minority children are channeled through the pipeline. The authors begin by offering some startling statistics regarding the suspension rates of minority students. For instance, suspension rates for African American students have more than doubled over the last thirty years. African Americans are three times as likely to be suspended as white students. In addition, African American students are more likely to be suspended than white students for the same types of offenses. Children who are suspended often fall behind in their school work and find it difficult, if not impossible, to catch up. These children are more likely to drop out of school and have higher arrest and incarceration rates. Kim and her colleagues recommend challenging the imposition of discriminatory school discipline on the basis of race, especially for students who are “similarly situated.” In other words, students who commit like disciplinary infractions should be punished in a similar manner. Differential treatment is a clear violation of the Equal Protection Clause, and the authors note that this is the most common type of litigation related to educational settings. Although they encourage legal advocates to file on the grounds of equal protection, they admit that these cases have produced mixed results (con’t p. 3).

Kim, Losen, and Hewitt’s book introduces the reader to the concept of the school-to-prison pipeline. The school-to-prison-pipeline refers to the convergence of inadequate educational policies in insufficiently funded public schools and a largely punitive juvenile justice system that does little to provide the most at-risk students with educational or mental health services both of which dramatically increase the likelihood that these students will end up with a criminal record rather than a high school diploma. The authors offer disturbing empirical evidence that minorities (e.g., children of color, students with disabilities, English language learners, undocumented and homeless youth, and children in foster care) are most likely to be funneled through the school-to-prison pipeline. They also offer suggestions and legal strategies for advocates to employ to disrupt the pipeline.

The book presents evidence that discriminatory school disciplinary policies are often the first juncture where minority children are channeled through the pipeline. The authors begin by offering some startling statistics regarding the suspension rates of minority students. For instance, suspension rates for African American students have more than doubled over the last thirty years. African Americans are three times as likely to be suspended as white students. In addition, African American students are more likely to be suspended than white students for the same types of offenses. Children who are suspended often fall behind in their school work and find it difficult, if not impossible, to catch up. These children are more likely to drop out of school and have higher arrest and incarceration rates. Kim and her colleagues recommend challenging the imposition of discriminatory school discipline on the basis of race, especially for students who are “similarly situated.” In other words, students who commit like disciplinary infractions should be punished in a similar manner. Differential treatment is a clear violation of the Equal Protection Clause, and the authors note that this is the most common type of litigation related to educational settings. Although they encourage legal advocates to file on the grounds of equal protection, they admit that these cases have produced mixed results (con’t p. 3).
Message from the Chair

Robert L. Bing, Ph.D.
University of Texas at Arlington

Dear MWS members,

Howdy from Texas! Hope all is well and that you have managed to slow the summer down. Where has the time gone? The summer is time for a host of activities, ranging from summer instruction, relaxation, family, research, and etc. Honestly, hope your summer is going much better, as I have so much on my agenda. Speaking of agenda, I have been thinking about the Section on Minorities and Women. I would like very much to see the membership increase twofold. The question: How do we get there? Expect to hear from members of the Executive Board soon on this topic. Please know, however, that we appreciate your continued support. We could not exist without Y-O-U!

Although the national meeting is several months away, we have talked about wrist bands, ribbons and/or buttons as a way to increase the visibility of our section. Another goal is to seek support from a publishing company to help under write the financial cost of the Award’s Reception. If you have any contacts, please let me know. And as if you did not know, the Dallas meeting will mark ACJS’s 50th anniversary, so let’s get the panel ideas going and let’s get excited about the conference in the “Big D.”

It is always a pleasure for me to say hello via MWS Speaks. We are fortunate to have Kim on board as our secretary and to have equally talented Executive Board members. We are working for you. Let us hear from you. In the meantime, get some lemonade and enjoy the most recent issue of MWS Speaks. And let’s work on slowing down summer!

Very sincerely,

Bob

Message from the Editor

Kimberly D. Dodson, Ph.D.
Western Illinois University-Quad Cities

Welcome to the June issue of MWS Speaks! Although it is summer the Executive Board continues to work behind the scenes to keep you informed about the Minorities and Women Section. The MWS report is due to Cathy Barth at the end of July. If you have items you would like to include in the report, please send that information to me or Bob and we will make sure that it is included. Some of the topics we traditionally cover in the report include election results, award recipients, plans to expand the section and/or suggestions for section activities.

As Bob indicated, the ACJS meeting in Dallas, Texas marks the organization’s 50th anniversary. We have a real opportunity to increase the visibility of the section. I would like us to form a committee of four or five people to put together some panels, round tables, and/or poster sessions that highlight our varied research interests. If you would like to serve on this committee, please send me an email.

Thank you for your continued support of MWS Speaks. The newsletter is a place for you to submit your scholarly work, share your achievements, and to connect with each other. Please think about making a contribution to the upcoming issue of MWS Speaks scheduled to be released in September. You might consider submitting articles, short essays, book reviews, position announcements, and/or member news. Send your contributions to me at KD-Dodson@wiu.edu.
According to the book, a more disconcerting trend is that minority students are more likely to be filtered into the pipeline as a result of the criminalization of school misconduct. That is, schools have increasingly relied on law enforcement officers to resolve minor school misconduct that was once addressed and resolved by teachers and administrators. Zero tolerance policies have been the number one contributing factor to increased arrests in high schools across the country, especially among children of color and students with disabilities. Some studies show that African American students represent about one quarter of the juvenile population, but they account for almost half of the school-based delinquency referrals. Additionally, disabled or special needs students account for approximately one quarter of all school-based delinquency referrals. Students of color are more likely to be arrested at school than white students who have committed a similar disciplinary infraction. The authors argue that many of these arrests are improper because either law enforcement officers or school officials fail to follow constitutional mandates when investigating school-based infractions and/or alleged criminal behavior. For example, some law enforcement officers may fail to properly advise juveniles of their constitutional right to counsel and their right against self-incrimination. And although school officials are not subject to the same legal standards as law enforcement officers who conduct interrogations, school officials must advise juveniles of their constitutional right against self-incrimination because school officials are considered government agents.

The authors also point out that the criminalization of school misconduct has increased the number of school-based arrests and referrals to law enforcement, which has had a devastating impact on children. School-based arrests have been shown to double the odds that students will drop out of school, and when coupled with a court appearance, nearly quadruple the odds of dropping out. School-based arrests also lower job prospects for these individuals and increase the likelihood of future contacts with the criminal justice system. As a result, the authors view the criminalization of school misconduct as an ineffective policy that threatens to further burden the juvenile justice system and perpetuate criminal offending among juveniles.

Perhaps the most troubling allegation made by Kim and her colleagues is that some school officials engage in “push out” policies. The authors make the argument that federal legislation as well as some state policies create a situation whereby school officials feel pressured to “push out” academically underperforming students. As evidence, the authors point to the No Child Left Behind (NCLB) Act, which utilizes standardized test scores to determine the overall performance of a school or district. If racial or ethnic minorities, students with disabilities, or economically disadvantaged students consistently fail to meet the established academic proficiency thresholds, accountability measures may be triggered and result in the state taking over the school or district. To avoid this possibility, school administrators may resort to suspending or expelling (pushing out) underperforming minority subgroups. Similarly, states that require senior exit examinations that are intended to improve school performance may have inadvertently created a situation by which school administrators feel compelled to eliminate underperforming students from the testing pool.

The empirical evidence bolsters the claims of the authors that poor performing students are often pushed out. One study found that for similar offenses, school officials meted out longer suspensions for on students who performed poorly than students who performed better. Additionally, the “punishment gap” grew significantly during the test administration period, providing evidence that school officials sometimes resort to “selective discipline” to “reshape” the testing pool by excluding low-performing students from the testing pool. The authors note that such practices are a clear violation of the U.S. Constitution that protects students from being denied access to education based on their minority status and that such lawsuits are usually successful. They also claim that attorneys have been successful in litigating such lawsuits because push out practices represent a clear violation of equal protection.

To my knowledge, this is first book to systematically identify the structural inequalities that exacerbate the educational divide between minority and majority students, and it serves as a serious indictment of school systems that implement and perpetuate discriminatory practices and policies. Minority students and parents of minority students are strongly encouraged to read this book to familiarize themselves with practices and policies that are not only discriminatory, but in many cases, unconstitutional. Educators and school administrators should read this book in an effort to identify and avoid discriminatory policies and practices that may leave them vulnerable to civil liability. This work is also a must read for criminal justice practitioners, especially law enforcement officers employed in schools across the country. It is an eye-opening account of how school administrators have shifted the onus of responsibility for disciplining students to law enforcement, often with devastating consequences. This book will undoubtedly serve as an invaluable resource for legal advocates working in educational and criminal justice settings who are interested in learning about effective litigation strategies that can be used as a basis for disrupting and dismantling the school-to-prison pipeline.
Dr. Frankie Y. Bailey, Associate Professor in the School of Criminal Justice at the University at Albany has won an “Explorations in Diversity and Academic Excellence” grant from the SUNY Office of Diversity, Equity, and Inclusion. This SUNY-wide initiative supports innovative approaches that illuminate and strengthen the intersections between diversity and academic excellence. Frankie’s proposal, “Justice and Multiculturalism in the 21st Century,” was one of eight selected across the state university system. The award will be used to support a year-long justice project within the School of Criminal Justice. Activities will include a speakers series, film series, undergraduate research paper competition, and Spring Symposium. Frankie will have more details to announce about the paper competition and the symposium in September.

Dr. Kimberly D. Dodson, Assistant Professor in the School of Law Enforcement and Justice Administration at Western Illinois University-Quad Cities won the Academic Excellence Award for 2012. The award is given to a faculty member who demonstrates a strong commitment to teaching and instruction and supports opportunities for research, scholarly and creative activities, and public service and outreach, and/or delivers a strong, user-centered information technology infrastructure in the classroom.

Dr. Emily Lenning, Assistant Professor of Criminal Justice at Fayetteville State University, won the 2012 Margaret Lang Willis Outstanding Criminal Justice Educator Award given by the North Carolina Criminal Justice Association.
Dr. Liam Leonard, lecturer in the School of Business and Humanities, was in New York this month to receive an Award and Certificate of Excellence from Sage Publishing for developing the internationally themed special issue concept for the Prison Journal, and for editing the special “Irish” issue of that journal last year.

Included in the picture are Dr. Liam Leonard, IT Sligo; Thomas Makowski, Senior Manager, Sage Publishing North America; and Editors of the Prison Journal, Dr. Rosemary Gido and Dr. Melanie Pallone.

While in New York, Dr. Leonard also chaired a session and gave a paper on the subject of ‘International Restorative Justice.’ He also met with Police Chiefs from the suburban neighborhoods which were home to many of those in uniform who lost their lives during the 9/11 attacks.

Dr. Leonard will edit collections on the subject of Post Conflict Restorative Justice and Community Policing with those groups he met at the Academy of Criminal Justice Sciences event, one of the largest of its kind in North America.
Dr. Roslyn (Roz) Muraskin, ACJS Secretary and professor of criminal justice, passed away on Saturday, April 21 after a two-year battle with ovarian cancer. She was 71 years old. Roz was an accomplished criminal justice scholar and a leading advocate for women’s rights in the workplace. Her scholarly research focused on women’s leadership development; gender, race and the criminal justice system; and women prisoners in correctional facilities. She authored or co-authored more than 15 scholarly works, including five books. A prominent advocate for women’s rights and a breast cancer survivor, Roz founded the Long Island Women’s Institute (LIWI) in 1991 to encourage women to become successful leaders and to break the proverbial “glass ceiling.” Her honors have included the Woman of the Year Award for Excellence from the Minorities and Women Section of the Academy of Criminal Justice Sciences; the Fellow Award (twice) from the Northeastern Association of Criminal Justice Sciences; and recognition for her work in AIDS education from the Long Island Association for AIDS Care. She served on the board of the “Herstory” women writers’ workshop. Roz is survived by husband, Matthew Muraskin, an attorney; sons Seth and Craig; a daughter, Tracy Birkhahn; and six grandchildren, Lindsay, Nickia, Benjamin, Zachary, Sloane and Sydney. She is also survived by her mother, Alice Cashman, and brother, Richard Cashman. In lieu of flowers, the family requests donations to ovarian cancer research. A memorial service is being planned for September at LIU Post.

In Honor of Dr. Roslyn Muraskin

Dear Colleagues:

We have suffered a great loss with the death of Dr. Roslyn Muraskin. In honor of her memory, I would like to organize two events for the ACJS 2013 Conference in Dallas, Texas.

The first event is a roundtable session entitled “Honoring Dr. Roslyn Muraskin” to celebrate her work and pay tribute to her invaluable and remarkable contributions to field, both as a professor and a researcher.

Dr. Muraskin was very passionate about women’s issues and justice. So the second event will be a panel session entitled “Women, Crime, and Justice” in her honor.

If you are interested in participating, please contact me at josephj@stockton.edu by August 15, 2012.

Thanks in advance for your participation in honoring a well-beloved and respected colleague.

Janice Joseph
Humboldt State University
Department of Sociology

DESCRIPTION: Humboldt State University’s Department of Sociology invites applications for an academic-year, tenure-line position for a new Bachelor of Arts degree program in Criminology and Justice Studies (CJS). The successful candidate will also contribute to existing undergraduate and graduate programs in Sociology.

RANK, SALARY and BENEFITS: We seek to fill this position at the Assistant Professor level. Rank and salary are dependent upon the candidate’s qualifications and experience. The California State University Salary structure is available at: http://www.humboldt.edu/aps/docs/Salary-Schedule.xls. Humboldt State University provides an excellent benefits package for faculty. Information about the benefits plans can be found at http://www.calstate.edu/Benefits/Summaries/2007_Faculty-Unit%203.pdf.

PROFESSIONAL QUALIFICATIONS: Ph.D. in Sociology, Criminology, Justice Studies or a closely related field from an accredited college or university is preferred at the time of the appointment. Applicants with considerable progress towards degree completion by appointment date will be considered. Completion of the terminal degree is required prior to the start of the second probationary year. Applicants must demonstrate job-related experience with and/or commitment to diversity in the academic environment.

The successful candidate will be prepared to contribute to a new major in “Criminology and Justice Studies” and support established BA and MA programs in Sociology. The CJS program is designed to provide undergraduates with the skills necessary to become effective agents of social change; the successful candidate should demonstrate research and/or teaching and service that align with this goal. The successful candidate must be prepared to teach core courses on Introduction to Criminology and Justice Studies, Inequalities and Crime, Law and Society and Criminological Theory. They must also demonstrate an ability to engage students with community-based action and research through senior internship and thesis courses. We welcome expertise in other related areas including, but not limited to, cross-national perspectives on punishment/justice and rural criminology. Candidates must demonstrate a record of collegial collaboration and ability to work with a diverse student population. At the time of appointment, the successful candidate, if not a U.S. citizen, must have authorization from the Bureau of Citizenship and Immigration Services to work in the United States. Evidence of degree(s) required at time of hire.

PROFESSIONAL DUTIES: The new faculty member will actively participate in a curriculum & community focused on social change, action and justice. The normal teaching load for tenure-line faculty is 12 units per semester; most courses are 4 units. The successful candidate will support students on BA thesis projects and serve on MA thesis committees, be available to students for advising and academic support, participate on department and university committees, and work collaboratively with colleagues. HSU faculty members are evaluated on teaching, service and scholarship, which includes applied and action work.

APPLICATION: Qualified candidates should send 1) a letter of application, 2) a curriculum vita (including names and contact information for three professional references), 3) Teaching Philosophy, 4) an Application for Academic Employment: http://humboldt.edu/aps/docs/forms/download.php?f=Academic_Employment_Application, 5) graduate transcripts (unofficial copies are sufficient for initial review), 6) existing syllabi and student evaluations, if available, and 7) three letters of recommendation. Submission should be a single PDF document, in the order listed above to:

Alicia Persson, Administrative Support Coordinator
cjs@humboldt.edu
(707) 826-3139 (for administrative questions)

Letters of recommendation may be emailed or mailed separately from the other application materials. In the letter of application, please refer to Job # 7536. Direct any other questions pertaining to this position, our department, or Humboldt State University to:

Jennifer Eichstedt, Professor of Sociology
Chair, CJS Search Committee
cjs@humboldt.edu
(707) 826-4949
The Minorities and Women Book Selection

Race, Gender, and Criminal Justice: Equality and Justice for All?
Edited By
Danielle McDonald and Alexis Miller

The anthology Race, Gender, and Criminal Justice: Equality & Justice for All?, examines the ways in which race, ethnicity, class, and gender impact offenders as they move through the criminal justice system, and integrate back into the community. While many books in the field address race or gender in the criminal justice system, this book offers a detailed exploration of both. The book also looks at the unintended consequences of criminal justice policies on women and minorities, and considers what, if anything, is being done to address disparities.

Written in an accessible manner, the book is divided into five main sections:

- Understanding Race and Gender
- The Police
- The Courts
- Corrections
- Issues of Re-entry and Disenfranchisement

The individual chapters of the book cover topics that are of high interest to students in the fields of Sociology and Criminology, including the difference between race and ethnicity, racial profiling, the role of specialized courts, prosecutorial discretion, and recidivism. Issues such as the death penalty, imprisonment rates, and drug policy are examined from both domestic and international perspectives.

Each chapter includes information on accessing relevant YouTube videos, websites, non-profits, government agencies, and journal articles, giving students the opportunity for additional examination. There are also critical thinking questions to encourage class discussions.

Race, Gender, and Criminal Justice: Equality & Justice for All? can be used in both lower and upper-division courses in Criminal Justice, Criminology, and Sociology. It is also an excellent supplementary text for courses in the areas of Political Science, Women's Studies, and Race/Black Studies.

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