MORASH NAMED NEW DIRECTOR

On September 1, 1991, Dr. Merry Morash was appointed as Director of the School of Criminal Justice, Michigan State University. She holds a Masters of Social Work from the University of Maryland, and, before receiving the Ph.D., she worked in juvenile court and both juvenile and adult correctional programs. Her Ph.D. is from the Institute for Criminal Justice and Criminology at the University of Maryland. Dr. Morash is the editor of Social Problems, a journal devoted to the application of research and theory to the resolution of problems including crime, homelessness, and unemployment. Her public service and research focus on juvenile justice, corrections, and women as victims, offenders, and employees in the criminal justice system.
Comments from the Director

Envisioning an Enhanced Alumni - School Partnership

In my first set of Comments from the Director, (iii) primary purpose is to recognize the type of contribution that alumni make to the School and to identify issues of concern to faculty and students, as well as to the alumni. Also, although many alumni have been in my classes, worked on an independent study, or completed a thesis with my support during the last twelve years, I also want to introduce myself in this column to alumni who do not know me.

As I visualize the School's alumni, the careers are remarkably diverse. My own research on women in policing sparks my interest in the women who attended the School in its early years and who are pioneers in law enforcement and related fields. Large numbers of graduates work in a great variety of jobs in police departments and correctional agencies. Smaller, but by no means less important, numbers work in crime labs throughout the United States and in victim advocacy settings, for example, battered women's shelters or rape crisis programs. Federal and state law enforcement agencies as well as industry and private security firms are the place of employment for yet another large group of our graduates. Not only does the "snapshot" of our alumni show a great range of jobs -- only some of which are mentioned above -- but many of the School's graduates work in multiple criminal justice settings over the course of their careers.

What -- given the diversity of our alumni and the similar mix of the School's faculty and staff -- holds us together in a productive partnership? Most important is a focus on justice, whether it is delivered in a courtroom, a one-on-one police-citizen interaction, a program for victims, or protection of a business's proprietary information. Debate about and interest in law and ethical issues run through our coursework, training, and research. Alumni, students, and faculty stimulate each other to think about what is "right." Are minorities treated fairly? How do we prevent police corruption and abuse of power? What are the fundamental constitutional protections? How do we balance employees' right to privacy with defense industry concerns about espionage? Alumni advise us as we constantly update our training and class programs to address the issue of justice. Alumni also take part in our formal training programs on such topics as community policing, jail suicide prevention, and death investigation techniques. Through these interchanges, alumni work with us in the pursuit of justice.

A systems focus is another part of the "pie" that binds alumni, faculty, and students. Individuals working in policing, corrections, the courts, private security -- any one part of the justice system -- cannot be effective without knowledge of the entire system. A few examples illustrate this notion of interconnectedness: juvenile delinquency program staff must understand the police processes and procedures that have brought some juvenile offenders, but not others, to their attention. Police need to understand the role and practices of people employed in private security.

One of the big ways for our alumni to continue their education on the system is to get to know each other.

Comments from the President

by Dr. Merry Morash

I want to welcome Merry Morash as the new Director of the School of Criminal Justice. She is a well-regarded educator and a valuable contributor to the field of criminal justice. She takes over from the able stewardship of Robert Trojanowicz, who has stepped down to return to full time teaching and research. I know that she will continue to keep Michigan State at the forefront in the criminal justice arena.

I also want to echo Merry's thoughts in her column about the alumni. The Criminal Justice Alumni Association has as one of its missions promoting and assisting the School in maintaining its prominent position in this area of higher education. One way of doing this is by alumni participation in the Association. Another way is by promoting the School to prospective students. A third way is by being willing to assist other graduates, be they recent or not so recent, as they look for that first job or want to advance or make a career change. I am sure that there are many other ways we can each make an individual contribution. Although the effort of each person may be relatively small, the cumulative effect is not.

One of the activities that alumni can engage in to help our School is making it available to the wealth of experience that collectively exists. A new project being undertaken by your Alumni Board is the creation of an advisory body of experienced graduates who will work with the School to ensure that the students are getting the type of education that the market is demanding, whether it is in corrections, law enforcement, or security. The education of a graduate of the School must be a mix of what some would call pure academics and course work of a more technical nature. The School is not a training school, but an educational institution that must maintain an appropriate balance. By working with the School in the development and refinement of its course offerings, the Board hopes to keep the graduates of Michigan State on the cutting edge of their chosen profession.

by Randy Johnston
Alumni Update

Jeffrey Agzazian (84) - Laboratory Scientist, Northville, MI. 
Helen Lynn (Buchanan) Attar (88) - Paralegal, Litchfield, MI.
Robbin M. Bell (81) - Resident Unit Manager, Villas, Michigan. 
Department of Corrections, Michigan Reformatory, Ionia, MI. 
Joyce Ruby Berman (75) - Program Director, Spectrum Human Services, Highland Park, MI. 
Michael Billette (88) - Trainer II (Juvenile Program), Norfolk, VA. 
William L. Bland (76) - Corporate Manager, Safety and Security, Blue Cross and Blue Shield of Florida, Jacksonville, FL. 
Robert Bliss (81) - Vocational Rehabilitation Counselor I, Statesville, NC. 
Herbert T. Blume (49) - Security Officer and Chief of Police (Retired), Naval Air Propulsion Center, Trenton, NJ. 
Kenneth Q. Burkett (51) - Retired from General Motors and now Deputy County Executive, Oakland County, Pontiac, MI. 
Francine J. Colgan (83) - Owner/Investigator, Belle Investigative Services, Williamson, NY. 
Norm Collier (60, MS '71) - Professor, Criminal Justice, St. Louis Community College, St. Louis, MO. 

Lawrence Wm. Coryell, M.D. (72) - Diagnostic Radiologist, Fort Myers, FL. 
Talbert J. Cottey (59) - Doctoral Student, University of Maryland, College Park, MD. 
James A. Covey (MS '76) - Major (Retired), Fairfax County PD, Silver Springs, MD, relocating to Jerusalem, Israel. 
Robert S. DeCamps (76) - Probation/Parole Agent, Mich. Department of Corrections, Delta County Court House, Escanaba, MI. 
Jim Delauna (56) - Area Administrator (Retired), U.S. Department of Labor, now living in West Bloomfield, MI. 
Christopher J. Desnowy (34) - Treasurer, Desnowy Funeral Home, Jackson, MI, and Officer, Nipponic Township Police. 
Kathleen M. Dilger (80) - Attorney, Rochelle, IL. 
Steven R. Duell (83) - Field Training Officer, Indianapolis (IN) PD. 
Nancy Ann C. Payne Engle (39) - Probation Officer, 562 District Court, Charlotte, MI. 
Harold Leo Fabrit (58) - Retired from FBI in 1987, now Vice President, Russell E. Anderson Associates, Inc., St. Paul, MN. 
Donald Barlow Flowers (77, MS '80) - Criminologist and novelist, books include FOID and CRIMINALITY and The Adolescent Criminal, Lake Oswego, OR. 

Jacademic J. Garris (66) - Attorney, Garris, Garris & Garris, Ann Arbor, MI. 
George A. Goodman (86) - Special Agent, Alcohol, Tobacco & Firearms, Detroit, MI. 
Jerry Golberg (72) - Manager, Security and Environmental Services, Loral Aeronutronic, Newport Beach, CA. 
Daniel G. Gustafson (73) - Special Agent, U.S. Forest Service, Ramona, CA. 
Thomas E. Guy (58) - Officer, Rolling Meadows, (IL) PD. 
Donald S. Harkey (54) - Chief (Retired), Midland, (MI) PD. 
William J. Hartman (64) - Supervisor of Classification, Indiana State Prison, Michigan City, IN. 

John Hartman (64) - Retired from ATF, now Family Financial Programmer, El Paso, TX. 
Nacho Veronica Heller (81) - Reservation Sales Agent, Northwest Airlines, Livonia, MI. 
Robin S. Holms (78) - Temp Force, Atlanta, GA. 
Raif E. Hecht (85) - Security Special Services, General Motors Design Staff, Warren, MI. 
Michael Hodzon (87) - Special Agent, U.S. Customs Service, Corpus Christi, TX. 
Deborah R. Holser (75) - Children's Protective Services, Ferndale, MI. 
Vandana S. Hutchinson (74) - Exec. Assistant to the President, Hartford Community College, Bel Air, MD. 

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Alumni and Internships

The School of Criminal Justice internship program is viewed as a capstone experience for those students who participate. It provides students with an opportunity to learn more about a career in criminal justice, to synthesize classroom concepts and principles with "real world" experience, and to network with criminal justice professionals outside the halls of academia. Alumni who have participated in an internship or co-op program know the value of that experience.

As the new Practicum Coordinator, I am committed to the continued development of such cooperative educational opportunities and the expansion of opportunities in private and corporate security. I am also convinced the key to expansion lies within the Alumni-School partnership. During the coming months I will be working closely with the CJ Alumni Association to strengthen that partnership.

I am interested in hearing from alumni regarding how we can continue to develop and expand this partnership. I am also interested in hearing from alumni who might be able to make internships available where none currently exist.

We have several types of placements including: state-paid internship programs, cooperative education programs, and graduate internships. We have micro-assigned to both private and public local, state, and federal agencies. If anyone would like information on how to make an internship available to CJ students, please complete the form on the back of this newsletter and return it to the CJ office. If you would prefer to call, my number is (517) 355-9648.

by Audrey Z. Martini

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Faculty Focus

Dealing with diversity in teaching - it's about time

by Dennis Payne

After a 25-year career in policing - a brief, but interesting, two-year period as special assistant for Michigan's Governor, I entered Michigan State University in late 1983 to continue my education and, to embark on a second career. During the six years required to complete the work for an M.S. and a Ph.D., I was teaching classes on a regular basis and, where possible, contributing to the public-service segment of the work. Prior to obtaining the Ph.D., I gladly accepted a position as career development coordinator for the School and continued in that rewarding position until my faculty appointment in September of 1991.

My late father's words, "You are never too old to learn," must have been burned into my subconscious. Fifty-two years to complete one's formal education does not come with bragging rights. Quite the contrary, it offers the opportunity to understand humility. My mother's words offered immediately after the Ph.D. commencement should not surprise the reader: "It's about time!"

With this ethic in mind, I opted to take advantage of the opportunity recently to attend a two-week seminar at MSU sponsored by the Women's Studies Program. The purpose of the seminar ostensibly was to explore the feasibility of introducing women's issues into the general curriculum and to provide interested faculty a foundation and process to begin to accomplish that objective.

The idea sounded reasonable. After all, women make up more than half of our population and a substantial percentage of our students are women. I thought that, if there was something that I could use to improve the teaching experience, then the seminar would be worth the time and effort. I was pleased to learn that the focal point was not singular. It was not just women or people of color, but any person made invisible by our teaching methods, habits, experience, or norms that we bring to the classroom.

The seminar leader, Dr. Phyllis Palmer of George Washington University, made it clear at the start of the seminar that the integration process would be incremental and would not be easy. Those in attendance were required to provide a syllabus reflecting the inclusion of appropriate readings into a course of their choice, and we were provided several articles to digest overnight, and each day roundtable discussions were held. This open forum provided a vehicle to discuss one's perceptions of and reactions to the content.

It should be noted that the purpose of the seminar was not to replace current course content or to transform a class on Police Administration or Security Administration into a women's studies course, but to enhance course content by including appropriate readings and discussion of issues where applicable. Among the concepts discussed were reciprocity, marginality, the male norm, cultural norms, class, ethnicity, color, heritage, religion, and gender.

Dr. Ken Christian, another CJ faculty member, and I recently spoke of our experience at the seminar. He noted that, over the years in the classroom, it seemed possible to avoid focusing attention on a student's race, gender, heritage, preference, etc., in the classroom. Each category was presented as an issue in policing that must be addressed, therefore it was discussed as an administrative problem as a whole. The subject matter was treated in terms of the administrative issue itself and the legal and moral mandates required for proper handling. Such issues are not necessarily treated as personally meaningful or from the perspective of the persons involved.

This, of course, is not easy to accomplish. It's quite simple to discuss minority recruitment and the problems associated with it or sexual harassment concerns and their administrative adjudication within the organization. My interpretation of the general intent of the seminar was to develop an interest and awareness in each person's specific point of view, by virtue of their gender, color, heritage, class, religion, or sexual orientation. It seems obvious that inputs such as these would enrich the classroom experience and reduce the invisibility that may exist. What is not so obvious is how to accomplish this task.

It is not my objective to become a feminist pedagogue, but rather to introduce issues to reduce the marginality or invisibility of those in the classroom and provide an atmosphere for input from those with a particular perspective. Accordingly, one must improve the skills of communication, utilize the group process, where feasible, and attempt to integrate theory and practice.

During the recent winter term, I attempted to open such discussions, but found students reluctant to give their individual perspectives. I was just a weak but more successful in obtaining individual perspectives in written papers. In light of my feeble attempts to open the doors, "it is my view that the structure of the class must change in such a way that requires their inputs and makes it mutual."

To that end, one class this term is structured to accomplish some of the objectives mentioned. The focus of the class is the analysis of police problems. The specifics include requiring the students, as members of eight assigned
Faculty Focus

by David L. Carter

FBI and PERF research on police issues

An important role of a faculty member in a professional school is to work closely with the field. In my area of specialization, policing, I have attempted to accomplish this through research and technical assistance. Specifically, I have been fortunate to work extensively with the FBI's Behavioral Sciences Services Unit (BSSU) and the Police Executive Research Forum (PERF). Both the work at the FBI's BSSU and at PERF are the basis for the technical assistance and training that I have provided to law enforcement through the United States and Europe.

At the FBI, I was selected as the first faculty member in the country to participate in a faculty exchange with the BSSU, whose Unit Chief, John Henry Campbell, is currently completing his doctorate here at MSU in Educational Administration. In addition to teaching at the FBI Academy the past several years, the faculty exchange has permitted me to work on several research projects related to community policing, research on the future of policing, changing trends in violent crime, and projections of emerging crime problems throughout Europe, as they may eventually influence the United States.

The bulk of my time at the FBI is being spent on exploring the changing patterns of violence and organized crime in Europe, as a way of identifying trends that may then appear here. In particular, we are seeing a significant increase in organized crime activity in the Eastern Bloc countries, now that they are free from Soviet domination. When we think about organized crime in the United States, most people think first of the Mafia, Asian drug gangs, and Caribbean groups, such as Jamaican bosses. But this research tracks how organized crime from the Soviet Bloc appears to be moving first to Europe, then to the United States, and we need to know more about the threat.

Another major focus of this future-oriented research reflects the new challenges posed by an increasingly high-tech, global economy. In addition to theft of high technology and the use of high technology to commit crimes, the research also addresses the growing problem of theft of intellectual property. Advances in technology create new categories of crime, from simple theft of cable programming, to new financial crimes by computer, new opportunities for industrial espionage, and theft of trade secrets, to illegal transfers of technology across national borders. Also of obvious concern is the difficulty in protecting intellectual property when the laws of different nations differ.

As part of the research on special trends in violence in the United States, I am conducting research on issues such as:

- the impact of the media on violence,
- the effect of movies and video games on violent behavior,
- citizens arming themselves against violence due to fear of crime,
- the use of excessive force by police officers,
- the apparent increase in the number of perpetrators wearing body armor,
- the types of weaponry used by perpetrators.

Part of this research also involves looking at the increase in violence in schools, and I am working to develop a model of such violence. Another aspect of the research focuses on gangs, including the emergence of highly organized "corporate" gangs, which differ dramatically from the informal "social" gangs of the past. Such efforts require working closely with various police agencies, to gather anecdotal information that can be compared and contrasted to draw a clearer picture of threats nationwide.

I was appointed PERF's first Research Fellow in 1990. Continuing with that appointment today, my research includes national projects on higher education in policing, police labor relations, law enforcement accreditation, drug use and testing of police officers, police responses to the homeless, and directing the congressionally mandated project on gun and crime. I am also beginning a new effort on violence in schools. All projects are conducted from the "policy perspective," so that the results can be put to work immediately to help police executives in their decision-making.
Have you changed jobs or moved? If so, please take a moment now to fill out the form below. Not only will this ensure that you continue to receive the newsletter, but it allows us to serve as a clearinghouse to help you network with old friends and classmates. We would also like to invite you to share news about yourself for the newsletter, a great way to stay in touch.

Direct all correspondence to:
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Or call toll free 800/892-9051 (in Michigan, 517/355-2322) with any information, comments or questions.

Name ____________________________
Name Under Which You Earned Your Degree ____________________________
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☐ NOT: Please don’t print any information about me in the Alumni Update.
☐ YES: I’d like to appear in Alumni Update. (Please feel free to attach a note about your current activities that we can use to let others know what you are doing.)
☐ I would like to discuss developing an internship at my place of work.
☐ I would like to discuss developing a co-op program at my place of work.
☐ I have expertise in the following area, and I would be willing to assist the School of Criminal Justice in that area in the following manner (We are especially looking for expertise in CJ computer applications):
☐ I would be willing to assist the School of Criminal Justice in fund raising activities.
☐ I am available to talk with a criminal justice class about the following topic(s):
☐ I am available to participate as an advisory committee member in the following area of criminal justice:
☐ I am interested in writing an article for the Alumni Newsletter, please call me to discuss topic area(s):

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