Walking in the Caravan of Our Adult Education Ancestors

I attended my first Commission of Professors of Adult Education (CPAE) meeting as a second-year doctoral student in the fall of 1990—some 23 years ago. I remember being intimidated, wondering if I was even “allowed” entrance, since I was not a professor, but simply a doctoral student. But my then advisor (and continued lifelong mentor) Sharan Merriam, had invited and encouraged me to attend, though she was not with me as I timidly hung out in the hall peeking in the door, searching the room for a familiar face. I must’ve looked confused or scared (or both), because this older woman grabbed my arm; I had met her briefly the previous May at AERC at the University of Georgia. This was Phyllis Cunningham, and in her no nonsense style, she said “Come on in …I hear you are a feminist, we need more feminists in here!” and she dragged me into the room. This was my introduction to CPAE: being dragged into this room full of so many great mentors. I was still intimidated, but obviously, I kept coming back. Now, some 20 plus years later, I find myself the chair of CPAE.

I begin with this story because one of the themes of this year’s conference is faculty career development. It is people like Sharan Merriam, Phyllis Cunningham, and Ron Cervero (among numerous others) who encouraged and mentored me as a doctoral student and early professor in my career through CPAE and other venues. These and others too numerous to mention continue to mentor me in their own way, even Phyllis who has passed on, because I continue to be inspired by the memory of her energy and her great legacy. Hence, I see it as part of our task in CPAE to mentor doctoral students and more junior professors in their careers as together we walk in the caravan of our great legacy of our adult education ancestors.

This mentoring task is an important one but not the only purpose of CPAE. CPAE is also about trying to deal effectively with the changes in academia that affect the field overall, as we try to be a relevant voice for adult learners in the world. It is about critiquing systems and ideas so we know better how “to negotiate power and interest” (thank you Ron Cervero and Butch Wilson for that phrase!). Yet it is not only about critiquing such systems; it is also about being creative in our response as we develop curricular standards, address policy issues, and deal with compelling new academic ideas. As you can see from looking at the CPAE program, these are all issues we will be discussing at this year’s conference: the opening panels and SIG sessions offer not only some critique but also some creativity in dealing with some compelling issues.

Finally, it has become apparent to me in my first year as CPAE chair that we need more data related to faculty and programs in our field. So in the next couple of weeks you will be receiving a request to fill out a survey on the nature of adult education programs, faculty work, and satisfaction as well as what issues that you think we need to be addressing in the field. I hope that you will take the time to fill it out. But more important, I hope you come to this year’s conference in November in Lexington, Kentucky, and continue to participate in the work of CPAE. I’m looking forward to working with all of you, and please feel free to contact me at ejt11@psu.edu if you have ideas or questions.

All the best,

Libby Tisdell

Elizabeth J. Tisdell, EdD
Chair, CPAE, 2012-2014
Professor of Adult Education
Penn State University—Harrisburg
Awards, Honors, Promotions

Catherine (Kate) Monaghan has received the 2013 Distinguished Faculty Teaching Award from Cleveland State University. She was also promoted to assistant director of the Center for Teaching Excellence at CSU in August 2013.

Lisa M. Baumgartner, Ed.D., began her new position as an associate professor in the Department of Educational Administration and Human Resource Development at Texas A & M University in August 2013. Her e-mail is lbaumgartner@tamu.edu

Simone C. O. Conceição has been promoted to full professor at the University of Wisconsin-Milwaukee School of Education.

Michelle Glowacki-Dudka has been promoted to associate professor at Ball State University.

Announcements

CPAE Standards for Graduate Programs

These standards were last updated in 2008. Because adult education does not have an accrediting agency like NCATE (National Council for Accreditation of Teacher Education) as our teacher education colleagues do, it is part of CPAE’s role to ensure that high-quality graduate programs are offered in adult education. Because this is potentially very important to our field and standing in graduate higher education, it is important for our standards to be up to date. Although they will never function as “certification” per se, they can be used effectively as a guideline for what should ideally be offered in adult education graduate programs, in working with adult education faculty, and in working with administrators as you try to update or develop programs.

Dr. Cathy Hansman from Cleveland State University, and Dr. Ed Taylor from Penn State University—Harrisburg have agreed to cochair a CPAE Standards for Graduate Programs committee and to come up with a process for making sure that our standards can be updated and processed with the CPAE membership. Three other people have already indicated an interest in serving on that committee. If you would like to serve on that committee or have comments to offer on the standards, please send Cathy (c.hansman@csuohio.edu) and Ed (ewt1@psu.edu) an e-mail making comments or indicating your interest in serving.

Maria Barile

It is with profound sadness that we learned about Maria Barile’s death at the age of 59 on the night of July 24 at Sacré-Cœur hospital. She was a major icon within the women’s rights movement and disability rights movement in Quebec and Canada.

Maria was ahead of her time in her vision of disability rights activism. “We cannot achieve social change by using the same structures that exclude people. Rather, it can be achieved by replacing these with more egalitarian structures” she said at Action des femmes handicapées Montréal (AFHM)’s 25th anniversary conference in 2011. It is these structures that she worked her entire life to change.

Among the concrete changes she made were cofounding the DisAbled Women’s Network of Canada (DAWN-RAFH Canada) as well as being a cofounder of Action des femmes handicapées Montréal over 26 years ago, two institutions by and for women with disabilities to which she was passionately dedicated. At DAWN-RAFH Canada, Maria was recently working on a project linked to women’s shelters and transition houses for women who have experienced abuse. This project will be a catalyst for implementing the principle of universal design to ensure that these essential services become accessible to all women. Until the very end of her life, Maria worked to find ways to support and assist women who have been victims of violence.

She was a woman filled with empathy, generosity, and resilience. She has left us an invaluable legacy: her impressive career as an activist, her involvement in issues affecting women with disabilities, her optimism, and love of life.

All of our thoughts are with you, Maria. We will miss you, but know that you will remain in the hearts of everyone who knew you and you will always be remembered for the path you have paved for those who will follow you.
Tenure-Track Assistant Professor Position in Adult Learning and Development (ALD), Cleveland State University

Applications Deadline: November 15, 2013

Responsibilities include teaching graduate-level courses in the ALD Program, advising graduate students, and supervising student internships, portfolio projects, and doctoral dissertations. The ALD faculty seeks an individual who will expand and/or add strength to our existing competencies.

Minimum Qualifications

- Earned doctorate in adult education and/or related field by August 2014, with research interests in one or more of the following areas: adult learning and development, critical/participatory pedagogy, training and instructional design, technology and adult learners, adult literacy, medical education, online learning, and/or other related areas.
- Experience in teaching and/or working with adult learners
- Evidence of capacity for scholarly activity
- Experience teaching and/or developing online instruction

Preferred Qualifications

- Background or experience in urban education/working with culturally diverse students
- Experience teaching graduate courses in adult education, literacy, higher education, continuing professional education, and/or international adult education
- Experience in research and/or teaching in medical education
- Research interest and/or experience in online course design and instruction
- Established research and publication record in areas related to adult education, such as literacy, correctional education, higher education, training and human resource development, critical/participatory pedagogy, continuing professional education, and/or international adult education
- Administrative/leadership experience in continuing professional and/or higher education
- Active involvement in professional associations
- Experience with grant writing and proposal process
- Eligibility for graduate faculty status

Applications will be exclusively accepted online at http://www.csuohio.edu/offices/hrd/employment.html. Mailed or e-mailed application materials will not be accepted. For questions, contact Dr. Elice Rogers, associate professor, at E.E.Rogers@csuohio.edu.

Chair, Department of Counseling, Leadership, Adult Education and School Psychology, College of Education, Texas State University

Job Posting #: 2014-48
Review Date: November 15, 2013; open until filled
Appointment Date: Fall 2014

Texas State University invites applications for the position of Chair in the Department of Counseling, Leadership, Adult Education and School Psychology (CLAS). We seek a dynamic and innovative leader and tenure-eligible scholar who will stimulate growth of the department’s faculty/staff, research, and programs. The successful candidate will be responsible for advocating, promoting, and supporting faculty research, scholarship, partnerships, and external funding efforts; recruiting, retaining, and developing a high-quality faculty; administering a diverse academic department including growing graduate and doctoral programs; promoting and supporting high-level teaching, learning, and service; serving as an advocate for faculty to university administration; successfully promoting departmental programs across campus and outside the university; fostering the imagination, academic curiosity, and inquiry of faculty to work in response to the most pressing local, state, national, and global issues facing the world; encouraging the spirit of social and academic entrepreneurship for faculty, graduate students, and the local citizenry; and fostering an academic environment that values equity, dignity, cultural competence, and academic freedom.

Detailed information about the department can be found at http://www.CLAS.txstate.edu.

Required Qualifications

- Earned doctorate in counselor education, educational leadership, adult education, school psychology, or in a closely related field of study
- A substantial record of research and scholarly productivity
- Substantive administrative experience as evidenced by management of financial, faculty/staff, and student resources in an academic setting

The successful applicant will receive the appropriate rank and title based on university and department established standards.

Preferred Qualifications

- A record of successful collaboration across academic fields
- Experience in academic program development and enrollment management
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- A history of successful external partnerships including funding and grant administration
- A demonstrated commitment to and record of success in promoting diversity within organizations
- Experience with program accreditation
- Experience in developing teamwork and collegiality among faculty
- A history of successful professional leadership

Applicants should submit a letter of application (addressing required and preferred qualifications, as well as a statement of leadership philosophy and experience), a curriculum vita, and contact information for three references to Sonya Evans, CLAS Chair, Search Committee, College of Education Office, 601 University Drive, San Marcos, TX 78666. Electronic applications are encouraged (se02@bstate.edu). Full consideration will be given to complete applications received by November 15, 2013 when the review process will begin. The position will remain open until filled.

Assistant/Associate Professor (tenure track)/Associate Director, Center for Urban Education

Department: Open (based on qualifications)
Starting Date: Fall Semester 2014

Conduct a program of research in an area of urban education that can attract external funding; assist the director of the Center for Urban Education with carrying out the Center’s mission; teach a 1-1 course load as the associate director; provide service to the university; advise students; summer stipend as associate director is available; summer teaching is possible.

The candidate will leverage the resources and partnerships of the center to conduct research, while supporting the mission of the center. The center has established a solid foundation of funded projects from diverse sources at the federal, state, and local level, including grants awarded by NSF, NIH, and the U.S. Department of Education. Based on a partnership with the Cleveland Metropolitan School District, the center serves as the R&D Arm of the Campus International School, a professional development school located on campus.

For information about the center, please visit the website at: http://www.csuohio.edu/cehs/centers/cue.html.

Minimum Qualifications: Earned doctorate; record of published research in an area of K-12 urban education; experience teaching or providing services at the K-12 level.

Preferred Qualifications: Experience with external grants at preaward and postaward; background in STEM+H education; background in intervention or evaluation research using quantitative, qualitative, and mixed methods; evidence of effective college teaching.

To apply, please submit online at https://hrjobs.csuohio.edu/applicants/Central?quickFind=52710 the following materials: (a) letter of application; (b) curriculum vitae; (c) statement of research interests and plans, including any grant-related activities; (d) statement of teaching philosophy and experience; (e) names and contact information of 3 references; (f) sample publications/reprints; and (g) copies of all graduate transcripts. Candidates with teaching experience should include teaching evaluations or reviews.

The search committee will review applications beginning on October 15, 2013. Position will remain open until filled. Inquiries can be directed to the chair of the Search Committee, Dr. Justin Perry, via e-mail at j.c.perry96@csuohio.edu or telephone at 216/875-9778. Justin Perry, PhD, Chair, Search Committee, Cleveland State University, 2121 Euclid Ave., Julka Hall 275, Cleveland, OH 44115-2214.

Assistant Professor of Educational Research (Search 67130), College of Education, Department of Curriculum, Foundations, and Reading, Georgia Southern University, University System of Georgia

Applications begin October 15, 2013 and continue until the position is filled. The preferred position starting date is August 1, 2014.

The Department of Curriculum, Foundations, and Reading in the College of Education invites nominations and applications for the position of Assistant Professor of Educational Research. Georgia Southern University (www.georgiasouthern.edu), a member institution of the University System of Georgia and a Carnegie Doctoral/Research University, is one of Georgia’s premier universities. Founded in 1906, the university offers more than 100 campus-based and online degree programs at the baccalaureate, master’s, and doctoral levels through eight colleges.

Within this setting, the Department of Curriculum, Foundations, and Reading, one of three departments within the College of Education, includes 25 faculty members in five areas: educational foundations, educational psychology, curriculum theory and development, reading education, and educational research. The department offers undergraduate and graduate level courses and three graduate programs including a master’s and an EdS degree in reading education and a doctoral degree program in curriculum studies. The individual hired in this faculty position is expected to contribute to the college’s goal of continued excellence and innovation in teaching, scholarship, and outreach.
Position Announcements

Tenure-Track Position in Qualitative Research Methods, Department of Lifelong Education, Administration, and Policy, College of Education, The University of Georgia.

Review of applications will begin October 15, 2013. Complete applications received by that date will be assured consideration. Anticipated start date is August 2014.

The Qualitative Research program at the University of Georgia is pleased to announce an open-rank tenure-track position to be filled at the rank of assistant, associate, or full professor, commensurate with qualifications and scholarly record. Typically, within the open-rank classification, candidates with no prior work experience following the earning of a doctorate would be hired at the assistant professor rank; candidates with a minimum of 6 years of work experience after earning a doctorate would be considered for the associate professor rank; and candidates with a minimum of 10 years of work experience after earning a doctorate would be considered for the full professor rank. The area of qualitative methods specialization for the candidate’s research and teaching assignment is open. The ideal candidate will be well prepared in the broad range of theoretical frameworks for qualitative inquiry, have sound knowledge of the history and variety of qualitative research methodologies as well as expertise in a methodological area that would complement the range of existing faculty areas of expertise.

Qualifications include an earned doctorate at the time of employment with a specialization in qualitative methods or a closely related field, and a strong record of scholarly research in an area relevant to the Qualitative Research program. Depending on rank, the successful applicant will be expected to provide senior leadership in the Qualitative Research program, and contribute to the development and delivery of blended coursework for on-campus courses, as well as a fully online version of the existing Graduate Certificate in Interdisciplinary Qualitative Studies. The successful applicant will maintain an active research program, demonstrate effectiveness in teaching, and advise and mentor students in the newly approved PhD degree in research and evaluation methodologies (jointly administered with the Quantitative Research program), as well serve as methodologist on committees throughout the university. The candidate will also actively seek external funding and participate in faculty governance. This position requires teaching the equivalent of two graduate-level courses per semester in the program. Compensation is competitive with excellent benefits.

The University of Georgia, a land-grant/sea-grant university is the largest and most comprehensive educational institution in Georgia. For more information about the program, the

Required Qualifications

- An earned doctorate in educational research or closely related area by August 1, 2014
- Coursework in and experience with both quantitative and qualitative research
- Willingness to teach online courses
- Commitment to excellence in teaching and mentoring graduate student research
- Commitment to using technology in teaching and scholarship
- Evidence of an emerging research agenda
- Potential for securing extramural funding for research and/or training
- Ability to contribute to a positive work environment in the department, college, and university
- Effective communication skills

Preferred Qualifications

- Teaching experience (full or part time) in higher education
- Experience with online learning as instructor or student

A complete application consists of a letter addressing these qualifications; a curriculum vitae; copies of graduate transcripts; and the names, addresses, telephone numbers, and e-mail addresses of at least three professional references. Other documentation may be requested. Only complete applications and applications submitted electronically will be considered. Finalists will be required to submit to a background investigation. Electronic applications and nominations should be sent to:

Dr. Cordelia Zinskie and Dr. Amelia Davis, Search Co-Chairs, Search 67130, Department of Curriculum, Foundations, and Reading, Georgia Southern University, Statesboro, GA 30458; e-mail: EdResearch@georgiasouthern.edu; 912/478-1438 (Zinskie) or 912/478-0201 (Davis). More information about the institution is available through http://www.georgiasouthern.edu or http://coe.georgiasouthern.edu/cfr.
Position Announcements

The Ontario Institute of Studies in Education, University of Toronto, invites applications from outstanding scholars for a tenure-stream appointment in organizational learning in the Department of Leadership, Higher and Adult Education. The appointment will be at the rank of assistant or associate professor and commence on July 1, 2014. The position resides in the Adult Education and Community Development program, which is internationally recognized.

We seek applicants with a doctorate in adult education or a related field, a distinguished record of research and teaching excellence in the area of organizational learning that fosters sustainable social change, both locally and globally. The ideal candidate will have expertise in the growing range of theories, policies, and practices that promote, define, and regulate learning opportunities for adults through organizations in Canada and internationally. In particular, we seek a dynamic educator with critical research and practice in some or all of the following areas: organizational learning, workplace leadership, team-based and professional learning, organizational development and change, and sustainable, collaborative and equitable practices in organizational settings.

Applications should include a cover letter, curriculum vitae, teaching dossier, a statement outlining current and future research interests, and three representative publications. If you have any questions about this position, please contact the department at karen.dinsdale@utoronto.ca. All application materials should be submitted online.

The UofT application system can accommodate up to five attachments (10MB) per candidate profile; combine attachments into one or two files in PDF/MS Word format. Submission guidelines can be found at http://uoft.me/how-to-apply. Applicants should ask three referees to send letters directly to the department via e-mail to karen.dinsdale@utoronto.ca by the closing date, October 15, 2013. The position will remain open until filled.

For more information please visit the Ontario Institute for Studies in Education homepage or the Department of Leadership, Higher and Adult Education website at http://www.oise.utoronto.ca/lhae.

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

Assistant Professor, Adult and Lifelong Learning Rehabilitation, Department of Human Resources, and Communication Disorders, The University of Arkansas (Job Number: Y14913)

Posting Date: September 11, 2013

The Adult and Lifelong Learning faculty are seeking candidates to fill a 100% assistant professor, 9-month tenure-track position in our program. We welcome candidates who embrace the scholar-practitioner approach to integrating theory, research, and practice with teaching and professional service. The ideal candidate will demonstrate significant experience working with diverse adult populations and agencies that administer adult and lifelong learning programs, possess highly developed research and teaching skills, and be able to partner with individuals and organizations to provide outreach and applied research opportunities for students and faculty.

Contingent on available funding and demand for teaching assignments, an additional summer session teaching is predictable. Salary is commensurate with experience and background and is competitive within the field. Progress in rank and salary will require demonstration of productivity in research and publication, teaching, and service.

The Program in Adult and Lifelong Learning (ADLL) has evolved on the University of Arkansas’ campus for over 50 years. The ADLL program has been a leader in the College of Education and Health Professions for innovation in program
Position Announcements

delivery. Using Blackboard supported courses; the program offers an online master’s degree program and a hybrid (online/on campus) doctoral program. The program accepts approximately 15 master’s (MEd) students and doctoral (EdD) students each year. Tenured/tenure-track faculty members and select adjunct instructors offer theory rich content and practice-centered experience to enhance student learning. The program has a record of distinguished faculty and served as the academic home for Malcolm Knowles late in his career. To learn about ADLL, see http://adll.uark.edu/.

The College of Education and Health Professions enrolls over 4,500 students in a broad range of undergraduate and graduate programs, including 12 doctoral programs. To learn about the academic and social initiatives that the College of Education and Health Professions champions, visit http://coehp.uark.edu/colleague/index.php.

Minimum Requirements
1. An earned doctorate in adult and lifelong learning or related discipline
2. Demonstrated record of peer-reviewed publication
3. Ability to teach graduate students using online technologies
4. Demonstrated proficiency in research methodology and the ability to supervise dissertation research
5. An explicit and comprehensive research agenda related to adult and lifelong learning

Preferred Qualifications
1. Prior experience in securing extramural funding for research and/or service
2. A record of service to adult education agencies/providers
3. Active involvement in appropriate adult and lifelong learning organizations and/or academic societies
4. Collaborative research in adult and lifelong learning with others (students, colleagues, practitioners)
5. Experience in higher education administration and professional and continuing education

The roles and responsibilities of the successful candidate would include, but are not limited to the following:

- Conduct research (alone and collaboratively) related to adult and lifelong learning that results in publications in refereed journals
- Advise and mentor master’s and doctoral students of diverse cultures, backgrounds, and abilities
- Chair two-to-four dissertation committees each year
- Provide professional leadership and service to adult education agencies, providers, and academic societies
- Demonstrate professional engagement in course and program development
- Engage in appropriate service at the department, college, and/or university level
- Engage in securing externally funded grant proposals

To be considered for the position, candidates should submit the following: a letter that describes your qualifications and fit for the position; a current and complete curriculum vitae; and the names, titles, e-mail addresses, and telephone numbers of five references who will be contacted only with your permission.

Please send all application materials to the Search Committee Chair, Dr. Kit Kacirek, Associate Professor/Director of Doctoral Studies, Adult and Lifelong Learning Program, University of Arkansas, 120 Graduate Education Bldg, Fayetteville, AR 72701; 479/575-4875 (phone); 479/575-3319 (fax); kitk@uark.edu.


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**Upcoming Conferences**

**CPAE Annual Conference, November 7-8, 2013**

The Commission of Professors of Adult Education (CPAE) Annual Conference takes place every year at the end of the AAACE conference. The CPAE Conference will begin around 3:30 on Thursday, November 7 and end on Friday, November 8 around 5PM. There will be concurrent sessions sponsored by the CPAE special interest groups in the middle and of course a business meeting.

**CPAE Opening Session: It’s the Journey, Not the Destination: Career Issues and Insights for Professors of Adult Education**, Roger Baldwin, Professor of Higher, Adult, and Lifelong Education, Michigan State University

This session will focus on the tasks, challenges, and rewards of academic life as educators gain experience, mature, and grow personally and professionally. The session will briefly examine changing theoretical perspectives on careers to provide a basis for reflection and conversation. Participants will discuss key issues confronting early, middle, and late-career academics and actions professors can take to sustain engaging and fulfilling professional lives. How these issues unfold for professors of adult education will be a key focus. Although the session will consider common developmental experiences occurring over the course of academic life, it will also acknowledge how race, ethnicity, gender, sexual orientation, and other variables can influence academic career paths.

Panel Facilitator: Juanita Johnson-Bailey, Professor and Director of Women’s Studies, University of Georgia; Panelists: Susan Yelich Biniecki, Assistant Professor, Kansas State University; Steve Schmidt, Associate Professor, East Carolina University; Ed Taylor, Professor, Penn State Harrisburg

**CPAE Closing Session: Innovative Collaborative Partnerships with Adult Education: Implications for Money, Power, and Policy**

This session will examine the perspectives of individuals involved with cross-disciplinary and/or cross-national research that may involve grant funds. The aim is to discuss the need for cross-disciplinary research and to help the field think about approaching the writing of grants and the relationship between grants and influencing policy.

Panel Facilitator: Amy Rose, Emerita Professor, Northern Illinois University; Panelists: Esther Prins, Associate Professor, Penn State University; Jeff Zacharakis, Associate Professor, Kansas State University; Simone C. O. Conceição, Professor, University of Wisconsin—Milwaukee
International Conference on Quality in Higher Education, Sakarya University, Sakarya, Turkey, December 12-14, 2013

Abstract Deadline: December 1, 2013; Full Article Deadline: December 3, 2013; Registration Fee Deadline: December 5, 2013

International Conference on Quality in Higher Education (ICQH) aims to provide a multinational platform where the latest trends in quality in higher education are presented and discussed in a friendly environment. Prospective presenters are encouraged to submit proposals for papers and posters/demonstrations that offer theoretical contributions of research results. Presentations should be in Turkish or English and should address both theoretical issues and research findings.

If the presenter is unable to attend the oral presentation, virtual presentation or video presentation options are available. For further information on how to submit video/virtual presentation, refer to the Paper Submission section on our website. ICQH 2013 conference is supported by Sakarya University and Governors State University. All full paper presentations will be published in an online proceedings book of ICQH 2013.

Submit your proposal according to the presentation category descriptions in the Paper Guidelines of the website: www.icqh.net.


The main goal of International Trends and Issues Communication & Media Conference is to provide a multinational platform where the latest trends in communication and media can be presented and discussed in a friendly environment with the aim to learn from each other. Prospective presenters are encouraged to submit proposals for papers and posters/demonstrations that offer new research or theoretical contributions. Presentations should be in Turkish or English and should address both theoretical issues and new research findings.

If the presenter is unable to attend the oral presentation, video presentations are available. For further information on how to submit, refer to the Paper Submission section on our website. For paper guidelines, refer to the Paper Guidelines section.

ITICAM 2013 conference is supported by Sakarya University, Hitit University, Istanbul University, TRT (Turkish Radio and Television) and TASET.

All full papers (in all languages) will be published in an online proceedings book on ITICAM website (www.iticam.net) after the conference.


15th Annual American Indian Studies Association Conference—Activism: Continuity, Resistance, Obligation, Tempe, AZ, February 6-7, 2014

Activism, viewed broadly, has its roots and motivations in maintaining, protecting, revitalizing, and strengthening American Indian nations, cultures, languages, knowledge, sovereignty, lands and spaces. American Indian nations and peoples continue to engage in diverse arenas of activism and to develop tactics that seek to protect Indigenous ways of being. Although the idea or ideal of activism conjures positive and negative images of political movements and protests, many other actions constitute acts of activism. Today, many of the challenges of the past remain, yet new, unexpected threats to American Indian survival have emerged.

This year’s conference looks to explore and broaden discussions about the reasons, motivations, and debates that move different people, organizations, nations and/or communities to challenge and resist various systems of oppression. What new challenges do American Indian people face in the 21st century? How are indigenous peoples generating new paradigms of action as well as maintaining cultural integrity and responsibilities? Why have the debates about activism among scholars, activists, and communities created contention, and what is at stake in what is contested?

The organizers of the AISA Conference welcome proposals for paper presentations, panel presentations, roundtable discussions, and workshops on the following topics: development of creative methods of activism or engagement, education, health, research, community development, decolonization, art, literature, technology, leadership, environmental justice, cultural sustainability, food sovereignty, economic justice, biocolonialism, family issues including women, children, men and elders and domestic violence prevention, human rights, sacred spaces and objects, and Indigenous knowledges.

Consideration will be given to other topics that relate to American Indian issues.

Send paper and panel submissions to Elizabeth P. Martos, Coordinator, American Indian Studies, PO Box 874603, Arizona State University, Tempe, AZ 85287-4603; e-mail: elizabeth.martos@asu.edu.
**Calls for Conference Papers**

Send paper and panel submissions in digital format. Provide a paragraph describing the panel theme and a list of panel participants, their address and e-mail information, and a 200-word paper abstract. Deadline: November 31, 2013.

**ESREA—European Society for Research on the Education of Adults: Before, Beside, and After (Beyond) the Biographical Narrative, Otto-von-Guericke-Universität Magdeburg, Magdeburg, Germany, March 6-9, 2014**

Abstracts should be submitted by October 31, 2013 to the conference organiser at esreabios@ovgu.de.

Paper proposal (preferably a Word document) should have no more than 500 words and should be in Times New Roman, 12 point. Professional/personal data (name, institutional affiliation, phone, and e-mail) should be on a separate page. Acceptance will be announced by November 30, 2013.

Final papers (3,000-5,000 words) should be submitted by e-mail to Rob Evans at esreabios@ovgu.de by January 31, 2014.

For more information, contact Rob Evans at esreabios@ovgu.de or Conference; website: www.esreabios.ovgu.de.

**8th International Technology, Education and Development Conference, INTED2014, Hotel Meliá Valencia, Valencia, Spain, March 10-12, 2014**

INTED2014 provides the ideal opportunity to present your projects and experiences in the fields of learning and teaching methodologies, educational innovations, e-learning and new technologies applied to education, technology, and development. More than 700 delegates from 75 different countries are expected to attend.

You can present your contributions in two modalities: oral and poster presentations in person or virtually if you can not attend in person.

INTED2014 abstracts CD and proceedings CD, both with ISBN, will be produced with all accepted abstracts and papers submitted.

INTED2014 publications will be included in the IATED Digital Library and submitted to be reviewed by ISI Conference Proceedings Citation Index.

INTED2014 Organising Committee: inted2014@iated.org

Abstract deadline: December 5, 2013

Acceptance notification: December 27, 2013

Final paper submission: January 23, 2014

For more information: inted2014.org

**Sixth International Conference on Concept Mapping, One decade of conferences (2004-2014): Time for celebration... in Brazil! Santos/SP, Brazil, September 23-25, 2014**

The Sixth International Conference on Concept Mapping follows on the success of the first five conferences held in Pamplona, San José, Tallinn/Helsinki, Viña del Mar, and Valletta bringing together scholars and practitioners interested in concept mapping. It is being organized by the University of São Paulo and the Institute for Human and Machine Cognition, USA.

The conference is aimed at all persons interested in the use of concept maps (based on the work of Dr. Joseph Novak), including, but not limited to facilitation of learning; eliciting, capturing, archiving, and using “expert” knowledge; planning instruction; assessment of “deep” understandings; research planning; collaborative knowledge modeling; creation of “knowledge portfolios”; and administrative and strategic planning and monitoring. We expect participants from a broad range of fields presenting a wide variety of research and applications of concept mapping.

All papers and proceedings from previous conferences are available at http://cmc.ihmc.us.

More information will be posted at the CMC website, http://cmc.ihmc.us, as it becomes available.

**2014 Arts, Humanities and Social Sciences Presented by Hawaii University International Conferences, Ala Moana Hotel, Honolulu, HI, January 4-6, 2014**

Call for Papers/Proposal/Abstracts/Submissions: http://huichawaii.org/ah-call-for-papers.html

Extended Submission Deadline: October 13, 2013
Calls for Manuscripts

Adult Learning

Adult Learning is a practitioner-oriented journal sponsored by the American Association for Adult and Continuing Education (AAACE) and published by SAGE. The journal publishes empirical research and conceptual papers for researchers and practitioners that approach practice issues with a problem-solving emphasis. The audience includes those who design, manage, teach, and evaluate programs of adult and continuing education.

Refereed articles: The editors are very interested in publishing empirical research and conceptual papers and are actively soliciting manuscripts of 4,000-4,500 words. Submit manuscripts to http://mc.manuscriptcentral.com/al and inquiries to the editor, Mary Alfred, at adultlearning@tamu.edu.

Questions? Contact us at adultlearning@tamu.edu. Dr. Mary V. Alfred, Editor, or Catherine A. Cherrstrom, Managing Editor. http://alx.sagepub.com/

The PAACE Journal of Lifelong Learning

The journal is accepting manuscripts for refereed and theory-to-practice (nonrefereed) articles. Now in its 23rd year, the journal is published annually by the Pennsylvania Association for Adult Continuing Education and is distributed to PAACE members and other subscribers.

The journal publishes articles in adult, continuing, community, and distance education. Manuscripts that are practitioner-oriented but reflect a solid research base are desired. For more information and the editorial guidelines, see our website at www.iup.edu/ace. Manuscripts and subscription requests can be sent to Gary Dean at gjdean@iup.edu or Jeff Ritchey at jritchey@iup.edu.

Special Issue: International Journal of Adult Vocational Education and Technology

Theme: Transformative Learning in Adult Vocational Education edited by Patricia Cranton, Co-Editor in Chief

Abstract: Please send an abstract of 100 words to Patricia.Cranton@gmail.com by October 15, 2013.

Manuscript Submission Deadline: Please send your full manuscript draft to Patricia.Cranton@gmail.com by January 1, 2014. Manuscript Length: 5,000 to 7,000 words

Process: You will receive comments on your abstract by October 22, 2013. The special issue will be number 2 in 2014.

The mission of the International Journal of Adult Vocational Education and Technology (IJAVET) is to advance understanding, practice, and research within career and technical education (CTE), adult education, and technology. Adult vocational education includes the fields of Agriculture Education, Family and Consumer Science (formerly home economics), Technical Education, Health Care Education, Technology Education, Industrial Education, and Vocational Guidance.

Transformative learning theory describes the process by which adult learners critically question and revise their habits of mind so that they become more open, permeable, and better justified. In this special issue, we are looking for both conceptual and research-based articles related to how transformative learning occurs in adult vocational education.

IJAVET delivers high-quality academic articles that are engaging, thought provoking, participative, and reflective, spanning a wide spectrum of related issues. Providing original and creative ideas based on results of research, this journal supports a variety of methods and approaches, including both conceptual and research-based articles.

Call for Nominations

Two Members-at-Large Positions on the CPAE Executive Committee

It is time to identify colleagues for the CPAE Executive Committee positions to be elected at the business meeting (Thursday evening) at the AAACE conference in November 5-8, 2013 at the Lexington Convention Center, Lexington, Kentucky. These are excellent opportunities to serve the profession and provide leadership at the national level. Nominations may be made in advance to Qi Sun at qsun@uwyo.edu or from the floor during the business meeting. The CPAE By-Laws are available at the CPAE Commissions link at www.aaace.org.

Two (2) members-at-large are needed each year. This year’s newly elected members-at-large will serve a 2-year term from November 2013 through November 2015. In all, there are four (4) members-at-large on the Executive Committee. The four members-at-large focus primarily on developing the annual CPAE Postconference in collaboration with the SIG chairs and produce the fall and spring editions of the CPAE Newsletter. In addition, one Executive Committee member will serve as the chair for AAACE Annual Graduate Student Scholarship Committee.
Examining Authentic Leadership and Popular Education, Highlander Research and Education Center, New Market, Tennessee, May 20-23, 2014

Come share your stories about your experiences and work with others to construct a creative vision of leadership legacies. Explore ways to develop your own critical awareness to be an authentic educator and leader. This noncredit experience includes food, lodging, facilitation, and an amazing leadership experience. We invite those interested in collaborative leadership, democratic decision making, and Highlander and its work.

Purposes
- Define and Recognize Authentic Leadership
- Understand the History of Highlander
- Engage in Community Dialogue
- Establish a New Community of Leaders
- Generate New Perceptions of Group Leadership
- Develop a Diverse Framework for Personal Leadership Styles
- Create an Open, Diverse, and Nurturing Environment

Highlander Methodologies
- Popular Education
- Language Justice
- Participatory Action Research
- Cultural Organizing
- Intergenerational Organizing
- Legacy and Place

Retreat Activities
- Participatory Storytelling
- Large and Small Group Collaboration
- Reflection and Personal Journaling
- Individual and Group Activities
- Dance, Art, and Play
- Planning for Future Applications

Retreat Outcomes
- Engage in Multiple Learning Styles: kinesthetic, tactile, verbal, visual, and exploratory learning for adults
- Gain a New Appreciation for American Historical Leaders and Their Leadership Roles in the Development of this Culture

All-inclusive cost: $450 travel on your own ($200 deposit required by March 20, 2014 by check or credit card with balance due by April 15, 2014). Sign up early. Enrollment is limited. Contact Dr. Michelle (Shelly) Glowacki-Dudka for more information: mdudka@bsu.edu or 765/702-4789.

Transformative Learning Through Travel: A Journey to Greece and Turkey, May 6-18, 2014

Adult learners, teachers, and human services professionals have the unique opportunity to discover the learning communities, the land, the culture, the rich history, and heritage of Greece and Turkey, on a discovery journey. The cost of $2,585 includes educational and cultural visits, educational materials, services of English-speaking guide, cruise, and accommodation in first-class hotel, some meals, and local flights in Turkey. International flights extra. Dr. Sharan Merriam will serve as the lead resource person on the trip. Dr. Sandra Ratcliff and George Palamattam, who have led previous discovery journeys to several other countries, will jointly lead the journey.

Other upcoming educational visits are Discover India, December 26, 2013-January 4, 2014 and Discover Australia & New Zealand, February 24-March 10, 2014.

For additional information and itinerary visit www.discovery-journey.org or contact George Palamattam: 630/359-3393, or gpalamattam@gmail.com.
### Executive Committee

**Chair & AAACE Commissioner:** Elizabeth “Libby” Tisdell, Penn State University—Harrisburg, 717/948-6640, ejt11@psu.edu  
**Secretary-Treasurer:** Brian Donavant, University of Tennessee at Martin, bdonavant@utm.edu  
**Past Chair:** Howard Walters, Ashland University, hwalters@ashland.edu

### Members At-Large:
- Qi Sun (2011-2013), University of Wyoming, qsun@uwyo.edu  
- Kimberly Burgess (2011-2013), Troy University, doctorkim72@hotmail.com  
- Larry Martin (2012-2014), University of Wisconsin, Milwaukee, lmartin@uwm.edu  
- Dianne Ramdeholl (2012-2014), Empire State College, dianne.ramdeholl@esc.edu

### Membership Chair:
Lee Pierce, University of Southern Maine, w.pierce@usm.edu

### CPAE Listserv Manager:
Jim Berger, Western Kentucky University, jim.berger@wku.edu

### Special Interest Group Chairs/Co-Chairs

#### Critical Theory
- Robin Redmon Wright, Co-Chair, Penn State University—Harrisburg, rrw12@psu.edu  
- Tal Guy, Co-Chair, University of Georgia, tguy@uga.edu

#### Faculty Development SIG
- Royce Ann Collins, Co-Chair, Kansas State University, racollins@ksu.edu  
- Joann Olson, Co-Chair, University of Houston—Victoria, joannSOlson@gmail.com  
- Kalpana Gupta, Co-Chair, Regis University, kgupta@regis.edu

#### Human Resource Development
- Carmela Nanton, Co-Chair, Palm Beach Atlantic University, carmelananton@pba.edu  
- Kristi Archuleta Frush, Co-Chair, University of Central Oklahoma, kfrush@uco.edu

#### Instructional Improvement SIG
- Joellen Coryell, Co-Chair, Texas State University, coryell@txstate.edu  
- Claudette Peterson, Co-Chair, University of North Dakota, Claudette.Peterson@ndsu.edu

#### International/Intercultural SIG
- Qi Sun, University of Wyoming, qsun@uwyo.edu  
- Elizabeth Anne Erichsen, Co-Chair, North Dakota State University, Elizabeth.Erichsen@ndsu.edu

#### Neuroscience
- Jane Fishback, Co-Chair, Kansas State University, jfishbac@ksu.edu

### Research and Theory SIG
- Carrie Boden-McGill, Co-Chair, Texas State University, cjb131@txstate.edu  
- C. Amelia Davis, Co-Chair, Georgia Southern University, adavis@georgiasouthern.edu  
- Jeral Kirwan, Co-Chair, University of Tennessee, jeralkirwan@gmail.com

### Women’s Research SIG
- Daphne Ntiri, Co-Chair, Wayne State University, dnntiri@wayne.edu  
- Elise Rogers, Co-Chair, Cleveland State University, e.e.rogers@csuohio.edu

### Dialogues in Andragogy
- Marcie Boucouvalas, Co-Chair, Virginia Tech/Univ. of Va. Northern Va. Center, Marcie@vt.edu  
- John Henschke, Co-Chair, Lindenwood University, jhenschke@lindenwood.edu

### Standing Committees

#### Membership
- W. Lee Pierce, Univ. of Southern Mississippi, w.pierce@usm.edu

#### History & Archives
- Wayne James, University of South Florida, james@tempest.coedu.usf.edu

#### Newsletter
- Qi Sun (2013), University of Wyoming, qsun@uwyo.edu  
- Dianne Ramdeholl (2014), Empire State College, dianne.ramdeholl@esc.edu

### Ad Hoc Committees and Task Forces

#### AEQ Committee
- Arthur Wilson, Chair, Cornell University, aw87@cornell.edu  
- Mary Alfred, Texas A&M University  
- Catherine Hansman, Cleveland State University  
- Jenny Sandlin, Arizona State University  
- Edward Taylor, Penn State Harrisburg

#### Awards Committee
- Lilian Hill, Chair, University of Southern Mississippi, lilian.hill@usm.edu  
- Bo Chang, Ball State University, bchang@bsu.edu  
- Ralph Brockett, University of Tennessee-Knoxville, brockett@utk.edu

#### AAACE Graduate Student Scholarship Committee (2013)
- Qi Sun, Chair, University of Wyoming, qsun@uwyo.edu  
- Steven Schmidt, AAACE President Elect, East Carolina University, schmidtst@ecu.edu  
- Jim Berger, AAACE Treasurer, Western Kentucky University, jim.berger@wku.edu
Jill Zaretsky, AAACE 2013 Graduate Student SIG Chair, zaretsky@tamu.edu

Knowles Tribute Committee
Marcie Boucouvalas, Co-Chair, Virginia Tech/Univ. of Va. Northern Va. Center, Marcie@vt.edu
Leo Johnson, Co-Chair, Fielding Institute, leo@tiac.net
John Henschke, Lindenwood University, jhenschke@lindenwood.edu
Robert Nolan, Oklahoma State University, ren7779@okstate.edu

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Tom Sork, Chair, University of British Columbia, tom.sork@ubc.ca
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Arthur Wilson, Cornell University, aw87@cornell.edu

CPAE Website Committee
Jim Berger, Chair, Western Kentucky University, jim.berger@wku.edu

Assistive Technology
The Ottawa Network for Education (ONE) has created an excellent online resource relating to assistive technology support to enhance academic access. The website includes a number of captioned videos that are excellent. The English and French ONE Assistive Technology Support websites are http://www.onfe-rope.ca/programs/assistive-technology-support and http://www.onfe-rope.ca/fr/programs/%E2%80%99initiative-d%E2%80%99appui-aux-technologies-d%E2%80%99aide.

Global Research
The Centre for Research on Globalization (CRG) is an independent research and media organization based in Montreal. The CRG is a registered nonprofit organization in the province of Quebec, Canada. In addition to the Global Research websites, the centre is involved in book publishing, support to humanitarian projects as well as educational outreach activities including the organization of public conferences and lectures. The centre also acts as a think tank on crucial economic and geopolitical issues. The Global Research website at www.globalresearch.ca publishes news articles, commentary, background research, and analysis on a broad range of issues, focusing on social, economic, strategic, and environmental processes. CRG has produced a report on missing Aboriginal women. This important Canadian matter will be found at http://www.globalresearch.ca/canada-on-missing-aboriginal-women/5347218.

Online Teaching
5 Days to Becoming an Online Instructor—Version 1.0, a new iTunes U course from Dr. David Stein and Connie Wanstreet in the College of Education and Human Ecology, The Ohio State University. https://itunes.apple.com/us/course/5-days-to-becoming-online/id699180530