

NOVEMBER 2024

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 Denver in March 2025](#).

The Corrections Section is holding elections this year for two executive counselor positions and Vice Chair. You can see the candidate bios 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 2025 and in our next edition of the newsletter. Newly elected officers will start their terms after the conclusion of the 2025 ACJS meeting.

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, Stacy Haynes, Dragana Derlic, Jennifer LaPrade, Cynthia Zhang and Karen Hamer)***

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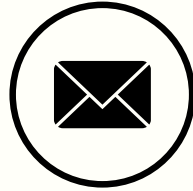
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Message from the Chair

By *Dr. Peter B. Wood, Eastern Michigan University*



Fellow Corrections Section Members:

Welcome to the November 2024 Corrections Section Newsletter! If you're a faculty member like me, I trust you are surviving the Fall term with an eye on the upcoming holidays and celebrations. Thanks once again to our Secretary/Treasurer, Stuti Kokkalera and our Newsletter Team--Dragana Derlic, Stacy Haynes, Jennifer LaPrade, Cynthia Zhang, and Karen Hamer—for their dedication and service to generate a first-class Section Newsletter.

Nominations are underway for three Corrections Section board member positions (**two Executive Counselors and Vice-Chair**), to take office in March 2025. Executive Counselors serve a three-year term on the board while the Vice-Chair serves for two years, then moves to Chair for two years, then Past-Chair for two years for a total of six years on the board.

At our Section Business and Awards Event in Denver in 2025, Dr. Lisa Carter (Florida Southern College) will take over as Chair and I will move to Past-Chair. Much appreciation to Dr. Adam Matz (University of North Dakota) for his six years of service on the Corrections Section Executive Board, who concludes his term as Past-Chair of the Section at the Denver meeting. Thanks to Dr. Renee Lamphere (UNC-Pembroke) and Dr. Christina Mancini (Virginia Commonwealth University) for their service as Executive Counselors. These board members donate significant time and effort to make the Section run and are responsible for leading our organization's many activities year-round. It would not be possible to run our Section without dedicated colleagues willing to serve. **I hope each of you reading this message will consider service to our growing and engaging Section!**

Message from the Chair

By Dr. Peter B. Wood

Hopefully you are making or have made plans to attend the ACJS Annual Meeting in Denver, March 11-15, 2025! Like last year, the Corrections Section will hold its annual Business and Awards event/reception at which we will update section members on the health and business of the Section, recognize outstanding section members and deserving students, and award significant contributions to the discipline. We will also donate our annual monetary gift to a worthy local non-profit.

The past few years we have focused on organizations that provide a range of assistance to formerly incarcerated persons. In Chicago last year, we hosted representatives Khelan Todd and Leah Holmes from the North Lawndale Employment Network (NLEN.org) and it's non-profit, Sweet Beginnings, LLC. Sweet Beginnings manages apiaries (bee farms) throughout Chicagoland including in North Lawndale, at O'Hare International Airport, Roosevelt University Schaumburg campus, and the Forest Preserve District of Cook County Trailside Museum. It offers full-time transitional jobs to citizens returning from incarceration in a green industry—the production and sales of all-natural skin care products featuring its own urban honey under the Beelove™ brand in stores across Chicago. In addition, Sweet Beginnings operates a café that trains and employs ex-offenders in food service industry occupations. Please see our [Spring 2024 newsletter](#) for an interview with NLEN representatives Khelan Todd, Chief Impact Innovation Officer, and Elena Gormley, Development and Communications Manager. We are now considering several deserving organizations in Denver for March 2025!



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Academy of Criminal Justice Sciences
Corrections Section

Message from the Chair

By Dr. Peter B. Wood

Finally, I'm very excited to announce a new partnership between the American Correctional Association and ACJS that will result in the ACJS Corrections Section presenting the new ACA Student Research Awards in recognition of outstanding corrections-focused student research (graduate or undergraduate). Earlier this summer, ACA Executive Director Rob Green expressed an interest in a long-term partnership with ACJS, and the new ACA Student Research Awards presented through the Corrections Section represents ACA's commitment to an association between ACA and ACJS. ACA will fund three awards (1st=\$500, 2nd=\$300, 3rd=\$200) to be presented by at our annual business/awards event. In addition, each winner will receive an award plaque, and the first place winner will receive an all-expenses paid invitation to present their research at the next American Correctional Association annual conference. The first place winner will also be invited to publish their work in *Corrections Today*, the ACA periodical, and will be invited to submit their work to *Corrections: Policy, Practice, and Research (CPPR)*. This is an extraordinarily generous commitment from ACA. The Corrections Section and ACJS boards are working hard to present the inaugural ACA Student Research Awards at the 2025 ACJS conference in Denver. This is a developing situation so stay tuned for more details on this front!

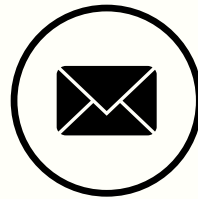
Our Corrections Section counted 138 members last year, and we invite all interested ACJS members to join us. Note that last year the CS Board voted to make all student memberships **FREE**. So, if you know students who have an interest in corrections, please invite them to join the section and attend our annual meeting/awards event in Denver.

In closing, consider joining or renewing your own membership in the ACJS Corrections Section. Here's hoping the holiday season is good to you, your families, and your friends. **I look forward to seeing many of you in Denver!**

Nominees for the Board

Vice Chair

Jeff Bryson



Jeff Bryson holds a Ph.D. in public safety (criminal justice) and is currently in his 6th year of teaching after a 30-year career in corrections. His correctional work has been with mental health. He completed a master's degree in counseling with an emphasis in marriage and family therapy and is an LPC in WV and an IMFT in OH. He served on AAMFT's ethics and judicial committees and was a member of its equity and diversity task force for ethics and judicial policies. He is also a clinically certified sex offender treatment specialist through the NAFC. Dr. Bryson is interested in bringing a greater mental health emphasis to correctional programming and policy development. He assisted a prison in WV in their policy to decrease the use of restrictive housing. He currently serves as an executive counselor for the Section.

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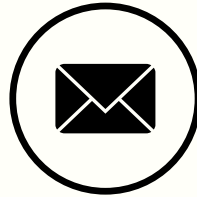
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Nominees for the Board

Vice Chair

Stacy Haynes



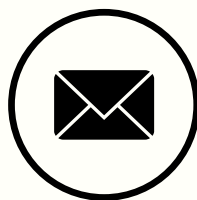
Dr. Stacy H. Haynes is a Professor and the Internship Coordinator in the Department of Sociology at Mississippi State University. She also serves as Secretary of the University Faculty Senate and previously served as the Sociology Graduate Coordinator. Dr. Haynes has a BA from Western Kentucky University and an MA and PhD from Pennsylvania State University. Her research focuses on issues related to corrections, courts and sentencing, victimization, and criminal justice policy. Specifically, her research has examined offenders' and victims' experiences in the criminal justice system and the effects of individual- and contextual-level factors on sentencing outcomes. She has examined the experiences of both correctional staff and prisoners in Mississippi. Her research has appeared in a variety of journals, including *Crime & Delinquency*, *Criminology & Public Policy*, *Criminal Justice Review*, *Journal of Criminal Justice*, and *Violence and Victims*. She has served as PI on a project funded by the National Institute of Corrections and is currently a Co-PI on two projects funded by the Bureau of Justice Assistance: one on reentry and one that involves updating law enforcement and victim services data in Mississippi.

Dr. Haynes is a current member of the ACJS Corrections Section, and has previously served as an Executive Counselor (2019-2022) and as Secretary/Treasurer (2022-2024). She has served on the Constitution and Bylaws Committee, the Membership Committee, and the Section Merchandise Committee. Furthermore, she has previously chaired the newsletter committee and continues to serve as a member of that committee.

Nominees for the Board

Vice Chair

Renee Lamphere



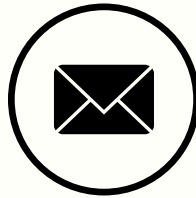
Reneè D. Lamphere (Ph.D., Indiana University of Pennsylvania '12) is a Professor of Criminal Justice at the University of North Carolina at Pembroke (UNCP). Her primary area of specialization is corrections, where she studies topics such as the history of corrections, prison rape & sexual assault, and programming for incarcerated parents and their children. In 2010, she co-founded “Reading for a Change”, a program at the Pennsylvania State Correctional Institution at Pine Grove which helps connect incarcerated parents and their children via reading. Some of her recent publications have focused on vulnerable incarcerated populations, including mentally ill, medically ill, juvenile, LGBTQ+, & Indigenous incarcerated persons. She has written and published with incarcerated folks in peer reviewed journals such as *The Prison Journal*. She is the co-author of *Introduction to Corrections: Policy, Populations, and Controversial Issues* (Cognella, 2022). She is currently under contract and drafting a textbook about prisoner reentry. She also went under contract recently to write a textbook about American Indians in the Criminal Justice System.

Dr. Lamphere has an extensive history in leading governing and decision-making bodies. She is the current chair of the Faculty Senate at UNC Pembroke. She is a past-president of the North Carolina Sociological Association, where she now serves as treasurer. In the ACJS corrections section, she been an executive counselor for the past two years. She organized the fundraising events held at conference to raise money for local corrections related charities. She is currently on the awards and nominations committee for the section. Last year, she was awarded the Outstanding Member Award for the Section. Her background in leadership and her familiarity of the section will be a huge asset for the organization should be elected. She would be honored to represent an organization that is so important to her.

Nominees for the Board

Executive Counselor

Dragana Derlic



Dragana Derlic is an Assistant Professor in the Department of Criminal Justice and Criminology at Georgia Southern University. Dr. Derlic obtained her doctoral in Criminology from the University of Texas at Dallas and her Master's and Bachelor's in Criminal Justice from Wayne State University. Before coming to Georgia Southern University, Dr. Derlic worked as an Assistant Professor and Program Coordinator of Criminal Justice and Criminology at Kentucky Wesleyan College. Dr. Derlic's primary research focuses largely on corrections, jail and prison programming, program evaluation, and the use of mixed methods. Her research has been published in the *Journal of Correctional Healthcare*, *Crime & Delinquency*, and the *Journal of Applied Juvenile Justice Services*. Dr. Derlic has taught a variety of undergraduate courses and considers pedagogy an important part of her scholarly career. She is also a dedicated member of the ACJS Corrections Section and is currently on the newsletter committee.

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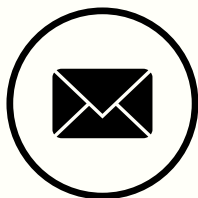
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Nominees for the Board

Executive Counselor

Kweilin Lucas

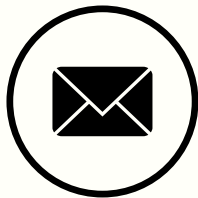


Dr. Lucas is an Assistant Professor in the Department of Criminal Justice at Mars Hill University (MHU) and is the department's Program Coordinator for the Master of Arts in Criminal Justice (MACJ) Program. Her areas of interest and expertise include corrections, institutional corrections, contemporary correctional issues, and reentry. She maintains a comprehensive knowledge of correctional theories, practices, policies, and research methodologies, and is experienced in teaching corrections courses at both the undergraduate and graduate-levels, having taught Introduction to Corrections, Community Corrections, Reentry and Reintegration, Capital Punishment in America, and Legal and Administrative Issues in Corrections. Recently, Dr. Lucas co-authored *Introduction to Corrections: Policy, Populations, and Controversial Issues* (2022), which provides students with a holistic introduction to contemporary corrections practice and an overview on the opportunities and challenges they are likely to face within their professional careers. She is also under contract with colleagues to produce two additional textbooks that feature corrections-related content, including "Reentry, reintegration, and policy: An active learning approach and Introduction to criminal justice". Dr. Lucas has an intrinsic interest in the carceral system, including its structure, processes, and impact on society. She is especially curious about the methods used to manage and rehabilitate justice-involved people and is a passionate advocate for systemic changes to address issues such as mass incarceration, racial disparities, and inhumane treatment within the correctional system. She is excited for the opportunity to work in conjunction with academy members and to serve as a resource for those interested in furthering their knowledge about corrections.

Nominees for the Board

Executive Counselor

Nic Cabage



Dr. Nic Cabage is an Assistant Professor of Criminal Justice at St. Edward's University in Austin, Texas. They have made significant service contributions as an active member of the Academy of Criminal Justice Sciences (ACJS). This includes serving as Secretary, Vice Chair, and Chair of the Minorities and Women Section. In addition, they have served on the ACJS Program Committee and as a member of the Minority Mentor Awards Committee. They will begin their tenure as a member of the ACJS Constitution and By-Laws Committee in 2025.

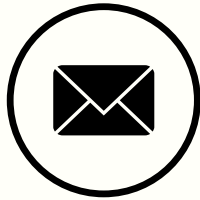
Dr. Cabage's research addresses critical issues in corrections. Recent publications include "Mothering Behind Bars: Evaluating the Effectiveness of Prison Nursery Programs on Recidivism Reduction", published in *The Prison Journal*, and a book chapter, "I'm Not Who I Once Was: The Policies and Treatment of Transgender Individuals in U.S. Correctional Facilities" published in the *Handbook on Prisons and Jails*. Their work also includes topics such as incarcerated veterans, parenting behind bars, evidence-based correctional policies and programming, and gender dynamics in corrections.

In addition to their research, Dr. Cabage also supervises a program at St. Edward's called Toppers for the Future. As the faculty leader, Dr. Cabage takes a group of St. Edward's students into the local juvenile detention center to work with the youth who are incarcerated to build life skills. Through their dedication to evidence-based practices and advocacy for marginalized populations, Dr. Cabage is poised to bring a collaborative and innovative perspective as an Executive Counselor of the Corrections Section.



Wait, Me.... a Scholarly Author!!

By David L. Garlock



When I started speaking in universities in 2017, I thought that this was such a powerful way to reach students and faculty. As I progressed in my work in reentry and policy, I was able to share my journey and I felt like I was doing a great job educating the next generation. I looked forward to each speaking engagement and university to pour into the students. Each visit, I probably reached anywhere from 100-1,000 students, faculty and community members. The seeds were being planted and I knew that I was helping to change the narrative.

Then a new opportunity presented itself, Dr. Colleen Eren asked me to write an article about reentry for *The Dialogues in Social Justice* journal. I had never considered that I could write for a journal or that what I had to say would matter since I had not obtained a graduate degree. I found that I was wrong and that my perspective had a huge impact. It made me think about what my colleague Glenn E. Martin says, "Those who are closest to the problem are closest to the solution, but lack the resources."



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Wait, Me.... a Scholarly Author!!

By David L. Garlock

The ability to write this article, and two book chapters since then has shown me that I have value in the academic space. Not just as someone to be researched, but as someone who can work with those doing the research. Having my voice at the table gives the lived experience perspective and allows a holistic view of the topic that is being discussed.

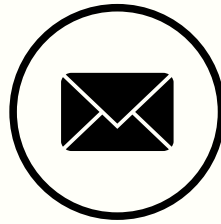
My ability to write in academic journals and books brings about what I always talk about policy work. Anytime that you are speaking to someone in the legislature, you have to bring two different things: **Data** and **Stories**. The Data is what makes someone think and the Stories is what makes someone feel. You need to have both components to get any movement. When I partner with colleagues like Dr. Dragana Derlic and Dr. Stuti Kokkalera, we are able to bring the data and stories into a compelling narrative that drives people to think differently about a topic.

The lack of resources in this context is that not enough scholars are reaching out to currently incarcerated or formerly incarcerated individuals to partner in writing. Academia needs to go beyond just inviting individuals to be interviewed, but to encourage them to be part of the production of scholarly works. Convict Criminology has opened doors for those who are formerly incarcerated, but there needs to be a larger opening for the wisdom of those who have lived experience to share with the academic world.

Reach out to David Garlock via email to discuss future collaborations at your institutions and/or for research projects!

Teaching with AI: Utilizing ChatGPT when you need it most

*By Dragana Derlic, Georgia Southern
University*



It's Monday morning, class starts in 20 minutes, and you are feeling lethargic and unprepared. Sound familiar? No worries! Let AI help you! In the midst of being on the job market, teaching a 4/5 load, and keeping up with research endeavors (not to mention a toddler running around the home), I found myself struggling to prepare for every class to the best of my abilities—especially for that “new prep.” I was fortunate because I had very understanding students who were willing to learn with me along the way. And so we did just that!

I found that on days that I struggled the most, I did not have to cancel class or postpone material, but instead, I could rely on the use of AI. ChatGPT to be exact. You might at this point be wondering, how? On those days, I would open up ChatGPT and tell the strange bot that I was going to class and instead of lecturing for the day, I wanted to engage my students in the material with scenarios and discussion based questions—and, in a way that would require them not just to rely on their textbook and notes, but would engage them with broader information on the internet.

Teaching with AI: Utilizing ChatGPT when you need it most

By Dragana Derlic

So, in the simplest of terms, I would then tell the bot “Here are my lecture notes for the day, please create a scenario based on this information and provide a couple discussion-based questions.” Within minutes the bot would reconfigure the information into a scenario and provide me with several different discussion-based questions that I could use for class. Of course, this process is not without error. So, I would skim through the scenario, make edits I deemed were necessary and do the same with the discussion questions too—this would take me maybe 5 to 10 minutes and, off I was to class with an exciting way to engage my students with the material (and let’s be real, save face!). I would instruct the students to get into small groups and would then provide them with the scenario-based activity (usually posted on a power-point slide and uploaded to their D2L platform). I must admit that even at 8am, the class would turn lively.

You might be thinking, “well Dragana, I don’t have notes for every single class or every single lecture.” No worries! More often than not, there are instructor resources for the textbook that you use for class and those work too. Those notes may need a little more tinkering and editing after the fact, but they will work! And, in case you have no notes and no instructor resources, having a topic at hand with perhaps a chapter overview or learning objectives could work as well. The important thing to remember here, is that the more information you give the bot and the better instructions you provide, the more creative it gets and better outputs you will receive. Here are two examples!



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Teaching with AI: Utilizing ChatGPT when you need it most

By Dragana Derlic

Prompt to ChatGPT: "I am teaching a class on "Classification and Custody Levels" but instead of lecturing today, I want to provide the students with scenarios where they have to classify individuals and assign them to specific custody levels. Can you provide me with a couple scenarios and a few discussion questions using the following lecture notes?"

Output by ChatGPT: *Here are two scenarios based on your lecture notes, along with discussion questions for each.*

Scenario 1: Reclassification of a Long-Term Inmate

Background: Jason has been incarcerated for 10 years in a medium-security prison. He was originally sentenced to 25 years for armed robbery. Over the years, he has been a model inmate, consistently engaging in work programs, completing educational courses, and maintaining a clean disciplinary record. Recently, Jason has expressed interest in joining a vocational training program that requires him to be moved to a minimum-security facility.

Discussion Questions:

- 1. Based on Jason's behavior and history, should he be reclassified to a lower custody level? Why or why not?*
- 2. What factors should the classification team consider when evaluating Jason's request to move to a minimum-security facility?*
- 3. How might Jason's reclassification impact the prison's resource allocation and programming needs?*
- 4. Are there any risks in lowering Jason's custody level, and if so, how can they be mitigated?*

Teaching with AI: Utilizing ChatGPT when you need it most

By Dragana Derlic

Scenario 2: Initial Classification of a New Inmate

Background: Sarah has just been sentenced to 8 years in prison for drug trafficking. She has no prior criminal record but has admitted to being a member of a gang outside of prison. During her intake screening, it was noted that she has a history of substance abuse and shows signs of mental distress. The classification team is tasked with determining her custody level and housing assignment.

Discussion Questions:

- 1. What custody level should Sarah be assigned to, given her gang affiliation and substance abuse history? Why?*
- 2. How should the classification team address Sarah's mental health needs when determining her housing and programming?*
- 3. What role does Sarah's lack of prior criminal history play in her classification?*
- 4. Should Sarah be placed in administrative segregation due to her gang involvement, or would another housing option be more appropriate?*

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Teaching with AI: Utilizing ChatGPT when you need it most

By Dragana Derlic

The above scenarios are just two quick examples, and they are at the simplest form of using ChatGPT. These scenarios will give students the opportunity to engage with the class material through active learning as opposed to simply listening to a lecture. They are encouraged to go through the content, to define it, understand it, and importantly apply it.

Now, depending on the length of your class the students may or may not have enough time to go through both scenarios and answer all the questions. In this case, you could instruct students to choose between the two scenarios or you could assign scenarios to different groups. I personally like giving students the option to choose between the scenarios because it gives them the opportunity to have autonomy over their learning environment.

As for ChatGPT, there are several versions but the basic one (free of charge) is sufficient. If, however, you are interested in more sophisticated material you can always upgrade to ChatGPT 4 which is said to be better, or you can try different AI platforms like Claude or Pi (Bowen & Watson, 2024). Each have their strength and weaknesses and should be monitored for biased interpretations and generated information that may be false or fabricated—after all, these platforms pull the text only which could include misinformation (Bowen & Watson, 2024).



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Teaching with AI: Utilizing ChatGPT when you need it most

By Dragana Derlic

I would like to end this note with highlighting the importance of accepting and integrating AI into our teaching and learning. Just like the world wide web fundamentally changed our lives, so too will AI whether we like it not, and in fact, it is already doing so (Bowen & Watson, 2024). The sooner we get on board and find ways to integrate AI for student engagement, the better teachers we will become and the more prepared our students will be (Bowen & Watson, 2024). After all, AI is continuously being integrated into our world and learning how to use AI may influence future employment for our students. If we want our students to engage with AI responsibly, then we need to do the same so we can model appropriate behavior such as using AI to customize class material (Bowen & Watson, 2024). As educators, we have the opportunity to influence and determine the appropriate as well as ethical use of AI (Bowen & Watson, 2024). So, let's make sure it is utilized and integrated into our world for the better!

References:

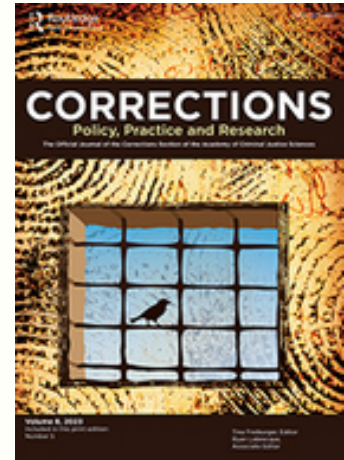
Bowen, J. A., & Watson, C. E. (2024). Teaching with AI: A Practical Guide to a New Era of Human Learning. *American Association of Colleges and Universities*. Washington, DC.

OpenAI. (2024). ChatGPT (GPT-4 version). <https://chatgpt.com>



A Note from the Editors of CPPR

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



As the current Editor, Associate Editor, and Managing Editor of *Corrections: Policy, Practice and Research* (CPPR), we are excited to continue promoting methodologically rigorous scholarship on criminal sentencing, institutional confinement, community corrections, treatment interventions, alternative sanctions, and reentry. We are committed to advancing correctional policy, practice, and research by prioritizing the publication of empirical studies that use quantitative, qualitative, or mixed-method research designs to generate impactful, evidence-based and theoretically-informed results.

As we look toward the future, we are committed to fostering an inclusive and dynamic platform that reflects the evolving challenges and innovations in corrections. We aim to feature diverse perspectives and under-explored areas, encouraging submissions that tackle contemporary issues facing correctional stakeholders today. CPPR remains dedicated to publishing cutting-edge research that not only contributes to scholarly discourse but also has practical implications for practitioners, policymakers, and communities.

A Note from the Editors of CPPR

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

We are currently seeking input for a forthcoming special issue of CRRP. If you have a recommendation for an important and timely topic in the field of corrections or are interested in serving as a guest editor for the special issue, we invite you to share your ideas. This is an excellent opportunity to contribute to the advancement of research and policy in areas such as criminal sentencing, confinement, reentry, and more. Please contact Dr. Labrecque at rlabrecque@rti.org with your suggestions or to express your interest in guest editing.

If you have research that fits within the aims and scope of CRRP, we encourage you to submit your work for consideration. All manuscripts must be submitted through the journal's online submission portal in accordance with the specified formatting guidelines. At CPPR, we accept two types of article submissions, including full articles (up to 25 double-space pages) and research briefs (up to 15 double-space pages).



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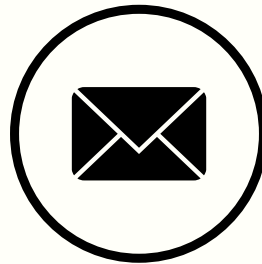
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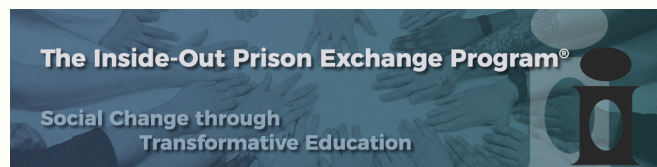
Graduate Student Corner

Inside-Out: A Transformative Experience in the Prison Program

By: Sarah Batenko, Master's student, Georgia Southern University



Since its inception in 1997, the “Inside-Out” program has grown tremendously and has been implemented across the nation, and even worldwide. I was fortunate to have been selected to participate in this amazing program after applying through the Department of Criminal Justice at Georgia Southern University. Through this program, myself and 13 other students at Georgia Southern University were able to enter a prison once a week for 3 hours and join 15 incarcerated men for class. Through open discussions and a collaborative project, Dr. Andrea Corradi led our class by guiding conversations about restorative justice, rehabilitation, crime, victimization, and other topics related to the criminal justice system. Through my participation in this course, I was able to gain insightful knowledge of the criminal justice system directly from individuals within the prison system. For me, this was truly an eye-opening experience and it completely changed the way I see the criminal justice system.



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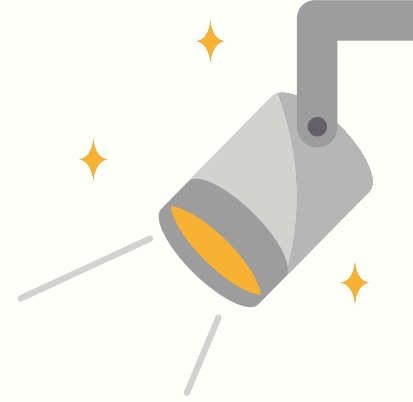
Through the group facilitated conversations we had throughout the semester, I gained a deeper sense of empathy for the individuals within the prison system, both who are incarcerated and working in the facilities. The meaningful conversations that we engaged in were particularly impactful as they helped me better understand myself through self-reflection and personal growth. Throughout the semester, we collectively discussed various topics about the criminal justice system and I was able to hear about a completely different side of the system, a side that is often left out of classrooms and the media.

In the last few weeks of "Inside-Out", we collaborated to create recommendations on improving the prison system in Georgia. These recommendations were presented in a 12-page report titled "The College and Convicts Corrections Committee (CCCC)", and was sent to various State Senators and media outlets. Within this report we created cost effective solutions for programming, healthcare, food, as well as correctional officer recruitment and retention. Because our report gained traction, I was asked to speak with a local television station in Savannah (WJCL) about the report and the class.

Overall, the Inside Out program has had a profound impact on my personal development and has left me with a newfound perspective on our criminal justice system, and particularly, the individuals within the system. This experience was nothing like I had anticipated, but I am beyond grateful for this opportunity that has allowed me to learn from such incredible individuals. I look forward to applying all that I have learned from the participation of this program to my future endeavors and would recommend others take the opportunity to participate in it as well.

Research Spotlight

Peer-Reviewed Articles



Albanese, J. & Tartaro, C. (2024). Quality standards for criminal justice education: The long and winding road. *Journal of Criminal Justice Education*, 35(2), 318-334.

<https://doi.org/10.1080/10511253.2023.2268477>

Celinska, K. & Cheboubi, A. (2024). "A storm is coming": The New York Times coverage of the COVID-19 pandemic in American prison. *Current Issues in Criminal Justice*, 1-24.

<https://doi.org/10.1080/10345329.2024.2370196>

Collica-Cox, K. (2024). Mentoring women in corrections: Encouraging the next corrections executive. *Social Sciences*, 13(10), 520-538.

<https://doi.org/10.3390/socsci13100520>

Derlic, D., Kokkalera, S. S., & Bourgeois, J. W. (2024). Examining the relationship between mental health diagnoses and write-ups during incarceration. *Crime & Delinquency*, 0(0).

<https://doi.org/10.1177/00111287241295684>

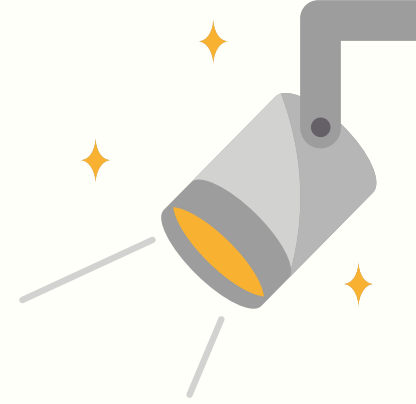
Fanarraga, I. & Celinska, K. (2024). Classification of women in prison: A typology based on mental health symptoms and coping strategies.

International Journal of Offender Therapy and Comparative Criminology, 0(0). <https://doi.org/10.1177/0306624X241246652>

Gacek, J., & Asfari, A. (Forthcoming, 2024). Islamophobia and the Benefits of and Challenges for Prison Imams. *Islamophobia Studies Journal*.

Research Spotlight

Peer-Reviewed Articles



Gacek, J., Jochelson, R., Asfari, A., Corcoran, L., & Ranieri, M. (2024). Youth and young terror: Canadian case law and the socio-carceral dynamics of youth offenders convicted of terrorism offenses. *Crime and Delinquency*, 0(0). <https://doi.org/10.1177/00111287241258735>.

Kokkalera, S. S., & Allison, A. M. (2024). The (not so) United States of parole: A state-of-the-art review of discretionary release for individuals serving life. *Journal of Criminal Justice and Law: A Journal of the Law and Public Policy Section of the Academy of Criminal Justice Sciences*, 7(2), 22-41. <https://jcjl.pubpub.org/pub/parol-in-the-united-states-state-of-the-art>

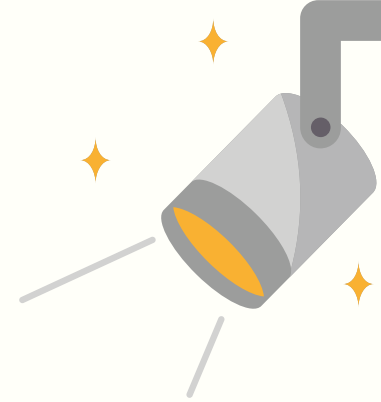
Koza, M., Kokkalera, S.S., & Navarro, J.C. (2024). Alternative consequences of youth crimes: An analysis of restorative justice practices in the United States. *The Juvenile and Family Court Journal*, 75(3), 23-36. <https://doi.org/10.1111/jfcj.12268>

Long, J. S., & McNeeley, S. (2024). Testing the assumption that people incarcerated for sex crimes against children are at an increased risk of violent victimization in prison. *Victims & Offenders*, 1-16. <https://doi.org/10.1080/15564886.2024.233434>

Lowry, K.D., Shaikh, M., & Lewis, R.A. (2024). Research and practitioner perspectives on the rehabilitation and reintegration of violent extremists. *National Institute of Justice Journal*, 285(1). <https://nij.ojp.gov/topics/articles/research-and-practitioner-perspectives-rehabilitation-and-reintegration-violent>

Research Spotlight

Book Chapters



Asfari, A., Gasek, J., & Shuraydi, A. (2023). Islam, Islamophobia, and the carceral experience. In D. Rudes, K. Kras, T.J. Carter, & G. Armstrong (Eds.), *Handbook on Prisons and Jails* (ASC DCS Handbook Series Vol. 8). Routledge.

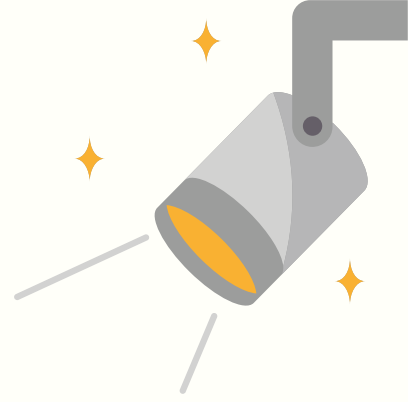
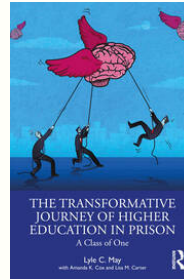
Derlic, D., Ogu, I.J., Owens, M., & Kokkalera. S.S. (2024). The incarceration of pregnant women in the United States: Understanding pathways and lived experiences. In N. Link, M. Novisky, & C. Fahmy (Eds.), *Handbook on Contemporary Issues in Health, Crime, and Punishment* (ASC DCS Handbook Series Vol. 9), Routledge.

Gacek, J., & Asfari, A. (2024). "Muslim Mental Health in Prison: The Costs and Consequences of Inadequate Services." In N. Link, M. Novisky, & C. Fahmy (Eds.), *Handbook on Contemporary Issues in Health, Crime, and Punishment* (ASC DCS Handbook Series Vol. 9), Routledge.



Research Spotlight

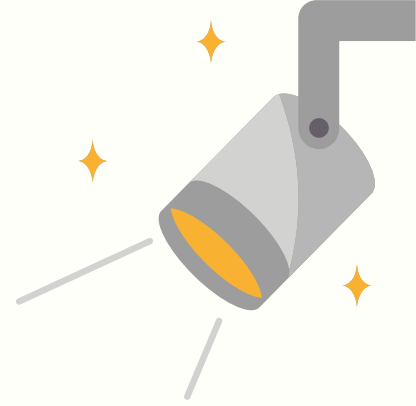
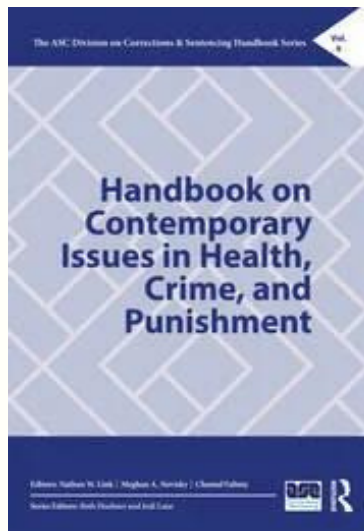
Book



This volume follows one man's revolutionary journey from deficient early education to his incarceration on North Carolina's death row, where he was given the opportunity to pursue higher education. By pairing Lyle May's engaging first-person account with current scholarly literature, this book examines the complex relationship between the United States' educational and penal systems. It also documents the role of education in May's contributions to society through writing, teaching, and activism. Flouting the stereotype that people sentenced to long prison terms lack an ability or desire for higher education, May's experience champions individualism as a means of overcoming most environmental challenges to learning, personal growth, and societal involvement. With the right amount of motivation and dedication, even prison walls do not preclude significant contributions to the community or participation in criminal justice reform. Granting access to higher education in places that often lack an academic apparatus, Ohio University's College Program for the Incarcerated provides an avenue for correctional students to enroll in accredited correspondence courses and earn an Associate or Bachelors of Specialized Studies degree. This book's recounting of May's experience with the program augments existing literature on higher education in prison by illustrating the tragic but common pitfall of the school-to-prison pipeline and one man's determination to pursue higher education despite the hindrances inherent in the prison environment. Informing both students and educators about aspects of prison life that are not always considered, this book is a valuable component of a well-rounded corrections course reading list. It is essential for educators and students, criminal justice reformers, criminologists, penologists, or any reader intent on understanding how independent learning is critical to unlocking the rehabilitative and reintegrative potential of higher education in prison.

Research Spotlight

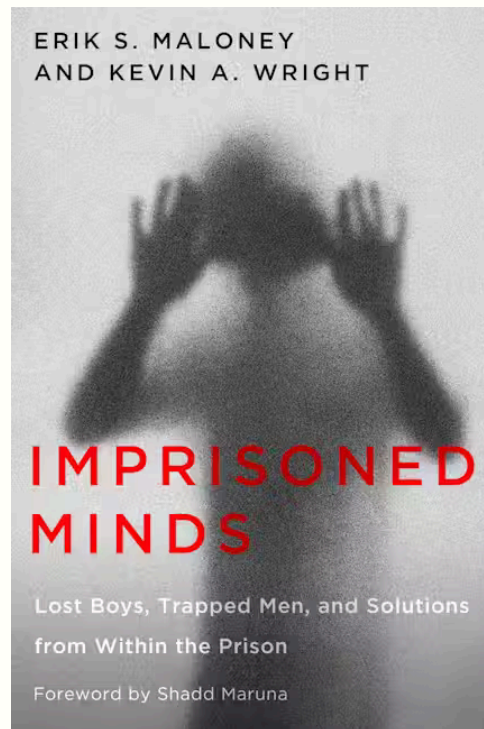
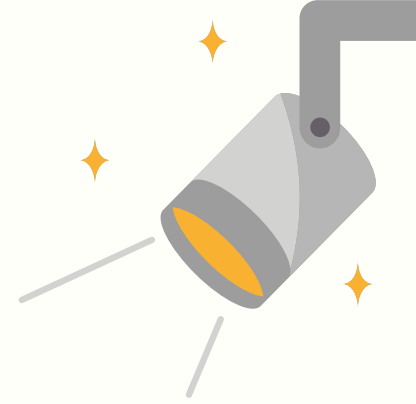
Book



The Handbook on Contemporary Issues in Health and Punishment covers many topics on the numerous ways in which mental and physical health and criminal justice system contact influence one another and are intricately intertwined. These often mutually reinforcing dynamics affect a range of health and justice outcomes at individual, familial, group, community, and national levels. Contributions detail this topic from a wide range of disciplinary, theoretical, and international perspectives and rely on various analytical lenses, including quantitative, qualitative, policy-analytic, theoretical/conceptual, and lived experiences. The chapters summarize what is known in each topical area, but as important, they identify emerging theoretical, empirical, and policy directions. In this way, the book is grounded in the current knowledge about the specific topic, but also provides new, synthesizing material that reflects the knowledge of the leading minds in the field. Conceptually divided into 11 sections, a number of contributions describe the unique experiences of women, people of color, juveniles, older populations, immigrants, LGBTQ+ individuals, and other sub-populations (i.e., people convicted of drug or sex offenses). Where appropriate, the authors provide both big picture and pragmatic policy directions aimed at reducing system contact, health challenges, and inhumane practices. Given its breadth and depth, the Handbook will appeal broadly to academics, practitioners, policymakers, advocates, and students seeking to understand the many ways in which health and justice system dynamics overlap.

Research Spotlight

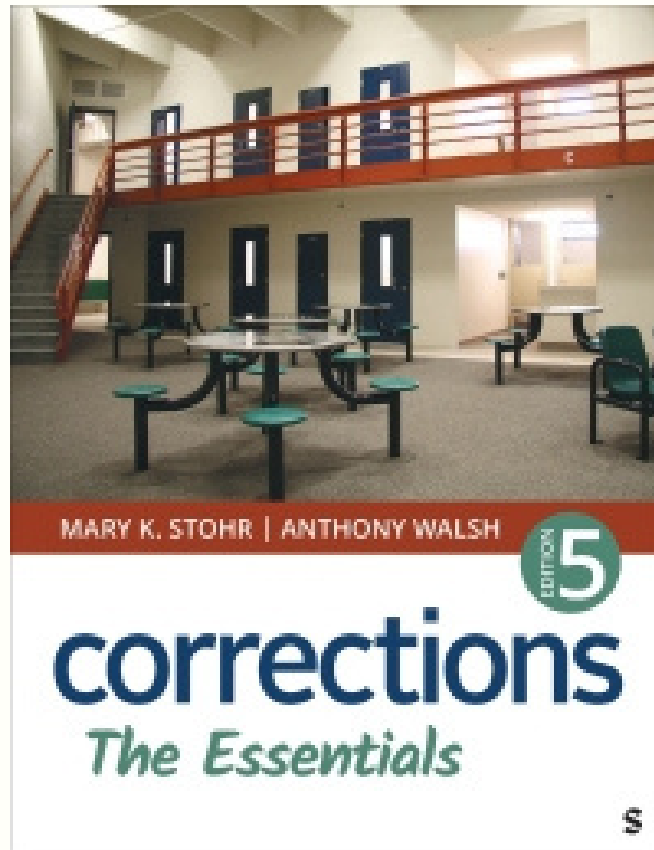
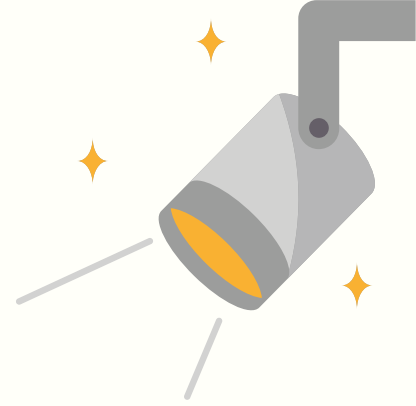
Book



In *Imprisoned Minds*, Erik Maloney tells the stories of men in prison that few people ever hear. Six gripping, first-person narratives of incarcerated men form his imprisoned mind concept: the men's unimaginable childhood trauma and neglect set them on a pathway for prison or death. Maloney interviews his fellow prisoners with candor and savviness. He can do this because he is in prison alongside them—incarcerated for life at the age of twenty-one. Joined by a correctional scholar, Maloney presents a unique and informed perspective that blends lived experience with academic knowledge. A trauma-informed corrections can empower men to acknowledge and repair the harms of their past to regain control over their minds and their futures. Maloney has broken free from the mindset—and others can, too. *Imprisoned Minds* reminds us of the humanity of the nearly two million people behind bars in the United States and encourages solutions from within that can break the cycle of intergenerational incarceration.

Research Spotlight

Book



Written by former practitioners who are experts in the field, *Corrections: The Essentials* provides an in-depth, yet accessible guide to the world of corrections. Authors Mary K. Stohr and Anthony Walsh introduce students to the history and development of correctional institutions, while offering a unique perspective on ethics and diversity. The Fifth Edition includes features such as comparative corrections sections, practitioner perspective sections, and ethical dilemmas challenge students to think critically and acknowledge the complexities of the correctional system.

FOLLOW US ON SOCIAL MEDIA!!

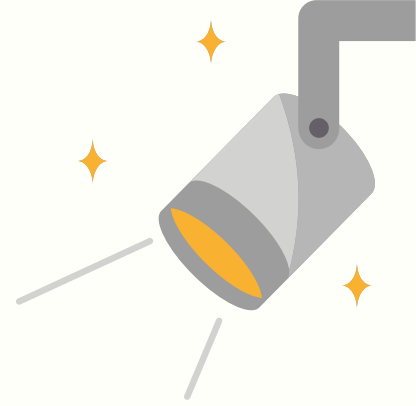


acjs

Academy of Criminal Justice Sciences
Corrections Section

Research Spotlight

Presentation highlights



April 2024:

Bernheim, E., Blankenship, C., Caney, A. C., Carter, L. M., & Lew, V. "Engaging students in active learning using interdisciplinary approaches." Paper presented at *Southwestern Social Science Association Conference*, New Orleans, LA.

June 2024

Courtright, K., & Bemko, I. "Systematic suspicion: Offender control and reformation as portrayed in *Escape from Alcatraz* and *Straight Time*". Paper presented at the annual meeting of the *Northeastern Association of Criminal Justice Sciences (NEACJS)*, Gettysburg, PA

Courtright, K. (Discussant), Roundtable: "(Trying to) teach ethics successfully." Annual meeting of the *NEACJS* in Gettysburg, PA.

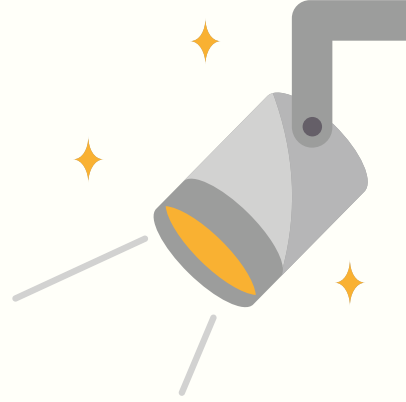
Courtright, K. (Discussant), Roundtable: "Mergers and acquisitions: Dialog on lessons learned from CJ program mergers." Annual meeting of the *NEACJS*, Gettysburg, PA.

Laugalis, V.R., & Kokkalera, S.S. "Assessing parole decision-making for juveniles and emerging adults sentenced to life". Annual Meeting of the *Law and Society Association*, Denver, CO.

Singer, S.I., & Kokkalera, S.S. "Navigating race and dangerousness in juvenile lifer's parole hearings". Annual Meeting of the *Law and Society Association*, Denver, CO.

Research Spotlight

Presentation highlights



Debi Koetzle from John Jay College and Shelley Johnson from University of North Carolina Charlotte presented preliminary findings on policies related to the care of transgender people in prison at the International Corrections and Prisons Association conference in Singapore. Highlights from the trip include participating in the 20th anniversary of the Yellow Ribbon Run which brings awareness to the importance of second chances; spending time with colleagues learning about innovative practices around the world; and visiting Institution A4, the only women's prison in Singapore. Of course, they also took a quick break for sightseeing, including a trip to the Cloud Forest and world-famous hawker stands. They are already making plans for next year's conference in Rwanda!

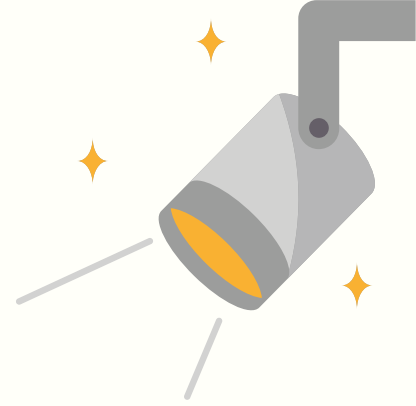


From L to R: Debi Koetzle; Shelley Johnson; and Brian Lovins



Research Spotlight

Presentation highlights



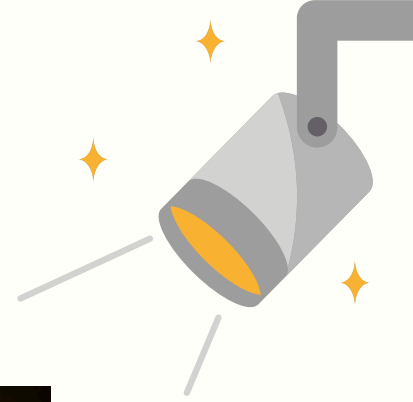
Kevin Wright from Arizona State University (ASU) presented on the design and demonstration site implementation of the ASU POINT Model (Potential, Opportunity, Investment, Nurture, and Transformation) at the International Corrections and Prisons Association conference in Singapore. The POINT Model invests in people who live and work in prison using university resources to enhance social, economic, cultural, emotional, educational, and overall well-being. The presentation emphasized that institutions of higher education could assume an increased importance in a reimagined correctional system designed to enhance well-being.



“ICPA has the potential to ensure voices are heard - and the desire to “make good” among those present made our research impactful.”
- Rosemary Ricciardelli, Memorial University of Newfoundland

Member Spotlight

Honors & awards



Dr. Danielle Rudes received the ICPA (International Corrections and Prison Association) Correctional Excellent Research Award. The Award “reflects ICPA’s values and objectives, underlining the importance of actions being grounded in knowledge and understanding.”

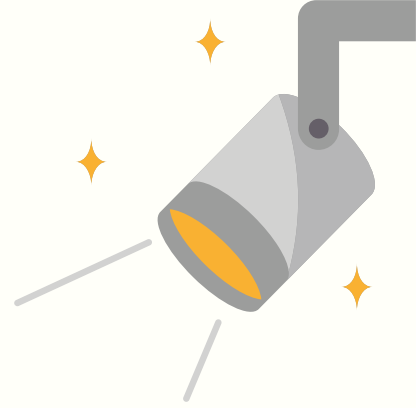
Congratulations Danielle!



Congratulations to Dr. Chantal Fahmy on her tenure and promotion to Associate Professor!

Member Spotlight

Honors & awards



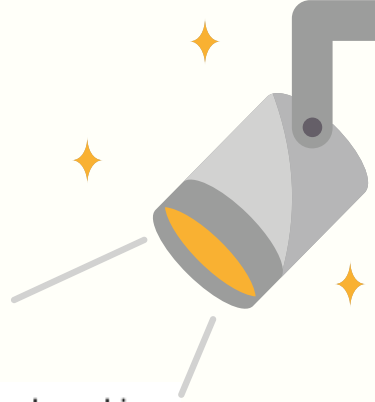
Dr. Kevin E. Courtright received the 2024 Northeastern Association of Criminal Justice Sciences (NEACJS) Regional Fellow Award during the NEACJS annual meeting held in Gettysburg, PA from 5-7 June. The award is presented annually to an individual with a minimum of four years teaching experience in criminology/criminal justice who has made significant contributions to scholarship in criminal justice education as demonstrated through published works, scholarly papers, and accomplishment in teaching, grants, and other related professional activities.

CONGRATULATIONS

acjs

Academy of Criminal Justice Sciences
Corrections Section

Member Spotlight



Enhancing the lives of people living and working in our correctional system through **research**, **education**, and **community engagement**.

Research

Participatory Action Research

3 Projects

18 Incarcerated Interviewers

800+ Interviews Completed

Education

Inside-Out

10 Classes

2 Learning Communities

201 Alumni

Community Engagement

{Ink}arcerated Art Show

5 Shows

300+ Artists

\$75,000+ Raised



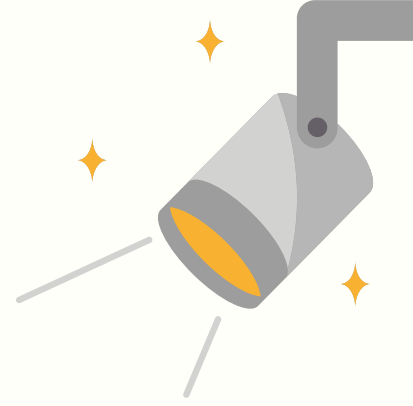
Learn more at ccj.asu.edu/ccs

COLLABORATION | KNOWLEDGE | INNOVATION | EMPOWERMENT



Academy of Criminal Justice Sciences
Corrections Section

Member Spotlight



蓝青 Evergreen Campus LLC

The educational institute Evergreen Campus LLC provides language training, college (undergraduate and graduate) tutoring and classes, and research training. 蓝青提供语言（中英文）训练、大学（本科和研究生水平）辅导和科研培训。

Languages - Mandarin Chinese and English: Beginner to Undergraduate

语言-中文和英语：初级、中级、高级（本科）水平

Sociology and Criminology: Undergraduate and Graduate

社会学和犯罪学（法学）：本科和研究生

American Studies: Undergraduate

美国研究（美国社会文化研究）：本科

Economics and Management: Undergraduate

经济管理：本科

Research: Undergraduate and Graduate

科研：本科和研究生

For tutoring and/or credit, Tutoring charges by hour. Classes charge by credit hours.

辅导按小时收费。以下收费标准为辅导收费。如果修学分，按照学分收费。

Modality: Online and Face to Face.

上课方式：面授和网上授课。

Prices for Tutoring 辅导收费

Languages (Beginner \$10/hour, two and more students [i.e. class] \$7/hour for each student;

Intermediate \$15/hour, two and more students \$10/hour for each student; Undergraduate

\$30/hour, two and more students \$20/hour for each student. *English* is available at beginner,

intermediate, and undergraduate levels. *Mandarin Chinese* is available at beginner and

intermediate levels.)

语言训练（初级：RMB70/小时，两个及两个以上学生[即班级授课]每人 RMB50/小时// 中级 RMB105/小时，两个及两个以上学生每人 RMB70/小时// 本科 RMB210/小时，两个及两个以上学生每人 RMB140/小时。英文培训有初级、中级和高级【即本科】。中文培训有初级和中级。）

Notes: Non-native (e.g. American) speaker students interested in Mandarin Chinese can choose the beginner and Intermediary Chinese courses. Chinese students are welcome to take the English as a Second Language courses. Tutoring uses both English and Chinese as appropriate.

说明：外国学生（比如美国）学生可以选择初级和中级中文培训课。中国学生可以选择英文课。授课采用中文和英文。

English Academic Writing in General Education (Undergraduate \$30/hour, two and more students \$20/hour for each student.)

英文学术写作（本科 RMB210/小时，两个及两个以上学生每人 RMB140/小时。）

Sociology and Criminology (Undergraduate \$30/hour, two and more students \$20/hour for each student; Graduate \$35/hour, two and more students \$25/hour for each student.)

社会学和犯罪学（法学）（本科 RMB210/小时，两个及两个以上学生每人 RMB140/小时。研究生 RMB245/小时，两个及两个以上学生每人 RMB175/小时。）

Areas of tutoring: theory, methods, identity theory, crime, health, inequality (race, gender, class), social network analysis, immigration, and English literature.

辅导内容：理论、方法论、身份认同理论、犯罪（与法律）、健康与医保、社会分层、社会网络分析、移民、英语文学。

American Studies (Undergraduate \$30/hour, two and more students \$20/hour for each student)

美国研究（美国社会文化研究）：（本科 RMB210/小时，两个及两个以上学生每人 RMB140/小时。）

Economics and Management (Undergraduate \$30/hour, two and more students \$20/hour for each student)

经济管理：（本科 RMB210/小时，两个及两个以上学生每人 RMB140/小时。）

Areas of tutoring: finance, accounting, trade, and for-profit organizations.

辅导内容：金融、会计、财政、商业实体和组织。

Research (Undergraduate \$30/hour, two and more students \$20/hour for each student; Graduate \$35/hour, two and more students \$25/hour for each student)

科研：（本科 RMB210/小时，两个及两个以上学生每人 RMB140/小时。研究生 RMB245/小时，两个及两个以上学生每人 RMB175/小时。）

The pricing is based on class time, excluding other time such as grading.

收费时间根据上课时间，不包括作业批改及其他时间。

Contact (联系方式) :

Email (邮件) : cynthiazhang7@gmail.com (Cc' 15712869107@163.com and cynthiazhang7@yahoo.com)



Call for Papers

CALL FOR PAPERS

“New Directions in Theorizing ‘The Prison’ as an Institution”

Incarceration: An international journal of imprisonment, detention, and coercive confinement.

As we approach the twenty-fifth anniversary of Loïc Wacquant’s (2000) seminal article, “The New ‘Peculiar Institution’: On the Prison as Surrogate Ghetto,” theorizing what, exactly, “the prison” *is* remains a vibrant research stream. While some scholars continue the vital work of locating the linkages between prisons and other peculiar institutions, others have seized on Wacquant’s core thesis—that the carceral apparatus is tethered to other racialized forms of confinement—to holistically (re)consider what type of institution “prison” represents. Scholars engaged in these parallel agendas have yet to fully cross-proliferate insights that can deepen our understanding of “the prison” as a Weberian pure type.

To this end, we wish to bring scholars into conversation who are working in these varied theoretical treatments in this special issue of *Incarceration*. In particular, we seek to assemble diverse theoretical understandings of the institutional or organizational forms of the prison and related sites of coercive confinement. Examples of potential contributions may include (but are not limited to) papers that:

- Critically revisit existing theories of prisons as institutions.
- Revise existing theories of institutions through the lens of the prison.
- Introduce new theoretical treatments of “the prison” as a type of institution.
- Locate new dependencies between prisons and other institutions of coercive confinement.
- Theorize how non-carceral institutions of coercive confinement (e.g., immigration detention centers, asylums, reformatory schools, and others) may operate in a carceral manner.
- Theorize novel institutional qualities of prisons or social functions of confinement.
- Reveal novel linkages between prisons and non-carceral institutions, broadly defined.
- Advance theoretical models of how technologies of coercion reshape the operation of prisons and related institutions of coercive confinement.
- Uncover surprising distributions of power between institutional officials and system-impacted groups that induce distinct forms of conformity and/or structure behavioral norms.

Though we expressly solicit primarily theoretical works for this special issue, we also welcome compelling empirical submissions that deeply engage with or advance relevant theoretical frameworks.

Submission Procedures

Interested parties should submit an extended abstract of approximately 250 words to the special editors via email by **January 1, 2025**. Please indicate that your abstract is a candidate for the *Incarceration* special issue in the subject line of the email. Based on these abstract submissions, the special editors will reach out to selected authors to coordinate full manuscript submissions that will result in a coherent issue.

All papers will go through the standard *Incarceration* double-blind peer-review process. As such, publication is not guaranteed. Invited authors will submit their full manuscripts by **June 30, 2025**. Questions about this call for papers should be directed to the special editors:

- **Michael Gibson-Light, PhD** (Michael.Gibson-Light@du.edu), Associate Professor of Sociology & Criminology at the University of Denver, USA
- **Alexander B. Kinney, PhD** (akinney@shsu.edu), Assistant Professor, Department of Criminal Justice & Criminology at Sam Houston State University, USA



Corrections Section Awards

Awards will be announced in early 2025!

John Howard Award: The John Howard Award is the Section's most prestigious award and is given intermittently, upon significant demand, to recognize 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 DID make a significant contribution to practice. This is encouraged. 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.

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 will be honored at the annual Corrections Section Award meeting. Self-nominations are allowed and encouraged.

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 are encouraged to submit [a draft of] their presentations (in PowerPoint format) to the Awards committee for consideration for receipt of a \$500 travel scholarship [now up to two awards!]. This award is offered in loving memory of Dr. Kelly Cheeseman. Dr. Cheeseman was a strong criminal justice advocate, former correctional officer, well respected academic colleague and friend.

Upcoming Conferences

See you there!



The Annual Meeting of the Academy of Criminal Justice Sciences

Venue: Sheraton Denver Downtown Hotel, Denver, Colorado

Dates: March 11-15, 2025

Theme: "The Future of Criminal Justice and Criminology: The Case for Inclusion, Interaction, and Internationalization."

Program co-chairs: Camille Gibson (Prairie View A&M University); Sarah Kuehn (Slippery Rock University) and Sujung Cho (Southern Illinois University Carbondale)

Registration for the ACJS 61st Annual Meeting is OPEN!

[Click here to register!](#)

The Annual Meeting registration deadline is February 10, 2025. After February 10, 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!



Upcoming Conferences

See you there!



The Annual Meeting of the American Society of Criminology

Venue: San Francisco Marriott Marquis

Dates: November 13-16, 2024

Theme: "Criminological Research and Education Matters: People, Policy, and Practice in Tumultuous Times"

Program co-chairs: Charis Kubrin, University of California, Irvine & Jennifer Macy, California State University, Dominguez Hills



Western Society of Criminology's (WSC) Annual Conference

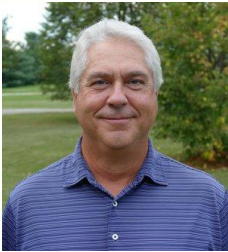
Venue: Westin Seattle

Dates: February 6-8, 2025



Academy of Criminal Justice Sciences
Corrections Section

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