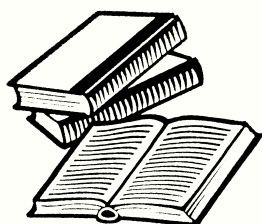
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A Note from the Editors of CPPR

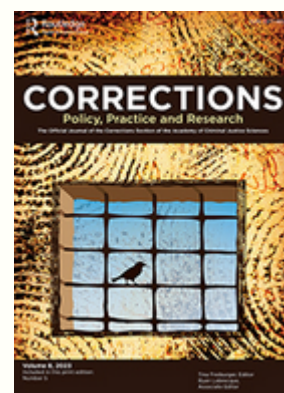
*By Drs. Ryan Labrecque, Jeff Bouffard, and
Luke Muentner*

Looking ahead, we are excited to continue welcoming cutting-edge contributions and are actively considering topics for a special issue. We invite you to share your ideas for timely, policy-relevant themes or to express interest in serving as a guest editor by contacting Dr. Labrecque at rlabrecque@rti.org. We especially welcome recommendations that seek to drive innovation and respond to the evolving challenges faced by practitioners, policymakers, and justice-involved individuals.

If your research aligns with CPPR's aims and scope, we encourage you to submit it through the journal's online submission portal. Submissions may take the form of full articles (up to 25 double-spaced pages) or research briefs (up to 15 double-spaced pages). We look forward to continuing to serve as a platform for impactful and evidence-based scholarship that informs and improves correctional policy, practice, and research.



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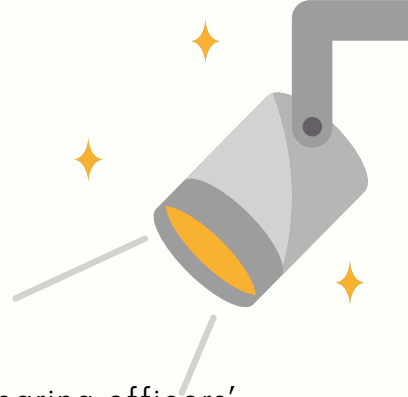


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Academy of Criminal Justice Sciences
Corrections Section

Research Spotlight

Peer-Reviewed Articles



Applegate, B.K., & Bolin, R.M. (2025). Children are different? Comparing officers' views about supervising juvenile and adult probation clients. *American Journal of Criminal Justice*. <https://doi.org/10.1007/s12103-025-09815-w>

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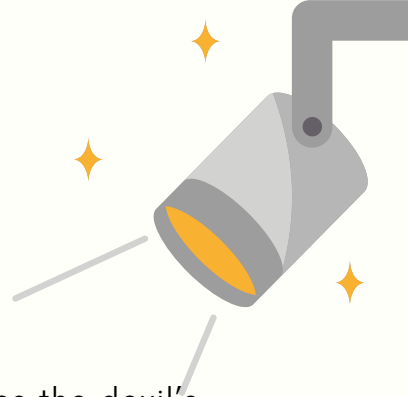
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Research Spotlight

Peer-Reviewed Articles



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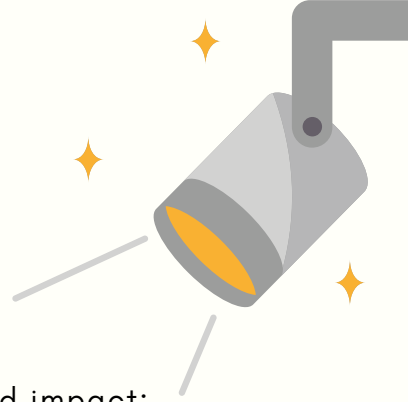
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Research Spotlight

Peer-Reviewed Articles



McNeeley, S., & Palmieri, M. (2025). The gap between intention and impact: Evaluating an intervention for women in disciplinary segregation. *Corrections: Policy, Practice and Research*. <https://doi.org/10.1080/23774657.2025.2533142>

McNeeley, S., Morgan, M. A., Logan, M. W., Hazelwood, A. R., & Clark, V. A. (2025). Mortality among individuals released from U.S. prisons: Does military history matter? *Armed Forces & Society*, 51(3), 670-689. <https://doi.org/10.1177/0095327X231218893>

Mears, D. P., & Labrecque, R. M. (2025). How can restrictive housing be prevented or reduced? Conceptual, methodological, and theoretical issues confronting research and policy. *Journal of Criminal Justice*, 99, 102438. <https://doi.org/10.1016/j.jcrimjus.2025.102438>

Palmieri, M., & McNeeley, S. (2025). Examining facility-level differences in the early decisions of the disciplinary process and use of disciplinary segregation. *Journal of Criminal Justice*, 99, 102471. <https://doi.org/10.1016/j.jcrimjus.2025.102471>

Tostlebe, J. J., Pyrooz, D. C., Labrecque, R. M., & Useem, B. (2025). Experimental effects of a restrictive housing step-down program on violent and non-violent misconduct. *Journal of Criminal Justice*, 99, 102466. <https://doi.org/10.1016/j.jcrimjus.2025.102466>

Worley, R. M. (2025g). Dirty Bosses in The Texas Department of Criminal Justice: An Autoethnographic Study of Staff-Inmate Boundary Violations. *Deviant Behavior*. <https://doi.org/10.1080/01639625.2025.2505042>

FOLLOW US ON SOCIAL MEDIA!!

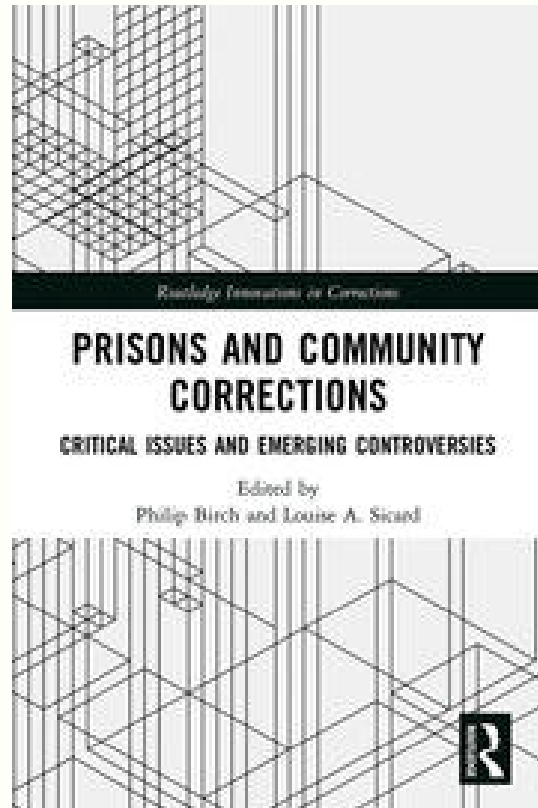
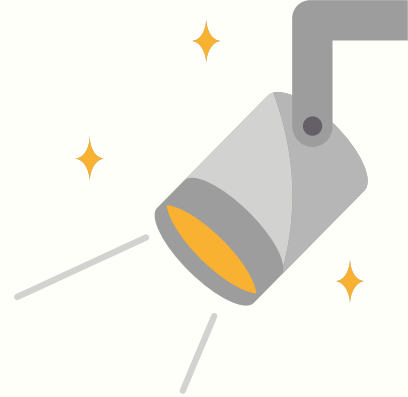


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Academy of Criminal Justice Sciences
Corrections Section

Research Spotlight

Book



This edited collection brings together leading international academics and researchers to provide a comprehensive body of literature that informs the future of prison and wider corrective services training, education, research, policy and practice. This volume addresses a range of 21st century issues faced by modern corrective services including, prison overcrowding, young and ageing offenders, mental health, sexual assault in corrective facilities, trans communities in corrective services and radicalisation of offenders within corrective services. Taking a multi-disciplinary approach and drawing together theoretical and practice debates, the book comprehensively considers current challenges and future trajectories for corrective systems, the people within them and service delivery. This volume will also be a welcomed resource for academics and researchers who have an interest in prisons, corrective services practice and broader criminal justice issues. It will also be of interest to those who want to join corrective services, those who are currently training to become personnel in corrective services and related allied professions, and those who are currently working in the field.

Research Spotlight

Article



NEW PUB!!

Simulating Reentry: Increasing Understanding of Post-Incarceration Barriers Among Undergraduate Students

Swope, K. L., Heffernan, K. A., & Holler, T. J. (2025).

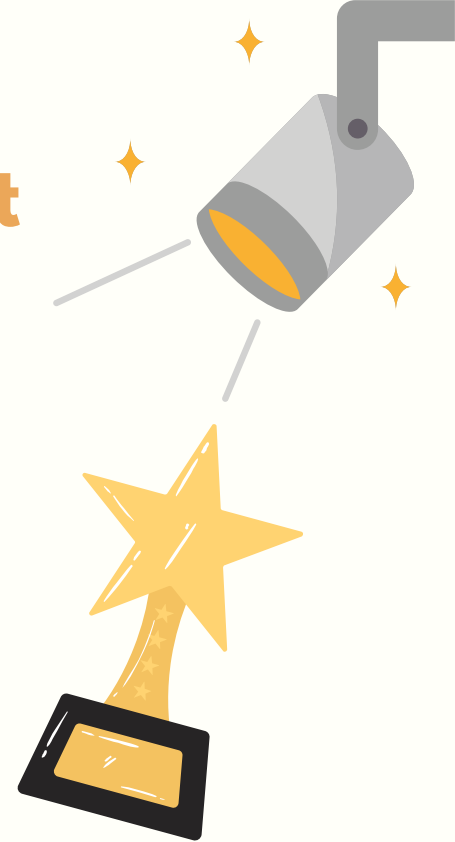
Abstract

This study explores the impact of a reentry simulation on undergraduate students' understanding of barriers faced by formerly incarcerated individuals during their transition back into society. Conducted at a rural university in Pennsylvania, the simulation involved 74 students—both Criminal Justice (CJ) majors/minors and nonmajors—who role-played as returning citizens facing real-world challenges such as securing housing, employment, and mental health support. Pre- and post-surveys measured changes in perception across five barrier categories: Basic Needs, Education, Employment, Mental Health/Substance Abuse, and Life Skills. Results showed significant increases in students' awareness in most categories, with the largest gains in Basic Needs. CJ students generally entered the simulation with higher baseline awareness, but the simulation positively impacted all participants regardless of major. Findings support the use of high-impact, experiential learning practices like simulations to promote empathy, critical thinking, and real-world application in criminal justice education. Overall, the simulation effectively enhanced student understanding of post-incarceration barriers and holds promise for preparing future professionals to support successful reentry.

Member Spotlight

Honors & awards

Congrats!



Dr. Collica-Cox has been recognized for her work:

- Recipient of the 2025 Edward J. Latessa Practitioner Research Award from the Division on Corrections and Sentencing of the American Society of Criminology. This Award recognizes excellent social science research or implementation that is conducted in government or community agencies to help develop better policy or operate more effectively. The emphasis is placed on a significant contribution to research or implementation science that translates research findings into organizational change involving community corrections, institutional corrections, or the judiciary. Dr. Collica-Cox will receive this award on November 13th at the DCS Breakfast Meeting at the upcoming ASC annual meeting in Washington D.C.
- Paws Crossed Animal Rescue's 2025 Honoree for Outstanding Community Support and Dedication for the Puppies on the Block Program at the Westchester County Department of Correction.

Member Spotlight

Honors & awards



Dr. Brandon K. Applegate

Recipient of the 2025 Outstanding Faculty Service Award,
Department of Criminology &
Criminal Justice, University of
South Carolina

Dr. Riane M. Bolin

Recipient of the 2025
Distinguished Scholar Award,
College of Humanities and
Behavioral Sciences, Radford
University



Member Spotlight

BJA "Smart Policing Initiative" Wraps Up this Summer

The Bureau of Justice Assistance "Smart Policing Initiative" grant is awarded to a law enforcement agency to partner with academic researchers/units. In 2021, colleagues Dr. Peter B. Wood (EMU - Professor of Sociology and Criminology) and Dr. David Martin (Wayne State University) partnered with the Detroit Police Department to apply for the \$500,000 grant. Dr. Wood and Martin assisted in writing the grant narrative in 2020-21, which was subsequently awarded to DPD, and then served as Research Partners on the project going forward.



The SPI project involves implementation of a unique alert system merging real time data from DPD and Michigan Department of Corrections (MDOC) on all probationers and parolees in Detroit (approximately 30,000) to target primarily violent and gun crimes—including domestic violence. Briefly, when DPD incident reports based on calls for service identify a probationer or parolee involved in an incident, an alert is sent within 24 hours to that offender's probation or parole agent notifying them of their clients involvement. This alert system often provides the agents with information about their clients that they would not know otherwise, or would only learn about much later. The agents focus on alerts that identify the probationer/parolee as an offender and which involve violent or gun crimes. As a result, agents are able to respond and issue warrants and find offenders much more quickly than previously. Over 10,000 alerts have been generated since January 2023 through the present.

Dr. Wood and Martin recently conducted audiotaped focus groups of probation and parole agents who had fielded many such alerts and who uniformly supported their use. Agents agreed the alerts allowed them to respond more quickly to incidents they would not have known about otherwise, and agreed the alerts improved public safety by promoting inter-agency communication to help reduce violent and gun crimes in Detroit. As a consequence, DPD has committed to maintain the alert system even after the BJA grant concludes.

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Academy of Criminal Justice Sciences
Corrections Section

A stylized illustration of a grey spotlight with a yellow beam of light shining down onto a large, dense cluster of small, multi-colored dots (red, orange, yellow, green, blue, purple) on a black background. Three yellow starburst shapes are scattered around the spotlight.



Corrections Section Awards

*Deadline extended to November 30th
Awards will be announced in early 2026!*

John Howard Award: The John Howard Award is the Section's most prestigious award and recognizes an individual who has made significant and sustained contributions to the practice of corrections. The nominee **MUST** have made significant contributions to practice, but also can have made significant contributions in scholarship, teaching, policy, or service. Nominators can make the argument that a nominee's scholarship or work in teaching, policy, or service made a significant contribution to practice. Nominations are accepted every year and the committee will seriously consider all nominees. However, the awarding of this honor is solely at the Committee's discretion and may not be awarded each year. Nominees should send a description of the nominee's contributions, explaining how the nominee meets or exceeds the criteria, along with the nominee's CV.

Outstanding Member Award: Criteria for nomination for the Outstanding Member award are: 1) membership in and preferably contribution to the ACJS Corrections Section; and 2) significant research and/or scholarship in the field of corrections. Winners will receive a \$200 cash award, a plaque of recognition, and honored at the annual Corrections Section Award meeting. Self-nominations are allowed and encouraged. Please submit a brief description of the nominee in the email and the nominee's CV.

Kelly Cheeseman Outstanding Student Travel Award: In 2011, the Section began awarding the Outstanding Student Travel Award. Students presenting papers at the ACJS annual conference must submit [a draft of] their presentations (in PowerPoint format) along with their CV for consideration for a \$500 travel scholarship [now up to two awards!]. This award is offered in loving memory of Dr. Kelly Cheeseman.

Submit award nominations and attachments via email to Dr. Peter Wood and cc: Stuti Kokkalera



Upcoming Conferences

See you there!



The Annual Meeting of the Academy of Criminal Justice Sciences

Venue: Philadelphia Marriott Downtown, Philadelphia, PA

Dates: March 3-7, 2026

Theme: "Crises Across the Criminal Justice Landscape: The Nexus of Governance and Responsibility"

Program co-chairs: Aimee "May" Delaney (Worcester State University), Paul Gormley (Lynn University), and Jared Dmello (Adelaide University)

Registration for the ACJS Annual Meeting is OPEN!

[Click here](#) to register!

The Annual Meeting early bird registration deadline is February 6, 2026. After February 6th, all registrations payments will be received on-site only. A special discount on the Early Bird registration fee is available to ACJS Members. If your membership is not current, please sign into the ACJS Info Hub to securely renew your membership BEFORE you attempt to register. If you have difficulty logging into your profile, contact the National Office at manager@acjs.org.

Join us at the Annual Corrections Section Business Meeting!



Academy of Criminal Justice Sciences
Corrections Section

Upcoming Conferences

See you there!



The Annual Meeting of the American Society of Criminology

Venue: Marriott Marquis, Washington DC

Dates: November 12-15, 2025

Theme: "Criminology, Law, and the Democratic Ideal"

Program co-chairs: Talisa Carter, American University & Kevin Drakulich,
Northeastern University



Western Society of Criminology's (WSC) Annual Conference

Venue: Grand Hyatt Denver

Dates: February 5-7, 2026



Academy of Criminal Justice Sciences
Corrections Section

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Vice Chair: Dr. Stacy Haynes, Mississippi State University



Secretary/Treasurer: Dr. Stuti S. Kokkalera, Sam Houston State University



Immediate Past Chair: Dr. Peter B. Wood, Eastern Michigan University

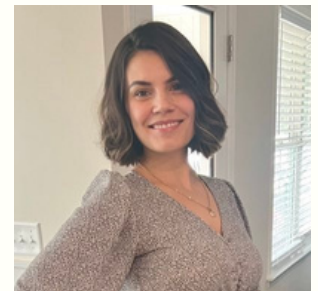
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