

# JUSTICE MATTERS

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

FALL 2015



**BRIDGING  
THE DIVIDE**

**Re-imagining Police-Community Relations**

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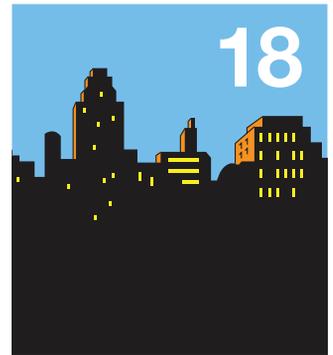
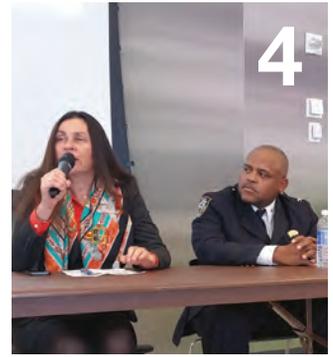
# CONTENTS FALL 2015

## FEATURES

<b>Bridging the Divide</b> .....	<b>4</b>
Faculty members explore police-community relations	
<b>The APPLE Corps</b> .....	<b>8</b>
A new pathway to NYPD careers	
<b>Growth Spurt</b> .....	<b>10</b>
National Network tackles crime city by city	
<b>Rainbow Research</b> .....	<b>13</b>
Faculty scholarship and LGBT issues	
<b>Focus on Students</b> .....	<b>16</b>
Three shining lights in the John Jay Ph.D. programs	
<b>Every Picture Tells a Story</b> .....	<b>18</b>
Crime and justice in graphic novels	
<b>Opening the Door to Cuba</b> .....	<b>21</b>
What improved diplomatic relations with Cuba mean for John Jay scholars	
<b>Pillars of Support</b> .....	<b>24</b>
The stars come out for John Jay's 2015 Gala	
<b>Connecting and Reconnecting</b> .....	<b>27</b>
Scenes from the 2015 Alumni Reunion	
<b>Golden Moments</b> .....	<b>29</b>
Founding Generation alumni are honored at the 50th anniversary Commencement ceremonies	

## DEPARTMENTS

<b>President's Letter</b> .....	<b>2</b>
<b>Campus News</b> .....	<b>3, 30</b>
<b>Alumni Profiles</b> .....	<b>26, 28</b>
<b>Class Notes</b> .....	<b>31</b>





# FROM THE PRESIDENT JEREMY TRAVIS

## *Dear Friends,*

**N**ow more than ever, our city, our nation and our world need “fierce advocates for justice.” Just as assuredly, John Jay College stands ready as ever to educate these fierce advocates who are prepared to be agents of change in a world that so desperately needs them. The 2015–2016 academic year, and this latest issue of Justice Matters, offer ample evidence of our commitment and our capability in this regard.

Let me start by introducing you to the John Jay Promise, which was unveiled at our New Student Convocation on Aug. 27. This pledge revolves around one central and overriding concern: our students’ success. We have vowed to provide the tools, skills and opportunities to make students’ academic and professional dreams a reality, knowing as we do that their success can have a sweeping and enduring impact on the world. The John Jay Promise provides a firm foundation on which we will continue “educating for justice,” based on four essential pillars:

- A personalized, guided academic journey;
- A small-town community within a big city that provides a top-ranked overall student experience;
- An essential public-service component to a John Jay education;
- Our multifaceted commitment to post-graduate success.

The John Jay Promise captures and reflects the work we have done and the progress we have made to strengthen our academic core and our sense of community and commitment. As the Promise concludes succinctly: “We are ready to help you excel. You do your part and we promise to do ours.”

A John Jay education does not exist in a vacuum—far from it. To make change in the world, we must be of the world. Our yearlong initiative “Bridging the Divide: Reimagining Police-Community Relations” speaks loudly to this truth. Recent events have underscored a troubling schism between the community—particularly communities of color—and the justice system, and the need for reforms of policy and practice.

While headlines may emphasize flare-ups of violence involving police and the public, this is not just a use-of-force issue; it’s about trust and frayed relationships. These are issues of great concern to our students, many of whom have had unsettling firsthand experiences with our justice system in one way or another. Throughout the year, we will use the talents and insights of a variety of stakeholders—faculty, students, alumni, community members, criminal justice practitioners — to examine challenging issues of race and justice, spark deeper discussions on sensitive but critical issues and shine a light on new best practices for engagement between the police and the public.

Inside this issue you’ll find compelling views on the subject from members of our faculty. As is typical of the scholars we are proud to call colleagues, their insights on “Bridging the Divide” offer much food for thought and should be part of the broad national conversation we hope to generate in the months ahead.

We continue to take our mission of “Educating for Justice” most seriously. Since its founding, John Jay College has been at the forefront of advancing the state of the art with respect to issues of justice in its many forms—and here we are once again. It’s part of our DNA; it’s what we do. As I am sure you will agree after enjoying this latest edition of Justice Matters, our entire community—faculty and staff, students and alumni, friends and supporters—is committed to making sure that a John Jay education remains a vital and empowering tool for meeting the challenges of our fragile yet promising world.

Sincerely,

## John Jay Is #4 in 'Best Bang for the Buck' Ranking

John Jay College has been ranked fourth in the “Best Bang for the Buck” rankings in the Northeast region by Washington Monthly magazine’s 2015 College Guide—an annual issue that rates institutions based on social mobility, research and civic engagement.

According to Washington Monthly, the rankings show students which schools are “the best value for your money based on ‘net’” (not sticker) price, how well they do graduating the students they admit, and whether those students go on to earn at least enough to pay off their loans.”

Earlier this year, John Jay was ranked by U.S. News & World Report in the Top 10 Colleges whose graduates have the least student debt. Only 20 percent of John Jay students borrowed money to attend college.

John Jay’s graduate programs were rated among the best by graduateprograms.com, based on academic competitiveness, career support, financial aid and quality of network. The M.P.A. programs were among the top five, and the criminal justice graduate program was rated in the top 15.

John Jay was also ranked number-one overall best-value college for a criminal justice degree in the U.S. by bestvalueschools.com. The rating included the explanation that an “affordable criminal justice degree from [John Jay College] is a great way to build the expertise and specialization you’ll need to spark a successful career in criminal justice.” The College was also listed among the top 50 “America’s Best Urban Colleges” by bestcolleges.com.

On Oct. 16, CollegeNET issued a new ranking system that rates colleges based on how well they promote economic mobility for students, and John Jay made the list at #61. The list reflects how well institutions educate those whose families make less than the national median income of \$48,000. No Ivy League schools made the list, while seven CUNY senior colleges did.

Closer to home, students have once again ranked John Jay at the top of all CUNY colleges for satisfaction with student services, including career planning, health and child care services, and support for international students, veterans and students with disabilities.

## Miles to Go, and Promises to Keep

“We are ready to help you excel. You do your part, and we promise to do ours.”

With these words as the coda, John Jay College on Aug. 27 officially unveiled the John Jay Promise, a covenant between school and students in which the College promises “to help you develop a personalized plan to reach your academic and professional goals” to provide “a complete and well-rounded college experience” at an affordable price and “a unique set of resources” to help ensure student success.

“Our Promise comes down to this,” said President Jeremy Travis. “We’ll help you do well, because we want you to do good.”

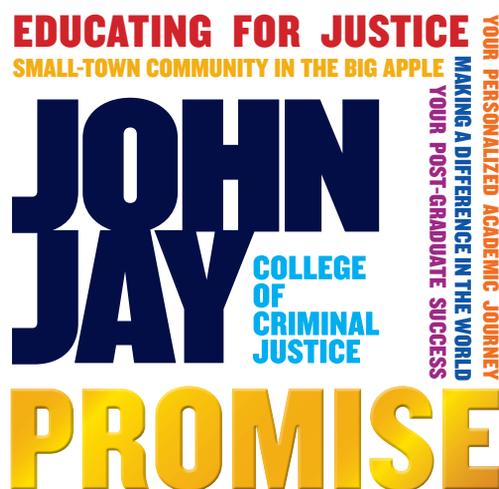
The Promise focuses on John Jay’s “distinctive liberal arts education with a focus on justice in all its dimensions,” which includes First Year Seminars; a team of academic advisors, career counselors, trained development professionals and peers; and a strategy for success with clearly defined milestones as students progress through the hundreds of courses offered in 29 majors and 40 minors.

As the school rated tops among all CUNY senior colleges for “overall academic and social experience,” John Jay promises to provide ample opportunities for students to find their niche and pursue their passion through small learning groups, student organizations, social events, athletics, theatrical productions and student support services.

The John Jay Promise also stresses the importance of public service as an ingredient of the John Jay College experience. John Jay students—“fierce advocates for justice”—have access to unique community-service and service-learning projects to help them “follow their passion and develop their advocacy.” And, upon graduation, students are assured that they will become part of the global community of more than 55,000 proud alumni who know the value of the confidence and competitive edge that come with a John Jay education.

“We prepare you for life after John Jay as an educated, emboldened and impassioned professional ready to change the world for the better,” the John Jay Promise states.

(More Campus News on page 30)





# BRIDGING THE DIVIDE

## Re-imagining Police-Community Relations

On Sept. 29, John Jay College launched a year-long initiative, “Bridging the Divide: Reimagining Police-Community Relations,” which will examine polarizing issues of race and justice and pursue inclusive, constructive public dialogue on best practices for improving relations between police and the public. Throughout the year, the initiative will incorporate student-organized performing arts productions, book talks, workshops, seminars and forums, digital and social media and more. A capstone two-day conference is scheduled for May 2016.

In keeping with the initiative, Justice Matters asked a diverse group of faculty members to provide their thoughts on different aspects of the year-long theme. Their views appear below and on the following pages, and are imbued with the thoughtfulness and insight one has come to expect of our faculty.

[For complete information on Bridging the Divide, visit <http://johnjay.jjay.cuny.edu/bridgingthedivide>.]

### A Bridge Back to ‘The Ville’

By Greg Donaldson

It was December 2014 and I was back in Brownsville. Over 20 years ago I wrote a book, *“The Ville”: Cops and Kids in Urban America*, about a year in the lives of one cop and one teenage gang member in the toughest neighborhood in New York at the time.

In the back of a patrol car on the midnight shift, in the apartments and hallways of the projects, I learned about police under pressure, about the ambitions and potential of young people in a neighborhood famous for crime, and about myself. I learned that the majority of young cops come on the job looking to do good things for the community, but without constant attention by supervisors, high-crime neighborhoods can breed an “us and them” police culture that pits officers against the very people they are meant to serve. I learned to look for the very best in both the police and the community, and I learned about bridges.

The late Greg Jackson, who was the longtime director of the Brownsville Community Center, knew all about bridges. Instead of treating a reporter riding with police in the neighborhood with suspicion, he greeted me with open arms: “You met the cavalry, now I want you to meet the Indians.”

I learned that teenagers in Brownsville were every bit as smart, energetic and ambitious as teenagers anywhere. Undereducated, underserved and living in a neighborhood with 20 housing projects in an area of one-and-a-half square miles, many were trapped by color and economics on an urban island without bridges to the vast opportunities of this city and this country.

As is often the case, *“The Ville”* did good things for its white, middle-class author and very little for the overwhelmingly black community it featured. I joined the faculty at John Jay, where I specialize in police-community relations and media. I began teaching a course in public speaking, and with its emphasis on organization and critical thinking, the course

brought out the very best in students. They mastered research skills and developed command and confidence in front of people. Semester after semester, students reached out to tell me how important the course had been to their academic success. After 40 years in the classroom I was re-energized.

It was time to build a bridge back to Brownsville. With the help of a group of community youth leaders, several of whom were formerly incarcerated, we created the Brownsville Think Tank, a nonprofit organization aimed at bringing services to young people and ex-offenders. The first initiative, a class titled “Public Speaking for Social Justice,” was delivered to a mix of college-bound high school students and young people who had been in trouble with the justice system, including some former gang

Greg Donaldson is an Associate Professor in the Department of Communication and Theatre Arts. His book *“The Ville”* was recently republished by Fordham University Press.



members. The idea was that the academically prepared students would create a positive peer influence that would bring out the best in their less focused classmates. And I had a secret weapon.

I had learned over the years that, just like the young cops I had met in Brownsville, John Jay students were idealists at heart, who wanted desperately to do some good in the streets. I traveled back to Brownsville for weekly sessions with the Social Justice class, with a cohort of volunteer tutors from John Jay at my side.

On the last night of our 12-week session, our “Night of the Stars,” our teenage speakers were to deliver speeches before a crowd of hundreds of community members who had been recruited by the Brownsville Think Tank Associates. One by one, the students mounted the stage, approached the microphone and spoke on subjects like gentrification, stop and frisk, parent-teenager communications.

The speeches were well researched, crisply organized and delivered with the flair and originality that can only come from inspired young people, Brownsville’s best. After each speech, the audience stood and applauded wildly. Here were the young people the community and the city had been programmed to fear and avoid. Here they were, making real sense and leading others toward the truth. We had learned the formula from Brownsville leader Greg Jackson. It really is all about bridges.



C. Jama Adams is Professor and Chair in the Department of Africana Studies.

## Moving beyond Despair

By C. Jama Adams

There is widespread agreement as to the interventions necessary to improve relations between the police and low-income communities.

These interventions include:

- **Foster informed decision making:** There is an abundance of evidence of policing practices that are effective, while preserving the dignity and safety of both officers and citizens. We should familiarize ourselves with these practices and insist that they become part of the dialogue on effective and respectable policing.
- **Make policing a vocation:** Policing is a vital function in a democracy where we grant an officer the awesome authority to bring lethal force to bear on fellow citizens. We need to rethink how we socialize men and women into this profession.
- **Rethink hiring processes:** Not everyone has the disposition to be a police officer. Evidence-based procedures should be employed to screen out applicants who have difficulty controlling themselves in volatile situations. They should also screen out those who are overly anxious and quick to feel threatened or insulted. There are dangerous aspects to policing, and one wants officers who are not overly preoccupied with being safe and feeling respected. Officers who are calm but vigilant will be less likely to inappropriately respond with force. This is especially important given how often officers must deal with impulsive youth, mentally ill individuals or people who are active substance-abusers.
- **Revamp training curriculums:** We need a standardized curriculum for the fundamentals of policing. This should be complemented by mandating the completion of a certain number of college credits in the humanities and social sciences. As it now stands, there needs to be less of a militaristic patina to police training. There should be less emphasis on physical fitness and memorizing statutes, and more on the psychology of young people and on working effectively with the community.

Such interventions in and of themselves, however, will not make a substantive difference in terms of achieving the desired outcome of increased respect and safety for the stakeholders.

As in so many other areas of life, the larger sociopolitical operations that facilitate good policing are less than optimal and need to be dispassionately examined and improved. The first of these is recognizing and eliminating over time the institutionalized racism and attendant implicit bias that result in the poor and persons of color being dehumanized and denied impartial justice and enlightened state protection. A just politics would invest more in ensuring impartiality and keeping a tight rein on retributive justice.

We must also devote more resources to ensuring that our schools improve opportunities to facilitate good academic and social outcomes for all children. We need more, better and affordable housing, and the business community needs to commit to paying living wages and providing quality health care. When we improve the quality of life chances for our most vulnerable citizens, we reduce the likelihood of despair and nihilism that then require an often reactive, ineffective and blunt police response.

## Reimagining Police-Community Relations

By José Luis Morín

In recent years, the release of videos of unarmed men being shot by police officers has become all too common. Most often, the persons shot are African American, but a similar phenomenon has been taking place in Latino communities around the country. Videos of unarmed Latinos shot by officers have also surfaced in Gardena, Calif., Pasco, Wash., and San Antonio, Texas, to cite a few examples.

As reported on National Public Radio, many of these types of cases involving Latina/os have gone underreported. In Los Angeles County over the last five years, for instance, about half of all persons killed by police were Latinos; of the 23 persons in the county fatally shot by police this year from January to July, 14 were Latino. While these and other cases have received sparse



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media attention, Donald Trump's xenophobic, anti-immigrant diatribes have become a staple of our daily media consumption and have even inspired the commission of a hate crime.

Trump's characterization of Latino immigrants as drug traffickers and rapists—despite substantial social scientific research to the contrary—appears to be gaining popular support in certain sectors of U.S. society. In reality, studies have shown that Latino immigrants are less prone to criminal behavior, that U.S. border states generally have lower crime rates than other states, and that the influx of Latino immigrants into many communities has helped reduce, not increase, crime in those neighborhoods. Unfortunately, unsubstantiated narratives linking Latina/os with crime are ubiquitous and have a long history in the United States. Studies point to the overrepresentation of Latina/os as criminals on television, in evening news reports, and in movies and theater performances, and they identify the media as playing a significant role in reinforcing myths and misperceptions about Latina/os.

These false narratives are dangerous when internalized by members of law enforcement agencies, especially when officers rely on these conventional modes of thinking in carrying out their responsibilities. In reimagining better relations between police and Latina/os, the cultural competency of our police departments and officers to work with diverse communities becomes as important as an examination of police policies and tactics that have disproportionate and adverse consequences in communities of color.

Cultural competency extends beyond simply securing translators for non-English-speaking persons. It represents a comprehensive, top-to-bottom approach and commitment to understanding and engaging with a wide range of communities. It includes, but is not limited to, the recruitment of diverse staff, the training of all personnel and the full integration of best practices in working with diverse communities. Only through authentic and meaningful measures can we reimagine rebuilding mutual trust and respect between police and the communities they protect and serve.

## Leading the Charge

By Peter Moskos

#Blacklivesmatter is a bit of a misnomer. Some have pointed out that more black lives would be saved by reducing homicide than by focusing on police. But #blacklivesmatter is concerned about reducing police abuse and state violence. This is a noble goal, but the semantic co-optation of “saving black lives” is unfortunate. The ideological minefield of #blacklivesmatter has tripped many otherwise well-intentioned people and politicians who respond, sincerely but incorrectly, by noting that “all lives matter.” In the parlance of the political left, these people “don't get it.”

Americans are 10 times more likely to be killed by a criminal than killed by police. But death at the hands of the state is arguably worse. A criminal might be arrested and convicted. There's accountability, at least in theory. But if you're killed by police, you become the criminal. There's little legal recourse for your survivors.

#Blacklivesmatter coalesced after the killing of Trayvon Martin in 2013, but its focus quickly shifted to deaths at the hands of police. The confluence of activism, ideology and semantics has created pushback. Conservatives ask why activists focus on police and even blame the movement for increased violence against police officers. Media hype notwithstanding, police officer deaths this year are down. Undoubtedly police-reform activism has made policing tougher, but it can also make policing better.

In the 1970s and 1980s, police became reactive, sometimes appearing, by design, only after crimes happened. While the causes of the crime drop that began in the 1990s are still very much debated, proactive quality-of-life policing undoubtedly played a role. Crime dropped when police got back in the crime prevention business.



**Peter Moskos, a former police officer, is an Assistant Professor in the Department of Law, Police Science and Criminal Justice Administration. He is the author of *Cop in the Hood: My Year Policing Baltimore's Eastern District*, which won the 2008 PROSE Award for Best Book in Sociology.**

Insofar as one sees police primarily as agents of racial repression, a logical goal would be fewer and less active police officers. A disengagement of police from the community and a return to reactive and failed policing strategies of the 1970s would be a fatal mistake.

Campaign Zero, which overlaps heavily with the #blacklivesmatter movement, recently presented a list of policy proposals. Some on the ideological right will dismiss anything coming from those they perceive as anti-police. But it would be foolish to dismiss suggestions taken directly from existing best-practices in policing. Some are no-brainers: end revenue-based policing, get community input, train better, and count the number of people shot by police. Other proposals, such as an end to Broken Windows policing or an initial assumption of police guilt in police-involved shootings, are indeed counterproductive. But conservatives and police officers must not cede the idea of improving police to liberal activists.

Take police-involved shootings. Police know they don't go to work wanting to pull the trigger. So why shouldn't it be *their* priority to reduce unnecessary shootings? Residents of Oklahoma and New Mexico are five times more likely to be killed by police than residents in New York and Connecticut. Compared to New Yorkers, residents of Los Angeles are nearly four times more likely to be killed by police. Why is this?

Instead of leveling criticism, we could look at what police are doing right. Instead of ideological isolation, police need to lead the charge to improve standards in hiring, training, pay and tactics.

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## All Lives Matter: Regaining Trust, Promoting Legitimacy and Preventing “Avoidable” Police Killings

By Delores Jones-Brown

**D**ateline October 1996. Despite the trial judge's observation that the death was “unnecessary and avoidable,” NYPD Officer Francis Livoti is acquitted of killing Anthony Baez with a departmentally prohibited chokehold. Fast-forward 18 years, when Eric Garner, a 43-year-old father of six, was placed in a chokehold-like maneuver during an attempt to arrest him for allegedly selling loose cigarettes. A coroner ruled that neck and chest compression by the police contributed to Garner's death, but a grand jury refused to return an indictment.

Over time, though there have been many efforts to reduce the public perception of police as illegitimate wielders of unchecked power, the implementation of sustainable oversight and reform has proved difficult. Police departments have instituted guidelines that prohibit certain conduct, like chokeholds, but fail to effectively discipline officers who engage in the prohibited conduct. For example, a report earlier this year by the Office of the Inspector General for the NYPD found that between 2009 and 2013 none of the 1,022 complaints against officers for the use of chokeholds resulted in administrative trials. Early warning systems to detect and track problem officers have been in place since at least 1989, but there is little evidence that the information contained in those databases is effectively used to address and correct officers' behavior.

In 1989, the United States Supreme Court ruled in *Graham v. Connor* that police use of force should be judged from the perspective of a reasonable officer under the circumstances as the officer *believed* them to be. However, errors in police perception of danger consistently seem to involve racial or

ethnic minority victims. Social psychologists attribute these errors to implicit bias or unconscious racial stereotyping, but those who are on the receiving end of the use of force see it as garden-variety racism or racial profiling. The fact that there is no official national database to track these incidents reinforces the notion that police have “something to hide.”

The families of victims represent an untapped resource for conducting meaningful research into the persistence of “avoidable” police killings—those in which the alleged underlying offense is disproportionate to the fatal result, or in which the victims are unarmed. By systematically studying data collected from police agencies and victims' families, academic researchers can determine if there are patterns across incidents that may be addressed in hopes of preventing future deaths.

It is time for police agencies, public officials and academic researchers to work collaboratively to become more transparent and systematic in collecting and analyzing data from such incidents. Including victims' families and other community members in the research efforts can help ensure broader public confidence in the findings. To this end, the National Science Foundation has awarded \$1 million to the Center for Policing Equity, a research collaboration between law enforcement agencies and social and behavioral scientists, to develop a national database on police use of force, pedestrian stops and vehicle stops. (It should be noted that I am a member of the CPE executive board). Agency participation in the database is voluntary; however, it should be mandatory and tied to the receipt of federal funds.

Proposed solutions such as the use of dashboard and body cameras mean nothing without procedures that require supervisors to review the footage and provide timely corrective measures for any procedural errors or illegal police behavior. The inclusion of civilian review in this process can help bridge the divide between policing as it is currently practiced and policing as those who are policed the most would like it to be. Preventing “avoidable” deaths is a vital part of building reciprocal trust and promoting legitimacy. **JJ**



Delores Jones-Brown is a Professor in the Department of Law, Police Science and Criminal Justice Administration, and the founding Director of the Center on Race, Crime and Justice.

# Polishing the APPLE

## Program Creates New Pathway to NYPD Careers

By *Thamanna Hussain*



The relationship between John Jay College and the NYPD is older than the College itself, with generations of John Jay students coming from and heading to the ranks of New York's Finest. The APPLE Corps—short for Academic Preparation Program for Law Enforcement—is the latest example of this ongoing partnership, with John Jay and six City University community colleges collaborating with the New York City Police Department to create, in the words of the program's mission statement, “pathways...for students working toward public service careers at the NYPD.”

Created in early 2015, the APPLE Corps recently selected its first cohort of 73 students, 45 of whom are enrolled at John Jay. The rest are students in the six community colleges that are part of the CUNY Justice Academy.

“We hope to prepare future NYPD officers through this pipeline program for New York City public high school students,” said Jennifer Hernandez-Khan, the program's coordinator and one of the mentors. “Eighty-six percent of the students currently in the program are from New York public schools, and the majority of the students are Criminal Justice majors.”

Funded entirely by New York City and open to all new first-year students, the APPLE Corps provides academic, professional and financial support throughout the two years of a student's participation in the program.

As long as a student remains in good standing, stipends will exceed \$15,000 for four regular semesters and two summer sessions.

Summer academic and internship experiences led by distinguished social science faculty give students a

chance to get a feel for college life before they ever step through the door as freshmen. This past summer, APPLE Corps students took a cultural anthropology course, which they are continuing during the fall semester for academic credit, under the tutelage of Professor Ric Curtis from John Jay's Anthropology Department and Professors Yolanda C. Martin from Borough of Manhattan Community College, Camila Gelpi-Acosta from LaGuardia Community College, and Crystal Rodriguez from Bronx Community College.



Jennifer Hernandez-Khan

### Making the Adjustment

“The summer experience really helped make my transition from high school to college much easier,” said Megil Patterson, one of the inaugural APPLE Corps participants. “Professor Gelpi-Acosta prepared us for what to expect in our college courses. The hardest part was doing all the readings, but now I feel more prepared in my classes.”

APPLE Corps provides students with valuable hands-on experience outside of the classroom setting. This summer, as part of a service-learning project, students participated in three weeks of fieldwork by exploring three diverse Brooklyn neighborhoods—Brownsville, Sunset Park and Greenpoint. Conducting surveys and interviews, students observed firsthand the experiences of people in these communities.

“It was really different from anything I had done in high school,” said Patterson. “We knocked on doors to ask people to fill out anonymous surveys about changes in their neighborhood.” The students split into teams and competed

with each other to unravel the mystery of why Millennials seem so different from Baby Boomers. “You need patience when you’re doing fieldwork. I learned to cope with rejection, especially when people did not want to respond and got defensive. We also learned that when you’re interacting with strangers, you have to go with a positive attitude and you’ll get more out of it,” Patterson said.

APPLE Corps students will have the opportunity to present their research and fieldwork experience at a fall showcase event on December 10 in the student dining hall.

## Growth Factors

Individualized mentoring is a key component of the APPLE Corps, and part of what makes the program unique. Mentors from the NYPD Cadet Corps, including Inspector Michael McGrath, Lieutenant Carolyn Jones and Officer Angel Galindo, work closely with students to support them in their career aspirations. The program ensures that students participate in work experiences and gain skills that are valued by all employers—no matter what career path students ultimately pursue. “Our goal is to help students grow academically, professionally and personally through the various opportunities provided by the program,” said Hernandez-Khan.

CUNY Justice Academy students in the community colleges are provided assistance with the process of transferring to John Jay, while students who are enrolled at the College have a support system devoted to helping them meet their four-year degree requirements. “It’s a team effort,” Hernandez-Khan said. “The APPLE Corps team is here to serve the students, challenge them, and provide one-on-one mentorship in hopes of them starting and completing their academic journey.”

At John Jay, the APPLE Corps team consists of Natalie Jordan (Academic Advisor), Jay Chopra (Student Success Specialist), Ally Griffin (Service Learning Coordinator), Muldy Fletcher (Internship Counselor) and Edwin Luna (Recruitment Coordinator). In addition, students are given access to academic advisors and in many cases are assigned to individual peer mentors. “My peer mentor gives me great advice and is always there when I have questions,” said Patterson.

## Student Trailblazers

Mahtab Khan, who just began his first semester at the College, is a native of Queens and a graduate of Francis Lewis High School, who hopes to join the NYPD and attend law school. “Ms. Hernandez-Khan emailed me about the new initiative and I knew it was the program for me,” he said. The APPLE Corps, he noted, offers multiple benefits throughout a student’s time in the program. “I was given a full fare MetroCard that lasted a whole month, received valuable experience in the field of criminal justice, and had the chance to get used to the campus environment,” said Khan. “We had a fresh start and made friends so early on in college. This program enables us to network, plan and prepare for our future.”

Khan said he is especially eager to engage in the hands-on experience that the program provides. “I am most looking forward to being involved with the NYPD through this program and taking advantage of all the opportunities and programs offered at John Jay,” he said. “If students need a head start in college and want to pursue careers in law enforcement or public service, this is the program for them.”

Another first-semester John Jay student in the APPLE Corps, Ana Correa, said that while her command of English is less than fluent, everyone she has dealt with in the program has been exceptionally supportive and friendly. “They’ve become my family,” said Correa, a native of the Dominican Republic who is majoring in Forensic Science and hopes to go into detective work. “Through the APPLE Corps internship experiences, I want to learn about all the different areas in public service,” she added.

Patterson pointed out that while many members of his family are in law enforcement or corrections, he is looking to become a parole officer, or eventually a lawyer. “Being a part of the APPLE Corps is the first step,” he said. “I feel very well prepared as a result of the summer course we took. I now have better time-management skills. It’s great for incoming students because it provides an open door to endless opportunities.” JJ

[For more information about the APPLE Corps program, visit <http://www.jjay.cuny.edu/apple-corps>.]

Jennifer Hernandez-Kahn (upper right) and members of the first cohort of APPLE Corps students.



# Growth **SPURT**

## National Network Produces City-by-City Crime-Reduction Successes

**T**he five-year plan. . . The seven-year itch. . . But what about six years? When it comes to large-scale projects, how much can one really expect to happen in that amount of time?

David M. Kennedy, co-chair of the National Network for Safe Communities, a crime-fighting initiative founded by and housed at John Jay, is nothing less than candid when he admits to never having expected that the NNSC's pioneering efforts would spread as far as they have as quickly as they have. "When President Jeremy Travis and I decided to take this big step and launch the National Network," Kennedy said, "if anybody had said that this is where things are going to be in six years, we would have had real difficulty believing that, but that's where we are."

Why the doubts? Although Kennedy has been preaching his multifaceted crime-reduction gospel since the mid-1990s, when he helped create the Boston Gun Project, he was swimming upstream most of that time. "There was no great confidence in this in law enforcement circles, government looked at it very skeptically, with not much in the way of funding support for it, and the academic research and evaluation community also regarded it with great skepticism," he said.

### A Simple Concept

The NNSC, formerly the Center for Crime Prevention and Control, fosters innovative crime-reduction strategies through a combination of hands-on fieldwork, action-oriented research and operational partnerships with law enforcement, communities, social service providers and other practitioners. It is founded on a rather simple premise: "People have come to understand that in the most dangerous communities, there are very few really dangerous people," Kennedy noted,

"and they've come to understand that indiscriminate law enforcement, arresting all the men in these neighborhoods, is terrible for the community."

The NNSC strategy boils down to three central focuses: enhance police legitimacy while helping officers do their jobs in a way that minimizes harm and uses enforcement strategically; strengthen the capacity of communities to prevent violence and incarceration; and restore a trusting, cooperative relationship between police and the communities they serve, especially minority communities.

Now actively engaged in crime reduction efforts in roughly 80 jurisdictions nationwide, the NNSC has expanded its focus from the original emphasis on gang violence and overt drug markets. "It now includes individual violent offenders, robbery, larceny, domestic violence," said Kennedy. "It's being used to produce prison safety and security, and it's being mapped onto probation, which is taking off very quickly nationally."

Equally important, the NNSC has caught the eye of key governmental and private-sector officials as well as outside evaluators. "It has become one of the most respected approaches by both public and private funders, it's a priority at the Justice Department, and we're seeing statewide initiatives in New York, Connecticut, Ohio and elsewhere," Kennedy said. "The MacArthur Foundation is putting a lot of resources into this, as is the Pritzker Family Foundation, and a lot of the local work is being supported by consortiums of local community foundations. Independent researchers are saying that this works in even the toughest cities at the toughest times, and that every police department should be doing this and taking it seriously."

When the NNSC held its second national conference this past June, nearly 300 of the National Network's core partners from around the country descended on John Jay to discuss the innovations that are making communities safer.

*(Continued on page 12)*



## Six Cities Work toward a New Dawn of Trust and Justice

The crime-reduction work of the National Network for Safe Communities got a major shot in the arm last year when the U.S. Department of Justice awarded the NNSC a three-year, \$4.75-million grant to develop and launch a National Initiative for Building Community Trust and Justice—a six-city effort to restore and enhance relationships between communities and their local criminal justice agencies.

Announced by then-Attorney General Eric Holder in September 2014, the National Initiative brings together the resources and intellectual firepower of John Jay, Yale University, the University of California-Los Angeles, and the Urban Institute. Impelled in significant part by the recent frictions in Ferguson, Mo., Staten Island, N.Y., Baltimore and elsewhere, the National Initiative will focus on three specific functional areas:

- Procedural justice, which focuses on “how the characteristics of law enforcement interactions with the public shape the public’s views of the police, their willingness to obey the law and actual crime rates”;
- Implicit bias, or “how largely unconscious psychological processes can shape authorities’ actions and lead to racially disparate outcomes even where actual racism is not present”;
- Reconciliation, which facilitates frank conversations between communities and law enforcement in order to “allow them to address historic tensions, grievances and misconceptions between them and reset relationships.”

Tracie Keesee



The project is under the direction of Tracie Keesee, a Ph.D.-holding former captain with the Denver Police Department. Keesee’s combination of practical experience and academic credentials provide her with a potent tool for advancing the work of the National Initiative. “There are nuances to law enforcement that, unless you’ve been raised in that environment, that family, you wouldn’t pick up on,” she said. But she quickly added that the work will be abetted in no small way by the agency heads in the six pilot cities chosen for the initiative. “We have great, progressive chiefs,” she said. “That’s what all six of our cities certainly share. They’re all very forward-thinking and solutions-oriented.”

The National Initiative is focusing its cutting-edge work on Birmingham, Ala.; Fort Worth, Texas; Gary, Ind.; Stockton, Calif.; Minneapolis, and Pittsburgh. While the six cities will share certain elements of the project, such as training packages, Keesee said the National Initiative is not simply rolling into town with a cookie-cutter, “one size fits all” approach to problem-solving. “A lot of this is going to be dependent on the work that’s already been done on the ground inside the organization and within the community,” she pointed out. “There’s a lot of survey work and formal data-gathering going on right now.

“We have not arrived with a ‘here’s what we know is going to work’ attitude,” Keesee added. “It’s not a case of ‘we’re the government and we’re here to help,’ and then we drop this package on the table and say ‘if you do this all your problems will go away.’”

The six sites were chosen from among a large pool of contenders, based on such factors as geographic diversity, jurisdiction size, ethnic and religious diversity, and population density. Project staff also considered each potential site’s willingness and capacity to engage in the initiative’s three-pronged approach, its history of social tensions, level of violence, economic conditions, and police department size. And it’s not just about the city’s police agency or other governmental structures, Keesee emphasized. “We also considered what types of things were happening in the community. In the six cities we find very strong groups that are trying to bridge the gap and strengthen their relationship with local law enforcement.”

The first year of the project has been devoted mainly to laying the foundation for the work that’s yet to come, including the development of the site-specific implementation plans for all six cities. “It’s a little early for us to talk about impact and what’s going to happen,” said Keesee, “but for the most part the first year has been very productive in terms of getting things ready to go.”

The foundation Keesee refers to is the key to what she sees as the project’s ultimate aim: sustainable change. “What we’re hoping to leave behind is a very trusting relationship that is resilient no matter what happens there,” Keesee said. “We’re really excited as we begin to roll up our sleeves and move forward.”

[For more information on the National Initiative for Building Community Trust and Justice, visit [www.trustandjustice.org](http://www.trustandjustice.org).]



focusing on drug markets and the drug markets are not gone, if we're focusing on domestic violence and domestic violence is not down, then it's not working, and we've always

(Continued from page 10)

Assistant U.S. Attorney General Karol V. Mason, head of the Office of Justice Programs, delivered a keynote address in which she commended attendees for their commitment to improving relationships between communities and the criminal justice system. "I'm counting on you all to deliver and I know you will," said Mason.

Reflecting on the conference, which he hopes will become a biennial event, Kennedy said he found it "tremendously gratifying" that so many people came together to discuss ways in which they have moved the NNSC's work beyond the state of the art. "Breakthroughs and innovations and new ideas are coming from people who are committed to making all this work better and more effectively on the ground," said Kennedy.

The National Network currently has "boots on the ground" in jurisdictions ranging from the nation's largest, including New York, Chicago and Los Angeles, to smaller towns, counties and even an Indian reservation. It's a true network, rather than just a scattered archipelago of interventions, and Kennedy said it has happened "because of a critical mass of people who really care about violence, who really care about communities, who really want high quality policing and criminal justice."

### By the Numbers

Kennedy is undeterred by suggestions that the success of the NNSC's crime-control interventions should be measured by the conventional yardstick of crime statistics. In fact, he welcomes such an emphasis. "When people say it's not working if the body count is not coming down, they're right about that," he said. "It doesn't matter how clever it is or how many other good things come along with it. If it is not actually reducing violence, it is not effective. If we're

been really ruthless about that."

While that's not to say that crime statistics are the only useful metric, jurisdictions nationwide are producing numbers that speak loudly and clearly to the validity of NNSC efforts. In 2013, Oakland, Calif., produced a 20-percent drop in homicides—the largest such decline in decades. High Point, N.C., one of the earliest subscribers to NNSC interventions, generated a decrease of up to 56 percent in drug offenses in four target neighborhoods. Cincinnati has witnessed a 41-percent decline in group member-involved homicides.

"For the longest time, leadership in policing, community leadership, all the various constituencies that cared about and were engaged with urban violence, they really didn't believe that this stuff could work," said Kennedy. "This just didn't make sense to some people—and that has changed."

Amid downward-trending crime statistics, incarceration rates, particularly in communities of color, remain stubbornly high, and a police-community relationship laden with mistrust is a vexing fact of life in many cities—a combination of factors that creates a "perfect storm" of need for NNSC revolutionary interventions. "You'd have to be blind to think that we can keep doing policing the way we have been doing it," Kennedy stated. "We cannot disrespect neighborhoods, we cannot arrest everybody in sight, we cannot treat all the people in a neighborhood as if they're terrible people. Nobody in the business right now with a grain of sense thinks that we can do anything but change, and the NNSC approaches are there, ready to go, without making the same mistakes anymore." JJ

[For more on the National Network for Safe Communities, visit [www.nnscommunities.org](http://www.nnscommunities.org).]

Whether at the second national conference, in group meetings or in one-on-one sessions, the work of the National Network is "people" business.





Professor Daniel Pinello,  
Department of Political  
Science

## Faculty *Push the Envelope* on LGBT Research

By Jacob R. Clark

Once an academic discipline that, like its subjects, was often met with disdain and condescension by the mainstream, studies about lesbian, gay, bisexual and transgender issues have become a vital area of research over the past 20 years.

Its trajectory of growth has paralleled that of the gay rights movement itself, which began almost 50 years ago with the 1969 Stonewall riots in New York's Greenwich Village and culminated with last summer's Supreme Court ruling legalizing same-sex marriage. Before Stonewall, serious research about gay life and issues—save for groundbreaking studies conducted by sexologist Alfred Kinsey in the 1940s and 1950s—was scattered at best. Moreover, it is only in the past 20 years or so that the attitudes of the academic community toward both gay researchers and gay-themed courses and studies have undergone a sea change, noted John Jay Professor Daniel Pinello, a leading authority on same-sex marriage and one of a number of John Jay faculty members who are active in LGBT research.

“Both covert and overt hostilities toward LGBT people created academic environments that weren't welcoming to, or nurturing of, such research,” he said.

In 1994, as a new member of John Jay's political science faculty, Pinello approached officials of the Department of Law, Police Science and Criminal Justice Administration to request that a course he developed on “The Law and Politics of Sexual Orientation,” be included in the Criminal Justice major.

“The chair's reply to me was, ‘We don't want *that kind* of course in our major;” Pinello recalled.

Today, John Jay professors, some of them openly gay themselves, are contributing to the emerging canon of LGBT studies, examining issues ranging from “out” police officers and still-acceptable types of anti-gay discrimination to the effects on longtime gay couples of state-legislated same-sex marriage bans.

Some of the research projects have extended the College's international reach, including one about the attitudes of urban and tribal cultures in South Africa toward same-sex marriage. Another ongoing study is looking at the role gay police associations have played in the public visibility of gay and lesbian police officers in Europe.

This fall, Cambridge University Press will publish Pinello's new book, *America's War on Same-Sex Couples and Their Families*, which grew out of his exhaustive examination of the marriage equality issue. While teaching at John Jay, Pinello has published two other seminal works on gay issues, *Gay Rights and American Law* (2003) and *America's Struggle for Same-Sex Marriage* (2006).

For his latest book, Pinello traveled to 10 states where “Super” Defense of Marriage Acts—absolute statutory or constitutional bans on same-sex marriage—were passed by legislatures or approved by voters, and conducted nearly 200 interviews with gays and lesbians to gauge the potential detrimental effects of such laws.



Professor Kevin Nadal,  
Department of Psychology

Pinello noted that his research found that the measures had “negative and sometimes very harsh impacts on the daily lives of same-sex couples and their families.” The laws, he noted, have led to denials of claims to a deceased partner’s estate, increased discrimination in employment and promotions, questions about the legitimacy of children, and have encouraged a hostile and sometimes violent anti-gay environment that forced scores of couples to leave their communities.

“Potentially the most long-lasting legacy of the new book is that it develops a model of the circumstances under which beleaguered minorities become explicit refugees of oppressive political regimes,” Pinello stated.

The hundreds of interviews that formed the backbone of Pinello’s research will be housed at Yale University’s Sterling Memorial Library, ensuring they will be available to future scholars.

Associate Professor Kevin L. Nadal, a member of the Department of Psychology, studies microaggression, another form of discrimination that, while not often apparent, can still be hurtful and is a factor in low self-esteem experienced by gays and other minority groups.

Microaggressions are “brief and commonplace daily, verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults toward members of oppressed groups,” Nadal wrote in a 2008 study, including “people of color, women, LGBTQ persons, religious minorities, disabled people and multiracial persons.”

Nadal examined the subject extensively in his 2013 book, *That’s So Gay! Microaggressions and the Lesbian, Gay, Bisexual, and Transgender Community*. Examples of this more often are verbal, Nadal explained, such as using a phrase like “that’s so gay” to indicate something bad or negative. Another would be telling someone they don’t “look or sound” gay or assuming a gay man is sexually interested in all men.

Typical of Nadal’s experience as a U.S.-born Filipino American are remarks in which he is assumed to be an immigrant or comments about his good English-speaking skills.

Microaggressions, Nadal pointed out, are found at the institutional level as well, and may be a factor in gays and lesbians not being hired for jobs or being fired. “In the majority of the states, you can still be fired for being gay,” he noted. “You can get married on a Saturday, then fired on a Monday.”

Often, gays internalize microaggressions and don’t talk about it, said Nadal. “The natural inclination is to sweep it under the rug. . . . Research is showing that a link between [microaggressions] and physical and psychological effects exists and can be detrimental to one’s health,” leading to increased rates of substance abuse and even suicide.

In many respects the criminal justice system also has been slow to address the sensitivities of LGBT individuals, noted Nadal, who plans in future research to examine more closely the effects of microaggressions in those contexts.

Roddrick Colvin, a professor in John Jay’s Department of Public Administration, has conducted extensive research into the experiences of gay and lesbian police officers, not only in the United States, but in Europe and South America as well. His 2012 book *Gay and Lesbian Cops: Diversity and Effective Policing* examined how attitudes in U.S. policing toward gay officers have changed since the 1993 publication of *Gay Cops*, by former New York police officer and Manhattan College sociologist Stephen Leinen.

Currently, Colvin is looking into the effect that gay police associations here and abroad have had on changing the perception and treatment of LGBT police officers.

Although police agencies often had to be dragged “kicking and screaming” into becoming “gay-friendly” organizations, Colvin said, the rise of community policing over the past 25 years has helped them become more inclusive “both as employers and in terms of their relationships with the broader LGBT community.”

Colvin has found that many big-city agencies have appointed officers—often themselves gay—to serve as liaisons to the LGBT community. Others have units that specialize in crimes that target gays. “This idea that the community can be involved in policing itself and helping to solve crime in their community works particularly well in gay-identified neighborhoods like the DuPont Circle area of Washington, D.C., and the Castro in San Francisco,” said Colvin.

Police leaders who are empathetic to the gay community

*“Gender is one of the most fundamental organizing principles of our lives.”*  
 — Professor Katie Gentile

also have had an enormous effect on the change in attitudes in the policing culture. “Police departments are notoriously conservative, semi-military and male-dominated. Change had to occur from top to bottom,” Colvin noted. That change is reflected in the increasing number of gays and lesbians who serve in high-ranking positions in larger U.S. law enforcement agencies—at least 15 by Colvin’s count.

Openly lesbian officers “really paved the way for every other minority group in law enforcement,” Colvin said. “A lot of these officers operated in harsh environments of sexual harassment. The system was against them in every way.”

Ironically, Colvin found that male officers often preferred to partner with lesbians, who had a stereotypical reputation for being “butch” and “tough,” while male officers perceived as gay were the last choice as partners.

Colvin is currently in Europe conducting research for his next study, but he is not alone among John Jay faculty in going abroad for his LGBT-focused research. Assistant Professor Michael Yarbrough of the Department of Political Science has made several trips to South Africa, where he has documented the effect that more inclusive marriage laws have had on the urban gay community and indigenous people of the formerly apartheid nation.

The bulk of his research was gathered while living for a year in the urban gay culture of Johannesburg and a year living in the Zulu village of Maqongqo, a township in KwaZulu-Natal province. His initial findings show that gays put more importance on legal recognition of marriage, while members of the Zulu community view marriage, including same-sex unions, through local, more traditional norms, said Yarbrough, who has traveled to South Africa both as a human-rights advocate and as a researcher for 15 years.



Professor Roddrick Colvin,  
 Department of Public  
 Administration

Yarbrough’s findings will appear in a book he hopes to publish in 2017. “Part of what I’m trying to do in the book is tell the other side of the story about certain reservoirs of pro-LGBT attitudes [among indigenous people] and the strength of LGBT black Africans themselves—a story I think is under-told,” he said.

LGBT-related research is important, said Nadal, who chairs the Center for Lesbian and Gay Studies at the CUNY Graduate Center, because such studies open up a new dimension of knowledge about an increasingly visible and vibrant part of society. John Jay is in a unique position to examine the LGBT experience, especially in U.S. police and criminal justice systems, he maintained, “since that has been its focus through most of its existence.” JJ

## Gender Studies

While faculty members continue to push the envelope with LGBTQ research, John Jay’s interdisciplinary Gender Studies major is blazing new trails in undergraduate studies.

The first degree program of its kind in CUNY, Gender Studies brings together more than 50 professors from 17 academic departments for a unique major that encompasses the humanities, the sciences and the social sciences.

“Gender is one of the most fundamental organizing principles of our lives,” said Professor Katie Gentile, the program’s Director. “It shapes human options, conditions and experiences at the cultural, political and biological levels.”



The Gender Studies major, Gentile pointed out, was designed “in the best tradition of liberal arts study,” with courses structured to support and encourage independent inquiry, ethical reflection and critical thought. “Our students explore how gender and sexuality influence constructions of human identity historically and culturally, and how these in turn shape human development, behavior and the processes of justice,” Gentile said. “They become versatile thinkers with strong skills in critical problem solving, research and writing.”

The Gender Studies major produced its first graduate in 2012. Sharlene Johnson exemplifies the interdisciplinary nature of the program—she went on to earn a master’s degree in television management from Drexel University, and is now a digital marketing and communications specialist in Philadelphia.



John Jay/CUNY Graduate Center doctoral students Jennifer Peirce (left), Dan Stageman and Niki Colombino (opposite page).

# FOCUS on

**I**s there a doctoral student in the house? At John Jay, the answer is yes, dozens of them.

John Jay College, in conjunction with the City University of New York Graduate Center, offers doctoral programs in Criminal Justice and Psychology that have solid track records and an international appeal.

The interdisciplinary doctoral program in Criminal Justice offers sub-specializations in forensic science and in policy, oversight and administration. There are doctoral programs in clinical psychology and psychology and law, and all are designed with John Jay's "Educating for Justice" mission in mind.

Three of the students who are currently pursuing Ph.D.'s at John Jay were asked by Justice Matters to talk about their academic and professional lives. Their research interests are at once diverse and compelling. But let's have them talk about that—and more.

[For more information on the John Jay-housed Ph.D. programs, visit <http://www.jjay.cuny.edu/doctoral-programs>.]

## Oh Canada!

Jennifer Peirce's academic experiences have taken her from her native Canada to several Central American and Caribbean countries, and now to the United States, where she is a second-year doctoral student in criminal justice at John Jay.

Peirce learned earlier this year that she was named one of 16 recipients of a scholarship from the Pierre Elliott Trudeau Foundation, an organization set up to honor the late Canadian prime minister. "It's the most exciting doctoral award given in Canada," noted Peirce, who said candidates must demonstrate "a record of engagement with public policy."

Peirce, 34, will use the Trudeau Scholarship to further her research into the outcomes of progressive reforms instituted in some Central American and Caribbean correctional facilities. The region emerged in the 1990s from decades of civil war and dictatorship, and is not particularly known for progressive criminal justice policies or reforms, she said.

But that is beginning to change, Peirce maintained, and her work will help to shed light on those developments and their outcomes in a region with rising violent crime and a "fairly punitive political climate and harsh public opinion" toward offenders.

Incremental changes are being made in such countries as Belize and the Dominican Republic, where officials are beginning to realize that tougher measures against crime breed their own negative outcomes. "I want to examine what has sparked these efforts to move in the other direction," said Peirce. "There's not a lot of progressive prison reform in that region, but I want to document the ones that are taking place."

Born in Calgary, Alberta, Peirce has spent much of her academic and professional life focusing south. As an undergraduate, she studied the role of non-governmental organizations in helping Guatemalan refugees return to their country. After graduating, she worked full time leading student trips to address violence and immigration issues in El Salvador. Her master's degree studies at Ottawa's Carleton University examined gender dimensions of urban violence in Venezuela and Central American nations.

Peirce worked as a consultant in the Citizen Security and Justice Section of the Inter-American Development Bank, providing technical assistance and research on policies addressing crime and violence in Central America. That was preceded by four years as a program and policy analyst for the Canadian Department of Foreign Affairs, Trade and Development. She has also worked with at-risk youths as part of programs in Ottawa, Washington, D.C., and Managua, Nicaragua.

"Working with youth in Central America gave me a window on how limited their economic and social mobility options are, and why so many migrate without papers and/or turn to gangs," Peirce said.

## Setting the Stage

Daniel Stageman, the Director of Research Operations at John Jay College, admits that his prior work in the theater was



# Students

a “pretty roundabout way” to end up as a doctoral student specializing in U.S. immigration enforcement.

Still, it wasn’t quite as big a leap for him as it might seem. As an undergraduate at the University of Michigan in the 1990s, Stageman participated in the Prison Creative Arts Project, a program to provide arts workshops for inmates in state prisons, juveniles in detention facilities, and at-risk youth.

After graduating with a bachelor’s degree in English language and literature, Stageman, 40, served as a facilitator for the project, developing and presenting poetry workshops in the now-closed Southern Michigan Correctional Facility. “I fell in love with that work,” he said. “[The inmates’] expectations were very high. . . . They challenged me as an educator and as a human being.”

The Holland, Mich., native then headed to England, where he earned a master’s degree in theater. Upon his return to the United States, Stageman earned a second master’s degree, in education, and worked as a teacher for the Center for Alternative Sentencing and Employment Services, which provides GED and life-skills instruction to young offenders. Stageman developed Project Insight, a program in which participants used their own life experiences as the basis for plays they wrote and produced themselves.

In 2010, Stageman joined John Jay’s Office for the Advancement of Research, which promotes research activities being conducted at the College by faculty and students. Balancing the demands of the job with the rigors of a doctoral program has been difficult at times, Stageman admitted, but he is grateful for the support he’s received from colleagues.

Stageman’s doctoral research places him squarely in the midst of the current national debate over immigration. He is studying how market forces might be a factor in the rates of detention for illegal immigrants, as well as whether economic factors like profiteering influence where detention facilities for undocumented immigrants are located.

“Detention is the wheel by which the deportation process occurs,” he said. “The private prison industry sees a market there, and the potential profit per inmate is three to five times what you’d pay to house a criminal justice offender.”

## Location, Location, Location

Can the settings chosen by sex offenders to commit their crimes be pinpointed, and if so, might that information open up new prevention strategies? Those are questions that clinical psychology doctoral student Niki Colombino hopes her research will answer.

“I’m interested in preventing sexual violence—on both the offender and victim sides,” said Colombino, who received her master’s degree in forensic psychology from John Jay College in 2008.

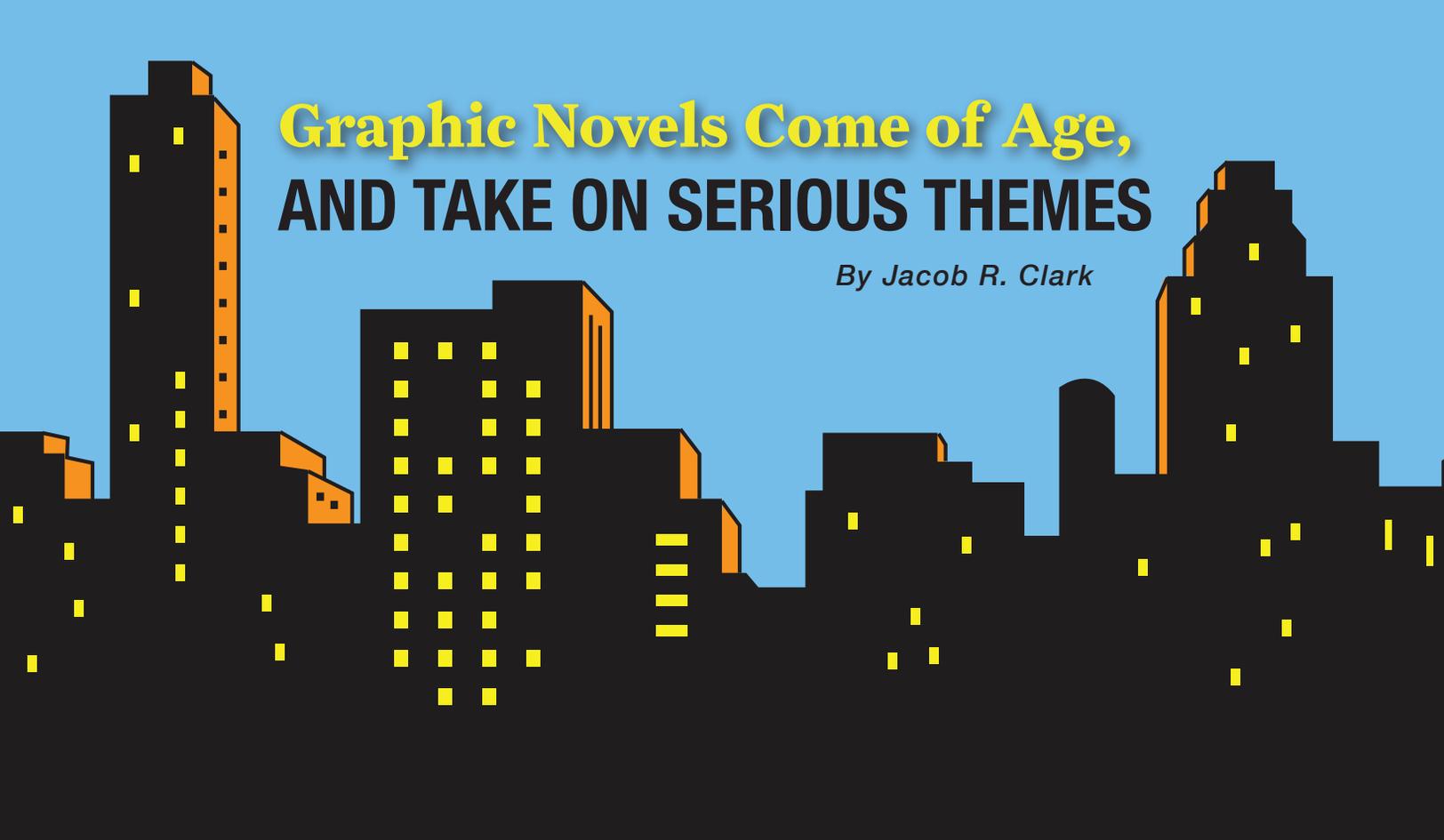
Colombino, 31, said her examination into the “structural and situational components” of sexual abuse, particularly crimes committed against children, opens up entirely new understandings behind the motivations of sex offenders and debunks some long-held beliefs about them.

Most offenses are committed by a family friend or acquaintance of the child, Colombino said—someone who has fostered feelings of trust with family members. Previous research she has done suggests that most offenses occur in victims’ homes.

“Sex offenders most likely form relationships with their victims and within residential locations, so they are acquaintances of the victims’ families, not the ‘stranger-danger’ we most often hear about,” she said. However, she added, little is known about “the physical or structural elements in the homes where offenses take place.”

Colombino’s dissertation research looks into “where exactly in the home these sex crimes occur,” as well as factors like whether others are present in the home at the time of the offense. “We’ve had offenders saying that the sex crime was actually occurring while there were others in the next room. That suggests offenders have developed such a relationship with the victim and the victim’s guardian that a sex crime could be occurring in the home and other people may not know that it’s happening.”

Colombino, who earlier this year received funding from John Jay’s Forensic Psychology Research Initiative that will allow her to complete the data-collection component of her work, said her research is among the first to address the role of guardians in prevention.



# Graphic Novels Come of Age, AND TAKE ON SERIOUS THEMES

By Jacob R. Clark



**They're not just the Sunday funnies anymore.**

Comic strips, especially story-length cartoons that are published as books dubbed “graphic novels,” have become increasingly popular in recent years, topping best-seller lists, being adapted into films and Tony Award-winning Broadway musicals and, in one notable instance, winning a Pulitzer Prize.

Some graphic novels have moved beyond the realm of the superhero genre to tackle serious, real-life topics like racism, war, crime and justice, social and economic injustice, and portray historical events. And they are moving out of comic-book stores and into schools, often being used by teachers and professors as a way to help students understand events like the Civil Rights Movement of the 1960s or the effects of war on civilians in Bosnia and the Middle East.

None of that comes as any surprise to Associate Professor Jonathan Gray of John Jay’s English Department, who has carved a niche as a leading expert on cartoons and their potential use in educational settings.

Gray, who developed and taught a hugely popular course at John Jay called Comics and Graphic Novels during his nine-year career at the College, said the genre appeals to students of the Internet era, who appear to learn more effectively through visuals.

“The current generation of students consumes their media in a vastly different way than you or I did,” he observed. “Everything they do on the World Wide Web is with words and images. Their media diet is far more multimodal, and comics are a reflection of that tendency in the visual age to have things presented in both words and images.”

The medium’s popularity at John Jay is reflected outside the classroom as well: The John Jay Graphic Novel Club is the

second-largest student organization, with over 200 members, according to club president Yantzy Castro, a sophomore majoring in Forensic Psychology.

The term “graphic novel” is more of a “marketing tool” than a term to distinguish more serious works from traditional comic books, said Gray. “Both are a way of telling a story, but it’s important to think about graphic novels as a medium, not as a genre.”

In the past quarter-century, graphic novels like Frank Miller’s *The Dark Knight Returns* (1986), in which a middle-aged, retired Bruce Wayne dons his Batman cape once again to fight evil in a dystopian, near-future Gotham City, have injected new life into traditional crime-and-justice superhero tales like Batman, Superman, the X-Men and others.

Miller’s works have also been the source material for the latest Batman film franchise. Several other graphic novels have been adapted to film, including Alan Moore and David Lloyd’s *V for Vendetta*, in which a totalitarian England is terrorized by an anti-fascist hero wearing a Guy Fawkes mask, and Daniel Clowes’s *Ghost World*, which illustrates the musings of two cynical, pop-culture savvy, small-town high school girls.

Alison Bechdel’s *Fun Home: A Family Tragicomic*, an autobiographical account of coming out while growing up in rural Pennsylvania with a closeted gay father, was adapted into a musical that was awarded the Tony Award for Best Musical of 2015. Previously, the book was a finalist for the Pulitzer Prize.

These developments show how the graphic novel has gained a new level of respectability since 1991, Gray suggested, when Art Spiegelman’s *Maus*—in which cats and mice portray Jews and Nazis, respectively, in a searing account of the Holocaust—won a special Pulitzer Prize. “That was the pebble that started the avalanche,” he said.



Professor Jonathan Gray

Gray, who is currently teaching a course on race and comics, and whose book *Illustrating the Race: Representing Blackness in American Comics* will be published by Columbia University Press next year, said that graphic novels have since gone on to explore real-world subjects like war and racism.

Among these are memoirs by graphic novelist Joe Sacco—“a giant” in the field, Gray says—whose books have chronicled the Bosnian war of the 1990s (*The Fixer*), conflicts between Palestinians and Israelis (*Footnotes in Gaza*) and, most recently, an exploration of poverty in the United States co-authored with former New York Times reporter Chris Hedges (*Days of Destruction, Days of Revolt*).

Marjane Satrapi’s *Persepolis*, an account of the author’s life in Iran before and after the 1979 Islamic Revolution, is used at the West Point military academy as part of its Middle Eastern curriculum, Gray pointed out.

Gray himself is using several graphic novels in his course on race and comics, including Kyle Baker’s *Nat Turner*, about the leader of a

deadly slave revolt in the early 19th century Virginia which relies mostly on the artwork to tell the story, Gray says. “It really transmits a sense of history, of what it was like in Virginia then, because of his incredibly skilled use of images.”

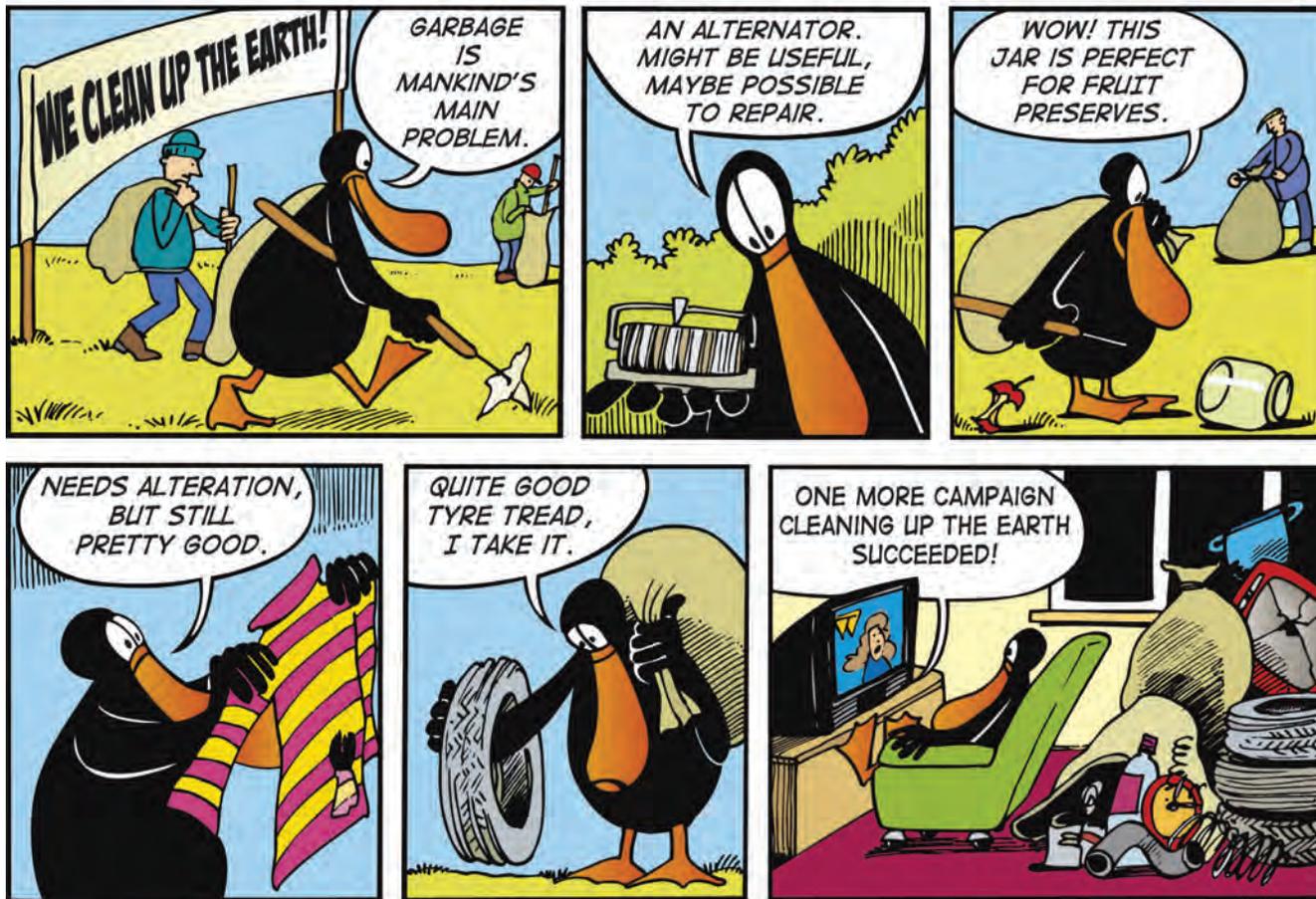
Additional reading in Gray’s classes includes Chu F. Hing’s *The Shadow Hero*, which examines organized crime in World War II—era Chinatown in San Francisco, and *March*, a three-part autobiographical account of the 1960s Civil Rights Movement, by Congressman John Lewis (D.-Ga.).



Cartoon characters:  
members of  
John Jay’s popular  
Graphic Novel Club.

# BLACK DUCKS

BY  
IGOR  
ZAKOWSKI



Future courses by Gray will include one on comics and gender, and he hopes the courses will ultimately be integrated into CUNY's overall curriculum.

Gray is not the only John Jay faculty member with a scholarly interest in graphic novels. In 2013, Professor Staci Strobl of the Department of Law, Police Science and Criminal Justice Administration applied a cultural criminology perspective to America's 75-year fascination with superheroes in her book *Comic Book Crime: Truth, Justice and the American Way*.

Co-authored with Professor Nickie Phillips of St. Francis College in Brooklyn, the book analyzes complex characters and story lines, the moral codes of heroes and villains alike, issues of gender and race, justice and retribution, even the shifting tone of comics since 9/11. "Our interest lies in exploring how the portrayal of crime and justice in comic books contributes to conceptions of when, where and against whom violence is appropriate and to the intensity with which readers connect to the reading experience portraying that violence," Strobl and Phillips noted.

Gray, a comics fan since his youth, said the medium connects with readers, particularly students, in a way that straightforward, traditional historical accounts don't. "Students learn high school history, but they don't have a sense

of historical narrative. They don't know how A connects to B, and B connects to C," he said. "I cannot assume that students have a coherent sense of where we are and how we got to that point. Comics are really useful in bridging that gap."

Gray also serves as faculty advisor to the popular Graphic Novel Club, whose members engage in such varied activities as watching animated films and discussing Japanese manga (comics and animation) and graphic novels that members have read.

Club president Castro agreed with Gray's assertion that graphic novels can help students understand human nature and history. "It's pretty well known that X-Men came out in the 1960s during the Civil Rights Movement," he noted. "That in itself is a representation of people being oppressed because they are different. We talk about topics like this. Graphic novels make these events that much more relatable."

A skillful cartoonist working in a historical genre can make the reader "feel" the history, added Iaesha Galloway, the club's founding president. "You have a better sense of the mood and the pain these people faced. It goes beyond a presentation of fact; they show that history is alive and affects people. With this kind of personalization, it is hard to see these events as just passing moments in history." JJ

# John Jay Scholars Find an Open Door to Cuba

By Jacob R. Clark

Last July's re-establishment of diplomatic relations between the United States and Cuba—a development marked by the opening of embassies in their respective capitals of Washington, D.C., and Havana—has been seen as a welcome reprieve from the enmity shared by the two nations for the past 50 years.

But what will rapprochement mean for academic exchanges between the two nations?

Although the U.S. economic embargo of Cuba is largely still in full force, low-key academic and cultural exchanges have been occurring for some time, according to several John Jay College faculty members who have direct familial ties with Cuba and have conducted research there. Last summer, about a dozen John Jay students visited Cuba for two weeks as part of a study-abroad course [see sidebar].

Those informal, unofficial ties might put John Jay at an advantage as the process of opening Cuba to increased academic and cultural exchanges plays itself out over the coming years, according to Professor Lisandro Pérez, chair of the Department of Latin American and Latina/o Studies.

Pérez, whose family came to the United States from Cuba during the 1959-60 revolution in which Fidel Castro came to power, says that most of the obstacles U.S. scholars face are logistical in nature, like having to travel with cash because credit cards cannot be used in Cuba and no ATMs exist there.

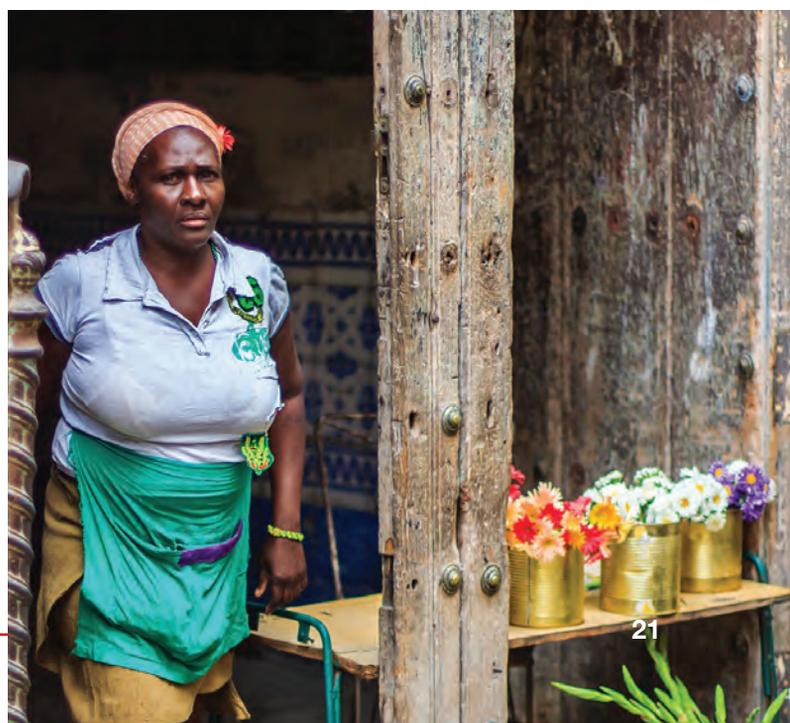
Both countries have “liberalized” the bureaucratic process for travel, Pérez observed, and that allows academicians to move around more easily in order to conduct research.

Pérez and such faculty colleagues as John Gutierrez, an assistant professor in the Latina/o Studies Department, and Benjamin Lapidus, an associate professor in the Department of Arts and Music, have been able to go to Cuba dozens of times to do research, attend conferences and interact with their Cuban counterparts. Cuban Americans have been able to travel to the country since 1979, said Pérez, which was the first year he visited the country since childhood.

The academic contacts could serve as the foundation for an official relationship between John Jay and Cuban universities, Gutierrez speculated.

“We have the faculty and staff in place to take advantage of future [academic] opportunities,” said Gutierrez, who specializes in the role of Cuba’s public-health infrastructure in fighting diseases like tuberculosis and malaria in the 19th century. “I think we are in a fantastic position—possibly better positioned than any other CUNY campus—to lead the [future] CUNY presence in Cuba.”

“I would love to see CUNY establish a broadly based office





Professor Ben Lapidus, scholar of Cuban jazz music, picks a song on the Cuban *tres* guitar.

in Havana,” he added, where “students could get international exposure and witness a system that is fundamentally different from ours.”

Lapidus, a noted jazz musician and composer whose music is heavily influenced by the Caribbean rhythms he heard as a youth and by his contact with Cuban musician exiles in New York, has traveled to the country “at least 20 times.” He sees Cuba as a place where rich academic and cultural exchanges can occur, especially if more Cuban academicians and students could come to America.

“Cultural exchange and contact are the best ways of learning,” said Lapidus, who would like to see John Jay students, particularly those of Caribbean descent, travel to eastern Cuba to experience the melting pot of pan-Caribbean cultures that exists in the region. “I think our students would be enriched by seeing that in action.”

Students in New York also could benefit if future academic exchanges involved more Cuban professors and students coming to New York, said Lapidus. “It’s much easier for us to go there,” he noted. “Anything that would allow more exchanges to happen would be something to look forward to.”

All three professors say they have enjoyed warm, welcoming experiences with their Cuban counterparts, who are eager to come to the United States to teach, observe and interact with U.S. students and faculty. “They’re really excited,” said Lapidus, who traveled to Cuba twice in the past year. “Cubans have always had favorable interactions with Americans, and the people I’ve interacted with have a good grasp of American culture.”

Ending outright bans on Cuban students and professors participating in federally funded academic exchanges like the Fulbright and the Benjamin Gilman scholarship programs would make it easier for the flow of ideas to move more equally in both directions, observed Pérez, whose latest research

focuses on historical U.S.-Cuban academic ties.

“Right now, the different sources of funding that could lead to more exchanges are off limits to Cuba,” he said.

Less certain is how the College’s primary mission as a center

Professor Lisandro Pérez, Chair of the Department of Latin American and Latina/o Studies. (Opposite page, top: Professor Pérez and students in his summer 2015 study-abroad class in Havana.)



## Study-Abroad Course Sees History in the Making

City University of New York students, including a dozen from John Jay College, were part of two historic events during their study-abroad visit to Cuba in July.

Not only were the students the first group to travel to Cuba as part of a CUNY course—in this case, a history of contemporary Cuba taught by Professor Lisandro Pérez, chair of John Jay's Department of Latin American and Latina/o Studies—they were among the last visitors to the former U.S. Interests Section, which closed to make way for the opening of the U.S. Embassy when diplomatic relations between the two nations were restored on July 20.

Just a few days before normalization, the students met section chief Jeffrey DeLaurentis, who was to become the new U.S. ambassador, and Daniel King, acting consul general, with whom they discussed normalization and foreign-service careers.

The students traveled widely around the island nation while attending course sessions at the University of Havana. There were visits to the birthplace of José Martí, the father of Cuban independence from Spain; historical districts in Havana, Trinidad and Cienfuegos; and a stop at the Bay of Pigs Museum, which gives the Cuban perspective on the botched U.S.-supported invasion in 1961.

"I was intrigued by Cuba's rebellious history and its long struggle for sovereignty," said Eduardo Garcia, a public administration major at John Jay. "Traveling to Cuba gave me the opportunity to see firsthand how Cuba has managed to maintain sovereignty for so long under the constant threat from the U.S."

The travelers included students of Cuban descent, which added a unique dimension to the journey. "I strongly believe there's a great



deal the United States can learn from Cuba," said Yenisel Ravelo, a forensic psychology major.

Ravelo said she was struck by how different life on the streets of Havana is from U.S. cities, and the racial diversity of Cuba. "You don't see people on their phones, listening to music, rushing to their destinations, careless about their surroundings," she said. "Instead, you see individuals engaging with one another, and interracial couples on every block."

The trip dispelled myths the students had heard about Cuba before embarking on the trip. "Many people think Cuba is a dangerous, forbidden land," Ravelo said, a place where she might be kidnapped or killed.

"In the United States, we were made to believe that Cubans would be hostile to Americans," Garcia added. "I quickly learned that was not the case."



for justice studies might play out should an official relationship be established between John Jay and Cuban universities, given U.S. perceptions of the Cuban government as a violator of human rights.

Establishing the kinds of criminal justice programs John Jay has in place with other foreign institutions will require a cautious, thoughtful approach when it comes to Cuba, Pérez observed.

"Criminal justice, which is John Jay's signature and identity, is an area where there has been very little contact with Cuba in terms of the U.S. That doesn't mean it can't happen, but it will take some greater examination into how John Jay might complement Cuban institutions in that area," he said.

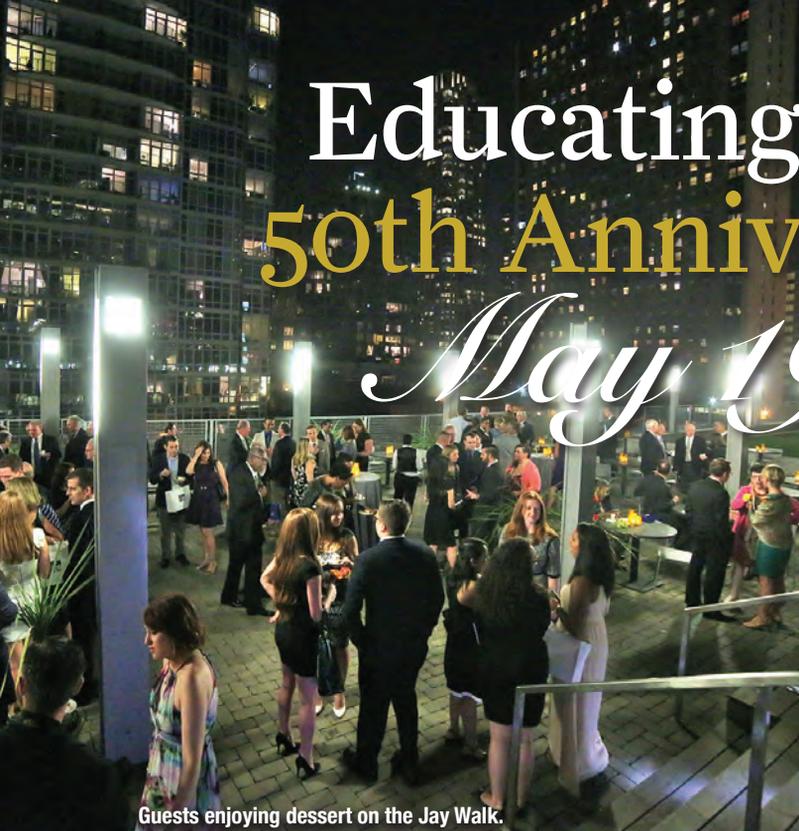
For now, Pérez added, the best course for John Jay to build a relationship with Cuba is to encourage greater collaboration among individual American and Cuban scholars. **JJ**

Professor John Gutierrez looks forward to a growing CUNY presence in Cuba.

# Educating for Justice

## 50th Anniversary Gala

### May 19, 2015



Guests enjoying dessert on the Jay Walk.



Left to right: John Jay Foundation trustee Richard Girgenti, board chairman Jules Kroll, trustee Zachary Carter, guest Pamela Friedman, President Jeremy Travis, trustees Alan Siegel, LaBrenda Garrett-Nelson (BA '75), William Snipes and Alisse Waterston.



Honorees Jim McCann (also a John Jay Foundation trustee and 1975 alumnus), Mariska Hargitay, Doug Wood of the Ford Foundation, and President Jeremy Travis.



Foundation trustee Arthur Mirante II, with his wife and fellow 2014 Gala honoree Liz, and guests.



Board chairman Jules Kroll, Mariska Hargitay, Distinguished Professor Blanche Wiesen Cook and Jim McCann.



Board chairman Jules Kroll welcomes guests.



Foundation trustee LaBrenda Garrett-Nelson, Distinguished Professor Blanche Wiesen Cook, Alexis Stodghill, Liz Daly Byrne and Gerry Byrne.



Honoree Mariska Hargitay surrounded by excited student admirers.



Trustee and Gala co-chair Rossana Rosado and The Honorable Eric Schneiderman, New York State Attorney General.



Doug Wood and Ford Foundation representatives.



President Jeremy Travis with Judge Milton Mollen.



Trustee and Gala co-chair Peter Beshar with graduate student Taisha Guy.

# ALUMNI PROFILES

## Dr. Avis Hendrickson (BA '74)

### Madame President

An alumna who once helped John Jay College students from disadvantaged backgrounds gain the skills needed to succeed academically was named the first female president of a Massachusetts college earlier this year.

Dr. Avis Hendrickson, who received her bachelor's degree in behavioral sciences from John Jay in 1974 and went on to earn a doctorate in education from Grambling State University in Louisiana, began her tenure as president of Atlantic Union College on Jan. 1.

Hendrickson is the first woman to lead the 132-year-old college, which is affiliated with the Seventh-Day Adventist Church and is located in South Lancaster, about 60 miles west of Boston. Atlantic Union is home to the renowned Thayer Performing Arts Center, one of the oldest community schools in the nation specializing in music instruction for all ages.

A Bronx native, Hendrickson will lead the college—one of 14 higher-education institutions nationwide that are administered by the church—as it emerges from a financial crisis that forced the temporary suspension of its academic programs. Those programs were restarted in August, and the college is currently seeking accreditation from the Commonwealth of Massachusetts while exploring ways to improve its financial stability, Hendrickson said.

“We never closed,” Hendrickson said of the school, which has baccalaureate programs in biology and health sciences, as well as theology and religion. A new sequence of certificate programs will begin in January, with courses in computer programming, coding, bookkeeping and other skills aimed at helping disadvantaged students obtain good-paying jobs, Hendrickson said.

“Our focus and our intent is to prepare people for pre-professional careers, either going into the job market or advancing,” she said.

The effort to raise students out of poverty would seem second nature to Hendrickson, who served four years as an instructor and counselor at John Jay's Search for Education, Elevation, and Knowledge program. Since it was launched by the City University of New York in 1965, the SEEK program has helped thousands of students from disadvantaged backgrounds—including Hendrickson—succeed in college and enter careers that allowed them to move into the middle class.



Not only did John Jay provide Hendrickson with a solid academic foundation that has served her well professionally, it also provided her with experiences that were rare for young women growing up in the Bronx in the early 1970s. “I went horseback riding for the first time as part of a club I was in at John Jay,” she recalled. “I hold John Jay close to my heart. It was an experience that was life-changing for me.”

The deeply devout Hendrickson said she believes her long career in education and her selection as AUC president is “God’s work.” While she believed she’d become a college president one day, she didn’t necessarily expect to oversee a college affiliated with her own church, she added.

The challenges of the job “are, in human terms, an enormous task, but because of my faith-based lifestyle and belief, I am trusting that I am doing God’s will, and it’s my experience that God works for people and provides them with ways to be helpful. It would be overwhelming if I relied on myself to do it; I am relying on God’s guidance,” she said. **JJ**

# Alumni Reunion



For an Alumni Reunion celebrating John Jay's 50th anniversary, nothing but the biggest and best would do. The 2015 event was a weekend-long affair that included a symposium, special honors and awards, a festive reception and dinner, the first-ever Race for Justice 5K run/walk, a family carnival and more. What will 2016 bring? Just wait and see!

Among the reunion guests pictured are Brooklyn District Attorney Kenneth Thompson (BA '89); Teri Coaxum (BA '94, MPA '08); Alumni Association President Shauna-Kay Gooden (BA/MPA '04); honorees Christina Benavides (BA '04), Professor Peter DeForest, First Deputy Police Commissioner Benjamin B. Tucker (BS '77), and Andrene Z. Wright; former Fire Commissioner Salvatore Cassano (BS '76); Clement James Jr. (MPA '11); Assemblyman Marcos Crespo (BS '03).



**CALLING ALL  
"AMAZIN'  
BLOODHOUNDS!"  
DON'T MISS NEXT YEAR'S  
ALUMNI  
REUNION!  
APRIL 15 AND 16  
2016  
SAVE THE DATES!**

### Shaped by Experience

When Thomas Nazario was a young boy he witnessed a tragic street scene that left an indelible impression on him, and later provided an impetus for his work fighting child poverty and hunger.

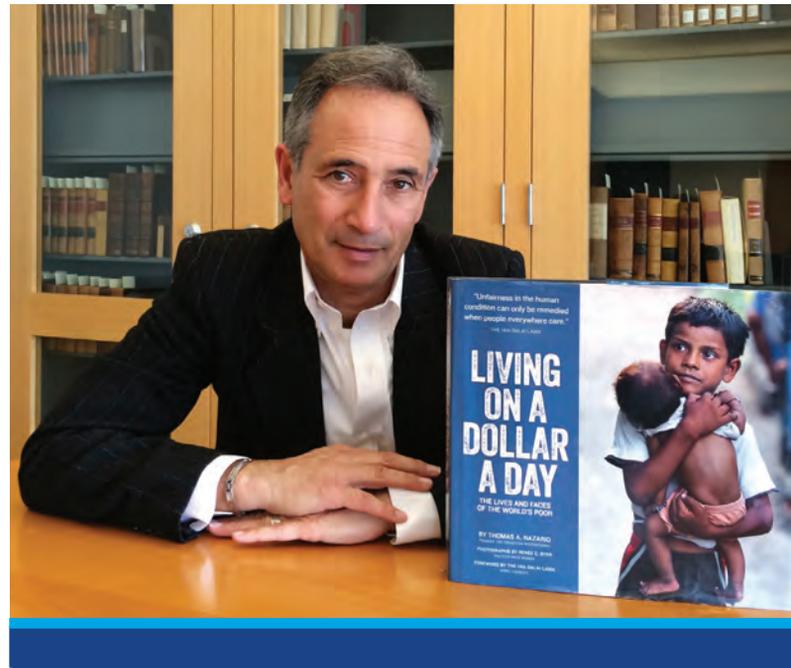
It happened on Thanksgiving when his family, living on modest means in the Bronx, went out for a once-a-year visit to a restaurant for dinner. “I saw a mother and her little daughter going through the garbage outside the restaurant looking for their Thanksgiving dinner,” said Nazario, who was about four or five years old at the time. “That really struck me. I had seen things like that before, but it seemed so wrong to have children foraging through the garbage for Thanksgiving dinner.”

After earning his B.S. in Criminal Justice from John Jay in 1972, Nazario went on to have a successful career as a lawyer, writer and law professor at San Francisco State University, where he still teaches part time. As important, he has emerged as one of the leading advocates for children living in poverty worldwide.

Nazario, 66, is president of The Forgotten International, a nonprofit organization whose aim is to gather resources and distribute them to grass-roots groups working on the front lines in countries stricken by endemic poverty and hunger. The group currently provides resources to “45 indigenous on-the-ground organizations in seven countries,” noted Nazario, including Peru, India, Cambodia and Uganda. It is even looking to help groups in the United States, where 16 million children—nearly one-fourth of all U.S. children—live in poverty, according to recent statistics from the National Center for Children in Poverty.

The United States fares somewhat better in fighting childhood hunger and poverty in comparison to other countries, Nazario pointed out, but the dynamic of poverty in the U.S. differs from that in Third World countries. “We’re not doing very well,” he said. “There’s far too much materialism, consumption and waste in America. So many kids grow up without families and gravitate toward gangs.”

Resources that could be used to help the nation’s children are instead diverted “in directions that don’t make a lot of sense,” he noted.



John Jay College has a crucial role to play in shaping young people’s lives, Nazario said, especially since a sizable number of its students come from disadvantaged backgrounds. John Jay professors were crucial to Nazario in helping him achieve goals he thought were unattainable because of his Puerto Rican ethnicity. They also were people of character, whose humility provided an example that helped shape his own values, he recalled.

Nazario, author of the 2014 book *Living on a Dollar a Day: The Lives and Faces of the World’s Poor*, has used his legal background as a springboard to educate young people about the law and the criminal justice system. A program he developed called the Street Law Project, which teaches youths the life skills they need to set goals for themselves and avoid getting into trouble, has reached more than 100,000 Bay Area students, he noted.

While his travels have often brought him into contact with some of the planet’s movers and shakers, Nazario said he cherishes most his 16-year friendship with the Dalai Lama. He said of the Tibetan spiritual leader, “His belief is that if you give of yourself and your heart to be compassionate toward others, it will bring you great joy.” JJ

As John Jay wrapped up its year-long 50th anniversary celebration, golden-robed alumni from the College's "Founding Generation" occupied places of honor on the Commencement podium alongside faculty and administrators. The size of the 2015 graduating class—more than 3,000—dwarfed that of the entire student body in the years that the returning alumni attended John Jay.



Mr. Rodney Jackson

# Founding Generation Alumni

## at COMMENCEMENT



(Standing L-R) Dr. Oscar Odom III, Ms. Barbara Sacks, Justice Wilma Guzman, Dr. Henry C. Lee, Justice Marguerite Grays, Judge Michael Rosas, Mr. Edgar Adamson, Capt. Vincent Dougherty (ret), Chief Thomas Belfiore. (Seated L-R) President Jeremy Travis, Chief Deputy (ret) Linda Reynolds.



(Standing L-R) Distinguished Professor of History Blanche Wiesen Cook, Ms. Elsbeth Reiman, Professor Elizabeth Hegeman, Professor Albert Gotay, Mr. John Sheehan, NYPD First Deputy Commissioner Benjamin Tucker, Mr. Peter Mancuso, Mr. Rodney Jackson, Dr. Henry Sheinkopf. (Seated L-R) Judge Alton Waldon Jr., Professor Karen Kaplowitz, President Jeremy Travis.

(Continued from page 3)



Professor Alisse Waterston

## Welcome Aboard!

Two new trustees—a prominent member of the John Jay faculty and a leading advocate for people with disabilities—have joined the board of the John Jay College Foundation.

Professor Alisse Waterston, chair of the Department of Anthropology and president-elect of the American Anthropological Association (AAA), and Charles D. Hammerman, president and CEO of the Disability Opportunity Fund (DOF), were elected to the foundation board at its May 27 meeting.

Hammerman, who holds a J.D. degree from Fordham University, was a senior executive at Merrill Lynch, where he spearheaded the creation of its Disability Awareness Professional Network. His leadership helped Merrill Lynch win recognition from *Diversity Inc.* magazine as the “number one company for employment of people with disabilities” in 2005 and 2006.

Prior to the creation of the DOF, Hammerman founded the Burton Blatt Institute at Syracuse University, which promotes civic, economic and social participation of persons with disabilities in a global society. The institute is named for Hammerman’s uncle, Dr. Burton Blatt, an advocate for integration of the disabled community.

Waterston is a cultural anthropologist whose most recent work focuses on the processes and aftermaths of political violence, ethnic and religious conflict, displacement and transnationalism. She is the author of *My Father’s Wars: Migration, Memory and the Violence of a Century* (Routledge), an intimate ethnography.

Due to serve as AAA president in 2016–2017, Waterston is also the editor of *Open Anthropology*, the association’s public journal. She earned her Ph.D. from the CUNY Graduate Center, and is a Soros International Scholar affiliated with Tbilisi State University in the Republic of Georgia.

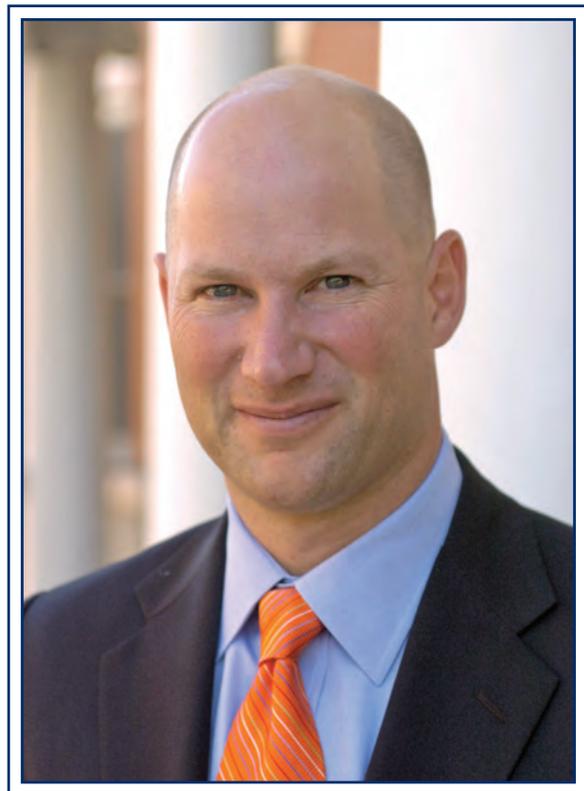
Waterston serves as chair of the Faculty Campaign at John Jay, a role in which she helped create the Rising Star Fellowship, which supports students who are offered unpaid internships, research assistantships or study-abroad opportunities.

## Searching for New Ideas in Corrections

John Jay President Jeremy Travis led a U.S. delegation that visited Germany in June as part of the International Sentencing and Corrections Exchange, a partnership between the College and the Vera Institute of Justice.

The delegation included President Nicholas Turner of the Vera Institute along with correctional officials, district attorneys, philanthropists, former prisoners, and bipartisan thought leaders. They toured prisons and met with European experts in order to build a cross-cultural learning community. The aim is to expose American policymakers to sentencing and correctional practices used internationally and support ways to translate ideas and innovations into concrete changes in policy and practice.

A Congressional briefing is planned in Washington, D.C., for delegation members to share with lawmakers what they think German and European correction models can contribute to American policy and practice.



Charles D. Hammerman,  
President and CEO of the Disability Opportunity Fund

## 1970s

**Jonah Triebwasser** (BS '72, JD) has been elected as third vice president of the New York State Magistrates Association. He is the Town and Village Justice of Red Hook, N.Y.

**LaBrenda Garrett-Nelson** (BA '75, JD), a trustee of the John Jay College Foundation Board, recently earned a new credential. She is now a Board-Certified Genealogist.

**William F. Walsh** (BA '73, MA '76) is Professor Emeritus in the Department of Criminal Justice at the University of Louisville (Ky.), and retired as Director of the Southern Police Institute. Walsh notes: "I have had a successful career as an educator at two major universities thanks to John Jay College of Criminal Justice."

## 1980s

**Evelyn J. Laporte** (BS '79, MA '81), a New York State Supreme Court Justice, was the keynote speaker at the third annual Kings County Family Court Hispanic Heritage Month celebration. Laporte was elected to the state Supreme Court for the Second District in 2014.

**Robert Rahn** (MPA '81) and his partner, Kim Anklin, have received the highest award from the New Jersey Licensed Private Investigators Association, the 2014 Investigator of the Year Award. Rahn and Anklin made national headlines for their investigative work in winning the exoneration of Jonathan Fleming, a Brooklyn man who was wrongfully convicted and imprisoned for 25 years.

**Agnes Chan** (BA '82), who served as an NYPD officer and detective for 20 years before retiring in September 2000, was recognized as a trailblazer for the Asian American members of the department in a recent NBC News report. The NYPD's first female Asian American officer, Chan walked a beat in Spanish Harlem, then in Chinatown, and later worked in units that investigated terrorism, gangs and organized crime.

**Gerald C. Clark** (M.A. '85) has co-authored a new book, *A History of Heists: Bank Robbery in America*, which was published in July by Rowman & Littlefield. His first book, *Pizza Bomber: The Untold Story of America's Most Shocking Bank Robbery*, is currently in development for a film.

**Donna Jones** (M.P.A. '86) is an NYPD deputy chief and the new deputy borough commander in Staten Island. She is the first woman to be the borough's second-in-command.

## 1990s

**Larry Cunningham** (BS '97) is Associate Academic Dean and Professor of Legal Writing at St. John's University School of Law. He reports that seven new John Jay alumni were in the law school's most recent entering class.

## 2010s

**Daniel Golebiewski** (BA '13) received his master's degree in Human Rights Studies from Columbia University in May, and is now in the doctoral program in Political Science at the CUNY Graduate Center, with a five-year tuition fellowship under the advisement of John Jay Professor George Andreopoulos. Golebiewski is also the new Assistant to the Director at John Jay's Center for International Human Rights.

**Francisco Angelo Pucciarello** (BS '13) rode his bicycle from Harlem to Atlanta this past summer as part of a mission to start a dialogue on America's racial divide and increase awareness about the "Black Lives Matter" campaign.

# CLASS NOTES

**Kryst E. Cedeno** (BA '15) is working at the New York State Psychiatric Institute as a research assistant for Dr. Neil K. Aggarwal. They are conducting a study on the importance of clinician cultural competency when providing services to ethnic and racial minorities suffering from mental illness, and how this affects rapport, treatment initiation and continuation.

**Matthew Cheng** (B.S. '05, M.S. '15) is among the newest class of Woodrow Wilson New Jersey Teaching Fellows. The fellows receive \$30,000 to complete a specially designed master's degree program, in exchange for a three-year commitment to teach science, technology, engineering and math (STEM) in high-need secondary schools.

**Lashaunda Robinson** (B.A. '12) is a seventh-grade history teacher at Cesar Chavez Public Charter School for Public Policy in Washington, D.C. Each teacher's classroom at the Chavez School is named and decorated with materials from his or her alma mater, and Robinson's is replete with John Jay and Bloodhound memorabilia.

## In Memoriam

**John P. McKee** (BS '01) died Sept. 12 of 9/11-related illness at his home in Lynbrook, N.Y., at age 48. A first responder who was diagnosed with brain cancer in November 2012, McKee was a former City University of New York deputy chief of public safety. He started at CUNY's Public Safety Department in 1992 as a sergeant assigned to the City College of New York. After the terrorist attack on the World Trade Center, McKee worked at Ground Zero for three days providing security, searching for victims and helping to manage CUNY's response.

**Darius Lord Vinson** (B.S. '12, B.A. '15) drowned while swimming in the Delaware River on Aug. 18. A Far Rockaway resident, Vinson earned a certificate in Dispute Resolution in addition to his two John Jay bachelor's degrees, and was described as a "charismatic and determined" young man who was passionate about criminal defense as well as amateur boxing. **Jessica Bruno** (B.A. '06), a former fellow intern with the Center for Court Innovation, said of Vinson: "Darius and I felt that our course work in conflict resolution made us better, not only professionally, but better people. The world has lost a bright new mediator."

**Ronald A. Richards**, of Manalapan, N.J., a retired detective and former John Jay student (1997-98), died Oct. 11 at Mount Sinai Hospital in Manhattan, of complications from multiple myeloma. He was 45. Richards, who joined the NYPD in 1990, was assigned to Emergency Service Unit 5 at the time of the 9/11 attack. He was trapped in a collapsed garage at Ground Zero for several hours before he could dig out himself and others who were trapped with him. He later worked at the site and at the Staten Island landfill, and in 2002 was reassigned to the Bomb Squad. Richards retired in 2008 due to 9/11-related illness.

## SHARE YOUR STORY!

Our grads make us proud, so please share your story with our community!

<http://www.jjay.cuny.edu/alumni-class-notes>

# Leading by Example



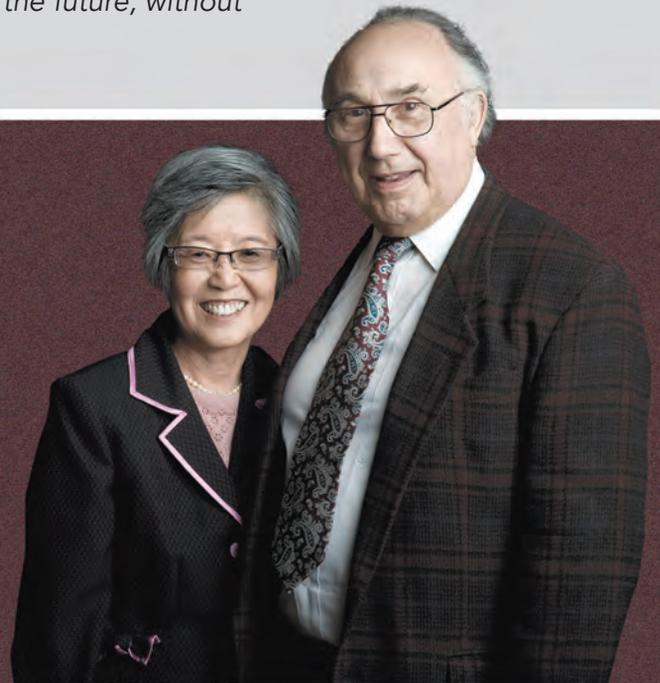
## PRESIDENT JEREMY TRAVIS

Over the last 10 years of President Travis's leadership, John Jay College has been transformed into a vibrant liberal arts senior college with a global reputation for its vital justice mission. By deciding to include a bequest for John Jay College in his will, President Travis has declared his commitment to ensuring that the College remains a leader on the world stage, educating Fierce Advocates for Justice long into the future.

*Bequests are the most common type of planned gift received by John Jay College. Bequests allow you to make a significant gift in the future, without affecting your current cash flow or net worth.*

## A GIFT THAT ADDS UP

Dr. Lily E. Christ and  
Dr. Duane M. Christ

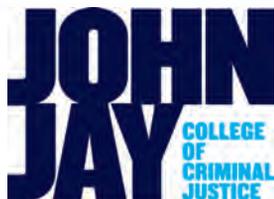


When Professor Emerita Christ and her husband, Duane, chose to make a planned gift to John Jay College, it was natural that they wanted to support math scholarships for students. Not only had the Christs met in a math class, Professor Christ taught mathematics here for almost four decades!

The \$1,000 HI-TECH PREP Mathematics scholarships, established through the College's

Charitable Gift Annuity program, help offset the cost of a mathematics course to "bring more students to a love of math."

*A Charitable Gift Annuity contract with John Jay College pays the donor—and if desired, a loved one—a guaranteed, fixed income for life that is partially tax-free, while supporting key programs at the College.*



**For more information about planning a gift to John Jay College of Criminal Justice, please contact:**

Kathryn Cousins, CFRE, Executive Director of Development  
Phone: (212) 484-1156 Email: [kcousins@jjay.cuny.edu](mailto:kcousins@jjay.cuny.edu)



**BUILDING ON JOHN JAY'S SUCCESSFUL BRANDING EFFORT,** we are embarking on a new "Advocating for Justice" marketing campaign to raise the profile of our beloved College and support student recruitment. We are pleased to share the bold new messages that define us so clearly. The campaign was developed in collaboration with our generous Foundation Board of Trustees member Alan Siegel, founder and CEO of Siegelvision.

**WE ENCOURAGE YOU TO JOIN THE CAMPAIGN NOW.**

Just detach these ad sheets and take a photo of yourself holding these messages – and share it in social media (#JJCDefinesJustice) with a message about what justice means to you and how you will be a "fierce advocate for justice." Help make John Jay a trending topic in social media! Take action now!

**EDUCATING FOR JUSTICE**

**CRIMINAL  
INTERNATIONAL  
ENVIRONMENTAL  
ACADEMIC  
RACIAL  
RELIGIOUS  
CULTURAL  
LEGAL  
POLITICAL  
ECONOMIC  
PHILOSOPHICAL  
GENDER  
MORAL  
POETIC  
SOCIAL  
REAL**

**JOHN  
JAY** COLLEGE  
OF  
CRIMINAL  
JUSTICE

**CU  
NY** The City  
University  
of  
New York

**THIS IS THE  
YEAR FOR  
SOCIAL  
JUSTICE.**

**THIS IS THE  
PLACE FOR  
SOCIAL  
JUSTICE.**

**JOHN  
JAY** COLLEGE  
OF  
CRIMINAL  
JUSTICE

POLITICAL SCIENCE  
CRIMINOLOGY  
FORENSIC SCIENCE  
LAW & SOCIETY  
PHILOSOPHY  
SOCIOLOGY  
HUMANITIES & JUSTICE

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FOR JUSTICE**

[jjay.cuny.edu](http://jjay.cuny.edu)

**CUNY** The City  
University  
of  
New York

**SOME JOHN JAY  
GRADUATES  
WORK IN  
HUMAN  
RESOURCES**

**OTHERS  
WORK  
TO FIGHT  
HUMAN  
TRAFFICKING.**

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JAY** COLLEGE  
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JUSTICE

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New York

**OTHER  
COLLEGES  
PROMISE TO  
HELP YOU  
PURSUE A  
CAREER.**

**ONLY ONE  
COLLEGE  
PROMISES  
TO HELP  
YOU PURSUE  
JUSTICE.**

**JOHN  
JAY** COLLEGE  
OF  
CRIMINAL  
JUSTICE

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New York

**JUSTICE  
NOW**

**BUT  
JUSTICE  
HOW?**

If the system is ever going to change, this is the place where the change will begin.  
Enroll at John Jay and enroll in the struggle for a more just society.

Whether the path you take leads to a career in public policy, law, education, social work  
or criminal justice, it will undoubtedly lead you to a life dedicated to achieving a more  
just world.

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JAY** COLLEGE  
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**GO TO A  
BUSINESS SCHOOL  
AND PURSUE MONEY.**

**GO TO A  
PERFORMING  
ARTS SCHOOL AND  
PURSUE FAME.**

**COME TO  
JOHN JAY  
AND PURSUE  
JUSTICE.**

**JOHN  
JAY**  
COLLEGE  
OF  
CRIMINAL  
JUSTICE

POLITICAL SCIENCE  
CRIMINOLOGY  
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**JOIN THE CAMPAIGN NOW.**

**#JJCDefinesJustice**

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