



Restorative Justice Section of the Academy of Criminal Justice Sciences

Editor:

John Wilt, MA, MS

Individual Highlights:

Restorative Justice Bitna Kim, PHD ...1-2

Mid-Year Report...3-8

Restorative Justice Solutions Rachel Halfrida Cunliffe, PhD.....9-13

Member Letter.....14

When Disaster Strikes Dr. Kelly Sieger...15-16

Program Opportunities .....17-19

Restorative Justice: A Call for Inclusion, Interaction, and Internationalization

Bitna Kim, Ph.D.

Professor • Director, International Initiatives

College of Criminal Justice • Sam Houston State University

936-294-1636 • bitna.kim@shsu.edu

As ACJS members, we share a common commitment to advancing justice through research, education, and practice. In an era of increasing polarization and evolving justice policies, restorative justice offers a powerful framework for fostering accountability, healing, and meaningful resolution. It reminds us that justice is not solely about punishment—it is about repairing harm, strengthening communities, and ensuring that those impacted by crime are heard and supported.

As ACJS President, I want to recognize the Restorative and Community Justice Section for its leadership in advancing these efforts. This section serves as a vital platform for scholars and practitioners to engage in meaningful dialogue and drive impactful change. Its annual newsletter, Dialogue, is more than a publication—it is a critical space for thought leadership, collaboration, and knowledge-sharing. By connecting researchers, educators, and practitioners, Dialogue amplifies the work being done across sectors and ensures that restorative justice remains central to the broader conversation on criminal justice reform.

Restorative justice has long been recognized as an interdisciplinary and globally relevant field, and past ACJS presidents have underscored its significance in shaping our discipline through their presidential addresses. The 49th ACJS President, Melissa Barlow (2012), highlighted restorative justice as a model that not only repairs harm but also reduces future harm and fosters reintegration. She emphasized that achieving sustainable justice requires moving beyond punitive responses to approaches that actively build stronger, more resilient communities. Similarly, the 52nd ACJS President, Brian Payne (2016), underscored the interdisciplinary nature of restorative justice, noting its integration across criminology, psychology, sociology, education, and law. He pointed to the work of scholars such as Gordon Bazemore, Mark Umbreit, and John Braithwaite, who have demonstrated how restorative justice programs create pathways for accountability while helping victims and communities heal. Their insights continue to shape the evolving role of restorative justice in research, policy, and practice.



**Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences**

With these foundational perspectives in mind, I am particularly excited about the 62nd ACJS Annual Meeting in Denver (March 11–15, 2025), where restorative justice will feature prominently in discussions about the future of justice. Whether you are a seasoned expert or new to the field, the conference will offer dynamic opportunities to engage with leading scholars, explore innovative programs, and examine practical applications of restorative justice. Some of the key sessions will explore the role of restorative practices in correctional settings and how they contribute to rehabilitation and reintegration. Discussions will highlight community-based interventions that demonstrate the effectiveness of restorative approaches in reducing recidivism and youth justice reform initiatives that position restorative justice as a transformative alternative to traditional juvenile justice policies. Additionally, the conference will offer cross-national perspectives on restorative justice, providing a global view of its implementation and effectiveness.

Beyond individual sessions, the conference will foster collaboration and collective action. This year's program features distinguished speakers, including former directors of the National Institute of Justice and the Bureau of Justice Statistics, followed by open forums designed to facilitate in-depth discussions on contemporary challenges and opportunities in criminal justice. These forums will provide attendees with the chance to engage with pressing issues, share expertise, and collaborate on actionable solutions.

As we navigate the current social and political landscape, longstanding commitments to justice and inclusion are increasingly challenged. Efforts to limit discussions on equity, access, and community-based justice threaten the progress we have made. Now more than ever, we must come together as researchers, educators, and practitioners to strategize, advocate, and reaffirm our commitment to restorative justice on both national and international levels.

The 62nd ACJS Annual Meeting is more than an opportunity to share research—it is a moment to shape the future of our field. It is our chance to ensure that restorative justice remains central to justice reform efforts and that our collective expertise informs policies, programs, and practices worldwide. This is our opportunity to uphold our mission, engage in meaningful discussions, and take action together. Our critical discussions in Denver will be enlightening, and I look forward to your participation.

Bitna Kim, Ph.D.  
62nd President, Academy of Criminal Justice Sciences (ACJS)



## Restorative Justice Section of the Academy of Criminal Justice Sciences

Jeremy Olson, PhD- Assistant Professor • Associate Editor- Criminal Justice Policy Review  
Criminal Justice • Penn State University Wilkes-Barre • 44 University Drive • Dallas PA 18612  
Email: jao@psu.edu • Phone: (570) 675-9255

### ACJS Section Board Report

Mid-Year

Annual

Date 2/10/2025

Section Name: Restorative and Community Justice

Mission Statement (if applicable):

The mission of the section of Restorative and Community Justice is to: provide a professional arena for academics, educators, justice agency practitioners, and victim advocates interested in developing restorative and community justice theory; conduct policy-relevant research on restorative and community justice practices; and educate individuals, organizations, institutions, and governmental entities about restorative and community justice principles and practices.

#### A. Names and Contact Information of Section Officers/Board Members and Terms

Name	Position/Office Held in Section	Affiliation	Email	Term Dates
J. Renee Trombley	Chair	Metropolitan State University, Denver	<a href="mailto:jtromble@msudenver.edu">jtromble@msudenver.edu</a>	2023-2025
Jeremy Olson	Vice Chair	Penn State University, Wilkes-Barre	<a href="mailto:jao@psu.edu">jao@psu.edu</a>	2023-2025
Jessica Visnesky	Executive Counselor	Northern Vermont University	<a href="mailto:jessica.visnesky@vermontstate.edu">jessica.visnesky@vermontstate.edu</a>	2023-2025
Rebecca S. Sarver	Executive Counselor	Penn State University, Wilkes-Barre	<a href="mailto:rss5718@psu.edu">rss5718@psu.edu</a>	2023-2025
Brandon Stroup	Executive Counselor	Northern Vermont University	<a href="mailto:brandon.stroup@vermontstate.edu">brandon.stroup@vermontstate.edu</a>	2024-2026
Timothy J. Holler	Secretary (appointed)	University of Pittsburgh, Greensburg	<a href="mailto:Thj67@pitt.edu">Thj67@pitt.edu</a>	2023-2025
---	2025	Officers	(incoming/remaining)	---
Jeremy Olson	Chair	Penn State University, Wilkes-Barre	<a href="mailto:jao@psu.edu">jao@psu.edu</a>	2025-2027
Rebecca S. Sarver	Vice Chair	Penn State University, Wilkes-Barre	<a href="mailto:rss5718@psu.edu">rss5718@psu.edu</a>	2025-2027
Brandon Stroup	Executive Counselor	Northern Vermont University	<a href="mailto:brandon.stroup@vermontstate.edu">brandon.stroup@vermontstate.edu</a>	2024-2026



**Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences**

Jessica Visnesky*	Executive Counselor	Northern Vermont University	<a href="mailto:jessica.visnesky@vermontstate.edu">jessica.visnesky@vermontstate.edu</a>	2023-2026
Jonathan J. Morgan	Executive Counselor	University of Cincinnati	<a href="mailto:morga3jj@mail.uc.edu">morga3jj@mail.uc.edu</a>	2025-2027
Timothy J. Holler	Secretary (appointed)	University of Pittsburgh, Greensburg	<a href="mailto:Thj67@pitt.edu">Thj67@pitt.edu</a>	2025-2027

\*See section D for a note about this position

- B. **Number** of Regular Members: 51  
 Number of Student Members: 41  
 Total membership: 92

**C. Section Committees**

Committee Name	Chair (mark with *) and Members	Charge and Outcomes
Communications	Jessica Visnesky* John Wilt Anthony Azari	<p>The subcommittee is continuing to work on the development of a dedicated Restorative and Community Justice Journal and the subcommittee has reached out to publishers and colleagues in the field with experience in creating/running a journal. Our hope is to help bridge the gap between academia and practice in the R &amp; CJ worlds, and to provide our members, and others, with high quality research.</p> <p>The subcommittee is also seeing the collection of materials for this year's <i>Dialogue</i>. With expected publication of February 11, 2025. We are still exploring the possibility of including a small fee for advertisement of University/College programs. We may wave the fee for any advertisement originating from a non-profit organization.</p>
Programming	Rebecca S. Sarver* Cassandra Gonzalez Charemi Jones Sandra Stone Monica Miles-Steffen Rochelle McGee-Cobbs	The subcommittee is primarily responsible for annual conference planning and the planning of our Symposium Series.



## Restorative Justice Section of the Academy of Criminal Justice Sciences

	<p>Lana McDowell Mariel Delacruz</p>	<p>In developing plans for the Annual Conference, we do want to be more aware of the financial strain the conference can have on our membership, especially those practitioners who do not have university funding to support conference travel. Having as much RJ programming, including the section meeting, on one day, may increase attendance. We plan to work with the ACJS conference programming committee to ensure our events are coordinated accordingly.</p> <p>The next Symposium speaker has been selected and the committee is working out a date for the event in mid-2025.</p>
<p>Budget/Awards</p>	<p>Brandon Stroup* J. Renee Trombley Christina Bellasalma Rochelle McGee-Cobbs Lana McDowell</p>	<p>The subcommittee is primarily responsible preparing the proposed budget for the section’s annual report which is due in mid-March and exploring the development of section awards.</p> <p>We currently offer two-three student scholarships (\$250 each) for either undergraduate or graduate students to support travel to the annual conference. We have put together our call for submissions and made the membership aware of the scholarships. Winners will present their work at the annual conference during the section meeting. We also want to examine the possibility of expanding these scholarships to support conference travel for practitioners as well. We did not grant any awards in 2024.</p> <p>This committee also worked on creating the Hal Pepinsky Lifetime Achievement Award, which was submitted and approved by the ACJS National Board. We have opened</p>



## Restorative Justice Section of the Academy of Criminal Justice Sciences

		<p>nominations for the initial offering of the award in 2025 and the committee will be reviewing nominations for award selection.</p> <p>The committee is also working on the selection criteria for the section's previously approved Rising Star Award.</p>
--	--	---

### D. Section Updates/News

After the 2024 elections, we realized that we had an Executive Counselor position that was expiring in 2025. After the Executive Committee consulted with the ACJS Manager and reviewed our By-laws, we decided to extend Jessica Visnesky's Executive Counselor position for one year, through 2025. Prior to making this decision, we sent an email to all members on February 3, 2025 notifying them of the issue and proposed solution. We asked for any objections to be raised by 9:00 am, Monday, February 10, 2025. We then sent a follow-up email to all members on Thursday, February 6, 2025. No objections were raised in any responses to those emails. We will now run two Executive Counselor positions for election in odd years and one Executive Counselor position for election in even years. See also Section G.5 for future plans to avoid this concern.

The section has been committed to supporting the work of our membership through our annual newsletter and our newly develop symposium series.

*Dialogue* - The section will publish the next issue of *The Dialogue* on February 11, 2025.

#### Symposium Series

We our currently in planning for another symposium event in mid-2025. Details to follow.

### E. Detailed Description of Section Activities and Accomplishments, include Awards and Recipients

Several of our members are working on a special edition for the journal of *Criminal Justice Studies*. The resubmission date for manuscripts given a Revise & Resubmit initial decision is February 18, 2025.

We held our annual business meeting and a general membership meeting at the annual conference in Chicago. We also held quarterly meetings via Zoom on June 27, 2024 and on September 25, 2024.



**Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences**

**F. Charges Assigned by the ACJS President**

Charge/Task	Status and Comments
None at this time.	

**G. Section Future Plans;** please provide a timeline or target date for completion and responsible Section Officer.

1. We hope to establish a partnership with NACRJ on various projects including the development of guidelines for restorative justice programs in higher education
2. We are working to purchase section t-shirts and offer these for sale at the 2025 Annual Conference.
3. We are working to provide a Symposium Series speaker for mid-2025.
4. Because we can predict good stability of the section's vision for the next four years, we are also actively working to re-establish the long-term activities of the section. We will outline that vision in the 2025 mid-year report.  
Click or tap here to enter text.
5. We will be considering an Amendment to By Laws to allow for Executive Council to appoint any executive position that is vacant for any reason. This Amendment will be processed through membership by June 30, 2025.
6. Click or tap here to enter text.
7. Click or tap here to enter text.

**H. List Action Items** (e.g., an issue/question you would like the Board to consider/respond to at their next convened meeting) for the ACJS Executive Board. If none, please specify "None at this time."

1. None at this time.
2. Click or tap here to enter text.
3. Click or tap here to enter text.
4. Click or tap here to enter text.
5. Click or tap here to enter text.
6. Click or tap here to enter text.
7. Click or tap here to enter text.
8. Click or tap here to enter text.

**I. Is your section looking to propose a new award?** If so, please make sure to include the following information with as much detail as possible for the Executive Board to review: We will be working on this during 2025, but are not yet ready to propose the award.

1. Award Description: Click or tap here to enter text.
2. Purpose:
3. Intent:



Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences

4.

5. Eligibility Criteria (also include whether it is available to members only, non-members, or both): [Click or tap here to enter text.](#)

6. Selection Criteria: [Click or tap here to enter text.](#)

7. Deadline for submissions: [Click or tap here to enter text.](#)

8. Amount of the Award or state if it's a plaque only and the number given for the award: [Click or tap here to enter text.](#)

**J. Other Items Not Covered Above or Additional Comments**

None at this time.

For annual year reports, please complete the budget template and send with this report.

Attached to email.





**Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences**

*Thinking about access, equity, and restorative justice design*

By Rachel Halfrida Cunliffe, PhD.

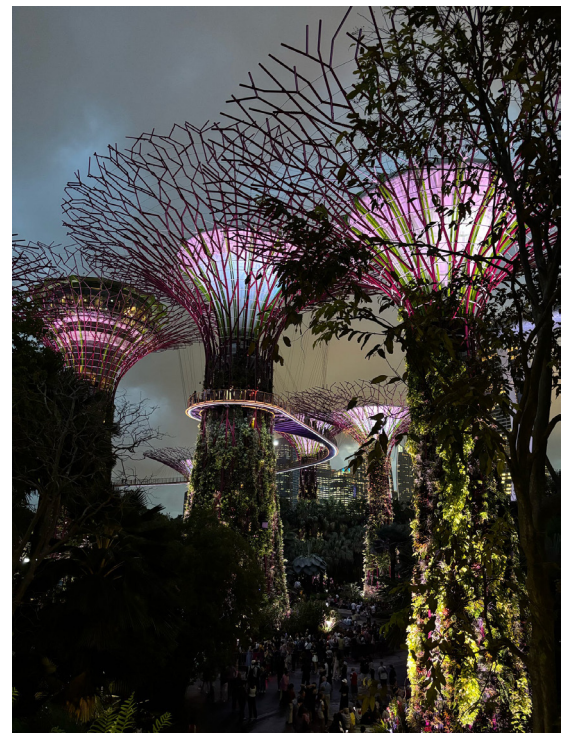
Restorative Justice Solutions • [Cunliffe@restorativejusticesolutions.org](mailto:Cunliffe@restorativejusticesolutions.org)

Reforming Justice Through Restorative Practices: Lessons from Singapore, One Relationship at a Time  
Anne Hobbs, Monica Miles-Steffens & Abbie Sanders

Criminal justice reform is urgently needed in the U.S. and the time is right to implement novel and creative strategies for disrupting criminal pathways. As researchers, after working on a topic for years, we may get stuck in our own way of thinking and forget that new, innovative, and imaginative approaches may exist outside of our mindset. This is a story that explores the journey of three researchers who sought to learn how restorative justice practices could bring reform and collaborative work on one of the U.S.'s most complicated problems. [The Fulbright]

In November 2018, staff from the University of Nebraska at Omaha's Juvenile Justice Institute were invited to present at a Restorative Justice conference hosted by Lutheran Community Cares Services (LCCS) in Singapore. This was such an honor, but was intimidating as well – really, what did we know about restorative practices!? While at the conference, we met the world's leaders in restorative practices. I (Dr. Hobbs) also had an opportunity to meet Dr. Narayanan, an associate professor and associate dean of graduate studies in the Department of Sociology at National University of Singapore (NUS). I was immediately struck by how passionate he was about community support of prisoner reentry, and the importance of his research. As we spoke, we realized how our varied expertise might complement and strengthen the critical work of successful criminal justice reform in the U.S.

Singapore's culture and national reentry initiative, the Yellow Ribbon Project (YRP), offers a unique environment to study the factors that contribute to effective prisoner reentry. In a 13-year period, Singapore reduced the prison recidivism rate from 44.4 percent to 27.4 percent (Narayanan and Fee 2015), an unheard-of level of improvement in recidivism rates. Singapore appears to have made a dramatic impact in its recidivism rates by calling the community to action, not just a handful of agencies who work with people re-entering society. I was intrigued by the broad community support. In 2021, I applied for and was awarded a Fulbright to Singapore to study their approach further. Were there individual level factors like social or recovery capital, that help prisoners successfully reenter society or was there something else happening? What I found was a profoundly restorative culture, that requests that every person be treated with respect and dignity regardless of race, culture, country or religion.





## Restorative Justice Section of the Academy of Criminal Justice Sciences

[Sharing Our Experience]

Through Dr. Hobbs' Fulbright experience, and my (Monica) experience at the LCCS conference in 2018, it became a dream to bring others to experience the restorative culture of Singapore. We tried to explain to colleagues and students about the approaches used in Singapore, but until you experience it for yourself it is difficult to separate true restorative practice from the "programmatic" view of restorative justice that we often use in the U.S. Thanks to our amazing partners at LCCS, the dream became a reality and in January 2025 we took 13 students (undergraduate and graduate) and a retired judge to Singapore for two full, life-changing weeks. To understand restorative practices in Singapore, it's essential to learn the history of the country. The National Museum of Singapore provides rich context to how Singapore became such a multicultural society. Through multiple occupations by different countries, violence, and immigration from China, Malaysia, and India, Singapore has a diverse array of culture and faith traditions. When Singapore became an independent nation, leadership was intentional in developing housing policies that bring people together in communities with access to needed services. When people share life together, celebrating and solving problems is easier. Our partners at LCCS provided a two-day training course on restorative practices through a curriculum they have developed from the International Institute of Restorative Practices (IIRP). From there we visited a continuum of criminal and juvenile justice and community-based agencies, including the Singapore Prison System, Community Rehabilitation Center, a faith based halfway house and their associated enterprises, education programs, diversion, and community supports. Students were able to see the training they participated in put into action in these facilities and programs.

We also had the opportunity to spend time with Singapore University of Social Sciences social work students. They provided an additional framework for how systems work in Singapore and local culture. (Student Perspective]

My interest (Abbie) in restorative practices ignited during my graduate studies at the University of Oregon when I learned about the school-to-prison pipeline. I became passionate about finding ways to intervene on this pathway. I recognized the vital role of culturally tailored pedagogical approaches and the transformative power of relationships (cite). Research shows that trusting connections among students and teachers, as well as between families and schools, are essential for disrupting this cycle (cite). Yet, policies like zero tolerance and exclusionary discipline often obstruct the development of these crucial ties between educators and the communities they serve. I learned how restorative practices can be utilized to foster a sense of community in schools.

There is a growing movement in the U.S. advocating for the use of restorative practices; however, there are concerns that the anticipated outcomes may be difficult to achieve for many school systems or may not align with certain viewpoints. In my exploration for examples of how restorative practices have been implemented in schools, I learned of numerous international cases highlighting their application within the juvenile justice system. I read examples from The Māori in New Zealand, an Australian Police officer, and the court system in Singapore. Although I was inspired by these readings, I also felt a sense of skepticism. Can we truly achieve this in the U.S.? Are our education and criminal justice systems so fundamentally different or entrenched that structural change is beyond our reach?





**Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences**

My interest (Abbie) in restorative practices ignited during my graduate studies at the University of Oregon when I learned about the school-to-prison pipeline. I became passionate about finding ways to intervene on this pathway. I recognized the vital role of culturally tailored pedagogical approaches and the transformative power of relationships (cite). Research shows that trusting connections among students and teachers, as well as between families and schools, are essential for disrupting this cycle (cite). Yet, policies like zero tolerance and exclusionary discipline often obstruct the development of these crucial ties between educators and the communities they serve. I learned how restorative practices can be utilized to foster a sense of community in schools.

There is a growing movement in the U.S. advocating for the use of restorative practices; however, there are concerns that the anticipated outcomes may be difficult to achieve for many school systems or may not align with certain viewpoints. In my exploration for examples of how restorative practices have been implemented in schools, I learned of numerous international cases highlighting their application within the juvenile justice system. I read examples from The Māori in New Zealand, an Australian Police officer, and the court system in Singapore. Although I was inspired by these readings, I also felt a sense of skepticism. Can we truly achieve this in the U.S.? Are our education and criminal justice systems so fundamentally different or entrenched that structural change is beyond our reach?

My pessimism served as a protective mechanism, shielding me from the disillusionment of systemic barriers. Yet, I held onto a sliver of hope rooted in the enduring belief that, despite the challenges, change is possible in America. Motivated by Helen Keller's words, 'Alone we can do so little; together we can do so much,' I sought out opportunities to collaborate with others who shared this vision. I felt a sense of optimism upon discovering that researchers at my alma mater, the University of Nebraska, share this passion and are fostering international connections.

Eager to connect, I embraced the unique study-abroad opportunity in Singapore organized by Dr. Hobbs, Monica, and LCCS. During the two-week trip, I was inspired by the teachings and stories highlighting how restorative circles are utilized to assist incarcerated individuals and their families in preparing for life after prison. I recognized numerous opportunities to incorporate these lessons into my work as a researcher and educator. One particularly moving lesson focused on the process and outcomes of restorative practices. I want for the U.S. to experience outcomes similar to those observed in Singapore, specifically the reductions in recidivism rates among both juveniles and adults. A recurring thought for me during the training was the critical role of policy in achieving these results. Our trainers, Tyler and Justin, emphasized that for restorative practices to be effective, we must prioritize the process itself. This message resonated deeply because many well-intentioned policies in the U.S. fall short, lacking sufficient emphasis on foundational groundwork. For restorative practices, it is vital to understand that these tools should be embraced not just as interventions, but as a comprehensive approach to fostering meaningful relationships with others.

A defining feature of restorative practices is the repair of relational harm. However, what is there to repair if no relationship worth repairing exists in the first place? As such, we must prioritize efforts in the initial stages of establishing restorative practices by fostering authentic and trusting relationships among community members. Singapore demonstrated how a community—and even a nation—can embrace this process. Yet, I find myself questioning how we can achieve similar outcomes in the U.S., given our adversarial political landscape that often undermines the key components of restorative practices. A pressing question received a simple yet inspiring answer: "One person at a time."



**Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences**

My interest (Abbie) in restorative practices ignited during my graduate studies at the University of Oregon when I learned about the school-to-prison pipeline. I became passionate about finding ways to intervene on this pathway. I recognized the vital role of culturally tailored pedagogical approaches and the transformative power of relationships (cite). Research shows that trusting connections among students and teachers, as well as between families and schools, are essential for disrupting this cycle (cite). Yet, policies like zero tolerance and exclusionary discipline often obstruct the development of these crucial ties between educators and the communities they serve. I learned how restorative practices can be utilized to foster a sense of community in schools.

There is a growing movement in the U.S. advocating for the use of restorative practices; however, there are concerns that the anticipated outcomes may be difficult to achieve for many school systems or may not align with certain viewpoints. In my exploration for examples of how restorative practices have been implemented in schools, I learned of numerous international cases highlighting their application within the juvenile justice system. I read examples from The Māori in New Zealand, an Australian Police officer, and the court system in Singapore. Although I was inspired by these readings, I also felt a sense of skepticism. Can we truly achieve this in the U.S.? Are our education and criminal justice systems so fundamentally different or entrenched that structural change is beyond our reach?

My pessimism served as a protective mechanism, shielding me from the disillusionment of systemic barriers. Yet, I held onto a sliver of hope rooted in the enduring belief that, despite the challenges, change is possible in America. Motivated by Helen Keller's words, 'Alone we can do so little; together we can do so much,' I sought out opportunities to collaborate with others who shared this vision. I felt a sense of optimism upon discovering that researchers at my alma mater, the University of Nebraska, share this passion and are fostering international connections.



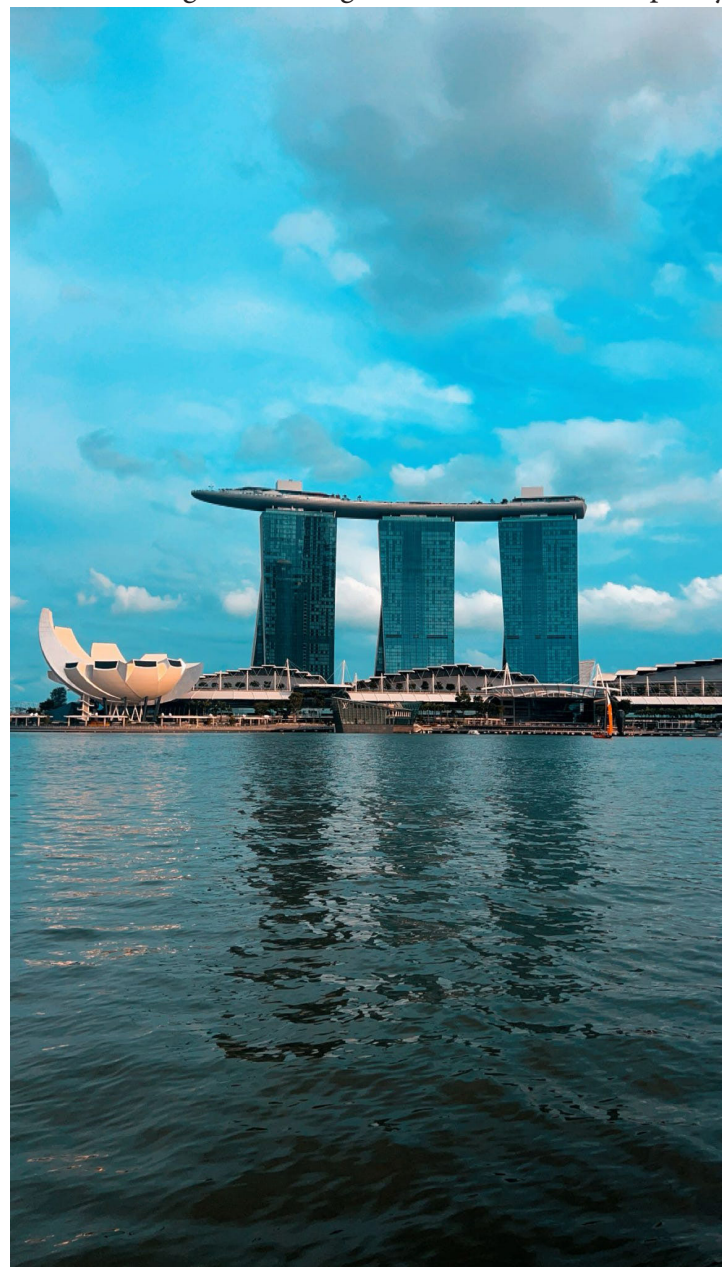


**Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences**

Eager to connect, I embraced the unique study-abroad opportunity in Singapore organized by Dr. Hobbs, Monica, and LCCS. During the two-week trip, I was inspired by the teachings and stories highlighting how restorative circles are utilized to assist incarcerated individuals and their families in preparing for life after prison. I recognized numerous opportunities to incorporate these lessons into my work as a researcher and educator. One particularly moving lesson focused on the process and outcomes of restorative practices. I want for the U.S. to experience outcomes similar to those observed in Singapore, specifically the reductions in recidivism rates among both juveniles and adults. A recurring thought for me during the training was the critical role of policy in achieving these results. Our trainers, Tyler and Justin, emphasized that for restorative practices to be effective, we must prioritize the process itself. This message resonated deeply because many well-intentioned policies in the U.S. fall short, lacking sufficient emphasis on foundational groundwork. For restorative practices, it is vital to understand that these tools should be embraced not just as interventions, but as a comprehensive approach to fostering meaningful relationships with others.

A defining feature of restorative practices is the repair of relational harm. However, what is there to repair if no relationship worth repairing exists in the first place? As such, we must prioritize efforts in the initial stages of establishing restorative practices by fostering authentic and trusting relationships among community members. Singapore demonstrated how a community—and even a nation—can embrace this process. Yet, I find myself questioning how we can achieve similar outcomes in the U.S., given our adversarial political landscape that often undermines the key components of restorative practices. A pressing question received a simple yet inspiring answer: “One person at a time.”

If you would like to partner with us on a study abroad to Singapore in Summer 2026, please reach out to Dr. Hobbs at [ahobbs@unomaha.edu](mailto:ahobbs@unomaha.edu).





**Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences**

*Restorative Justice Membership Letter*

February 3, 2025

Dear Section Members,

As Chair of the Restorative and Community Justice Section, I am excited to update you on the progress we've made and share some of the key initiatives that are helping to shape the future of our community. As I approach the end of my term at the Annual Meeting of ACJS in Spring 2025, I look forward to passing the torch to Dr. Jeremy Olson, whose two years as Vice-Chair have been invaluable to the section's success.

Reflecting on the past year, I am especially proud of the creation of the Hal Pepinsky Lifetime Achievement Award, which was approved by the ACJS National Board last fall. This new honor is a meaningful way to recognize the tireless efforts of those who have made significant contributions to restorative justice. We are also finalizing the criteria for the Rising Star Award, which we hope to announce this year. These awards are vital in celebrating the dedication of our members—whether through teaching, research, service, or the impactful work of practitioners in the community. We are equally excited about expanding our support for students. Over the past year, we've been working to enhance our student scholarship program, aiming to encourage and support the next generation of restorative justice scholars.

Looking ahead, we are exploring several exciting initiatives. One of our most ambitious goals is to establish a professional journal within the section. We're also committed to continuing our virtual research symposiums, which have been an enriching way to engage with one another throughout the year. Additionally, we are actively seeking collaborations with other organizations that share our vision and mission, including NACRJ, for various projects including the development of guidelines for restorative justice programs in higher education.

Our attention is also focused on the upcoming Annual Meeting of ACJS, and we hope to see many of you there. Please join us for our general business meeting, followed by an informal dinner. We understand that the financial strain of conference travel can be challenging for many, and with this in mind, we are working to consolidate RJ programming, including our section meetings, into a single day to make participation more accessible. We've been in close communication with the ACJS conference programming committee to ensure our events are well-aligned, however there was a scheduling issue this year that we are trying to fix. That said, please be on the lookout for the final program from ACJS to confirm the exact dates and times for our events.

As always, I encourage you to stay engaged with the section and share your ideas. Together, we can continue to advance restorative justice both in our communities and in academic spaces. Thank you for your ongoing support and commitment to this important work. I look forward to all that we will accomplish in the year ahead. I hope to see you at the ACJS meeting in Denver!

Warm regards,

J. Renee Trombley, PhD

Chair, Restorative and Community Justice Section  
Academy of Criminal Justice Sciences (ACJS)



**Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences**

*Op-Ed on Restorative Communities*

*When Disaster Strikes: Truly Restorative Communities in Emergency Management and Planning*  
*Dr. Kelly Sieger*

When disaster strikes—a hurricane in Florida, a wildfire in Los Angeles County, or a nationwide public health crisis—vulnerable populations are hit the hardest. Among those often overlooked are justice-involved individuals, a group whose unique needs are rarely, if ever, considered in disaster response planning. Ignoring their challenges worsens existing inequities, weakens community resilience, and strains resources. It's a collective failure to support those who already face significant daily struggles, further compounding risks in the face of danger and even death. Justice-involved individuals, including those recently released from incarceration, are especially vulnerable during emergencies. Many lack stable housing, access to healthcare, or reliable communication—resources that become critical in a crisis. For those on parole or probation, evacuation orders and curfews can clash with legal requirements, putting them at unnecessary risk of technical violations or re-incarceration. Systemic discrimination only adds to these barriers, making it nearly impossible for justice-impacted individuals to access emergency shelters, food assistance, or other vital services. In some cases, interacting with these resources is prohibited or considered a violation of parole or probation conditions, leaving them without options when they need help the most.

The COVID-19 pandemic exposed the consequences of excluding justice-involved individuals from emergency planning. Prisons and jails became epicenters of outbreaks, while those reentering society were cut off from critical reentry services, many of which were shuttered or underfunded. These ongoing failures highlight the urgent need for systemic change to ensure no one is left behind when disasters strike.

Addressing this issue requires a shift in how policymakers approach emergency management. A “bottom-up” planning model is crucial—a strategy that prioritizes the needs of the most vulnerable populations first. By identifying those at the most significant risk of being overlooked, change advocates, resource workers, policymakers, and first responders can build systems that ensure equitable access to resources. This approach doesn't disrupt services for those already receiving them but strengthens support for historically excluded people.

Pre-release disaster preparedness training in correctional facilities is a critical first step. Equipping individuals with knowledge about evacuation routes, emergency contacts, and local resources empowers them to navigate crises more safely and independently. Emergency shelters must also adopt inclusive policies, explicitly welcoming people with criminal records or those on parole or probation and training staff to create supportive environments.

Another key measure is flexibility in probation and parole requirements during disasters. Authorities should suspend nonessential check-ins, extend reporting deadlines, or provide virtual alternatives to reduce the risk of unnecessary violations. Clear communication about reporting relocation during evacuations is essential to avoid further complications. Governments must establish emergency communication systems to connect justice-involved individuals to critical resources like housing, transportation, mental health support, and legal assistance.

Housing support is non-negotiable for reentry populations. Transitional housing facilities should be prioritized, and justice-involved individuals must be included in emergency housing programs to ensure they have safe accommodations. Correctional facilities must develop comprehensive disaster response plans for those still incarcerated, including access to clean water, medical care, and secure shelter. Regular drills and contingency planning are essential for the safety of those in custody.



**Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences**

Collaboration with reentry organizations is another vital strategy. These organizations can help justice-involved individuals navigate complex aid systems, apply for FEMA assistance, and secure temporary housing. Integrating these measures into disaster response frameworks can create a system that truly serves everyone. This isn't just about equity—it's about public safety. Supporting justice-involved individuals during disasters allows them to stabilize their lives, contribute to their communities, and reduce recidivism. We build stronger, more resilient communities for all when we ensure that no one is left behind





Restorative Justice Section  
of the  
Academy of Criminal Justice Sciences

# EARN THE CRIMINAL JUSTICE DEGREE OR CERTIFICATE YOUR CAREER DESERVES\*

## Come Back and Move Your Career Forward Online at Purdue Global

As one of the largest providers of public safety programs in the U.S., Purdue Global offers online degrees and certificates that prepare you for in-demand roles across the criminal justice field.† Whether you're just entering the field of law enforcement or preparing to enhance your criminology career, our programs deliver the credentials, industry certifications, and experience you need to succeed.



### Pursue one of the following career-focused degrees and certificates:

#### Master's Degrees

- Master of Science in Criminal Justice
- Master of Science in Homeland Security and Emergency Management

#### Undergraduate Degrees‡

- Associate of Applied Science in Criminal Justice
- Bachelor of Science in Criminal Justice ExcelTrack®§
- Bachelor of Science in Criminal Justice

#### Certificate Programs

- Management and Supervision Certificate in Criminal Justice
- Crime Scene Technician Certificate

To enroll in a certificate program, you must possess an associate's or bachelor's degree in the criminal justice field or have worked in criminal justice, law enforcement, or the military within the past 18 months.



To enroll, call your Admissions Advisor today.

Call [844-PURDUE-G](tel:844-PURDUE-G) or visit [PurdueGlobal.edu](https://PurdueGlobal.edu).



## Restorative Justice Section of the Academy of Criminal Justice Sciences

### We Offer the Following Programs:

#### **Master of Science in Criminal Justice**

This master's program is designed to help students enhance their knowledge and pursue leadership and other professional positions in today's complex criminal justice environment.†

#### **Master of Science in Homeland Security and Emergency Management**

Gain the skills and competencies to meet the needs of homeland security and emergency management, and prepare for leadership positions in the public and private sectors.† Study how societal institutions, government agencies, lawmakers, businesses, and other organizations plan and determine viable and sustainable solutions to security and emergency management issues.

#### **Bachelor of Science in Criminal Justice**

This program provides you with a solid foundation of criminal justice knowledge, including applied research methods and techniques, the development of criminal law, and the types of criminal offenses.‡

Select from six concentrations: law enforcement, forensic psychology, crime scene investigation, homeland security, juvenile justice, or socially responsible leadership.

#### **ExcelTrack® Bachelor of Science in Criminal Justice**

Same degree, earned in a different way. Our ExcelTrack® bachelor's degree is a competency-based program that

lets criminal justice professionals use their knowledge and experience to speed up their learning pace and save on tuition. Take as many classes as you want each term, for one flat rate excluding fees.§ The ExcelTrack® criminal justice bachelor's degree offers a concentration in crime scene investigation (CSI).

#### **Associate of Applied Science in Criminal Justice**

Gain the skills and knowledge to help solidify your experience or start a career in law enforcement, adult and juvenile corrections, courts, public safety, private investigation, and more. The program prepares you with technical skills, communication abilities, and general knowledge to pursue a wide range of entry-level positions in the field of criminal justice.‡

#### **Crime Scene Technician Certificate**

Gain a foundational understanding of the analytical procedures used by crime scene technicians, as well as the documentation, collection, and preservation process employed to handle evidence.‡

#### **Management and Supervision Certificate in Criminal Justice**

Develop managerial or supervisory skills for criminal justice positions, and learn how to manage in a criminal justice organization, organizational behavior, employment law, and human resource development.‡

**Special tuition rates available for servicemembers, including Guard and Reserve, veterans, and military spouses.**

#### IMPORTANT INFORMATION—PLEASE READ

For comprehensive consumer info, visit [Info.PurdueGlobal.edu](http://Info.PurdueGlobal.edu).

\* Purdue Global does not guarantee employment or career advancement.

† Largest Providers of Public Safety Programs: Source: Integrated Postsecondary Education Data System (IPEDS), 2021-2022 Total Degrees and Certificates Conferred, First Major, Homeland Security, Law Enforcement, Firefighting, and Related Protective Services, <https://nces.ed.gov/IPEDS>. Based on total number of degrees and certificates granted by Purdue Global compared to other degree-granting institutions.

‡ Local, state, and federal law enforcement and correctional/probation officer jobs may require additional training or education beyond the associate's level. Some positions require a 4-year bachelor's degree and/or additional state-approved higher education beyond the Purdue Global degree. This program was not designed to meet any specific state's requirements, and Purdue Global makes no representations or warranties as to whether the degree or any individual courses meet such requirements. Refer to the University Catalog for additional information. Prior experience may be necessary for leadership positions. Graduates of Purdue Global criminal justice programs are not eligible to attend police academies in Minnesota.

§ ExcelTrack® is designed to advance your progress based on existing knowledge; however, degree pace and time and cost savings will vary by individual. Students must enroll in a minimum number of credits per term to remain eligible for financial aid. Refer to the Financial Information section of the University Catalog for additional information.

38083-03 12/23



## Restorative Justice Section of the Academy of Criminal Justice Sciences



Purdue's online university for working adults.



Danielle / Purdue Global '18

## COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

### **Criminal Justice Programs\***

In an industry that plays an integral role in public safety, candidates must have passion and a versatile skill set to succeed. Our graduates understand that firsthand.

As one of the largest providers of public safety programs in the U.S., Purdue Global has helped thousands of dedicated professionals move their criminal justice careers forward.† Our faculty are experts with real-world experience, and they teach courses that give our students the skills and credentials they need to protect and serve.

Equipped with degrees that are attuned to the needs of today's employers and backed by the power of Purdue, our students graduate ready to advance with purpose in this challenging field.

For more information, please email [careerservices@purdueglobal.edu](mailto:careerservices@purdueglobal.edu).



## Restorative Justice Section of the Academy of Criminal Justice Sciences

### Master of Science in Criminal Justice

Our Master of Science in Criminal Justice offers an in-depth education in the policies, processes, and challenges of the criminal justice system. Graduates are prepared for supervisory/management positions in law enforcement, government organizations, security agencies, and more.†

#### Curriculum emphasizes:

- Critical evaluation of current qualitative and quantitative research on current knowledge and developing trends
- Applying organizational behavior and management theories to day-to-day operations
- Using criminological theory to investigate micro- and macro-level criminal justice problems
- Selecting appropriate policies and practices to meet legal principles and standards



### Master of Science in Homeland Security and Emergency Management

Our Master of Science in Homeland Security and Emergency Management is designed to prepare graduates with in-depth knowledge relevant to the industry's top-tier positions.† Through hands-on, project-based courses, the curriculum encourages students to solve complex problems using research, analysis, and collaboration.

#### Curriculum emphasizes:

- Evaluating the social and ethical implications of decisions made to protect people and property
- Addressing global, complex, and multidimensional homeland security and emergency management challenges and proposing solutions
- Evaluating and applying theoretical foundations, current knowledge, and legal doctrine in homeland security and emergency management
- Assessing cultural, individual, and role differences of constituents and stakeholders
- Applying principles of leadership to shape change and improve policy and practices
- Critically evaluating current qualitative and quantitative research on current knowledge and developing trends in the profession



Criminal justice is a field that is becoming more professional. You just can't go as far in the field without higher education. I was pleasantly surprised by the high-level classes and professors. I also appreciate that I was able to have virtual classes with students from around the world."

**Malcolm Draper**  
Master of Science in  
Criminal Justice Graduate†



## Restorative Justice Section of the Academy of Criminal Justice Sciences

### Bachelor of Science in Criminal Justice

Our Bachelor of Science in Criminal Justice offers a strong criminal justice foundation, while allowing students to specialize in a preferred concentration, including law enforcement, crime scene investigation, forensic psychology, juvenile justice, homeland security, or socially responsible leadership.

A capstone project at the end of the program gives students the opportunity to apply their new knowledge and skills to real-world situations.†

Local, state, and federal law enforcement and correctional/law enforcement jobs may require additional training or education. Some positions require a 4-year bachelor's degree and/or additional state-approved higher education beyond the Purdue Global degree. These programs were not designed to meet any specific state's requirements, and Purdue Global makes no representations or warranties as to whether the degrees or any individual courses meet such requirements.

#### Curriculum emphasizes:

- An overview of the U.S. criminal justice system, its agencies, and the issues and challenges facing the system
- In-depth knowledge of criminology theory, including causes of crime and discipline-specific evaluation of human behavior
- Analytical skills such as the ability to use scientific methods of inquiry to arrive at reasoned decisions
- Knowledge of criminal justice leadership practices, including the role of organizational culture, behavioral theory, planning, and community relations
- Understanding of how new technology is used in criminal investigation, criminal enterprise, and in the operations of criminal justice agencies



Purdue Global was very supportive as I served my country and pursued my degree. Earning a criminal justice degree and going into the Military Police helped me better understand what my soldiers might need — what they might have to do when they're working on the road."

**Naomi Woods**  
Bachelor of Science in  
Criminal Justice Graduate†

### Associate of Applied Science in Criminal Justice

Our Associate of Applied Science in Criminal Justice is designed to offer a strong foundation of professional skills and criminal justice knowledge. A capstone project at the end of the program gives students the opportunity to apply their new knowledge and skills to real-world situations.†

Local, state, and federal law enforcement and correctional/law enforcement jobs may require additional training or education. Some positions require a 4-year bachelor's degree and/or additional state-approved higher education beyond the Purdue Global degree. These programs were not designed to meet any specific state's requirements, and Purdue Global makes no representations or warranties as to whether the degrees or any individual courses meet such requirements.



#### Curriculum emphasizes:

- A comprehensive overview of the U.S. criminal justice system, its agencies, and the issues and challenges facing the system
- In-depth knowledge of criminology theory, including causes of crime and discipline-specific evaluation of human behavior
- The application of principles of criminal law to criminal justice practice and understand the civil liabilities of criminal justice agencies and practitioners
- Applied knowledge, technical skills, communication abilities, and general knowledge to pursue a wide range of entry-level positions in the criminal justice field
- Understanding of criminal investigation process and techniques, including crime scene preservation, case preparation, and courtroom presentation
- Thorough understanding of criminal procedure and due process, victims' rights, and more



## Restorative Justice Section of the Academy of Criminal Justice Sciences



### Online Certificate Programs

To keep pace with rapid changes and open up new career horizons, Purdue Global offers students a variety of online criminal justice certificate programs, each designed to prepare them with the right skills, knowledge, and credentials.†

Students must meet certain educational and/or work experience requirements to be eligible for certificate programs. Please see the University Catalog for details.

- Crime Scene Technician Certificate
- Management and Supervision Certificate in Criminal Justice



**For more information, please email [careerservices@purdueglobal.edu](mailto:careerservices@purdueglobal.edu).**

For comprehensive consumer information, visit [Info.PurdueGlobal.edu](http://Info.PurdueGlobal.edu).

\* Purdue Global does not guarantee employment or career advancement. Prior experience may be necessary for leadership positions. Refer to the University Catalog for additional information.

† Largest Providers of Public Safety Programs: Source: Integrated Postsecondary Education Data System (IPEDS), 2021-2022 Total Degrees and Certificates Conferred, First Major, Homeland Security, Law Enforcement, Firefighting, and Related Protective Services, <https://nces.ed.gov/IPEDS>. Based on total number of degrees and certificates granted by Purdue Global compared to other degree-granting institutions.

‡ This testimonial was obtained by Purdue University Global. The views and opinions expressed are those of the individual; student experiences may vary.