FIVE THINGS Student Affairs Professionals Can Do to Support JUSTICE-INVOLVED College Students

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FIVE THINGS ISSUE BRIEF SERIES

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The United States is the world’s leader in incarceration with an estimated 2.2 million people in jail or prison—a 500% increase over the past 40 years (The Sentencing Project, 2019). This is in addition to the more than 70 million Americans living with criminal records, hereafter referred to as “justice-involved” (U.S. Department of Education, 2016). Among those incarcerated, roughly 650,000 people are released from jail and prison each year. Civil rights activist and attorney Michelle Alexander (2012) has described the U.S. criminal justice system as a form of racialized social control that operates in ways that are eerily similar to Jim Crow, given the disproportionate representation of people of color. Indeed, justice-involved people are effectively relegated to the margins of society through a complex web of laws and regulations that deny and limit their access to employment, civic participation, and education (Johnson & Abreu, 2020).

As national concern has mounted about the inequities that justice-involved people experience in accessing higher education, some educational leaders and policymakers have taken action. For instance, the U.S. Department of Education (2016), under the Obama administration, announced a high-profile campaign, Beyond the Box, which urged colleges and universities to reconsider the use of criminal records in college admissions. Beyond the Box is a corollary to the Ban the Box (BTB) movement in the employment sector, which asked employers to remove questions about one’s criminal record from job applications and delay background checks until later in the hiring process. The BTB campaign originated in Hawaii in the late 1990s and gained national attention in the early 2000s. To date, BTB policies in the employment sector have been implemented in 33 states and 150 cities (Avery & Hernandez, 2018). Dozens of colleges and universities across the country have since joined the BTB movement. The Common Application, a college application platform with more than 800 college members, announced in 2018 that it would ban the question as well (Jaschik, 2018). And, in 2019, Hawaii Senator Brian Schatz introduced The Restoring Education and Learning Act, also known as the REAL Act, which aims to reinstate Federal Pell Grant eligibility for people currently incarcerated in federal and state penal institutions. The legislation is currently under consideration and has been referred to the Senate Committee on Health, Education, Labor, and Pensions.

Broadening access to postsecondary education for justice-involved students by addressing policy barriers in college admissions and financial aid is a necessary first step. However, it is an insufficient strategy alone for ensuring a student’s degree completion and success. Without concerted efforts to adapt and reimagine campus policies and practices to be more inclusive and tailored to meet the needs of this unique population, higher education administrators and faculty will conspire in the educational failure of justice-involved students. Colleges and universities have an institutional
responsible to facilitate the success of all students, including those impacted by the justice system, by providing educationally enriching experiences that promote their engagement and retention and ensure their sense of belonging. Student affairs professionals can play a significant role in ensuring the success of justice-involved students given their historic commitment to the holistic development of college students through programs, services, and resources that supplement their curricular experiences, enhance learning, and facilitate inclusive and equitable campus environments. This brief presents five recommendations student affairs professionals should consider in working to meet the needs of justice-involved college students:

1. Raise institutional awareness
2. Address structural and policy barriers
3. Institutionalize support systems
4. Ensure basic needs security
5. Cultivate internal and external partnerships

Before proceeding to the details of each recommendation, several points deserve mention. This brief specifically focuses on students who are justice-involved, which refers to a wide range of involvement with the criminal justice system such as incarceration in jail or prison, parole, probation, and mandatory supervision, to name a few (Johnson & Abreu, 2020). The term justice-involved is distinguished from justice-impacted, which has been used to include those both directly and indirectly (e.g., a child of an incarcerated person) involved with the criminal justice system. It is also important to note the recommendations presented in this brief are most relevant for traditional two- and four-year colleges and universities where justice-involved students have enrolled rather than prison education programs for people who are currently incarcerated. Castro and Zamani-Gallaher (2018) offer a useful set of practical strategies and recommendations for enhancing the quality and delivery of prison education for those interested in the latter.
1. Raise Institutional Awareness

Some states, such as California, have passed legislation (e.g., Community Colleges: Inmate Education Programs: Computation of Apportionments, 2014) and modified existing policy (e.g., California College Promise Grant) in support of college access for justice-involved students. For instance, through the California College Promise Grant program, people currently incarcerated can receive tuition waivers to enroll in a state community college. Thus, throughout the state, awareness is growing among colleges and universities about these students’ educational challenges and needs. However, on other campuses across the country, there may be less institutional awareness. The invisibility of justice-involved students is exacerbated by their absence from national student success discourse and a shortage of empirical research on their postsecondary education experiences and outcomes (Johnson & Abreu, 2020). For instance, it was not until recently that this topic was prominently featured by higher education and student affairs associations such as the Association for the Study of Higher Education (ASHE), which in 2017 and under ASHE President Shaun Harper held its first presidential session that focused on people with criminal records (Johnson et al., 2017). The next year, 2018 ASHE President Lori Patton Davis led ASHE in partnering with the National Institute for Transformation and Equity to commission a report that sought to synthesize existing knowledge on how to advance inclusion and equity for formerly incarcerated people (Castro & Zamani-Gallaher, 2018). In addition, NASPA—Student Affairs Administrators in Higher Education recently announced its first knowledge community dedicated to supporting formerly incarcerated and justice-impacted student populations. Along with efforts to bring national attention to issues related to college access and success for justice-involved students, student affairs professionals can also play a role in directing attention to these issues on their campuses, while also debunking commonly held beliefs that these students are incorrigible, incapable of being “rehabilitated,” and antisocial (Alexander, 2012). The following recommendations help build the awareness that is so crucial to cultivating a diverse and inclusive campus environment.

Use Humanizing Language

The language that is used to describe underserved student populations and those who have been made vulnerable by systemic inequalities is not without material consequence (Johnson, 2019). It is important to acknowledge that the labels historically used to describe justice-involved people (e.g., “ex-convict,” “criminal,” and “felon”) are part of a larger sociopolitical effort meant to dehumanize, negatively sway public opinion, discourse, and policy regarding the criminal justice system, and effectively
relegate those with criminal records to second-class status (Alexander, 2012).

The adoption and use of humanizing language is an important first step among college student affairs professionals in destigmatizing those with a criminal record, challenging dominant narratives of guilt, and shifting how the broader campus community sees them—and also how justice-involved people see themselves. To help guide the language used to describe people with criminal records, student affairs professionals should consider the list of recommendations developed by a group of formerly incarcerated and justice-impacted scholars at the University of California, Berkeley, who are a part of the Underground Scholars Initiative (USI). Instead of labels like “prisoner” or “convict,” which they noted assign a permanent identity to an often temporary status, terms like “incarcerated person” are more appropriate as they make no claim about innocence or guilt. Likewise, the use of “formerly incarcerated person” or “justice-involved person” (or “student,” as is modeled in this brief) is preferable to terms like “ex-convict” or “ex-felon,” as they emphasize one’s humanity (Berkeley Underground Scholars, 2019). Student affairs professionals should familiarize themselves with the recommendations offered by USI, adopt this language in their practice, and work to educate the broader campus community about the importance of language when referring to justice-involved students.

**Campus Programming and Messaging**

Dominant narratives that represent people with criminal records as deviant, antisocial, and violent, to name a few, are pervasive. Colleges and universities are microcosms of society, mirroring those same stigmatizing perspectives that often relegate and marginalize justice-involved students (Strayhorn et al., 2013). Findings from recent research suggest that some faculty (Ott & McTier, 2019) and college administrators (McTier et al., 2019) exhibit negative perspectives about justice-involved students, which may have stigmatizing effects on their academic and social engagement (Strayhorn et al., 2013). The formerly-incarcerated Black male college students in Strayhorn et al.’s (2013) study, for instance, spoke at length about the shortage of supportive relationships with faculty and administrators that leads to students often having to “go it alone” (to quote one participant in their study) in navigating academic-related decisions.

Student affairs professionals can play a role in mitigating disparate treatment and alienation of students with criminal records through campus programming and messaging that both normalize and humanize their experiences. For instance, campus cultural centers, residence life departments, and other student affairs units should host speakers to discuss equity concerns in the criminal justice system and its impact on communities of color. Holding events and discussions on campus about major policy reforms that have led to stigmatization and unfair treatment of justice-involved people is one example of how student affairs administrators can promote awareness. Reforms such as the 1994 Violent Crime Control and Law Enforcement Act, passed by former President Bill Clinton, may be a useful starting place for educating the broader campus community about how the law has disparately impacted certain groups. The Crime bill, which some (Alexander, 2012) argue accelerated mass incarceration of Black and Latino men, legislated the “three strikes” mandatory life sentence for repeat offenders; earmarked resources for the expansion of jails and prisons, as well as the
hiring of 100,000 police officers; and discontinued access to education grants for those currently incarcerated. Such discussions may be useful in helping to “myth-bust” prevailing beliefs about how or why people come into contact with the criminal justice system. Justice-involved students should also have the opportunity to be meaningfully involved in campus programming decision making and planning, if they wish to, so as to amplify their voices and perspectives. Some justice-involved students may desire a forum to convene and be in community with other students who have been impacted by the criminal justice system. Student affairs professionals can support them by developing a registered student organization, for instance, that would allow them to exercise leadership, if they wish, to plan and organize their own events and programs.

Student affairs professionals should also broaden their campus messaging efforts about diversity and inclusion to include those with criminal records. It is not uncommon, for instance, to see visual media campaigns (e.g., videos, posters, billboards) on campuses celebrating various forms of diversity (e.g., racial and ethnic, gender, religious, sexual orientation) among their student populations. Those charged with leading these efforts might consider including examples or stories from justice-involved students so as to begin celebrating this particular form of diversity on campus as well. This recommendation should be pursued with great caution, respect, and care, and in consultation with justice-involved students on campus. Colleges and universities must be careful not to exploit the stories of vulnerable student populations, like those who are justice-involved, for the sake of celebrating diversity with little investment in improving their material conditions and experiences. A program like the USI at Berkeley stands out as a model, balancing publicity about the excellent justice-involved students on their campus as a celebrated form of diversity (Cockrell, 2016) with structural investments designed to aid their adjustment, transition, and success on campus. Campus messaging campaigns that are matched with material supports and resources can promote belongingness on campus among students with criminal records and buffer the stigma they experience.

2 Address Structural and Policy Barriers

In addition to raising institutional awareness about the experiences and outcomes of justice-involved students, it is important that student affairs professionals take concrete steps to address structural and policy barriers that impact their success. The stigma that justice-involved students experience in college operates not only at the individual level, but also at the structural level. Structural stigma and discrimination at the college and university level includes conditions, cultural norms, and institutional policies and practices that unfairly constrain the opportunities, resources, and well-being of stigmatized student populations (Hatzenbuehler & Link, 2014). For instance, campus background checks (e.g., for residence hall applications, campus employment, and study abroad), publicly available information via the internet about criminal records, and other involuntary forms of disclosure put justice-involved students at heightened risk of discrimination. Student affairs professionals should advocate for the inclusion of justice-involved students as part of their college and university non-discrimination statements, prohibiting any form of harassment or discrimination based on their criminal record status.
university nondiscrimination statements, prohibiting any form of harassment or discrimination based on their criminal record status. Several campuses have modeled this, such as Stony Brook University, the University at Buffalo, and the University of Illinois at Urbana-Champaign, among others. This change would communicate the value of justice-involved students to the campus community by underscoring the importance of their equal access to campus services, programs, and activities irrespective of their records. It would also provide a policy mechanism for holding people accountable.

Student affairs professionals, in partnership with others in academic affairs, should also audit current policies and practices that may disparately impact justice-involved students, limiting their full participation in the academic and social spheres of campus life. Research suggests some students with criminal records experience significant barriers to access to campus housing, student employment, participation in athletics, and student clubs and organizations (Custer, 2018; Giraldo et al., 2017; Johnson & Abreu, 2020; McTier et al., 2017; Strayhorn et al., 2013). Justice-involved students may also experience barriers to other educationally purposeful activities and experiences (Kuh, 2008) such as study abroad programs, service/community-based learning, internships, and living-learning communities due to questions on their associated applications that inquire about their criminal records or third-party applications that require criminal record disclosure (e.g., visa applications to study abroad). An audit of current campus policies and practices provides an opportunity for student affairs professionals and other administrators to better understand the barriers that justice-involved students may experience in accessing and benefiting from key developmental experiences and activities. Assess the usefulness of these screening measures and take action to address inequities, while also strategizing ways to balance concerns about safety.

### 3 Institutionalize Support Systems

Ensuring the success of justice-involved students will also require that colleges and universities take steps to institutionalize support systems for them. Student affairs professionals can play an important role by adapting some of their current programs and supports to meet the unique needs of this group and by also creating or advocating for the addition of new resources that are both humanizing and holistic. While population-specific wraparound services or programs like Berkeley’s USI can be incredibly valuable to justice-involved students, these may not be possible for all campuses, especially at two-year community colleges. At a minimum, campuses should appoint someone to be responsible for advocating/liaising on behalf of justice-involved students. This supportive staff member can operate as an institutional agent (Stanton-Salazar, 2011) by providing both direct and integrative support to justice-involved students through mentorship, providing knowledge of campus and community resources and supports, advocating on behalf of their needs, and socializing them into the campus community. Some have argued that this appointed staff person should ideally also be justice-involved, as first-person experience can help build rapport with students (Corrections to College California, 2017). In any case, it is important that this supportive staff person be equity-minded, student-centered, and skilled at building broad-based support on and off campus for justice-involved students. The person assigned to this role might be located in a campus diversity or multicultural affairs office, a unit devoted to student care and advocacy, or an office devoted to adult student learners.

This staff person, and student affairs professionals generally, should work with campus offices to raise awareness about the experiences of justice-involved students and to adapt their current programs and services to better meet their needs, such as those described below.
New Student Orientation and Transfer Programs

New student orientation and transfer programs often provide a student's first exposure to campus. Staff who plan and coordinate these programs should emphasize the resources and supports that are available to justice-involved students, just as they do for other identity-based groups (e.g., LGBTQIA+ students, Black students), and also provide contact information to enable students to privately contact appropriate staff in the future if they wish. This could also be an opportunity for student affairs professionals to model, discuss, and set expectations for new students regarding inclusive language. It is not uncommon for student affairs professionals, for instance, to emphasize the importance of gender pronoun use and contemporary language related to one's race and ability status. Recommendations for humanizing language when referring to students with criminal records (as discussed in an earlier section) should also be included.

Student Legal Services

For justice-involved students with current or pending criminal cases, or for those who have experienced discrimination based on their criminal records or who are hoping to get their records expunged, access to competent legal representation is crucial. Estimates suggest that there are roughly 350–400 colleges and universities across the country that provide students with access to low-cost/no-cost legal aid (Heilman, 2014). It is important that student affairs professionals familiarize themselves with such services and also make sure that justice-involved students are aware of them. Depending on the nature or complexity of the issue with which a student needs assistance, only limited support may be available. For instance, the University of Florida (UF) only provides in-court representation for cases related to adoption, dissolution of marriage, landlord–tenant issues, name changes, and sealing or expunction of criminal records. For other cases involving criminal charges, property damage, or consumer matters, to name a few, student legal services at UF only provide legal advice or assistance. Student affairs and legal professionals who work in campus legal offices should develop a list of local community organizations and firms that can offer high-quality services to justice-involved students in special cases where their needs exceed the services provided on campus.

Career Services

It is also important that career services professionals be aware of the unique and common challenges some justice-involved students may experience in their transition into the workforce, especially those with documented criminal records. As is noted elsewhere (Johnson & Abreu, 2020), the employment prospects of justice-involved students may vary drastically by their race, gender, and the nature of their criminal record. Student affairs professionals must be race-conscious (and intersectional) in their work with justice-involved students and educate them about potential barriers they might experience in their desired professions. For instance, in some states
State Governments, n.d.). This is a useful resource with which student affairs professionals should be familiar. Career services professionals should also be prepared to help some justice-involved students explain long gaps of experience on their résumés due to stints in jail or prison. In addition, career services professionals might help students improve their résumés by helping them find work so they will have relevant recent work experience listed when they graduate and begin to seek full-time work.

Research and Assessment

For student affairs offices or divisions that have research and assessment units that regularly collect information about students’ experiences (e.g., learning and development) and their participation in campus activities, demographic questions should be added to identify those with criminal records. Such data should be used to learn about how justice-involved students experience campus and identify ways that student affairs programs and services may be adapted to meet their needs. Given the sensitive nature of collecting criminal history information, however, and the stigma associated with disclosing, institutional researchers should exercise care in communicating to students exactly how such information will be used to improve their experiences on campus.

Counseling and Psychological Services

For some, involvement with the criminal justice system can be traumatic, especially for those who are returning to their communities from jail or prison. Access to high-quality campus counseling and psychological services for justice-involved students is important and may be helpful to them as they transition to college, work through past traumatic experiences, and develop healthy relationships with peers, faculty, and staff on campus. Campus counseling and mental health professionals should be knowledgeable about the unique challenges and experiences of justice-involved people in order to meet their needs and should familiarize themselves with community resources and supports in order to make referrals when necessary. Organizations such as the American Counseling Association and National Reentry Resource Center are good starting places for campus counselors seeking professional development training and resources for supporting justice-involved students.

Table 1 presents a preliminary framework to guide the development of a professional competency to support justice-involved students among student affairs professionals. This tripartite framework is designed as both a complement and an extension to the ACPA–College Student Educators International and NASPA professional competency areas of social justice and inclusion and advising and support. The dimensions of the framework are interdependent and outline essential knowledge, skills, and dispositions necessary for effectively supporting justice-involved students.

Ensure Basic Needs Security

The increasing number of students at U.S. colleges and universities who report not being able to meet their basic needs has emerged as a crisis. Findings from research published by the Hope Center at Temple University indicate that among 86,000 students surveyed at 123 two- and four-year institutions, roughly 45% were food insecure in the past 30 days, 56% were housing insecure in the previous year, and 17% were homeless in the past year. These rates were higher for underserved student populations in their sample, such as those with criminal records, who reported even more difficulty meeting their basic needs: 64% food insecure, 81% housing insecure, and 40% homeless (Goldrick-Rab et al., 2019). Basic needs insecurity for justice-involved students may be exacerbated by their limited access to the campus (e.g., if they are restricted from living in campus residence halls), financial aid, and student employment based...
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<th>DIMENSIONS</th>
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| Awareness  | • Critically reflect on and work to remediate personal biases and stereotypes you may hold toward justice-involved college students, especially those who are racially and sexually minoritized.  
• Recognize and assess the strengths and limitations of your professional experiences, expertise, and competencies and their impact on your understanding of and support for justice-involved students.  
• Acknowledge and recognize justice-involved students’ ability to learn, as well the prior knowledge and cultural wealth they bring with them to college.  
• Critically reflect on your communication practices and adapt accordingly to humanize justice-involved students and their experiences (e.g., avoid widely used stigma-laden labels and language).  
• Accept and embrace professional responsibility for the equitable distribution of resources, experiences, and outcomes for all students on campus, including those who are justice-involved. |
| Knowledge  | • Identify and familiarize yourself with federal, state, and institutional policies and practices that may affect justice-involved students’ postsecondary access and success.  
• Broaden knowledge of campus and community-based resources such as student counseling and legal services, as well local subsidized housing and utility programs to which to refer justice-involved students.  
• Pursue opportunities to develop knowledge about how systems of power, privilege, and oppression intersect and produce inequities in the U.S. criminal justice system, particularly for minoritized populations.  
• Engage with scholarly communities through professional conferences and familiarize yourself with findings from research on justice-involved students so as to inform your practice. |
| Skills     | • Actively seek out and/or create communities of practice and networked alliances focused on supporting justice-involved students, such as NASPA’s Formerly Incarcerated Students and System-Impacted Families Knowledge Community to develop skills in supporting justice-involved students.  
• Practice empathy and exhibit respect for justice-involved students irrespective of their criminal record.  
• Adapt the delivery of existing programs and services to meet the needs of justice-involved students.  
• Pursue professional development and training from local reentry organizations and other community-based groups that specialize in supporting people with criminal records to develop skills.  
• Recognize your own agency, positional power, and social responsibility to advocate on behalf of justice-involved students and their needs on campus.  
• Collaborate effectively with campus and community stakeholders to meet the needs of justice-involved students and ensure their holistic success.  
• Engage in practitioner inquiry to better understand and adapt your practices to meet the needs of justice-involved students. |
on the nature of their criminal record (Custer, 2018; Johnson & Abreu, 2020; Strayhorn et al., 2013). As student affairs professionals work to address basic needs insecurity issues on their campuses, they should be sure to direct resources and supports to justice-involved students. Given the challenges associated with identifying justice-involved students, campuses should widely communicate the contact information of the designated liaison (described in a previous section) and the kinds of resources available to them through this person. It is also important to acknowledge that not all justice-involved students will choose to disclose their criminal record history to faculty and staff. Student affairs professionals should thus consider developing a comprehensive, online repository of resources available to justice-involved students who might not choose to disclose their criminal record history. This resource might also be useful to faculty and staff who become aware that a justice-involved student has a specific need. To help address basic needs insecurity among justice-involved students, campus administrators should consider the following recommendations:

1. Higher education institutions should provide justice-involved students with access to year-round housing options and collaborate with local housing authorities to provide affordable housing vouchers to subsidize student rent for those who live off campus. The Hope Center at Temple University offers some guidance for colleges and universities that student affairs professionals should consider when collaborating with local housing authorities to maximize effectiveness (Goldrick-Rab, 2020). Institutions such as California State University, Fullerton, have already started addressing housing insecurity among justice-involved students by providing access to low-cost, off-campus housing for roughly 12 men (Guzman-Lopez, 2019).

2. Given some of the challenges justice-involved students may experience in securing employment due to their criminal records, student affairs professionals should make sure students are aware of emergency aid programs on campus that can provide them with “just in time” resources. Findings from a recent report published by NASPA indicate that over 500 colleges and universities have some type of emergency aid program (Kruger et al., 2016). While access to such timely resources is crucial and can help mitigate challenges that would otherwise disrupt a student’s educational progress, these programs are not always widely marketed or circulated. Guidance for distributing emergency aid in ways that are student-centered and that communicate an ethic of care are presented elsewhere (Goldrick-Rab & Cady, 2017). Student affairs professionals can also advocate for justice-involved students to be considered and prioritized in on-campus employment and internship opportunities.

3. Student affairs professionals should also familiarize themselves with local and federal resources that may benefit justice-involved students, including the Supplemental Nutrition Assistance Program (formerly known as food stamps) and energy assistance programs, which can help mitigate costly living expenses for students, reducing their risk of housing and food insecurity.

5 Cultivate Internal and External Partnerships

The challenges facing justice-involved students are multifaceted and will require cross-campus, divisional, and even external partnerships in order to provide these students with holistic support. Student affairs professionals can play an important role in this effort by partnering with academic affairs and other units across campus and by developing and cultivating external

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partnerships with local reentry organizations and other community-based groups focused on supporting justice-involved people. For instance, identifying a campus liaison who is skilled at developing broad-based support and buy-in across campus for institutional change for justice-involved students is crucial. Student affairs professionals charged with leading such change should strategically partner with and engage faculty, senior leaders in areas of diversity and inclusion, and administrators in admissions and financial aid, among others. This will help ensure the long-term success of such efforts in the face of changes in campus leadership (Corrections to College California, 2017).

The development of strong relationships with key external partners such as local reentry organizations, probation and parole agencies, legal professionals who provide pro bono support for justice-involved people, and the local housing authority, among others, are key to triaging holistic support for justice-involved students. Student affairs professionals might consider working with local reentry organizations to host professional development trainings for faculty, staff, and administrators to raise awareness about justice-involved students and their challenges. Likewise, student affairs professionals might collaborate with local community groups to develop a comprehensive list of resources both on and off campus for justice-involved students.

CONCLUSION

Presented in this brief are five major recommendations that student affairs professionals should consider in working to meet the needs of justice-involved college students. These suggestions are not meant to be presented as “best practices,” as there is no universal set of strategies that work for all justice-involved students across institutional contexts. Student affairs professionals should instead consider this brief as a starting place for determining how existing campus policies and practices may fall short in meeting the unique needs of justice-involved students and, most importantly, as a call to take action in cultivating more inclusive and equitable campus environments.
REFERENCES


ABOUT NASPA

NASPA–Student Affairs Administrators in Higher Education is the leading association for the advancement, health, and sustainability of the student affairs profession. We serve a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of our colleges and universities. Founded in 1919, NASPA comprises more than 15,000 members in all 50 states, 25 countries, and 8 U.S. Territories.

Through high-quality professional development, strong policy advocacy, and substantive research to inform practice, NASPA meets the diverse needs and invests in realizing the potential of all its members under the guiding principles of integrity, innovation, inclusion, and inquiry. NASPA members serve a variety of functions and roles, including the vice president and dean for student life, as well as scholars and educators working within housing and residence life, student unions, student activities, counseling, career development, orientation, enrollment management, graduate preparation, racial and ethnic minority support services, and retention and assessment.