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## Correctional Education Association - Wisconsin

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# Meeting the New HLC Requirements

You may have heard that the Higher Learning Commission (HLC) revised its guidelines on faculty qualifications, once in October 2015 and again in March 2016. These revisions restated HLC's "longstanding expectations regarding the qualifications of faculty and the importance of faculty members having appropriate expertise in the subjects they teach." As revised, institutions accredited by HLC must identify qualified faculty members primarily by credentials, but other factors, including tested experience, may be considered.

To prove that faculty are qualified to teach the courses that they are teaching, HLC provides two general methods of which faculty must demonstrate one:

- Individual faculty members must hold a degree that is relevant to the discipline or subfield in which they are teaching and this degree must be at least one level above the level at which they teach.
- Individual faculty members must come from the related professional field and hold a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which they are teaching.

All HLC-accredited institutions must be in compliance no later than September 1, 2017, with the revised guidelines on faculty qualifications.

### Why the New Requirements Were Implemented

According to HLC, these new guidelines were put into place to ensure institutions employ qualified faculty for the varied and essential roles that faculty members perform. "They seek to ensure that students have access to faculty members who are experts in the subject matter they teach and who can effectively communicate knowledge in that subject to their students. When an institution indicates that a faculty member is qualified by means of an order of employment, it is asserting its confidence in the faculty member's content expertise along with the ability of the faculty member to help position students for success not only in a particular class, but also in their academic program and their careers after they have completed their program."

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Faculty qualifications are important for HLC accreditation, but also for upholding each school’s mission. Each school should focus on capturing, explaining and justifying why a given faculty member was assigned to teach a particular course when that decision was based on “equivalent” or “tested experience.”

**Credentials**

There are many ways in which a faculty member can meet the minimum qualifications defined by HLC. Some of the examples are:

- Faculty teaching in higher education should complete a program of study in the discipline or subfield in which the faculty member teaches that is one level above the courses the member is developing or teaching. Faculty teaching undergraduate programs should hold a master’s degree in the field the faculty member is teaching.
- Faculty teaching a general education course should hold a master’s degree or higher in the discipline or subfield related to the course. If the faculty member holds a master’s degree or higher but is teaching outside his or her discipline or subfield, the faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which he or she is teaching.
- Faculty teaching in career or technical education should hold a bachelor’s degree in the field and/or combination of education, training and testing experience.

**“Equivalent” or “Tested Experience”**

An institution may measure tested experience, including the breadth and depth of experience outside the classroom in real-world situations, as a qualification for a faculty member to teach a particular course. However, in order for the institution to consider tested experience, the institution must have a well-defined policy and procedure that sets forth the minimum thresholds of experience needed to be hired to teach the course. The minimum thresholds should include the skill sets, certification, and amount of real-world experience to be considered adequate to meet the minimum qualification standard. The policy must be reviewed through the faculty governance process of the institution.

**To join CEA go to: [www.ceanational.org](http://www.ceanational.org)**

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The CEA-W News Review is published by the members of the Correctional Education Association-Wisconsin Chapter. The opinions herein are entirely those of the authors and do not necessarily reflect those of the executive officers, the Department of Corrections, or the body as a whole.

It is our hope that this newsletter will be used to communicate information concerning activities, special events, new directions and policies of CEA-Wisconsin and the Wisconsin Department of Corrections.

Articles for publication may be submitted to the CEA-W News Review Editor Jerry Bednarowski at: [jerrybednarowski@new.rr.com](mailto:jerrybednarowski@new.rr.com)

# Wisconsin to Host CEA International Leadership Forum in 2018

The CEA-Wisconsin Executive Board is busy working with national CEA officers to plan the 2018 CEA International Leadership Forum. The CEA International Leadership Forum will be held on March 18-20, 2018 at the Madison Concourse Hotel and Governor's Club. The Forum will provide quality professional development opportunities for Forum participants. The CEA International Leadership Forum will begin with the President's Reception on Sunday night, March 18. Speakers and workshops will be held on March 19 and 20.

The annual leadership conference draws over two hundred correctional educators from throughout the nation to work on professional development and advocacy. The Leadership Forum offers information on the current climate of corrections, rehabilitation, education and reentry with workshops, training, motivational speeches, discussion groups, discussion panels, networking, and technology.

Because Wisconsin will be hosting the CEA Leadership Forum, the annual CEA-Wisconsin Training Day will not be held in 2018.

When making your professional development plans for 2018, be sure to include the CEA International Leadership Forum. Information on the Forum program will be published later this year in this newsletter and will be available on the [www.ceawisconsin.com](http://www.ceawisconsin.com) website.



**All roads lead to Madison for the  
2018 CEA International Leadership  
Forum  
Madison, WI  
March 18-20, 2018**

## Juvenile Arrests in Wisconsin Drop Sharply

A post on the Wisconsin Council on Children and Families' website, [www.wccf.org](http://www.wccf.org), illustrates how the number of juvenile arrests in Wisconsin has declined dramatically and universally from 2011 to 2015.

The decrease reflects a drop in crime committed by juveniles, as well as changes in law enforcement practices.

About 44,000 people age 17 and younger were arrested in Wisconsin in 2015, down 36% from 2011.

Other details of the juvenile arrests report are:

- The decline has occurred in both urban counties and rural counties
- There is a great deal of variation among counties in arrest rates – even between adjacent counties
- Juvenile arrests rates have declined for all races – declines of 58% for Asians, 46% for Native Americans, 38% for Blacks, and 32% for Whites
- 48% of juvenile arrests are for youth 15 and younger
- 97.4% of juvenile arrests are for non-violent crimes

# Oakhill Horticulture Program Cultivates Relationships with Community

Jason Garlynd walked through a quarter-acre vegetable garden on a 90-degree day last week, pointing out varieties of lettuce and expressing hopes for the recovery of a strawberry crop after a turkey attack. He chatted with workers sitting on overturned buckets to pull weeds.

Garlynd called out to one, asking how long he had been there. Two years? The worker leaned on his hoe. "Second and some change," he said lazily.

The only thing keeping a visitor from mistaking the scene from a typical south-central Wisconsin farm was an imposing fence nearby. The farmers pulling weeds and tending to the crops are inmates at Oakhill Correctional Institution.

Oakhill is a minimum-security prison in Oregon, Wisconsin, and Garlynd is the horticulture instructor. He gives inmates the opportunity to earn college credit and develop practical skills by working on the farm. In return, the inmates produce an impressive amount of flowers and food that supply the prison, with extras donated to kids and food pantries around the community.

About 700 inmates live in the facility's two-story limestone buildings, originally a "school for wayward girls." Most of them stay for about 8 months and Paul Ninnemann, the deputy warden, wants to take advantage of that short time.

Studies have shown that education and vocational training makes prisoners more likely to find jobs and less likely to re-offend and find themselves back in prison.

Oakhill offers 15-week vocational programs that are accredited through Madison Area Technical College. Inmates can meet the minimum vocational requirements for the Department of Corrections, or they can pursue a 400-hour certificate in horticultural training. If they want to go on even further, they can participate in the recently reinstated apprenticeship program, which requires 6,000 hours of field experience.

Horticulture training is a marketable skill in a world with an increasing pool of ecologically sustainable and "green" jobs, Garlynd said.

## Book Work

Running a horticulture program at a prison comes with challenges. The sharp tools needed for gardening are carefully numbered and organized on a shadow board in a locked closet so they can be accounted for at the end of every class. Garlynd is teaching to a wide variety of education levels, including inmates who dropped out of school long ago. And Garlynd doesn't hold back on the book work.

Kayron Fortune, 31, has been at Oakhill for over a year and took Garlynd's classes. "This is the guy that gave us the gray hair," he said, smiling, as Garlynd approached.

Fortune spent the four months of the program studying for hours. A high-school dropout who later earned a High School Equivalency Diploma, he didn't think he was going to make it through the program. But he dug deep and pushed harder, he said.

"I feel that I accomplished something, that I can actually accomplish anything," he said.

Many of his students are high on the spectrum of creativity, which is probably why they've run into problems in their lives, Garlynd said. They weren't the type of kids to sit in place and do their work.

Garlynd tries to accommodate this creativity, but explains to the class that learning the materials and harsh grading are necessities.

“Sometimes I thought I had did pretty good, but he would hand it back saying, ‘You could have done a lot better,’” Thomas, a former inmate, said laughing.

## **Because He’s Jason**

As Fortune said, Garlynd is a “wealth of knowledge” and can “break down every plant for you down to its Latin name.” But Garland's personality makes a massive amount of information digestible, Fortune said.

“He’s an outgoing-type person,” Fortune said. “He made class more interesting, I’m saying, because he’s Jason.”

Fortune hopes to use all this knowledge to start a landscaping business once he's released. Plus, his grandmother has a garden, and he has always wanted to help her with it.

Garlynd cites the Quran and Old Testament in casual conversation. He has his students consider the patriarchy as he teaches them about the Linnaean method of classifying animals, asking them whether it really wouldn't be more appropriate to call it the “queendom,” rather than “kingdom.” The students form a social contract at the beginning of the class: no sexism, racism or speciesism.

Throughout it all, his emphasis is on restorative justice. Garlynd sees the prison as a “temporary waystation” for the inmates. While they're here, he wants to use ecology to teach them about interdependence, showing them that they are a valuable part of the community. In an institution like Oakhill, Garlynd said, emotions tend to be “buried pretty deeply,” so he uses metaphors like composting.

“You use what you would assume is waste and debris and rubbish, and transform it into the vital, richest material for bringing beauty and abundance out of the soil,” he said.

## **Passion into Product**

Garlynd's passion fuels an impressive amount of product: over 13,000 pounds of food a year.

That's over 1,000 pounds of lettuce and 1,500 garlic bulbs. At peak, workers bring in a half ton of tomatoes a day. And last year, 500 pounds of strawberries were enough to top the shortcake served to the inmates on the Fourth of July.

“That's a ridiculous number of plants to grow in a space this small,” Garlynd said.

Much of it is flash-frozen, so food can be pulled out in February and not lose any of its nutritional content, Garlynd said.

The greenhouses and garden also grow some 50,000 seedlings, 15,000 of which are donated to the community through the Oakhill Kids Garden Network. There are 37 community and school gardens around Dane County that receive the seedlings.

Garlynd provides a dizzying amount of plants to pick from, said Carol Troyer-Shank, garden coordinator at Frank Allis Elementary school. It's a two-page, three-column, single-space list, she said.

At an open house last year, food from the Allis garden fed over 400 people, with kale salad, coleslaw, pesto and salsa created from fresh garden ingredients. Every class can plant, learn from and enjoy the fresh air of the garden, Troyer-Shank said. Before Oakhill, the school maintained a smaller garden and had to pay for all the plants itself.

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“Oh my gosh, flowering and gardening has just taken off at this school,” she said. “It just seems like such a wonderful blessing.”

That gratefulness motivates the inmates and connects them to the community, Garlynd said. Pictures and thank you cards from kids are posted around the horticulture classroom.

"Thank you Oakhill Horticulture for helping our garden grow," one poster says.

“Am so iksided to see the mrrrgolds,” reads another.

by: Lisa Speckhard, The Capital Times  
Reprinted with permission

## In Memory of a Wonderful Educator

Elizabeth Jane (West) Fugate’s co-workers and education family are saddened by her passing on June 9 after battling a rare and aggressive form of cancer. Liz was a mother, wife, daughter, sister, aunt, niece, teacher, friend and neighbor. Liz was born in Madison moved with her family to La Crosse where she graduated from Central High School with highest honors in 1987. In 1991, she graduated with honors from UW-Madison in the School of Education.

Liz was passionate about teaching and for many years taught at Thompson Correction Center, helping inmates attain their high school diplomas. She delighted in every success of her students. Liz was a long time member of CEA.

Liz had a positive impact on many people and will be greatly missed for her devotion to her students and kindness and friendship. She will continue to serve as an inspiration for everyone she touched.

## CEA-Wisconsin Training Day Evaluations

The evaluations are in for the “Safety by Choice, Not by Chance” Training Day hosted by CEA-Wisconsin on Monday, May 1, 2017 at the Fox Valley Technical College Public Safety Center in Appleton. The CEA-W Board will use the results of the survey and participants’ ideas for future topics when making plans for next year’s CEA International Leadership Forum and future CEA-Wisconsin Training Days.

Of the 60 people who registered for the Training Day, 64% were employed by the Wisconsin Department of Corrections, 25% by the Wisconsin Technical College System, 6% by counties and 5% were retired.

Here are the results of some of the evaluation questions:

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The selection of training presentations met my needs.	2.8%	13.9%	5.6%	13.9%	63.9%
The presenters met my expectations.	2.8%	0.0%	5.6%	33.3%	58.3%
There were an adequate number of sessions in my area of interest.	8.3%	5.6%	13.9%	19.4%	52.8%
The length of the sessions was adequate.	0.0%	16.7%	5.6%	27.8%	50.0%
There was sufficient time to network with my colleagues.	8.3%	13.9%	8.3%	30.6%	38.9%
Having the opportunity to take a tour was informative.	2.9%	2.9%	25.7%	17.1%	51.4%

# CEA-Wisconsin Board Has Some Carry-Overs and Some Changes

As a result of this year's election, the following CEA-Wisconsin Board members have been re-elected and will continue in their positions for another term.

**Pandora Lobacz – Juvenile Facilities Member**  
**Chuck Brendel – Local Education Agency Member**  
**Willa MacKenzie – Jail/Detention Center Member**  
**Holly Audley – Member-At-Large**

This spring, Sharon Neseemann retired from her teaching position at the Wisconsin Resource Center and resigned as CEA-Wisconsin Secretary. Sharon has held the Secretary position since May 2008. She has also served on the Creativity Contest Committee since 2005. The CEA-Wisconsin Board thanks Sharon for her dedicated service and wishes Sharon a happy retirement.

The CEA-Wisconsin Board has named Medium Security Representative Margaret Done to fill the Secretary office. Margaret is a teacher at the Milwaukee Secure Detention Facility.

In this year's CEA Region III election, Ray Schlesinger was elected Region III Treasurer. To avoid possible conflict of interest, Ray has resigned from the CEA-Wisconsin Treasurer position. Ray will continue to serve on the CEA-Wisconsin Board as an At-Large Board member.

At-Large Board member Emily Propson, Education Director at the Wisconsin Resource Center, has been selected to become the new Treasurer.

Also resigning her position as Maximum/Minimum Security Representative is Tina Thanos. Tina, a teacher at Green Bay Correctional Institution, has been on the CEA-Wisconsin Board since May 2016.

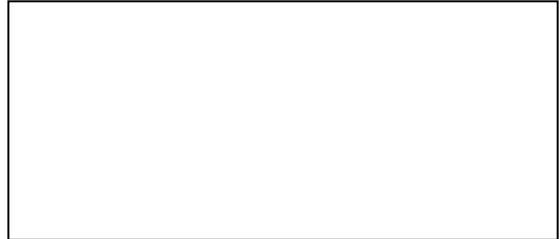
To fill the Maximum/Minimum Security Board position, the CEA-Wisconsin Board has appointed Laura Gebhardt who is a teacher at the Oakhill Correctional Institution. Laura has worked as a teacher for the Department of Corrections since 2010. She first taught GED classes at MSDf for two years before transferring to her current position at Oakhill Correctional Institution. She presently teaches classes covering all GED subjects and has also facilitated Thinking for a Change, employability, and Team-Building. She earned her Bachelor's Degree at UW-Madison and recently completed her Master's Degree in Criminal Justice through UW-Platteville. She is a member of the CEA-W Creativity Contest judging panel, OCI's Crisis Negotiation Team, and the Oakhill Communications Board. She also serves as co-director of the Wisconsin Institutions Literacy Council.

To fill the Medium Security Board position vacated by Margaret Done becoming the CEA-Wisconsin Secretary, the CEA-Wisconsin Board has appointed Timothy Malchow who is a teacher at the Kettle Moraine Correctional Institution. Tim taught high school math for more than 15 years in Nebraska and Michigan. He also taught English as a Second Language (ESL) for one year in Ukraine, two years in China, and six months in Saudi Arabia. In 2014 he started working at KMCI as a correctional officer. In 2015 he began teaching math at KMCI.

## Mark Your Calendar

**72nd Annual CEA Conference and Training Event**  
**San Antonio, Texas**  
**July 30 - August 2, 2017**

**Emily Propson, CEA-Wisconsin Treasurer**  
**Wisconsin Resource Center**  
**P.O. Box 16**  
**Winnebago, WI 54985**



## **President's Message**

### **Greetings!**

I hope each of you has been able to take time to enjoy time together with friends and family this summer. The CEA-Wisconsin Board is excited to review the evaluations from our May Training Day, "Safety by Choice, Not by Chance," and we use our members' input as we begin planning the upcoming CEA International Leadership Forum.

We will be reaching out to our members to assist with the tasks as we make plans to host this event next March. The CEA-Wisconsin Board strives to plan valuable training for our members.

**Laurie**  
[jarvis@fvtc.edu](mailto:jarvis@fvtc.edu)

**"How we walk with the broken speaks louder than how we sit with the great."  
--- Bill Bennett**

**Learn All About CEA-Wisconsin at:**  
**[www.ceawisconsin.org](http://www.ceawisconsin.org)**