



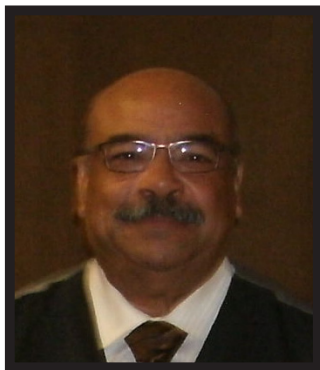
NEWSLETTER



Edition #10, Issue #4

John B. Wilt, C.S.T, C.P.P., Editor & Publisher

Fall/Winter 2021



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From the Desk of VACJE President Delmar P. Wright, Ph.D.

Today, perhaps more so than ever before in our Commonwealth and in the Nation, an organization such as ours is needed to assist in guiding the channel of resources required to assist in building evidence-based knowledge and understanding in our chosen discipline. We can do so by being a substantive, significant and strategic organization that functions as a “community of practice.” We are criminal justice educators first and foremost as formed organizationally and as the name of our organization reflects. Our focus must remain on the value of higher education in criminal justice, contributing to educational excellence and innovation, and maximizing our value to our members and the criminal justice community. As educators we facilitate the knowledge, skills, abilities, behaviors and attitudes necessary to perform as criminal justice professionals and that are essential to becoming informal and formal ethical and principled leaders. Superior leaders for example have integrity, are competent, are visionary and forward-thinking, and they are inspiring as noted in past studies by Santa Clara University, AT&T, the Federal Executive Institute and others. Our work can collectively and collaboratively ensure that criminal justice students build upon the noted characteristics and embrace a sense of community and social responsibility in addition to developing a theoretical and functioning knowledge consistent with their chosen disciplines. So the questions to be answered are

“How does this Association assist in facilitating the accomplishment of the preceding?” “How can we do so in a world driven by varying expectations by people, rapid changes in technology, nearly limitless information access, globalized crime and more, economic instability, man-made and natural catastrophic events, and ever evolving science?” Notice the universal major drivers of change are people, technology, information, globalization, economics, catastrophic events, and science. Some have argued politics as a change driver in recent years but that may be included with the expectations of people.

Foremost, like all organizations, as an association we must be sensitive to the noted change drivers and the impact of each upon criminal justice as we develop courses, deliver courses, factually correct misinformation and disinformation, and convey insightful information through this Association. As an association we ought consider undertaking strategic and efficacious initiatives that will continually infuse criminal justice higher education, our members, perspective members, aspiring practitioners who are students, and current practitioners in the discipline, as well as policy and decision-makers. There should be an openness to growing our Association’s “brand” and our “standing” among our peers as well as others and we can do so incrementally in multiple strategic ways.

For example, we might issue white papers, issue an open annual call for papers, host annual open conferences with scholarly presentations in addition to the more traditional annual one-day business meeting with morning speakers for business meeting attendees only, strategically partner with other criminal justice related organizations, sponsor symposiums, host webinars, change the nature of the information available on our website, more effectively use social media, publish a peer-reviewed periodical that is scholarly in nature, engage in community service or outreach events, etc. The suggested types of initiatives will benefit existing members from a professional development point of view, promote maximizing member engagement, impact membership retention, incent others to join, and contribute meaningfully to criminal justice education, to the related body of knowledge and the discipline.

In an ever changing environment a stra-

tegic approach is required to maintain or increase relevancy. In the current dynamic criminal justice and learning landscapes our Association’s destiny is connected to our near future decisions and fundamental acts, actions, and activities that will guide what this Association is, who it serves, what it is intended to do, what it does, and why. We should therefore consider assessing and adjusting the Association’s direction in response to our strengths, weaknesses, opportunities for improvements, and threats in a changing environment and the changing needs and expectations of our stakeholders. Incident to reassessing and adjusting visionary consideration may be given to a clear and sustaining purpose, mission statement, guiding principles, goals, objectives, action plans and reflective governing by-laws.

In closing, I wish to thank each VACJE board member for devoting their time and talent to the Association. It is my hope that the 2021-2022 academic year will be professionally productive and personally rewarding for each VACJE member. Undoubtedly, COVID-19 will continue to present unique challenges in many lives and in our respective work environments. Please take all necessary steps to remain safe and healthy and please plan to attend our annual meeting scheduled for November 2021.

Please feel free to contact me regarding your thoughts on the content of this letter or with suggestions that may add to a strategic direction for our Association.

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MISSION STATEMENT

To be approved by the VACJE membership

We, as criminal justice educators, have as our mission:

- to advance, inspire, and promote the highest quality and practices of criminal justice education to students and practitioners in the community colleges, colleges, and universities within the State of Virginia.
- to foster communication and support among all criminal justice educators in Virginia.
- to inform the membership of pending (or possible) changes in criminal justice programs or agencies among the post-secondary educational institutions in Virginia.
- to articulate a unified voice for official communication with other educational agencies, organizations, and/or the Commonwealth of Virginia.
- to enhance the quality of life-long educational experiences and opportunities for our criminal justice students.

To accomplish this mission, we propose that the VACJE:

- 1) Sponsor an annual meeting of criminal justice educators for the purpose of :
 - a. providing a forum for the expression of thoughts, ideas, and concerns;
 - b. share training and teaching methods and techniques;
 - c. conducting an annual business meeting;
 - d. allowing individuals to meet their peers throughout the state, providing an opportunity for individual networking;
 - e. presenting a pertinent workshops and programs to enhance individual members professional development;
 - f. allowing an opportunity for the expression of individual viewpoints while arriving at a unified consensus or official position for the Association.
- 2) Sponsor semi-annual meetings as required for the above listed and/or other necessary reasons.
These reasons might include:
 - a. providing a forum for Virginia Community College System (VCCS) Administration of Justice (ADJ) Peer Group Conferences;
 - b. discussing various articulation agreements;
 - c. developing or modifying changes in the VCCS ADJ Course Content Summaries;
 - d. providing for Administration of Justice/Criminal Justice Program professional development opportunities.
- 3) Maintain a current (and regularly updated) list of full-time criminal justice educators in the various Virginia educational and other selected institutions. The list should include:
 - a. the individual's name
 - b. faculty rank
 - c. job title or description
 - d. complete official mailing address
 - e. E-mail address
 - f. telephone numbers for: office, fax, residence (if desired)
 - g. home address (if desired for communication)
- 4) Communication with members via an informal newsletter, E-mail or Web Site page as appropriate.
As a result of these missions -- the VACJE will create informal and formal networks to communicate, build alliances, and establish an environment of growth, challenge, and unlimited potential for all its members, as we advance quality criminal justice education in the State of Virginia and in the world.

VIRGINIA ASSOCIATION OF CRIMINAL JUSTICE EDUCATORS BY-LAWS:

To be approved by the VACJE membership

I. **Name**

The name of this organization shall be the Virginia Association of Criminal Justice Educators, hereafter referred to as the VACJE.

II. **Purpose:** The purposes of the VACJE are to:

- A. Advocate for professional standards and competencies in criminal justice education;
- B. Continuously search for new techniques and approaches in the delivery of academic criminal justice programs to advance criminal justice education in the Commonwealth of Virginia;
- C. Provide professional development opportunities for criminal justice educators;
- D. Inform and update criminal justice educators of the current research findings in criminal justice education;
- E. Enable criminal justice educators to network, connect, collaborate and exchange innovative teaching approaches;
- F. Support criminal justice agencies in the recruitment of an academically and professionally educated workforce in the criminal justice field;
- G. Develop a criminal justice education curriculum at the college, university level, and secondary schools; supports the development in other recognized educational institutions, such as criminal justice training academies,
- H. Develop strategic community partnerships in the criminal justice field

III. **Members**

- A. Regular membership in VACJE shall be open to all persons who engage in the teaching, training, or administration of education or training programs in the field of Criminal Justice or who are practitioners in criminal justice agencies or organizations.
- B. There shall be five additional categories of membership.
 1. Honorary life members, who may, in honor of their retirement and in recognition of at least 10 years of continuous service to VACJE be appointed as such by a majority of the members at a regular meeting of the membership. Honorary life members shall not be required to pay dues.
 2. Life members, who have paid in no more than 3 consecutive annual installments a sum to be determined from time to time by the board.
 3. Institutions and organizations that deliver or receive criminal justice education or training.

4. Student membership shall be open to those students pursuing academic study in criminal justice or a related field.
 5. Corporate sponsors and community partners who have expressed an interest in criminal justice educational initiatives.
- C. Voting: Each member in the above categories (Section III-A+B-1/2/3) whose dues for the current year have been paid are entitled to one vote in any election, referendum, or membership meeting. Student members, corporate sponsors, and community partners are excluded from voting privileges. Each institutional or organizational member shall appoint one person to carry its vote. No voting by proxy shall be permitted. Ballots shall be sent to the members in a manner determined by the VACJE Board and include mailed ballots (i.e., U.S. Postal Service) or electronic ballots. The Board will determine how ballots are to be returned and the deadline for voting. It is the responsibility of each member to ensure his/her business address and email address are currently on file with the association. Each member shall be assigned a membership number to account for all ballots.
- D. Dues: Membership dues shall be at such rate or rates, schedule or formula as may be approved by the Board of Directors from time to time.
- E. Termination:
1. Any member may be expelled by a two-thirds vote of the Board of Directors at a regularly scheduled Board Meeting, for conduct prejudicial to the mission and purpose of the VACJE, after due notice and opportunity to be heard by the board.
 2. A member who has not paid dues by December 01 will be dropped from membership.

IV. **Meetings**

- A. Timely notice of the location and time of meetings of the membership of VACJE, both annual and special, shall be provided to the membership.
- B. The Annual Meeting shall be held in the fall of each year, unless circumstances require the board to do otherwise.
- C. Special meetings of VACJE may be called by the president, by the board, or by one-tenth of the membership, upon 14 days written notice to the members, stating the purpose of the meeting.
- D. At meetings of the members, twenty percent of the membership shall constitute a quorum, and a majority of votes shall prevail.
- E. The Annual Meeting and special meetings may be held in-person or virtual, as determined by the Board of Directors.

V. **The Board of Directors**

- A. The board shall consist of the president, the immediate past president, vice president, treasurer, secretary, and not more than four directors-at-large.
- B. The board shall set policy, evaluate operations, monitor finances, and have responsibility for long-range planning.

- C. No public statement of policy by any member, representative, committee, group, volunteer, employee, director, or officer shall be binding upon, or constitute an expression of, the policy of the VACJE unless approved or ratified by a majority of the directors.
- D. Unless otherwise ordered by the board, regular meetings of the board shall be held at least four times each year. Special or additional meetings of the board may be called by the president and shall be called upon the written request of three directors, with at least forty-eight hours written notice having been given.
- E. A majority of the board (5) shall constitute a quorum.

VI. **Election of the Officers and Directors**

- A. Upon receipt of the Nominating Committee's (See Section VIII, paragraph B) report and ballot, the president shall immediately distribute to all members in good standing, the names of the nominees on a Ballot approved by the Board of Directors and arrange for additional write-in names. The Board shall establish a minimum of two weeks for voting and the date and time by which all ballots must be received by the Chair of the Nominating Committee. The returned ballots shall be tabulated by the nominating committee. The nominees who receive the most votes shall be elected. The nominating committee shall certify the results to the president and a public announcement of newly-elected officers and directors shall be made as soon as appropriate.
- B. The terms of office for Officers and Directors At-Large shall be for two years.
- C. Vacancies
 1. The board shall declare vacant any office or director-at-large position if that officer or director-at-large has been absent from two consecutive board meetings- Absences may be excused by vote of a majority of the board, or
 2. There was no one elected to the office or director-at-large position.
 3. Recommendations for filling officer or director-at-large vacancies shall be made by nominating committee. Vacancies on the board shall be filled by the board of directors by a majority vote at any regular board meeting.
- D. Upon completing four years of service as a director-at-large, an individual shall be ineligible to serve as a director-at-large for the following term in that position.
- E. Individuals who are not current in dues payment shall not be eligible for election, and when directors or other officers are not current they shall be removed from office and a vacancy declared within 30 days of the dues becoming due.

VII. **Officers and Duties**

- A. The officers of the VACJE shall be the president, the vice president, and the immediate past president, the secretary, and the treasurer. These officers shall perform the duties prescribed by these bylaws.
- B. The term of office for the officers shall be as follows:
- President – Two-Years
 - Immediate Past President – Two Years
 - Vice President – Two Years
 - Secretary – Two Years
 - Treasurer – Two Years

The term of office of the President and Immediate Past President shall be limited to two (2) years following installation (or until the end of the respective term of the predecessor, if the person shall not have completed such term) and until the election of a successor. If the out-going President cannot fulfill the term of Immediate Past President, the most recent Immediate Past President will be asked by the Board to serve the remainder of that term.

In the event the President cannot fulfill the term of that office or his/her duties, the Vice President shall succeed to that office for the balance of that term.

The Vice President, Secretary, and Treasurer may serve two terms. If the Vice President, Secretary, and/or Treasurer cannot fulfill the term of that office, or his/her duties, the Board shall appoint a person from the membership at-large to serve for the balance of the term. To receive the appointment from the Board, the member must receive a majority vote of the Board of Directors.

The term of office of the newly elected officers and directors-at-large shall commence on January 1 following the election and end on December 31, at the end of the two-year term.

The officers and directors-at-large shall have such powers and perform such duties as may be provided by the Bylaws, parliamentary authority of the VACJE, *Robert's Rules of Order*, or as the Board of Directors may determine.

- C. No member shall hold more than one position on the board at a time.
- D. The president of the board shall:
- Serve as the executive head of the VACJE, and shall preside at all meetings of the membership and the board.
 - Appoint all committee chairs from the Board members and approve all committee members.
 - Be an ex-officio member of all VACJE committees, but is under no obligation to attend committee meeting and is not counted as part of the committee's quorum.

- Serve as the official spokesperson for the Association and shall speak and act on behalf of the Board and the members within existing policy and Board decisions. The President may, at his/her discretion, delegate the spokesperson responsibility to another Officer or Director-at-large for a specific period of time.
 - Have authority to approve expenses not to exceed \$100 per occurrence without prior approval of the Board.
 - Have other duties as assigned by the Board from time-to-time.
 - Report to the Board, at every Board Meeting all issues addressed and actions taken in keeping with the provisions of this section.
- E. The vice president shall serve as president-elect and as program chair. In the absence of the president, the vice president shall exercise the functions of the president.
- F. The immediate past president shall assist the president in such duties as may be mutually agreed upon and shall chair and recruit members for the nominating committee.
- G. The treasurer shall maintain the roll of the membership. The treasurer also shall oversee receipt and proper disbursement of all funds by the VACJE. Such funds shall be kept on deposit in financial institutions approved by the board. Checks shall be signed by any two of the following: president, vice president, and treasurer. Checks drawn for less than \$100 require only the signature of one of those aforementioned. The Treasurer shall develop internal controls for the association which shall be reviewed and approved by the Board.
- H. The secretary shall keep a formal record of each meeting and provide same promptly and in electronic form to the webmaster.

VIII. **Standing Committees**

Standing Committees are those identified in these Bylaws. The Chair of each Standing Committee shall be a member of the Board

- A. A Program Committee shall be chaired by the vice president, who shall, with the assistance of the board, recruit additional members to serve on the Committee. The program committee shall plan, publicize, and manage the annual meeting.
- B. A Nominating Committee composed of three members and chaired by the immediate past president shall be appointed by the president and approved by the board promptly after the new officers are installed.
1. It shall be the duty of the nominating committee to recruit and gain the consent of candidates for the board and for offices within the board, as well as for appointments and nominations made by the board to external groups.
 2. Every reasonable effort shall be made to recruit candidates who within the preceding three years have participated actively in VACJE

meetings and projects, and to recruit a sufficient number of candidates to give the membership a choice at the time of election.

3. The Nominating Committee shall solicit nominations (including self-nominations) from the membership.
4. The Nominating Committee shall submit its Report and Ballot to the President and the Board not later than October 1st of each even numbered year. The Board shall approve the Ballot and the President shall direct its publication and distribution to the members for voting. The list of candidates and their biographical information shall be made available on the VACJE Website and newsletter. The outcome of the election shall be made know at the Annual Meeting.
5. The nominating committee shall also present to the board for its approval the names of candidates to fill unexpired terms within 30 days of the Board's declaration that the position is vacant.

- C. The Communications Committee shall be chaired by a board member, who shall be appointed by the president with the consent of the board. That individual, and other committee members appointed by the President shall assume responsibility for printed and virtual communications materials and methods employed by VACJE.
- D. Other committees, such as ad hoc, special, or advisory, shall be appointed by the President as the Board or President shall from time to time deem necessary to carry on the work of the VACJE. Each Committee shall have a chair appointed by the president and shall report at the annual meeting on its activities during the preceding year.
- E. The term of membership on any committee is two (2) years and may be renewable.

IX. **Finances**

- A. The VACJE's fiscal year shall begin on 1 September and end on 31 August.
- B. The accounts of the VACJE shall be audited bi-annually by two members appointed by the president with the consent of the board at the beginning of a new term of officers and Board members. The audit report shall be presented to the membership at the annual meeting.
- C. The VACJE shall be registered with the Virginia State Corporation Commission and the Internal Revenue Service.
- D. At the beginning of every new term for Officers and Board members, the Board will review and approve the internal controls of the Association.

X. **Parliamentary Authority**

- A. The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the VACJE in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the VACJE may adopt.

XI. **Amendment of Bylaws**

These bylaws may be amended by the membership by a two-thirds vote of those eligible to vote, provided that the amendment has been recommended by the Board and subsequently distributed to the membership at least 30 days prior to the close of voting.

XII. **Dissolution**

The VACJE shall use its funds only to accomplish the objectives and purposes specified in these bylaws. On dissolution of the VACJE, any funds remaining shall be distributed to one or more regularly organized and qualified charitable, educational, scientific, or philanthropic organizations to be selected by the board of directors.

VACJE

Virginia Association of Criminal Justice Educators

Membership Application and Information

New Member _____ Renewal _____

NAME _____

HOME ADDRESS _____

HOME PHONE () _____ WORK PHONE () _____

E-MAIL _____

FACULTY RANK _____

EMPLOYER _____

WORK ADDRESS _____

ASSOCIATION DUES

ANNUAL DUES: \$50 DATE _____

LIFE MEMBERSHIP: \$300

RETURN THE COMPLETED MEMBERSHIP APPLICATION WITH THE DUES PAYMENT TO THE TREASURER
(CHECK MADE PAYABLE TO VACJE)

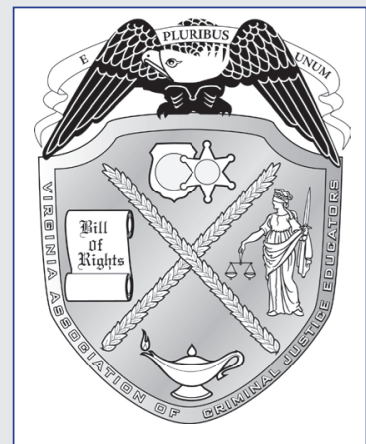
For further information on membership, contact:

Paige Merkord-Reed

Treasurer

2340 Four Leaf Circle

Dayton, VA 22821



LIFE MEMBERS

Gary Boyer	Jerry Lane
Irving Comer	Bud Levin
Emma Cox	Jay Malcan
Lynda Cooksey	John Mocello
Renee Douglas	Michelle Newton-Francis
Dennis DuBuc	Ray Smith
Martin Greenberg	Tom Varner
Jim Johnson	John Wilt
James Husband	Nicolle Parsons-Pollard
Tim Kindrick	Robin Widener
	Delmar Wright

TREASURER'S REPORT

**THE BANK BALANCE AS OF
MARCH, 2021**

\$2,871.41

SURVEY

What have you learned in the past year about teaching criminal justice in the middle of a pandemic?

How have you been able to engage your students, and what techniques have worked best and which have not worked so well?

E-mail your thoughts on these questions to jbwilt@aumail.averett.edu

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Secretary
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MEMBER NEWS

New Teaching Endeavors

After teaching CJ and SOC on-line classes for Bluefield College, Averett University, in-person classes at NC-based Piedmont CC, Central Virginia CC, Danville CC and forensic science for Artios Academy-affiliated homeschoolers, John Wilt has landed Fall and Spring teaching assignments at Blue Ridge CC (SOC) at Weyers Cave and Mary Baldwin University (CJ on-line and in-person).in Staunton, VA.



Emeritus Professor John Wilt has been appointed editor of Dialog which is the newsletter for the Restorative Justice Section of the Academy of Criminal Justice Sciences (ACJS). Professor Wilt has been a member of ACJS since 1979. His research interest for his MS degree in CJ was restorative justice (RJ).

MEMBER NEWS

ACJA-LAE's Alpha Upsilon Lambda Professional Chapter

Chapter Advisor and Star Member John Wilt and chapter members organized five major Spring and Summer activities that raised conference travel funds and helped the community of Danville.

20th Annual "Run for Justice" held on June 12, 2021 at Angler's Park & River Walk Trail



MEMBER NEWS



Virginia Association of Criminal Justice Educators Past President Dr. James Hodgson was recently appointed to Governor Northam's Criminal Justice Community Partnership (CJCP) task force, comprised of criminal justice experts and community leaders as a "think tank" to share with the Virginia Community College System (VCCS) their insights on emerging and relevant law enforcement and community policing trends.

The CJCP includes representatives from VCCS Faculty; criminal justice academies; legal, judicial and law enforcement communities; community activists; relevant state agencies; VCCS students, and four-year transfer partners. The CJCP is tasked with focusing on the identification and examination of trends, best practices and opportunities to inform and support efforts to strengthen criminal justice services in our many diverse communities.

Dr. Hodgson appointed to Dan River Alcohol Safety Action Program Policy Board

Dr. James Hodgson, program director of the Averett Online Sociology/Criminal Justice Program was recently appointed to the Dan River Alcohol Safety Action Program (ASAP) Policy Board. The ASAP is dedicated to reducing threats to transportation safety caused by the use of alcohol and drugs in the service area of ASAP, which includes the cities of Danville and Martinsville, and the counties of Pittsylvania, Henry, Patrick and Franklin.

ASAP provides probation and intervention services for people referred by the courts and/or Department of Motor Vehicles for Habitual Offender Evaluation/ Intervention Services. ASAP exists to serve our local communities by networking with such community groups as courts, schools, colleges, universities, businesses, industry and law enforcement agencies to increase awareness in order to reduce alcohol and drug use in our communities.

Cleanup on Goodyear Blvd



Alpha Upsilon Lambda Professional Chapter members collected nearly 8 bags of litter at a May 25th litter cleanup on Goodyear Blvd

South Boston Speedway Fundraiser



On August 14th at the South Boston Speedway, chapter members sold tickets and received 50% of \$1,000 dollars in ticket sales.

The combined Kiwanis-Alpha Upsilon Lambda Professional Chapter Rummage Sale was held March 27, 2021 at Christ Episcopal Church



In collaboration with the Danville Kiwanis Club, professional chapter members organized a rummage sale at the Christ Episcopal Church on Franklin Turnpike which netted \$2,000.

2nd Annual Jail-A-Thon The combined Kiwanis-Alpha Upsilon Lambda Professional Chapter Second Annual Jail-A-Thon was held at the James R. Ingram Justice Center



Also in collaboration with the Kiwanis organization, professional chapter members promoted the 2nd Annual Jail-A-Thon held at the James F. Ingram Justice Center in Danville which netted another \$2,000.

I'VE STUDIED US POLICE FOR DECADES. THIS IS WHAT I THINK WILL CHANGE NOW CHAUVIN HAS BEEN CONVICTED OF MURDER

BY :JOHN KLEINIG



George Floyd's death was one of the first occasions for many white people to get a dramatic sense of the fears of Black and brown people during their interactions with police. Its graphic qualities triggered an awakening of conscience that has given movements such as Black Lives Matter a national (even international) and broadly-based energy. Not since the civil rights movement has the call for social change been so widely and peremptory motivated.

The very public unfolding court case made it clear that time-honored police legal and operational tactics can no longer be shielded from searching examination. The central exhibit was the bystander video, one of a growing number of such video documentations via smartphone of police violence. Such recordings are hardly new: A neighbor famously filmed Rodney King being beaten by four police officers in 1991. However, their power in the age of the internet has clearly increased. The officers who beat King were acquitted, leading to riots throughout Los Angeles; in a sign of what one hopes is progress, Chauvin was found guilty of three counts of murder after the bystander footage of him kneeling on Floyd's neck went viral.

However, as we saw in the first King trial, even a visual record must be interpreted. Chauvin's defense pushed hard to reinterpret and re-contextualize what jurors saw on the screen. Such tactics have been successful before, providing the leeway needed to exempt police from full accountability in most similar cases.

On this occasion, it was not enough. The plaintive cry "I can't breathe" has been etched into the national conscience. Chauvin, with his hand permanently in his pocket, never came across as a sympathetic human being; his understandable choice not to testify did not help to humanize him.

The prosecution was able to enlist the testimony of senior officers in Chauvin's department (the chief was exemplary in his articulation of standards) and excellent medical expertise (Dr Martin Tobin, a pulmonologist and expert in respiratory medicine, was particularly impressive.) Along with a strong and relentlessly persuasive prosecutorial team, the high standard required by criminal charges was met. A diverse jury certainly did not hurt, though the boarded-up shopfronts in the Minneapolis courthouse environs were their own testimony as to how what may have seemed clear to most of us could too easily fail. Justice can never be presumed.

If you would like more information on any of these areas, feel free to email me at charlesjkehoe@msn.com

GREEN DOT

[HTTPS://WWW.THECENTERONLINE.ORG/PREVENTION/PREVENTION-PROJECTS/GREEN-DOT/](https://www.thecenteronline.org/prevention/prevention-projects/green-dot/)

What is Green Dot?

Green Dot is a comprehensive violence prevention strategy that depends on the power of bystanders to prevent violence and shift social and cultural norms. Green Dot sees all community members as potential active bystanders and seeks to safely engage them in violence prevention. Active bystanders do “green dots” by expressing intolerance for violence through both proactive and reactive behaviors.

Why is the program called Green Dot?

Think of a movie about an epidemic that has spread throughout the world. This is typically depicted by red dots covering a map. In the Green Dot strategy, instead of representing cases of a disease, each red dot represents someone’s decision to contribute to violence. Influential and respected individuals across community subgroups are trained to recognize “red dots” (words or actions tolerating or leading to violence) and to replace them with proactive and reactive “green dots” (behaviors, words, or attitudes promoting safety and communicating intolerance for violence). As these influential community members practice green dots, intolerance for violence is modeled and new norms are created. The community “map” begins to displace red dots and fill with green dots, leading to a reduction in violence.

Does Green Dot work?

The Center for Women and Families is currently implementing Green Dot in four Kentuckiana high schools and in one Kentuckiana neighborhood. A CDC-funded study showed a reduction of self-reported sexual violence perpetration of more than 50% in high schools implementing Green Dot.

How can I add green dots to my community?

Reducing and preventing violence in Kentuckiana is something in which we all play a crucial role. You can start adding green dots to the map immediately! Creating green dots can be hard, though. A situation might make you uncomfortable or make you feel unsafe. Sometimes you may be incapable of intervening directly. That’s why it is important to consider all of our options!

We can say or do something directly to address the impending red dot. We could create a silly (or not silly) distraction to divert people’s attention away from the red dot. Finally, we have the option to delegate action to someone else (e.g. outgoing friend, party host, law enforcement, teacher, etc.). Here are just a few ways you can start adding green dots today:

GREEN DOT

[HTTPS://WWW.THECENTERONLINE.ORG/PREVENTION/PREVENTION-PROJECTS/GREEN-DOT/](https://www.thecenteronline.org/prevention/prevention-projects/green-dot/)

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- Be vocal about your intolerance for violence.
- Speak up when someone tells a rape joke or makes a sexist comment.
- If you see someone in a situation where nonconsensual sexual activity seems imminent, say something directly, create a distraction, or get somebody else to say or do something to stop it from happening.
- If you're at the movies or a restaurant and a couple nearby is arguing loudly or one of them seems really controlling, say something directly, create a distraction by asking them for a review of one of the movies or dishes, or ask one of the staff members to check in on them.
- At school or at the office, if there is someone everyone picks on or excludes from social activities, check in on them or invite them to eat with you.
- If you're worried about a friend, family member, or acquaintance, check in on them.
- When you see a story about dating or sexual violence, share why it makes you angry (or why its coverage makes you happy).
- When you see a story about something great a bystander did, share it.
- Let people know what you stand for – verbally, with your actions, and with your presence on social media.
- Post about Green Dot on your social media accounts.
- Get involved with the Green Dot program! (see included contact information)

Contact Us

Do you have other ideas for green dots? We would love to hear about them! Connect with Green Dot Kentuckiana on Facebook, Twitter, and Instagram!
E-mail us at greendot@cwfempower.org.

If you would like more information on any of these areas, feel free to email me at charlesjkehoe@msn.com

IMPORTANT PROGRAM:***ODYSSEY BEYOND BARS*****[HTTPS://ODYSSEY.WISC.EDU/BEYONDBARS/](https://odyssey.wisc.edu/beyondbars/)****[WISCONSIN] UW ODYSSEY BEYOND BARS PROGRAM RECEIVES GRANT
TO TEACH COLLEGE COURSES IN WISCONSIN PRISONS**

“The University of Wisconsin–Madison Odyssey Project received a \$300,000 grant from the Oscar Rennebohm Foundation to continue teaching college courses to incarcerated people in Wisconsin through the Odyssey Beyond Bars program. The funding of \$100,000 over the next three years will support a pilot project that will deliver introductory college courses in English to incarcerated students who are interested in post-secondary education but are not yet enrolled in a credential-granting program. The project will also explore the potential for offering similar introductory courses in math. As someone working in Wisconsin’s criminal justice system for 37 years, I believe Odyssey Beyond Bars’ early results in providing a college ‘jump-start’ to incarcerated students have been impressive,” says retired Madison Chief of Police Noble Wray, who sits on the Rennebohm board of directors. “In my view, the news that they will be able to extend this innovative reentry initiative means that more incarcerated individuals could have a greater chance of success when they return to society. Odyssey Beyond Bars began teaching noncredit enrichment courses to students in Wisconsin’s prisons in 2015, and in 2019 taught the first for-credit UW–Madison course in a prison in 100 years. The program annually enrolls 110 incarcerated students: 30 for-credit students at Oakhill Correctional Institution in Oregon and 80 noncredit students at the Wisconsin Resource Center in Winnebago. Already an integral part of the UW System Prison Education Initiative, Odyssey Beyond Bars will work with UW System and the Wisconsin Department of Corrections to create and evaluate the effectiveness of their college course programming. Learn more about the UW Odyssey Project and Odyssey Beyond Bars.”

<https://news.continuingstudies.wisc.edu/uw-odyssey-beyond-bars-program-receives-grant-to-teach-college-courses-in-wisconsin-prisons/>

WHAT IS TRENDING IN CRIMINAL JUSTICE? BY CHARLES KEHOE, VACJE SECRETARY

Recently, I attended the 151st American Correctional Association (ACA) Congress of Correction in Nashville, TN. The Council of Juvenile Justice Administrators meets at the same time and in the same location as the ACA so the directors of state juvenile agencies and the directors of the juvenile justice agencies in counties and cities can attend both and get more bang for their travel dollars. The Correctional Leaders of America is the association that caters to the directors of adult corrections in the states, and larger cities and counties. They also meet in the same location for the same reason.

There were some topics that were trending and captured the attention of attendees. Here is a brief summary of some of them:

- **Workforce Shortages** – For directors of adult and juvenile correctional agencies, the common concern were serious shortages of staff in the correctional workforce, including jails and juvenile detention facilities. Vacancies in correctional facilities having the greatest impact include, doctors, nurses, correctional officers and other positions. These vacancies are having an adverse impact on agency budgets, overtime, and staff wellness. In 2004, the ACA commissioned a study of the correctional workforce to determine what the future of the correctional workforce would look like in ten years. The workforce shortages today are far more serious. The workforce shortage is impacting the entire criminal justice system, in Virginia and nationally. On August 25, 2021, the Richmond Times-Dispatch reported that the Virginia State Police have a 27% vacancy rate in state troopers, which translates to 334 vacant trooper positions
- **Employee Wellness** – Criminal justice agencies across the board are talking about the toll job stress, long hours, and low pay take on the employee and his/her family. A few years ago, the American Bar Association published a report on lawyer wellness and the stresses that go with the jobs of judges and attorneys. Many law enforcement agencies and correctional agencies have started employee wellness programs to help staff before there are serious consequences to an employee's physical and mental health. This topic will be a major focus of the 2021 VACJE Annual Meeting. The announcement is found elsewhere in this newsletter. An excellent book to consider is, "Emotional Survival for Law Enforcement, A Guide for Officers and Their Families," by Kevin m. Gilmartin, Ph.D.
- **Isolation, Segregation, and Room Confinement** – Over the last few years, the ACA has had two committees working to create standards on the use of isolation/segregation, and room confinement. One of the first steps was to identify the proper terminology. One committee addressed segregation from the adult corrections side and the other committee addressed room separation from the juvenile correctional facilities side. The ACA adopted, upon the recommendation of Richard Stalder, the former Secretary of Public Safety in Louisiana, the term, Restrictive Housing. The purpose of these committees was to write new standards that are consistent with constitutional requirements, humane, consistent with good mental health practices and protected staff and other inmates. ACA has field tested and published the new standards. During the same time, the Council of Juvenile Justice Administrators appointed a committee that addressed the services juveniles require when they are removed from the general population in a juvenile confinement facility (both detention and correctional). This is a major topic for all correctional agencies and more will be written as the new standards become more widely accepted practices.
- **COVID-19** – Lessons Learned and Next Steps – To know one's surprise, COVID – 19 is still very much on the front burner of corrections. A number of sessions reviewed the various COVID-19 practices that facilities implemented to treat inmates, keep the community informed, protect the staff, and learn from "our" mistakes. The general consensus seemed to be, "We are not out of the woods, yet."

CRIME PREVENTION, FRANK SERPICO, AND THE CAPITOL HILL RIOT

MARTIN ALAN GREENBERG

In 1974 the feature film *Serpico* (129 min.) was released to movie theatres throughout the U.S. The film highlights the struggles of a young police officer who encountered corruption within the New York City Police Department (NYPD). The role of *Serpico* was played by Al Pacino. For his performance he was nominated for and received several best acting awards. The real Frank *Serpico* served as a special advisor to the director and producers of the film. *Serpico's* activities after learning about the existence of police corruption in various units of the NYPD are presented in dramatic fashion in the film, culminating with his appearance before the Knapp Commission (named for its chairman, Judge Whitman Knapp) on police corruption. New York City's mayor appointed the Commission to investigate police corruption and *Serpico* testified about what was essentially organized crime. In 1971, *Serpico* was awarded the Medal of Honor, the New York City Police Department's (NYPD) highest award for bravery in action.

In the months to come, numerous police officers who were stationed at the U.S. Capitol Building and in Washington, D. C. will be called to testify before a Congressional committee about their experiences on January 6th, 2021, the day the Capital Building was invaded by hundreds of people, many of whom who had just attended a rally held by former President Trump. Their testimony is likely to be as sensational as was *Serpico's* nearly fifty years ago.

The police component of the criminal justice system most typically serves as the enforcement arm of the executive branch government. However, in various localities there are also special jurisdiction police officers who protect America's infrastructure (e.g., Amtrak police) or the other critical governmental infrastructure (e.g., the visitors, property and personnel of the other two branches of government—judiciary and legislative). The U.S. Capitol Police Force (USCP) is the special jurisdiction law enforcement agency created to protect life and property and prevent, detect, and investigate criminal acts as well as enforce traffic regulations throughout a large complex of congressional buildings, parks, and thoroughfares. Additionally, USCP officers are responsible for protecting members and officers of Congress and their families. Oftentimes, these duties require that USCP officers serve throughout the U.S. and its territories and possessions. In early March 2021, when FBI Director Christopher Wray was first called before the Senate Judiciary Committee to explain the FBI's knowledge of any online foreshadowing regarding the January riot at the U.S. Capitol, he warned that the January 6th attack was not an isolated event and that the problem of domestic terrorism was growing in the U.S. No doubt, these issues will be explored again as the new House Select Committee undertakes a major probe to investigate the insurrection.

Yet, while this new effort gets underway inquiring into the January 6th attack on the U.S. Capitol, hundreds of other studies are coming to an end regarding the fundamental responsibilities of police agencies to maintain peace and enforce the law. The vast majority of these probes arose after a Minneapolis police officer pressed his knee on George Floyd's neck for nearly 10 minutes in May 2020 and the protests it generated. New community groups have arisen to address how police are funded and how to better hold officers accountable for abuse of force and racial bias. Some cities are pushing for police to no longer be the first responders for persons in a mental health, homeless or substance use crisis. Recent studies show that nearly a quarter of fatal police encounters followed calls about "disruptive behavior" directly tied to a person's mental illness and/or substance abuse disorder.

The reform pressures have many cops leaving the job. In fact, the police workforce is now shrinking due to an unprecedented number of retirements and resignations. Retaining and recruiting police is proving to be difficult. Recruitment was already a serious challenge before the pandemic and racial justice protests. Not counting the delays associated with advertising, testing, and performing background checks, it can take well over a year or longer to hire, train, and certify a new officer.

The recent police reform plans have focused on banning chokeholds, requiring the use of body cameras, more detailed annual reports, monthly council meetings on policing, the need for independent civilian review boards, diversifying the makeup of police, creating police substations in neighborhoods with higher crime rates, and greater use of 'community engagement officers' as well as additional training on implicit bias and de-escalation. Interestingly, none of these recommendations take note of the important role in crime and terrorism prevention played by average citizens. This topic is really the "elephant in the room"—so to speak.

The facts are that organized efforts to reduce crime, to prevent domestic terrorism, and to curtail police abuses can never replace individual action; they result from it. Organizations do not relieve citizens of their crime prevention duties; rather law enforcement agencies (which number in the thousands at the city, county, and state levels) should be offering opportunities for citizens to carry out their responsibilities. The Floyd case involved an example of this type of action, but one which was not encouraged by the local police—the video recording of the incident by the steady hand and mind of 17-year old Darnella Frazier. Her bravery and quick thinking in capturing the video of Derek Chauvin pressing his knee on George Floyd's neck likely contributed to his conviction on murder and manslaughter charges. In recent weeks, the federal police in Washington, D.C. have been releasing video obtained from those arrested for invading the Capitol and various onlookers.

Many experts claim that crime reduction efforts should be focused on the local response because public safety and crime is a state and local issue before it is a federal issue. This can be best accomplished by maintaining a relationship of trust between the police and the community. When there is a shooting, the police will ask what happened and if everybody mistrusts the police, the chances for quickly identifying suspects are greatly diminished. The need for maintaining quality relationships between the police and the public has never been greater. The NYPD uses unpaid auxiliary (volunteer) police officers to provide assistance in policing special events in New York City, among other things. Auxiliary police officers are issued shields by the NYPD, but do not have arrest powers, and are not, in the usual course of their deployments, issued or permitted to carry firearms. Nonetheless, as part of the auxiliary police training course, candidates are trained in self-defense tactics, CPR and first aid, patrol techniques, the New York State Penal Law, and much more. A written and physical exam is given at the end of training. Moreover, the Metropolitan Police Department in Washington, D.C. has sponsored a fully sworn, trained, and armed volunteer Reserve Corps since the time of WW II.

Specialized knowledge and surveillance by the general public can reduce the opportunity for crime. Every individual can play a role in deterring the atrocities of our day by attending the available training programs to undertake smarter citizen and/or volunteer police roles. The basic police agencies of the U.S.—municipal police departments and county sheriffs' departments must continue to offer their residents the opportunities to perform these roles or sponsor new courses if none are being offered. Such steps will provide important opportunities for building quality relationships between the police and the public.

In a June 2020 interview Frank Serpico, then 84 years old, stated: "The people are the eyes and ears of the community....Cell phones can be utilized to record crimes, making policing more effective, safe, and enjoyable, as it should be when the police and community can say 'they' are 'us.' People don't want crime in their community, but they don't call the cops because they don't trust the cops."

Martin Alan Greenberg, JD, PhD is a retired State University of New York criminal justice professor and the author of six books about crime prevention. In New York City, he served as the executive officer for the auxiliary police in the Borough of Queens during the 1970s. His latest book—Everyone a Sheriff: The Democratization of Crime Prevention in America will be published later this year by Lexington Books.

THE PROFESSOR WHO BECAME A COP

By Patrick Blanchfield/May 25, 2021

https://newrepublic.com/article/162245/rosa-brooks-professor-police-officer?utm_source=pocket-newtab

Rosa Brooks wanted to fix law enforcement. She decided to become a police officer.

For as long as there have been police, there have been bestselling police biographies and autobiographies. In nineteenth-century Britain and France, bourgeois readers devoured police “memoirs” that peddled lurid glimpses into high-profile murders and tawdry street crimes alike. In the United States, readers thrilled to dime-novel sheriffs lassoing rustlers on the range and broadside exploits of Allan Pinkerton and his agents, women included, smashing conspiracies of anarchists, communists, and “Molly Maguires.” In the twentieth century, memoirs bylined by everyone from the FBI’s J. Edgar Hoover to the LAPD’s Daryl F. Gates sold widely and netted their authors serious money in the process. (Hoover laundered his royalties through a nonprofit and became rich.)

The reading public looked to these stories for an understanding of their changing world. From the saloons of the lawless frontier, to the warrens of industrializing cities, to the vacant lots and housing projects of contemporary urban ghettos, cop memoirs have promised insight into their eras’ spaces of disorder, as well as vignettes—titillating, tragic, and comic—of the unruly persons who populate them. Cop memoirs also promise character studies of the people who patrol such dangerous zones, learn their ways, and presumably gain some portable wisdom about society and human nature in the process. The question “Who Watches the Watchers?” has an obvious answer insofar as everyone, it seems, wants to know what makes cops tick, and to see the world that they see.

Of course, whether in the first person or otherwise, not all or even most of these police narratives were actually written by police themselves. Many were ghostwritten by journalists, whose symbiotic relationship with the police has always been something of an open secret. Journalists can become “so coppish themselves,” H.L. Mencken remarked in 1931, that they function as “police buffs,” “police enthusiasts,” and “police fans,” largely dependent on information from the authorities for their stories. Today, as in Mencken’s time, a great deal of crime “reporting” merely reproduces police press releases—and many long-form cop memoirs reproduce not only the stories about cops that audiences want to read, but the stories cops want to tell about themselves.

Rosa Brooks’s *Tangled Up in Blue: Policing the American City* promises without question to be the cop memoir for the late 2010s and early 2020s. An accomplished scholar, journalist, and author who has moved in the loftiest legal, nonprofit, and foreign policy circles, Brooks brings a distinctive perspective to the police memoir genre, which boasts few women’s voices to begin with. Her narrative is pitched directly at contemporary anxieties over police violence, and begins with consciousness of a widespread sentiment that American policing is broken, and no one knows if it can be “repaired.”

As an account of what policing can be like for police themselves, *Tangled Up in Blue* is singularly frank, and its depictions of the civilians who encounter police possess a rare mixture of empathy, self-consciousness, and well-hedged appeals to context. But Brooks’s book is also about more than just policing as an institution, or even her own experiences as a cop: It is a deeply personal family memoir, and a meditation on questions of race, class, gender, and family inheritances. Some readers may find it enthralling; others may find it distasteful. Whatever the case, it is certainly revealing, sometimes painfully so.

“I joined the DC Metropolitan Police Department Reserve Corps because it was there,” writes Brooks. “It was there, and I was curious.”

This is Brooks’s story in a nutshell, at least on the surface, related with characteristic confidence and candor. When the idea of becoming a cop first strikes her in 2011, Brooks is in her forties, with a degree from Harvard, a master’s in social anthropology from Oxford, and a juris doctor degree from Yale. As a scholar with “a long-standing interest in law’s troubled relationship with violence,” Brooks has traveled the globe working with prominent nonprofit human rights groups, has published extensively about security and international law, has tenure at Georgetown, and has worked for the U.S. government, first at the State Department and then as an Obama administration appointee in the Defense Department. It is in her final days at this latter position, during a mandatory H.R. event, that Brooks encounters a woman in her sixties who discloses that, in addition to running implicit bias trainings, she serves as a reserve officer for the Washington Metropolitan Police Department (MPD). “People think I should be knitting,” says the trainer. “But let me tell you, putting them in cuffs dispels their stereotypes really fast.”

THE PROFESSOR WHO BECAME A COP (CONT'D)

Brooks's curiosity is piqued. As she learns, D.C. is one of the few major American cities where volunteers can receive much the same training as full-time police cadets and then become sworn officers of the law, required to patrol 24 hours per month, armed and empowered to make arrests. The idea of becoming a reserve officer comes to tantalize Brooks, even as she questions her own abilities and her motives. Can she make the time for classes, and could she even handle the training? Is the very idea just a midlife crisis? Her questions multiply, and both her ambivalence and hunger for the experience grow apace as high-profile episodes of police violence and mass unrest dominate headlines. "I doubted I could justify such a mad scheme to my colleagues, friends, and family members." They mostly consider the U.S. criminal justice system "harsh, unjust, and biased." ("The police are killing black people," one of her Black colleagues tells her. "I can't even talk about it right now.") But Brooks remains fascinated by the workings of what seems to her an "impossible" job, and in the end curiosity and drive win out. "I was restless, and not quite ready to subside into tenured comfort." And so in 2015 Brooks applies to the MPD Reserve program, and is accepted.

Brooks insists from the outset that her initial plan did not involve writing a book, or even doing "research" per se. To be sure, she invokes the idea of anthropologists doing "participant observation," and has a unique familiarity with the practice of "immersion journalism" (more on this in a bit). But first and foremost, Brooks stresses, the purpose of her foray into policing was to see what policing was really all about firsthand. Indeed, she says she is halfway through her training before she decides to write anything. Even then, she also insists that her book is not to be read as a scholarly intervention, nor as offering policy prescriptions. Her goal, instead, is simply to "offer some stories" from her "own messy, complicated experiences." *Tangled Up in Blue*, in other words, is at once constrained yet layered in its focus: It is a story about policing made up of stories of policing, collected by someone who came to policing as part of her own personal story.

As far as the promise of stories goes, *Tangled Up in Blue* delivers aplenty. Brooks is an excellent narrator with a keen eye for detail, and she embraces with gusto the access her new gig gives her. "Mostly, I'm just nosy," she admits. "Sometimes I think that's the whole truth of it. I liked having license to poke around in other people's lives." Whether it's being "nosy" or unflinching, Brooks does not look away. Throughout, she is unsparing in her descriptions of how cops are trained, how they relate to one another, and what the job entails.

At the academy, Brooks tries to keep a low profile and "act like a model recruit": "respectful, obedient, and dull." Her reserve officer classmates are a group with a heavy representation of former military, law enforcement, and private contractors. They are overwhelmingly white; Brooks is one of only two women. She finds some of the officers solicitous and kind, others, not so much. She dubs one instructor "Lawsuit" for his nonstop, off-color patter and casual insensitivity. During firearms training, Brooks also witnesses an apparently unhinged cop manhandle and berate another student to the point of tears. When the student, a middle-aged Black woman, moves his arm off her body, he explodes: "You fucking touch me and I am going to fucking kill you!" Brooks privately expresses support to the woman, who promptly files a criminal complaint against the officer; during the investigation that follows, Brooks's union rep subtly pressures her to downplay the incident (she refuses).

Brooks's reflections on police training are astute. As she sees it, there is no real attention paid to making recruits consider what "good policing" might look like in the abstract, nor to formulating what its outcomes might be empirically in terms of crime rates, policing strategies, and the like. Nor still is there much consideration of history or the social forces that shape policing. All such big-picture concerns are sidelined in favor of a single-minded focus on tactics. "We had eight units on vehicular offenses and one unit on use-of-force policies—but nothing at all on race and policing," observes Brooks. Above all, "the chief lesson learned at the academy was this: anyone can kill you at any time."

Initiation into this worldview underwrites everything, making granular lessons taught to would-be cops into so many iterations of a basic imperative: Maximize control while minimizing risk. Police are thus primed for wary and antagonistic encounters with a public whom they are simultaneously told to dread as existential threats yet enjoined to treat with civility and "respect." Police also quickly learn that their actions on the beat can lead to their being penalized, fired, or even prosecuted, and that, when push comes to shove, "the department would be only too happy to throw us under the bus." Navigating the baked-in contradictions between "tactical officer safety dicta," enforcing the letter of the law, keeping their jobs, and "serving the community" becomes not just a matter of officer discretion, but officer peril.

THE PROFESSOR WHO BECAME A COP (CONT'D)

But as everyone knows, and Brooks takes pains to stipulate, the double binds officers face are only part of the equation: It is the people in the communities they police who truly live out (and sometimes die under) those contradictions. Even as Brooks gets into the technical details of police minutiae (“handcuffs are not as simple as they look on TV”), strikes wry notes (“Try searching a three-hundred-pound woman who bellows, ‘You’re tickling me!’ every time you come within six inches of her”), and relates comic scenes (getting trapped in a police station toilet while struggling with her gear), she is blunt: “policing in the United States is a breathtakingly violent enterprise,” and “if you are a police officer, sooner or later you will put another human being into a cage.” As Brooks nears graduation, and contemplates what comes next, she is compelled to acknowledge, “I was going to be putting someone in handcuffs at some point, and statistically, that ‘someone’ was likely to be poor and black. Statistically, I knew I was unlikely ever to fire my gun at another human being. I wasn’t even likely to use my baton or pepper spray. But it was now a genuine possibility.”

It is a possibility she accepts. Brooks graduates and chooses to work on patrol in MPD District 7D, Washington’s poorest.

“We got a lot of calls involving conflicts between mothers and daughters,” writes Brooks, well into her 18 months on patrol in 7D. “Or maybe it just seemed that way to me.” Throughout the book, Brooks reflects on these relationships, both as the mother of two daughters, and as a daughter herself. Brooks’s mother is none other than Barbara Ehrenreich, the socialist activist, feminist intellectual, and outside luminary in the American leftist firmament. Among her dozen-plus books, *Nickel and Dimed: On (Not) Getting By in America* is a classic of immersion journalism, and saw Ehrenreich, a muckraker with a Ph.D. in biology, go undercover for three months struggling to get by on minimum wage in a variety of menial jobs. Both in form and in explicit content, Brooks’s book is, if not a rejoinder to her mother’s work, then a reckoning with her influence as a writer, intellectual, and parent. With its title borrowed from a Bob Dylan classic, *Tangled Up in Blue* is a deeply ambivalent, multigenerational family story.

Unsurprisingly, Ehrenreich is not pleased with her daughter’s new sideline. “The police are the enemy... they are not on our side,” she chides Brooks. Ehrenreich named her daughter after Rosa Parks and Rosa Luxemburg and is quick to remind her daughter that she was tear-gassed by cops at a protest while pregnant with her. “How do you rebel against a rebel?” wonders Brooks—and her stories of growing up in a household where “getting arrested by the Man was a privilege reserved for the grown-ups” make the question of what transgression and repression might look like in that context overdetermined indeed. Dragged to protest after protest, young Rosa grows increasingly resentful and exasperated. When her mother insists she boycott Nestlé chocolates, Brooks seethes, chafes, and finally capitalizes on a moment of distraction in a Scott’s Five and Dime to grab a Nestlé \$100,000 Bar from the counter, run to a nearby alley, and scarf it down behind a dumpster. She leaves behind a quarter to pay for it first.

“So maybe it was all to do with my childhood,” wonders Brooks, “and the muddled, conflicted messages about authority, gender, and class I absorbed from the adults around me, my mother most of all.” The lessons are muddled indeed. “Sexism was bad and patriarchy was bad, I deduced, but so were femininity and passivity. Wars were unquestionably bad, at least when they took place in Southeast Asia, but toughness and aggression were clearly admired.” Barbara divorces her first husband, the noted psychiatrist John Ehrenreich, and marries a union organizer who is considerably less conflict-averse. Brooks enters a “tomboy stage,” and he recruits her to help him glue shop doors shut to spite management. She envies her younger brother, Ben (now a conflict journalist), for the attention Barbara gives him. By her teens, Brooks is deeply depressed, and is habitually skipping school. “No one asked me if something was wrong,” she recalls, and for all the family’s lively discussions of politics and philosophy, they “didn’t know how to talk to one another.”

THE PROFESSOR WHO BECAME A COP (CONT'D)

These fraught relationships haunt Brooks's experiences as a cop on the beat, as she is constantly drawn into the family dramas of the people who live in 7D, and in so doing turns inevitably to thinking of her own. On her first day on patrol, Brooks and another officer are dispatched to a call about a child being beaten in an apartment, only to engage in a frustrating conversation with a mother who will not let them in. "You can tell from right out there that my son is alive and well," the woman says. "I know exactly what happens to black people when the police come barging into their houses!" Shortly thereafter, they respond to a call from another apartment, this time to be let in by a beleaguered woman, surrounded by piles of dog shit and an indeterminate number of toddlers. The woman tries to hand her eight-year-old boy off to them. "Listen, he's going after his brother with a butcher knife and I need you to take him away."

In yet another episode, which ranks among the book's most disturbing, Brooks and a cop named Reid—a self-described "Second Amendment nut"—respond to a call involving a fight between a mother and her daughter. The girl is a 17-year-old whom Brooks gives the pseudonym Imani, and the proximate cause of the disturbance appears to be Imani's asking her mother's boyfriend for money. "I want her to go to jail," the mother tells Brooks while Reid questions Imani in another room. When Imani tries to reach for her phone to show Reid that she had been the one to call 911 in the first place, Reid slides into Tactical Condition Red and grabs her. It gets worse. As Brooks tries to talk with Imani, Reid calls in to their sergeant and, together with him, decides "that Imani was the primary aggressor in what had now been redefined as a domestic violence assault situation, triggering a mandatory arrest." Brooks narrates what follows:

It fell to me, as the only female officer present, to cuff Imani and pat her down. She didn't complain or struggle. In her short life, I suppose, she'd already gotten used to things turning out badly. But it was one of my worst moments as a police officer. This girl was a victim, not a criminal. I thought of my own children, and imagined how my daughter would feel if both I and her grandmother seemed to be rejecting her. Would she want to lash out at me or hit me? If she did, I wouldn't blame her. Adults are supposed to take care of children. Instead, I was attaching heavy metal handcuffs to Imani's thin wrists. I felt a little sick.

Imani's rejection by her mother is one of many episodes that make Brooks think of her own mother, "whose disapproval still rankled." She compares her own childhood home to a prison, "each of us trapped in separate, solitary cells," but recognizes her relative luck: "The prison bars I chafed against as a teenager were constructed from my own emotions, not from cold, hard metal."

Whether you find such prose plangent or contrived may come down to taste. But set alongside one another, such passages cry out for evaluation in registers beyond the aesthetic. Brooks rightly demands we all dispense with euphemism and call putting people in "cages" what it is. But when it comes to examining her participation in that enterprise, she inevitably must turn to metaphor and projection. Washington's mandatory domestic violence arrest laws left Brooks with hands that were figuratively tied, but only one person in that situation wound up in actual cuffs.

What is at stake here is more than Brooks's word choices as a memoirist or her life choices as a person or her decisions as a cop. When Brooks first tells her mother about her plans to become a cop, Ehrenreich invokes Nietzsche's line about how those who gaze long enough into the abyss will find the abyss gazing back into them. But what will Americans see when they gaze into this book? Is this a book that will give readers a new perspective on the violence of policing—or is this just the story of how cops, and by extension her readers, can make peace with it?

At several points, during quiet moments in the squad car, Brooks explains Michelle Alexander's *The New Jim Crow* to her partners. More than being unimpressed, they find it "offensive." Their individual decisions to arrest people, they insist, have nothing to do with race. One, a black man, compares what cops do to the operations of ShotSpotter, a system of surveillance sensors that detects the sound of gunfire, triangulates locations, and dispatches police accordingly. "ShotSpotter can't tell the color of the person firing the gun," he says. "And what does she want us to do, ignore the 911 calls from black neighborhoods because if we go, we might have to arrest black people? The people calling 911 are black too. Don't black people have a right to have us come when they call?"

It is in fact on the question of rights that Brooks is the most persuasive. "What if instead of telling officers they have a right to go home safe, police training focused on reminding officers that members of the public have a right to go home safe?" she asks. "What if we reminded officers that they are voluntarily taking a risky job, and that if someone dies because of a mistake, it's better that it be a police officer who is trained and paid to take risks than a member of the public?" Simply posing these questions may well scandalize her other officers and may well be anathema in the era of Blue Lives Matter (a movement Brooks does not mention). But it is to Brooks's credit that she asks them in first place.

THE PROFESSOR WHO BECAME A COP (CONT'D)

It is also to Brooks's credit that she provides the reader with context about how decades of segregation have concentrated poverty in various neighborhoods, and draws on the work of the legal scholar James Forman Jr., who has compellingly documented how class divisions within Black communities have often generated calls for more rather than less policing. By the same token, she lucidly describes how the erosion of social services and the criminalization of trivial disorder have put police in the position of all-purpose problem-solvers whom "we expect ... to be warriors, disciplinarians, protectors, mediators, social workers, educators, medics, and mentors all at once," and whom "we blame ... for enforcing laws they didn't make in a social context they have little power to alter." Time and again, the reader is reminded how various structural factors attenuate certain disparities, what this or that policy means for the most vulnerable, and so on. All the requisite gestures, in other words, are there, and the all-too-familiar opposition between what "activists say" and what police and their backers insist is kept to a minimum. The balancing act is deft, even exquisite; beside Matthew Horace's *The Black and the Blue* (written with Ron Harris), no other recent police memoir comes close.

But the slickness and equipoise of *Tangled Up in Blue* betray themselves. When Brooks addresses the broader discourse around policing, her efforts to consider "both sides" can feel flattening, patronizing, and even canned. "The existence of violent crime is not a right-wing myth dreamed up to justify the incarceration of minorities and the poor," Brooks states. "Crime is real—and the misery, pain, and fear engendered by violent crime are visited most often on the very same demographic groups who are disproportionately likely to end up incarcerated." Likewise, Brooks observes that while "critics of policing are justified in viewing both the stunningly high number of police killings and the racial inequities marring our criminal justice system as tragic and inexcusable," it is also the case that "policing is not a malevolent conspiracy," since "most police officers take seriously their role as public servants."

Who, precisely, are these neatly worded, well-qualified reality checks actually meant for? Of course violent crime is "real." Indeed, if there's any one thing the must-read lists and book clubs that will spotlight *Tangled Up in Blue* have an appetite for, it's True Crime. And what work is done by proclaiming that "policing is not a malevolent conspiracy" in an era when people can watch a biopic about the assassination of Fred Hampton, or Google newspaper coverage of the role of Rahm Emanuel in the Chicago Police Department's cover-up of the killing of Laquan McDonald, or read Baynard Woods and Brandon Soderberg's excellent *I Got a Monster*, which details a years-long robbery and drug-dealing enterprise within the Baltimore Police Department, a criminal enterprise for which some 15 officers have now been charged or convicted, many on literal conspiracy charges?

Brooks's admonitions here seem geared toward self-consciously reasonable and presumably liberal-centrist readers who think "nuance" simply means well-balanced clauses and appeals to their own ability to tolerate complexity in lieu of actually thinking. They are fodder for the kind of people already inclined to congratulate themselves on their ability to listen to tough, real, and serious lessons from someone who is tough, real, and serious enough to put a teenager in handcuffs and then bravely bare their soul about how doing that made them feel. These are tics, ideological reassurances for people who would prefer not to think too long or too hard about how "policing" might not be a "conspiracy"—but only in the sense that it is precisely not any more or less a conspiracy than, say, high finance or municipal zoning.

Policing, in other words, is not a conspiracy insofar as "conspiracies" generally involve secrecy. The purpose and practice of policing play out transparently and in the open. ShotSpotter towers do not blanket wealthy white suburbs, and the reason is not that gun homicide is hyper-concentrated among the Black and poor, but that there are no equivalent systems for swiftly dispatching armed police in response to wage theft by retail managers, rape in frat houses, or cocaine use in yacht clubs. If the imperative driving individual police officers is to impose control and minimize risk, so too is this the basic principle that defines "policing" as a social institution more broadly. Capital and those closest to it must be secured in the sense of being kept safe—including from police officers themselves. Other people must be secured in the sense of being locked down.

THE PROFESSOR WHO BECAME A COP (CONT'D)

“The real hell of life,” Jean Renoir once observed, “is that everyone has their reasons.” Whether knowing what these reasons are and being honest to one another about them makes any difference is probably a question for theologians, philosophers, and psychoanalysts. Brooks, to her credit, seems far more honest about her reasons than most, and her book is revealing. It would be reductive to say that Brooks simply uses the streets of Washington’s poorest neighborhood and the traumas of its denizens as stages and props for satisfying her own curiosity and proving something to herself, and working through personal family psychodramas. It would be simplistic also to see this book as just a giant plug for the new “Innovative Policing Program” at Georgetown that Brooks founded, or as a bid for some presumptive police reform czar appointment in a Biden (or Harris) administration. But it would also be naïve to see *Tangled Up in Blue* as not these things.

When Brooks gives her cop colleagues a crash course in *The New Jim Crow*, they respond in personal terms to being interrogated about their participation in mass incarceration. They are reassured by thinking of themselves as just normal individuals, operating on the ground floor of policing on a case-by-case basis, and making the same impersonal, disinterested, and fundamentally fair judgments as a fine-tuned machine. The Big Questions are above their pay grade. For her part, Brooks makes abundant and thoughtful gestures toward asking The Big and Difficult Questions, yet she does so while thoroughly personalizing everything. Presumably, many in her intended audience will be reassured to think that our system of policing could be administered at the highest levels by such an exceptional and formidable individual, operating with an eye on the big picture, and making decisions that fuse lived experience with empathy and impeccable credentials.

In the book’s final scene, Brooks, in full academic regalia, delivers a lecture at Georgetown on the occasion of an alumnus’s \$10.5 million gift to the school, a donation that includes an endowed professorship for herself. Her police colleagues are there, as are her students, fellow professors, deans, and her instructors from the academy. So too is her family, including Barbara, who has finally come around and expressed motherly pride to her (“I shouldn’t have doubted you”). “Everyone was beaming up at me,” writes Brooks, “and I felt a sudden surge of joyous vertigo: all my worlds, finally converging.” Her life is fully integrated. Exciting partnership initiatives are in the offing, difficult conversations are being launched, and, finally, so many years after those tense exchanges in the Ehrenreich family home, people now have the ability to Talk to One Another. In the appendix, Brooks notes what happened to Imani. The prosecutors declined to press charges, but her relationship with her mother “remained contentious.” The police have been called to more disturbances at their home, and both her mother and her mother’s boyfriend have been arrested. In one episode, he set the house on fire.

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Patrick Blanchfield’s first book, *Gunpower*, is forthcoming from Verso.

VACJE VIRTUAL ANNUAL BUSINESS MEETING

19

NOVEMBER 2021

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Registration: jhodgson@averett.edu

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