

**International
Adult and
Continuing
Education
Hall of Fame**

**Newsletter
June 2023**



Executive Director's Welcome

Dear Colleagues,

I was recently invited to observe a series of preliminary interviews of candidates for new positions at our College of Professional and Continuing Studies (my old school renamed). They have been approved to hire seven new positions because of the growth in adult students returning to OU to complete degrees. In listening to the numerous interview questions and lengthy responses, I was struck by the fact that there was little or no discussion about the application of adult learning theory, even though the majority of returning students would be adults. I may be overly critical, but I believe that is partly because we as a field have done a poor job in convincing our consumer audiences of the importance of our research and theories. I recognize that many of you will quickly argue that it is not our responsibility to promote applications but to do research.

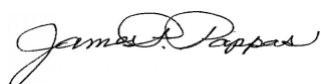
The other reason I believe that there was little discussion of adult learning theory was probably because most of the degree coursework for these students will be online. While higher education has moved aggressively in offering more degrees online; my review of the literature suggests that we, as a field (adult education), have been slow to embrace research related to online learning. While there are notable exceptions, e.g., Michael Moore at Penn State, and numerous comparative efficacy studies, there has been little in the way of theoretical formulations or learning aspects studies with adult online education. This is even though recent studies suggest that more college students are now engaged in online learning than the so-called traditional learning. Perhaps I am not doing a good job of following the journals or newsletters, but it seems that most of the things I read, leave the conversation and theorizing about online learning to the technologists. Am I being too harsh or have we (adult educators) not moved into conceptualizing about the adult learning processes as quickly as online learning has grown.

This is a theme I have raised before, but I am concerned that the academic side of our field will be irrelevant if we do not encourage more emphasis on such learning. As “leaders” in the field, I wonder what more we can do to encourage more thinking and scholarship to inform appropriate adult learning in the design of online education. With the advent of Artificial Intelligence now becoming part of the learning environment (as I mentioned in my last comments), will our andragogy of the 2020s still be that of the 1970s? I stand ready to have these comments challenged, both for accuracy and/or correctness. Can and should the Hall be involved in helping to define the future? Should we be more proactive or should we focus primarily in honoring the past achievements of our colleagues and leave future to others? It’s a question I often ask myself about the role of the Hall.

Again, enough of my musing. On a more relevant note, elsewhere in this issue you will be reminded of our upcoming induction in Kentucky. Our hard-working Nomination Committee is now reviewing the nominations of candidates and will soon bring us potential inductees for consideration. I hope you are already planning to attend the AAACE conference that is hosting the induction. It will be a fun time in blue grass country! The staff is working hard to finalize the University College Cork induction, only to begin preparations for the next one.

In the meantime, I hope you will have a chance for a summer break or vacation that includes some self-directed learning and play.

Yours in collegueship,



Jim Pappas
Executive Director, IACEHOF

Board Chair's Welcome

Dear Members and Colleagues,



Members of the Hall of Fame are adult learning professionals who have had and continue to have a significant impact on the development of adult learning and continuing education. Their dedicated and hard work has contributed to the fact that, after a long time, adult learning and education is no longer a side branch of formal education and no longer a subordinate to the monopoly of formal education, but a critical and indispensable component of global education policies and skill development agendas.

Since the first induction in 1996, 404 members from all over the world (from more than 40 nations) have been inducted into the Hall of Fame. As of 2023, the number of living members is 292. With the induction of new inductees in October 2023, the number of Hall of Fame members will continue to expand. Individual and organisational award nominations were closed in May. Currently, the Nomination Committee is evaluating and scoring nominees based on pre-defined and publicly available strict professional criteria, as well as recommending to the Board of Directors a slate of suitable inductees. We are working hard to get ready for this year's induction ceremony, which will be held with the American Association for Adult and Continuing Education (AAACE) in Lexington, Kentucky, on October 3, 2023.

It is of the utmost importance that members participate actively in Hall of Fame activities and have the opportunity to think collectively about trends and developments in adult and continuing education. It is not easy to maintain active engagement and vibrant discourse with such a diverse group. Thus the Communications Committee makes a substantial effort to maintain active contact and lively dialogue with members through newsletters, social media, webinars, blogs, and other professional activities.

There is an article in the newsletter about how members can use the Hall's social media platforms. We encourage our members to actively participate in these platforms, which allow Hall of Fame members to reflect on what is happening in adult and continuing education, discuss specific topics, connect with each other and other researchers and professionals, and share personal experiences, views, and professional materials. As a result, I invite our members to connect on the various platforms and keep in touch, because we all know that thinking and acting together has community-building power.

My warmest regards to all,

Éva Farkas

Éva Farkas

Chair, Board of Directors, IACEHOF

2023 Hall of Fame Induction
October 3, 2023
Lexington, Kentucky USA

The nominations are all in and the Hall of Fame Nomination Committee is now working hard to confirm a final set of nominees for the 2023 Hall of Fame induction ceremony.

This year, the Hall of Fame induction ceremony and other events will be held on October 3 as part of the annual conference of the American Association of Adult and Continuing Education (AAACE) which will be held in Lexington, Kentucky, USA, on October 3-6, 2023, at the Hilton Lexington Downtown.

This year's annual event includes two pre-conferences organized by the Commission for International Adult Education (October 1-3) and the Commission for Distance Learning and Technology (October 3), and a special workshop organized by the Commission for Professors of Adult Education (October 5). There will also be a virtual conference on September 19, with seven sessions scheduled from 10:00 a.m. through 6:00 p.m. (Eastern Time).

The conference theme is *Informing, Reforming, and Transforming: The Vital Role of Adult Education in Challenging Times*. For more information, visit the AAACE website at: <https://www.aaace.org/page/2023-conference>

Hall of Fame events at the conference begin on October 3 with an open Board meeting in the morning and continue at 3 p.m. with the *Hall of Fame Symposium* that will introduce the 2023 inductees who will present views on issues in the field. Then, at 7:30 p.m., the *Hall of Fame Induction Ceremony* begins. This black-tie event formally inducts the class of 2023 into the Hall. It will be followed at 8:30 p.m. with a reception honoring the new members.



**Chris Duke (HOF 2014)
Honored
by a
Special Issue of the PIMA Bulletin
By
Heribert Hinzen (HOF 2006)**

Following the note by Chris Duke that he would step down as Editor of the *PIMA Bulletin*, which he developed for the last seven years, a decision was taken to prepare a [Special Issue](#) that would be published in honor of the contributions he made to develop the *Bulletin*.

Chris has a remarkable lifetime engagement and career in adult learning and education. He provided his service to the field and to civil society movements and held senior positions in higher education as professor, vice-chancellor, and university president. At the same time, he served as secretary general of ASPBAE and associate secretary general of ICAE. He was co-founder of PASCAL as well as PIMA.

In 2014 he was inducted to the International Adult and Continuing Education Hall of Fame. He published his strong positions on active citizenship and democracy, on global warming and climate change or on environmental concerns related to the local and global level, on social justice and the reduction of poverty through adult education in numerous books and articles – and, in recent years, through the *PIMA Bulletin*. Earlier issues can all be accessed through <https://www.pimanetwork.com/bulletins>

The co-editors enjoyed working on this Special Issue. It was a pleasure to find a framework for how to organize the volume, with some biographical information and background on the emergence of the *Bulletin*, with poems and many letters from colleagues and friends around the world, and to see Chris also as a gardener.

We hope you enjoy reading as well as listening to the study circle conversation!

The 2022 Pappas Scholarship Winner



Julie Lentes

The Pennsylvania State University

Congratulations to Julie Lentes, the recipient of the 2022 James Pappas Scholarship. Ms. Lentes is an Instructor of Public Health Sciences at the Penn State College of Medicine. She is also the Program Evaluator for the Pennsylvania Area Health Education Center and is currently pursuing a Doctor of Education degree in Lifelong Learning and Adult Education. She submitted the following essay as part of her scholarship application.

Adapting Reflective Practice to the Radically Evolving Global Health Classroom by Julie Lentes

Academic programs in global health, which provide unconventional experiences at home and abroad, are increasingly being offered by universities, especially those in high income countries (HICs) (Frye, 2012). Neoliberalism has been an energizing force in this growing trend within higher education. Adult education scholars offer a postcolonial analysis of the complex entanglement of neoliberalism in higher education, advocating for a preservation of progressive humanitarian ideals within the current paradigm of higher education (Bamberger et al., 2019, Chang, 2015, Gyamera & Burke, 2017). Of notable concern is the migration from humanitarian-focused priorities of cultural exchange and peace-making to those of national competitiveness, and commercial and economic considerations which normalize inequalities (Bamberger et al., 2019). This framing is markedly incongruous with the educational paradigm of many countries, specifically those in the Global South and those with unique history, institutions, and culture (Bamberger et al., 2019).

The achievement of health equity is conspicuously growing in urgency for underserved and vulnerable global populations that are facing depleted public health resources and barriers to health care. As our global society

confronts the tenacious discrimination of underrepresented people who bear a disproportionate burden of disease, the workforce is challenged to adopt the tools and pedagogy grounded in practical strategies that are well tempered by humility among its practitioners. This enlightened workforce will be temperamentally prepared to address the long-standing health disparities that have been highlighted by the pandemic in communities across the world.

From a structural standpoint, the global health workforce, trained and skilled in the principles of humility and reflection, will be well positioned to rectify the inequities requiring interventions that target the deep-rooted sources of barriers to improving health for all people. Thus, there is a desperate need to build, strengthen, and deploy competent global health professionals, adept at addressing and preventing the escalation of this global crisis, and ideally achieving established national and international health objectives (Chapman & Veras-Estévez, 2020). Such improvements to the global health landscape can only be realized by reworking an educational design that more accurately reflects the evolutionary role of a global health professional, one that is less disease-centered and more sharply focused on the complex sociocultural influences of health (Schleiff et al., 2020). Looming large is a clear opportunity in our rapidly changing educational environment to leverage the existing standardized interprofessional global health competencies as a framework that will strengthen the critical reflection of learners.

Higher education as a career setting has its inherent rewards and challenges. As a member of the Global Health faculty at Penn State University, I have been fortunate to advise, teach, and work with international students throughout the world. The range of experiences among this multicultural student body contributes indispensably to the class's understanding of the inextricable connection of all living things. It is our responsibility as educators to foster an environment and provide the tools that allow for personal transformation. Students who are pushed to the edge of their comfort zones can develop a heightened capacity for an enlightened self-awareness and are moved to reflect on the impact of their life-changing experiences (Litzelman et al., 2017). To this end, transformative learning and cultural humility are intrinsically linked. In our radically evolving classroom, teaching practice that develops a critical consciousness and a nurturing of learners' native selfhood promises a culturally sensitive approach to delivering a global health education grounded in empathy and compassion.

Undeniably, my personal philosophy of adult education has undergone a transformation through my acquired understanding of our society's unique historical moment. The intersecting roles of educator and student have opened my mind to the possibilities of nontraditional and alternative modalities of learning during this tenuous ordeal of the pandemic. Within this context, I have been able to adopt a critical humanistic approach with a proclivity toward radical philosophical ideals. In consideration of their commitment, I believe students should have an active investment in the design of learning objectives and delivery of education. Teaching methods that are modifiable to accommodate the setting and audience, and those that generate a reciprocal exchange between student and instructor have always held great appeal for me. I firmly believe that educators, in collaboration with students, have the potential to influence dramatic social change. In refutation of the view that internationalization has made education a commodity, I have become decisively convinced that international education is a useful tool for diplomacy. It is indisputable that students and universities have often been more effective than politicians at creating diplomatic collaborations. This kind of mutual engagement among institutions, educators, and learners can result in powerfully important global dialogue.

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Hall of Fame Connects Members Through Social Media Platforms By Rachel Hopkin

As you know, through our yearly Hall of Fame induction ceremony, the IACEHOF celebrates outstanding educators who have been [nominated](#) by their peers to receive this high honor.

It also recognizes the excellent work of students and organizations via:

- The annual [The James P. Pappas Scholarship](#) for an adult education major who is working toward the completion of a higher education degree.
- The annual [Organization Award](#) given to an organization which has made distinguished contributions and significantly impacted the field of adult and continuing education. (2023 Organization Award Deadline: 1st May).

However, the Hall is also a leadership community. Since its founding in 1996, the Hall's annual induction ceremonies have brought together an international community of more than 200 leading scholars, practitioners, and policy makers. It has also offered webinars, seminars at conferences that host induction ceremonies, a quarterly newsletter that reinforces the value of community, and other events.

Most recently, the Hall of Fame has established the Hall's presence on social media, creating discussion platforms on Facebook, Instagram, and Twitter to give our members new opportunities to share ideas with each other and with the field in general.

We regularly share information about all of the above on the IACEHOF social media platforms. In order for us to communicate with you as effectively as possible, we need your help.

- Firstly, we ask that you like and follow us via IACEHOF's [Facebook](#), [Instagram](#), and [Twitter](#) pages.
- In addition, if you know of events, opportunities, or information that you would like to share with us, or wish to suggest discussion themes, please contact Shannon Johansen at shannonjohansen@ou.edu.
- By engaging with the IACEHOF social media channels, you help us to be able to continue to best promote its mission and members and to build an invaluable resource for all those involved in the fields of Adult and Continuing Education.

Be a Member of the Hall of Fame Development Committee

Members of the Hall are invited to be a member of the Hall of Fame Development Committee.

This committee is responsible for the development and fundraising activities of the Hall. The Committee meets bi-monthly (January, March, May, July, September, and November) for two hours via internet (Zoom).

For further information send an email to Douglas Smith, Treasurer – smithdh@fiu.edu.



Support the Hall of Fame

Since our founding in 1996, the **International Adult and Continuing Education Hall of Fame** has honored innovative leaders in the field of adult and continuing education who have made exemplary contributions to our profession. The Nominating Committee is now planning for the 27th annual induction ceremony, which will be held at the AAACE conference in Lexington, Kentucky, USA, in October.

The **University of Oklahoma** supports the Hall of Fame's operations through in-kind staffing and other contributions toward the Hall's costs. The generosity of Hall members helps us with the direct financial costs required to maintain program. There are several ways that a Member or colleague can contribute:

Hall of Fame Endowment Gift

The Board of Directors has established an endowment account to which you can directly contribute. Your gift will help the Hall of Fame's operation into perpetuity. The attached card provides you an opportunity to indicate your gift to the Hall of Fame's endowment.

Hall of Fame Operation Gift

Supporting the day-to-day operation of the Hall of Fame is vital. Operation gifts help us meet the expenses incurred in funding such activities as:

- Hall of Fame annual induction ceremonies
- Hall of Fame plaques and kiosk
- Maintenance of the Hall of Fame at the University of Oklahoma
- Hall of Fame web site
- Hall of Fame program development

Honor Outstanding Mentors

An Outstanding Mentors Plaque has been placed in the International Adult and Continuing Education Hall of Fame at the University of Oklahoma. The Plaque consists of 60 individual brass plates to recognize and honor special people who have helped one achieve success along life's journey.

A plate can be purchased with a **\$200.00** contribution to the Hall.

Hall of Fame members and friends who make contributions to the endowment fund or to the annual operating expenses are recognized by their giving level at the annual induction ceremony.

Honor Deceased HOF Members with a Memorial Plaque

A Memorial Plaque has been placed in the International Adult and Continuing Education Hall of Fame. The Plaque consists of 60 individual brass plates to honor deceased in memoriam. Any member of the Hall of Fame, spouse, or friend of a member of the Hall can purchase a plate to honor in perpetuity and memorialize any person who has passed on with this loving tribute.

A giving form follows on the next page. Thank you for considering a gift to support the Hall.

Give a Gift to Support the Hall of Fame

I wish my gift to be directed to the Hall of Fame:

Operating Account **Endowment Account**

I wish my gift to be split between the Hall of Fame **Operating and Endowment Accounts**.

I wish to donate my annual membership gift of \$100.

I wish to purchase a brass name plate for my mentor on the **Mentor Plaque** for \$200 which will hang in the Hall of Fame. Mentor's name/address: _____

Inscription (maximum 30 characters including spaces): _____

Memorial Gifts

I wish to purchase a brass name plate in memory of _____ for \$200 which will hang in the Hall of Fame.

Inscription (maximum 30 characters including spaces): _____

I wish to purchase a brass name plate for the **Ed Boone Memorial Plaque** for \$200 which will hang in the Hall of Fame.

Inscription (maximum 30 characters including spaces): _____

I wish to purchase space on a larger plate for \$200 that will also list other donors in memory of:

Enclosed is/are my tax-deductible gift(s) to the International Adult and Continuing Education Hall of Fame

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Gift amount(s): _____ Check #: _____

Please make checks payable to: *The University of Oklahoma Foundation, Attn: International Adult and Continuing Education Hall of Fame*

Mail gifts to: International Adult and Continuing Education Hall of Fame, c/o University Outreach, Attn: Nina Barbee, The University of Oklahoma, 1700 Asp Avenue, Room 111, Norman, OK 73072 US.

Credit Card: Visa MasterCard

Card #: _____ Exp. Date: _____

Signature: _____

Gifts of Cash Via Wire Transfer: www.oufoundation.org/portal/Giving/Wire-Transfers

International:

Bank Name: Bank of Oklahoma
Account Name: University of Oklahoma Foundation
Account Number: 814031844
Swift/BIC: BAOKUS44

Domestic:

Bank Name: Bank of Oklahoma
Account Name: University of Oklahoma Foundation
Account Number: 814031844
Routing Number: 103900036

