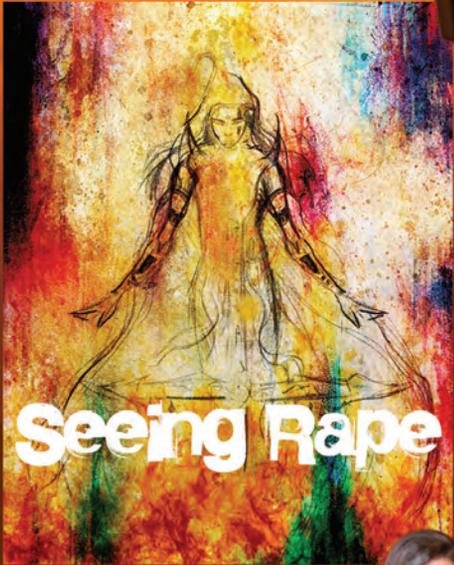


JUSTICE MATTERS

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

FALL 2017



**Seeing Rape:
The Power of
Art to Eradicate
Sexual Violence**

**Interview with New
President Karol Mason**

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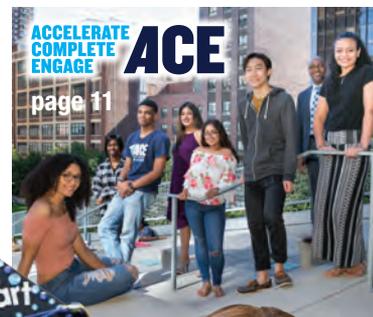
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From the President **KAROL V. MASON**

Dear Friends,

It's hard to believe that it's already been four months since I walked onto John Jay campus as college president for the very first time. But even more surprising is just how much I've learned during these first few months. I was well aware of John Jay's reputation as a leader in educating for justice, but only now am I beginning to appreciate the passion behind that phrase.

Since taking office in August, I have watched as our campus swelled with students from countless different backgrounds, neighborhoods, ethnic groups, and belief systems. I saw wide-eyed freshmen and transfer students find their way to class while senior students assumed new roles as leaders on campus.

I've gotten to know our newly elected student council and many of our student organization leaders, and have been awed by the energy and drive they bring to their positions. I have watched as students react to injustices in the world such as mobilizing to support their undocumented peers, and rallying to collect food, funds, and supplies for those devastated by recent natural disasters. And I never cease to be impressed by our outstanding faculty, who not only educate, but inspire our students and motivate them to apply their skills outside of the classroom to real-world scenarios in their very own communities.

Through all of this, I have come to better understand what it means to be a fierce advocate for justice. Our students have a deep and selfless commitment to serve their community

and improve the world we live in. This is a characteristic I have seen before during my time working for the federal government, but to see it inside the hearts and minds of our students—many of whom are less than twenty years old—is nothing short of amazing!

I am so proud to be a part of this community, and I want you, our alumni and friends, to know that it is truly an honor to be in a position to lead John Jay into the future during this unique moment in history. We are poised to fulfill and expand our unique mission in new ways. In the years ahead, we will continue to widen the reach of John Jay's national leadership on justice issues and ensure that all of our students are prepared to succeed in a rapidly changing world.

To all of those who have continued to make me feel at home here on campus, I would like to give my warmest thanks, and assure you that I will serve John Jay with the very best that I have to offer. I look forward to celebrating the great things we will accomplish together this year and for years to come.

Thank you,

A handwritten signature in black ink that reads "Karol V. Mason". The signature is written in a cursive, flowing style.

Karol V. Mason

Two New Trustees Join the Foundation Board of Trustees

On May 25, the Board of Trustees of the John Jay College Foundation elected two new members: Muhammad Faridi and Brendan R. McGuire.

Muhammad Faridi '04, is a partner at the law firm Patterson Belknap. Faridi's journey began when he came to the U.S. at seven years old. After becoming a cab driver and giving a ride to a former U.N. High Commissioner for Human Rights, who inspired him to become a lawyer, he enrolled at John Jay, and graduated in 2004. He later graduated from CUNY School of Law in 2007. From 2007 to 2008, Faridi served as a Law Clerk to the Hon. Jack B. Weinstein of the United States District Court, Eastern District of New York. He became the recipient of the New York State Bar Association's 2014 Outstanding Young Lawyer award. Faridi says he measures his success as a lawyer "in terms of the people I have helped."

Brendan R. McGuire is a lawyer at the firm WilmerHale, where he advises clients on issues related to white-collar enforcement, as well as money laundering, national security, cybersecurity, and export controls and economic sanctions. Mr. McGuire has roots in New York law enforcement: his



Muhammad Faridi



Brendan R. McGuire

grandfather, James McGuire, spent more than 40 years with the New York Police Department, and his father, Robert J. McGuire, served for six years as the police commissioner under Mayor Ed Koch. Before joining WilmerHale, he served for more than 10 years in the U.S. Attorney's Office for the Southern District of New York, where he was Chief of the Public Corruption Unit for three years, and then Chief of the Terrorism and International Narcotics Unit. Said McGuire, "I am delighted to be a part of such a distinguished group that serves such a worthy institution."

New Exhibit Honors Those Who Gave Their Lives on 9/11

Bravery and Sacrifice: NYPD Heroes 9/11 and Beyond, a new art exhibit at John Jay that celebrates the service of the people who risked their lives during the terrorist attacks on the World Trade Center Towers, opened on September 8 and is on display through December 2017.

The exhibit, located in Memorial Hall alongside John Jay's own 9/11 memorial, comprises 18 pieces of artwork depicting those who risked their lives in the line of duty. The exhibition was spearheaded by two individuals, Elizabeth Williams and Catherine Hughes, who personally observed emergency responders in action on 9/11/2001, and partnered with the NYPD.

The art in the exhibit was produced by the Society of

Illustrators, a group of artists who have been known to support the military and law enforcement. It is the first exhibit for the public of all the original works in the collection, and was made possible by the NYPD Foundation and others.

In September, NYPD Commissioner James O'Neill '88, MPA '93, and John Jay President Karol Mason presided over the opening of the exhibit. This was followed by a 9-11 tribute ceremony with FDNY Captain Michael Nigro and other community and campus leaders.



John Jay Mobilizes to Support Disaster Relief and Recovery Efforts

After four natural disasters, which struck within weeks of each other, the John Jay community has mobilized to support those affected by these tragic events.

John Jay set up a webpage—Unmet Needs—to serve as a resource for the community members who wish to donate or support the affected populations. John Jay is following the Unmet Needs Roundtable Model, a model that has proven to be effective in coordinating long-term recovery efforts.

In a letter to the John Jay community, Jose Luis Morin, chair of the Latin American and Latina/o Studies department,

identified organizations that people can donate to including Fundacion Loyola to support Mexico and The Hurricane Maria Relief and Recovery Fund to support Puerto Rico.

One John Jay graduate student, Layla Vasquez, started a Go Fund Me campaign that has already raised \$1,445 to support recovery efforts in Guayama, Puerto Rico, an area that was hit especially hard.

Check in with the Unmet Needs webpage to see how you can aid in the recovery efforts.

(l-r) Students: Carlos Rosado, Denielle Baker, Abraham Tejeda, Jr., Bianca Suazo, Irene Kontoncolas, Marell Ellis, Jasmine Garcia



A Class Aims to Eliminate Shame Around Rape Through Theater

by Mary Bakija

“A lot of students become empowered by the pen.”

— Barbara Cassidy

The character declares: “Big ups to the girls who were told they were too loud, too bold, too loving, too much, too intense, too sensitive, too emotional, too angry, too hard, too excited. You were just being yourself.”

The speech continues, reaching its crescendo, and then the lights come up. The audience stands to applaud, some hooting, come crying—it turns out an evening of theater called “Seeing Rape” could be moving, inspiring, and even fun. But it’s the fact audiences show up at all, and are open to discussing the topic, that is most important to Professors Shonna Trinch and Barbara Cassidy, who teach “Sex, Gender, and Justice: Seeing Rape.” The course, which just began its fifth year as part of John Jay’s Interdisciplinary Studies Program, culminates with this annual spring performance of a selection of their students’ final projects: short, dramatic plays that are now performed as live staged readings at the Gerald W. Lynch Theater.

“For many, it’s surprising to see how common experiences of sexual violence are,” Trinch said about the conversations she’s had with students from other classes and general audience members after the performances. “It’s also surprising how candid the students are after they see the plays, how they feel that a space has been opened up that allows them to have a discourse without shame.”

Bringing attention to rape, both the topic and the word itself, is difficult to do in the theater, but no less so for a class. Even Jasmine Garcia, who had long-range plans to work with victims of domestic violence before registering for the class last year, thought an entire course dedicated to rape seemed daunting.

“It was difficult at first,” she said, describing a classroom full of students like her, all unsure of the right thing to say. “I was pretty apprehensive, but topics that make you uncomfortable are important to discuss. Being silent doesn’t make the issue go away.”

That’s part of the power for Trinch, whose background is in linguistic anthropology. When she and Cassidy, a playwright who’s delved into the topic of rape in her artistic work, first conceived of the class several years ago, they focused on the idea of exploring how rape is discussed and defined both in everyday life and in fictional accounts. “In order for us to see it, we have to look at how it’s being shown,” Trinch said.

Students in the course examine representations of rape across a spectrum of media, including novels, movies, plays, podcasts, documentaries and other research materials. Throughout the semester, they keep a journal of interpretations, reactions, and ideas, some of which may help

inspire their final short plays, which may ultimately be chosen to be part of the spring performance. With students from so many different backgrounds and experiences, the projects tend to depict characters, situations, and other aspects of sexual violence that aren’t normally portrayed in the media.

“Our students’ work speaks to young people of many different backgrounds—ethnically, racially, economically, sexually,” Cassidy said. “And in the language of youth.”

Cassidy says the final project allows students to shine in previously unseen ways—those who struggle with essay writing may express themselves in a wholly new way with a play—allowing different types of students to succeed. In many ways, though, the benefits go beyond the academic. The class, and the performance, can be therapeutic as well.

“I’ve had so many students tell me that they were raped, and how just writing and thinking about it has empowered them,” Cassidy said. “A lot of students become empowered by the pen. This isn’t a self-help group; this is an academic class, and we’re making art. But art can heal. A lot of shame can be removed.”



Professor Shonna Trinch says students are surprised to learn that experiences of sexual violence are common.

“Being silent doesn’t make the issue go away.”

– Jasmine Garcia



“Those who have suffered sexual violence, or those who are in fear of suffering it, are not the ones who need to walk around with the shame of it,” Trinch said. “A colleague of mine, psychologist Katie Gentile, suggested that the plays allow students to hand the shame to others, which I thought was really powerful. That might be what the students are saying—they’ve been liberated by being allowed to talk about it, being allowed to represent it with all the language that comes with it, language they’re not allowed to use or isn’t typically used in a classroom.”

Students say the empowerment comes not just from the work itself, but from the instructors, who handle what can be an emotionally wrought topic with respect, sensitivity, and the realistic perspective that life continues after trauma—and that life can still be enjoyable.

“They are amazing,” Garcia said. “They are so comfortable with themselves, and it provides nothing but confidence in the class.”

“It’s really heartening to see how passionate the students become about this topic.”

– Jeenie Yoon

Accolades for the professors—as well as the students and their work—extend beyond the John Jay campus. In the spring, Cassidy and Trinch were invited to Gracie Mansion to meet with New York City’s First Lady, Chirlane McCray, during an event where she spoke about transforming rape culture. Naturally, they brought students with them to share the spotlight and to attend the event alongside their organization and partners.

“It’s really heartening to see how passionate the students become about this topic,” said Jeenie Yoon, Senior Campus Sexual Assault Coordinator at the NYC Alliance Against Sexual Assault, which has partnered with the class to offer expertise including facilitation training to students. “That is a big testament to Barbara and Shonna’s work. Watching students go from ‘I’m taking this class for credit’ to ‘I think I might actually want to do this after I graduate’ is really amazing.”

Cassidy and Trinch are committed to making sure that students become the messengers of the knowledge they gain



Jasmine Garcia

Through live staged readings, students are bringing attention to rape as part of the “Sex, Gender, and Justice: Seeing Rape” course. (l-r) Actors: Veracity Butcher, Aris Mejias, Dominique Brillon, Gabrielle Beans

comfortable talking to. It really helps change the culture in an exciting and hopeful way.”

The desire for a cultural shift in perceiving rape is the essence of the program. It’s a natural fit for John Jay, the professors explain, because the students in their class now will be the counselors and law enforcement officers working with these issues in the future.

“Ultimately, we’re interested in justice, and how students can become better professionals—we’re training people who are going to work in the justice field, whether in the police force, social services, or wherever their paths take them,” Trinch said. “We hope that as they concede different representations of rape, they will go into the field and not believe their stereotypical versions.”

“We’re thinking about how we can continue to have students engaged even after they graduate,” said Josie Torielli of the NYC Alliance Against Sexual Assault. “How can we keep them working in the field, always considering these conversations about rape and sexual violence, no matter what area they go into?”

Another long-term goal of all those involved in the project, aside from “the lofty goal of eradicating rape,” as Cassidy puts it, is no less ambitious. They’re looking for grants and funding to help expand the reach of “Seeing Rape” by developing it into a model program that can be adapted and incorporated into any school’s curriculum.

“The students who write these plays sit through a whole semester-long study of rape, and then they’re able to put something on paper that resonates with their classmates,” Trinch said. “That kind of connection is important, and we feel this is the kind of program that can be replicated anywhere there are students.” **JM**

in the course, both through their creative work and in simple day-to-day conversations. To that aim, the professors bring in experts from places like the NYC Alliance Against Sexual Assault, the Mayor’s Office to Combat Domestic Violence, and Womankind to teach student ambassadors how to pass along what they’re learning to their peers.

“Having a younger person talk about this, the message will come through much stronger,” said Hannah Pennington, Assistant Commissioner of Policy and Training at the Mayor’s Office to Combat Domestic Violence. She and her colleagues, along with those from the NYC Alliance Against Sexual Assault, have trained “Seeing Rape” ambassadors on how to facilitate group discussions among incoming freshmen at John Jay, students at their former high schools, and more.

“It’s helpful to have young people in the community who know what’s happening on the ground inform how we provide education and do prevention work,” Pennington added. “But we’re not just talking about prevention; we’re also trying to improve connections to services for survivors. It’s just as important for survivors to have somebody they actually feel

Professor Barbara Cassidy hopes the course will prepare students for justice work.



An Interview with John Jay College's Fifth President, Karol V. Mason

In May of 2017, the Board of Trustees at CUNY appointed Karol V. Mason, a legal pioneer and former United States Assistant Attorney General, as the fifth president of the John Jay College of Criminal Justice.

In her long legal career in both the private and public sectors, President Mason has been an exceptional voice for equality, fairness and criminal justice reform, issues that are at the heart of John Jay's mission. She was a leader in the Obama Administration on juvenile justice issues, bail reform and reentry for individuals leaving prison. In her distinguished career at Alston & Bird LLP, she was the first African American woman elected as chair of the management committee at any major national firm, and at John Jay College, she is the first woman and person of color to serve as President.

After assuming office on August 1st, President Mason spoke with Rama Sudhakar, Chief Communications Officer.

Rama Sudhakar: What was your childhood like?

Karol Mason: I grew up in Amityville, Long Island. I have a twin brother named Kevin; we were very competitive and both of us did well in school. My mother was the first of two black teachers on Long Island, thanks to a lawsuit filed by the NAACP. Even though she had two Master's degrees, she had to work as a domestic until the lawsuit was settled. My parents always emphasized education, which is why this job was perfect for me, because I know firsthand that education changes lives.



President Mason and members of the faculty prepare to lead the New Student Convocation ceremony.

RS: When did you decide to go to law school?

KM: I decided I wanted to be a lawyer because I saw that civil rights lawyers were changing the world. At UNC Chapel Hill, I had many opportunities, like being in the North Carolina Fellows Program, as well as a Resident Advisor. After that, I went straight to the University of Michigan for law school. The intellectual experience of law school was fabulous; I loved learning; and now I love being able to see that the friends I've made there have gone on to do wonderful things.

RS: You worked for almost 30 years at Alston & Bird, where you became their first black female partner. What was that like?

KM: Well, that was in 1990, and back then I thought it was interesting, but here we are in 2017 and I'm still the first. I'm the first woman and person of color to be President of John Jay. I grew up thinking that you have the responsibility to open doors for others because there have been people before me who opened doors for me. When people ask me, *how can I help*, I always say you have to do for others what others have done for you. You pay it forward.

RS: When did you know you wanted to go into public service and why?

KM: Since I was a kid, I was raised thinking that public service is a part of life. I was a girl scout all the way through 12th grade. I taught at night in an adult literacy program when I was in high school. Later, I served on the Board of Trustees at UNC Chapel Hill for eight years because I wanted to serve a university that did so much for me to change the course of my life.

RS: Much of your life's work has focused on fighting for reforms in the criminal justice system. What do you think are the most important issues in the field today?

KM: John Jay represents opportunity for young people, and it's that opportunity that we need to provide for people involved with the criminal justice system. I resist the term at-risk because from listening to young people, they say to call them at-hope. We need to equip people with what they need to be successful upon release from our prisons and jails, like access to jobs, education, and family. That's exactly what we're doing with the Prisoner Reentry Institute—we are providing opportunities for people to be successful when they go back to their communities.

I'm also concerned about how we criminalize poverty. People end up in jail because they're poor, and don't have the resources—to pay the fees and fines and bail—that needlessly draw them deeper into the system.





President Mason with the Bloodhound mascot and with students on the Jay Walk.



RS: What was the defining factor that led you to take on this role as President?

KM: I didn't want to be a college president—I wanted to be the President of John Jay, because of what John Jay does and represents. John Jay students are often the first generation to attend college. John Jay provides a wonderful opportunity to educate future leaders whose perspectives are critical for our country.

This is a dream job because education has the power to transform people's lives. I want to be here for the long haul and end my professional career at John Jay, and see what these young people do to lead our country.

RS: What do you think differentiates John Jay from other schools?

KM: The students. They're so bright and passionate. They're grounded in justice and they want to be in a place focused specifically on fairness and justice. Students are hungry for an education here. I love that! So student success is my primary goal. That's why we're here.

RS: What are some of your greatest strengths?

KM: I'm not a traditional candidate, but I have had deep exposure to academia, and I'm a continual learner. I'm also able to listen and build consensus. At John Jay, it is more difficult than one might think to build consensus among so many different groups with different perspectives, but I think I'm prepared for the challenge.

My experience in the DOJ administration also lets me make connections for students. For example, I recently connected a panel of students to the national leaders of the movement to reduce youth incarceration. I want to keep making those connections.

RS: What keeps you up at night?

KM: Money. I worry about the College not having enough of it, because there's so much need here. Recently, I walked home listening to students talk about job choices. I want students to have the economic freedom to focus on being students without the worry of money.

We need resources for a variety of things. We need money to provide scholarships to students, to offer paid internships and study abroad opportunities, to hire faculty, to improve our facilities. CUNY is lucky to be well funded, but the need exceeds what we have.

RS: What might students be surprised to learn about you?

KM: I started knitting 18 months ago, and I've learned to let go of being a perfectionist. I was making a baby blanket for a friend, and my friends had to remind me to keep going even after I made a mistake. I think that's a metaphor for life. You make mistakes but you keep going.

RS: What are your favorite hobbies?

KM: I'm an eclectic reader. I also am very active. I've hiked the Grand Canyon three times. I'm a biker, hiker, and I do yoga. I do a couple of yoga retreats a year.

RS: What would you tell alumni?

KM: We want you connected to John Jay. We want an active alumni association that can inspire our students. It's not just about money—there are many contributions you can make just by your presence. I like to connect people, and having a huge John Jay network is an opportunity for students to see what their lives can be like as they graduate. With 60,000 alumni, that network is powerful.

More Students Graduate On Time with ACE

by Sam Anderson



John Jay students were among the first CUNY students to become ACE (Accelerate, Complete, Engage) program scholars.

This past May, John Jay seniors gathered with their families in Arthur Ashe Stadium in Queens to celebrate the pinnacle of their academic career: graduation. With 3,690 students, it was the largest graduating class in John Jay College history.

Given its proud status as a low-income and minority-serving institution, graduating students in four years has become John Jay's single most difficult challenge. For the majority of students, obstacles abound. While tuition may be low, the cost of textbooks, transportation, and tutoring has never been higher. Combined with the cost of food and housing in America's most expensive city, the student who works two jobs and is still forced to drop out for semesters at a time to save enough money to return becomes less the exception, and more the rule.

DeLandra Hunter



DeLandra Hunter says the new program thus far has been a success.

At the same time, one of the students in Arthur Ashe Stadium on that warm day in May was only 19 years old. His name is Piotr Tandek, and from start to finish he graduated in just two years. The difference between Tandek and his peers—aside from a superhuman work ethic—is the Accelerate, Complete, Engage (ACE) program.

Modeled after CUNY’s Accelerated Study in Associate Programs (ASAP) initiative, which aims to double the graduation rates of students pursuing associate degrees, the ACE program sets out to do the same thing for bachelor’s degrees. As the first four-year college to implement the ACE program, all eyes are on John Jay to determine whether it’s viable, sustainable, and effective at increasing students’ graduation rates. If the answer to that question is yes, a wide rollout of the ACE program at CUNY colleges across the city is expected. And if the success of the first ACE graduate is any indication, the program seems to be working.

To be fair, Tandek’s case is a unique one. By taking winter and summer classes each year in addition to a full course load and some additional credits from high school AP classes,

Tandek graduated a full two years earlier than his cohort, most of whom are expected to graduate in 2019. Still, it is unlikely he would have been able to do so without the ACE program, which provides a free MetroCard, a textbook voucher, a tuition gap waiver, a personal academic advisor and career specialist, academic support services, and scholarships for winter and summer courses, among other perks.

“The difference is, I would probably be slacking in school and I wouldn’t be buying the textbooks I needed because who knows if I would have money,” Tandek said when asked what his trajectory might have looked like without ACE.

Tandek mentioned that his twin brother attends private school to the tune of \$32,000 per year and spends \$200 on biology textbooks. “Everything saved on me went to my brother,” he said. “Another burden like that would add up, and I wouldn’t be graduating in two years, but four or five.”

Tandek was in Cadet Corps, and plans to attend the Police Academy, but not before obtaining a master’s degree in criminal justice and history.

If a motivated student like Tandek can graduate in two years, what does that mean for the rest of the cohort?

According to DeLandra Hunter, the director of ACE programming, they are on track to meet their goal of graduating 50 percent of the initial cohort (262 students) in four years. “Because of the success thus far, we were able to receive additional funding for a new class before graduating the first class,” Hunter said.

In addition to the \$4.5 million provided by the Robin Hood Foundation to kick-start the program, new funding from NYC Opportunity under the Mayor’s Office and a grant from the Jewish Foundation for the Education of Women has left ACE with nearly \$6 million, enough to support a new cohort of 350 students.



Piotr Tandek

Funding remains one of the major obstacles to wider rollout of ACE. At \$3,500 to \$4,500 per student, per year, the program does not come cheap. But according to Hunter, “It’s an investment. Not only are we producing more graduates, but better prepared graduates.”

He added, “Students can come to John Jay and graduate, but with limited resources, they might not be as engaged in student organizations, they might not have done the internships, and they might not be as prepared for graduate school or a profession as ACE students.”

In addition to providing financial security to low-income students—the target demographic of the program—dedicated and personalized academic support is perhaps the most important ACE benefit.

“It’s important that I can walk into my advisor’s office whenever I want,” said Christian Carter-Stamps, a Criminology major and Sociology minor. “There have been times when I was stressed and he would just close the door and speak to me as an uncle or a father.”

During one of these meetings, Carter-Stamps was explaining how his grades were slipping in a particular class. The advisor told him he needed to talk to the professor, and walked him through the process. “I was able to sit down, in his [the advisor’s] office and make the call. I feel like that’s so unheard of because advisers have so many students, they don’t usually have time to do that,” he said.

Carter-Stamps, who’s on track to graduate in four years, recently finished a summer internship with the Ronald H. Brown pre-law program, which he learned about through ACE, and which gave him the opportunity to work at several different courthouses in Queens.

“My high school was under-funded so I could get by without studying,” he said, “so I got accustomed to slacking. But I’ve matured through the ACE program.”

Another ACE student, Anthropology major Leslie Roman, described her advisor as a “John Jay mom.” “She’s there whenever you need her,” she said.

Roman had a tough first semester and struggled to get C grades, leaving her feeling discouraged. But she was able to bring her GPA up to a 3.5 thanks in large part, she said, to the motivation of her advisor.

“You don’t know what people are going through,” said Roman. “You never know if a student lives by himself, if his parents aren’t in the picture, maybe he’s the only one taking care of younger siblings, or maybe she’s the only one that’s working. For that type of person, to be enrolled in the ACE program is like a gift.”

Roman received scholarships to study abroad in Florence, Italy, and has since become an ACE student leader, helping incoming students get oriented and coordinating events for the program. And like Carter-Stamps, she’s on track to graduate in four years.

When it comes to expanding the program beyond John Jay, DeLandra Hunter thinks there’s reason to be optimistic. “It’s not rocket science,” he said. “We know why students don’t graduate. Financial hardship is one reason, and quality academic advising is another. So we’ve put a system in place to address those reasons.” **JM**



Leslie Roman



Christian Carter-Stamps

Educating for Justice

Gala 2017



Arthur J. Mirante II, John Jay Foundation trustee and co-founding sponsor of the John Jay Vera Fellows program, along with (l-r) Jeffrey Gural and Trustee Ron Moelis.



A perfect backdrop for selfies.



Bill Moyers served as the Gala MC for the night.



(l-r) Jules Kroll, John Jay College Foundation board chairman; honoree Anna Deavere Smith; former President Jeremy Travis; and CUNY Chancellor James B. Milliken.



Honoree Anna Deavere Smith delivers remarks.

(l-r) Trustee LaBrenda Garrett-Nelson, Beth Lief, executive director of the Carroll and Milton Petrie Foundation, and board chairman Jules Kroll.



Honorees and guests enjoying the Gala program.



Trustees of the John Jay College Foundation (l-r): Jim McCann; Vice President for Marketing and Development Jayne Rosengarten; Chancellor James B. Milliken; Dr. Andrew Shiva; LaBrenda Garrett-Nelson; former Provost and Senior Vice President for Academic Affairs Jane Bowers; Jules Kroll, chairman; Professor Alisse Waterston; former President Jeremy Travis; New York Secretary of State Rosanna Rosado; Vice President for Finance and Administration Steve Titan; Arthur J. Mirante II, Anne Beane Rudman, Katherine Oliver, William J. Snipes.

CLOSING RIKERS

On Sunday April 2, 2017, the Lippman Commission, an independent coalition of leaders in academia, business, and social services including several members of the John Jay community, convened in the Moot Court at John Jay to issue a highly anticipated report detailing the findings of their months-long research efforts on the fate of Rikers Island. Their conclusion: the island must be closed and replaced by a network of smaller, community-based jails.

New York City has more than its fair share of problems. Though we've come a long way from the fiscal crisis of the 70s or the crack epidemic of the 80s, issues like crumbling infrastructure, a severe housing crisis, and fractious community-police relations continue to make headlines on a daily basis. But none of these issues has taken such a firm hold on the emotions of New Yorkers as Rikers Island. And few institutions have made such an important contribution to the decision this past spring to close Rikers as John Jay College.

It has been a long time coming. Countless media reports have unequivocally proven the existence of brutally violent conditions on the island of jails, such as the 2014 *New Yorker* magazine article detailing the case of Kalief Browder, a 16-year-old accused of stealing a backpack who spent three years on Rikers (most of it in solitary confinement) without a trial, culminating in his suicide. There was Bill Moyers' 2016 film "Rikers," which gave inmates the chance to tell their own harrowing stories, and which was screened at John Jay to packed audiences on more than one occasion. And there was the 2014 Department of Justice investigation that concluded that the NYC Department of Corrections (DOC) "systematically has failed to protect adolescent inmates from



Distinguished Lecturer Martin Horn, former NYC Corrections Commissioner



An overhead shot of the infamous New York jail.

harm in violation of the Eighth Amendment and the Due Process Clause of the Fourteenth Amendment.”

There have been grassroots campaigns and mass protests, “hashtags” and “Twitter storms.” There was the 2015 campaign to change the name of the island. Rikers is named after the Rycken family, original Dutch settlers, a descendent of whom, Richard Riker, was a city official known to actively collaborate with slave catchers in the 19th century. Then there is the fact that at any given time, nine out of ten inmates on Rikers are people of color.

Rikers has become a nationwide emblem of the acute problems of mass incarceration. It was and continues to be the most notorious jail in America, but closing the island for good has never been a viable political option. Until now.

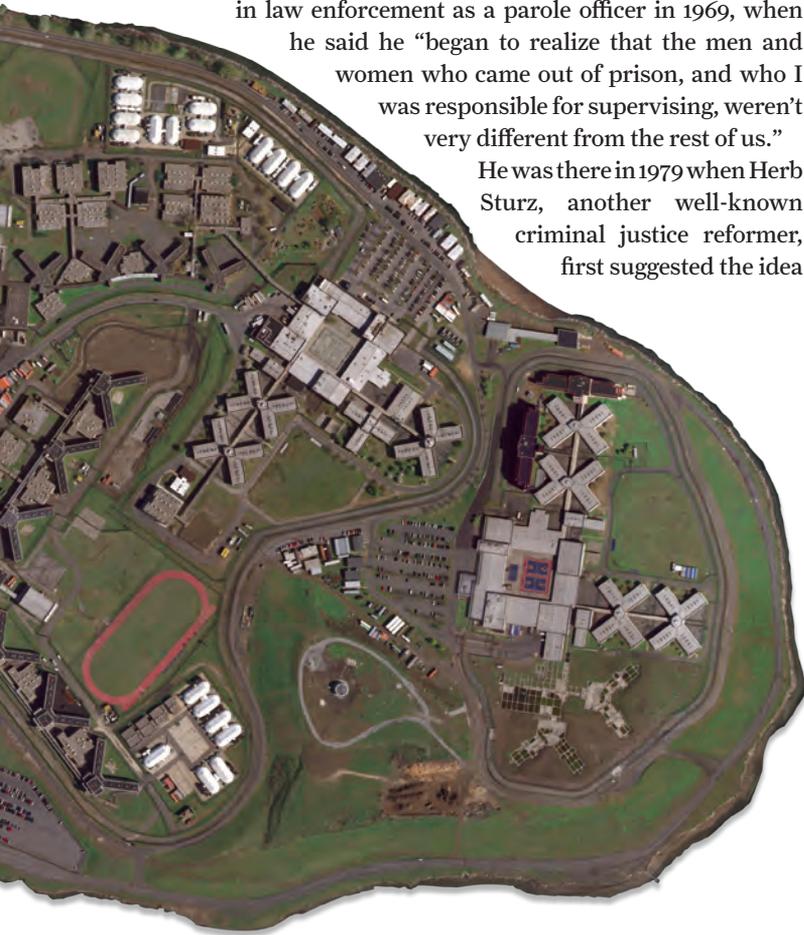
Upon issuing the report, then-president Jeremy Travis said, “We should be proud of the role John Jay College played leading up to this historic moment... We have been part of a movement to create a more humane, efficient, and safe environment for those New Yorkers who are held in corrections custody or work in these vitally important institutions.”

Two days earlier, Mayor Bill de Blasio held a news conference in which he stated his support for the recommendation of the Lippman Commission, and outlined a plan to close Rikers within ten years.

After nearly a century of operation, it looks like Rikers will close for good. And while the most difficult work is yet to come, it would be difficult to understate the importance of John Jay’s contribution towards making this goal a reality.

Martin Horn, John Jay distinguished lecturer, was among those who first championed the idea. He began his long career in law enforcement as a parole officer in 1969, when he said he “began to realize that the men and women who came out of prison, and who I was responsible for supervising, weren’t very different from the rest of us.”

He was there in 1979 when Herb Sturz, another well-known criminal justice reformer, first suggested the idea



that the state buy Rikers from the city, which would replace it with a network of smaller jails spread throughout the five boroughs, similar to the recommendation of the Lippman Commission. But the idea was shot down because of cost and labor relations issues among other obstacles. It was briefly revisited in the 80s as part of a DOC effort to modernize jails, but for much of the 80s and 90s, when crime was high and “tough on crime” policies dominated the era, the notion of closing Rikers would have been politically infeasible.

In 2003, Horn became Corrections Commissioner, and a year later proposed that the DOC should reduce the population on

“The people who are in jail are our brothers and sisters, they are the children of our neighbors, and the community has to take responsibility for them.”

—Martin Horn, Distinguished Lecturer



Glenn E. Martin, Founder and President of JustLeadershipUSA

Rikers, the first step towards closing the island. His plan was to reduce the number of inmates by 4,000 by expanding the existing jails in Brooklyn and building a new one in the Bronx.

“The number of people in a jail is a function of only two variables,” he said, “how many people come in the front door, and how long they stay. But the length of time it took the justice system to dispose of cases from point of arrest to dismissal had grown substantially.”

At any given time, three quarters of Rikers inmates are pre-trial—they have yet to be convicted of a crime. This is because nine out of ten defendants are unable to make bail in time to avoid getting locked up. Each case adds exponentially to the amount of time it takes for one case to slog through the criminal justice system, and the increased jail population leads to degraded infrastructure, which exacerbates bad living conditions and results in increased maintenance costs.

Horn never let go of the belief that Rikers “demonizes inmates,” and continued to speak out about closing Rikers publicly and at John Jay, where he has been teaching since

2002. “The people who are in jail are our brothers and sisters, they are the children of our neighbors, and the community has to take responsibility for them,” he said.

In addition to Rikers’ symbolic value as a penal colony, Horn thinks a network of smaller jails is simply more efficient. “Jails work best when they are in full view of the public. The more public involvement, the less likely bad things will happen,” he said.

Michael Jacobson agrees. He is the founder and director of the Institute for State and Local Governance at CUNY, and like Horn, he served as both Probation Commissioner and DOC Commissioner before becoming a professor at John Jay. He also served on the Lippman Commission. “Anyone who’s the commissioner knows that it’s not just that there are always problems on Rikers—on an essential level, Rikers itself is the problem,” he said.

In addition to issues of overcrowding and deteriorating infrastructure, Jacobson brought up another, simpler problem: geography. “It’s too far away,” he said. “Most of these folks are pre-trial. They should have access to their attorneys and families and easily be able to get to court.”

Because there’s only a single bridge between Rikers Island and the mainland, the cost of transporting inmates to and from court is \$30 million annually. Transporting inmates not only costs an extraordinary amount of money, it delays the overall time it takes for the criminal justice system to process cases, perpetuating the cycle of overcrowding and poor living conditions.

None of this information is new—it’s been talked about for quite some time now. What changed in the past few years is the willingness of politicians to seriously consider abandoning Rikers. And this is largely the result of intense pressure from community organizing groups like JustLeadershipUSA, a non-profit that has worked closely with the John Jay College community to raise awareness about the horrors of Rikers and put pressure on local officials to do something about it.

When Glenn E. Martin, the organization’s president and founder and a member of the Lippman Commission, was asked about when closing the jail system became one of his goals, he responded, “When I got stabbed in the neck at the age of 16, in a cell on Rikers.”

What Martin brought to the table that others had not, was both his personal experience as a former inmate, and the instinctive knowledge that no matter how much research and data there was to support closing Rikers, the facts did not matter unless local New Yorkers raised their voices. “The missing ingredient was organizing among community members to make it happen,” Martin said.

Since 2015, JustLeadershipUSA has coordinated a sophisticated campaign targeting top New York officials like the mayor and city council members, pressuring them to take a



A highly anticipated report found the island must be closed and replaced by a network of smaller, community-based jails.

stand on closing Rikers. Through their hashtag #CLOSErikers, the organization leveraged the support of celebrities while galvanizing community members to turn up at marches and vigils across the city, and at times across the country.

“Rikers tells its own story,” Martin said. “When the commission was first launched, about half of the commissioners were not convinced we should shut down Rikers. By the end, not only did people understand how we got here, but all ended up believing we should shut it down.”

That reality is still a long way off. Reducing the population on Rikers hinges on achieving a number of objectives such as reducing pre-trial supervision,

reducing or eliminating money bail, speeding up case processing, and creating more crime diversion programs and support services.

New jails must also be built, and the construction of five new borough facilities and a new staff training facility will be expensive—nearly \$11 billion. But a reduced jail population and more efficient facilities will eventually save the city around \$1.6 billion per year. And then there is deciding what to do with the island, a 420-acre bundle of land that represents a windfall development opportunity for the city.

There is much work to be done, but the groundwork has been laid with the work of many dedicated reformers, including members of the John Jay community. **JM**



“Anyone who’s the commissioner knows that it’s not just that there are always problems on Rikers—on an essential level, Rikers itself is the problem.”

—Michael Jacobson,
John Jay College Professor



A John Jay Initiative is Breaking New Ground

In the P2PH program, students are learning the intersections between public health and criminal justice. (l-r) Steven Pacheco, Yeyeline Rodriguez, Jeffrey Coots, and Anna Giannicchi.

By Chase Brush

Experts have long argued that incarceration in the U.S. is closely tied to public health, and here at John Jay College, that's one of the underlying principles of From Punishment to Public Health (P2PH), an initiative that aims to reduce incarceration by better serving the health needs of justice-involved individuals.

Begun in 2013 by co-chairs Gary Belkin, Executive Deputy Commissioner of the NYC Department of Health and Mental Hygiene, and former John Jay President Jeremy Travis, P2PH has quickly become a leading name in this effort. According to Jeffrey Coots, Director of P2PH and a public health lawyer, the mission is to bring together stakeholders in public health and criminal justice to address the most common challenges affecting individuals with mental health and substance abuse problems. Those stakeholders often represent a wide cross-section of the

two fields, including everything from academic organizations to public policy agencies, nonprofits, and community-based service providers who deal directly with clients.

"One of the things we recognize is that a lot of the care and service models are stuck in their silos. Homeless services are over here, HIV services are over here, mental health treatment is over here," said Coots. "So one thing we try to do is build bridges across those disciplines."

To build those bridges, Coots and his colleagues began by hosting interdisciplinary meetings in the hopes of fostering dialogues on the subject. They quickly attracted enough participation to warrant a larger event, so in 2014 P2PH began hosting an annual conference that has become something of a marquee forum. Their 2015 event featured an appearance by First Lady of NYC Chirlane McCray, who announced a

“roadmap for a more inclusive mental health system” initiative, which resulted in a major investment in public mental health called Thrive NYC. The past two conferences have focused on building what experts call the “core competencies,” strategies and skills needed by service staff working at the frontlines to accommodate individuals with behavioral health issues.

According to Coots, client engagement, substance abuse treatment, trauma-informed care, and dealing with violence are the most important issues to tackle. “[Service providers] should have a strategy for how to work with clients who display aggressive behaviors,” he said, adding that the current strategy is usually to ban that person from the clinic. “We can only ban people from so many places before they end up in the criminal justice system.”

Coots and his colleagues try to bring to fruition the ideas that arise at P2PH’s conferences and meetings, launching pilot programs and conducting research to identify areas ripe for reform. Some of those efforts are as simple as getting agencies that may not normally communicate to share information and resources, such as helping social workers on Rikers Island

to create co-signed letters showing that a newly-released individual’s health insurance is active. Because it often takes days if not weeks for an individual’s Medicaid to turn back on after release, the letters tell community service providers that it’s ok to bill for services when the individual comes seeking treatment.

“It’s that kind of thing that makes on-the-ground work, work,” said Rebecca Hochman, a coordinator at Coordinated Behavioral Care, Inc., who has worked with Coots on reentry issues for people released from Rikers. “You can talk about paradigm shifts until the paradigm shifts, but in the meantime, it’s the stuff in the moment that’s a big deal.”

Other projects are more involved. In 2014 P2PH launched a diversion program targeting homelessness in the subway system which aims to keep individuals who sleep on trains and in stations from arrest by directing them to treatment and housing services. For the past several years P2PH has collaborated with organizations like the NYPD and the Bowery Residents Committee (BRC) to analyze arrest patterns and patrol high-volume areas. To date, they have successfully placed over 1,200 homeless individuals from the subway into health and housing resources throughout the city.

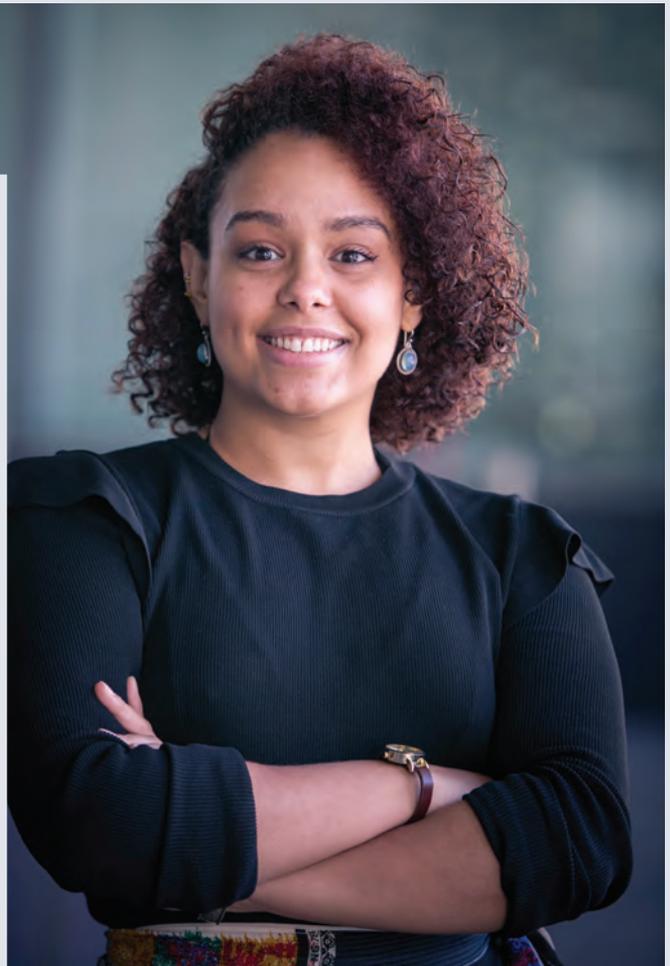
While the subway diversion program is mainly about addressing the health needs of vulnerable individuals *before* they enter the criminal justice system, P2PH has implemented other initiatives aimed at reentry. They’re currently working on a smartphone app for youths coming out of the juvenile justice system that will map out the social services and reentry resources available in Harlem. The project aims to create an accurate and up-to-date listing of youth justice-oriented resources, which often differ from those available to adults.

“The challenge,” Coots said, “is if you’re under 18, those services aren’t necessarily accessible to you,” adding that youths can’t admit themselves to a shelter without adult consent in New York. He described the app as similar to Yelp, where clients can rate the services and the agencies can populate their own information.

But whatever initiative P2PH is spearheading, students at John Jay often make up the backbone. Much of the research and coding for the youth reentry app will be completed by students in the college’s computer science department. As part of



Jeffrey Coots, Director of P2PH, is trying to address challenges affecting people with mental health and substance abuse problems.



Graduate students Anna Giannicchi and Yeyreline Rodriguez are leading research to create an app that will map out reentry resources for youth coming out of the juvenile justice system.

the subway diversion program for the homeless, students joint-patrol with BRC officers to collect data. Another project going on this summer has had students gathering information through focus groups about access to primary care that the city's Department of Health, which helped fund the effort, will later use to develop a set of best practices for physicians and other professionals serving justice-involved individuals.

"The work feels important," said Anna Giannicchi, a Pinkerton Fellow at the Prisoner Reentry Institute and research assistant at P2PH. "My ultimate goal has been to really take apart the criminal justice system and examine every part of it like a clock, and P2PH has given me the best and easiest access to doing that."

Yeyreline Rodriguez, who also started as a research assistant at P2PH before being brought on as a project manager, echoed Giannicchi's sentiment. Now pursuing her master's in criminal justice, she studied forensic psychology and anthropology under Professor Ric Curtis as an undergraduate, working with him on drug use and abuse. Through that work she said she got a sense of how poorly the justice system dealt with

individuals with substance abuse problems, defaulting to punishment when a better solution might have been treatment. "The population that I was dealing with the most, and the population I was seeing in these agencies, were all funneled through the criminal justice system," she said.

Both Rodriguez and Giannicchi said P2PH has given them a different lens to view problems surrounding criminal justice, and that other students at John Jay may be similarly inspired. While many incoming freshmen come to study law enforcement or forensic science, programs like P2PH prove that they can contribute just as much by studying public health. "The people that are in hospitals all the time are the same people that are incarcerated a lot of the time," said Giannicchi, who's studying forensic psychology. "But the two people that house them, they don't talk to each other, and our mission is to bring them together so we can have these important conversations."

"It's really a matter of supporting the individual so we can set them up for success when they come back," Coots said, "and we can take a public health approach to that." **JM**

FACULTY PROFILE



Lorraine Moller

In the 2015 documentary *Dramatic Escape*, which follows a group of performers at Sing Sing prison as they mount a production of Aaron Sorkin's *A Few Good Men*, Clarence Madin, a member of the Rehabilitation Through The Arts (RTA), Steering Committee, explains why he voted to stage this play. "I would like to afford the members the chance to step into new clothing," Madin says. "Let them change and transform. You don't understand the transformative power of putting on a good suit, after having on greens every day."

Madin's comments come at the beginning of the film and help encapsulate its main takeaway, which is that the arts in general—and theatre in particular—can provide a

rehabilitative outlet for individuals in a prison setting. Bringing that outlet to Sing Sing, a maximum security correctional facility in Ossining, New York, has been one of the central missions of the RTA, the creative arts program which began there in 1996. It's also the lifelong career and scholarly focus of Lorraine Moller, an associate professor in John Jay's Communication and Theatre Arts department, director of many campus productions and one of RTA's founding members.

"Many of these guys have never walked in the shoes of anyone else," Moller, who is featured throughout the film as she helps organize and direct the production, says. "So they learn how to look through multiple perspectives, how to see things in a different way. And if they can do that, they learn that they can not only see things differently, but be different."

A three-time graduate of New York University, where she obtained degrees both in theatre and communications, Moller has played a hands-on role in bringing greater educational opportunities to inmates over the years, beginning in the early 90s when she became involved in the College Bound Initiative at the women's Bedford Hills Correctional Facility. She was later recruited by RTA's creators to help co-write and direct several early productions at Sing Sing, which have included both stage adaptations of popular movies as well as original pieces created by inmates themselves. She says the program quickly became an "oasis" for individuals looking for a place to express themselves legitimately.

"Theatre has the wonderful capacity to allow actors to feel anger, to channel their emotions artistically," she says. "You can't express anger, outrage, arrogance in a prison, but in the context of theater, you can run the gamut of emotions."

A prolific writer and researcher, Moller has also studied the efficacy of the craft in her academic life, most notably in a paper about the effect RTA has had on prisoner behavior. Focusing on her 2009 production of *Slam*, she found that those inmates who participated in the program had significantly fewer disciplinary infractions, as well as less time locked in their cells. Other studies have found that organizations like RTA, which is now present in five New York state prisons, can also drastically lower recidivism rates among graduates and even increase their likelihood of going on to complete GED or college degrees, she notes.

Moller, who has served on RTA's board of directors and has also directed plays at Bayview Correctional Facility, is slated to begin another production at Sing Sing during her next sabbatical in the fall of 2018. In the meantime, she says she'll continue to promote *Dramatic Escape*, which has since been screened at a number of film festivals and was broadcast on PBS earlier this year.

"It's really a profound education experience, theatre," Moller says. "It's not about making better actors, and it's not about grooming prisoners to go into the film business. It's about making better citizens."

A Few Good Men performed at Sing Sing.



FACULTY PROFILE

Stephen Russell

“The fun part about history,” said Stephen Russell, “is that it’s like a puzzle you have to figure out.” Russell is an assistant professor of ancient history at John Jay, and this past spring he received a Faculty Recognition award for research that led to the publication of his most recent book, *The King and the Land: A Geography of Royal Power in the Biblical World*.

While historians have gotten used to the idea of relying on old texts such as letters and other primary source materials to do their research, Russell takes this to the next level: he relies on stone tablets unearthed in the Middle East by archaeologists in the 19th century and carved in cuneiform, an ancient writing system.

“I tend to work from published editions of these materials. I don’t have to go to Iraq to do my research, I work in libraries, so it’s less exciting than Indiana Jones,” he laughed, “but I still solve puzzles so it is exciting.”

Russell’s doctoral training allows him to understand some of the world’s earliest languages such as Akkadian and Ugaritic, which were spoken in ancient Mesopotamia. He puts these skills to use researching law and society in the ancient world, with a special interest in land rights and usage.

According to Russell, “Human power over land is often more about human power over humans. Whether it’s slavery in the American South, the ancient civilizations I study, or the current situation in the Middle East, that dynamic is always there.”

But interpreting the land rights of ancient Babylonians is no easy task. For example, Russell studied land sale documents from the 14th century B.C. that not only were written in an ancient language, but a sophisticated legal jargon of that language. “So the fun part is trying to read these dense legal texts and untangle them,” he said.

One of the more interesting conclusions from *The King and the Land* is that different groups and individuals could have different rights and privileges pertaining to the same piece of land, meaning that ownership was not an exclusive concept. One person might farm the land, but that didn’t necessarily prevent travelers from walking across it, or administrators from seizing it if the farmer committed a crime.



The remains of ancient Ugarit. Akkadian legal documents discovered here shed light on royal administrative power over land in the ancient Near East.



Russell brought up a frequently asked question: why should John Jay students, many of whom are pursuing careers in law enforcement, public administration, or other non-historical fields, take an interest in ancient history? The answer, he said, has less to do with names and dates than it does about learning how to critically interrogate a text.

“Students start out in my course accepting what a text says at face value. But there are times when the text is claiming one thing, and as a historian, I can actually conclude that the opposite is true,” he said.

At one point in Russell’s ancient history class, students were reading a text written by a Mesopotamian king, who claimed to have conquered and destroyed several cities. But later in the text, the king said he went back to one of the cities to fight it again. One student raised his hand to make the point that if he had to come back, the king must have failed to conquer the city the first time around, and lied about it in the text. “I told him to pat himself on the back, because that was the moment he became a historian,” said Russell. He added that the critical reading skills taught in his class will hopefully be the same skills that allow students to distinguish fake news from real news and become more engaged citizens.

Russell, who is originally from Jamaica, graduated from the University of Pennsylvania, studied at Oxford, and obtained a Ph.D. from NYU in 2008. “One of the fun parts about being at John Jay is that many of my students are immigrants like me,” he said. “I enjoy the hard work they bring to the classroom.”

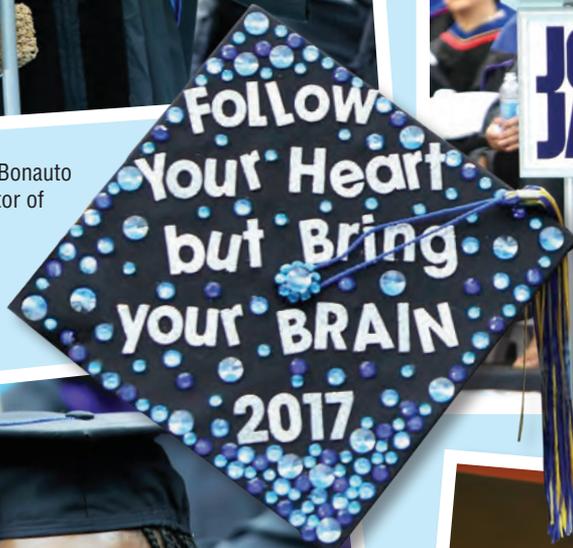
Congratulations



Civil rights attorney Mary Bonauto received an honorary Doctor of Law degree.



Journalist Jose Antonio Vargas received an honorary Doctor of Humane Letters degree.



Thumbs up for the completion of a milestone.



Valedictorian, salutatorian, and student government representatives.

Class of 2017!



A student's fiancée sweetens graduation day with a surprise proposal.



Smiles four years in the making.





Exploring Reasons for the Decrease in Crime Rates in New York City

by Sam Anderson

The enormous decline in crime experienced in New York City and across the country over the past 25 years is perhaps the single most fascinating and intricate phenomenon in modern criminology. According to a report by the Brennan Center for Justice, since 1991, violent crime has dropped by 51 percent and property crime has dropped by 43 percent. In New York City, 2,245 people were murdered in 1990, yet 2017 is on track to close with under 300 murders—the lowest number in history since police started keeping records.

Without a doubt, crime is down, yet the jury is out on the reason why. At a glance, the more popular theories include: increased numbers of police officers; increased incarceration; demographic changes; increased economic prosperity;

decreased unemployment; the introduction of computer-based policing (CompStat); decreased crack cocaine use; and several less mainstream theories like the prohibition of lead in gasoline.

Each of these theories has some merit, but none has been empirically proven to be more significant than the other. And the diversity of opinions as to why crime is down is reflected here at John Jay, where several faculty members have studied the issue and failed to reach a consensus.

Barry Latzer, Professor Emeritus of Criminal Justice and author of *The Rise and Fall of Violent Crime in America*, favors demographics. “My generation, the baby boom generation, is really responsible for the overwhelming majority of violent



crime,” he said. “And we know that most crime is done by young males. As they start reaching their mid-30s, they start aging out of violent crime.”

Latzer contends that the increase in population that occurred during the post-war era left an increase in the number of young males on the streets, and they committed more crimes, until they essentially grew up around the early 1980s when the first signs of a crime decline became noticeable. “My view is that it would have continued to decline, but by the late 80s, the young generation started using crack cocaine which caused a tremendous increase in violent crime,” he continued, “so you see a big upturn in robberies by males, prostitution by females, and larcenies by both sexes.”

Most experts agree that the crack epidemic of the 80s began to subside by the 90s, but again, they are divided on the reason why. While Latzer contends that crack subsided because “They hired more cops, they hired more prosecutors, they built more prisons, and toughened the laws,” others such as Anthropology Professor Ric Curtis reject the idea that law enforcement was solely behind the

decrease in crack use, and what really happened was that “crack became whack”; local communities bore witness to the horrible consequences of using the drug and began to reject it on a personal level, favoring marijuana use instead.

It’s true that there was a massive buildup of the criminal justice system during the 90s that resulted in what we now call mass incarceration—the phenomenon in which the U.S. is home to 5 percent of the world’s population, yet 25 percent of its prisoners. Several professors at John Jay have been outspoken opponents of mass incarceration. But the numbers show a more complicated reality.

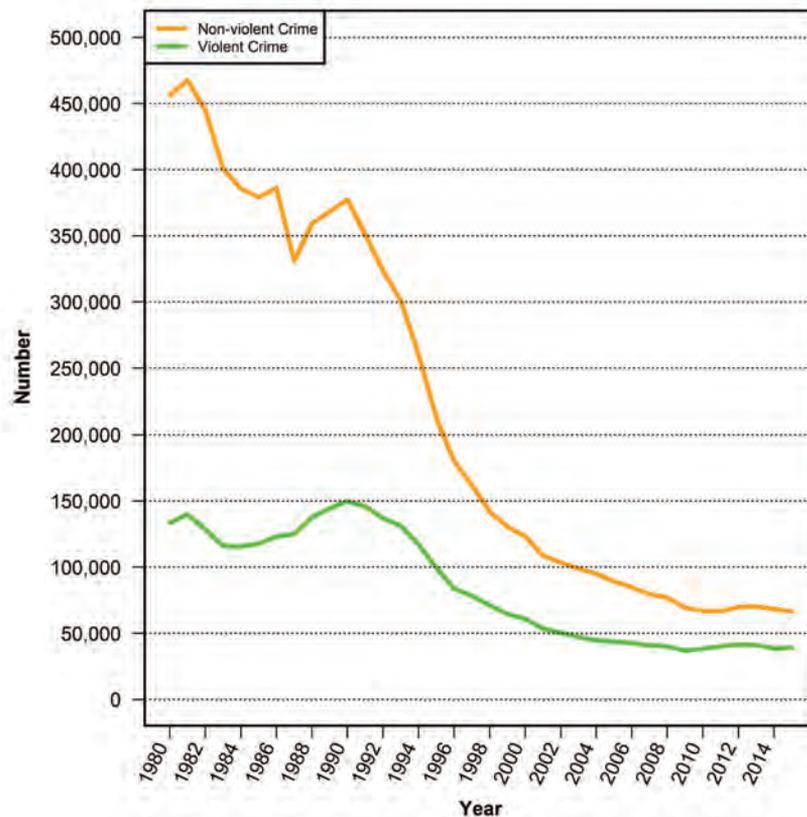
According to the Brennan Center report, from 1990 to 1999, increased incarceration accounted for 0 to 7 percent of the decrease in crime. But from 2000 to 2013, that contribution decreased to less than one percent.

Essentially, increased incarceration

had some effect in the 90s, and close to no effect over the past 10 years. Another report from the Brookings Institution’s Hamilton Project stated that incarceration has “diminishing marginal returns,” meaning the more it’s used, the less it works.

“College is the safest place to weather the stormy years of adolescence.”

—Andrew Karmen



Data Sources: New York State Division of Criminal Justice Services, Office of Court Administration, New York City Police Department, New York City Department of Correction

Deputy Police Commissioner Ben Tucker '77, a John Jay alumnus, put it another way: “Even if crime is coming down, it may not be worth it if you’re also alienating a significant portion of the population.” The population he’s referring to is African Americans and Hispanics, who combined make up 32 percent of the population, but 56 percent of incarcerated people.

Tucker brought up stop and frisk, which was eliminated in New York City in 2013 after a judge ruled that the NYPD were enforcing it in an unconstitutional manner. “I think we did a couple of things that were impactful [in decreasing crime], but had a negative impact on the department. That’s why we had these lawsuits, and we’re working with a federal monitor to figure out how to rebuild the bridges that were burned as a result of those stops.”

Tucker believes that the introduction of CompStat, a system implemented by Commissioner Bill Bratton in 1994, also contributed to the drop in crime. CompStat used computer technology to track crimes in real time, a vast improvement over the analog system in which crime data had a lag of about one month.

“CompStat was a game changer with respect to using data more effectively to pinpoint where crime was taking place, and being more strategic in how you deal with it,” Tucker said.

According to the NYPD website, CompStat “successfully drove down crime to record levels not seen since the 1960s.”

Sociology Professor Andrew Karmen tends to disagree. Karmen is the author of *New York Murder Mystery: The True Story Behind the Crime Crash of the 1990s*. He believes the role

of the NYPD in driving down crime has been exaggerated, particularly the effectiveness of Stop and Frisk and Broken Windows as policing tactics.

Today, the idea that the drop in crime was caused by several factors and not just policing tactics is widely accepted. Said Karmen, “These two policies [broken windows and stop and frisk] that were so accepted then, are now seen properly as maybe not the reason why crime is down. And they were certainly damaging to police-community relations.”

Two factors that Karmen believes have gone unnoticed in the debate are increased immigration and increased availability of a college education. “Immigrants are helpful in revitalizing neighborhoods. They bring all sorts of skills and energy, and turn run-down places into fashionable neighborhoods,” he said. He came to this conclusion by examining data on inmates and noticing that while plenty of people from other countries were coming into the city, they were disproportionately underrepresented in the prison system.

Karmen also believes some credit for the drop goes to CUNY. “From my studies, very few people who were arrested for murder had gone to college. One of the best things that was happening was CUNY’s open admissions policy,” he said. “College is the safest place to weather the stormy years of adolescence.”

Karmen, Latzer, and Tucker are just a few of many John Jay community members who have experience with the issue, and there are surely other factors at play that have not been discussed in this article. What they agree on, however, is that the crime drop is here to stay—at least in the short term. **JM**



Alumnus Arthur Hill received several awards after 27 years of exemplary service in the NYC Police Department.

Arthur and Patricia Hill Foundation Supports Center for Policing Equity's LEAP Program

This summer, the Arthur and Patricia Hill Foundation extended their generous support to the Leadership in Empowering Advocates Program (LEAP), an initiative of John



Members of the Hill family gathered to dedicate a lecture hall in memory of Arthur Hill.

Jay's Center for Policing Equity (CPE). In celebration of the gift, members of the Hill family gathered on campus to dedicate a lecture hall in memory of prominent alumnus Arthur Hill '66, MPA '73, who retired as Assistant Chief Inspector in 1973 after 27 years of exemplary service in the New York City Police Department. Over the years, Hill received numerous awards, commendations, and citations for his law enforcement work and community service.

John Jay and CUNY Push for DACA Renewal

There has been an outpouring of criticism in academic circles, and especially at CUNY and John Jay, in reaction to recent efforts to rescind DACA, the Deferred Action for Childhood Arrivals program.

In a statement on the subject, John Jay President Karol Mason said, "we are committed at John Jay to doing everything we can to support and protect our students, regardless of immigration status." It is estimated that there are between 500 and 1,000 undocumented students at John Jay College.

The College will not disclose any immigration information about students unless legally required. These protections are consistent with the policy outlined by CUNY and Chancellor James Milliken.

Faculty, staff, and students around campus have been organizing to provide additional resources and support for undocumented students. These include: advertising free renewals of DACA applications; the creation of community safe spaces such as "Pizza Mondays," an event put together by the Latin American and Latina/o Studies department whereby undocumented students can get together to talk and discuss immigration issues; confidential counseling support offered by the Wellness Center; and other legal and financial resources.

To learn more about the resources available to undocumented students at John Jay, visit:

<http://www.jjay.cuny.edu/undocumentedstudents>



Generation Citizen Aims to Get Young People Civically Involved

Among the less surprising results of the 2016 presidential election was the news that only half of U.S. citizens aged 18-29 who were eligible to vote turned out on Election Day. Not only do many young people not vote—they are less inclined to run for office and frequently take a cynical view towards politics.

But John Jay alumna DeNora Getachew is trying to change that. Getachew is New York City Executive Director of Generation Citizen, a nonprofit organization bringing an “action-based curriculum” to local classrooms.

According to Getachew, “Contrary to popular belief, it’s not this moment in time that’s created the problem of young people not understanding how government works. It has happened over several decades.” She said that through a combination

of increased interest in the STEM fields beginning in the 60s and a gradual de-emphasis of teaching civics in the classroom, more and more young people do not know how to become civically engaged, and many have come to believe that they do not have a voice when it comes to politics.

“We want to show young people that government and politics is a solution for affecting change, and that they shouldn’t be afraid of engaging in politics. It’s not a dirty word,” said Getachew.

Generation Citizen aims to achieve this goal by bringing college students who serve as “democracy coaches” into local classrooms to energize students about civics and show them how to make an impact in their communities on the issues they care about. Some of the issues New York students have focused on include police accountability, affordable housing, littering, domestic partner violence and racial profiling. After identifying the issues students are passionate about, the democracy coaches set out to show them what actions they can take, such as how to contact local officials, raise awareness about an issue, or support certain legislation.

“It’s not just complaining about problems, it’s about finding solutions,” Getachew said.

Before becoming involved with Generation Citizen, Getachew studied Legal Studies at John Jay, and said she transferred from NYU because she wanted to have a career in public service. In 2001 she graduated from John Jay and enrolled at Fordham Law School, graduating in 2005. For a time she worked with the New York City Council where she played an integral role developing a campaign finance bill that increased matching funds for candidates running for office. Later, she worked at the Brennan Center for Justice, but felt disconnected from the local communities impacted by her work. So she decided to get more closely involved in civic engagement.

“It feels like a blessing every day to do the work I’m doing, connecting and engaging with young people and inspiring and empowering them to believe in democracy,” she said.

Generation Citizen traces its roots to Brown University in 2008, and today it operates in Providence, New York, Boston, the Bay Area, and more recently, Central Texas and Oklahoma City. The organization continues to expand, and worked with 3,400 students in New York this year.

“I’ve dedicated my career to public service and the notion of being an active and engaged citizen. I hope that in years to come, I continue to do that and find a way to be of service to our community and ensure that our democracy continues to function,” said Getachew.

Fighting Kidney Disease Through Genetic Research

Sitting in a lecture hall surrounded by hundreds of fellow freshmen, Dr. Christopher Pedigo was deeply uninspired by the anonymity of his first college. “The attention you get in that kind of environment is really limited,” he said. “I felt a bit lost. It’s hard to ask questions when there are 500 students and one professor.”

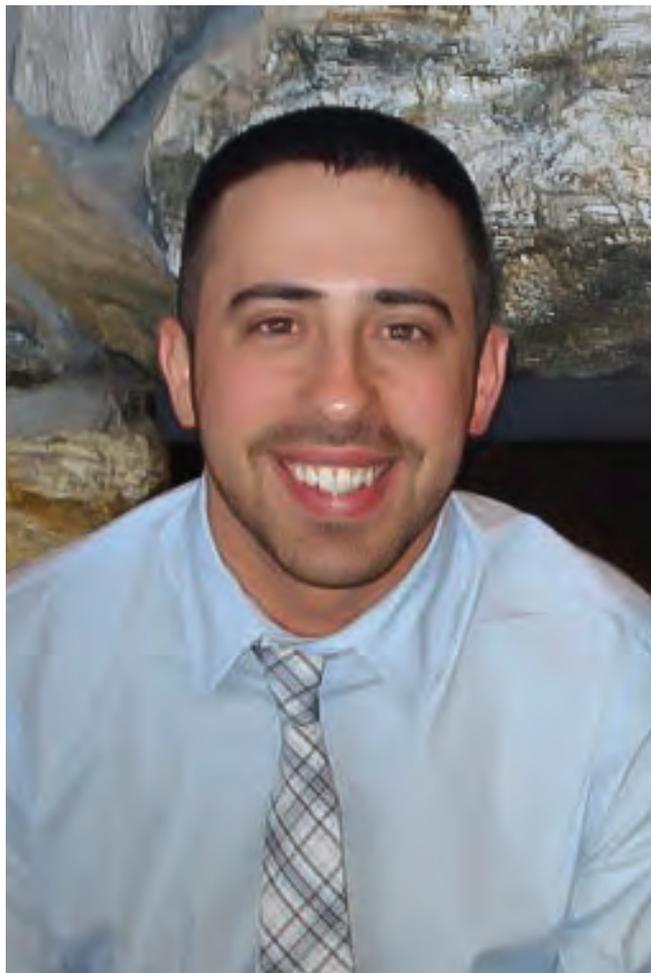
In his search for a better fit, the stellar reputation of the forensics program led him to John Jay, where he soon found more intimate classes and focused attention. Pedigo said that the practical instruction he received in his regular curriculum and as part of the Program for Research Initiatives in Science and Math (PRISM) set him on a path of success that he would never have achieved if he’d stayed at the larger school.

“Initially, I didn’t realize the advantages,” he said. “But after graduating I saw that the type of training we received was more hands-on and discovery-based than what is offered at other schools. The basic techniques we used to answer a question, that higher level of creative problem solving—as opposed to simply following directions—has been essential to my work in graduate school and now during my post-doc.”

Since completing his undergraduate degree in molecular biology at John Jay in 2009, which included a project about the bio-accessibility of arsenic in rice with Dr. Yi He, Pedigo received a Ph.D. in molecular and cellular pharmacology from the University of Miami Miller School of Medicine and is now working on his post-doctorate in nephrology at Yale University. There, he continues the work he has been studying for years, examining a genetic variation of particular kidney cells that causes certain populations to be more susceptible to developing kidney disease. His team of researchers are trying to understand what factors beyond genetics may also influence development of the disease in those populations.

“The work I did with Dr. He piqued my global interest in how analytical chemistry could relate to health and disease,” he said. “When I joined a lab in grad school, a lot of the things I had learned at John Jay allowed me to help develop their techniques in performing experiments, because I already had experience using the equipment. That gave me a huge advantage. A lot of those smaller things we learned at John Jay which may have seemed insignificant at the time wound up being crucial to my success.”

Pedigo had a chance to reflect on John Jay’s influence recently when he returned to campus as the keynote speaker at a PRISM symposium. In addition to seeing the physical growth of the



math and science programs, which have moved into a larger facility since he was enrolled, speaking with current students about their experiences reminded him how beneficial another aspect of the school had been. “The Math and Science Resource Center was an amazing resource,” he said, noting that he not only relied on MSRC services, which assisted more than 1,500 students last year alone, but he also served as a tutor there. “I wanted to help because I think success is often a matter of study skills. I struggled with that in the beginning, and it’s something that’s hard to learn. The MSRC is really important to your individual success as a student.”

“While I enjoy being in a lab,” Pedigo said, “it often means sitting all day with mice or cells in a Petri dish, and it’s good to get out and interact with students. Because that’s what I really enjoyed during my time at John Jay.”

CLASS NOTES

1970s

Thomas Nazario (B.S. '72) is the Founder and President of The Forgotten International. He recently did a TEDx Talk entitled "Building A Meaningful Life."

Jonah Triebwasser (B.S. '72), Red Hook Town and Village Justice, has been awarded a scholarship to attend the National Judicial College in Reno, NV, where he will be studying how to handle cases involving commercial vehicles.

Peter Dodenhoff (B.A. '73), Founding Generation alumnus, retired on June 2 after 42 years of distinguished service as our senior editor/writer/ coach/ grammarian/ musician/ marshal. During his farewell celebration, former President Travis and a host of fellow alumni, colleagues and friends offered heartfelt thanks for Peter's loyalty, wit and commitment through the years.

John M. DeMaggio (B.S. '75), who earned a master's degree from the Whiting School of Engineering at Johns Hopkins, has been chosen to receive the Woodrow Wilson award for Distinguished Government Service from the Johns Hopkins University Alumni Association.

1980s

Brian Carl (B.S. '83) is Senior Managing Director and Director of Investigations/Americas at K2 Intelligence.

Gerald A. Esposito (B.S./ M.P.A. '83), who has been with the Brooklyn Community Board No. 1 since 1977, celebrated his 40th anniversary serving as its district manager. At the time of his hiring, he was the youngest district manager in New York City.

Irene O'Donnell (B.S. '87), distinguished alumna and employee, was honored on June 1 by scores of John Jay colleagues, administrators, friends, and family after her lifelong commitment of 36 years to her alma mater.

Neil DeSousa (B.S. '89) retired from the United States Marshals Service (USMS) after 29 years of service.

Jerry Lamb's (B.A. '91, M.A. '13) youngest son Sampson Mapp graduated from John Jay this May.

1990s

Jason Love (B.S. '93), Captain with the Bergen County Prosecutor's Office in NJ recently graduated from the 266th session of the F.B.I. National Academy.

Sheryl A. Sanford (B.S. '96), JD, recently launched Black Marjeh Leff & Sanford LLP, a full-service law firm in Elmsford, NY, along with founding partners Robert M. Leff, Lisa J. Black, and Dana Khalife-Marjeh.

2000s

Lisa Guzman (B.A. '01) on April 27 became a Deputy United States Marshal assigned to the Orlando office.

Craig W. Trainor (B.A. '01), JD, of the Trainor Law Firm, PC was selected to the 2017 New York Metro Super Lawyers list, an honor reserved for those lawyers who exhibit excellence in practice. Only 5% of attorneys in New York Metro receive this distinction.

Eschalla Clarke's (B.A. '05) 7-year-old daughter, Hailey, recently won the Delaware USA Ambassador Pageant Junior Preteen crown.

Theodore Miraldi (B.A. '07, M.P.A. '14), who started working as an NYC Court Appointed Guardian Ad Litem (GAL) in 2015 to represent those not able to defend themselves in civil court, has helped adjudicate more than 125 cases.

Angel L. Cardoniga (M.A. '07) recently retired from the United States Marshals Service (USMS) as Chief Inspector following a 25-year career.

Jennifer Nazario (B.A. '09), who previously worked as the Recruitment Coordinator under Gov. Cuomo, is currently working as an HR Generalist with the Morris Heights Health Center (MHHC). Presently working on her M.B.A., she is also expecting her second child, a boy, later this year.

2010s

Christelle N. Onwu (B.A. '10) is a Human Rights Specialist at the New York City Commission on Human Rights, a Coro Fellow with the New York Leadership Center (Immigrant Civic Leadership Program), and an alumna of the New American Leaders Program.

Jeffrey Q. Jimenez (B.A. '11) is continuing his education at NYU Wagner, pursuing his MPA, specializing in Social Innovation, Impact, and Investment. He interned at Ashoka Social Financial Services in Washington D.C. during the summer.

Richard T. Piszczatowski (B.S. '11), currently in the M.D./Ph.D. program at Albert Einstein College of Medicine, co-authored a paper, "A Myeloid Tumor Suppressor Role for Nf3," published in the Journal of Experimental Medicine.

Alden Foster (B.S. '12) is the Deputy Director for Youth Services and Community Engagement for the NYPD (the first member of the department to hold this position) and recently received the 2017 Community Partnership award and John Jay's Outstanding Young Alumnus award.

Ryan Nasim (B.A. '12), JD, graduated from Touro Law Center, summa cum laude, in May 2017. Ryan was admitted to practice law in the State of New York in April 2017. He currently serves as Assistant Corporation Counsel for the Office of Corporation Counsel where he defends actions brought against the City of New York.

Atendoro Gonzalez (B.A. '13) graduated from St. John's University School of Law and was admitted to the New York State Bar in June. He currently works as a staff attorney in the Tenants' Rights Coalition at Bronx Legal Services.

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

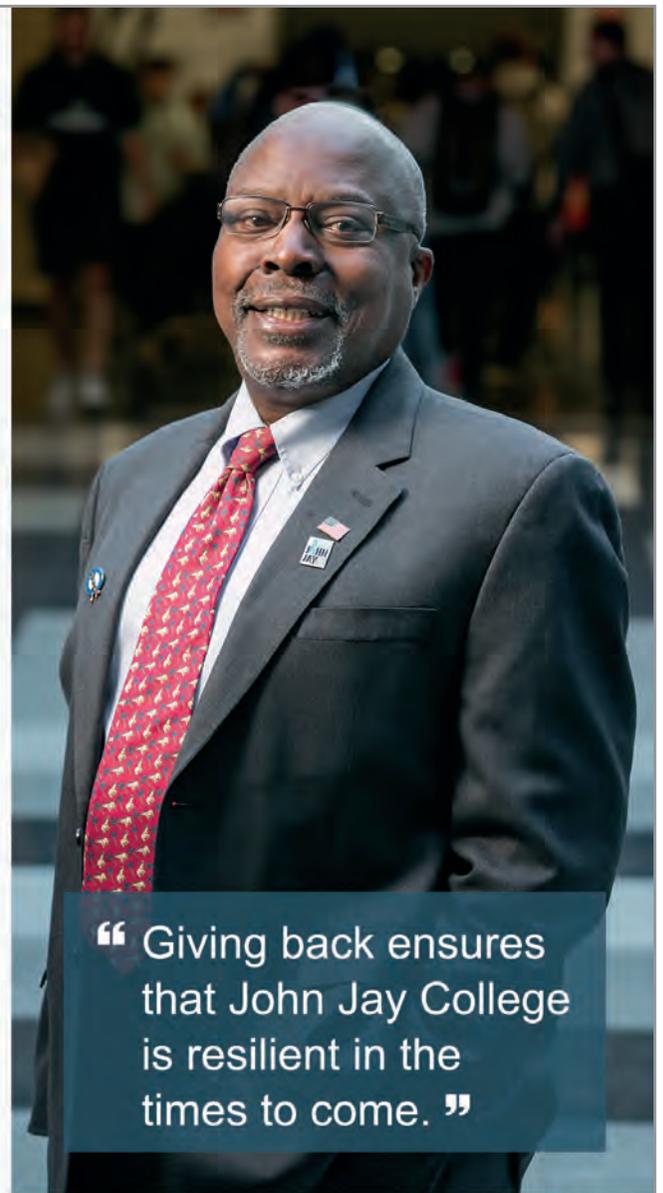
Leading by Example

Little did Professor Rodney Benson know that a class presentation during his Master of Public Administration program in 1979 would land him his first job as a methods analyst at the Department of Correction.

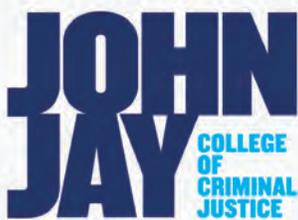
“After class, my classmate said that there was a position at the Department of Correction that I’d be great for.”

Today, as an adjunct professor, Professor Benson has included John Jay College into his legacy plans by adding the College as a beneficiary to his insurance policy. Life insurance is a simple and impactful way to support John Jay College. Naming the College as a beneficiary allows the donor to make a larger gift than they may have otherwise been able to afford, with relatively little cost. Each gift, no matter the size, provides critical support to key programs at the College.

“Some of us remember when we had to band together to save John Jay from closing,” said Benson. “Giving back ensures that our [alma mater] is resilient in the times to come.”



“ Giving back ensures that John Jay College is resilient in the times to come. ”



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

Adeshola Akintobi, MBA, Major Gifts & Planned Giving Manager
(212) 621-3736 | aakintobi@jjay.cuny.edu



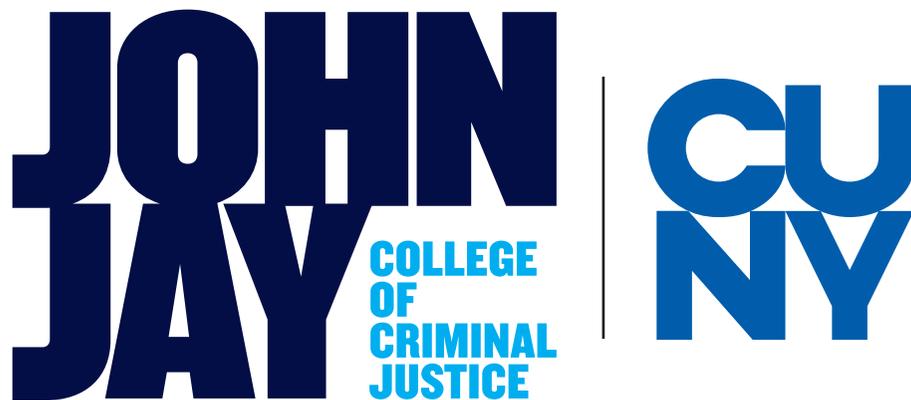
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Our focus is on exploring justice in its many dimensions. Our strong liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and nonprofit sectors. Our students are eager to engage in original research and experiential learning, excited to study in one of the world's most dynamic cities, and passionate about shaping the future.