The mission of the Education Justice Project is to create a model college-in-prison program that demonstrates the positive impacts of higher education upon incarcerated people, their families, the neighborhoods from which they come, the host institution, and society as a whole.

In the 2017-18 EJP Handbook you’ll find many updates from last year’s book. For instance, there’s a new section on the Mellon Grant, an updated list of EJP programs, and information on anticipated new EJP staff positions. As always, there is an updated Critical Climate reading.

Even if you’ve read previous handbooks, then, please read all of this one.

This handbook is offered in the belief that you’ll get more from your participation with EJP if you have a good understanding of the policies that govern our work, the governance structure by which EJP operates, and the values that sustain our work. This knowledge will serve you well, and it also serves EJP well. Informed members can best help guide and shape our work.

Some sections of this handbook were taken from documents written by past and present EJP coordinators. Other sections were written by EJP director Rebecca Ginsburg and EJP’s former writer-editor Natalie Mesnard in 2015, and revised over the years. Certain portions are constantly being updated, such as the financial section.

Please feel free to offer your revisions and suggestions for future handbooks.

Thank you for reading this book and for being part of EJP.

Rebecca Ginsburg, EJP Director
August 2017

Education Justice Project
805 W. Pennsylvania Ave.
Urbana, IL 61801
217.300.5150
info@educationjustice.net
www.educationjustice.net
# Contents

## I. WHAT IS THE EDUCATION JUSTICE PROJECT?
- Description 5
- Purpose 5
- Strategic Objectives 7
- EJP Programs in 2017-18 8

## II. HOW DOES EJP OPERATE?
- Governance 11
- Culture 14
- EJP Yearly Calendar
- Finances 18
- Note on Organizational Chart 18
- Key People 19
- Mellon Grant 20

## III. HOW CAN YOU BE INVOLVED?
- Teach and Learn 23
- Engage the Community 28
- Lead and Support 30
- Write and Research 32

## IV. GROW WITHIN EJP?
- Inside 35
- Outside 36

## V. APPENDIX
- EJP History 39
- Professional Relationships 52
- EJP Policies 54
  - Draft Research Policy 54
  - Alumni and Family Contact policy 57
  - Conflict Resolution and Grievance Procedures 59
- Bibliography on Prison and Higher Education 62

## VI. CRITICAL CLIMATE 74
I. What Is the Education Justice Project?
Description

The mission of the Education Justice Project is to create a model college-in-prison program that demonstrates the positive impacts of higher education upon incarcerated people, their families, the neighborhoods from which they come, the host institution, and society as a whole.

We currently have one full-time staff person, our operations manager Jamie Hines. We expect to receive a significant grant this fall and plan to hire several more positions. You can read about that, and the implications of the Mellon Grant generally upon our work, in the Mellon Grant section of this guide on p. 20.

The mission of the Education Justice Project is to create a model college-in-prison program that demonstrates the positive impacts of higher education upon incarcerated people, their families, the neighborhoods from which they come, the host institution, and society as a whole.

Purpose

EJP came into being in 2006 because a group of faculty members, graduate students, and community members believed that a land grant institution had something to offer incarcerated individuals. In time we learned that, in addition, incarcerated students have much to offer universities and colleges. An institution like the University of Illinois at Urbana-Champaign cannot hold itself up as a good and responsible citizen without tackling vexing social problems, including those related to incarceration. And we cannot contribute in critical ways to discussions around incarceration without thoughtful, ethical engagement with those behind bars, their families, and returning citizens.

Higher education in prison will not cure all ills associated with penal incarceration. However, it is of vital importance, because it equips those most impacted by incarceration to effectively address it. EJP students have spoken of the program’s key


department of the university of Illinois at Urbana-champaign (UIUC) as a comprehensive college-in-prison program. Our activities are vast and our ambitions high. Through EJP, the University of Illinois offers for-credit courses at a medium-security men’s prison, Danville Correctional Center, and a range of extracurricular activities at the prison, including writing workshops, guest lectures, a student newsletter, and mindfulness group. EJP also has a community component. We engage families of the incarcerated through our Ripple Effect (Reaching Inside Prisons with Purpose and Love) and Scholarship programs. Our Illinois Reentry Guide Initiative produces a statewide reentry guide, Mapping Your Future.

Since our founding in 2006, EJP has had hundreds of members. They include our incarcerated students, released students, EJP instructors, people who work in our community-based programs, and those who provide support to EJP, e.g. graphic designers, fundraisers, and writers. We greatly value the EJP community, which EJP alumnus Edmund Buck has termed “the EJP universe.” When we speak of “EJP” we refer to this larger network, while keeping in mind that many members’ experience of EJP is of working closely with a small number of people within a particular program. This handbook is meant in part to help EJP members understand the depth and scope of the EJP universe beyond the specific program they’re affiliated with, and to encourage them to feel connected to something bigger.

As we start the 2017-18 academic year, we expect to have about 65 EJP students, 70 members working at the prison in various capacities (e.g. course instructor, workshop facilitator, academic advisor), and 15 EJP members organizing our community-based programs. One thing that is new this year is that we are increasing the number of EJP staff.
role in the development of “educated men” who are “active agents of positive social change.” On the outside, EJP’s work with family members helps to provide some of the same knowledge, confidence, support, and sense of community among them, as do our prison programs with incarcerated students.

Individuals returning home from prison cannot be effective members of their home communities if they are overcome and over-burdened with the struggles of reentry. Accordingly, we produce a guide to support healthy, successful reentry.

The following are EJP’s primary focuses for 2017-18:

a) Higher education in prison – This is EJP’s signature program. The incarcerated EJP students and educational programs at Danville Correctional Center form the heart of EJP;

b) Programs and support for families of the incarcerated;

c) Evaluation – We will begin a intensive years-long process of developing critical evaluation processes for EJP;

d) Reentry – EJP produces the state’s only comprehensive reentry guide for adults returning to Illinois, and is considering the production of guides for additional populations;

e) Research – We document our work, conduct research, and disseminate scholarship to support others;

f) Advocacy – As a founding member of the Illinois Coalition for Higher Education in Prison, we seek to create a better climate for college-in-prison across the state;

g) Public Education – EJP hosts events on the Urbana-Champaign campus and community to support critical understanding of issues around criminal justice and incarceration.

If you are reading this manual, you are probably either currently involved with EJP or thinking about joining us. We hope that this handbook, and your personal experiences of the 2017-8 year, will fill you with excitement about the good that an ambitious land grant institution can accomplish when it reaches beyond its traditional constituencies and grapples with the needs of the day. We hope that you’ll be encouraged to consider your own best role within that enterprise.

EJP’s vision is a more humane and just society, sustained through education and critical awareness.
EJP 2015-18 Strategic Objectives

Our strategic planning committee drafted these strategic objectives in 2015, with the assistance of an external facilitator and through consultation with local, regional, and national stakeholders, including EJP alumni. It was EJP’s first set of strategic objectives. We have used them to guide decision-making within EJP and help us to evaluate our successes. The objectives also were of critical importance for us in drafting a proposal to the Andrew W. Mellon Foundation in January 2017 (see pp. 20-21).

1. Continue to deliver an excellent comprehensive postsecondary prison education program.

2. Create awareness about the Education Justice Project and the value of higher education in prison.

3. Develop thoughtful evaluation processes to better understand our impact and value.


5. Establish certificate and degree programs.

6. Maintain healthy, respectful relationships among EJP members and external stakeholders.

7. Promote the voices of EJP students and families especially around public policy.
EJP Programs in 2017-18

EJP has three sites of programming. Each EJP program is overseen by an EJP coordinator.

1. Danville Correctional Center (DCC)

A. For-Credit Courses
EJP offers upper-division (300- and 400-level) University of Illinois courses to men incarcerated at Danville prison. The only eligibility requirement is 60 credit hours of lower-division academic coursework. Students who earn passing grades receive University of Illinois credit, transferable to any accredited institution. EJP students currently have the option of enrolling in a certificate program, Certificate in Learning Studies.

B. Academic Advising
Advisors support the academic needs and facilitate the success of EJP students. They introduce and connect students to important resources within EJP, reinforce instructors’ expectations of students, and offer support. Advisors also offer workshops on academic skills, from time management to study skills.

C. Writing and Math Partners (WAMP)
Several times each week, trained writing and math tutors from campus offer academic support to EJP students. We hope to expand this program so that EJP students can also serve as writing mentors.

D. Community Library
Our community library includes EJP’s library collection of over 2,000 circulating and non-circulating items. EJP students are trained, primarily by one another, in librarianship skill while maintaining the collection through circulation work, cataloguing, shelving, and creating signage. Through its “Library Chat” program, the Library sponsors occasional programs.

E. Math & Science Workshops
Math & Science workshops help students gain additional confidence in foundational math and science skills and develop a greater appreciation for these subjects. Most science workshops prepare EJP students for upper-level mathematics and science coursework. Some workshops complement or extend EJP courses. Past workshops include: Algebra Toolbox, Statistical Toolbox, The Scientific Method, and Basic Chemistry, and Smart Investing.

F. Language Partners (LP)
Language Partners involves EJP students or “teaching partners” providing English as a Second Language (ESL) instruction to English language learners. Regular sessions are held each Tuesday and Thursday evening, supplemented by occasional lectures and cultural events.

G. Mindfulness Discussion Group (MDG)
This group introduces students to theory and research in the field of mindfulness and to meditation practices. The purpose of this group is to explore research on the beneficial effects of consistent meditation/mindfulness practice as a means of enhancing the educational experience and of living a more fully-present and engaged life.

H. Chicago Anti-Violence Education (CAVE)
Trained EJP students facilitate bi-weekly mentoring and anti-violence education sessions with men 18-35 in the general population. They engage a trauma-informed curriculum, with the support of outside facilitators from campus.

I. Computer Lab
The EJP computer lab at DCC consists of a server and fifteen work stations. The server hosts software and resources that support EJP curricular and extracurricular activities. The plan is to continue adding resources to the server, including literature, history, and philosophy texts; pieces of art and music; encyclopedias and other reference materials; and videos of EJP events such as literary symposia and theatre productions. The EJP computer lab was
funded by a grant from the National Endowment for the Humanities.

J. The Amplifier
The Amplifier is the EJP student newsletter, a monthly publication produced by EJP students.

K. Reading Groups
Reading groups are held over the summer. Each spring EJP students and instructors are invited to submit proposals for reading group topics. All new EJP students are required to enroll in the New Student Reading Group, which is designed to prepare them for the demands of upper-division course work and learn strategies for coping successfully with it.

L. Writing Workshops
Writing workshops seek to improve students’ writing abilities by offering guided instruction and practice in a wide variety of writing-related subjects, from grammar and logical argument to publication marketing and memoir. Workshops are geared toward serving student writers who have a range of interests and skills. Workshops can be taken independently of classes, though many workshops will enhance foundational writing skills and therefore benefit course work.

M. EJP -IPRH Guest Lecture Series
This is a new series of twice-yearly guest lectures that is part of the Mellon Grant.

2. Community
A. EJP Scholarships
We have five different scholarship programs annually, providing need-based support to family members of the incarcerated, Danville Correctional Center staff, and returning citizens. EJP members coordinate all aspects of the scholarship competition.

B. The Ripple Effect
This Champaign-based group has several programs: monthly meetings to write letters and cards to those in prisons and jails; monthly adult support groups for incarcerated loved ones; and occasional community forums for discussing the impacts of incarceration on individuals, families, and the community.

C. Illinois Reentry Guide Initiative
EJP produces a comprehensive reentry guide for Illinois that serves people returning home and their family members.

D. Alumni Group
We have about 65 alumni, or released EJP students. Their Chicago meetings and activities are a venue for ongoing education, mutual support, and engagement.

E. EJP Events
EJP sponsors frequent informational workshops, speakers, films, and other events on the Urbana campus, in Champaign, and in Chicago. We often work with community and campus organizations to host these events. EJP members can participate in event planning in many capacities, from advertising to working events to escorting guest speakers.

F. Wells of Hope Partnership
EJP has a partner organization in Uganda, in East Africa, that works with children and families of incarcerated parents. We continue to learn from its practice and to cooperate on initiatives of shared interest, such as reentry.

3. Campus
A. Research Group
This group is open to EJP members and others who engaged in or interested in scholarship on topics related to incarceration or criminal justice. Members share a meal and discuss drafts circulated beforehand, in a supportive environment.
II. How Does EJP Operate?
Governance

EJP could not function without the effort and dedication of our members. You are invited to serve and support the Education Justice Project, and hone your own leadership skills, by becoming involved in governance. This section explains how EJP operates and how you can take on decision-making roles within it.

Structure

EJP is a unit of the Department of Educational Policy, Organization, and Leadership in the College of Education at the University of Illinois at Urbana-Champaign. Neither a department nor a research center, we self-consciously strive to create a distinct, innovative structure that reflects our values while efficiently supporting our mission. Our effort to experiment with program governance while simultaneously engaged in challenging work on the ground can sometimes be messy. We are, admittedly, taking on a lot, and there are few models to guide us. However, to many of us involved with EJP, it is important not only to do socially important work within prisons and in the community, but also to do it within a structure that avoids the most deleterious aspects of either academic or corrections culture.

Accordingly, we aim to build a program with transparent, participatory governance in an open and inclusive spirit. We support decision-making processes that require the active engagement of those involved with the program, including you!

Consensus

One of EJP’s values is consensus, which is often misunderstood. Consensus does not mean that everyone needs to agree; instead, it means that we value discussion, debate, and active listening, and that we want each member’s voice to contribute to our evolving understanding on any given manner. Voting often has the effect of cutting debate short when it’s clear that a majority on any given position exists. Seeking consensus imposes the obligation to keep talking, which makes it more likely that minority positions will be aired and inform the discussion. At the same time, unanimity isn’t required. Decisions can move forward when dissenters agree to step aside in the spirit of accepting the clear will of the group overall.

A Note about Confidentiality

Our shared desire for transparency and inclusive decision-making occasionally runs up against the need to protect the privacy of EJP instructors and students, prison security concerns, and the wellbeing of EJP itself. These have traditionally been stressful moments for EJP, when some members’ very human urges to “learn the whole story” are thwarted by others’ efforts to contain information. We continue to think through the healthiest way to approach these episodes, which can sometimes undermine the spirit of openness that we strive for. At the same time, these are also opportunities to reflect on the nature of privilege (e.g. to information), power, authority, and humility. We serve our members best when we treat such moments of friction as chances for personal and institutional growth.

Decision-Making within EJP

EJP Staff, Advisory Council, program coordinators, and members all have responsibility for decision-making within EJP. Below is an outline of how this breaks down:

Staff

The EJP director oversees all of EJP and has direct responsibility for fundraising, communications, and research, which includes program evaluation. The position is currently filled by Rebecca Ginsburg, one of EJP’s co-founders.

EJP’s Operations Manager manages the on-campus EJP office, currently located at 805 W.
Pennsylvania Ave. in Urbana. (EJP will likely move this fall.) She oversees clearances, expenditures, budgeting, and reimbursements. The EJP archives and library are also located in our offices. The Operations Manager also supervises EJP interns and volunteers. Jamie Hines occupies this position full-time.

EJP’s **Director of Academic Programs** oversees all programming at Danville Correctional Center, including for-credit courses, academic advising, and extracurricular workshops, and oversees student affairs. We are currently operating without a DAP. David Harris, our on-site coordinator, manages call passes and room reservations for EJP. As part of the Mellon grant, we plan to hire a full-time DAP in Fall 2017.

The **Director of Grassroots Fundraising** is a new position that was created through a grant from the Laughing Gull Foundation. Rae Anne Montague assumed this role on August 1, 2017. She will be responsible for growing and developing stronger relationships with EJP’s individual donors.

The **Director of Communications and Special Events** is a new position that will be created by the Mellon Grant. This half-time staff person will be responsible for developing communications strategy, creating effective communications, and planning special events. We hope to fill this position in Fall 2017.

**Other Staff**

Through the Mellon grant, we plan to hire an **Account Technician** in Fall 2017 to help us put our financial records in order; web designers to design a new EJP website and a website for the national directory; videographers to create new EJP videos; leadership consultants to offer training; and evaluators to help us develop a new evaluation protocol.

We plan to hire two **Work Study Students** to work directly with our Operations Manager to do financial record-keeping. They will work out of the EJP office.

Each year the EJP office hosts many **EJP Interns and Volunteers**. Some earn course credit for
their work with EJP; some provide general office support, others work on specific projects.

**Advisory Council**
Between 16 - 20 individuals from the community and campus meet three times each year to provide medium- to long-term guidance to EJP staff. The Council has several committees: nominating, fundraising, grievance, resilience, and strategic planning. The resilience committee handles situations related to institutional cooperation. The other subcommittee titles are self-explanatory.

The Nominating Committee accepts nominations, including self-nominations, for the Advisory Council and its various committees throughout the year, and new members join the Advisory Council each summer. We welcome EJP members’ participation on the Council.

**Coordinators**
Each EJP program (see pp. 8 - 9) is run by a coordinator. Open coordinator positions are listed on the EJP website and announced via our weekly listserv, “EJP This Week,” and are filled via an application process. Unless a special grant makes funding possible, coordinators are not paid, but offered $1,000 stipends each semester (this increase in stipend amount is due to the Mellon Grant). Program coordinators meet monthly with one another to discuss strategy and policy. With the all members of their program, they are responsible for setting program goals, policies, procedures, and activities. They also have budgeting responsibilities.

**EJP Members**
EJP members who participate in a given program share responsibility, with the coordinator, for setting goals, policy, procedures, and activities. “EJP members” includes EJP students, instructors, and any others who participate in a given program.

**Other Decision-Making Bodies**
We frequently form ad hoc committees to work on everything from program development to fundraising to event planning to creating new policies. We strongly encourage EJP members, free and incarcerated, to volunteer to serve on such committees when there is a call for committee signups. There is no application process, and this is a low-pressure way to begin your involvement with administration and governance. You will learn a lot from participating on such committees, and develop valuable leadership skills.
Culture
EJP is committed to creating an open, inclusive, critical, and supportive culture that fosters reflection, critique, dialogue and practice. The following efforts aim to support that.

Critical Climate
We host an ongoing series of activities that encourage reflection on our shared work, its political and social contexts, and our individual places within it. We refer to this as our “critical climate” initiative, and you can read more about it on p. 74 of this handbook. Each active EJP member is required to attend at least one critical climate activity each year. The article included in this handbook, and discussions about it, forms part of our critical climate initiative.

Values
We have identified the following list of values we care about as an organization.

Consensus
Openness
Flexibility
Debate
Trying New Things
Social Justice
Gentleness
Unconventionality
Research-Driven
Critical Approach
Applying Our Moral Principles

Ground Rules
To create a healthy climate for teaching, learning, and growth, ask EJP members to observe the following ground rules.
1. Respect individuals’ opinions and feelings and their willingness to share them.
2. Use “I” statements, e.g. “I think...” or “I believe...”
3. Realize that everyone’s experiences differ and try meeting other people where they are.
4. Practice active listening. Listen for understanding, not for judgment.
5. Speak only for yourself and not as a representative of a particular group, e.g. “Latinos believe...”.
6. Avoid absolute language, e.g. “All Black men know...” or “It always happens that...” or “everyone knows.....”.
7. Keep the content of confidential discussions confidential.
8. Don’t be afraid to remind others of these ground rules.
9. Disagreements and conflicts are okay.

Transparency
Food*
Compassion
Inclusivity
Participation
Creativity
Respect
Courage
En Lak’esh
Community

*We regret that prison regulations prevent us from exercising our commitment to sharing food and refreshment within the walls of DCC.
10. Don’t attack speakers for their beliefs or opinions.
11. Asking questions is highly encouraged.
12. Be honest.
13. You have the right not to answer questions or to not offer your opinion.
14. Always ask “Are there any additional ground rules we should implement…?”

**Language**

We attend to the language used within EJP. For example, we encourage members to say “correctional officer (CO)” rather than prison guard when referring to prison security staff, since that’s the preferred term. On the following page, please find an open letter written by the Center for NuLeadership on Urban Solutions, a New York-based organization founded, directed, and staffed by formerly incarcerated people. Their letter asks that we respect the dignity of people who are in prison or have been in prison by being sensitive to the words we use.

It is EJP’s policy to ask EJP instructors to refer to EJP students, as students.

Other acceptable language includes: incarcerated men, men, EJP students, Illinois undergrads, guys, and fellas.

The Illinois Department of Corrections (IDOC) oversees all state prisons. IDOC policy requires that instructors refer to students, and students refer to instructors, as Mr. or Ms. We respectfully request that instructors not ask students to address them as “Dr.” Not all EJP instructors have a PhD, and we aim to avoid creating a sense of hierarchy among our instructors. “Professor” is also an appropriate title for instructors, as it is gender-neutral and does not imply the attainment of any particular qualification.
An Open Letter to Our Friends on the Question of Language

“When there is emotional pain, psychiatrists like me believe that we can help. But before we act we need to find some handle for the problem, some name to guide action. Once in awhile, we realize that these names are inadequate for the problems we are seeing. Then we search for new names, or new ways to group old names.”

-- Mindy Thompson Fullilove, M.D., “Root Shock,” 2005

Dear Friends:

The Center for NuLeadership on Urban Solutions is a human justice policy, advocacy and training center founded, directed and staffed by academics and advocates who were formerly incarcerated. It is the first and only one of its kind in the United States.

One of our first initiatives is to respond to the negative public perception about our population as expressed in the language and concepts used to describe us. When we are not called mad dogs, animals, predators, offenders and other derogatory terms, we are referred to as inmates, convicts, prisoners and felons—all terms devoid of humanness which identify us as “things” rather than as people. These terms are accepted as the “official” language of the media, law enforcement, prison industrial complex and public policy agencies. However, they are no longer acceptable for us and we are asking people to stop using them.

In an effort to assist our transition from prison to our communities as responsible citizens and to create a more positive human image of ourselves, we are asking everyone to stop using these negative terms and to simply refer to us as PEOPLE. People currently or formerly incarcerated, PEOPLE on parole, PEOPLE recently released from prison, PEOPLE in prison, PEOPLE with criminal convictions, but PEOPLE.

We habitually underestimate the power of language. The bible says, “Death and life are in the power of the tongue.” In fact, all of the faith traditions recognize the power of words and, in particular, names that we are given or give ourselves. Ancient traditions considered the “naming ceremony” one of the most important rites of passage. Your name indicated not only who you were and where you belonged, but also who you could be. The worst part of repeatedly hearing your negative definition of me, is that I begin to believe it myself “for as a man thinketh in his heart, so is he.” It follows then, that calling me inmate, convict, prisoner, felon, or offender indicates a lack of understanding of who I am, but more importantly what I can be. I can be and am much more than an “ex-con,” or an “ex-offender,” or an “ex-felon.”

The Center for NuLeadership on Urban Solutions believes that if we can get progressive
publications, organizations and individuals like you to stop using the old offensive language and simply refer to us as “people,” we will have achieved a significant step forward in our life giving struggle to be recognized as the human beings we are. We have made our mistakes, yes, but we have also paid or are paying our debts to society.

We believe we have the right to be called by a name we choose, rather than one someone else decides to use. We think that by insisting on being called “people” we reaffirm our right to be recognized as human beings, not animals, inmates, prisoners or offenders.

We also firmly believe that if we cannot persuade you to refer to us, and think of us, as people, then all our other efforts at reform and change are seriously compromised.

Accordingly, please talk with your friends and colleagues about this initiative. If you agree with our approach encourage others to join us. Use positive language in your writing, speeches, publications, web sites and literature.

When you hear people using the negative language, gently and respectfully correct them and explain why such language is hurting us. Kindly circulate this letter on your various list servers.

If you disagree with this initiative, please write and tell us why at the above address or e-mail us at info@centerfornuleadership.org. Perhaps, we have overlooked something. Please join us in making this campaign successful. With your help we can change public opinion, one person at a time.

Thank you so much.

In Solidarity and Love,

Eddie Ellis
Founder

4 Easy Steps To Follow

1. Be conscious of the language you use. Remember that each time you speak, you convey powerful word picture images.

2. Stop using the terms offender, felon, prisoner, inmate and convict.

3. Substitute the word PEOPLE for these other negative terms.

4. Encourage your friends, family and colleagues to use positive language in their speech, writing, publications and electronic communications.
EJP Yearly Calendar

Fall Semester

Thursday before the first day of Fall Semester
Fall Convocation at Danville CC.

First Friday of the Fall Semester
EJP fall classes begin.

Month of September
EJP Fall recruitment season, featuring information information tables on campus, etc.

October 1 (or as close to October 1 as possible)
EJP applications due for course instructors, workshop facilitators, and others who will be working at the prison.

Third week in October
Clearance applications submitted to Danville CC. Clearance is required for “outside” or “free” EJP members who are based at the prison.

As close to first Monday in December as possible
Dates due for all spring semester events at Danville CC.

Early December
End of the fall semester.

Break

During Winter Break
Special events at DCC, e.g. movie screenings and guest speaker events.
**Spring Semester**

**Thursday before the first day of Spring Semester**
Spring Convocation at Danville CC.

**First Friday of the Spring Semester**
EJP spring classes begin.

**Month of February**
EJP Spring recruitment season, featuring information tables on campus, etc.

**Sometime in February**
Annual symposium held on campus, “What I’ve Learned from Teaching in a Prison.”

**March 1** (or as close to March 1 as possible)
EJP applications due for course instructors, workshop facilitators, and others who will be working at the prison.

**March 25**
Clearance applications submitted to Danville CC.

**Sometime in April**
Annual EJP Fundraiser.

**Early May**
End of the spring semester.

**Thursday before Memorial Day Weekend**
Awards Convocation at Danville CC.

**Summer**

**Late May**
Summer reading groups start. Many other programs continue over the summer, usually on a reduced schedule. There are no for-credit courses over the summer.

**First Monday in July**
Dates due for all Fall Semester events at Danville CC.
EJP Finances

The Education Justice Project receives funding from three sources, University of Illinois units, external funders (e.g. foundations that we apply to), and private donations from individuals.

EJP’s budget is, in a typical year, modest. In 2016-17, we spent less than $110,000. Our spending patterns will change in coming years because of the Mellon grant, which will provide $1 million to EJP over the next three years. For those interested in the specifics of Mellon’s anticipated investment in EJP, we are happy to provide a copy of the proposal we submitted to the foundation and the accompanying budget.

The Mellon grant is not our only anticipated source of income in 2017-18. We have other grants, and the UIUC campus will generously support EJP to a greater extent than it has in the past, as required by Mellon. Taken together, these various forms of income, for which we are very grateful, will not cover all our expenses.

We will continue to rely greatly on the extraordinary commitment of our members, most of whom who donate their time to EJP. The value of their services was worth well over $200,000 in 2016-17. We could not do our work without them--without you!

Note on Organizational Chart

Typically, at this pont in the EJP Handbook, you’ll find a copy of our organizational chart. That document is currently in transition, given the expected addition of several brand new staff positions in the coming months. It will take us some time to finalize and finesse the reporting lines.

Instead, please see the list of “key people” in EJP on the following page.

Please note that everyone in EJP is a key person. As stated in “EJP Finances,” above, we could not accomplish our work without the commitment of dozens of members who teach, learn, advise, administer, and more. That said, it’s important to be clear about where responsibilities lie, so folks can be made accountable, and also receive our thanks for jobs well done.

Thank you to everyone who has stepped up to take on roles of leadership within EJP!
Key People in 2017 - 18

Staff
Rebecca Ginsburg: **EJP Director**
Jamie Hines: **Operations Manager**
Rae Anne Montague: **Director of Grassroots Fundraising**
David Harris: **On-Site Coordinator**
[to be hired]: **Director of Academic Programs**
[to be hired]: **Director of Communications and Special Events**

Organization
Tracy Dace: Chair, EJP Advisory Committee
Greg Jahiel: Chair, Nominating Committee

Consultants
Aaron Sears: **Graphic Designer**
Nicole Robinson: **External Evaluator**
Jennifer Greene: **Internal Evaluator**

Coordinators for Fall 2017
Andy Borum: **Computer Lab Coordinator**
Cope Cumpston: **Amplifier Coordinator**
Amber Dunse: **Language Partners Co-Coordinator**
Kim Erbe: **EJP Scholarship Coordinator**
Esti Ezkerra: **Writing Workshops Co-Coordinator**
Hugh Bishop: **Language Partners Co-Coordinator**
Andy D. Borum: **Computer Lab Coordinator**
Chelsea Catt: **Writing & Resource Center Co-coordinator**
Holly Clingan: **EJP Community Librarian**
Nick Hopkins: **Re-entry Manual Co-Coordinator**
Logan Middleton: **Writing Workshops Co-Coordinator**
Adrienne Pickett: **Academic Advising Coordinator**
Lance Pittman: **Math & Science Workshop Coordinator**
Ian Scott: **Chicago Anti-Violence Education (CAVE) Co-coordinator**
Dave Sharpe: **Mindfulness Discussion Group Co-coordinator**
Bert Staber: **Chicago Anti-Violence Education (CAVE) Co-ordinator**
Annette Taylor: **Ripple Effect Coordinator**
Mellon Grant

Background
In January 2017 we were invited by the Andrew H. Mellon Foundation to apply for a significant multi-year grant to support EJP’s prison education work. Mellon is a national foundation based in New York City. It has the following mission:

“The Foundation endeavors to strengthen, promote, and, where necessary, defend the contributions of the humanities and the arts to human flourishing and to the well-being of diverse and democratic societies. To this end, we support exemplary institutions of higher education and culture as they renew and provide access to an invaluable heritage of ambitious, path-breaking work.”

The Mellon Proposal
Many people were involved with writing the Mellon grant. EJP’s Strategic Planning Committee did the initial hard work of considering how Mellon investment in EJP could further our Strategic Objectives. Fortunately, throughout the months of revisions that the proposal underwent, including feedback by campus and Mellon entities about what was and wasn’t allowed or encouraged to be part of the grant, we were able to include the following (see table below). These anticipated activities map directly onto our Strategic Objectives and take us a long way toward achieving them.

Key Activities that will be funded by Mellon in 2017-2020 and their relationship to EJP’s 2015-18 Strategic Objectives

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Anticipated Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to deliver an excellent comprehensive postsecondary prison education program.</td>
<td>Mellon provides support to pay course instructors $3k/course, allowing us to expand the number of course offerings that EJP students can take and making it possible for them to take more than one/semester. We anticipate offering 24 courses/year by 2019-2020; New Speakers Series in the humanities; “EJP TV,” a new closed-circuit TV channel at DCC, dedicated to educational programming, and accessible to the entire population; Expanded holdings in the Community Library; Computer lab upgrade; Professional development for EJP instructors.</td>
</tr>
<tr>
<td>2. Create awareness about the Education Justice Project and the value of higher education in prison.</td>
<td>Complete overhaul of the EJP website; 2 new short videos about EJP; New Director of Communications and Special Events.</td>
</tr>
<tr>
<td>Strategic Objective</td>
<td>Anticipated Activity</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. Develop thoughtful evaluation processes to better understand our impact and value.</td>
<td>Implement a 3-year process designed to create comprehensive evaluation protocols for EJP.</td>
</tr>
<tr>
<td>4. Achieve long-term sustainability.</td>
<td>The Mellon grant has great promise to do that. It is a 3-year grant, renewable for an additional 3 years. For EJP to receive the grant, UIUC administration committed to financial support and long-term commitment to EJP. Finally, receiving a major gift of this sort often makes a program more attractive to other major funders and to individual donors. We still have much work to do, but the route towards sustainability is clearer now.</td>
</tr>
<tr>
<td>5. Establish certificate and degree programs.</td>
<td>Create a Humanities Certificate; Provide support to the IL Coalition for Higher Education in Prison (IL-CHEP), an entity that hopes to develop statewide degree programs.</td>
</tr>
<tr>
<td>6. Maintain healthy, respectful relationships among EJP members and external stakeholders.</td>
<td>Leadership training for outside EJP members.</td>
</tr>
<tr>
<td>7. Promote the voices of EJP students and families especially around public policy.</td>
<td>New EJP website, including blog; New Director of Communications and Special Events, charged with creating opportunities to broadcast student voices.</td>
</tr>
</tbody>
</table>

The Mellon proposal (including campus contribution) also includes support for other activities. These include not-for-credit offerings at Decatur Correctional Center; a new website for the National Directory of Prison Higher Ed Programs; and convenings around evaluation, EJP-related programs, and a new edited volume on higher education in prison. There is also support for administrative infrastructure, including a new database; work study students to assist with financial accounting; and a new EJP office computer. The entire funding package, combining Mellon grant and campus contributions, amounts to $1,430k over three years. The entire Mellon proposal is available upon request.
III. How Can You Be Involved?
Teach and Learn

Join our learning community at Danville Correctional Center, either as an instructor or a student. Below you’ll find more information on both roles.

EJP Instructors
Please note that we refer to all free EJP members who participate in EJP’s prison programs as “instructors.” This is the most common way that individuals become involved with our work.

Why Become an EJP Instructor?
Becoming a member of a prison-based learning community allows you to grow as a teacher, learn about criminal justice and incarceration, make a difference in the lives of your students and their families, expand your professional network, and develop your leadership abilities. It allows you to contribute in a meaningful way to a significant American social challenge, the mass incarceration of disproportionate numbers of poor and minority men and women. Through this work, you are likely to feel challenged, engaged, and humbled.

Please be aware of what we ask from instructors. We ask that they be open to growth and learning, engage with and support other EJP members, follow through on commitments to the best of their abilities, and help our community to flourish and improve.

Application and Selection Process
EJP accepts instructor applications twice a year, in early March and early October. Admission into EJP is a selective and sometimes competitive process that varies according to the particular program. All programs require evidence of seriousness of purpose and a demonstrated ability to engage in critical reflection about prison education and one’s role in that enterprise. In some cases, we also seek particular skill sets. For example, for-credit course instructors must be qualified to teach the same course on the Urbana campus.

Involvement as an instructor with EJP requires more than performing the particular task a person applies for—e.g., teaching a class or facilitating a workshop. It also requires investing time and energy into reflecting on your experience at the prison and supporting others’ efforts to do so.

We ask those who are selected to work with EJP programs to sign an agreement that indicates that they understand the associated responsibilities and commitments. It is especially important that individuals working at the prison understand the importance of following DCC and Illinois Department of Corrections (IDOC) regulations.

After an applicant has been offered and accepted a position with EJP, they begin the clearance process. This is a months-long procedure through which EJP seeks approval from the Illinois Department of Corrections (IDOC) to allow particular individuals to regularly enter the prison. As instructors go through the clearance process, we encourage them to start attending EJP events and getting to know the program. Beginning in Spring 2018, EJP instructors will be paid $3,000/course. These funds come from the Mellon grant.

After receiving clearance, instructors officially become “Education Justice Faculty Affiliates.” This is a life-long designation, in part because there are life-long conditions that apply to having received once clearance from the Illinois Department of Corrections.

Working at the Prison
Teaching incarcerated students can be rewarding, challenging, and transformative. It can also bring up a range of emotional responses, including
anger, grief, and much more. We ask all EJP instructors, whatever the form of teaching they engage in through EJP, to participate in activities that will help them process their experiences, make sense of the larger structural issues related to incarceration, and support others.

We also encourage EJP instructors to discuss learning and pedagogy within a community of teachers who care deeply about creating critical learning environments. Many people who teach for EJP feel that it helps them to become better teachers or facilitators.

While we understand that each instructor is likely to come to EJP with a unique teaching style and specific pedagogical priorities, we ask all EJP instructors to adhere to the following:

- Create a professional atmosphere of trust and mutual regard.
- Be available to all students as equitably as possible.
- Be honest and sincere. Our students are expert BS-spotters.
- Ensure that students are aware of your commitment to their success.
- Look for gains in skill, however small, that are the evidence of growth and use them as the basis for encouragement.
- Show respect for students by involving them in classroom decision-making.
- As in any educational setting, seek understanding of students’ various backgrounds and current contexts, and how those might impact a given student’s class performance. At the same time, respect student privacy.
- Adhere to clearly defined rules regarding professional relationships among instructors and students.

**Process Groups**

We encourage instructors to form or join a “process group” These are autonomous groups of EJP members that meet regularly, according to their members’ schedules, to debrief and reflect on experiences within EJP. They support members’ involvement in work that can be stressful and sorrowful. Please see the Operations Manager to join or form a group.

**Conduct**

The University of Illinois Education Justice Project operates at Danville Correctional Center (DCC) by permission of the Illinois Department of Corrections (IDOC). All EJP instructors are asked to remember that they are guests at the prison. DCC policies include observing the DCC dress code (no scarves, pants only, modest attire); addressing students by last name and “Mr.” restricting physical contact between instructors and students to handshakes only, and not interacting directly or indirectly with parolees.

EJP’s policies for instructors require that they do not ask students what they are serving time for, not receive written materials from students that is not academic in nature, and behave toward students and one another in a professional, respectful manner, bearing in mind EJP’s Ground Rules as a guide.

**Reviews**

At the end of each semester, all EJP instructors complete a self-assessment form and discuss it with their coordinator. The review provides opportunity for instructors to discuss challenges and receive one-on-one coaching. It also allows them to consider whether they’d like to explore other opportunities within EJP. It frequently happens that an EJP member will identify a need within EJP and offer to fill it. We welcome that sort of initiative.

When the quality of an EJP instructor’s work with EJP is in question, their coordinator will provide feedback, offer suggestions for improvement, and, if it seems appropriate, come to agreement with the instructor about the conditions by which they will transition out of their position.
Leaving
There are EJP faculty affiliates throughout the United States, and in Taiwan, India, Germany, England, and other countries. We try to stay connected to former EJP instructors through periodic mailings, including the EJP newsletter, student newsletter, and requests for donations. We also encourage them to remain part of our Facebook group. When an instructor leaves EJP, we invite them to dedicate a book of their choice to the EJP library at DCC and to inscribe a bookplate that will be placed within the volume.

The status of an instructor as a Education Justice Faculty Affiliate remains even after stepping away from active work with EJP. This means all instructors must continue to honor the conditions associated with clearance. For example, DCC must be contacted any time an instructor encounters a former EJP student. Instructors are also unlikely to get permission to visit individuals incarcerated at DCC.

EJP Students
Anyone who elects to take upper-division courses and workshops with the University of Illinois at Danville Correctional Center is considered an EJP student.

Why Become an EJP Student?
Participation with EJP offers opportunity to be part of a supportive, diverse community within DCC; to exercise and develop leadership, in and outside of the classroom; and to give back even while still incarcerated. Some EJP students find that they become positive examples to members of their families. Perhaps most significantly, EJP plunges students into a world of learning, scholarship, and ideas that challenge and thrill.

Higher education, especially with a liberal arts focus such as EJP offers, provides a sense of connection with important thinkers from the past and today. Students find their minds becoming sharper and more open as they advance in their personal educational journeys. These are just a few of the reasons to participate in higher education in prison.

Please note that EJP students are not compensated for attending class and receive neither good time nor any other external benefits from their involvement with the program.

Application Process
The only requirement for becoming an EJP student is 60 credit hours of lower-division academic work. Individuals at DCC who believe they meet that qualification should contact EJP on-site coordinator David Harris in the Vocational Building. He will pass your information on to our operations manager, Jamie Hines, who will confirm your credit hours, a process that frequently takes many weeks or even months, as it involves contacting all the institutions at which a prospective student earned academic credit.

Please note: *vocational courses do not count towards the 60-hour requirement.*

Prison Dress Code
Please dress modestly and do not wear expensive jewelry. This isn’t because theft is a problem at the prison, but because it’s in poor taste to wear flashy things among people who don’t have access to them. Please don’t wear provocative outfits or anything that reveals your mid-section or cleavage. No underwear should be visible and clothes should not be form-fitting. No see through shirts. Women should avoid white or light-colored tops. The correctional officer at the front gate has prerogative to turn anybody away. Err on the side of conservative dress. Shorts of any length are not allowed, nor are T-shirts with lettering (e.g. political T-shirts or advertisements for beer companies. It’s OK if the lettering is part of the shirt logo or if it is a University of Illinois shirt). Please do not wear avoid sandals and avoid high heels. No dresses or skirts. No scarves.
New students are required to take the New Student Reading Group, which is usually offered in the summer. This group will prepare you for the challenges of taking challenging upper-division college courses.

**Being an EJP Student**

Upper division, academic, for-credit courses form the core of the EJP universe. We encourage all students to enroll and challenge themselves with the intellectual demands of 300- and 400-level work. Instructors strive to make EJP courses comparable to courses offered on the Urbana-Champaign campus. This is not easy, since students on the traditional campus have ready access to computers and the Internet, and many other resources at their disposal. Even with these limitations, EJP courses are rigorous and demanding, and instructors often report that of some student work at DCC is comparable to what they would find on the traditional campus. In some cases, EJP students perform at a higher level.

Students who successfully complete EJP courses earn transferable U of I credit that can be applied to academic institutions on the outside, depending on a given university’s requirements. On occasion, a student is released before finishing a course. If this happens near the end of the semester, it is usually possible to work out an arrangement with the instructor, such that the student can complete the course requirements and receive a grade and course credit.

In addition to for-credit courses, other academic programs are available to EJP students. We encourage them to sign up for extra-curricular activities (e.g. Mindfulness Discussion Group and Writing Workshops), join committees (e.g. convocation committee), and attend events at the prison (e.g. guest lectures and symposia). We place special emphasis on writing and communication. EJP students are scholars, so we provide opportunities to participate in conferences, submit pieces to the EJP blog, and write academic papers for journals. EJP students have also published in local newspapers. Sometimes a writing opportunity might grow out of a particular class or extracurricular program. “Calls for Papers” or CFPs are frequently posted in the EJP Community Library.

We strongly urge EJP students to attend all-student meetings and convocations, which are held each semester. These are important ways of supporting the wider EJP community and remaining up-to-date on developments within the program.

**Conduct**

EJP does not have a complicated code of conduct. We expect students to observe the University of Illinois Student Code (available in the EJP Community Library) and support the creation of a critical, open, inclusive, caring learning environment at DCC. Any behavior that undermines such an environment or violates the U of I Student Code breaches of our code of conduct. Examples of such behavior are behaving disrespectfully towards another individual in the program, plagiarizing course work, or attempting to develop a non-professional relationship with an instructor.

The EJP Ground Rules should guide students and instructors. Those rules stress clear, honest communication. Students are expected to address any behavior that appears to violate our code of conduct, on the part of instructors or other students, clearly and frankly with the person in question.

One of the most unique and important qualities of EJP is the opportunity it provides for leadership. Every conversation, action, and scholarly text contributes to students’ education, and provides occasion for you to educate others. With this in mind, we ask EJP students to carefully consider how they carry themselves. Choosing to participate in EJP sends a powerful message about the value
of education, and we encourage EJP students to both recognize, and embody, the importance of this act.

**Leaving**

Once part of EJP, a student is always part of EJP. Even after students leave Danville, we strive to stay connected with them. The University of Illinois will also treat you as an alumnus, and you should be prepared to receive mail from campus, including requests for donations. It is customary for students to give back to the universities where they studied, and EJP welcomes such support.

Prior to a student’s release, we will request to hold a transition interview with him. This provides an opportunity for the student to provide feedback to the program and for us to collect relevant contact information. In addition, we invite students to reflect on their future plans and remind them that we are available to support their efforts to continue their education on the outside. Finally, we invite each outgoing student to dedicate a book of his choice to the EJP library at DCC.

Many of our alumni take advantage of speaking opportunities. There are invitations to visit the University of Illinois at Urbana-Champaign campus as well, for special events such as fundraisers and also to speak to classes on campus.

We are committed to helping students continue their education if that is something they wish to do. We offer help with the application process. In addition, EJP has two scholarships of $500 each that are available to returning citizens in Illinois. Information about these is available on the EJP website. The EJP Scholarship coordinator is Kim Erbe.

When an EJP student transfers to another facility, we also endeavor to stay connected, although this is dependent on IDOC policy. We want to support and encourage continued engagement with higher education for all EJP students. In the past, we have done that through periodic mailings, including the EJP newsletter and books. Once transfer students are released, we encourage them to contact us at the EJP office, and to engage with EJP just as any other EJP alumnus would do. The University of Illinois’ commitment to past and potentially future students is strong, whether they’re released through Danville or a different prison.
Engage the Community

Why Work Outside the Prison?
It’s commonly said that when an individual is incarcerated, his or her family serves time alongside them. Unfortunately, there’s often little acknowledgement of how difficult it is to lose a loved one to incarceration or of the costs that families bear—financially, socially, and emotionally. Because incarceration is concentrated in low-income, minority neighborhoods, these impacts fall mostly upon already-stressed communities that are often ill-equipped to bear them.

Since starting EJP, we have learned that an incarcerated individual’s enrollment in a college-in-prison program can boost his entire family. We originally started our community program to leverage that boost, further extending the ripple effects associated with college-in-prison programs for EJP family members. By this writing, however, our outreach extends to anyone with a friend or loved one in prison; it is not necessary that the incarcerated loved one be an EJP student.

One of the greatest challenges that friends and family of the incarcerated encounter is getting ready for the release from prison of their loved one and then adjusting to the change that reentry brings. Of course, the challenges are also considerable for the individual who is returning home. Therefore, we are increasingly addressing needs surrounding reentry. Since decarceration of Illinois prisons is a major goal for the current governor, this is an important need for us to address.

In our experience, bringing people together for support and education around these issues also leads to a desire to improve existing policies and practices. Accordingly, our community-based programs also have advocacy components.

Becoming involved with the Ripple Effect, Reentry Guide, and EJP Scholarships will allow you to work directly with people at the grassroots level on important social issues, expand your professional network, and develop your leadership. It will allow you to grow as an organizer, facilitator, and counselor. As is the case with all EJP programs, one does not have to be a U of I faculty member, staff, or graduate student to participate.

Application and Selection Process
We accept applications to community-based programs on a rolling basis. People interested in applying to any of our three community-based programs should contact the coordinator of a given program to learn more. Those who decide to apply will need to complete an online application form which is available on the EJP website. In most cases, the main criteria is seriousness of purpose and critical understanding of the issues involved. All EJP applications are vetted by the coordinator of the program in question, with the help of a small committee.

As with those who are offered positions with EJP’s prison-based programs, we ask those who are selected to work with community-based programs to sign an agreement that indicates that they understand the associated responsibilities and commitments.

Conduct and Review
Because the community-based programs have not been in operation for as long as EJP’s programs at DCC, their policies related to conduct and review are not as developed. We hope that in the coming years members of these programs will develop those policies and procedures.
Process Groups
Members of EJP’s community-based programs are also encouraged to participate in EJP “process groups.” These are autonomous groups of EJP members that meet regularly, according to their members’ schedule, to debrief and reflect on their experiences. The process groups are meant to support members’ involvement in work that can be stressful and sorrowful. More information about process groups is available from EJP’s Operations Manager.
Lead and Support

EJP provides opportunities for members to develop leadership skills. From serving on a committee, to becoming a program coordinator, to joining the Advisory Council--there are many ways to lead and support EJP while growing as a leader.

Members of the Nominating Committee (see p. 13) can help you explore ways to deepen your engagement with our work while furthering your skills as an administrator, teacher, facilitator, or manager through EJP. Greg Jahiel is currently chair of the Nominating Committee. Program coordinators are also happy to talk to current or prospective EJP members about increased involvement in their programs. Many coordinators would welcome a co-coordinator.

Join a Committee

EJP members are encouraged to support EJP by serving on committees. We rely on this level of engagement. It helps ensure that organizational decisions reflect the needs and interests of the EJP universe. Furthermore, with so few paid regular staff, even after this year’s anticipated growth, we rely upon our members to get tasks done.

EJP has many kinds of committees. Student committees at the prison organize convocations and advise on program evaluation. Some committees are long-standing, while others may exist only to fulfill a particular task and then dissolve. Sign-ups for such committees typically take place at All-Student Meetings.

On campus, EJP members can apply to serve on the subcommittees that report to the EJP Advisory Council. Currently, those are Fundraising, Grievance, Nominations, Advisory, Resilience, and Strategic Planning. Each committee has its own eligibility criteria. The Nominating Committee puts out period calls for applications and its members are happy to speak to you if you’d like to learn more. Currently, the greatest need is for people to serve on the Fundraising Subcommittee.

Opportunities to serve on ad hoc committees on campus come up throughout the year. For instance, we usually ask EJP members to help plan EJP retreats. Free EJP members should watch our social network site, Mango Apps, for announcements.

Work Events

EJP hosts many events throughout the year at the prison, on the University of Illinois campus, and in the community. We invite members not only to attend, but to volunteer to work at events.

Volunteers are needed for everything from setting up chairs, greeting guests, putting out literature, and serving refreshments. We sometimes ask our members to speak on behalf at EJP events, such as our annual panel, “What I’ve Learned from Teaching in a Prison” (scheduled for Thursday January 25, 2018). You’ll learn about opportunities to volunteer for events at the All-Student Meetings, class announcements, and through Mango Apps.

Coordinate an EJP Program

Each program within EJP is directed by a coordinator, who is responsible for scheduling, training members, overseeing program evaluation, and promoting that program. Coordinators meet with one another at least monthly, and are also encouraged to attend regular leadership trainings and retreats. Coordinators play an essential role within EJP, and serving as a coordinator is a valued way to contribute to our work while developing your own leadership skills.
Open coordinator positions are indicated on the EJP website and also advertised on our Facebook page and over MangoApps. We offer coordinators a $1,000 stipend each semester. (In addition, occasionally EJP will receive a grant to support a particular program and that may allow us, at least temporarily, to pay more to the EJP instructors or coordinators associated with that program.)

Join the Advisory Council
Between 16 - 20 people serve on our Advisory Council, which holds regular meetings three times each year and provides guidance to EJP staff. Members of the Council are community members, EJP members, and individuals from campus. They serve two year terms. We are currently seeking Advisory Council members who have fundraising experience, legal backgrounds, are U of I faculty, or have connections in Chicago.

Intern
Undergraduate students and others are welcome to intern in the EJP office at 805 W. Pennsylvania Ave, Urbana. The EJP office manages EJP records and archives, prison clearances, finances, and mailings. In the past, interns have contributed to everything from database work, organizing the EJP archives, working events, and conducting small research projects. We encourage interested individuals to contact us about crafting an internship that fits their interests. Course credit can be arranged. Please contact the operations manager, Jamie Hines, directly to arrange an interview and discuss the opportunities at greater length.

The EJP office also welcomes people who wish to volunteer occasionally on such tasks as mailings and event set up. Please contact the Operations Manager.

Donate
The Education Justice Project depends mightily on individual donors. Last year we received about 30% of our income from contributions, including donations from EJP students, students’ family members, local churches, and friends of the project located across the country. Please consider supporting our work through a financial contribution.

---

EAT WINGS. RAISE FUNDS. IT PAYS.

On the day of your event, Buffalo Wild Wings® will donate 10% of all pretaxed food sales (less alcohol and promotional discounts) from any guest that presents this fundraising ticket.

We look forward to helping your organization meet its financial goals. Together, we can make a positive impact and help keep our community working and playing together.

(Present this ticket to your server on the date & time listed below)

Education Justice Project
Monday, Nov 14th 2016 from 5:00pm to 10:00pm
Buffalo Wild Wings 907 W. MarketView Drive, Champaign, IL 61822
Write and Research

EJP is one of the few college-in-prison programs housed within a “Research-1” university, an institution with an explicit commitment to contributing to the public good through high levels of research activity. Our mission, to demonstrate the positive impacts of prison higher education programs, acknowledges this context. We encourage EJP members to produce scholarship that supports our mission and otherwise serves the interests of the program, our students, and society. A list of papers and publications produced by EJP members is available on the EJP website: educationjustice.net.

Scholarship can take a variety of forms—presenting at conferences; writing articles in peer-reviewed journals; producing pieces for Urbana-Champaign-Danville newspapers; writing for the EJP blog; publishing poetry and fiction; editing and producing EJP collections; and other forms of sharing information and perspectives. The ethics of creating and disseminating knowledge that incorporates the voices of incarcerated individuals is not straightforward. Some of the issues are addressed in EJP’s Research Policy, which you can find in the Appendix of this handbook. We strongly encourage free EJP members to reflect on the potential for exploitation which is inherent in such writing, and to consider co-author scholarship with interested EJP students as one way of mitigating such problems.

Research Group

EJP’s Research Group, which meets monthly, provides a supportive and encouraging forum for free (i.e. non-incarcerated) members to share work in progress. This group is open to EJP members and any one, including non-EJP members. The Research Group does not currently have a coordinator.

Travel Award

Twice each year, the Research Group issues five awards of up to $500 each for EJP members to attend conferences on topics related to EJP’s mission. It is not necessary to present to apply for an award. Because the Research Group coordinator oversees the Travel Award, it will not run until a coordinator is identified. Free EJP members can receive updates about this via Mango, the private social network system for EJP members.
IV. Grow Within EJP
Inside

Once you’re part of EJP, how can you learn more, develop your skills, and have more impact? For those engaged with our program at Danville CC, there are a number of ways to grow within EJP while contributing to our community and mission.

Attend EJP Convocations

Twice a year EJP students organize convocations at the prison to which all instructors holding clearance are invited. They’re held on the Thursday before the beginning of each semester, in August and January respectively. In addition, EJP hosts an awards convocation at the prison every May on the Thursday before Memorial Day.

Attend All-Student Meetings

These meetings are held once or twice each semester. They are opportunities for students and instructors to discuss issues and concerns related to on-site programming, upcoming events, facilities, and more. These meetings are held in the chapel.

Visit the Community Library

EJP’s community library consists of the two rooms formerly known as “resource rooms.” These are dedicated EJP rooms at Danville. They house our library collection, course reserves, and many more resources, and also are the location of Monday and Tuesday night tutoring sessions with writing and math partners. The community library is maintained by a group of EJP students who take responsibility for organizing the rooms to make them as functional as possible. We encourage students to make a point of attending tutoring sessions on a regular basis. The community library is a good place for quiet study, even if you aren’t looking for tutoring support. Outside EJP members are welcome to let Writing and Math Partners Coordinator Chelsea Catt know whenever they would like to visit the tutoring sessions, as she’ll make sure you’re welcomed.

Participate in Open Houses

Once each semester, EJP hosts an open house at DCC. These events are held on Fridays during for-credit courses. We invite those interested in learning more about EJP’s programs to attend, e.g. prospective instructors, donors. Typically, the class break is longer during open houses, to give the guests a chance to talk to EJP students and instructors. Current EJP members are also welcome to attend and see the classes in action. The fall 2017 open house will be on Friday Sept. 22; the spring 2018 open house will be on February 16, 2018.

Attend Special Events

EJP hosts occasional special events at the prison, e.g. symposia or conferences. Often interest in these programs is high and, because space is limited at the prison, we must select people on a first-come, first-serve basis or according to other criteria. That said, we strongly encourage EJP students and instructors to attend these events.
**Outside**

There are many ways to get better connected to EJP, learn more about the issues that are implicated in our work, and contribute to the EJP community outside of Danville Correctional Center. Activities are always listed on the EJP calendar, accessible on the homepage of the EJP website.

**Attend EJP Lunches**

EJP hosts occasional weekday lunches in the Illini Ballroom in the Union. All EJP members are welcome, as are interested friends. We ask folks to sign up for the lunches in advance so we’re well prepared for our guests. Lunches are a good way to meet other people involved with EJP, engage in stimulating conversation about criminal justice, and find out about happenings within the various EJP programs.

**Participate in Town Hall Meetings**

Three times each year we gather to discuss matters of governance and administration. Questions, comments, and concerns about EJP can be brought to these meetings. (Questions or concerns regarding a particular program should be raised first with the coordinator(s) of that program.) The meetings offer opportunity to learn about ways to become involved with EJP governance, e.g. by joining a committee.

Town hall meetings this year will be held on Thursday September 28, 2017; Wednesday January 24, 2018; and Thursday May 3, 2018. All meetings will be at the EJP offices at 805 W. Pennsylvania Ave, Urbana from 4:30 – 6pm.

**Sign up for Leadership Trainings**

We expect to offer even more trainings and other opportunities for skills development. For example, EJP is holding a 2-day free workshop on grassroots fundraising on September 8 - 9 with trainers from California. Attending events like this is a great way to develop skills that can applied in turn to other activities you’re involved with. We provide such opportunities to cultivate leadership within EJP and also as a way of saying “thank you” to our members, acknowledging all they do for EJP without compensation.

**Campus Events**

EJP frequently hosts public events on campus, from speakers to workshops to conferences. Often such events feature former EJP alumni—former students—as speakers. We strongly encourage EJP members to attend such events, while being mindful of IDOC’s policy against indirect contact with EJP members who are on parole. If you have contact with an EJP member on parole at such an event, you will have to report it to the EJP office and to DCC. We encourage EJP members to attend events that address incarceration and criminal justice, because a deeper understanding of these topics will enrich your involvement with EJP. If you’re interested in helping to organize such events or have an idea for an event, please contact the EJP office. We expect to host even more such events in the coming year, as we are hiring a Director of Communications and Special Events.

**Come to Community Events**

We encourage anyone who is interested in issues related to incarceration, reentry, and criminal justice to attend the events that EJP hosts, often in cooperation with other campus units and community organizations such as First Followers, the Independent Media Center, the City of Urbana, and State Representative Carol Ammons’ office. These events are also useful for those who wish to learn more about the Education Justice Project.
and potentially become involved in our work. For example, in Fall 2017 we plan to participate in the Second Annual Champaign County Expungement Fair, sponsored by County Court Clerk Katie Blakeman. You can learn about these events, and sign up to work them, from Mango and the EJP Facebook page.

And, of course, EJP members are welcome to attend regular Ripple Effect letter-writing events, held on the third Monday of each month.
V. Appendices
EJP History

Early Days: Education Beyond Bars
In December 2005 Rebecca Ginsburg, then a new faculty member in the Department of Landscape Architecture, began to explore developing a prison education program at the University of Illinois at Urbana-Champaign. She had taught at San Quinton State Prison while a graduate student in Berkeley, and was excited about the possibility of starting a similar program at UIUC. By fall 2006 she had formed a working group of University of Illinois graduate students, faculty members, and community members, many of whom also had experience in prison education.

They tentatively called the initiative “Education Beyond Bars.” Early months were spent meeting with IDOC officials and university administrators and learning about prison education. One of the first challenges was deciding which prison to partner with. They decided on Danville Correctional Center (DCC) based on its proximity to the Urbana campus and its large, active Associate’s degree program, which would feed into the University of Illinois’ upper-division program.

In December 2006 and January 2007, members of the working group visited prison education programs in California and New York to learn more from the administrators and students of existing programs there. Members of that trip were Sarah Ross, Arturo Martinez, Rob Scott, William Sullivan, Tage Biswalo, Tracy Dace, and Rebecca Ginsburg.

That research visit proved to be a watershed. The Illinois working group received tremendous encouragement to continue their efforts to set up a program in Illinois and returned full of ideas. For example, they decided the program should have a resource room, based on the beautiful resource rooms they saw at Bedford Hills Women’s Prison. From the Bard Prison Initiative they got the idea of not-for-credit reading groups.

Around that time, the administration of Danville Correctional Center changed. While waiting for a new warden and assistant warden to be appointed by the governor, the working group continued the process of building alliances off and on campus, raising funds, and educating themselves about prison education.

2008 Launch
By summer 2008, things were ready for implementation. Mary Nichols, the Lakeland College administrator at Danville Correctional Center (and former assistant warden) circulated a survey among potential students at the prison. Dozens completed the form, and their high level of interest in an upper-division program provided the final impetus the working group needed to persuade administrators at the University of Illinois of the value of a program. Attorneys for the University of Illinois and IDOC crafted a Memo of Understanding (MOU) that allowed the project, now called the Education Justice Project, to implement a semester-long pilot in Spring 2009.

While the MOU was being approved and circulated for signatures, EJP offered two not-for-credit reading groups at the prison. This allowed instructors to start becoming comfortable with the protocols that would allow the program to run smoothly and prepared Danville students for upper-division level work. In January 2009, EJP's first for-credit classes were offered at DCC. Fifty-four men enrolled in four courses.

Since then EJP's offerings have expanded greatly in response to student and instructor interest. EJP now offers business workshops, a Library Workers program, an anti-violence program (CAVE), an ESL program (Language Partners), and more. In recent years, EJP's community programs have grown. These include the statewide reentry guide, a scholarship program, and events on the Urbana campus and in the community.
As EJP has expanded, we have deepened our commitment to collaborative leadership, critical pedagogy, and self-reflection. At the same time, we continue to learn from peer programs and value the network of educators, incarcerated students, formerly incarcerated men and women, family members, researchers, prison activists, and others who help to inform and guide our work. We are leading efforts to develop a statewide coalition of higher education in prison programs. EJP has hosted two national symposia on prison higher education, with two additional conferences anticipated in coming years. We invite collaboration on publications, research, conference, and other initiatives.

The following chart lists traces EJP’s programming at the prison since 2008.

<table>
<thead>
<tr>
<th>Year</th>
<th>DCC</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Group: History</td>
<td>Reading Group: Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG461: Experiencing Modernity: Urban Literature</td>
<td>Reading Group: The Metaphysical Club</td>
<td>EPS395: Political and Historical Perspectives on Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LA390: Islamic Architecture and the Built Environment</td>
<td></td>
<td>HIST399: Social Movements of the 1960s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LA390: Landscapes and Human Health</td>
<td></td>
<td>REL494: Interpreting Genesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guest Lecture: Chris Benson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guest Lecture: James Anderson</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Workshop: Packaging and Repackaging Your Ideas in Two Parts</td>
<td>Student Symposium: Moving the World</td>
<td></td>
</tr>
<tr>
<td>2010 DCC</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>--------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td><strong>ACE398</strong>: Real-World Applications of Economic Theory</td>
<td><strong>Reading Group</strong>: American Classics</td>
<td><strong>MCB493</strong>: Life Sciences in an Evolving World</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENG461</strong>: Utopias, Dystopias, Realisms: Representation as (Inter)National Politics</td>
<td><strong>Reading Group</strong>: History of Colonialism</td>
<td><strong>ENG461</strong>: Staging the Argument</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HIST396</strong>: The Late Roman Empire</td>
<td><strong>Reading Group</strong>: The Nine</td>
<td><strong>GER496</strong>: The Holocaust in Postwar Literature and Popular Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HIST396</strong>: The History of Madness and Psychiatry</td>
<td><strong>Reading Group</strong>: Slavery in Cities</td>
<td><strong>EJP Discovery Series</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guest Lecture</strong>: Antonia Darder</td>
<td><strong>Writing Workshop</strong>: PEN Writing Competition</td>
<td><strong>Writing Workshop</strong>: Grammar and Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guest Lecture</strong>: Alex Kotlowitz</td>
<td><strong>Writing Workshop</strong>: The Art and Craft of Memoir</td>
<td><strong>Writing Workshop</strong>: The Art and Craft of Memoir</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Big Read</strong></td>
<td><strong>Writing Workshop</strong>: Grammar and Style</td>
<td><strong>Writing Workshop</strong>: Practically Painless English</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing Workshop</strong>: Editing</td>
<td></td>
<td><strong>EJP Symposium on Higher Education in Prison</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing Workshop</strong>: Grammar and Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ARTH491:</td>
<td>Theories of Visual Representation</td>
<td>Philosophy Reading Group</td>
<td>LING 490: Linguistics</td>
<td></td>
</tr>
<tr>
<td>ENG461:</td>
<td>Race and Place in 20th Century American Fiction</td>
<td>Success in EJP Reading Group</td>
<td>HIST396/THEA399: Shakespeare’s World</td>
<td></td>
</tr>
<tr>
<td>HIST396:</td>
<td>Thinking Through the Russian Revolution</td>
<td>Chicago Violence Reading Group</td>
<td>HIST 396/AFRO 474: The Black Freedom Movement, 1955-75</td>
<td></td>
</tr>
<tr>
<td>HIST396:</td>
<td>A History of Race in the United States</td>
<td>Language Partners</td>
<td>EJP Discovery Course</td>
<td></td>
</tr>
<tr>
<td>Reading Group:</td>
<td>Political and Historical Perspectives on Education</td>
<td>Book-in-Common</td>
<td>Mindfulness Discussion Group</td>
<td></td>
</tr>
<tr>
<td>Language Partners</td>
<td></td>
<td>Science Workshop: Basic Math</td>
<td>Writing Workshop: Practically Painless English</td>
<td></td>
</tr>
<tr>
<td>Writing Workshop:</td>
<td>Debate</td>
<td>Latin American Culture Workshop Series</td>
<td>Writing Workshop: Creative Writing</td>
<td></td>
</tr>
<tr>
<td>Writing Workshop:</td>
<td>Verbs</td>
<td>Mindfulness Discussion Group</td>
<td>Writing Workshop: Literary Publishing</td>
<td></td>
</tr>
<tr>
<td>Writing Workshop:</td>
<td>Grammar and Style</td>
<td>Writing Workshop: Memoir of Place</td>
<td>Writing Workshop: Grammar and Style</td>
<td></td>
</tr>
<tr>
<td>Writing Workshop:</td>
<td>Narratives for Non-Profits</td>
<td>Writing Workshop: Writing for Non-Profit</td>
<td>Writing Workshop: Writing for Non-Profit</td>
<td></td>
</tr>
<tr>
<td>Writing Workshop:</td>
<td>Writing for News and Magazines</td>
<td>Computer Workshop: Designing Word Tables</td>
<td>Writing Workshop: Writing for Non-Profit</td>
<td></td>
</tr>
<tr>
<td>Guest Speaker:</td>
<td>Mary Cohen</td>
<td>Computer Workshop: Accounting in Excel</td>
<td>Writing Workshop: Writing so Readers Read through Your Eyes</td>
<td></td>
</tr>
<tr>
<td>Guest Speaker:</td>
<td>John Jones</td>
<td></td>
<td>Science Workshop: Arithmetic/Algebra</td>
<td></td>
</tr>
<tr>
<td>Guest Speakers:</td>
<td>Ericka Beckmann and Marcelo Bucheli</td>
<td></td>
<td>Science Workshop: Discovering the Cell and Tissue</td>
<td></td>
</tr>
<tr>
<td>Guest Speakers:</td>
<td>Ken Parker and David Cormier</td>
<td></td>
<td>Science Workshop: Chemistry</td>
<td></td>
</tr>
<tr>
<td>Guest Speakers:</td>
<td></td>
<td></td>
<td>Book-in-Common</td>
<td></td>
</tr>
<tr>
<td>Guest Speaker:</td>
<td>Juan Gerardo</td>
<td></td>
<td>RR Worker Program</td>
<td></td>
</tr>
<tr>
<td>Guest Speaker:</td>
<td>Leon Dash</td>
<td></td>
<td>Chicago Violence Reading Group</td>
<td></td>
</tr>
<tr>
<td>Guest Lecture:</td>
<td>Jim Barrett</td>
<td></td>
<td>Guest Lecture:</td>
<td></td>
</tr>
<tr>
<td>Guest Lecture:</td>
<td>Don Wuebbels</td>
<td></td>
<td>Guest Lecture:</td>
<td></td>
</tr>
</tbody>
</table>

2011
<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 461:</td>
<td>The Regency and the Harlem Renaissance</td>
<td>Language Partners</td>
<td>CMN 375: Film Noir</td>
</tr>
<tr>
<td>EPSY 480:</td>
<td>Educational Statistics</td>
<td>Book-in-Common</td>
<td>EIS 4411: Introduction to TESL Methodology</td>
</tr>
<tr>
<td>EPS 390:</td>
<td>Social and Cultural Foundations of Educaton</td>
<td>Theatre</td>
<td>LA 390: Environmental Sustainability</td>
</tr>
<tr>
<td>Reading Group:</td>
<td>the Nicomachean Ethics, Aristotle—A Close Reading</td>
<td>Science Workshop: Computer Workshops</td>
<td>EJP Discovery Course</td>
</tr>
<tr>
<td>Mindfulness Discussion Group</td>
<td></td>
<td>Latin America and its Music Reading Group</td>
<td>Language Partners</td>
</tr>
<tr>
<td>Productive Prison Landscapes Group</td>
<td></td>
<td>Black Women’s Studies/Black Feminist Theory Reading Group</td>
<td>Mindfulness Discussion Group</td>
</tr>
<tr>
<td>Language Partners</td>
<td></td>
<td>New Student Reading Group</td>
<td>Productive Prison Landscapes</td>
</tr>
<tr>
<td>RR Worker Program</td>
<td></td>
<td>Mindfulness Discussion Group</td>
<td>Productive Prison Landscapes</td>
</tr>
<tr>
<td>Writing Workshop: Academic Writing</td>
<td></td>
<td>Small Business Guest Lecture Series</td>
<td>Science Workshop: Smart Investing</td>
</tr>
<tr>
<td>Writing Workshop: Writing for News and Magazines</td>
<td></td>
<td>Writing Workshop: Academic Writing</td>
<td>Science Workshop: Genetics and the History of Life</td>
</tr>
<tr>
<td>Writing Workshop: Writing for Publication</td>
<td></td>
<td>Writing Workshop: Writing for Publication</td>
<td>Science Workshop: Advanced Statistics</td>
</tr>
<tr>
<td>Writing Workshop: Creative Writing</td>
<td></td>
<td>Writing Workshop: Writing for Publication</td>
<td>Science Workshop: Math Misconceptions</td>
</tr>
<tr>
<td>Writing Workshop: Writing about Environmental Concepts</td>
<td></td>
<td>Writing Workshop: Writing for Publication</td>
<td>Science Workshop: Real Estate</td>
</tr>
<tr>
<td>Writing Workshop: Writing about the Nonprofit Industrial Complex</td>
<td></td>
<td>Writing Workshop: Writing for Publication</td>
<td>Science Workshop: Computer Workshops</td>
</tr>
<tr>
<td>Writing Workshop: Critical Sports Literacies</td>
<td></td>
<td>Writing Workshop: Writing for Publication</td>
<td>Book-in-Common</td>
</tr>
<tr>
<td>Science Workshop: Basic Math</td>
<td></td>
<td>Writing Workshop: Writing after Reading and Talking</td>
<td>Yearbook</td>
</tr>
<tr>
<td>Science Workshop: Algebra</td>
<td></td>
<td>Writing Workshop: Writing after Reading and Talking</td>
<td>Theatre Initiative</td>
</tr>
<tr>
<td>Science Workshop: Geometry</td>
<td></td>
<td>Writing Workshop: Writing after Reading and Talking</td>
<td>Chicago Violence Group</td>
</tr>
<tr>
<td>Science Workshop: Game Theory</td>
<td></td>
<td>Writing Workshop: Writing after Reading and Talking</td>
<td>Guest Lecture: Josh Gulley</td>
</tr>
<tr>
<td>Science Workshop: Physics and Biology of Movement Science</td>
<td></td>
<td>Writing Workshop: Writing after Reading and Talking</td>
<td>Guest Lecture: Dan Simons</td>
</tr>
<tr>
<td>Science Workshop: Computers Book-in-Common</td>
<td></td>
<td>Writing Workshop: Writing after Reading and Talking</td>
<td>YMCA-EJP Art Exhibit: Beyond Lines</td>
</tr>
<tr>
<td>Chicago Violence Reading Group</td>
<td></td>
<td>Writing Workshop: Writing after Reading and Talking</td>
<td>RR Worker Program</td>
</tr>
<tr>
<td>Guest Lecture: The Interrupters</td>
<td></td>
<td>Writing Workshop: Writing after Reading and Talking</td>
<td>Student Newsletter</td>
</tr>
<tr>
<td>Guest Lecture: Neuroscience</td>
<td></td>
<td>Writing Workshop: Writing after Reading and Talking</td>
<td></td>
</tr>
<tr>
<td>Guest Lecture: Earth Day</td>
<td></td>
<td>Writing Workshop: Writing after Reading and Talking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>ANTH399:</strong> Sociocultural Theory</td>
<td><strong>Language Partners</strong></td>
<td><strong>ANTH399:</strong> Violence and Its Alternatives</td>
</tr>
<tr>
<td></td>
<td><strong>EPS410:</strong> Philosophy of Education</td>
<td><strong>Theatre Initiative</strong></td>
<td><strong>EIS489:</strong> Teaching English as an International Language</td>
</tr>
<tr>
<td></td>
<td><strong>THEA391:</strong> American Theatre Since 1945</td>
<td><strong>Mindfulness Discussion Group</strong></td>
<td><strong>BADM449:</strong> Business Policy and Strategy</td>
</tr>
<tr>
<td></td>
<td><strong>AE482:</strong> Introduction to Robotics</td>
<td><strong>EJ Radio</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CMN323:</strong> Argumentation</td>
<td><strong>RR Worker Program</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Language Partners</strong></td>
<td><strong>Student Newsletter</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mindfulness Discussion Group</strong></td>
<td><strong>Productive Prison Landscapes</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Productive Prison Landscapes</strong></td>
<td><strong>New Student Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop:</strong> Smart Investing</td>
<td><strong>Black Masculinities Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop:</strong> Statistics</td>
<td><strong>Knowing Real Estate Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop:</strong> Math Misconceptions</td>
<td><strong>Web Design Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop:</strong> Real Estate</td>
<td><strong>Perception and Cinema Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop:</strong> Computer Workshops</td>
<td><strong>Race and Migration Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing Workshop:</strong> Publication Marketing</td>
<td><strong>Reading and Writing Poetry Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing Workshop:</strong> Academic Writing</td>
<td><strong>Crash Course on the Arab Spring Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing Workshop:</strong> Personal Essay</td>
<td><strong>Pop Fiction Book Club Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing Workshop:</strong> Logical Argument</td>
<td><strong>Mock Dissertation Defense</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing Workshop:</strong> Fiction Yearbook</td>
<td><strong>Science Workshop:</strong> Research on Visual Perception, Attention and Memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Theatre Initiative</strong></td>
<td><strong>Math Workshop:</strong> Advanced Investing</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Chicago Violence Group</strong></td>
<td><strong>Math Workshop:</strong> Fun with Math Problem Solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Guest Lecture:</strong> David Roediger</td>
<td><strong>Chicago Violence Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Guest Lecture:</strong> Dan Simons</td>
<td><strong>Mid Year Repayment Class</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Guest Lectures:</strong> Rick Garcia and Rocco Claps</td>
<td><strong>Reading and Writing Poetry Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Crash Course on the Arab Spring Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Pop Fiction Book Club Reading Group</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mock Dissertation Defense</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Science Workshop:</strong> Research on Visual Perception, Attention and Memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Math Workshop:</strong> Advanced Investing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Math Workshop:</strong> Fun with Math Problem Solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chicago Violence Group</strong></td>
<td></td>
</tr>
</tbody>
</table>

**DCC 2013**
<table>
<thead>
<tr>
<th>2013</th>
<th>DCC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>RR Worker Program</td>
<td>Math Workshop: Mathematics and Programming</td>
</tr>
<tr>
<td>Student Newsletter</td>
<td>Math Workshop: Standardized Test Prep</td>
</tr>
<tr>
<td>EJP Radio</td>
<td>Math Workshop: Beautiful Mathematics</td>
</tr>
<tr>
<td></td>
<td>Theatre Initiative</td>
</tr>
<tr>
<td></td>
<td>Chicago Violence Group</td>
</tr>
<tr>
<td></td>
<td>Guest Lecture: Ron Berler</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>DCC</td>
<td><strong>CMN496</strong>: Pop Goes the Culture</td>
</tr>
<tr>
<td></td>
<td><strong>EPS390</strong>: Time Travel as Creative Practice</td>
</tr>
<tr>
<td></td>
<td><strong>GER496</strong>: Holocaust in Postwar Literature</td>
</tr>
<tr>
<td></td>
<td><strong>WRIT303</strong>: Writing Across Media</td>
</tr>
<tr>
<td></td>
<td><strong>MACS331</strong>: Media and Democracy</td>
</tr>
<tr>
<td></td>
<td><strong>Mindfulness Discussion Group</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Productive Prison Landscapes Group</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Language Partners</strong></td>
</tr>
<tr>
<td></td>
<td><strong>EJ Radio</strong></td>
</tr>
<tr>
<td></td>
<td><strong>RR Worker Program</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Student Newsletter</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Productive Prison Landscapes</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Pit Crew</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Computer Workshop</strong>: Computer Tips</td>
</tr>
<tr>
<td></td>
<td><strong>Computer Workshop</strong>: Word and PPT 101</td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop</strong>: Music Theory and Ear Training</td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop</strong>: Celebrities of the Cosmos</td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop</strong>: Black Holes in the Cosmos</td>
</tr>
<tr>
<td></td>
<td><strong>Business Workshop</strong>: Strategic Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td><strong>Math Workshop</strong>: Geometry Toolbox</td>
</tr>
<tr>
<td></td>
<td><strong>Math Workshop</strong>: Beautiful Mathematics</td>
</tr>
<tr>
<td></td>
<td><strong>Math Workshop</strong>: Basic Statistics</td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop</strong>: New Worlds</td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop</strong>: Health Writing Workshop: Citizenship</td>
</tr>
<tr>
<td></td>
<td><strong>Writing Workshop</strong>: Revising Writing Workshop: Creative Personal Narrative</td>
</tr>
</tbody>
</table>
### Spring 2014

**DCC**

| Writing Workshop: Academic Writing |
| Writing Workshop: Writing about Theatre |
| Writing Workshop: Black Masculinities Writing |
| Workshop: Poetry |
| Writing Workshop: Principles of Style |
| Chicago Violence |
| Guest Lecture: Angelina Coulter |
| Guest Speaker: Francis Ssuubi |
| Guest Lecture: Angharad Valdivia |
| Dyad Series |

### Summer 2014

None.

### Fall 2014

**EJP programs were suspended in November 2014 pending appointment of a new on-site director. They resumed on June 1, 2015.**

### Spring 2015

**DCC**

None.

### Summer 2015

New Student Reading Group

What Makes You Tick Reading Group

Language Partners

Mindfulness Discussion Group

EJ Radio

RR Worker Program

### Fall 2015

**CI 499:** Teaching and Learning Numeracy

**CWL 395:** The Postcolonial Novel

**EIL 422:** English Grammar for ESL Teachers

**HIST 396:** Histories of Migration and Labor

Language Partners

Mindfulness Discussion Group

Chicago Anti-Violence Education

Library Workers Program

Academic Advising

Writing and Math Partners

Science Workshops
<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DCC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2016</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AE353</strong></td>
<td>Aerospace Control Systems</td>
<td>Reading Group: Classical Sociological Theory</td>
<td>CI466: Funds of Knowledge</td>
</tr>
<tr>
<td><strong>JOUR199</strong></td>
<td>Introduction to Creative Nonfiction</td>
<td>Reading Group: The Road to Reality</td>
<td>FIN199: Personal Finance II</td>
</tr>
<tr>
<td><strong>FIN199</strong></td>
<td>Personal Finance</td>
<td>Reading Group: Science Literacy in Psychology</td>
<td>PHIL421: Ethical Theories</td>
</tr>
<tr>
<td><strong>RLST199</strong></td>
<td>Islam: A Brief Introduction</td>
<td>Reading Group: Books that Change our World View FOREVER</td>
<td>LA370: Environmental Sustainability</td>
</tr>
<tr>
<td><strong>Language Partners</strong></td>
<td></td>
<td>Reading Group: Luis Camnitzer’s Conceptualism in Latin American Art</td>
<td>Language Partners</td>
</tr>
<tr>
<td><strong>Mindfulness Discussion Group</strong></td>
<td></td>
<td>Reading Group: “Generosity”: What Genes Can Do and Cannot Do</td>
<td>Mindfulness Discussion Group</td>
</tr>
<tr>
<td><strong>Chicago Anti-Violence Education</strong></td>
<td></td>
<td>Reading Group: New Student Reading Group</td>
<td>Chicago Anti-Violence Education</td>
</tr>
<tr>
<td><strong>Library Workers Program</strong></td>
<td></td>
<td>Language Partners</td>
<td>The Amplifier</td>
</tr>
<tr>
<td><strong>Pit Crew</strong></td>
<td></td>
<td>Mindfulness Discussion Group</td>
<td>Libarry Workers Program</td>
</tr>
<tr>
<td><strong>Academic Advising</strong></td>
<td></td>
<td></td>
<td>Pit Crew</td>
</tr>
<tr>
<td><strong>Writing and Math Partners</strong></td>
<td></td>
<td></td>
<td>Academic Advising</td>
</tr>
<tr>
<td><strong>Science Workshop: Introduction to Experimental Psychology</strong></td>
<td></td>
<td></td>
<td>Writing and Math Partners</td>
</tr>
<tr>
<td><strong>Math Workshop: Algorithmic Thinking</strong></td>
<td></td>
<td></td>
<td>Science Workshop: Understanding illinois Politics</td>
</tr>
<tr>
<td><strong>Math Workshop: Primer on Quantum Mechanics</strong></td>
<td></td>
<td></td>
<td>Science Workshop: Introduction to Horticulture</td>
</tr>
<tr>
<td><strong>Science Workshop: Unsolved Problems in Physics</strong></td>
<td></td>
<td></td>
<td>Math Workshop: Genomics and Informmatics</td>
</tr>
<tr>
<td><strong>Math Workshop: Grand Challenges for Engineering</strong></td>
<td></td>
<td></td>
<td>Math Workshop: Grand Challenges in Engineering</td>
</tr>
<tr>
<td><strong>Computer Workshop: Basic Computer Skills</strong></td>
<td></td>
<td></td>
<td>Computer Workshop: An Introduction to Python</td>
</tr>
<tr>
<td><strong>Python Group</strong></td>
<td></td>
<td></td>
<td>Python Group</td>
</tr>
<tr>
<td><strong>Business Workshop: Personal Finance</strong></td>
<td></td>
<td></td>
<td>Science Workshop: The Science of the Universe</td>
</tr>
<tr>
<td><strong>Business Workshop: Small Business Workshop</strong></td>
<td></td>
<td></td>
<td>Business Workshop: Personal Finance</td>
</tr>
<tr>
<td>DCC 2017</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>ARTH491</strong>: African Art and Visual Culture</td>
<td><strong>Reading Group</strong>: Stress Inside and Out, in Science and Fiction</td>
<td><strong>PHIL396</strong>: Ethics of Authenticity</td>
</tr>
<tr>
<td></td>
<td><strong>JOUR199</strong>: Journalistic Storytelling</td>
<td><strong>Reading Group</strong>: The Essays of Ta-Nehisi Coates</td>
<td><strong>AFST199</strong>: Intro to African Studies</td>
</tr>
<tr>
<td></td>
<td><strong>HIST396</strong>: Russian Revolutions</td>
<td><strong>Reading Group</strong>: Cold War Race and Mobility</td>
<td><strong>CHLH494</strong>: Mindfulness Program Evaluation in Prisons</td>
</tr>
<tr>
<td></td>
<td><strong>EIL486</strong>: Linguistics for Language Teachers</td>
<td><strong>Reading Group</strong>: Cracking the Coding Interview</td>
<td><strong>Discovery Series</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Language Partners</strong></td>
<td><strong>Reading Group</strong>: Trauma and Violence</td>
<td><strong>Language Partners</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mindfulness Discussion Group</strong></td>
<td><strong>Reading Group</strong>: Linealgebra</td>
<td><strong>Mindfulness Discussion Group</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Chicago Anti-Violence Education</strong></td>
<td><strong>Reading Group</strong>: Islam in America</td>
<td><strong>Chicago Anti-Violence Education</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Library Workers Program</strong></td>
<td><strong>Reading Group</strong>: Sociological Understandings through Fiction</td>
<td><strong>The Amplifier</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Pit Crew</strong></td>
<td><strong>Reading Group</strong>: Living Mindfully</td>
<td><strong>Library Workers Program</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Academic Advising</strong></td>
<td><strong>Reading Group</strong>: American Urban Economics</td>
<td><strong>Pit Crew</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Writing and Math Partners</strong></td>
<td><strong>Reading Group</strong>: New Student Reading Group</td>
<td><strong>Academic Advising</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop</strong>: Understanding Illinois Politics</td>
<td><strong>Language Partners</strong></td>
<td><strong>Writing and Math Partners</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop</strong>: Intro to Experimental Psychology and Science Writing</td>
<td><strong>Science Workshop</strong>: Genomics and Bioinformation: Exploring and Cracking the Genetic Code</td>
<td><strong>Math Workshop</strong>: Algebra Review</td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop</strong>: Introductory Soils &amp; Plant Sciences for Home Gardening</td>
<td><strong>Science Workshop</strong>: What Makes You Tick: Biology of Stem Cells</td>
<td><strong>Math Workshop</strong>: A Calculus Toolbox</td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop</strong>: Antimicrobial Agents</td>
<td><strong>Science Workshop</strong>: Antimicrobial Agents</td>
<td><strong>Math Workshop</strong>: The Mathematics of Tuning</td>
</tr>
<tr>
<td></td>
<td><strong>Business Workshop</strong>: Small Business &amp; Personal Finance</td>
<td><strong>Science Workshop</strong>: Sport for Development and Social Change</td>
<td><strong>Business Workshop</strong>: Small Business and Personal Finance</td>
</tr>
<tr>
<td></td>
<td><strong>Reading Group</strong>: Mindfulness Discussion Group</td>
<td><strong>Chicago Anti-Violence Education</strong></td>
<td><strong>Business Workshop</strong>: Nonprofits</td>
</tr>
<tr>
<td></td>
<td><strong>Chicago Anti-Violence Education</strong></td>
<td><strong>The Amplifier</strong> (Student Newsletter)</td>
<td><strong>Science Workshop</strong>: What Makes You Tick: The Brain and the Mind</td>
</tr>
<tr>
<td></td>
<td><strong>Reading Group</strong>: Linealgebra</td>
<td></td>
<td><strong>Science Workshop</strong>: Sport for Development and Social Change</td>
</tr>
<tr>
<td></td>
<td><strong>Reading Group</strong>: Islam in America</td>
<td></td>
<td><strong>Writing Workshop</strong>: Frames of Writing</td>
</tr>
<tr>
<td></td>
<td><strong>Reading Group</strong>: Sociological Understandings through Fiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reading Group</strong>: Living Mindfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reading Group</strong>: American Urban Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reading Group</strong>: New Student Reading Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Language Partners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Science Workshop</strong>: Genomics and Bioinformation: Exploring and Cracking the Genetic Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reading Group</strong>: Antimicrobial Agents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Business Workshop</strong>: Small Business &amp; Personal Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DCC</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>2017</td>
<td>Business Workshop: Nonprofits</td>
<td></td>
<td>Writing Workshop: Introduction to Academic Writing</td>
</tr>
<tr>
<td></td>
<td>Science Workshop: Challenges in Engineering</td>
<td></td>
<td>Writing Workshop: Topics in Writing: Vignettes</td>
</tr>
<tr>
<td></td>
<td>Computer Workshop: Core Concepts in Gameplay Dynamics</td>
<td></td>
<td>Writing Workshop: Telling Our Stories: Make a Zine!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing Workshop: How and Why EJP Students Engage with Exploratory Writing</td>
</tr>
</tbody>
</table>
EJP’s community programming has expanded greatly in recent years, and we expect it will continue to do so. There has been a great demand for our reentry guides, and we anticipate producing various versions of the guide. Ripple Effect has attracted much community attention in Urbana-Champaign. We also plan to expand the reach of EJP’s scholarship program.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Open Houses (Chicago)</td>
<td>Open Houses (Chicago)</td>
<td>Open Houses (Chicago)</td>
</tr>
<tr>
<td></td>
<td>Scholarship Program</td>
<td>Scholarship Program</td>
<td>Scholarship Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>Open Houses (Chicago)</td>
<td>Open Houses (Chicago)</td>
<td>Scholarship Program</td>
</tr>
<tr>
<td></td>
<td>Scholarship Program</td>
<td>Scholarship Program</td>
<td>Alumni Group</td>
</tr>
<tr>
<td>2015</td>
<td>Open Houses (Chicago)</td>
<td>EJP Expos (Chicago)</td>
<td>Scholarship Program</td>
</tr>
<tr>
<td></td>
<td>Scholarship Program</td>
<td>Scholarship Program</td>
<td>Alumni Group</td>
</tr>
<tr>
<td></td>
<td>Alumni Group</td>
<td>Alumni Group</td>
<td>Ripple Effect</td>
</tr>
<tr>
<td></td>
<td>Ripple Effect</td>
<td>Ripple Effect</td>
<td>Reentry Guide</td>
</tr>
<tr>
<td></td>
<td>Reentry Guide</td>
<td>Reentry Guide</td>
<td>Family Workshops</td>
</tr>
<tr>
<td></td>
<td>Family Workshops</td>
<td>Family Workshops</td>
<td></td>
</tr>
</tbody>
</table>


EJP Policies

What follows are a number of important organizational policies, printed here for purposes of information and reference.

I. Draft Research Policy

Note: This policy was written by members of the Research Group in March 2014 and revised in July 2014. Further revisions, proposed by EJP alumni, were approved by a group of EJP alumni at their regular meeting on August 9, 2015. Those, the most recent changes, are indicated in italics. The policy has not yet been reviewed by EJP students. For that reason we consider it a draft policy, even though we currently observe it.

EJP’s mission is to build a model college-in-prison program that demonstrates the positive impacts of higher education upon incarcerated people, their families, the communities from which they come, the host institution, and society as a whole. In pursuit of this mission, EJP members are encouraged to produce scholarship about EJP.

Given the power dynamics inherent in the researcher-participant relationship, this policy aims to protect EJP students and the integrity of the program. It does so by outlining protocols for the approval of research projects and promoting best practices for ethical, reflective, and participatory research.

1. Who is This Policy For?
This policy is for any EJP member, including those with clearance who work inside the prison, those without clearance who work with our FACE programs, and incarcerated EJP students.

2. Who Can Access EJP Students for Research Purposes?
EJP members (instructors, students, and others engaged in our work) are encouraged to produce scholarship for both public and scholarly forums. EJP does not provide access to Danville Correctional Center or EJP students to those who are not already involved in EJP.

We encourage prospective researchers to consider how the restrictions and isolation of the prison context might challenge their ability to build relationships based upon professionalism, integrity, and trust. For this reason, we encourage instructors and other on-site members to create opportunities for EJP students to be coauthors in research and writing projects instead of merely interviewees and respondents. Such work could include coauthoring a text, giving students opportunities to author individual papers or particular sections of a larger project, and creating opportunities for students to provide feedback on the scholarship.

3. What Should I Do First?
If you are (or are about to start) researching and writing about EJP, you should inform the Research Coordinator. The coordinator can connect you with others who are doing similar work, schedule opportunities for you to share your work with the Research Group, promote your work by adding any citations to EJP’s online list of publications and presentations, and, if you are interested in coauthoring with students, arrange for call passes and meeting space at DCC.

In addition, if you are preparing an IRB proposal (see #6, 7, 8 below), share it with the EJP Director and with the Research Coordinator before you submit it so they can help you with it. Once your IRB is approved, please email a copy to the Research Coordinator.

Please note that you will not be able to gain IRB approval to work on an EJP-related project without the support (and, ultimately, the signature) of the EJP Director.

The director is unlikely to approve any projects that do not:
a) Employ research methods that provide EJP students an opportunity to participate at some level in research design, data-gathering, and analysis of data;
b) Demonstrate commitment to scrutinizing power relationships at all stages of the research;
c) Demonstrate value to incarcerated EJP students or incarcerated individuals more generally.

4. Can I have access to the EJP alumni for research purposes?
You will not need the signature of the EJP director to access individuals who have been released, as would be required for interviewing EJP students. However, we ask that researchers not seek to interview released individuals simply to circumvent this requirement. Please be aware that the alumni ask that prospective researchers be clear about the following:
a) In whose interest in the research being undertaken? Can the researcher demonstrate how the research will have value to the individuals being interviewed or otherwise support their interests?
b) Are researchers’ relationships with their proposed respondents of a parasitic nature? Are they building their professional careers on the backs of incarcerated and formerly incarcerated people’s lives?
c) Is the researcher taking active steps to minimize power imbalances between researcher and respondents?

5. Will EJP Screen or Censor My Writing?
No.

However, we recommend that you share your writing with the Research Group in order to get feedback. The Research Group offers people who are writing about EJP or related topics (e.g., prison education, mass incarceration, violence, crime, prison reform) an opportunity to get feedback on their work from interested peers in a variety of disciplines and areas. Presenters and group members meet monthly over dinner to discuss drafts of conference papers, strategize responses to reviewer suggestions, brainstorm ideas for dissertations, and more. New members are always welcome, whether to present or give feedback.

We also ask that you allow relevant EJP personnel to fact check your piece. However, the Director or Research Coordinator will not screen or censor your writing.

We do ask that you go into the research and publication process with your eyes open. If you write something critical of DCC or the Department of Corrections and a state official reads it, there is always a chance that it may affect your status at the prison or EJP’s standing with DCC. This statement is not meant to silence you; it is just a reminder to be aware of the potential impacts of publication.

5. What Kind of Scholarship Might I Produce?
Scholarship on EJP includes the following:
- reflections on your own experiences with EJP (e.g., Agnieszka Tuszynska’s blog post for IPRH; Ramon Cabrales’ article for the Illinois TESOL newsletter; instructors’ talks for the “What I’ve Learned from Teaching in a Prison” panels at IPRH)
- collaborative research and writing with EJP students (e.g., Anke Pinkert’s Radical Teacher article with EJP students Michael Brawn, Jose Cabrales, and Gregory Donatelli; the conference paper by Maggie Kainulainen and three students, Emmett Sanders, C.R. Hardaway, and Robert Becker, that theorizes EJP’s writing center initiative)
- interpretive, qualitative, and/or quantitative data collection and analyses (see, e.g., Patrick Berry’s article in the journal Pedagogy; the evaluation team’s survey of EJP students).

See #7 for guidance on whether your project will need to be approved by the Institutional review Board.

6. What is the Institutional Review Board?
UIUC’s Institutional Review Board (IRB), a
requirement for institutions receiving federal funding, must approve any research involving living humans from whom “(1) data “through intervention or interaction with the individual or (2) identifiable private information” (“Human Subject,” IRB Glossary) are obtained. This applies to research that is “conducted by any faculty, staff, student, employee or agent of the University of Illinois at Urbana–Champaign (UIUC), or otherwise conducted at or sponsored by the UIUC” (IRB Investigator Handbook Part 1A).

To receive IRB approval, researchers must complete a protocol describing their study (including how participants are recruited and selected, consent obtained, and data collected and secured). The IRB is ultimately concerned with the three key ethical principles of the 1979 Belmont Report: “respect for persons” (participants must give informed consent, and additional safeguards must in place to protect people like prisoners), “beneficence” (researchers must seek to maximize possible benefits and minimize possible harms, and effort is made to protect the privacy of participants and confidentiality of data), and “justice” (selection of participants needs to be equitable, and the “burdens and benefits of research are equitably distributed,” Bailey, n.p.)

7. Do I Need to Get My Project Approved by the IRB?
   a. If you are engaged in a project that involves collecting data from living people, such as through observations and fieldnotes, surveys, or interviews, you do need approval from the IRB.
   b. If you are reflecting on your own experiences with EJP, you do not need approval from the IRB.
   c. Creative works and community outreach, like poetry, blog posts, and journalism (e.g., EJ Radio) do not require IRB if they do not involve data collection.
   d. Simply coauthoring with EJP students or instructors does not require IRB approval, when all authors are reflecting on, and representing, their own experiences. For an example of this, see “Prisoners Teaching ESL,” an article by thirteen students and instructors involved in Language Partners. IRB approval was not necessary for this scholarship.

8. How Do I Get IRB Approval?
   You are responsible for getting approval from the IRB. If you need IRB approval, you have three options:
   • Conduct research under EJP’s current IRB
   • Submit a brief addendum to EJP’s IRB
   • Submit your own IRB (e.g., Patrick Berry, Anke Pinkert, Cory Holding)

To discuss your options, contact Rebecca Ginsburg, EJP director. Graduate students should work closely with their own advisors. Whichever option you choose, you will need to complete some online training modules required by the IRB.

9. What are Best Practices for Researching People Involved with EJP?
   Anonymity v. Authorship: Students and instructors have a right to be anonymous as well as to claim authorship for their experiences. For qualitative research that includes students’ stories, you may want to include language on the consent form that allows students to elect that their real names be used instead of automatically granting pseudonyms.

If students wish to remain anonymous, but might be identifiable to those who live or work at DCC, you will not be able to bring your work to the prison to share. For instance, one EJP member gave all EJP students pseudonyms but then
was unable to share the fruits of the research inside DCC because the students, even with pseudonyms, were still identifiable.

Language to Describe EJP Students: We ask that researchers be thoughtful about how incarcerated students are described (e.g., convict v. inmate v. student or incarcerated student). (See the “Open Letter to Our Friends” reprinted in the instructors manual by the NuLeadership Policy Group.)

Resources on Participatory Action Research in Prison. PDFs are available.


Other Recommended Resources


Kirsch, G. E. (1997). Multi-vocal texts and interpretive responsibility. College English, 59(2), 191-202. (“Multi-vocal texts, then, can easily reassert, however unwittingly, old forms of domination, such as speaking for and despite others” (p. 184).)

Kirsch, G. E. (2005). Friendship, friendliness, and feminist inquiry. Signs, 30, 2163-2172. (“[R] esearchers who strive for the benefits of close, interactive relations with participants must accept the concomitant risks” (p. 2163).)


Work Cited


II. Alumni and Family Contact Policy

While these guidelines are written from the perspective of free EJP members, we ask that everyone involved with EJP please take responsibility for following and upholding them. They are especially relevant for EJP instructors and EJP alumni. They apply with special force to individuals on parole. EJP’s ability to continue working with IDOC depends on strict observation of these guidelines. Thank you.

EJP instructors should note that IDOC considers you to be bound forever to these restrictions.
Please also note that as of this writing, EJP members with active clearance are not allowed to have direct or indirect contact with EJP alumni who are on parole.

“Alumni” refers to formerly incarcerated EJP students who have been released. “Family Members” refers to family members of active EJP students. “Friends” refers to close friends of active EJP students. “EJP member” refers to free EJP staff and personnel, whether paid or unpaid, irrespective of their clearance status.

1. EJP members should meet with EJP alumni, family members, and friends, whether face-to-face or by phone, for professional purposes only. Examples of such purposes include: organizing EJP-sponsored events and activities (e.g. FACE open house), attending educational programs (e.g. a campus lecture), and interactions that form part of the EJP member’s professional responsibilities (e.g. writing a letter of recommendation for an EJP alumnus).

2. If contact beyond the above occurs, the EJP member should inform the EJP office immediately.

   • EJP members with active clearance who have direct or indirect contact with an EJP alumnus who is on parole should contact the EJP office and document the encounter per IDOC regulations and inform the DCC administration, immediately.

3. The EJP office offers some re-entry support services, such as setting up an email account, accessing U of I transcripts, and helping with college applications. Please do not offer to assist individual alumni upon their release. Instead, refer them to the EJP office. If you have information or connections that might be of particular use to a specific EJP alumnus, you are welcome to work with the EJP office in helping that alumni access those resources. This policy is motivated by several concerns. We want all EJP alumni to receive similar re-entry support in a fair and transparent manner; to ensure that EJP members do not feel any pressure to assist with re-entry; to make sure that alumni get the best possible re-entry support, from experienced staff; and, importantly, to comply with IDOC restrictions against fraternization.

4. No loaning or taking money, cars, subleasing houses, commercial ventures, etc. between EJP alumni, family members, friends of current EJP students, family members of EJP alumni, or friends of EJP alumni and EJP members.

5. It should never be necessary to visit the home of alumni, family members, or friends. If for some reason you find yourself at someone’s home, do not go inside alone.

6. Don’t share personal information with alumni, family members, or friends (e.g. your home address, personal non-university email, birthdays, details about family members).

7. No one-on-one driving of EJP alumni, family members, or friends in personal vehicles.

8. For those with DCC clearance, do not engage in casual sharing of family news at the prison or in any other behavior that might give the impression that EJP alumni – EJP member interactions are not controlled and professional. Also, please respect EJP student privacy.

9. Don’t share information about specific, identifiable family members with EJP students, non-EJP friends or colleagues, campus students, or anyone else without permission from the family member.
10. Do not engage in personal (i.e. not professional) written correspondence with family members or alumni. This applies to all forms of correspondence, including email, texting, U.S. postal mail, and other. If you receive a personal letter, please report it to the EJP office immediately.

11. Do not ‘friend’ EJP alumni or EJP students on Facebook. This rule applies even beyond parole. The Illinois Department of Corrections takes this policy very seriously, and so do we.

III. Conflict Resolution & Grievance Procedures

Below is the draft policy as of 3/23/2016. Please consider it binding until further notice.

Brief Overview

The Education Justice Project encourages a culture of mutual care and support for all members. “Members” in this context includes incarcerated EJP students, EJP staff, instructors, program volunteers, and all who have applied to and been accepted to EJP programs. In addition, individuals who have not gone through a formal admission process but who are involved with EJP are covered by this policy. It is not necessary to be employed by the University of Illinois or a student at the University of Illinois to be covered.

As a unit of the Department of Education Policy, Organization, and Leadership (EPOL) within the College of Education at the University of Illinois at Urbana-Champaign, EJP members have access to the University of Illinois’ College of Education’s Grievance Policy as detailed by the College of Education Bylaws.

As a reflection of EJP’s mission and values relating to gentleness, openness, and En Lak’esh (mutual respect and recognition), EJP members may also make use of restorative circle processes to address grievances and conflict among our members.

Apart from the COE Grievance Policy and restorative processes for addressing grievances, we encourage members to make use of additional resources available through the University of Illinois and outlined in this document. Wherever possible, EJP encourages members to share any concerns or grievances with their coordinators, who have direct responsibility for managing each EJP program, as a first step.
Reporting a Grievance
The Education Justice Project’s Grievance Committee is a resource available to all EJP members. Grievances can be reported directly to EJP’s Grievance Committee members via email. The names of the members are listed in the EJP Handbook and below. Please note that members can also bring concerns to their coordinator, their coordinator’s supervisor, the Director of Academic Programs, the Director of Community Programs, or the EJP Director.

While EJP promotes a restorative approach where possible, some grievances or conflicts may warrant different kinds of support. Members are encouraged to familiarize themselves with the resources outlined here to assist with resolving a conflict or addressing a grievance and select the pathway that they deem most appropriate or desirable. The following outlines procedures for accessing the COE Grievance Policy, restorative processes, and additional resources accessible to members. If you have additional questions, please contact the EJP Grievance Committee. Current members are Greg Jahiel, Tracy Dace, and Rachel Storm.

COE Grievance Policy
EJP members can report a grievance to the College of Education’s College Grievance Committee as outlined by the COE Bylaws. College Grievance Committee receives reports of grievances and keeps a record of the committee’s investigations, deliberations, and recommendations to be forwarded to the Associate Dean for Academic Affairs. Any matter coming before the CGC shall be held confidential unless the grievant and the committee agree otherwise. To file a grievance, the student shall submit a letter to the Associate Dean for Academic Programs stating the reasons for the grievance and the remedy that is sought.

Restorative Circles
Restorative circles are dialogic processes that bring together those who have been affected by conflict or an incident and are usually held in a circle format, providing every person with an opportunity to be heard and express feelings in a safe environment. All participants engage in dialogue with the aim of mutual understanding, community accountability, and repairing the harm.

All those impacted by the harm have the choice of participating voluntarily. All participants will have initial meetings with the circle facilitator(s) to understand the process before a circle takes place. To request a restorative circle, contact the EJP Grievance Committee to make arrangements.

Additional Resources
EPOL Department Head
EJP members can address concerns directly to Yoon Pak, Interim Head of the Department of Education Policy, Organization, and Leadership of which EJP is a unit, by email, phone, or written letter.

Office of Diversity, Equity, and Access
The Office of Diversity, Equity, and Access is a campus unit that facilitates compliance in the areas of diversity, equity, and access. To submit a report of discrimination, harassment, or sexual misconduct, or to inquire about a reasonable accommodation, click here. Additional resources are online at www.wecare.illinois.edu.
Books on Prison and Higher Education: An Annotated Bibliography

Prepared by Benjamin Daniel O’Dell,
English Department, University of Illinois at Urbana-Champaign

for the Education Justice Project,
University of Illinois at Urbana-Champaign

July 17, 2013

Education Justice Project
805 W. Pennsylvania Ave
Urbana, IL 61801
www.educationjustice.net
info@educationjustice.net
I. Prison and Higher Education

I.I. Academic Studies


This text documents the development of the University of Michigan’s Prison Creative Arts Project (PCAP), which has supplied prisoners with university courses, a nonprofit organization, and a national network for incarcerated youth and adults in Michigan juvenile facilities and prisons since 1990. Alexander, an English professor at Michigan, first created the program in the 1990s after a series of collaborative projects in his classes that drew students outside of the classroom. With William Martinez, he describes the project’s history as well as a typical “day-in-the-life” of one of the classes. What differentiates this book from other similar texts is the clarity and depth with which Alexander writes, making this one of the better works on prison education to appear on this list.


Contardo’s study intervenes in a recent political shift towards college programs for prisoners to explore “how North Carolina maintained systemwide postsecondary correctional education, despite a national policy environment that was tepid regarding postsecondary education for inmates” (7). Following the lead of previous investigations into North Carolina’s comparatively successful college prison program, Contardo opens her study by focusing on the unique partnership between the Department of Correction and the Community College System of North Carolina, treating their relationship as her primary area of analysis and focusing on the design and implementation of the program. This top-down approach to thinking about college prison programs has unique advantages that are often absent from other studies, which often focus on the prisoners themselves, in that it pays close attention to the policy moves that have facilitated the development of a state-wide program in what is typically a repressive political environment. It should also be noted that Contardo’s bibliography also provides a useful collection of articles and pamphlets published on related topics in recent years.


In *Education in Prison: Studying through Distance Learning*, Hughes examines the experience of the 4,000 British prisoners estimated to be participating in distance learning each year through programs run via the Prisoner’s Education Trust under the guidance of the Open University and Birmingham City University. While distance learning is on the rise in British prisons, Hughes notes that very little has been done to assess its impact on recidivism and prison culture. In this study, her qualitative research, which incorporates findings from forty-seven distance learners in the Prisoner’s Education Trust programs, seeks to identify the motivations and experiences students bring with them in their continuing education. Starting with an account of the individual, social, and institutional motivations and disincentives for pursuing an education, Hughes goes on to set high stakes for student initiative, incorporating the metaphor of a “ripple effect” into her study to describe the positive impact that prison education can have on communities (175). She notes, for example, that many educated prisoners not only buck the trend for recidivism but also
seek to have a positive impact on the community upon release. Hughes suggests that “the persistence and stamina required for distance learning” helps to solidify the commitment to reform found in many students in that it allows students an opportunity to present themselves to others and develop an “outward looking approach” (175, 177). What is needed, she argues, is adequate institutional support and individual recognition to ensure that prisoners are able to make the most of the opportunities presented to them.


This study explores the effect of “Project Newgate,” a large-scale initiative run through the Office of Economic Opportunity (1965-1980) to provide college programs for prisoners at six jails in the United States by analyzing the implementation of prison college programs and their effect on 350 former students in their post-prison lives. In comparing five Project NewGate sites with three college programs unaffiliated with the program, it explores the overall effectiveness of their instruction through the following criteria: program processes, academic achievement, post-prison performance, program impact, costs and benefits. While the study contains an abundance of useful empirical data from a period of activity towards the development of college programs for prisons, the challenges of accommodating the different individual and environmental variables between groups impede efforts to craft a definitive conclusion (185). Nevertheless, the researchers do suggest “some clear and positive relationships between prison college programs and success among participants after release from prison,” with a decrease use of drug and alcohol use amongst prisoners who had gone through such programs as well as heightened occupational aspirations and achievement (184, 187). These successes were common to participants in all prison college programs; however, the researchers note that their finds were especially pronounced in the Project NewGate participants. As a result, the researchers propose four recommendations for college prison programs: “(1) active outreach and remedial components, which will attract and support prisoners who would not otherwise attend college; (2) the existence of activities and services outside the classroom offered as part of the college program; (3) a sequence of transitional components which continue to provide support, financial and other, to participants after they leave prison; and (4) integral involvement in program activities of a strongly committed and independent college or university, which also provides a congenial campus for students after release” (188).


In Girls Behind Bars, Suniti Sharma, an Assistant Professor in the Department of Teacher Education at Saint Joseph’s University, uses her experience teaching in a female juvenile detention center to speculate on the cultural status of young women behind bars in the United States through the lens of poststructuralist critical theory. Following an introduction, chapter two draws heavily on the work of Michel Foucault as it “develops and considers how the conditions for the possibility of detention are constructed as a historical apriori that constitute the subject of detention as object of discourse to make entrance into the juvenile justice system contingent for certain girls”—a theme which is expanded upon in chapter three (23). Chapters four and five, by extension, provide a theoretical justification and descriptive account of the book’s decade
long ethnographic inquiry. Chapter six expands upon the book’s ethnographic findings to theorize “how young girls behind bars enact gender as performative to contest the historical apriori script and create transformative spaces for reclaiming education” (25). Chapter seven invokes the position of institutional authorities—“educators, educational reformers, curriculum developers, policy makers,” etc.—to address the need for those groups “to reposition young girls not as subjects or objects of discourse, but agents of change” (25). Finally, chapter eight addresses the position of young girls themselves, demonstrating the ways in which they can “reclaim education in transformative spaces” (26).


Roberts’s book provides a detailed, readable overview of the state of prison education programs in the United States at the start of the 1970s. It contains a short but useful description of the turn towards Associate and Bachelors degree programs in U.S. prisons during that time period and, like many publications from the period, is optimistic about the outlook for the future of prison education programs. See pages 60-69.


This book offers a contemporary teacher’s guide for prison education. The opening section provides an overview of the American criminal justice system and a justification for prison education. Section two provides a closer look at the learning environment inside of prisons, outlining common instructional “problems” and “solutions.” Section three speculates on the future of prison education, noting, among other things, a political shift towards prison education programs in some states as a potential solution to rising prison costs and high recidivism rates (205-206). Overall, this is a handy reference book for instructors and those interested in prison education; however, the book’s focus on how to teach in a prison environment might feel underwhelming for experienced instructors. It is also worth noting that, on the whole, it contains relatively few details about prison college programs, specifically.

### I.II Edited Collections


This small, self-published volume describes itself as “a practical guidebook for those interested in starting […] nontraditional college programs” (1). It was composed at the start of the 1980s as part of a larger effort from Indiana University to work with state prisons and universities to bring a small sampling of college-credit courses to the state’s penal institutions. The essays featured in this volume chronicle experiences teaching humanities subjects such as literature, women’s studies, creative writing and folklore and include commentaries on best practices and channeling emotional responses in the prison classroom. The volume also includes inmate evaluations, a sample grant proposal, a “capsule history” of the project’s development, and sample course outlines and proposals.


Thanks to its publication date after the
dismantling of Pell Grants for college prison programs, many of the essays in this collection still feel fresh. The most relevant contributions are as follows. Jim Thomas’s contribution, “The Ironies of Prison Education,” outlines the structural impediments (fiscal, administrative) that have a tendency to make many college prison programs feel more symbolic than substantive. Peter Linebaugh’s “Freeing Birds, Erasing Images, Burning Lamps: How I Learned to Teach in Prison” is a short reflection on his experience teaching at four prisons over the course of a decade. Edward Sbarbaro’s “Teaching ‘Criminology’ to ‘Criminals’” aligns his pedagogical approach with Paulo Freire, arguing that his goal is a “critical criminology,” by which he “means breaking through the myths that legitimate the criminal justice system in order to expose the political and economic roots of crime and punishment in society” (91). Robert Weiss’s “Prisoner Higher Education and the American Dream: The Case of INSIGHT, INC.” provides a case study of a (now defunct?) self-sufficient, prisoner-run education program that provides Bachelors Degrees from the University of Minnesota. Peter Cordella’s “Prison, Higher Education, and Reintegration: A Communitarian Critique” argues that prison education can only be successful if the outside society changes its own behavior to allow for prisoners to integrate back into the community upon their release. Finally, also notable is Julian Stone’s “Jailhouse Lawyers Educating Fellow Prisoners.” While this essay does not describe a college-credit course, its emphasis on the utility and appeal of courses in criminal law captures an often-overlooked need in contemporary prison education.


In this book, Karlene Faith compiles student biographies and writing assignments from her Utopian Studies course run in conjunction with the University of California at Santa Cruz and inmates from the Soledad Correctional Training Facility. These contributions thus offer a dynamic look at the kind of learning that takes place in a classroom with both traditional and incarcerated students, as well the kinds of work that students are capable of completing. Faith appears to have sorted these contributions with minimal editorial oversight, leaving them more or less in their original form. The inclusion of several extended essays provides a deeper look at student reactions to questions of schooling, incarceration, and utopia—material that would be useful for analyzing student culture and preparing to teach in a prison setting.


Forster’s edited collection includes case studies of prison education in eleven separate countries: Australia, Canada, China, the United Kingdom, France, Germany, Latvia, the Netherlands, Poland, Sweden, and the United States. Some of the contributions are from academics; others are from those with hands on experience at the level of implementing policy and administering programs. Many of the contributions to this volume adopt a historical approach to their topic, which makes it a good starting point for new research. One of the most surprising findings of the contributions to this collection is the collective hardening of public attitudes towards the incarcerated in recent years, a trend that holds true even in the historically progressive confines of countries such as the Netherlands.
This recently published edited collection from the Prison Communication, Activism, Research, and Education Collective (PCARE) seeks to document some of the best practices in prison-education. The first section of the book covers lesson plans organized around theater, service-learning, and autobiography, paying close attention to the transformative potential of these projects for students. In the second section, contributors explore the connection between the incarcerated and the communities they occupy. Essays from this section concentrate on the experience of family members during incarceration, the successes of an alternative community court in West Lafayette, Indiana, and the experiences of formerly incarcerated women as they transition to their lives on parole. The third section of the book focuses on the need for media literacy. The first essay from this section advocates media education that trains consumers of media to become more appreciative of the nuances of the nation’s crime problem and the second essay explores conscious raising hip-hop that deals with the subject of incarceration. The closing section of the book considers the futures of prison activism. In the first essay, “A Fate Worse than Death: Reform, Abolition, and Life without Parole in Anti-Death Penalty Discourse” Bryan McCann concentrates on the negative effect the push against the death penalty has had on conditions for prisoners. In the second essay, “People Like Us: A New Ethics of Prison Advocacy in Racialized America,” Eleanor Novek contends that exposing the general public to factual prison narratives can help to transform public sentiment from an interest in punishment to compassion. Taken as a whole, the point of these essays is to show that while the nation’s prison system can be a site of despair, it is also a place of enormous opportunity and accomplishment.


This recently published collection of essays from the SUNY series in Women, Crime, and Criminology contains a section on “Education, Writing, and the Arts.” Simone Weil Davis’s piece “Inside-Out: The Reaches and Limits of a Prison Program” analyzes on her involvement with the “Inside-Out” program, a national project that brings incarcerated men and women into a seminar setting to study alongside traditional students inside of college walls. “Inside-Out” began under Lori Pompa, a faculty member in Temple University’s Criminal Justice program, after an insightful prison tour and panel discussion with her class (204). Over the years, it has evolved into a revolving series of semester-long courses on special topics in criminal justice that afford college credit not only to college students but the incarcerated as well (205). Davis, a former professor of English literature and creative writing at Mount Holyoke University, discusses her experience teaching an “Inside-Out” course with women incarcerated in a county jail near her school. Working in the vein of radical pedagogical theory, she advocates the need to shift conceptions of education from the individual to the community. In addition, she argues that contrary to popular assumptions, when women write about personal experience, it does not always have to take the form of a confession or recovery narrative. Even in her course, which emphasized “therapeutic writing designed to confront trauma,” Davis suggests that students not only reflected on “gratitude, guilt, and personal healing,” but also organically analyzed social inequality and issued calls for political change (206). In the closing paragraph,
Davis speaks of education programs like her own as an opportunity not just to “open doors” for opportunity but to “egress,” or exit, a negative frame of mind (219).


In an attempt to envision an alternative to “the medical model” of criminal justice that link the culture of incarceration to personality disorders, the contributors to this volume seek to shift the discussion of the underlying causes of criminal behavior to an absence of intellectual and moral development that can be remedied through education (11-12). Working within the context of the Canadian criminal justice system at the start of the 1980s, the eighteen essays collected here seek to provide justification for prison education. Although all contributors affirm the value of education, their proposals are far from utopian—or even uniform. As an illustration of this point, Morgan Lewis, for example, proposes a tiered learning system for the allocation of resources that places programs which prepare inmates to obtain a high school diploma or GED before programs before other programs on the assumption that these programs provide the most significant immediate payoff (132). While Lewis ranks the importance of providing college courses to inmates very low in his model, one expects this system would need to be updated to suit the demands of the twenty-first century labor force. Other relevant essays from this collection include T.A.A. Parlett’s “The Benefits of Advanced Education in Prisons,” which observes lower rates of recidivism, “moral development,” and “a more analytic mode of perception” in prisoners who participate in college-level courses (111).


Although not specifically about prison college programs, the content of this edited collection is relevant to any discussion of prison teaching. Its intent is “to provide prison and court school teachers and administrators with some conceptual frameworks, empirical principles, and techniques for enhancing their effectiveness in doing the challenging jobs they do” (xii). Essays focus on topics connected to fostering and sustaining motivation and self-esteem, as well as dealing with the prevalence of learning disabilities amongst students. As a departure from the memoirs and position-piece writing that characterize much of the writing in the field, the collection’s clinical focus stands out as a worthy contribution.


A collaborative study between five researchers, School Behind Bars covers much of the familiar ground in writing about correctional education in its division into sections treating the philosophy of prison education as well as its past, present, and future. Perhaps most useful of these sections to contemporary researchers is the book’s final chapter on findings and recommendations, which (rather ambitiously) proposes the establishment of greater centralization of prison education programs in the United States (xiv). Although the political shift away from the War on Poverty programs that expanded college prison programs in the 1970s makes these proposals seem somewhat utopian to contemporary readers, the bulleted discussion of barriers to the development
of programs, criteria for success, and general recommendations is in many ways still relevant to contemporary work.


Although somewhat far-reaching in its scope and dated in its content, there are several relevant essays in this volume. First is Delyte W. Morris’s “The University’s Role in Prison Education,” which describes the development of Southern Illinois University at Menard’s educational services at the United States Penitentiary in Marion, Illinois from the early 1950s to the 1970s. But while Morris’s essay provides an historical account of his program’s development, his essay tends towards abstraction in developing its philosophy of education and contains some questionable principles, such as Morris’s claim that “basic to the university’s role in the prison is the right selection of those who can best benefit from the classes” (34). Somewhat more useful is Melvin and Maribeth Murphy’s “College as a Parole Plan,” which outlines the development of a parole program between the California State Board of Parole, San Diego State College, and the California Correctional Institution at Tehachapi that helped parolees enroll in college. Although just twenty-three of the forty one students are still enrolled in their degree programs after three and a half years, the authors note that none of the paroles had been completely violated and that all had resisted the 80% recidivism rate for California parolees during the first year of release (230).


In this edited collection, contributors examine a range of topics connected to prison and higher education. Several essays concentrate on what Raymond Jones and Peter d’Errico call “the paradox of higher education in prison”—that is, the challenge of introducing learning to an environment that has traditionally faced obstacles to personal and communal development. Other submissions consider the diversity of prison higher education, by focusing on specific demographic groups and learning models. Johnstone Campbell’s essay, “Evaluating Prison Education: A Beginning,” closes the volume. In it, he contends that evaluating the success of programs must involve more than a consideration of their impact on recidivism rates: higher education can only begin to change lives when it is separated from the values embodied in the prison as a site of correction.

**I.III Memoirs**


**I.IV Historical Accounts & Government Documents**


In this foundational text, Austin MacCormick, the former Assistant Director of the U.S. Bureau of Prisons, offers the first comprehensive proposal for a program for educating adult prisoners in the United States. MacCormick offers a philosophy of education and addresses the challenges of teaching basic literacy, core curriculum, and vocational subjects. For MacCormick, educational programs must break away from public school models to give priority to the elimination of illiteracy. At various points, he also suggests the need for limited enrollment, communal organizations within prisons, and cultural education. But interestingly, despite his enthusiasm for education programs, MacCormick is quick to note that it is no silver bullet for stopping crime; instead he prefers to look at prison education programs as an attempt to curb educational deficiencies.


This historical document from several leading members of the New York State Department of Corrections charts the development of New York State's correctional education program from 1932 to 1939. In the first half of the book, the authors explore the political context for correctional education in New York in the 1930s, outline the development of centralized leadership in the state, and offer twelve case studies from the New York prison system. In the second half, they ask whether correctional education is effective via four individual case studies, provide a statistical snapshot of New York's prisons in the 1930s as a whole, and offer a set of recommendations. Overall, the study offers a positive outlook on prison education, noting that “a very large proportion of prisoners now being paroled are making good directly as a result of the constructive education they are receiving in the institutions.” (99).

**I.V. Non-Academic Accounts**


This volume, published on a small press for a non-academic audience, comes from an incarcerated man in his twenties. In it, Zoukis, himself the beneficiary of prison education, offers a simple, straightforward position paper on the benefits of educational programs for prisoners. Although Zoukis's writing lacks the rigor one might expect to find in an academic study, it is nevertheless a testament to the kind of work prisoners are capable of producing. Those in charge of prison education programs may also be interested in the extensive directory of resources for prisoners and ex-prisoners, which occupies the second half of the text and provides information on the wide range of opportunities available to prisoners.

**II. Other Relevant Materials**
II.I Prison and Creative Arts (General)


Cleveland’s book is concerned with the role art plays in institutions of a wide range of shapes and sizes; however, chapter seven briefly documents Grady Hillman’s writing workshops in the Texas Department of Corrections’ (TDC) Windham School System, which offers college-level courses to inmates.

II.II Prison and Theatre


A collection of essays on prison theater. Contains works that reference university programs of interest, such as Michigan’s Prison Creative Arts Project (PCAP).

II.III Prison and Creative Writing*


A memoir of the author’s experience teaching in an Arizona prison.


*Anthologies of prison writing are quite common. The edited collections listed under this heading represent a sample of the published material.*

II.IV Prison and Art Therapy

Gussak, David and Virshup, Evelyn, eds. *Drawing*


II.V High School Equivalency, Adult Basic Education


Locked Up With Success can be read one of two ways. On the one hand, Chamberlin's book is a memoir of her twenty-three years of experience teaching students in juvenile detention and adult correctional institutions. On the other hand, it is a teacher's guide to working in learning environments that have limited resources and students who come from a wide range of backgrounds and abilities. Because Chamberlin's teaching centers on adult basic education and high school equivalency exams, her students require a lot of counseling. She notes, for example, that she must create “an environment where my students believe they can succeed, and where they want to succeed” (23). She also stresses the importance of modeling—as opposed to explaining—to students the payoff of their education. Although her intended readership stretches beyond the walls of the prison in which she works, Chamberlin’s vivid first-hand account of her experience provides a unique glimpse into the day-to-day realities of prison teaching.


II.VI Other Relevant Material


Yee’s book describes the final three years of Black Panther George Jackson’s life. The book opens with the troubled history of Soledad Prison following a series of attempts to liberalize the institution in the 1940s. Following a shocking internal investigation that revealed rampant abuse and filthy living conditions, Governor Earl Warren ordered an overhaul of the state’s prison system. These changes included the development of a “community-living approach” to the prison, which included the development of sustainable agriculture, as well as adult basic education, high school, and vocational curriculum. By the time Jackson arrived at Soledad in 1969, the optimism was long gone. Yee’s journalistic look at Jackson’s life provides a case study of a historical figure that reveals the inability of twentieth century prison reforms to prevent the development of a prison-industrial complex.
VI. EJP Critical Climate 2017-18
EJP’s Critical Climate Initiative

This EJP initiative does not relate directly and incarceration. Instead, it speaks to our commitment to creating healthy relationships and engaging one another with respect. It acknowledges the differential in power and privilege among EJP members, not only between free and unfree, but also between graduate students and faculty members, and more. We strive to be intentional and direct in our efforts to create a community in which all members feel respected and heard. It is difficult, and worth pursuing.

After a series of focus groups and meetings, EJP instructors and students agreed jointly in July 2013 to implement a “critical climate initiative” as a means to working towards a healthy working and learning environment with EJP. It includes the use of EJP ground rules, stating our explicit commitment to addressing matters of climate on EJP materials such as this handbook, offering EJP instructors the opportunity to participate in process groups, and more.

As part of this initiative, we each year select a different text for EJP members to read as a community. This text provides opportunity for us to engage in difficult dialogues around sensitive and important topics.

To the right you’ll find the original language of our adoption of our Critical Climate initiative. On the following page is our reading for 2017-18, an August 11, 2017 article from the Daily Mail entitled “The New School University in New York Releases List of “Microaggressions” that Include Too-small Seats, Expensive Cafeteria Food and Gendered Bathrooms.”

As agreed upon at a meeting held at Danville Correctional Center on 07.22.2013, in the upcoming fall semester we will:

1. Establish ground rules for EJP classes, meetings, and activities. Make these ground rules readily available;
2. Revise EJP materials (e.g. student manual, operations manual, website) to state our explicit commitment to creating a safe and open place for dialogue and practice and to reflection and critique, and provide information about microaggressions and respectful language;
3. Provide opportunity for EJPers to engage in difficult dialogues. Difficult dialogues are conversations around tricky subjects like gender dynamics, race, LGBTQI topics, and political worldview. This could be a semester-long course on difficult dialogues, a series of workshops, an occasional conversation, or other format;
4. Integrate feedback about working relations within EJP as part of the regular EJP evaluation;
5. Offer opportunities for personal reflection through dyad interviews (paired sharing about past experiences, current opinions, what brings us to EJP) for all EJP members;
6. Offer EJP instructors the opportunity to be part of process groups of 4 – 6 members that check in with one another regularly and talk through and reflect on their EJP experiences;
7. Conduct regular, ongoing training on topics that will foster a more inclusive, open EJP. These topics might include microaggressions, homophobia, listening, and power and privilege;
8. Develop a conflict resolution mechanism within EJP.
2016-17 Critical Climate Reading

The following piece is from The Daily Mail, a British newspaper. It concerns the release by the New School in New York City of a new section on its website, a guide to Microaggressions. This guide appears on the “Health Services” part of the New School’s website. “Health Services” also contains information on counseling services, health insurance, information for caregivers, and much more. The guide appears in the section on “Anti-Violence,” which includes sexual harassment, stalking, domestic violence, and standing up against violence.

It is common for university websites to provide information about student health services. It is unusual for such websites to identify microaggressions as a form of violence, or even to refer to microaggressions at all. The University of Illinois at Urbana-Champaign’s website does not.

Several newspapers carried reports about the release of the New School’s guide. Some were slightly mocking in tone. Some people, especially conservatives, consider “microaggressions” to be an example of over-coddling students and a symptom of eroding free speech on campus. We share this article not with the intention of stimulating debate on that subject. Instead, we hope that members of the EJP learning community will use it to consider how the language, practices, environment, and policies that each of us individually employs within EJP, and our collective practices, may serve as an indignity, or communicate a slight towards particular groups. This is a relevant question to ask, whether we are engaged with EJP at Danville Correctional Center, at Decatur Correctional Center, or in the community.

All EJP members are required to attend at least one Critical Climate Initiative exercise each year. Attending a discussion of the New School reading counts as meeting this requirement. Dates and details of campus discussions are on the EJP calendar: Sept. 15, Oct. 5, Nov. 7, Jan 23, Feb 5, March 14, April 12. Discussions will also be scheduled for DCC.
The New School University in New York Releases List of “Microaggressions” that Include Too-small Seats, Expensive Cafeteria Food and Gendered Bathrooms

By Dailymail.com Reporter


The New School university in New York releases list of “microaggressions” that include too-small seats, expensive cafeteria food and gendered bathrooms

- The New School university in New York City has released a guide to so-called microaggressions
- According to the guide, they are commonplace ‘indignities’ that ‘communicate a hostile, derogatory, or negative slight or insult toward a targeted group’
- The guide gives several examples, including classroom seats that are too small and make larger people feel bad about their bodies
- Cafeteria food that poorer people can’t afford and gendered bathrooms that make transgender people uncomfortable are also listed as microaggressions

If you walk onto a subway car and decide to stand rather than take only remaining seat next to a homeless man, that’s a “microaggression” - at least according to one New York City University.

“Microaggression” is a relatively new term that’s now being widely used by liberals to describe subtle insults that target groups of people.

The New School recently published a guide to these so-called microaggressions, educating their students on what they are and how to deal with these divergences from the politically correct.

In the document, posted to the school’s student health services web site, microaggressions are defined as ‘brief and commonplace verbal, behavioral, or environmental indignities, whether intentional or not, that communicate a hostile, derogatory, or negative slight or insult toward a targeted group.’
The guide gives plenty of examples of seemly innocuous situations that they deem microaggressions, including traditional ‘male’ or ‘female’ bathrooms, because “trans and/or gender nonconforming folks don’t feel safe or comfortable in either.”

Professors who don’t ask what gender pronoun someone wants to be called by are guilty of microaggression too.

Even classroom seats can be a microaggression because they are “too small for many people.”

Apparently there are multiple kinds of microaggressions too, which the guide helpfully breaks down into three categories: microinsults, microassaults and microinvalidations.

Microinsults are ‘behavioral/verbal remarks or comments that convey rudeness, insensitivity, and demean a person’s heritage, identity or self in any way. An example of a microinsult is when someone asks a homosexual couple how they have sex.

Microassaults are violent verbal or nonverbal attacks meant to hurt the intended victim ‘through name-calling, avoidant behavior or purposeful discriminatory actions. The example of a microassault is a man catcalling a woman, and then telling her she is ugly when she ignores him.

The final subset, microinvalidation, are comments that “exclude, negate or nullify the thoughts, feelings or experiential realities of the victim.”

The guide gives several examples of microaggressions, including classroom seats that are too small and make larger people feel bad about their bodies.
Common Examples of “Microaggressions” in an Academic Setting

- A look of amazement or disgust at a gender-non-conforming couple in public.
- Courses and curricula that only offer dominant group perspectives, such as western or European artists, or others who are primarily Caucasian as the basis for introductory art class; lack of gender studies and/or ethnic studies majors; lack of social justice related topics
- Feeling tokenized in classroom with specific subject matters are raised, e.g. the one Black student is expected to speak for all Black people
- Questioning looks or stares at a biracial person, interpreted as trying to ‘categorize/decipher’ them.
- Explicit degradation characterized primarily by a violent verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions.
- The majority of readings on all your class syllabi feature only readings from white cisgender men. Professors who try to bring in more variation are criticized by their department chairs.
- Monuments, artwork, or portraiture in public spaces that are predominantly (often exclusively) white cisgender men and women.
- Stereotyping, assumption of inferiority, object of derogatory language.
- Saying “you shouldn’t be annoyed. I meant that you must be smart because you’re Asian.”
- Saying to a person of color, ‘You act/speak/write so white.’
- Holding a Social Justice Committee meeting in a space that is not accessible for wheelchairs.
- Being called ‘overly sensitive’ when addressing a microaggression.
- Faculty and classmates do not ask for gender pronouns, and mis-identify people.
- Professors choose very expensive books and materials for classes and may not consider the limitations of lower income students by making copies available in the library, etc.
- Seats in the classroom / auditorium / office are too small for many people.
- Food sold in the cafeteria does not include options for those with limited food budgets.
- Professors and university staff, especially those in positions of power, are not representative of a diverse range of identities (i.e. they are mostly white, male, straight, cisgender, etc.).
Education Justice Project
College of Education
University of Illinois at Urbana-Champaign
805 W. Pennsylvania Ave.
www.educationjustice.net
info@educationjustice.net
217.300.5150