Greetings from the Chair

CPAE: On Being Mindful of Our Academic Standards and of Negotiating Power and Interest

This is my final semester as chair of CPAE. Dr. Larry Martin from the University of Wisconsin Milwaukee will be taking over after the annual meeting and conference in November in Charleston.

I’ve learned a lot about both CPAE and AAACE during my years as Chair of CPAE, which has caused me to reflect on some of my lifelong learning about our field in the 25 years I’ve been in it. Shortly after I began my doctoral studies at the University of Georgia in 1989, I took a course with Dr. Ron Cervero on curricular and program planning. In it he emphasized the importance of negotiating power and interest in making curricular and programmatic decisions, and as most of us know, over time he wrote books (with Arthur “Butch” Wilson) and conducted studies about how to do so. This idea of keeping in mind the importance of negotiating power and interest has served me well over time. It’s something that we teach our own doctoral students and it’s something that I also discuss with the faculty at our Medical School who are involved with our Graduate Certificate in Adult Education in the Health and Medical Professions. Knowing how to successfully negotiate power and interest is key to the success of any formal adult education program in the changing landscape of higher education. As faculty members, we do indeed need to negotiate this changing landscape on behalf of our programs. Hence, the CPAE Executive Committee and I have invited Dr. Cervero, who is now the Associate Vice President of Instruction at the University of Georgia, to do the Keynote Speech at this year’s CPAE meeting on November 6 and 7. The title of his talk is “Focus on Mission, Money, and Strategy to Strengthen Adult Education Graduate Programs.” There will be a panel of our colleagues to respond to his talk who now also work at least part time in administration, and as such, need to negotiate power and interest on behalf of their programs.

Some of you may wonder from reading the title of talk as I did, “is it really all about money and mission and strategy?” We might think that negotiating money and mission sounds like dealing with a capitalist or business enterprise, when the concern for many of us is social justice. But the reality is that North American higher education is situated within a capitalist system. So like it or not, we do need to keep this system in mind in a changing academic landscape as we negotiate on behalf of our programs. We can negotiate about a mission that includes social justice concerns at the same time that we strategize for ways of dealing with funding sources and other issues about money. While this is an age-old debate in the field, it is taking place in a new academic landscape, so I’m looking forward to our discussion of this at CPAE.

In my role both as CPAE chair and as a professor of adult education at Penn State University Harrisburg from time to time, I’m invited to conduct external program reviews of Adult Education Graduate Programs. In doing so, I make heavy use of our living document (available online at the AAACE website) Standards for Graduate Programs in Adult Education. There are concrete and clear guidelines on curriculum, faculty expertise and workload, in the document. Given that the document has not been updated since 2008, I’ve asked the co-chairs of the Standards Committee, Dr. Ed Taylor and Dr. Cathy Hansman, to work with their committee to put together a process whereby we can review and make recommendations and changes to this document. Adult Education is not a field that has a formal state or federal certification process that is required to work in the field, as our K-12 colleagues do. But we do have curricular guidelines, as well as guidelines on faculty qualifications and workload,

continued on p. 15
Call for General Editorship of Adult Education Reference Work

The American Association of Adult Continuing Education (AAACE) has been asked to partner with Wiley-Blackwell Publishers in the creation of a multivolume, hybrid print and online, comprehensive reference work on the field of adult education. In the online version, all entries will contain hyperlinks to relevant book and/or journal content and websites at both AAACE and Wiley-Blackwell. The intent is to create an authoritative gateway for adult educators, educational researchers, and policy makers interested in learning more about adult education. The American Association of Adult Continuing Education’s Board of Directors supports the project as a research tool and way of raising awareness of the importance of our field.

We seek a senior scholar to direct the project as general editor. However, we are also open to other organizational designs in the editing/managing this reference work (e.g., co-general editors; editorial team) who would all share the responsibilities and benefits of this project. This would entail determining the scope and organization of the work (for instance, determining if the entries should be thematic or chronological, and choosing a useful, engaging mix of accessible overviews of important issues, debates, trends, and luminaries in the field, based on primary and secondary sources and case studies), soliciting scholars to write entries, assembling a team of associate editors to help manage the work, and creating and adhering to a schedule of completion for the project. Wiley hopes to publish the volume within 3 to 4 years of our signing an agreement.

The general editor (or editorial group) would be compensated with an advance, a share of the royalties, and unlimited free online access. AAACE would also receive a share of the royalties.

For examples of other reference works in the Wiley-Blackwell catalog see the International Encyclopedia of Communication (www.communicationencyclopedia.com) and Blackwell Encyclopedia of Sociology (www.sociologyencyclopedia.com). Note that these encyclopedias are larger than what is expected from an AAACE reference work. If you would like more expanded access, please contact Amy Rose.

If you are interested in being considered, please submit a CV and a letter of intent that outlines your vision for the project, including preliminary thoughts on how this work will complement and extend AAACE’s current publications (http://www.aaace.org); in particular please address the ways this would be distinguished from the current handbook series that AAACE publishes every 10 years; how you might organize the work; and finally an estimate of when you might be able to begin and complete it. General editors must be members of AAACE. Please send a letter of intent to submit a proposal by January 1, 2015 to AAACE Publications Chair, Amy D. Rose at arose@niu.edu. Full applications will be due to her by March 1, 2015. The Wiley editor has given us some general organizational suggestions for the volume, which we would be happy to send to anyone interested in taking on this important project.

Adult Education Website

Michael Newman has reorganized his website at www.michaelnewman.biz It gives details of the books he has written on adult education. You can download three of his books for free.

From Kathleen King

Thank you from Dr. Kathleen P. King (University of South Florida) to all who extended well wishes during her recent surgeries and illness.

Greetings from AAACE and AHEA

We would like to provide you with the information you need to become a member of each of our associations. Both the American Association for Adult and Continuing Education (AAACE) and the Adult Higher Education Alliance (AHEA) have much to offer adult educators and it’s great to be able to share in each other’s strengths.

AAACE. Dedicated to the belief that lifelong learning contributes to human fulfillment and positive social change, AAACE envisions a more humane world made possible by the diverse practice of our members in helping adults acquire the knowledge, skills, and values needed to lead productive and satisfying lives. We are the “umbrella” adult education association with a membership of practitioners and scholars from diverse specialties, including workforce development; community and non-formal education; career, continuing professional, and health education; religious education; military education; international adult education; higher education; distance and adult learning; adult numeracy and literacy; human resource development; and program management.

To become a member of AAACE, please go to our website, http://www.aaace.org/. In the gray toolbar, click on the Membership option. You will see a drop down menu with links to membership benefits, new member application, membership renewal, and more. Membership options include individual, student, retiree, and affiliate. If you have any questions, you may contact us at office@aaace.org. Just two of the benefits of AAACE membership are:
AHEA. We were founded in 1982 and have maintained a modest membership size by design. Our commitment to education practitioners is to provide personalized attention, mutual support, and shared research and resources for a praxis that aims at empowerment and advocacy. We invite you to join us and partake of the regional and national exchanges in small groups, one-on-one with colleagues, and in large gatherings, as well as our newsletter and website. We also engage our members and friends of AHEA in publications, like our book series that is based on these colleague’s conference presentations. Of particular emphasis is our commitment to promote students and practitioners, inside and outside of the academy.

To become a member, go to www.ahea.org. Click on Membership in the black menu bar. Read about our membership offerings, and choose the best option for you. Scroll down the page to complete the Online Membership Form and submit your form. You will receive confirmation of the membership type you chose and will need to click Buy Now button to submit your payment through PayPal (no PayPal account is necessary). You will need to confirm your information for payment processing. It’s simple and safe. If you have any questions you may contact us at membership@ahea.org.

Steven Schmidt, President, American Association for Adult and Continuing Education, and Gabriele Strohschen, President, The Adult Higher Education Alliance

Fall 2014 Course for the Penn State Family Literacy Certificate

The Penn State College of Education’s Family Literacy Certificate will offer a postbaccalaureate online course for fall semester through the PSU World Campus, an elective which can complement the Adult Education MED. ADTED 457, “Adult Literacy” (3 credits), taught by Dr. Blaire Toso, explores adult literacy research, theory, programming, and instructional practices in the context of family literacy. It examines the role of adult education as it pertains to adult learners’ needs and their role as parents, workers, and community members. For more information about World Campus admissions: 800/252-3592.

About the Family Literacy Certificate: http://www.worldcampus.psu.edu/degrees-and-certificates/family-literacy-certificate/overview, or http://www.ed.psu.edu/goodling-institute/professional-development/certificate-family-literacy. Or contact Drucie Weirauch directly at dcw113@psu.edu or 814/865-6686.

AERC Hosts Sought

The AERC Steering Committee is accepting bids to host the 2016 and 2017 Adult Education Research Conferences. We request that bids are submitted to Alik Nicolaides (alikin@uga.edu), Qi Sun (Qsun@uwyo.edu), Nozella Brown (nbrown2@ksu.edu) or Dianne Ramdeholl, (dianne.ramdeholl@esc.edu) if you are interested and would like a copy of the proposal guidelines for hosting. Please contact any member of the current steering committee directly if you have any questions.

New Adult ESL/EFL Graduate Certificate Program at Texas State University

This graduate certificate prepares students to teach, design and coordinate English as a second language (ESL) or English as a foreign language (EFL) education programs for adults in community colleges, study abroad programs, and profit/not-for-profit organizations and institutions. Course work includes designing activities and materials to teach listening, speaking, reading, writing, and culture to ESL/EFL students. Students in the program will develop the skills they need to become effective practitioners. For more information, admission requirements, and course descriptions, go to www.txstate.edu/clas/Adult-Education.

New MS in Education (Focus on Social Justice)

The University of Southern Mississippi is now offering a MS in Education with emphasis in Social Justice. It is a one-year master’s program focusing on social justice in education. The degree provides a foundation in educational research, the tools to think about critical issues in education, and experience in social justice educational practices and research.

• Can be completed through a combination of online coursework, an eight-week summer residency, and two-week winter residency
• A wealth of practical and research experiences in social justice education are available in the Hattiesburg area through the program.

• You can engage in ongoing work at sites around southern Mississippi and the Gulf South, as well as advocacy and community engagement events.

• You will have the opportunity to become involved with a range of social justice issues in a context rooted in historical and contemporary civil rights and equity struggles.

• Increases your competitiveness for a number of career paths in education and beyond

• Graduate assistantships are available on a competitive basis for students in full-time study on the Hattiesburg campus.

For more information, please contact Dr. Kamden Strunk at Kamden.Strunk@usm.edu or kyna.shelley@usm.edu or call the Department of Educational Studies and Research at 601-266-4621

International Winter School

Check out the announcement at www.lifelonglearning.uni-wuerzburg.de for an International Winter School “Comparative Studies on Adult and Lifelong Learning” in Wuerzburg, Germany. For more information contact Prof. Dr. Jost Reischmann, www.jost.reischmannfam.de.

Study Participants Needed

Dear Faculty:

As you likely know, higher education institutions are experiencing increasing numbers of (a) new faculty with previous jobs/careers and (b) women faculty. Traditional adult development and career development theories may not explain the intersection of these changing faculty characteristics.

I invite you to participate in a dissertation study investigating the career transitions and strategies of women midlife career changers to the professoriate. Participation includes two interviews, totaling 1-1/2 to 2-1/2 hours. The study’s inclusion criteria follow:

• women
• tenure-track or tenured faculty
• in adult education or related fields (e.g., human resource development, continuing education, lifelong learning)
• at four-year institutions
• who self-identify as career changers to the professoriate
• aged 35 to 60 years

Please help in two ways:

(a) If you meet these criteria and are willing to be interviewed, let me know.

(b) Forward this message to colleagues who may meet the criteria.

Potential participants were identified based on being, or referred by, (a) faculty professionally known to the researchers, (b) members of the Commission for Professors of Adult Education listserv, and/or (c) faculty of adult education and related fields at four-year institutions.

Thank you in advance for helping me on my midlife, career-changing journey to the professoriate. If you have questions, please let me know.

Best,
Cathy Cherrstrom
Doctoral Student
Texas A&M University
cathy.cherrstrom@tamu.edu
Jack D. Mezirow

Dr. Jack D. Mezirow, professor emeritus at Teachers College, Columbia University, passed away in New York, New York on September 24, 2014. His wife, Edee Mezirow, predeceased him on July 20, 2014. They are survived by Andrew Mezirow, professional captain, maritime studies instructor, and fisheries policy advisor, residing in Seward, Alaska.

Teachers College, Columbia University, will hold a gathering in his memory in the future (TBD). An opportunity to honor Dr. Mezirow and his scholarship will also be part of the 11th International Transformative Learning Conference—to be held October 23-26, 2014 at Teachers College, Columbia University, New York (www.transformativelearning.ning.com). The transformative learning ning site will also offer a commemorative blog space for sharing memories of Dr. Mezirow and his wife Edee.

Professor Mezirow was born in 1923. He earned a BA and MA in social sciences and education from the University of Minnesota, and an EdD in adult education from the University of California at Los Angeles. He worked in many countries in Asia, Africa and Latin America as a consultant in adult literacy and community development for UNDP, UNESCO, USAID, the Asia Foundation, and World Education. He was in charge of extension programs at the University of California before joining Teachers College as a professor of adult and continuing education.

At Teachers College, Professor Mezirow established and directed a pioneering alternative format doctoral program, AEGIS, which continues today. Committed to understanding adult learning from the learner’s experience, he is best known for having created a stream of scholarship on what he called “transformative learning”—involving the critical examination of assumptions that influence an adult’s meaning making and interpretation of experience, thus influencing decisions and action.

Along with two graduate students—Coleen Wiessner (deceased) and Nancy Pfahl, Mezirow hosted the first Transformative Learning Conference at Teachers College in 1998 at Teachers College. The conference has since been hosted at other colleges and universities in the United States, Canada, Bermuda and Europe. The 11th International Transformative Learning Conference will be held October 23-26, 2014 at Teachers College—continuing as a community of interest and vehicle for growing theory, research and practice in this area of adult learning and development. A Jack Mezirow Living Theory of Transformative Learning Award is being established for an outstanding contribution advancing the field’s research, theory and practice; and will be awarded for the first time at the 2014 conference.

Professor Mezirow published many articles, books, and research reports. His most recent books, published by Jossey-Bass are Transformative Learning in Practice (with Edward W. Taylor) in 2009 and Learning as Transformation: Critical Perspectives on a Theory in Progress (with associates) in 2000, both published by Jossey-Bass. Several of his books have been translated into other languages. Fostering Critical Reflection in Adulthood, published by Jossey-Bass (with associates) in 1990 received the Frandson Award for Outstanding Publication in Continuing Education. Last Gamble on Education, written with Gary Darkenwald and Alan Knox and published by the Adult Education Association of the U.S.A., received the Oakes Award for Outstanding Research in Adult Education.

Jack Mezirow will be remembered for many things, most especially, his legacy of transformative learning scholarship, his and passionate commitment to social justice and social action. He and colleagues founded the International League for Social Commitment in Adult Education to center the field’s attention on these important issues. His scholarship, driving sense of social justice and humanity, and overall joie de vivre will be sorely missed.

Victoria Marsick

Morris Teuton Keeton, February 1917-April 2014

Born in Texas into a family of five children, Morris lived in Texas until entering Harvard University at the age of 16. His mother, Ernestine, was a school teacher who instilled the value of and love for education in Morris and all of her children.

Keeton was the founding president of CAEL in 1974. He retired from CAEL in 1989 president emeritus. From the early 1990s until 2004, Keeton served as director of the Institute for Research on Adults in Higher Education at University of Maryland University College. He served on the faculty of the Institute for Management of Lifelong Education, Harvard Graduate School of Education, and later served on its advisory board. Keeton held numerous academic positions including president of the American Association for Higher Education and chair of the American Council on Education’s Commission on Higher Education and the Adult Learner and served on the executive board of the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education. Keeton served on the faculty of Antioch...
College for 30 years and was its chief academic officer for 14 of those years. His writings are extensive, dealing primarily with ethical theory, theory of knowledge, college and university governance, experiential learning, and adult learning at the postsecondary level. Keeton received his bachelors and doctorate from Harvard University and eight honorary doctorates and many other distinctions.

Pamela Tate, President and CEO of CAEL

It is with deep sadness that I must inform you that Maxine Greene, Teachers College’s great philosopher queen, passed away on May 29, 2014 at the age of 96. History will recall Maxine, in the words of the New York Times, as “one of the most important education philosophers of the past 50 years.” Her obituary and a memorial page can be accessed from the TC home page: http://www.tc.columbia.edu/news.htm?articleID=9496. Here at TC, Maxine, like John Dewey in his own time, was a living lens for all that is best and most essential about our mission and work. She was a beloved and cherished figure who served as a touchstone for generations of TC students, alumni and faculty.

Maxine began teaching here at Teachers College in 1965. In later years, she held legendary salons in her East Side apartment. Incredibly, she was teaching and inspiring TC students this spring. Maxine’s passing is an immeasurable loss, but we can celebrate her life and her work by making TC a reflection of her own undaunted commitment to truth, exploration, inspiration and creativity. That celebration will begin this fall, when the College will hold a symposium in her honor. Meanwhile, we all can count ourselves fortunate for having our lives touched by a truly timeless and great spirit.

Susan Fuhrman, President, Teachers College

Dorothy Ettling

With great sadness, I learned of Dorothy Ettling’s passing. She was my colleague and friend. I’d like to share something about the ways in which I appreciate her. She had just finished her PhD at the Institute for Transpersonal Psychology, when Dorothy was hired as faculty by the Women’s Spirituality program at CIIS (California Institute of Integral Studies, in San Francisco). When that program underwent a reorganization that required personnel changes, the Transformative Learning doctoral program became the lucky beneficiary. Dorothy joined our faculty and I had the pleasure of learning to know her and to develop an ever-deepening appreciation for what an extraordinary person she was.

I knew Dorothy in many different contexts, some of them intimate. Formally, we were colleagues who worked together at curriculum development and on dissertation committees. Our faculty, in various small sub-groups, also engaged in many activities that were disconnected from our formal CIIS roles and responsibilities. A few of us formed a book group, which met monthly for about 4 years. Later, a small subgroup created a cooperative inquiry project in which we sought to improve our capacities for dealing with racism and white privilege. A larger group, including some student teaching fellows, formed the Transformative Learning Collaborative. Our collaborative, without institutional support, sponsored the 2nd International Conference in Transformative Learning in 1999. Dorothy was our group’s clear choice to co-chair the planning committee; we knew we could depend on her wisdom to inspire others and guide the project to successful fruition. When Dorothy was a graduate student, she collaborated with other students to create a research methodology called Organic Inquiry. Dorothy felt that Organic Inquiry would have greater integrity and credibility if she became more skilled in situating it theoretically in relation to other methods. She asked me if I would coach her toward that goal. My appreciation for Dorothy is grounded in these shared experiences.

She exuded a gentle love of people that made each one feel treasured. I cannot count the number of times she mentioned a special trait in someone that showed her appreciation for the individual’s unique gifts or her compassion for difficulties being negotiated. She was a leader with a soft, always-calm, nondirective presence whose perfect timing could move a group in unexpected ways. She was reflective and often intense. She was humble. Sometimes mischievous. Her ready smile and easy laughter showed her love of people and zest for life.

Dorothy cared deeply about finding special opportunities for her students’ development outside formal course work. She helped place countless students into research and community opportunities that were not associated with their formal studies. Above all, Dorothy was passionate about social justice and equity. She keenly felt a personal mission to help women develop and thrive. It was that devotion to mission that led her to return to Texas. Dorothy loved living in the San Francisco Bay Area, but after several years of trying to develop her vision for serving women, she realized that she was unable to rally the kind of support that she would be able to develop in her community in Texas. We were sad to lose her, but watched with admiration as she and Neomi developed the programs that grew into Women’s Global Connection. It
is a signature achievement, marked with the passion of this grand woman who could kindle in others similar enthusiasm and devotion.

I will miss her, as will many around the world. She leaves behind a great legacy.

http://www.theangelusfuneralhome.com/sitemaker/sites/ANGELU2/obit.cgi?user=1402010EttlingCCVI

Elizabeth Kasl

Jennifer Murray was awarded the 2014 Graduate Student Research Award at the 33rd Research-to-Practice Conference in Adult and Higher Education together with BSU 2nd Annual Adult, Higher, and Community Education Research Conference at Ball State University, September 20, 2014. Her research topic was “Becoming One’s Own Gatekeeper: Why Novelists Choose to Self-Publish.” Jennifer is an Ed.D. student, majoring in Adult & Community Education in Department of Educational Studies, Teachers College, Ball State University. Dissertation Committee chair is Michelle Glowacki-Dudka.

Norma Nerstrom, a graduate of National Louis University, Chicago, Illinois won the Graduate Research Award for her paper “An Emerging Model of Transformative Learning.” This narrative study explored truths about transformative learning utilizing adult educators’ personal experiences. The award was presented at the Adult Education Research Conference.

Dianne Ramdeholl and Jaye Jones received the 2014 Phyllis Cunningham Social Justice Award at this year’s Adult Education Research Conference (AERC) for their paper titled “Weaving Quilts: Remaking and Reimagining Women’s Spaces and Places in Adult Literacy,” which focused on the importance of nurturing women centered spaces in adult literacy programs as a way of exploring issues of individual and collective trauma.

Carol Kasworm will be awarded the Marlene Froke Outstanding Publication Award at the annual October meeting of the Association of Continuing Higher Education for her article “Paradoxical Understanding Regarding Adult Undergraduate Persistence” (JCHE, vol. 62, no. 2). The Marlowe Froke Award recognizes the most outstanding published article in the Journal of Continuing Higher Education in a given year.

Daphne Ntiri was awarded a Fulbright Scholarship with a post to the University of Ouagadougou, Burkina Faso, Winter 2015.
Boden-McGill, C. J. (2014). Epistemology in action (pp. 39-41), Am I to understand? (pp. 95-97), and Reluctant mentoring and mentoring the reluctant. (pp. 107-109). In T. Cox (Ed.), Case studies for the new professor: Surviving the jungle of the academy. Charlotte, NC: Information Age Publishing.


Hughes, B., et al. (2014). Evaluation as a collaborative activity to learn content knowledge in a graduate course. Adult Learning. Advance online publication. doi 10.1177/1045159514546213

International Journal of Adult Vocational Education and Technology (IJEVET), Volume 5, Issue 1, January-March 2014. Published quarterly in print and electronically by IGI Global Publishing, Hershey, PA, USA. ISSN: 1947-8607; ISSN: 1947-878X; www.igi-global.com/ijevet


The Handbook for Sustaining Standards-Based Education in Adult Education was prepared by RTI International as part of the Promoting College and Career Readiness Standards in Adult Basic Education project under contract to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE), Contract #ED-CFO-10-A-0117/0001.

WE LEARN Newsletter (Women Expanding: Literacy Education Action Resource Network), http://campaign.r20.constantcontact.com/render?ca=3e1521cb-9a45-45b1-969d-d63d17a224df&c=&ch=


**Position Announcements**

**Assistant, Associate, or Professor, North Carolina Agricultural and Technical State University**

The MS in Adult Education Program at North Carolina Agricultural and Technical State University is seeking applications for an Assistant, Associate, or Professor position. The position announcement and details may be found at the following website: https://jobs.ncat.edu/postings/6690

**Clinical Assistant Professor, University of Georgia**

The University of Georgia program in adult education, learning organization development is seeking applicants for the a Clinical Assistant Professor position. The position announcement is available at AELOD clinical asst position announcement_Fall 2014 FINAL.pdf

**New Hires and Promotions**

**Geleana Drew Alston**, PhD, assistant professor, MS in Adult Education Program, Department of Human Development and Services, School of Education, North Carolina A & T State University.

**Dr. Joshua C. Collins** began as a tenure-track assistant professor of adult and lifelong learning at the University of Arkansas this semester.

**Junghwan Kim**, PhD, was hired in August 2014 as an assistant Professor in the Adult and Higher Education program, Department of Educational Leadership and Policy Studies, University of Oklahoma.

**Joellen Coryell** was tenured and promoted to associate professor this year at Texas State University.

**E. Paulette Isaac-Savage**, EdD, has been named associate provost for planning and assessment at Ball State University.

**Daphne W. Ntiri**, PhD, was promoted to full professor this year at Wayne State University, Detroit, Michigan.
**Commission of Professors of Adult Education, Charleston, SC, November 6–7, 2014**

CPAE conference will be held in conjunction with the AAACE Conference in Charleston, SC, November 6-7, 2014. The CPAE Conference will begin in the afternoon on Thursday, November 6, 2014 with the SIG Sessions scheduled in the morning and afternoon of Friday, November 7, 2014. For more information, visit http://www.aaace.org/2013-conference-schedule

**63rd Annual AAACE Conference, Charleston, South Carolina, November 4–7, 2014**

The theme of this year’s conference, “Adult Educators: Making a Difference, reflects the vision and mission of AAACE. Adult educators make a difference in the lives of adults, helping them acquire the knowledge, skills, and values needed to lead productive and satisfying lives. The mission of AAACE is to provide a unifying leadership for this vision and to make a difference in shaping organizational and social contexts that support lifelong learning. Conference sessions provide an opportunity to showcase past, present, and future examples of how adult and continuing educators make a difference and “contribute to human fulfillment and positive social change.”

This year, the AAACE Conference features over 270 concurrent sessions, roundtables, and posters. Keynote speakers for the conference are Dr. Johan Uvin, Acting Assistant Secretary, OCTAE; Dr. Victoria Marsick, Teachers College, Columbia University; Dr. Behrang Foroughi, St. Francis Xavier University; Dr. Dan Pratt, The University of British Columbia; and a Military Veterans Panel, moderated by Dr. Jane Fishback, Kansas State University.

For more information, visit http://www.aaace.org/2014-conference. Direct questions to the conference chair, at conference@aaace.org

**World Social Forum on Migrations, Johannesburg, South Africa, December 5–8, 2014**

Theme - Migration in the heart of our humanities: Defending our freedom and Rethinking Migration, Mobility, Development, and Globalization. For more information: http://wsfm2014.com/

**Winter Roundtable: Breaking Cycles of Violence, Building Alliances, Mobilizing Resources, Teachers College, Columbia University, NYC, February 13, 2015**

The Winter Roundtable is the longest running continuing professional education program in the United States devoted solely to cultural issues in psychology and education. The Winter Roundtable will continue its tradition of bringing together scholars, practitioners, researchers, social change agents and students interested in the intersections between race, ethnicity, social class, gender, sexual orientation, and religious affiliation in psychology and education.

This year’s theme, “#hoodiesup2015: breaking cycles of violence, building alliances, mobilizing resources,” celebrates 32 years of accomplishments, while beholding the promise of fighting social injustice by leaders in the fields of cultural psychology and education.

We will emphasize research and interventions in community, school, and family settings, as well as individual development, regarding a wide range of topics, including language, literacy, access, wellness, cultural values, and experiences with oppression and discrimination. http://www.tc.columbia.edu/roundtable/index.asp?Id=Registration&Info=Registration+and+Payment+Options

**Adult Higher Education Alliance 2015 Annual Conference: Adult and Higher Education in the Contemporary World: Its Role in Cultural Literacy, March 6–7, 2015**

The Black Canadian Studies Association will host its 2nd Biennial Black Canadian Studies Conference (BCSA), Community, Empowerment & Leadership in Black Canada, at Dalhousie University. The goal of the conference is to promote dialogue, critical, and nuanced perspectives on the past, present, and future of Black leadership in Canada.

The conference presents an exciting opportunity to explore leadership and the Black community in Canada locally, provincially, nationally, and globally from a variety of perspectives. Conference organizers welcome papers from an array of disciplines that explore the Black experience in Canada, as well as those that address the nature of Black Canadian Studies using a variety of theoretical frameworks and methodologies. Disciplinary contributions are encouraged from, but not limited to, anthropology, history, criminology, literature, music, political science, and scholars outside the humanities and social sciences such as business, law, engineering, and natural sciences. We also encourage and welcome input and abstracts from activists, community practitioners, and community historians.

Related to leadership, capacity building and community empowerment, topics may include but are not limited to class, nationality/ism, gender, race & ethnicity, youth education/schooling, sexualities, Anti-Black racism, crisis, institution building, identity, health, Pan-Africanism, feminism & women, immigration policy, slave rebellions, political representation, neoliberalism, democracy, arts & culture, theology & religion, vanguardism, alliances, non-Black contribution.

The long history of Black people in Canada has been shaped by the struggle for human recognition, social justice and democratic participation. In the face of growing austerity, the reconfiguration of the Canadian state and the transformation of global political economy, it is imperative that we analyze the place of Black Canadians within these ongoing changes and the state of Black communities across Canada and generate strategies for the future. The conference will provide a venue and space for these very important conversations, discussions, and debates.

Plenary sessions and panels will occupy important places throughout the conference schedule. In addition to individual paper proposals, participants are encouraged to submit proposals for panels. Panels can be disciplinary or multidisciplinary or consist of academics and nonacademics. Panels may consist of three to four papers addressing a coherent theme or issue. The organizing committee reserves the right to make changes in the overall configuration of panels.
Calls for Manuscripts/Journal Announcements

International Forum of Teaching and Studies

The editors of *International Forum of Teaching and Studies* (IFOTS) invite scholars, educators, and professionals from a wide array of disciplines to participate in this academic forum. Our goals are to foster international dialogue and disseminate research, theory building and practice-based information on education. Founded in 2004, the journal focuses on the development and improvement of teaching within international contexts. The journal also welcomes contributions from professionals engaged in the wide spectrum of international education and development. IFOTS is published quarterly and cataloged in major academic indices.

**SCOPE:** IFOTS publishes articles, essays, and scholarly studies about education, teaching, learning, and culture studies within themes, but are not limited to: 21st century learning, classroom management, adult education within international contexts, adult learning and lifelong learning, career and workforce education (CWE/CTE), cross-cultural studies and practices, distance learning, diversity issues in education, educational leadership, faculty development/professional education, human resource development and training, instructional technology and strategies, K-12 education practices, linguistics and foreign literature, new learning from around the globe, philosophy, trends and emerging theories, technology-based education practices, theory and model building

**Manuscript Guidelines:** IFOTS invites submission of papers for publication consideration for future issues on a continuing basis. The journal accepts unsolicited manuscripts. Manuscripts must be written in English and submitted in Microsoft Word format. Authors should clearly follow the Publication of the American Psychological Association (APA) 6th edition style when preparing manuscripts. The length of the article should not exceed 10-15 pages.

All submitted manuscripts must fulfill all of the following criteria to be considered:

- They have not been previously published.
- They are not currently under review by any other journal.
- They are original material which the author/s possess the ability to assign copyright.
- If English is not the author’s first language, a professional editor or translator must have reviewed the manuscript prior to submission.

IFOTS reserves the right to make all decisions regarding the acceptance or rejection of an article for publication. All editing decisions reside with the journal’s editorial board. If your paper is accepted, a brief biographical statement for inclusion in the journal will be required.

**Contact Information:** Please e-mail your manuscript to one of the following editors. Indicate “IFOTS SUBMISSION” in the subject headline and the appropriate track of submission in your cover email/letter.

Editor-in-chief, Dr. Kathleen P. King (drkpking@gmail.com), Dr. Gabriele Strohschen (GSTROHSC@depaul.edu), or managing editor Dr. Linda Sun (lsunlinda@gmail.com).

**JCHE**

The *Journal of Continuing Higher Education* strives to support continuing higher education by serving as a forum for the reporting and exchange of information based on research, observations, and experience relevant to the field. The editor is currently seeking submissions of major articles (current research, theoretical models, conceptual treatments) of up to 7,000 words on topics such as:

- Organization and administration of continuing higher education
- Development and application of new continuing education program thrusts
- Adult and nontraditional students
- Continuing education student programs and services
- Research within continuing higher education (noncredit and credit) and related fields

In addition to major articles, the journal also encourages the following types of submissions:

- “Best Practices” articles of up to 4,000 words. These “Best Practice” articles contain descriptions of new, innovative, and successful programs or practices. The programs or practices should be replicable and of significance to the profession.
- Book reviews of current publications in the field — prospective authors are advised to consult with the editor prior to preparing book reviews.
- Opinion pieces of up to 2,000 words addressing issues directly relevant to continuing higher education.

Manuscripts should be submitted to the editor at racollin@kstate.edu.
**International Journal of Adult Education and Technology (IJAVET)**

**Topic: Social Justice and Human Rights**

We invite you to submit manuscripts that address these issues in the context of adult vocational education and technology, which reflects any country’s workforce within our society. Interested researchers/scholars in any field are encouraged to send manuscripts to Dr. Victor Wang at vcvwang@gmail.com or Dr. Patricia Cranton at patricia.cranton@gmail.com.

**PAACE**

The **PAACE Journal of Lifelong Learning** is a refereed journal publishing articles in adult, continuing, community, and distance education. We accept theoretical, empirical, historical, philosophical, and practical manuscripts that are published as either refereed or theory-to-practice articles. See [http://www.iup.edu/ace/publications/default.aspx](http://www.iup.edu/ace/publications/default.aspx) for more information.

Manuscripts may be submitted electronically to Gary Dean (gjdean@iup.edu) or Jeff Ritchey (jritchey@iup.edu). Manuscripts and inquiries can also be directed to PAACE Journal of Lifelong Learning, 570 South 11th Street, 104 Davis Hall, Indiana University of Pennsylvania, Indiana, PA, 15705. (phone: 724/357-2470; fax: 724/357-3085).
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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 at this year’s CPAE conference, held in conjunction with the AAACE Conference in Charleston, SC, November 6-7, 2014. The CPAE Conference will begin in the afternoon on Thursday, November 6, 2014 with the SIG Sessions scheduled in the morning and afternoon of Friday, November 7, 2014. Business Meeting at AAACE conference in November 5-8, 2014. These are excellent opportunities to serve the profession and provide leadership at the national level. The positions available and a brief description of responsibilities are listed below. Nominations may be made in advance to Amelia Davis at adavis@georgiasouthern.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 2014 through November 2016. 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.

Greetings from the Chair—continued from p. 1

and on organization of graduate study, and administration of programs in this living document. Many use the CPAE Standards document to work with faculty and administration in planning and in continuing to develop their programs. Hence, I request your input and cooperation with the Standards Committee co-chairs to participate in the process of gathering your input in continuing to develop this living document. We can make use of this living document to continue to negotiate power and interest on behalf of our programs.

In conclusion, I’ve very much enjoyed my work as the chair of CPAE. My time as chair will be over in November at the conclusion of the business meeting in Charleston. However, I’m looking forward to continuing to work with you as we continue the important work and legacy of the Commission of Professors of Adult Education as we continue to negotiate power and interest on behalf of our field. 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