6th ANNUAL NATIONAL CONFERENCE ON
HIGHER EDUCATION IN PRISON

Thursday, Nov. 3 - Sunday, Nov. 6, 2016
BELMONT UNIVERSITY
NASHVILLE, TENNESSEE

Cohosted by:
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Welcome! The 6th Annual National Conference on Higher Education in Prison (NCHEP) running Thursday, November 3 through Sunday, November 6, 2016, on the campus of Belmont University in Nashville, TN.

Conference co-hosts, Belmont University and the Tennessee Higher Education Initiative, welcome you to Middle Tennessee and the Southeastern region of the U.S. We are a region hungry and ready for the community-building, practice-innovating, and idea-generating events offered by this unique conference. The Nashville area is home to more than 13 nationally recognized universities and colleges. It is the capitol of Tennessee, the first state to offer free community college education to eligible students. In addition, area state prisons are running degree-granting higher education programs offered by several colleges and universities.

NCHEP 2016, like past conferences, desires to further coalition building among prison-based higher education programs, regionally and nationally. It seeks to continue the process of identifying and moving towards shared goals, begun at the Strategies for Action Conference sponsored by the Education Justice Project at the University of Illinois in October 2010. NCHEP2016 will build upon the productivity and success of the 2015 conference in Pittsburgh to be a gathering of professionals, educators and citizens revisioning higher education as a liberatory and transformative tool for incarcerated persons, free-world persons, and the systems that affect them.

We have a robust schedule filled with the papers, panels and presentations of a diverse group scholars and professionals from around the country. Please visit the conference website at www.nchep2016.org for updates announcements. We also invite you follow the National Conference on Higher Education in Prison 2016 on Facebook.

Lastly, we want to thank the Laughing Gull Foundation (laughinggull.org) for its generous funding of this conference.

We hope you will extend the invitation offered here to your colleagues, friends and peers. Come to Nashville in November!

The Planning Committee, NCHEP 2016

Andy Watts       Susan Dewey       Sabrina Sullenberger
Julie Doochin    Rhett Epler       Dawn Fears
Anne Hayes       Victoria Bryan    Brendan Ozawa-de Silva
Jennifer Drew    Andi Stepnick
CONFERENCE SCHEDULE OVERVIEW

Thursday, November 3, 2016
5:00 p.m. Registration Opens – Belmont University Refreshments Available
7:00 p.m. Plenary I: Dr. Jody Lewen, Prison University Project
8:15 p.m. Documentary: First Degree – Panel Discussion
9:30 p.m. Refreshments and Conversation
10:30 p.m. Evening Ends

Friday, November 4, 2016
8:00 a.m. Registration Opens – Belmont University Lite Breakfast Available
9:00 a.m. Plenary II: National Organization for Higher Education in Prison
10:30 a.m. Break – Refreshments Available
11:00 a.m. Turney Center Prison Visit
- 5:00 p.m.
11:00 a.m. Session 1
12:30 p.m. Lunch
2:00 p.m. Session 2
3:30 p.m. Break – Refreshments and Conversation
4:00 p.m. Session 3
5:30 p.m. Break
6:00 p.m. Tennessee Higher Education Initiative Dinner – Belmont University
8:00 p.m. Plenary III: Mr. Daryl Atkinson, Second Chance Fellow, Department of Justice
9:30 p.m. Refreshments and Conversation
10:30 p.m. Evening Ends

Saturday, November 5, 2016
8:00 a.m. Registration Opens – Belmont University Lite Breakfast Available
9:00 a.m. Plenary IV: Dr. Lois Davis, The RAND Corporation
10:30 a.m. Break – Refreshments and Conversation
11:00 a.m. Session 4
12:30 p.m. Lunch
2:30 p.m. Session 5
4:00 p.m. Break – Refreshments and Conversation
4:30 p.m. Session 6
6:00 p.m. Hosted Topical Dinners Away – limited space, sign-up at Registration
-8:30 p.m.
8:30 p.m. Book Panel
9:45 p.m. Refreshments and Conversation OR Enjoy Nashville!
10:30 p.m. Evening Ends

Sunday, November 6, 2016
8:00 a.m. Gathering at Scarritt-Bennett Center Lite Breakfast Available
9:00 a.m. Session 7
10:30 a.m. Break – Refreshments and Conversation
11:00 a.m. Plenary V: Dr. Tanya Erzen, Freedom Education Project Puget Sound
1:00 p.m. Conference Ends
CONFERENCE HIGHLIGHTS

• Plenary 1, Thursday Evening, November 3, 7 p.m. – 8 p.m., Ayers Center 4th Floor Conference Center, Belmont University

Dr. Jody Lewen, Executive Director, Prison University Project, CA

• Film Preview and Panel, Thursday, November 3, 8:15 p.m. – 9:30 p.m., Ayers Center 4th Floor Conference Center, Belmont University

First Degree, directed by Roger Weisberg

• Plenary 2, National Organization for Higher Education in Prison, Friday, November 4, 9:00 a.m. – 10:30 a.m., Ayers Center 4th Floor Conference Center, Belmont University

• Prison Experience, Friday, November 4, Only, TN

Students at Turney Center Industrial Complex medium security prison will present to two groups of conference goers numbering 25 persons each. The first group will depart Belmont University at 11 a.m. by bus with a box lunch and return by 4 p.m. The second group will depart Belmont at 1 p.m. with a box lunch and return by 6 p.m.

• Tennessee Higher Education Initiative Dinner, Friday, November 4, 6:00 p.m.-7:30 p.m., Frist Lecture Hall, Belmont University

Invitations were sent to those who had registered for the conference in October by email. Because seating, reservations were regrettably given on a first to respond basis. Those not included in this dinner will receive vouchers for dinner on campus, or may dine on their own expense at any number of local restaurants within a 5-10 minute walk.

• Plenary 3, Friday, November 4, 8:00 p.m. – 9:30 p.m., Ayers Center 4th Floor Conference Center, Belmont University

Daryl Atkinson, Second Chance Fellow, Department of Justice

• Plenary 4, Saturday, November 5, 9:00 a.m. – 10:30 a.m., Ayers Center 4th Floor Conference Center, Belmont University

Lois Davis, Senior Policy Researcher, RAND Corporation

• Topical Dinners, Saturday, November 5, 6:00 p.m. – 8:30 p.m., Local Eateries around Belmont University

Participants are encouraged to sign up at the registration table at Belmont (4th floor Conference Center, Ayers Academic Center) for a topical dinner hosted by a program leader or participant, paid for by the conference, at a local restaurant. Each dinner will be limited to 12 conference attendees, with 12 dinners planned according to need. For those not joining a planned discussion dinner group, vouchers for dinner in the Belmont’s Harrington Place dining hall may be obtained, or attendees can dine on their own dime at a local eatery.

• Plenary 5, Sunday, November 6, 11:00 a.m. – 12:30 a.m., Scarritt-Bennett Conference Center, Nashville

Tanya Erzen, Executive Director, Freedom Education Project Puget Sound
Directions from Belmont: 1.5 miles
Take Wedgewood Ave. west to 16th Avenue South. Take left at Edgehill Avenue. Take left at 18th Avenue South. Scarritt-Bennett is ½ block on the right. Street parking free on Sundays.
1. PM – Asian Fusion, $$ pnmnashville.com
2. Chago’s Cantina – Mexican $$ chagoscantina.com
4. International Market and Restaurant – Thai $(615) 297-4453
5. Martin’s BBQ – BBQ $$ martinsbbqjoint.com
6. The Cookery – Sandwiches and soups $$ thecookery.org
7. Josephine – American (new) $$ josephineon12th.com
8. Taqueria del Sol – Tex-Mex, Mexican $$ taqueriadelso.com
9. 12th South Taproom - Pub, American $$ 12southtaproom.com
10. Urban Grub – Southern, Seafood, Steaks $$ urbanguh.net
11. Bar Taco – Mexican, $$ bartaco.com
12. Edley’s BBQ – BBQ $$ edleysbbq.com
13. The Flipside – Bars, American $$ theflipside12south.com
15. Epice – Lebanese $$ epicenashville.com
16. Taco Mamacita – Mexican, $$ tacomamacita.com
17. Jackson’s Bar and Bistro – American $$ jacksonsbarandbistro.com
18. Cabana – Southern, American $$ cabananashville.com
19. Mafiosos - $$ mafiozas.com
20. McAlister’s Deli - $
SESSION SCHEDULE

Thursday, November 3

*** PLENARY I, 7:00 P.M. – 8:00 P.M. ***

Plenary Hall, Janet Ayers Academic Center, 4th floor Conference Center

Plenary I: Title: Confronting Difference in the Field of Prison Higher Education

Jody Lewen, Executive Director, Prison University Project, Extension Site Director of Patten University at San Quentin

Jody Lewen started volunteering with the San Quentin College Program in 1999. She is the founder and executive director of the Prison University Project and is the extension site director of Patten University at San Quentin. She received an M.A. in philosophy and comparative literature from Freie Universität, Berlin and a Ph.D. in rhetoric from U.C. Berkeley. Jody has published and presented extensively in the fields of psychoanalysis, literary theory, and criminal justice. She was the 2006 recipient of the Peter E. Haas Public Service Award from U.C. Berkeley, and a recipient of the 2015 James Irvine Foundation Leadership Award.

Film Viewing, 8:15 pm – 9:30 pm

Plenary Hall, Janet Ayers Academic Center, 4th floor Conference Center

Film Preview and Panel

Moderator/Chair: Sean Pica, Executive Director, Hudson Link for Higher Education in Prison

First Degree, directed by Roger Weisberg

This film takes viewers inside Sing Sing maximum security prison and introduces them to a cast of unforgettable inmates attending Hudson Link for Higher Education in Prison’s college program.

Refreshments and Conversation, Plenary Hall, 9:30 p.m. – 10:30 p.m.

Friday, November 4

*** PLENARY II, 9:00 A.M. – 10:30 A.M. ***

Plenary Hall, Janet Ayers Academic Center, 4th floor Conference Center

Plenary 2: National Organization for Higher Education in Prison

Mary Gould, Director, Saint Louis University Prison Program, Associate Professor of Communication, Saint Louis University

Sean Pica, Executive Director, Hudson Link for Higher Education in Prison

In 2015, following the National Conference on Higher Education in Prison, Hudson Link for Higher Education in Prison in collaboration with the Saint Louis University Prison Program, with the support of an external funder, began facilitating a year of strategic planning meetings around the feasibility of a national organization of higher education in prison. The final phase of this project will be held in conjunction with the 2016 National Conference on Higher Education in Prison. The intended outcome of this final meeting is to provide an overview of the findings from the strategic planning process and to introduce/elect a founding board of directors. The strategic planning process has engaged a broad, inclusive, and representative group of stakeholders to contribute to the development of vision, mission, and values statements for a national organization of higher education in prison. The process has included program directors, current and former students, teachers, prison and DOC administrators, teachers, social services partners, funders, media representatives, legislatures and family members of current and former students.
BREAK, 10:30 a.m. – 11:00 a.m.

Prison experience #1 departs at 11:00 a.m. returns by 4:00 p.m.
Box lunches served

*** SESSION 1, 11:00 A.M. – 12:30 P.M. ***

Plenary Hall, Janet Ayers Academic Center, 4th floor Conference Center
Writing Fellows: Challenges for and successes of incarcerated student writing tutors
Moderator/Chair: Gary Cale, Prison Education Initiative, Jackson College

Incarcerated students: Adam Schroeder, Jeff Dell, Shawn Birman, Rich Allen, Mike Spicer, JeQuillian Chandler, Dennis Skinner in the Jackson College Writing Fellows tutoring program

The Senior Writing Fellows of the Cooper Street Correctional Facility in Jackson, Michigan propose a videotaped panel highlighting their experiences as peer writing tutors for incarcerated students across the curriculum. We ten men (seven will participate on this panel), selected for our compositional skills, exemplary academic performance, model behavior, and social skills, were offered the opportunity to become the first group of incarcerated Writing Fellows, a program replicating its counterpart on the outside. During the last year, we have tutored peers on papers across the curriculum, in and out of the classroom, with and without the direct supervision of our faculty advisor. Our analysis will cover such obstacles as space and time restrictions imposed by facility staff, challenges created by incarcerated students working together in asymmetrical power relations, and the struggles some students face entering into college-level classes without a solid foundation in writing and grammar skills.

LUNCH, 12:30 p.m. – 2:00 p.m.

Prison experience #2 departs at 1:00 p.m. returns by 6:00 p.m.
Box lunches served

*** SESSION 2, 2:00 P.M. – 3:30 P.M. ***

Plenary Hall, Janet Ayers Academic Center, 4th floor Conference Center
Student Engagement in Public Policy
Moderator/Chair: Kelsey Kauffman, Higher Education Program, Indiana Women’s Prison

Housing and Re-entry
Kristina Byers-Escabado, Sharon Collins, Vanessa Thompson: Incarcerated Students, Higher Education Program

Kristina Byers-Escabado, Sharon Collins and Vanessa Thompson will describe their proposal before a key legislative panel that women at the prison be trained in building trades and spend their time in prison renovating some of the 8,000 abandoned homes in Indianapolis (where the prison is located), thereby earning homes.

Government Employment Project
Michelle Jones, student Higher Education Program, Indiana Women’s Prison

A proposal endorsed unanimously by a joint House-Senate committee at the Indiana General Assembly that people serving long sentences in Indiana prisons who have excellent records spend the final years of their sentence interning in government offices while living outside.

Influencing State Legislation
Connie Bumgardner, D’Antonette Burns, Sarah Pender: Incarcerated Student, Higher Education Program
A discussion of briefs and testimony that the panelists and students have prepared on various bills before the Indiana General Assembly and they impact they have had. They will focus in particular on autism and the criminal justice system, Indiana’s new crime code, and the collateral consequences of felony convictions.

BREAK, 3:30 p.m. – 4:00 p.m.

*** SESSION 3, 4:00 P.M. – 5:30 P.M. ***

Plenary Hall, Janet Ayers Academic Center, 4th floor Conference Center
Restorative Dialogue: A Conversation Among Faculty and Incarcerated Scholars
Moderator/Chair: Sarah Higinbotham, Common Good Atlanta

Bill Taft, Common Good Atlanta
Sarah Higinbotham, Common Good Atlanta (onsite in Atlanta)
Sam Sober, Biology, Emory University
Elizabeth Beck, Georgia State University Social Work

Incarcerated students will host a panel discussion via telepresence with three of their faculty from Georgia State University, Emory University, and Georgia Tech. They will moderate a discussion from prison about the ways that they affirm our dignity and challenge our minds. We welcome questions and comments from the NCHEP audience during this session.

Tennessee Higher Education Initiative Dinner, Frist Lecture Hall, 6:00 p.m. – 7:30 p.m.

Meal Vouchers given for all not seated at THEI Dinner

*** PLENARY III, 8:00 P.M. – 9:30 P.M. ***

Plenary Hall, Janet Ayers Academic Center, 4th floor Conference Center
Plenary 3: Daryl Atkinson, Second Chance Fellow, U.S. Department of Justice (DOJ)

A Return on Investment: The Transformative Power of Education

Daryl Atkinson is the Department of Justice’s first-ever Second Chance Fellow. Daryl served 40 months in prison after pleading guilty to a first-time non-violent drug crime — and when he was released, he faced a series of collateral consequences. But through all of these obstacles and challenges, Daryl persevered — earning a bachelor’s degree and then a law degree, and ultimately rising to become a Senior Staff Attorney at the Southern Coalition for Social Justice where he focuses on criminal justice reform issues, particularly removing the legal barriers triggered by contact with the criminal justice system. Last year, Daryl was recognized by the White House as a “Reentry and Employment Champion of Change.” And now, Daryl will works with the DOJ on the Reentry Council, as an advisor to the BJA Second Chance programs, and as a conduit to engage the broader justice-involved population so that DOJ and the Administration are hearing from all stakeholders as we move forward in strengthening our nation and empowering our communities.

Refreshments and Conversation, Plenary Hall, 9:30 p.m. – 10:30 p.m.
Saturday, November 5

*** PLENARY IV, 9:00 A.M. – 10:30 A.M. ***

Plenary Hall, Janet Ayers Academic Center, 4th floor Conference Center
Plenary 4: Lois Davis, Senior Policy Researcher at RAND

Higher Education in Prison: Opportunities to Move the Field Forward

Lois M. Davis is a senior policy researcher at the RAND Corporation and a professor at the Pardee RAND Graduate School. Davis’s recent policy research has focused on the intersection of public safety and public health. She currently is leading a National Institute of Justice study on the effect of prison closures and the fiscal challenges state correctional systems face. She also is leading the evaluation of a three-state demonstration project called “Pathways from Prison to Post-Secondary Education” and a multi-year evaluation of welfare reform in California. Davis recently completed a national study funded under the Second Chance Act to evaluate the effectiveness of correctional education for incarcerated adults and juveniles. Her work with respect to prisoner reentry includes an ongoing study to estimate Medicaid eligibility of newly released prisoners under the Affordable Care Act and a recently completed multi-year study on the public health implications of prisoner reentry in California. Past research includes a commissioned study to examine disparities faced by African-American and Latino boys and men in outcomes in such areas as economic, health, education, and public safety. Davis received her Ph.D. in public health from the University of California, Los Angeles.

BREAK, 10:30 a.m. – 11:00 a.m.

*** SESSION 4, 11:00 A.M. – 12:30 P.M. ***

JAAC 4100
Creating and Sustaining Academic Support Structures for Students in Reentry
Moderator/Chair: Ruth Delaney, Vera Institute of Justice

Ruth Delaney, Vera Institute of Justice
Toya Wall, Laughing Gull Foundation
Andre Bethea, Bureau of Justice Assistance, U.S. Department of Justice
Nicole Sullivan, North Carolina Department of Public Safety;
Lindsley Doddrige, Pathways Navigator

Officially launched June of 2016, the U.S. Department of Education’s Second Chance Pell (SCP) pilot program includes 69 selected colleges in partnership with over 120 prisons in 28 states. As part of SCP, these college-prison partnerships will offer college courses to students incarcerated in state and federal prisons, well as build reentry supports aimed at keeping students engaged in postsecondary education once they leave prison, many for the first time. This moderated panel will discuss lessons learned through the Vera Institute of Justice’s Pathways from Prison to Postsecondary Education project (Pathways), including key elements for successful college programs operating in prison settings and transition supports for students as they return home. Pathways is a four-year national demonstration project that includes 15 colleges and 14 prisons in three states (Michigan, New Jersey, and North Carolina). The project, now in its third year, has proven a testing lab for many program elements, including the development of academically oriented reentry supports. This panel includes speakers from the North Carolina Department of Public Safety, and a representative of a Local Reentry Council; as well as partners in philanthropy and federal government that work with college-in-prison programs across the country.

JAAC 4111
Unity and Community: What We as Students Learned in the Vera Institute of Justice Pathways from Prison to Postsecondary Education program
Moderator/Chair: Gary Cale, Prison Education Initiative, Jackson College

Incarcerated Michigan students in the Vera Institute of Justice Pathways program will present information about their experiences as college students in a carceral setting. Beginning as complete strangers to each other, college faculty, and custody staff, these students formed positive relationships with each other, college faculty, and prison staff; as one student described it, a “brotherhood.” Each student will present information from their individual perspective, but will each touch on the theme of Unity and Community.

Mr. Schmitz will address challenges and rewards of higher education: through guidance, support, and “true grit,” he argues all students can achieve their academic goals. Mr. White will challenge one-size fits all programmatic solutions to individual problems and the importance of re-entry programs. Mr. Morris will discuss how higher education opportunities gave students hope: he argues that officers, counselors, and administration can either promote or destroy the academic environment needed to foster individual and program success. Mr. Moore will discuss how important it is to change an individual from within; he sees self-examination through liberal arts education as the only way to affect positive change.

JAAC 5001
New York Consortium for Higher Education in Prison (NYCHEP)
Moderator/Chair: Rob Scott of Cornell Prison Education Program

Katie Schaffer, Prisoner Reentry Institute, John Jay College
Klarisse Torriente, Hudson Link for Higher Education in Prison
Rob Scott of Cornell Prison Education Program
Rachel Bernard of Bedford Hills College Program
Ragnhild Utheim of Bedford Hills College Program

The New York Consortium for Higher Education in Prison (NYCHEP) has been convening since its first meeting in 2014. Representing a dynamic and varied group of professionals, the consortium provides a forum where program administrators, scholars, activists and advocates in the field of prison higher education can connect, share resources, and collaborate. More than 20 colleges offer courses in New York State prisons and jails, and some have been operating programs for over twenty years. In this panel NYCHEP members will explore the value of a statewide consortium and discuss their collaborative progress to date.

JAAC 5003
Working With Those Who Have Harmed Others (or Why We Do What We Do)
Moderator/Chair: Jean Trounstine

Jean Trounstine of Middlesex Community College
Brendan Ozawa-De Silva of the Chillon Project at Life University
Aileen Marie Baumgartner of the Bedford Hills College Program
Elizabeth M. Bounds, Theological Studies certificate program at Arrendale State Prison for Women
Victoria Bryan of Turn the Page Book Clubs
Stacy Bell McQuaide of Chillon Project at Life University
Michelle Clifton-Soderstrom of North Park Theological Seminary

We intend, in this panel, to tackle what lies at the heart of our desires to work with perpetrators of crime especially in the face of criticism. We also intend to share how those who are incarcerated or formerly incarcerated have contributed to our ability to answer this criticism. The goal of our panel is to help those who work in this field comprehend the range of perspectives they may encounter. It is also to engage more critically with the underlying motivations and surrounding contexts of teaching and working with those in conflict with the law, some who may have committed the most heinous of crimes.

Inman 341
Riding the Wave: Can we build statewide access while maintaining quality?
Moderator/Chair: Bianca Van Heydoorn, Prisoner Reentry Institute at John Jay College of Criminal Justice
Danny Murillo, formerly incarcerated graduate of the University of California at Berkeley
Rebecca Silbert, Senior Vice President for the Opportunity and Justice Program Area at The
Opportunity Institute
Bianca Van Heydoorn, Director of Educational Initiatives at the Prisoner Reentry Institute at John
Jay College of Criminal Justice

This panel will explore the exponential growth of in-prison college programs in New York and California, and will ask whether and how face-to-face college education can be widely expanded while maintaining high quality standards.

Inman 210
Mapping Musical Pedagogies in a Chicago Juvenile Detention Center
Moderator/Chair: Justin Zullo, AMPED (Arts and Music Programs for Education in Detention Centers) at the Cook County Juvenile Temporary Detention Center

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Jashen Edwards, AMPED (Arts and Music Programs for Education in Detention Centers) at the Cook County Juvenile Temporary Detention Center
Kerry Brown, AMPED (Arts and Music Programs for Education in Detention Centers) at the Cook County Juvenile Temporary Detention Center

AMPED (Arts and Music Programs for Education in Detention Centers) is a Northwestern University program that teaches hip-hop composition to incarcerated teens at the Cook County Juvenile Temporary Detention Center (JJTC) in Chicago. Through weekly music sessions guided by Northwestern students, AMPED fosters collaboration that bridges students across lines of perceived differences. This presentation explores the challenges involved in bridging these lines and in building relationships between institutions of higher education and the criminal justice system.

Inman 211
Transformation Pedagogy
Moderator/Chair: Tony Gaskew, University of Pittsburgh (Bradford)

A. Incarcerated College Educators: Radicalizing Higher Education Pedagogy
Tony Gaskew, Associate Professor of Criminal Justice, Director of Criminal Justice, Founding Director of the Prison Education Program, University of Pittsburgh (Bradford)

Using an autoethnographic methodology, this essay will critically examine an educational first within the history of the Federal Bureau of Prisons (BOP): the use of incarcerated educators to teach a post-secondary course to traditional non-incarcerated college students. During the Spring 2016 academic term at UPB, two incarcerated educators at Federal Correctional Institution (FCI) McKean, with subject-matter expertise in grassroots social movements, co-designed and taught an advanced upper-level undergraduate course, Special Topics in Courts: The United States of America v. The United States of America. The essay will highlight the unique challenges of the course design and delivery, as well as the limitless and radical pedagogical contributions incarcerated educators can provide higher education.

B. Experiences of Formerly Incarcerated Students in Higher Education
Terrence McTier, doctoral student, Educational Policy and Evaluation in the Mary Lou Fulton Teachers College at Arizona State University

There is minimal research about formerly incarcerated individuals (FII) and their experiences in higher education, yet students with criminal histories are clearly present on campuses across the United States. McTier will examine the preliminary findings from a recent study that he has conducted on the experiences of FII in higher education.

C. Witness In The Era Of Mass Incarceration: How Imprisoned People Can Transform Their Public Image

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Doran Larson, Director, Program in Jurisprudence, Law, and Justice Studies at Hamilton College; Founding Organizer, The Attica-Genesee Teaching Project and The Mohawk Consortium College-in-Prison Program

The paper will first offer a brief chronology of the inception and growth of Fourth City, and of the APWA out of Fourth City. It will then place these projects in historical context with other witness literatures that have affected or transformed social practice: the rise of the novel and human rights thinking of the late eighteenth century, slave narrative and abolition, the Harlem Renaissance and the Civil Rights Movement, prison writing and the Black Power movement, and Holocaust memoirs and current thinking and discussion of and practices in human rights. The paper will argue that first-person prison witness has the potential to transform public perception of imprisoned people, a transformation from an aggregate of liabilities to a plethora of reserves of intellectual, social, and moral capital.

Inman 241

Pain and Promise: Empowering through Music
Moderator/Chair: André de Quadros, Boston University

André de Quadros, Professor of Music, Boston University
Trey Pratt, Instructor, Boston University Prison Education Program
Emily Howe, Instructor, Boston University Prison Education Program

In an interactive presentation, teaching partners André de Quadros, Emily Howe, and Trey Pratt will discuss the distinctive features of Empowering Song, the pedagogical approach they have developed in two Massachusetts prisons as part of the Boston University Prison Education Program. In addition to describing their work, de Quadros, Howe, and Pratt will present numerous examples of students’ narrative, visual art, poetry, and song, which collectively speak to the empowering self-expression that results from this approach.

Inman 242

Creating a Common Humanity
Moderator/Chair: Mary Fainsod Katzenstein, Cornell University

Rethinking Recognition
Presenter: Yanie Fécu, doctoral candidate in Comparative Literature at Princeton University

This presentation focuses on recognition and misrecognition as an interpretive framework for prison education. I consider teachers’ efforts to cultivate practices, whether intentionally in our pedagogical approaches or spontaneously in our personal interactions, for recognizing students in carceral environment that actively work against such an impulse. I posit that mutual recognition cannot be reduced to a single encounter between people and instead emerges through an ongoing commitment to each other.

Reading and the Creation of a Common Humanity
Mary Fainsod Katzenstein, Stephen and Evalyn Milman Professor of American Studies Emerita in the Cornell Government Department

In this paper, I suggest that college in prison should play no role in assessing moral worthiness. This paper makes a case, instead, for the challenge to incarceration that is fostered by the shared project of reading. The human connection that is spawned by common reading creates the possibility of a humanity at odds with the divisionary assumption necessary to the practice of incarceration.

What does it mean to be uprooted?
Matthew Spellberg, PhD Candidate in Comparative Literature at Princeton University

Building on the writings of the philosopher Simone Weil, this presentation will discuss the practical possibilities of using world mythology and certain approaches to the study of religion and belief as one avenue toward recovering, on students’ own terms, a deep sense of the self in the face of alienation.

The Political Dimensions of Prison-based Writing Groups
Molly (Mary L.) Shanley, Professor Emerita of Political Science at Vassar College

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This paper responds to critics who maintain that the value of college courses and programs in carceral institutions is seriously undercut by the requirement of working within carceral logic and rules. It argues that the relationships fostered in these programs challenge carceral logics and behaviors in fundamental ways that have both personal and political ramifications.

Plenary Hall, Janet Ayers Academic Center, 4th floor Conference Center
Community Education Project, Florida
Moderator/Chair: Pamela Cappas-Toro, Stetson University

Community: The Missing Element in Higher Ed in Prison
Wyndell Blue, incarcerated student, Community Education Project

In this paper, Blue asks how and if higher education in prison can foster a classroom community that can transcend racial and other cultural differences, without promoting an unsustainable utopia. Specifically, he will discuss possibilities of the kinds of workshops and programs that directly deal with group cohesion and creation of bonds that are real and lasting.

In Pursuit of Life
Chris Smith, incarcerated student, Community Education Project

In this paper, Smith will examine the nature of a community in prison dedicated to higher education that breaks down institutionalized obstacles such as: poor materials; unjustified restrictions and poorly trained/motivated staff. He will confront the general stigmatization that prevails about the inmate education, while simultaneously opening up our own perspectives.

The ‘Self–Study’ to Higher Education in Prison
Wellington Antonio de la Rosa, incarcerated student, Community Education Project

Feedback and guidance are indispensable supports in the education process. A national effort to improve access to higher education in prison should take into account the plight of ‘self-study’ inmates. Providing a space where these types of students can raise questions to professors and tutors—with expertise on the field of study—, would be helpful. This feedback and discussion would help these students correctly navigate through the difficulties they encounter and would lead to a more enriching educational experience.

Enlivening the Mind
Daniel Blais, incarcerated student, Community Education Project

In this paper, Blais will explain how the mind becomes stagnant while incarcerated and how education opportunities like this allow our outdated knowledge to be challenged and disrupted.

Absence of Higher Education for Prisoners Solidifies a Revolving Door of Homelessness
Jamie Lee Cotnoir, incarcerated student, Community Education Project

In this paper, I will discuss this situation of homelessness upon release from prison and the need for developing and expanding higher education programs in Florida prisons to strengthen their existing vocational training and transition programs. Based on my experience of being an incarcerated student and available literature, I will also examine how having access to higher education in prison can have tangible, positive, and practical impact on the current rates of recidivism and homelessness among formerly incarcerated people.

LUNCH, 12:30 p.m. – 2:30 p.m. Box lunches and dine in classroom space

*** SESSION 5, 2:30 – 4:00 P.M. ***

JAAC 4100
Criminal Histories in the Lives of the Formerly Incarcerated
Moderator/Chair: Lisa Hale Rose, Borough of Manhattan Community College (BMCC)
A. Human Services Students with Criminal Justice Involvement and Internships: Prison to Social Work Education Pipeline
Lisa Hale Rose, Professor, Social Science, Human Services and Criminal Justice Department, BMCC
Rose Marie Äikäs, Assistant Professor, Social Science Department; Coordinator of Criminal Justice Program, Queensborough Community College

Panelists will discuss issues involved in human service and social work education and training for students who have had contact with the criminal justice system, illuminating their experiences as well as those of professionals who work with human services interns. Rose will review the findings concerning both strengths that these students bring to the classroom and internship and obstacles they confront. Äikäs will discuss preliminary findings from interviews with human service supervisors regarding this issue which suggest that Human Services professionals may be unaware of the strengths these students bring to internships such as capacities to negotiate bureaucracies effectively and well-honed advocacy and communication skills.

B. Beyond the Box: Applying to College with Felony Convictions
Bradley Custer, doctoral student, Higher, Adult, & Lifelong Education, Michigan State University

In this presentation, Custer will share information about the typical admissions process, current research (including his 2013 qualitative study), the US Department of Education’s recent Beyond the Box report, and recommendations for returning citizens on how to overcome barriers when applying to college. Time permitting, he will also share the results of his grant-funded study of ex-offender admission policies in the UK, Canada, and Australia.

JAAC 4111
Providing 21st-century learning resources in a correctional education setting
Moderator/Chair: Donna Zuniga, Dean, Lee College, Huntsville Center

One man's trash . . . using discarded computers to create computer labs
Donna Zuniga, Dean, Lee College, Huntsville Center

We can’t do it that way! Accreditation, research, and library resources and services in today’s off-line environment
Jeannie Colson, Librarian, Lee College, Huntsville Center

Internet in a Box: The Corrections Off-Line Educational Platform: what it is and how it can help
Cliff Missen, Professor, Corrections Off-Line Education Platform

View from the inside: an ex-warden and current instructor reflects on COEP’s promise and challenges
Colby Oldham, Instructor, retired TDC Warden, Lee College, Huntsville Center

Computer and information literacy are essential life skills that are difficult to teach in situations where the students have no access to computers, much less the Internet. Yet these are some of the first challenges that ex-offenders face when returning to society. Former students have cited the lack of IT preparation as one of the hardest things to overcome when returning to the community. Through an IMLS grant, Lee College Huntsville Center teamed up with WiderNet, at the University of North Carolina, Chapel Hill, to develop an off-line solution that provides an internet-like experience while providing students with the tools to conduct independent research, practice information literacy skills, as well as learn vocational Web design and other IT skills.

JAAC 5001
Inside the Classroom
Moderator/Chair: Evelyn Rivera-Torres, University of Puerto Rico

A. Education, with a Holistic Approach, Reduces Recidivism
Brian Turner, Washburn Institute of Technology, Certified Production Technology
Beth Hill, Washburn Institute of Technology, Certified Production Technology

At Topeka Women’s Correctional Facility in Topeka, KS, that hypothesis is being tested and proven. Through grants from the Second Chance Act and the Department of Education, instructors from Washburn Institute of Technology have brought technical education and job readiness skills to over 200 women. Since October, 2014, over 200 women have graduated from the program. In this process, we are learning who our audience is; what works and doesn’t work in a prison classroom setting.

B. From the Mouths of the Students: Transformative Educational Collaboration
Evelyn Rivera-Torres, Director of the Talent Search Program at the University of Puerto Rico Río Piedras campus
Vicky Muñiz-Quinones, Acting Dean of the Social Science Department, College of General Studies

This presentation is designed to present the incarcerated students’ perspective on the experience of participating in the University of Puerto Rico’s pilot project UPR en la Cárcel (which translates into UPR in the Jail) from September 2014 to July 2016. Participating faculty’s perspective will also be discussed.

JAAC 5003
Where Pedagogy Meets Praxis Meets Research: A Workshop on Fostering Creative Thinking through a Theatre Infused Liberal Arts Curriculum
Moderator/Chair: Wende Ballew, Founder and Executive Director Reforming Arts

Wende Ballew, Founder and Executive Director Reforming Arts
Shelly Elman, Reforming Arts, professor of theatre at the University of West Georgia
Joshilyn Winn, Reforming Arts, New York Times and USA Today bestselling author of seven novels

Reforming Arts’ Theatre Infused Higher Education Project at Lee Arrendale State Prison uses applied theatre techniques that rely heavily on Paulo Freire’s theories of Pedagogy of the Oppressed as well as Augusto Boal’s Theatre of the Oppressed and David Diamond’s Theatre for Living and integrates them across our liberal arts curriculum to inspire critical and creative thinking. During this workshop, Reforming Arts instructors will explore the pedagogy that informs our practice of “theatre infused liberal arts education” and illustrate how theatre techniques are used throughout our classes to foster creative thinking. Attendees will be asked to actively participate in the workshop as we walk them through our interdisciplinary design.

Inman 341
Outside-In: A Student’s Perspective on Personhood and Higher Education in Prison
Moderator/Chair: Stacy Bell McQuaid, Oxford College of Emory University

Stacy Bell McQuaid, Senior Lecturer in English, Director of Multilingual Writing
Oxford College, Emory University
Jamani Montague, student in International Relations, Emory University
Torrien Robertson, student in Quantitative Sciences, Emory University
Yulei Cao, student in Chemistry, Emory University

Each spring at Oxford College of Emory University, Stacy Bell-McQuade offers her Memoirs in Prison course—a course where 11 freshman and sophomore college students are selected to share a classroom environment with 12 incarcerated women at Lee Arrendale State Prison in Alto, Georgia. In addition to the class having a socratic-method, discussion based set-up, each Oxford student is partnered with an incarcerated woman taking the course. For the three of us (Torrian, Yulei and myself), the experience has been incredibly life-changing, and we have decided to encourage this kind of classroom set-up across prisons and college campuses nation-wide. Our goal at the conference is to engage educators and prison activists into an unfiltered discussion that illuminates the effectiveness of a collaborative, “outside-in”, classroom learning environment through three talking points: Humanization through the Memoir, Schooling vs. Education / Knowing the Difference, and “Outside-in” – Students’ Perspective on Higher Education in Prison.
Harmony Within and Beyond the Walls: Choral Singing and Creating in U.S. Prisons
Moderator/Chair: Catherine Roma, Emerita Professor of Music, Wilmington College

Create Communities of Caring through Music-Making in U.S. Prisons
Mary L. Cohen, Associate Professor of Music Education at the University of Iowa

Prison Choral Communities: Building a Place of Refuge and Release
Catherine Roma, Emerita Professor of Music, Wilmington College, founded UMOJA Men’s Chorus, UBUNTU Men’s Chorus and Hope Thru Harmony Women’s Chorus

Powerful Learning Through Singing: A University Partnership with Singers in A Women’s Correctional Facility
Judy Bowers, Professor of Music Education at Florida State University, Director, MTC Glee, Gadsden County Correctional Facility, Tallahassee, FL

Singing Behind Bars: Fulfilling Residents’ Basic Needs through Song
Jody Kerchner, Professor of Music Education at Oberlin Conservatory and Director, Oberlin Music at Grafton Choir in the Grafton Reintegration Center in Grafton, Ohio

Stephanie Henry, Assistant Conductor and accompanist for the East Hill Singers, Kansa State Facility

Empowering Song: A Transformational, Subversive, and Communal Process
André de Quadros, Professor of Music Chair of Music Education at Boston University

Increasing numbers of people are leading music-making in U.S. prisons, and Mary Cohen is completing a book this year, Silenced Voices: Music-Making in U.S. Prisons describing the theoretical frameworks supporting music-making in prisons, how people can establish these types of programs, and examples of promising practices. The purposes of this panel are (a) to share program models and research findings, discuss multi-site research and community engagement possibilities, (b) to provide reflections of these music-making programs from incarcerated participants, and (c) to build a network of people leading music-making programs in U.S. Prisons.

A Learning Community?: The Promise and Peril of Building a Higher Education in Prison Program
Moderator/Chair: Jelena Petrovic, Co-director, Community Education Project, Stetson University

In January 2015, Stetson University professors initiated the Community Education Project (CEP), a higher education in prison program. Based on teaching experiences in a Florida prison and theoretical insights in critical pedagogy that stress empowerment of marginalized student bodies and voices through education, professors sought to create a learning community that could challenge the alienation wrought by the prison system. However, CEP instructors did not fully recognize their own limited understandings and agency to forge community in this space, quickly confronting a myriad of challenges, including: rules and protocols dictating who can become a student, power differences between instructors and students, and long-standing fractures built along racial and class lines. Our panel will provide critical reflections from
instructors and incarcerated instructors, who are also CEP students—examining the promises and perils of building community through higher education in prison.

Inman 241

Turn the Page Literacy Initiative at County Jail
Moderator/Chair: Victoria Bryan, Founder, Turn the Page Literacy Initiative

A workshop on developing not-for-credit programs in areas where credit-bearing programs are not practical or are slow to develop. The founder of the program, Victoria Bryan, and the two fully trained instructors who have been involved in the program for nearly a year will address the decision to run the program as a non-credit-bearing program, the process of seeking funding, the development of an assessment plan for judging the program’s efficacy, the struggles involved in keeping the program active, and the development of a teacher-training system.

Victoria Bryan, Founder, Turn the Page Literacy Initiative
Desdia Dill, student, Cleveland State Community College and Instructor, Turn the Page Literacy Initiative
Sarah Rodgers, student at the University of Tennessee at Chattanooga and Instructor, Turn the Page Literacy Initiative

Inman 242

Engaging Prisoners as Students: Direct and Indirect Methodologies
Moderator/Chair: Raphael Ginsberg, Associate Director, UNC-Chapel Hill Correctional Education Program

The Bell Jar: Both Foreign and Familiar at Once
Paul Stapleton, Instructor, UNC-Chapel Hill Correctional Education Program and Lecturer, UNC-Chapel Hill English Department

The Wire: An Effective or Ineffective Teaching Tool?
Raphael Ginsberg, Associate Director, UNC-Chapel Hill Correctional Education Program

The use of the Prisoner Biography in a Prison Classroom: a Student’s Perspective
Levar Smith, former student, UNC-Chapel Hill Correctional Education Program and Correctional Education Program advisory board member

This panel examines how instructors engage male prisoners as students in the college classroom. It explores two alternatives. One approach engages prisoner-experience by assigning texts that seemingly have little in common with prison life, but which nevertheless create space, indirectly, for students to address their own experiences head-on. The other addresses their experiences directly, capitalizing on familiarity to make course material tangible and accessible, but running the risk of inappropriately intruding into personal space and even perpetuating stereotypes.

Plenary Hall, Janet Ayers Academic Center, 4th floor Conference Center
National Organization for Higher Education in Prison

Report on the Process
Mary Gould, Director, Saint Louis University Prison Program, Associate Professor of Communication, Saint Louis University
Sean Pica, Executive Director, Hudson Link for Higher Education in Prison

In 2015, following the National Conference on Higher Education in Prison, Hudson Link for Higher Education in Prison in collaboration with the Saint Louis University Prison Program, with the support of an external funder, began facilitating a year of strategic planning meetings around the feasibility of a national organization of higher education in prison. This session will provide a report on the process and engage conversation stemming from the Friday morning plenary.

BREAK, 4:00 p.m. – 4:30 p.m.
*** SESSION 6, 4:30 – 6:00 ***

JAAC 4100
From Pipeline to Continuum: Why preparation and continuing support matter as much as coursework
Moderator/Chair: Jan Holland, Project Director of Statewide Initiatives, Prisoner Reentry Institute at John Jay College of Criminal Justice

Bianca van Heydoorn, Director of Educational Initiatives, Prisoner Reentry Institute at John Jay College of Criminal Justice
Tomas Correa, Prison-to-College Pipeline alumnus and current College Initiative student
Lila McDowell, Development and Communications Coordinator, Prisoner Reentry Institute at John Jay College of Criminal Justice

In-prison college providers know that increasing access to higher education requires significantly more than the work that happens in undergraduate classrooms. In order to maximize the opportunity created by increasing national interest for higher education inside, students must be both prepared to succeed in the classroom and supported after they leave, either through graduation or release. This panel will demonstrate the possibilities for a continuum model of increased access to higher education for people with criminal justice histories, using the example of the Prisoner Reentry Institute’s Educational Initiatives (EI). Bianca van Heydoorn’s presentation will outline EI’s expansion, under her leadership, from accredited in-prison college courses called the Prison-to-College Pipeline to a full continuum of services. She will explain the why and how of adding both developmental education and education-focused reentry support to PRI’s offerings, as well as ideas and suggestions for other providers wishing to adopt a continuum model. Tomas Correa, a student who utilized multiple services within the EI continuum will share, based on his experience, why this model is so important and can be so effective for student success. Finally, Lila McDowell will discuss the fundraising implications of the Pell Second Chance Experiment and offer concrete strategies to fund these crucial services that support and maximize accredited coursework now paid for by Pell.

JAAC 4111
Special Pedagogies and Programs
Moderator/Chair: Kaiya Letherer, Prison Bridge Program

A. The Prison Bridge Program: Reinventing Higher Education for the Currently and Formerly Incarcerated

Starting a New Kind of College
Dennis Littky, College Unbound Program

Teaching Nonviolence
Sal Monteiro, Jr., Director of Training at the Institute for the Study & Practice of Nonviolence in Providence, RI; Formerly Incarcerated person

Best Pedagogical Practices to Inspire Hope
Kaiya Letherer, Prison Bridge Program

The Prison Bridge Program (PBP) panel offers insight into beginning and sustaining a college program built around the needs of incarcerated populations both within and outside of correctional institutions, establishing reentry supports as part of a college program, and looks at pedagogical methods to best support students holistically through cohort supported, interest and project based learning.

B. CBA Prison Arts Collective: Through the Wall – A collaborative exhibition and publication presenting the creative works of incarcerated individuals
Annie Buckley, Associate Professor of Visual Studies, CSUSB / Founder and Director: Community based Art and the Prison Arts Collective
Matthew B. McMilon, Program Coordinator: Prison Arts Collective, CSUSB
Heather Roessler, Teaching Artist, CBA/PAC, and MFA candidate, CSU San Bernardino

This panel will discuss the collaborative organization and public reception of a gallery exhibition and accompanying publication featuring artwork and writing from over 100 participants in our weekly arts programs in three California State Prisons. In May 2016, with support from partners in the university, community, and prisons, we presented Through the Wall at CB1-G Gallery in Los Angeles, California. We published an online archive of the art and an exhibition catalogue, due for release in fall 2016.

JAAC 5001
Research and Pedagogy in Prison Education Programs
Moderator/Chair: Elizabeth M. Bounds, Emory University

Finding Voice: Research and Service Projects in a Women’s Prison
Elizabeth M. Bounds, Theology Faculty, Emory University

This presentation will engage the formative experience of engaging in independent research and service projects while incarcerated. It will draw on my experience developing and administering a Program in Theological Studies at Arrendale State Prison, a women’s prison in north Georgia, focusing on our one-year advanced certificate which requires both a research and a service project. After first sketching the program and its context, I will then describe some of the projects and how the women decide upon and pursue them. Drawing on both observations and conversations, I will explore ways the women students come to see themselves as researchers and leaders.

Difficult Questions and Limited Sources: Challenges of Student Research in a Georgia State Prison
Thomas Fabisiak, Life University, On-site administrator, Co-Director, the Atlanta Theological Association’s Certificate in Theological Studies program, Arrendale State Prison in north Georgia

This presentation will consider the challenges of independent student research in the prison environment. The presentation will draw on my experience advising students on their research projects during their participation in an Advanced Certificate Program in Theological Studies at Arrendale State Prison in north Georgia. I will discuss the obstacles students have encountered and the ways in which they worked through them.

Teaching and Learning as Research: Theatre Action Research in a Georgia State Women’s Prison
Wende Ballew, Executive Director, Reforming Arts

This presentation describes a prison college-level program that utilizes theatre action research design as a pedagogical approach and qualitative research. This program utilizes theatre action research to combine applied theater, community building, history, literature, and the study of theory in a co-learning environment.

JAAC 5003
Various Models of Pedagogy
Moderator/Chair: Rachel Bernard, Bedford Hills College Program

A. Shared Spaces: Creating Community and Responsibility
Rachel Bernard, Assistant Director, Bedford Hills College Program
Jane Maher, Professor of Composition at Nassau Community College, Garden City, NY, author

The Learning Center is a crucial component of Marymount Manhattan’s Bedford Hills College Program and is a direct manifestation of the vision of the program’s founders. In collaboration with Assistant Director Rachel Bernard and Professor Jane Maher, alumna Monica Szleckowicz shares her experience as a former student and current staff member of the Bedford Hills College Program. The presentation entitled “Shared Spaces: Creating Community and Responsibility” will explore the value of our Learning Center as a shared space that creates community and mutual responsibility.
B. Dismantling – While Existing Within – Power Structures: Negotiating Critical Pedagogy Under Christian Administration
Pauline Matthey, Lecturer, Department of Communication, Clemson University
Jeff Kenney, Doctoral student, Educational Leadership, Clemson University

In this presentation, Matthey and Kenney will share lived negotiations and navigation of Christian-led prison gatekeeping as they established and facilitated programs meant to challenge cultural and social power structures. Using relational dialectics as a frame for the discussion, they will address the “tug-of-war” of collaborating with organizations that are mutually enthusiastic about exposing their inmates to higher levels of thinking and ambivalent about our critical curriculum and pedagogy.

Inman 341
Memoirs of Teaching
Moderator/Chair: Victoria Bryan, Turn the Page Literacy Initiative

Victoria Bryan, Turn the Page Literacy Initiative
R. Michael Gosselin, Attica Prison Program at Genesee Community College
Edward Wiltse, Nazareth College Jail Project
Jean Trounstine, Program: Changing Lives Through Literature

This panel seeks to examine the prison teaching memoir. We will speak of our own experiences writing or speaking about teaching in jails and prisons, the motivations behind producing those memoirs (to the extent that we can access those motivations accurately), the things we would change about those memoirs given the chance, and the relationships those memoirs have with those of other people who have taught on the inside.

Inman 210
A Pedagogy for the Visiting Room: Leveraging Educational Opportunities in Support of Incarcerated Students and Their Families
Moderator/Chair: Anna Plemons, Washington State University

Indigenous Methodologies and Relational Pedagogy Beyond the Prison Classroom
Anna Plemons, Department of English, Washington State University

A Mother’s Perspective: Advocacy and the Visiting Room
Carol Hinds, parent of an incarcerated student and Inmate Family Council Secretary at New Folsom Prison, 2002-2016

Making Space: Building Institutional Support for Visiting Room Programs
Jim Carlson, former director of Arts in Corrections

This panel brings together a prison program administrator, a mother of an incarcerated artist/student, and a professor who teaches in the prison to discuss the possibilities for designing courses and assignments that strengthen the ties between incarcerated students and their loved ones. Anna Plemons will use Indigenous critical theory to frame a discussion of relational classroom pedagogy. Carol Hinds will discuss her work as a parent/advocate, directly supporting the academic and creative work of incarcerated students in and through the Visiting Room. Jim Carlson will discuss his 30-year tenure building relationships with incarcerated students, administrators, and community members, focusing on the way the Visiting Room has been leveraged in the last five years as a relational, educational space.

Inman 211
Breaking Barriers and Building Bridges: The Arizona State University Prison Education Programming (PEP) Initiative
Moderator/Chair: Cornelia “Corri” Wells, Arizona State University

Rumors and Rumblings from the Ivory Tower: As Universities Go to Prisons, Who Benefits?
Cornelia “Corri” Wells, Prison Education Programming (PEP) Initiative, Arizona State University
The Beauty of a Barking Cat: An innovative model for prison/university partnerships in creative writing – The Pen Project
Michelle Ribeiro, Education Director for the Penitentiary of New Mexico (PNM), Advisor, Prison Education Programming Initiative

Young Blood: University students changing the landscape of higher education in prisons as mentors, teachers, and activists
Jessica Fletcher, Masters Student, Mental Health Counseling at Arizona State University
Hannah Good, student, Barrett, the Honors College at Arizona State University

This session will explore the history, design, participant responses, and substantive outgrowths of the Pen Project prison-university collaborative. The Pen Project is an innovative distance learning program for maximum security and other incarcerated individuals in New Mexico and Arizona.

Inman 241
Witnessing to the Experiences of the Incarcerated
Moderator/Chair: Jayme Yeo, Assistant Professor and Director of Graduate Studies in English at Belmont University

A. Bearing Witness in the Prison Classroom
Jayme Yeo, Assistant Professor and Director of Graduate Studies in English at Belmont University

I will explore the potentialities and limitations of bearing witness to student work—rather than merely listening to, reading, or assessing it—as a crucial function of the prison educator. By “bearing witness,” I mean both recounting our experiences as prison educators as well as giving students a public or quasi-public voice for engaging the material they study. I will argue that, in addition to its educational capacities, bearing witness has political and civil implications in its potential to transform the prison classroom into a counterpublic space—a discursive space for exploring alternative ideas and forms of expression to a dominant culture.

B. Autoethnography of the Offender: A Writing Curriculum
Greg Ott, Instructor, Washington University Prison Education Project

A liberal arts education permits the student access to a conversation beyond the prison walls. The conversation occurs in the primary text and with the writer, the musician, the philosopher, and the scientist, but it also occurs, in secondary circles, with a peer community on the inside and, more importantly, on the outside. A shared intellectual space and a cultural conversation work to lessen the division between Prison and Society. I will argue that autoethnography within the scaffolding of a liberal arts education facilitates some release of the tensions in illiteracy and in/justice.

C. Epistemic Injustice and Subjugated Knowledges: Inside the Incarcerated Student Experience

Can the “Convict Race” Speak? - Epistemic Injustice; Silence as a Form of Violence in Institutions of Incarceration
Anastazia Schmid, post-graduate student, higher education program at the Indiana Women’s Prison, Indiana representative for the National Council of Incarcerated and Formally Incarcerated Women and Girls

The systematic practice of silencing incarcerated and post-incarcerated women (I/PIW) constitutes epistemic violence in testimonial exchange between speakers and hearer. I argue that I/PIW occupy a subaltern social positionality by which their voices remain chronically unheard reinforcing an unescapable inequality through which I/PIW are susceptible to myriad epistemic harms.

D. Incarcerated Scholars, Qualitative Inquiry and Subjugated Knowledges: The Value of Incarcerated and Post-incarcerated Scholars in the Age of Mass Incarceration
Michelle Jones, student Higher Education Program, Ball State University

The intellectual work of incarcerated scholars is discounted and devalued and often results in closed doors at public universities that exclude post-incarcerated applicants. There is insight, however, to be gained from looking at the world from our perspective, the perspective of marginalized and captive in a secretive closed world. Much like the value of subaltern insight on the imperial conquest narratives of Europe, incarcerated scholars offer a valuable corrective to the dominant crime-and-punishment narratives of mass incarceration.

Inman 242
Supporting Learning on the Inside: Library Services for Jackson College Students in Prison
Moderator/Chair: Dr. Gary Cale, Jackson College Prison Education Initiative

Panel discussion: Dr. Gary Cale, Stephanie DeLano Davis, Sarah Gebert, Thomas Howard, and Hank Weber of the Jackson College Prison Education Initiative

In 2014, JC received a Vera Institute Grant to begin offering self-pay course to students at Michigan Department of Corrections (MDOC) Facilities in the Jackson area. Since that initial offering, the program has grown to encompass over four hundred students taking classes at more than six facilities. Early on in this undertaking, JC’s Atkinson Library was tasked with providing library support to these students in recognition of the vital role that access to research materials plays in college student success. This panel will share Atkinson Library’s journey in providing academic library research services to students taking Jackson College (JC) courses at prison facilities in southeast Michigan. Panelists will outline the challenges, obstacles, successes and victories of seeking to open the doors to research materials to a student population housed in an environment where restrictions and control are the necessary norm.

Plenary Hall
Prison Humanities and the Challenge of Networks in the Digital Age
Moderator/Chair: Rob Scott, Executive Director of the Cornell Prison Education Program at Cornell University

Can incarcerated students receive an effective modern liberal arts education under these circumstances? In a world where basic digital and social media literacy is expected of every citizen, how—without access to such technology—do we best prepare our students to pursue their lives and education upon their return home? Can we prepare our students for a digital economy and labor force—one in which communication extends beyond the workplace—when they have no contact with educators and mentors beyond fixed in-house meetings, no opportunities for extended dialogue of the sort we take for granted with our students on the outside? Are traditional (non-digital) methods of teaching in prison classrooms sufficient? Our panel addresses these questions from the perspective of program directors, teachers, and students. Keeping our presentations brief and moderated so as to accommodate four speakers (including two formerly incarcerated students—one of whom will participate via Skype), we explore the role of the humanities in prison education in the context of the stated obstacles.

The Space Between World History and Cement Walls
Ryan Edwards, Assistant Professor of History, University of Tennessee at Chattanooga

Justice-in-Education Scholars: The Columbia Model
Eileen Gillooly, Executive Director of the Heyman Center for the Humanities and the Society of Fellows, Columbia University

Title: __________________________
Kate Morton, Returning citizen studied at Bard college and Columbia University through the Taconic Correctional Program in New York State

CPEP Is Real Change, Look At Me
Shawn Williams, Formerly Incarcerated person, part time student at Columbia University

TOPICAL DINNERS, 6:00 p.m. – 8:30 p.m. Sign-up at registration table
Plenary Hall, Janet Ayers Academic Center, 4th floor Conference Center

Book Panel

Moderator/Chair: Jean Trounstine
(Authors will be available for sales and signings 8:00-8:45 p.m. and 10:00 p.m.-10:30 p.m.)

Kaia Stern
*Voices from American Prisons: Faith, Education and Healing* (Routledge, 2014)

Kaia Stern is cofounder and director of the Prison Studies Project, which began at Harvard University in 2008. Her work focuses on transformative justice, dignity and education in prison. Her recent book, *Voices from American Prisons: Faith, Education and Healing* (Routledge, 2014), and her longstanding professional work have helped transform both culture and policy around justice and education. Kaia has taught at Sing Sing, Norfolk, and Framingham prisons and is currently Visiting Faculty at the Harvard University Graduate School of Education. Ordained as an interfaith minister, Kaia holds a master’s of theological studies from Harvard Divinity School and a doctorate in religion from Emory University.

Tanya Erzen

Tanya Erzen is an Associate Professor of Religion and Gender Studies at the University of Puget Sound and the executive director of the Freedom Education Project Puget Sound, a college program in the Washington Corrections Center for Women. She is a recipient of fellowships from the National Endowment for the Humanities, Social Science Research Council, Institute for Advanced Study at Princeton and the Hedgebrook Writers Residency. In 2014, she received a Soros Justice Fellowship from the Open Society Foundation to complete her forthcoming book *God in Captivity: The Rise of Faith-Based Ministries in an Age of Mass Incarceration* (Beacon, 2017). She is the author of *Straight to Jesus: Sexual and Christian Conversions in the Ex-Gay Movement* (2006); *Fanpire: The Twilight Saga and the Women Who Love It* (2011) and co-editor of *Zero Tolerance: Quality of Life and the New Police Brutality in New York City* (2002).

Susan Dewey

Gender & Women’s Studies Associate Professor Susan Dewey is a public anthropologist with over a decade of research and consulting experience on sex work, violence against women, and feminized labor. Since receiving her PhD in 2004, she has published widely in these areas, including nine books, several dozen articles and book chapters, as well as substantial technical reports for UN Women, the US Census Bureau, and the Wyoming Department of Corrections. Since 2010 she has conducted research in Denver, Colorado with street-involved and the social services and criminal justice professionals with whom they regularly interact; this is the basis for her new book, with legal scholar Tonia St. Germain, *Women of the Street: How the Criminal Justice-Social Services Alliance Fails Women in Prostitution*. Most recently, Susan and her Wyoming colleagues initiated “Wyoming Pathways from Prison,” a multi-faceted feminist collaborative project which aspires to support currently and formerly incarcerated women.

Annie Buckley
*Through the Wall: Prison Arts Collective* (exhibition catalogue) 2 essays, one by Buckley and one by program participant, J. Barbosa, CA Institution for Men

Annie Buckley is an artist, writer, and curator with an emphasis on art and social justice. She is an associate professor of Visual Studies at California State University, San Bernardino, where she is the founder and director of Community-based Art, dedicated to expanding access to arts in the local community, and the Prison Arts Collective. Annie’s ephemeral public works and photographic collages have been included in museum, gallery, and public exhibitions, including Miami Basel 2015. She is the curator of Bridging Homeboy Industries and co-editor of the website, Radical Actions: From
Teaching Artists to Social Practice. Buckley is the author of books for youth on topics including racism, homelessness, the arts, and yoga, and her writing about contemporary art is published by Artforum, Art in America, KCET Artbound, The Huffington Post, and the Los Angeles Review of Books, where she is a contributing editor.

Jean Trounstine


Jean Trounstine is an activist, author, and professor emerita at Middlesex Community College in Massachusetts whose latest book, *Boy With A Knife*, explores the true story of Karter Kane Reed and the injustice of sentencing juveniles to adult prisons. Trounstine worked at Framingham Women’s Prison for ten years where she directed eight plays with prisoners. Her highly-praised book about that work, *Shakespeare Behind Bars: The Power of Drama in a Women’s Prison* has been featured on NPR and in numerous print publications here and abroad. In addition, she co-founded the women’s branch of Changing Lives Through Literature, an award-winning alternative sentencing program, and co-authored two books about the program. She takes apart the criminal justice system brick by brick for *Boston Magazine*, Truthout.org, the Rag Blog and Huffington Post. Find her at www.jeantrounstine and @justicewithjean.

Sunday, November 6

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**BREAKFAST, 8:00 a.m. – 9:00 a.m. (Scarritt-Bennett Center)**

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**Session 7, 9:00 – 10:30***

**Scarritt-Bennett Laskey A**

Launching and Researching The Chillon Project at Life University: A New Associates of Arts Degree Program in Positive Human Development and Social Change for Incarcerated Women

Moderator/Chair: Brendan R. Ozawa-de Silva, Life University

In this panel, team members of the Chillon Project will explain how the program was developed over the past 18 months; the basic features of the program; the distinctive elements of the new degree program that was created with incarcerated students in mind; and the research protocol that has been designed to evaluate the program and its effects on the well-being of students as well as prison environment. One part of the panel will be content created by incarcerated students in the program for the conference featuring educational modules they have designed to teach at-risk youth based on content they have studied in the program.

**Developing and launching the Chillon Project at Life University: Degree programs for incarcerated students and correctional staff at Lee Arrendale State Prison in Georgia**

Brendan R. Ozawa-de Silva, Associate Professor of Psychology, Department of Positive Human Development and Social Change; Associate Director for the Center for Compassion, Integrity and Secular Ethics at Life University

**Developing and conducting an IRB-approved research study to evaluate the effects of higher education in prison using psychosocial and behavioral measures through the Chillon Project**

Avital Abraham, Research and Program Coordinator, Center for Compassion, Integrity and Secular Ethics at Life University

**The Positive Human Development and Social Change Degree Program for Incarcerated Women in the Chillon Project at Lee Arrendale State Prison**

Michael Karlin, Assistant Professor of Psychology, Positive Human Development and Social Change Department; Associate Director of the Life University Center for Compassion, Integrity and Secular Ethics, Life University
Educational modules created by students of the Chillon Project to teach Positive Human Development and Social Change
Thomas Fabisiak, Assistant Director for Prison Education Operations, Chillon Project. Co-director, Candler School of Theology’s Certificate in Theological Studies Program at Lee Arrendale State Prison

Scarritt-Bennett Laskey B
Reentry and The City University of New York: Forging New College Student Identities
Moderator/Chair: Franca Ferrari, Queensborough Community College, CUNY

The panel will focus on a college preparation program at a transitional correctional facility in New York City as an effort to help incarcerated students see themselves included in CUNY’s mission “reflect the diverse communities which comprise the people of the city and state of New York” and to serve their educational needs. The program’s goal is to assist the students in forging an identity as a prospective college student. In this panel we will also present the preliminary results of a research project we are conducting at the facility.

Franca Ferrari, Queensborough Community College, CUNY
Agnieszka Tuszynska, Queensborough Community College, CUNY
Rose Marie Aikas, Queensborough Community College, CUNY
Carolyn King, Queensborough Community College, CUNY

Scarritt-Bennett Laskey C
Experiences in Teaching and Development in Higher Education in Prison
Moderator/Chair: Harlan Pease, Tennessee Higher Education Initiative professor

Challenges and Prospects for Prison Education in Atlantic Canada
Harry Critchley, Director of the Burnside Prison Education Program (BPEP), Nova Scotia

Canadian society has been ravaged by over a decade of draconian tough on crime policies, with rates of incarceration amongst Indigenous people, women, and African-Canadians at their highest levels in decades. As the founder and director of the Burnside Prison Education Program (BPEP), Critchley discusses the initial and ongoing challenges associated with the development and operation of this program offering five non-credit courses in the Arts and Social Sciences for men and women at the Central Nova Scotia Correctional Facility in Burnside, NS.

Breaking Ground: Lessons learned from teaching the lead off class at two different prisons
Harlan Pease, Tennessee Higher Education Initiative professor

With the opportunity to teach the first classes offered through Nashville State Community College at two different penal institutions in Tennessee—Charles Bass, a minimum security facility, and Turney Center Industrial Complex, a medium security facility (now classified as a “time-building” institution)—what is learned about starting a program as a teacher with the Tennessee Higher Education Initiative: the hits and misses; the technology challenges; the classroom dynamic and classroom management issues?

“Our Education is not ‘Wasted!’” Long-term Prisoners’ Application of their Liberal Arts Education for future Research
Jacquelyn Frank, Associate Professor at Eastern Illinois University

Insufficient research has been conducted to examine the potential impact and application of a liberal arts education among long-term prisoners while they are still incarcerated. This conference session is not a research presentation. Rather, through the voices of nine current long-term prisoners (all of whom earned Bachelor’s degrees while incarcerated), the presentation highlights their self-described applications for their liberal arts education in the carceral setting. The presentation will outline themes that emerged across the nine respondents and explain how these themes will be used to design a multi-state research study examining the application of a liberal arts education among long-term prisoners and its vital role in prison reform.

Scarritt-Bennett Laskey Great Hall
The Inside-Out Prison Exchange Program – Its Breadth, Depth, and Further Expansion

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This panel will look at the particular pedagogical approach utilized in the Inside-Out Prison Exchange Program, including the intensive training involved and the crucial follow-up support offered to instructors once training is completed. We will also discuss a pilot evaluation of the program, conducted by an independent research group (Research for Action), based on pre- and post-testing in several classes in the Philadelphia area. We hope to make this panel as experiential as possible, in keeping with the spirit of Inside-Out.

The Pedagogical Benefits and Challenges of the Inside-Out Experience
Lori Pompa, Founder and Executive Director Program: The Inside-Out Prison Exchange Program
Tyrone Werts, Consultant, The Inside-Out Prison Exchange Program

Inside-Out Training and Ongoing Support for the Inside-Out Instructors in the National Network
Nina Johnson, Consultant, The Inside-Out Prison Exchange Program
Stephanie Keene, National Coordinator, The Inside-Out Prison Exchange Program

Piloting an Evaluation of the Inside-Out Classroom Experience
Tricia Way, Associate Director, The Inside-Out Prison Exchange Program

BREAK, 10:30 a.m. – 11:00 a.m.

*** 11:00 a.m. – 12:30 p.m. ***

Scarritt-Bennett Laskey Great Hall
Plenary V: Title Re-imagining a Politics of Access and Justice for Higher Education in Prison

Tanya Erzen, Executive Director, Freedom Education Project Puget Sound, Associate Professor of Religion, University of Puget Sound

Tanya Erzen is the Executive Director of the Freedom Education Project Puget Sound, which provides college classes to 165 women in Washington state prisons. She is also an Associate Professor of Religion and Gender Studies at The University of Puget Sound. She is a member of the Strategic planning Committee for the National Organization for Higher Education in Prison. Her book, God in Captivity: The Rise of Faith-Based Ministries in an Age of Mass Incarceration will be published by Beacon Press in February 2017. She is the author of Straight to Jesus: Sexual and Christian Conversions in the Ex-Gay Movement (California, 2006); Fanpire: The Religion of Twilight (Beacon Press, 2012) and co-editor of Zero Tolerance: Quality of Life and the New Police Brutality in New York City (NYU, 2001).
**PLENARY SPEAKERS**

**Dr. Jody Lewen:** Jody Lewen started volunteering with the San Quentin College Program in 1999. She is the founder and executive director of the Prison University Project and is the extension site director of Patten University at San Quentin. She received an M.A. in philosophy and comparative literature from Freie Universität, Berlin and a Ph.D. in rhetoric from UC Berkeley. Jody has published and presented extensively in the fields of psychoanalysis, literary theory, and criminal justice. She was the 2006 recipient of the Peter E. Haas Public Service Award from UC Berkeley, and a recipient of the 2015 James Irvine Foundation Leadership Award.

**Mr. Daryl Atkinson:** Daryl Atkinson is the Department of Justice’s first-ever Second Chance Fellow. Daryl served 40 months in prison after pleading guilty to a first-time non-violent drug crime — and when he was released, he faced a series of collateral consequences. But through all of these obstacles and challenges, Daryl persevered — earning a bachelor’s degree and then a law degree, and ultimately rising to become a Senior Staff Attorney at the Southern Coalition for Social Justice where he focuses on criminal justice reform issues, particularly removing the legal barriers triggered by contact with the criminal justice system. Last year, Daryl was recognized by the White House as a “Reentry and Employment Champion of Change.” And now, Daryl will work with the DOJ on the Reentry Council, as an advisor to the BJA Second Chance programs, and as a conduit to engage the broader justice-involved population so that DOJ and the Administration are hearing from all stakeholders as we move forward in strengthening our nation and empowering our communities.

**Dr. Lois Davis:** Lois M. Davis is a senior policy researcher at the RAND Corporation and a professor at the Pardee RAND Graduate School. Davis’s recent policy research has focused on the intersection of public safety and public health. She currently is leading a National Institute of Justice study on the effect of prison closures and the fiscal challenges state correctional systems face. She also is leading the evaluation of a three-state demonstration project called “Pathways from Prison to Post-Secondary Education” and a multi-year evaluation of welfare reform in California. Davis recently completed a national study funded under the Second Chance Act to evaluate the effectiveness of correctional education for incarcerated adults and juveniles. Her work with respect to prisoner reentry includes an ongoing study to estimate Medicaid eligibility of newly released prisoners under the Affordable Care Act and a recently completed multi-year study on the public health implications of prisoner reentry in California. Past research includes a commissioned study to examine disparities faced by African-American and Latino boys and men in outcomes in such areas as economic, health, education, and public safety. Davis received her Ph.D. in public health from the University of California, Los Angeles.

**Dr. Tanya Erzen** is the Executive Director of the Freedom Education Project Puget Sound, which provides college classes to 165 women in Washington state prisons. She is also an Associate Professor of Religion and Gender Studies at The University of Puget Sound. She is a member of the Strategic planning Committee for the National Organization for Higher Education in Prison. Her book, *God in Captivity: The Rise of Faith-Based Ministries in an Age of Mass Incarceration* will be published by Beacon Press in February 2017. She is the author of *Straight to Jesus: Sexual and Christian Conversions in the Ex-Gay Movement* (California, 2006); *Fanpire: The Religion of Twilight* (Beacon Press, 2012) and co-editor of *Zero Tolerance: Quality of Life and the New Police Brutality in New York City* (NYU, 2001).
MEDIA HALL TABLES

Gerald Brown
Karen Vandermolen
Malinda Davenport-Crisp
Bettie Kirkland
Niger Woodruff
Alex Friedman
Alec Miller
Turner Nashe
Corrections Off-Line Education Platform
Artwork from Through the Wall: Prison Arts Collective
Iron City Magazine: Expressions By and For the Incarcerated

Dismas House
BEST
Family Reconciliation Center
Project Return
Vanderbilt Divinity School
Prison Legal News
Luke 14:12
IDS
Chris Missen
Annie Buckley
Corri Wells

Author tables

Jean Trounstine
Kaia Stern
Doran Larson
Susan Dewey
Tanya Erzen
WITH GRATITUDE

The planning committee of the 6th annual National Conference on Higher Education in Prison would like to thank the following organizations and people for making this conference a meaningful gathering of idea exchange, encouragement and resources for scholars and professionals committed to social justice in mass incarceration through education.

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