Greetings from the Chair

CPAE: A Profile of Our Field and the Ongoing Development of Our Faculty and Our Programs

This is my second year as Chair of CPAE. I’ve learned a lot about both CPAE and AAACE during my first year. One thing I learned is that in spite of the long legacy of CPAE since 1955, there are not a lot of data-based research studies on adult education professors. This prompted me to want to do some research to find out background information about adult education faculty work and programs, motivations and satisfaction, and the extent of faculty knowledge and involvement with the Commission of Professors of Adult Education (CPAE). Hence, I worked with my Penn State Harrisburg colleagues to develop a survey of adult education faculty in North America, and last October, 226 of you took that survey. Here I first summarize some of the general findings of the survey, related only to demographics and CPAE-related issues. My colleagues and I will be presenting more detailed findings of the study overall at the Adult Education Research Conference (AERC) in June. Next is some brief consideration of general directions of CPAE in light of our conference last fall.

Adult Education Faculty Survey Results

Based on the 226 who filled out the demographic information, the survey shows the following related to demographics: 81.2% are from the United States and 18.8% from Canada; 64% are women and 71.2% are white. From an age perspective, only 26% are under the age of 50, with 50% between the age of 50 and 64, and approximately 15% over 65. (9.5% didn’t indicate their age). (The implications of this will be discussed at AERC).

In regard to the findings related to CPAE, 40.3% of respondents have never been involved in CPAE. Only 53% were familiar with CPAE’s curricular standards for graduate programs. However, nearly all respondents indicated that much of the curriculum at their institutions conforms to the 12 recommended content guidelines of CPAE for Adult Education Programs (these guidelines are available at the CPAE/AAACE website). Six of the content areas were a strong curricular emphasis in most programs, with the top three emphases being: adult learning and development; introduction to the nature, function, and scope of adult education; and program planning and implementation processes. The CPAE curricular guidelines that are only somewhat emphasized in adult education graduate programs are adult education policy issues (the least emphasized), technology, and issues of globalization. This is interesting, because as discussed later, many of our colleagues at the conference last fall felt that it is important to be more involved in adult education policy issues.

Last Fall’s Conference Forging New Directions

We had a really good conference last fall where the keynote address and opening panel were on faculty development. The closing panel was on developing collaborative partnerships in adult education, and its implications for money, power, and policy. Certainly one of the tasks of CPAE is to mentor its faculty for their development and also to respond to contemporary issues and needs. Some things that came out of the final panel are that in order to keep our field alive and relevant, we need to collaborate with other disciplines, work at getting more grant-funded projects, and be more involved in adult education policy issues on the national and international level. Toward that end, and in light of the highly publicized Postsecondary International Assessment of Adult Competencies (PIAAC) report of 22 countries sponsored by the Organisation for Economic Co-operation and Development, I’m encouraged that the Commission is taking steps to make sure our profession is meeting the needs of the modern learner.
Call for Proposals

You are invited to submit proposals for SIG Sessions 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. Submission Deadline: May 18, 2014. Application form: https://docs.google.com/forms/d/1dy12hSkZfsrxTuCYGBE8gMyzNK02D-DbAXXR_0uOi/viewform

PIAAC Research Funding Opportunity

Overview: The Program for the International Assessment of Adult Competencies (PIAAC) is an in-person study conducted in participants’ households. The main assessment of PIAAC was conducted in 2011-12, and the results were released on October 8, 2013. It assessed the key cognitive and workplace skills of adults in 24 participating countries and regions, the majority of which are Organisation for Economic Cooperation and Development (OECD) members. PIAAC directly assesses adults’ cognitive skills in the domains of literacy, numeracy, and computer-based problem solving. Extensive data are also collected through a background questionnaire, allowing for the measurement of the relationships between the cognitive domains and individuals’ educational history, past and present workplace experience, skill use at work and at home, and use of information and communications technology. In the United States, PIAAC is funded by the National Center for Education Statistics (NCES) of the U.S. Department of Education. For more detailed information about PIAAC, visit the NCES site at http://nces.ed.gov/surveys/piaac/ or the AIR PIAAC gateway at http://piaac-gateway.com/.

Purpose and Expected Outcome: The American Institutes for Research (AIR), through a contract with NCES, is commissioning several research papers on a range of topics based on PIAAC data in diverse fields, including education, labor economics, sociology, and public health. The commissioned papers are intended to broaden the base of research in these areas based on exploration and use of the PIAAC dataset and its analytical tools. In addition, AIR has developed a research site (a wiki) where PIAAC researchers can discuss research and related data issues. AIR will also host an invitational PIAAC research conference in late 2014; the commissioned papers will be presented at this conference as well as published by AIR. Expanding the capacity of U.S. researchers in these ways will help to provide a deeper understanding of critical issues related to adult education, training, and lifelong learning, as well as the relationships between the skills assessed in PIAAC and social and the economic outcomes of individuals and societies.

Eligibility: AIR wishes to commission papers from both junior and more established researchers. Current doctoral students and recent recipients of doctoral degrees (within the past 3 years) are encouraged to submit proposals as junior researchers. All applicants should be thoroughly familiar with the PIAAC background questionnaire and comfortable using the PIAAC dataset in appropriate statistical packages (e.g., IDB Analyzer and SPSS). All applicants must be U.S.-based researchers to be eligible.

Proposal Content and Format: Interested researchers should electronically submit a proposal (not exceeding five double-spaced pages) by March 28, 2014, to Saida Mamedova, at piaac@air.org. The proposal should be organized under the following headings:

1. Research question: Clearly identify the hypothesis, problem, question, or idea to be studied. Explain why this is an important question worthy of scholarly investigation. Describe the intellectual merits and broader policy or practical impacts of the research.

2. Significance of the study: The significance of the study relative to existing research in a selected discipline or disciplines. Collaborations between researchers in multiple disciplines are encouraged.

3. Research plan: Describe the research design that will be used to address the research question, including the specific PIAAC variables that will be used for analysis, the types of analyses that will be conducted, and the statistical software that will be used. Indicate any additional countries besides the United States whose PIAAC data will be utilized. Research using related data from other surveys, such as the Current Population Survey or the American Community Survey, is encouraged, although PIAAC should be the primary data source for the research being proposed.

4. Plans for further research: Describe how the proposed paper will lead to the development of further research with PIAAC in specific areas.
5. Brief resume of relevant training, skills, and experience. Indicate whether author(s) are applying as junior researchers (i.e., current doctoral student or recipient of doctoral degree within the past 3 years).

Review and Selection: Proposals will be reviewed and ranked in terms of the following:

- overall quality (well-defined and realistic objectives, significance, approach, and innovation)
- importance of the proposed research topics/questions in the selected field
- proposal’s understanding of the complexity of the PIAAC data
- applicability of the PIAAC data to the proposed research question
- lead researcher’s skills and experience related to the proposed work
- appropriateness of the proposed research design and analyses
- potential impact of the proposed work on policy and practice
- proposed plans for further research with PIAAC data

AIR intends to commission 8–10 papers at $8,000 per paper, depending on the quality of the proposals and the availability of funds. The final papers will be presented at an invitational conference supported by AIR in late 2014 and will be published by AIR.

Timeline:
- April 18, 2014: Applicants notified of awards.
- September 30, 2014: Commissioned papers due.

New Doctoral Program

The Department of Leadership, Policy and Administration at the University of St. Thomas has approved a Doctoral Concentration in Critical Pedagogy that has a significant adult education orientation. The concentration, which can be taken toward fulfillment of collateral credits in the Doctorate in Leadership or as electives toward a Master’s program in Leadership, consists of the following six courses:

- EDLD 856 – Paulo Freire: His Life and Pedagogy
- EDLD 857 – Theoretical Foundations of Critical Pedagogy
- EDLD 858 – The Social Construction of Curriculum, Policy and Practice
- EDLD 859 – Social Movements and Critical Education
- EDLD 888 – Social Theory
- EDLD 894 – Feminist Perspectives on Leadership

If you have any questions, please contact John D. Holst, Associate Professor, 651/962-4433, jdholst@stthomas.edu.

Transformative Learning Through Travel: A Journey to Greece and Turkey

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 from May 6-18, 2014. The cost of $2,585 includes educational and cultural visits, educational materials, services of English-speaking guide, cruise, 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 Daffron and Dr. George Palamattam, who have led previous discovery journeys to several other countries will jointly lead the journey. For additional information and itinerary visit www.discoveryjourney.org or contact George, 630/359-3393 or gpalamattam@gmail.com

Bids to Host AERC in 2017

The upcoming 55th Annual Adult Education Research Conference, will be hosted by Penn State - Harrisburg, June 5-7, 2014 with preconferences to be held on June 4, 2014. Registration and hotel information will be available on the website shortly.

Kansas State University is hosting the conference in 2015. With 2014 and 2015 covered (thanks so much to both host institutions!), we are planning for future years and are soliciting host institution bids for both the 2016 conference and the 2017 conference. If your institution is interested in hosting one of those years specifically, or would be willing to consider hosting either year, contact Joellen Coryell (coryell@txstate.edu) or Aliki Nicolaides (alikin@uga.edu) for the call for bid proposals. Bids are due by Friday, April 25, 2014.

Women Professors of Adult Education Retreat

Women professors, come join your colleagues July 24-27, 2014. Enjoy reconnecting, relaxing, rejuvenating on beautiful Yukon Island in Kachemak Bay, Alaska. Cost: $250. This includes water taxi to and from the island, activities of the retreat, meals, and accommodations. I think there will be enough of us driving from Anchorage to Homer to take care of everyone. For photos/information see www.yukonisland.com. A $100 deposit is due at the time of registration. The balance may be paid at the retreat. For a registration form or to ask questions, e-mail or call Gretchen Bersch at gtb@alaska.net or 907/278-1300.
Charters Library at Syracuse University

A note from Sean M. Quimby, Senior Director of Special Collections:

The name Alexander Charters looms large in the field of adult education. An educator of adults and the long-time dean of Syracuse’s University College, Dr. Charters also helped to establish the world’s foremost collection of books, archives, and ephemera documenting the history of the profession. The Alexander N. Charters Library resides in the Special Collections Research Center at Syracuse University Library. In it you will find the papers of figures such as William Langner and Beverly Cassara (as well as those of Dr. Charters) and the records of organizations such as Adult Education Association/American Association of Adult and Continuing Education and Laubach Literacy International (now Pro Literacy). The library is an invaluable resource to historians who wish to understand the development of the profession over time and to practitioners in need of pragmatic advice. More information can be found at http://library.syr.edu/digital/guides/a/AlexanderNCharters/.

Each year we offer up to $4,000 in grants-in-aid to scholars and practitioners hoping to consult it. Past recipients have come from as near as Princeton, New Jersey, and as far afield as the Netherlands. As the Senior Director of Special Collections, I am working with Dr. Thomas Phelan to develop the Charters Library and the Grants-in-Aid program. An adult educator in his own right, Dr. Phelan consults on instructional programs for adults primarily in emergency management areas of training, exercise design, online course design, incident management teams, and communication. He holds a doctorate from Syracuse University and is also a founding member of the U.S. Department of Homeland Security. In coming months, Dr. Phelan will develop promotional news stories about the library and those who have worked in it, suggest new collection materials, and encourage students, professors, and practitioners of adult education to apply for a grant-in-aid. If (or rather, when) Dr. Phelan reaches out to you, I would very much appreciate it if you could advise him on how the Charters Library might better meet your needs and those of your students.

Online Master’s Program

Texas A & M University announces a new online Master of Science (MS) degree in educational human resource development with a specialization in adult education. The 37-credit hour program includes nine required courses (25 credit hours) and four elective courses (12 credit hours). Information about the program can also be found at http://eahr.tamu.edu/ehrd-masters-online-adult-education-specialization. If you have any questions, please contact Lisa M. Baumgartner, Associate Professor, Adult Education and HRD, Educational Administration and Human Resource Development Department, Texas A & M University, lbaumgartner@tamu.edu

Global Conversations

Many thanks to those of you who were able to participate in the Global Conversations in Literacy Research (GCLR) series of web seminars presented by Dr. Hilary Janks, Dr. Jack Richards, and Dr. Joyce E. King these past 3 months. Also, thanks to those of you who included these seminars as part of your literacy courses. GCLR hopes that you find these web seminars important to its overall aim to increase the global exchange of ideas between and among those of us interested in literacy research, theory, and practice. If you were unable to attend and are interested in these seminars, they are archived on the GCLR website at http://globalconversationsinliteracy.wordpress.com/archived-web-seminars-2010-2013/

Starting in January 2014, GCLR will host the scholars listed here. Please consider scheduling these into your calendars, and please share this information widely with colleagues, students, administrators, and others who may be interested. Also, consider adding these seminars to your course syllabi.

Dr. Ken and Yetta Goodman (USA, January 12; 7pm EST), “Making Sense of Making Sense”

Dr. Ryuko Kubota (Canada, February 23; 7pm EST), “Race and Language”

Dr. Catherine Beavis (Australia, March 16; 7pm EST), “Living in a Digital World: Literacy, Learning and Videogames”

Dr. Brian Street (UK, April 27; 11am EST), “The LETTER Project: Learning for Empowerment Through Training in Ethnographic Research”

If you would like more detailed descriptions of these web seminars, please access the GCLR website: http://globalconversationsinliteracy.wordpress.com

Peggy Albers, Ph.D., Professor, Language and Literacy, College of Education, MSE Department, Georgia State University, Atlanta, GA 30303, malbers2@gsu.edu. Founder: Global Conversations in Literacy Research, free online web seminars presented by internationally recognized scholars in literacy. Co-editor, Language Arts (langartsgsu@gmail.com). If you have questions about the PhD program, please access our website that houses the FAQs.
**Authentic Leadership**

Ball State University (BSU) is hosting a Workshop in Authentic Leadership at Highlander Education and Research Center, New Market, Tennessee (near Knoxville), Tuesday-Friday, May 20–23, 2014. [https://www.facebook.com/AuthLeadershipHighlander2014?ref=hl](https://www.facebook.com/AuthLeadershipHighlander2014?ref=hl)

We invite all those who want to claim their power and know themselves as leaders to come and construct knowledge with us. By defining Authentic Leadership together through dialogue and the arts, we can find our own strengths and share them with others. All are welcome. Come if you are seeking to explore and learn about your own strengths as leaders. Come if you support the leadership in others. Come if you who recognize the value of story telling and dialogue. Come if you want a truly adult education experience in a lovely place. Come if you want to act on your learning. Come if you are ready for a new learning community. $450 per person. $200 deposit required with balance due by April 15, 2014, OR pay the full amount by credit card at the time of registration. Includes workshop, meals (dinner on Tuesday-lunch on Friday), sleeping rooms (dormitory style), campfire, singing/dancing/art, and a square dance. To register: [http://eventpayment.bsu.edu/profile/form/index.cfm?PKformID=0x297741c42](http://eventpayment.bsu.edu/profile/form/index.cfm?PKformID=0x297741c42)

Hosts: Dr. Michelle Glowacki-Dudka (Adult Education faculty at Ball State University), e-mail: mdudka@bsu.edu, 765/702-4789

**Grants, Research, and Policy Issues in Adult Education**

Dr. Meredith Larson of the Institution of Education Sciences (part of the U.S. Department of Education) and Dr. Heidi Silver-Pacuilla of the Office of Vocational and Adult Education (OVAE) in Washington will be participating in a symposium at AERC in June to discuss grant opportunities, and important follow up research to the well-publicized Postsecondary International Assessment of Adult Competencies (PIAAC) report of 22 countries sponsored by OECD released in November 2013. This is likely to present the possibility of many collaborative grant-funded research opportunities and direction for how to write competitive proposals.

**Conversations on Lifelong Learning**

Gretchen Bersch has just completed four new Conversations on Lifelong Learning programs: #42-Larry Olds; #43-Allen Quigley; #44-Mary Alfred, and #45-Larry Daloz. For more information visit www.CLLL.biz.

**Visiting Fulbright Scholar**

The Department of Occupational, Workforce, and Leadership Studies (OWLS) at Texas State University hosted a Fulbright Scholar, Dr. Li-Fang Chou February 18-20, 2014. Dr. Chou is an associate professor at National Cheng Kung University and a research associate at the Center for Industrial and Commercial Psychology Studies at National Taiwan University. Currently Dr. Chou is a visiting professor in the Anderson School of Management at the University of California Los Angeles. Dr. Chou shared her research on the critical effects of Zhong-Yong Thinking (Chinese Dialectical Thinking) on employees’ sense of subjective well-being in lectures on campus in San Marcos as well as at the Round Rock Campus and the Alamo University Center. Dr. Chou’s other research interests include leadership studies, cross-cultural leadership, teamwork and group dynamics, and social networking. During her visit to Texas, Dr. Chou met with OWLS faculty and students to share ideas for future research and collaboration. Dr. Chou’s visit to Texas State was cosponsored by the OWLS Department, The Provost’s Office, and the Fulbright Occasional Lecturer Program

**Call for Research**

This is a request for a graduate student or faculty member who would be interested in conducting research into the housing and transportation needs of older adults and disabled adults in Calvert County, Maryland. The county commission on aging is hoping to present the results of this study to local commissioners and state legislators. At this time, we believe all needed data are available on local and state websites. Contact Jean E. Fleming, EdD, AAACE President-elect 2013-2014, 410/535-1658, jeancolo@aol.com

**Intercultural Relations Research**

I am conducting the following research and want to ensure that a wide range of cultures are well represented in my study. This portion of my research involves the validation of an instrument designed by an international expert panel to measure intercultural relations. Individuals from North America and the Caribbean are welcome to participate, but the following cultural regions are still lacking adequate representation: Asia, Europe, Middle East, South/Latin America, South Pacific/Polynesia, and Sub-Saharan Africa. Participants need only be between the ages of 18-85 years and have a proficiency of the English language that allows them to complete the instrument. Contact Melanie L. Wicinski, PhD Candidate, Curriculum & Instruction, Adult Education, University of South Florida, 4202 E. Fowler Avenue, Tampa, FL 33620, mwicinski@mail.usf.edu, 813/404-9759.
Awards and Honors

Adult Learning: Linking Theory and Practice by Sharan B. Merriam and Laura L. Bierema (Jossey-Bass 2014) was chosen by The Academy of Human Resource Development (AHRD) as the R. Wayne Pace HRD Book of the Year.

Powerful Techniques for Teaching Adults by Stephen Brookfield won UPCEA’s 2013 Phillip E. Frandson Award for Literature in Continuing Higher Education.

Ann Benoit received the AERA Robert J. Menges Award from the Faculty Teaching, Evaluation and Development area of the AERA (American Educational Research Association) based on her Lesley University dissertation, which explored college teacher learning and development from and adult learning and development framework. Her doctoral program is in Educational Studies with a Concentration in Adult Learning and Development. The 2013 dissertation that earned the award is Learning from the Inside Out: A Narrative Study of College Teacher Development.

Deaths

Dr. William Venable, PhD, died on October 13, 2013. For over 30 years, he had taught courses in Adult Education and Human Resource Development at Oklahoma State University. He retired in June 2013 and shortly afterwards was diagnosed with a rare cancer that quickly claimed his life. He taught Dr. Michael Galbraith at OSU, where Dr. Wayne James was Michael’s adviser.

Dr. Michael W. Galbraith died January 18, 2014 from a traumatic brain injury suffered as a result of an accidental fall. Michael had been a professor of adult education for 30 years, having received his doctorate in adult education in 1984 from Oklahoma State University. Subsequently, he taught at the University of Missouri-Columbia, Temple University, and Florida Atlantic University before completing his career at Marshall University Graduate College in Charleston, WV as a professor of leadership studies. He was especially proud of serving as a role model and mentor to his students at all of these institutions. Michael was an active member of professional associations, especially AAACE (and its predecessor), having served in leadership roles such as serving on the board of directors and chairing various units and sections. He authored 13 books (and had just completed another one), hundreds of academic publications, and presented regularly at regional, state, national, and international conferences. Several of his books are used in many graduate programs in adult education throughout the United States and international communities. He was the Founding Editor-in-Chief for the Professional Practices in Adult Education and Human Resource Development series by Krieger Publishers. During that time, the series produced 34 books.

Retirements

John Boulmetis is retiring from the University of Rhode Island after 41 years of coordinating and teaching in the graduate program in adult education. His last semester of teaching was Fall 2013. He is on terminal sabbatical for the Spring 2014 semester and will be formally retired June 2014.

New Hires and Promotions

Dr. Kevin Roessger has joined the faculty of the College of Education at Seattle University. Kevin joined Seattle University’s Adult Education and Training program in Fall 2013. He previously served as an adult educator in higher education and career and technical education contexts in the Midwest, focusing primarily on work-related skills training. His research interests include behavior analytic approaches to skills training, reflective activities in instrumental learning contexts, and reflection as a natural phenomenon.

Paulette Isaac Savage has been promoted to full professor. She is the first African American and first adult education professor in the College of Education at her institution (University of Missouri–St Louis) to make full professor.
Position Announcements

Tenure-Track Position in Leadership and Public Policy, University of St. Thomas, Minnesota

The University of St. Thomas, School of Education, Department of Leadership, Policy and Administration invites applicants for a full-time, tenure-track position. Anticipated start date for this position is Academic Year 2014-2015. The search committee is seeking candidates who demonstrate a strong background in educational and organizational theory as well as a record of productive research (or a promising potential for developing one) and a commitment to the value of the liberal arts in leadership. An earned doctorate is required, as is interest and expertise in web-based and other modes of program delivery. The appointment level for this position is commensurate with the candidate’s qualifications.

The Department of Leadership, Policy and Administration consists of 8 full-time faculty members; each of whom is committed to departmental as well as individual initiatives. Programs of study lead to the Master of Arts degree, the Educational Specialist degree, administrative licensures and the Doctorate of Education degree. The Ed. D. program enrolls students from a wide range of fields, including higher education, K-12, healthcare, government and business. All programs seek to model the premise that leadership, in order to be fully legitimate, must include ethical, intellectual, and skillful practice components that contribute to the common good.

Established in 1885, the University of St. Thomas is located in the major metropolitan area of Minneapolis-St. Paul, and is Minnesota’s largest private university. Its 10,000 students pursue degrees in a wide range of liberal arts, professional, and graduate programs.

Inspired by Catholic intellectual tradition, the University of St. Thomas educates students to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good, and seeks to develop individuals who combine career competency with cultural awareness and intellectual curiosity. The successful candidate will possess a commitment to the ideals of this mission.

The University of St. Thomas has a strong commitment to the principles of diversity and inclusion, to equal opportunity policies and practices, and to the principles and goals of affirmative action. In that spirit, the University welcomes nominations and applications from a broad and diverse applicant pool.

Qualifications

The successful candidate will have demonstrated practical and scholarly expertise in public policy theory, development, and/or leadership at the state, regional and national levels. The position requires a completed doctoral degree, a demonstrated record of teaching excellence, and the strong potential for a productive publishing agenda and career. The successful candidate’s main responsibilities will include teaching in a master’s program in policy public and an interdisciplinary practitioner-scholar Ed.D. program in leadership. In addition the position requires a strong commitment to advising students at the master’s and doctoral levels.

Instructions to Applicants

Applicants should submit a CV and cover letter online. In addition, we strongly encourage applicants to submit the following documents with their online application: documented evidence of recent teaching experience and samples of published papers, articles, books, etc. (maximum of three).

Open until filled. For more information visit https://jobs.stthomas.edu/postings/15074

Loyola University Chicago’s School of Continuing and Professional Studies (SCPS): Associate Dean (available now); Director of Special Projects (August 11, 2014 start date); Instructional Design Associate (August 11, 2014 start date)

We’re getting ready to celebrate our centennial of service to adult learners in Chicago. We’re adding these three faculty positions as we prepare for our next phase of growth. We are looking for experienced, energetic, and cutting-edge adult learning professionals who look to thrive in exciting downtown Chicago. The successful candidates will join a degree-granting unit with a storied past and strong support for growing programs for working adults. We are seeking expertise in serving adult learners, teaching face to face and online, and helping grow programs and branch campuses.

Loyola is consistently rated as one of the best places to work in Chicago. The SCPS is housed at our Water Tower campus in the middle of Chicago’s vibrant Magnificent Mile. Our degree completion and certificate programs are offered evenings and weekends and online in Chicago and suburban locations.

If you have questions or could suggest a good candidate, please contact me directly. Details are available on these positions at http://www.luc.edu/hr/ as well as on the ACHE job board. For more information, please contact Walter Pearson, Dean at 312/915-6504 ofc, 312/508-9646 cell, or wpearson@luc.edu.
Assistant/Associate Professor-in-Residence position

The individual will hold a joint appointment with the University of Connecticut School of Dental Medicine, as the Director of Curriculum Advancement, and our Adult Learning program. We seek a scholar-practitioner with great collaborative skills, innovative approaches to bring the well-respected School of Dental Medicine to the forefront in dental education and professional development, and eagerness to join the Adult Learning faculty in teaching, research, and service. A unique position with tons of potential! More information can be found at https://jobs.uchc.edu/CSS_External/CSSPage_Referred.ASP?Req=2014-420 or contact Sandy Bell at 860/486-0251 or sandy.bell@uconn.edu

2014 CPAE Awards

Nominations are being sought for the 2014 CPAE awards. Nominations for each award should be submitted to Lilian Hill, CPAE Awards Committee Chair, by July 1, 2014 and complete applications are due August 30, 2014. Preferred means of submission of these materials is by e-mail with pdf attachments of the required documents. If this is not possible, a single set of the materials may be mailed to the committee chair.

The Early Career Award (offered every year) honors individuals who are in the early stages of their academic career, and who have made significant contributions in scholarship and service to the field. Each year CPAE will honor one individual at the assistant professor level or equivalent who demonstrates excellence in research and publication and potential capacity for leadership in the field. A person must be nominated by someone other than themselves. Nominations should be in writing, with a clear rationale for why the person should be considered. The nominee’s complete name, institutional affiliation, and all pertinent contact information (address, e-mail, phone numbers) should be included in the letter of nomination. Those nominated will be contacted by the committee chair in early July to inform them of their nominee status. The nominator will be asked to solicit two other letters of support from colleagues, and the nominee should submit a portfolio that includes a cover letter, a current CV, and materials representative of his/her work.

Nominations and complete applications for all awards should be sent to:

Lilian H. Hill, Ph.D.
Associate Professor and Program Coordinator
Adult Education, Higher Education, and CPS Student Affairs Administration
Educational Studies and Research
University of Southern Mississippi
118 College Drive, #5093
Hattiesburg MS 39406
601/266-4622
Fax 601/266-4233
Upcoming Conferences

The 55th Annual Adult Education Research Conference, June 5-7, 2014, Penn State Harrisburg, PA

The conference website is up and active at http://harrisburg.psu.edu/aerc-2014. Please note that presenters need to register by April 1 if they want their presentation included in the proceedings. Late registration begins May 13.

First Annual Adult Education in the Health and Medical Professions Preconference to the Adult Education Research Conference, Penn State Hershey, June 4, 2014

The keynote speech for the preconference, “Lifelong Learning for Health Professionals in the Era of Ubiquitous Information” will be given by Charles Friedman, PhD, Professor and Director of the Health Informatics Program in the School of Public Health at the University of Michigan.


For more information, contact Dr. Qi Sun at qsun@uwyo.edu

African Diaspora Preconference, Race, Place and Social Justice: The Continuing Legacy of the African Diaspora, June 4, 2014, 9am-5pm

Any questions can be directed to Dr. Doris Flowers at dflowers@sfsu.edu or 415/338-2614.

CPAE Midyear

There will be a CPAE Midyear meeting at AERC on June 5, 2014 this year to be held at Penn State University—Harrisburg. We look forward to seeing many of you there.

How Class Works Conference, SUNY Stony Brook, June 5-7, 2014

The Center for Study of Working Class Life is pleased to announce the How Class Works – 2014 Conference, to be held at the State University of New York at Stony Brook. For more information, visit www.stonybrook.edu/workingclass.

Third Conference of the European Society for Research on the Education of Adults (ESREA)


The 2014 Conference of the Canadian Association for the Study of Adult Education (CASAE), Brock University, St. Catharines, Ontario, May 25-27, 2014

http://www.casae-aceea.ca/?q=node/30

International Transformative Learning Conference, Theme: Spaces of Transformation and Transformation of Space, Teacher’s College, Columbia University, New York, October 24-26, 2014

http://transformativelearning.ning.com/2014conference

30th Annual Conference on Distance Education & Learning, Madison, WI, August 12-14, 2014

Contact Kimary Peterson, kjpeterson@dcs.wisc.edu, 608/265-4159
Calls for Conference Papers

International Conference on Urban Education, Montego Bay, Jamaica, November 6-8, 2014

The conference organizers are very interested in proposals from all levels of education: http://www.icue2014.org/call-for-proposals/


http://www.sssp1.org/index.cfm/m/23/annual_meetings

33rd Annual Research-to-Practice Conference (R2P) in Adult and Higher Education with Second Annual BSU Adult, Higher, and Community Education Research Conference, Ball State University, Muncie, Indiana September 19-20, 2014

Call for Papers Deadline Extended to April 15, 2014

Conference Theme: Innovations in Scholarship and Practice of Teaching and Learning.

Call for papers: http://learnovation.com/R2P-2014/Call-for-Papers.html

Conference information: http://learnovation.com/R2P-2014/home.html; r2p@bsu.edu

Registration: http://learnovation.com/R2P-2014/registration.html

CMC 2014: Sixth International Conference on Concept Mapping, Santos, Brazil, September 23-25, 2014

http://cmc.ihmc.us, Contact: cmc2014@ihmc.us, local arrangements: cmc2014-local@ihmc.us. 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”; administrative and strategic planning and monitoring and knowledge management.

We expect participants from a broad range of fields presenting a wide variety of research and applications of concept mapping. Electronic paper submissions can be submitted in the following categories:

Full Papers: Full papers are reports of completed research accepted by a panel of experts and peers in the program committee and will be published in the conference proceedings. Categories: (a) empirical research, (b) model or theory development, and (c) theorizing from the literature. Each session is 30 minutes (20 min. presentation/10 min. discussion). Audience participation, as a principle of adult education, is stressed. Full paper submissions have a length of up to 8 pages. The program committee may recommend that a full paper that does not meet all the criteria be presented as a Poster Presentation with paper.

Poster Presentations (with paper): The posters will form a visual display prepared by conference participants describing a research initiative, program, pedagogical model, and/or best practice on how concept mapping is applied in a variety of settings. Poster presentations serve as an effective forum for the exchange of information and a means to communicate ideas, research, and programs. Poster papers should have a maximum length of four pages and will be published in the conference proceedings.

Poster Presentation (without paper): Posters that do not include a formal paper will also be accepted for presentation at the conference. Participants can submit a 500-word abstract if they are interested in presenting a poster.

All papers should be written and presented in English, Spanish or Portuguese. All papers from previous conferences are available at http://cmc.ihmc.us and can be searched at http://www.cmappers.net.

Initial Conference Paper/Proposal Submission Deadline: May 19, 2014. To submit a paper or poster please go to the following website: http://cmc.ihmc.us. For each type of presentation follow the directions as to the page numbers and the format that is posted there. The submission system will be available soon.

Decision Returned to Paper Author(s): June 30, 2014.

Call for AAACE 2014 Conference Application for Graduate Student Scholarship, Charleston, SC, November 6-7, 2014

It is a pleasure to announce the opportunity for graduate students to apply for a limited number of scholarships for the AAACE National Conference registration fee. The conference fees for the Commission for International Adult Education (CIAE) Preconference and/or the Commission of Professor of Adult Education (CPAE) Coconference are also included. For conference information go to http://www.aaace.org. The criteria for the selection committee to award the scholarship include:

• Have not been awarded a full AAACE Graduate Student Scholarship in previous years;
• Meet the stated number of completed credit hours at the time of application: (12 credit hours in a MS/MA/MAE degree program or 30 hours in a doctoral program);
• Applicant’s thoughtful, articulate statement about how attending the AAACE national conference will have an impact on your development as a scholar/practitioner in adult education (100 -150 word minimum);
• Applicant must attest to being in good academic standing in degree program;
• Applicant must have the endorsement of the program advisor (or chair) of the degree program;
• Applicant must agree to this stipulation: “If I receive this conference registration scholarship, I agree to provide a minimum of 10 hours of volunteer service during the AAACE Conference in Charleston, SC.”
• Applicant agrees to complete a reflective paper with observations and constructive recommendations for continuous improvement on the conference experience (400-500 words) and return to Dr. Dianne Ramdeholl at Dianne.Ramdeholl@esc.edu by September 30, 2014.

For priority consideration, complete applications must be received as an e-mail attachment or fax by Monday, September 20, 2014. Address applications to: Dr. Dianne Ramdeholl, Empire State College, Dianne.Ramdeholl@esc.edu

Applicant's Name:  
Address:  
E-mail address:  
Telephone:  

☐ I am enrolled in and have completed 12 credit hours in a MS/MA/MAE degree program (not including current enrollment) at ______________________ (institution).

☐ I am enrolled in and have completed 30 credit hours in a Doctoral degree program (not including current enrollment) at ______________________ (institution).

☐ I plan to attend the CIAE Preconference (November 6-7, 2014)

☐ I plan to attend the CPAE Coconference (November 5-8, 2014)

☐ I will be presenting at the AAACE Conference (November 5-8, 2014). Title of Presentation:

In a brief statement (100-150 words minimum), please tell the review committee how receiving this scholarship will assist your career development as a scholar/practitioner in adult education: [Insert statement here or add another page]

By signing below sending as an e-mail attachment (with name in italics), applicant agrees to the following:

If I receive this conference registration scholarship, I agree to provide a minimum of 10 hours of volunteer service during the AAACE Conference in Charleston, SC. I will also complete a reflective paper with observations about the impact of the conference on my development as an adult educator and constructive recommendations for continuous improvement on the conference experience (400-500 words) and return to Dr. Dianne Ramdeholl by September 30, 2014.

Signature of applicant: __________________________

Signature of student’s program advisor attesting student is in good academic standing, including program and number of credit hours completed as of May 31, 2014 (may be done by separate e-mail), to Dr. Dianne Ramdeholl: Dianne.Ramdeholl@esc.edu.

________________________
You are invited to submit proposals for SIG Sessions 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. Graduate students are encouraged to participate.

**Submitting a Proposal**

The proposals should be submitted using the online form and relevant to the SIG interest.

A description of each SIG may be found at [http://cpae.memberclicks.net/sigs](http://cpae.memberclicks.net/sigs) and the SIG Chairs and their contact information are on page 16.

If you would like to propose a session for consideration, please submit a 250-word proposal abstract via the online form: [https://docs.google.com/forms/d/1dly12hSkZfsrxyTuCYGBE8gMyzNK02D-DbAXXR_0uO/viewform](https://docs.google.com/forms/d/1dly12hSkZfsrxyTuCYGBE8gMyzNK02D-DbAXXR_0uO/viewform). A proposed session may include a panel of colleagues with short presentations and a period of discussion or other individual or multiple presenter formats. Your submission should include:

- 250-word proposal abstract
- Present a clearly identified perspective related to the SIG.
- Indicate how this perspective may be useful in adult education theory and/or practice.
- Identify how it contributes to our professional discourse at CPAE.
- Describe the proposed presentation, content, and degree of audience participation.
- The selection will not be a blind review process, so the name and contact information of all presenters should be included.
- Each SIG will have approximately a 1.5-hour session timeframe.
- SIG Chairs may combine ideas and proposals from presenters for the final content and format of the session.

We look forward to your submissions and look forward to seeing you at CPAE in Charleston! Amelia C. Amelia Davis, PhD, Department of Curriculum, Foundations, and Reading, Georgia Southern University, 912/478-0201, e-mail: adavis@georgiasouthern.edu <applewebdata://91E3D4B8-C277-417B-8821-1EB7063B7DB4/adavis@georgiasouthern.edu>

<table>
<thead>
<tr>
<th>Submission deadline: May 18, 2014</th>
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<tr>
<td>Selection notification: July 16, 2014</td>
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<td>Online Submission Form: <a href="https://docs.google.com/forms/d/1dly12hSkZfsrxyTuCYGBE8gMyzNK02D-DbAXXR_0uO/viewform">https://docs.google.com/forms/d/1dly12hSkZfsrxyTuCYGBE8gMyzNK02D-DbAXXR_0uO/viewform</a></td>
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<tr>
<td>SIG Questions: Contact SIG chair/cochairs listed on page 16.</td>
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<tr>
<td>Conference Questions: Amelia Davis, <a href="mailto:adavis@georgiasouthern.edu">adavis@georgiasouthern.edu</a> or Fred Prasuhn, <a href="mailto:fprasuhn@gmail.com">fprasuhn@gmail.com</a></td>
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*International Journal of Lifelong Education, 33*(1), 2014. Special Issue: Lifelong Learning and Higher Education in Europe 1995-2011: Widening and/or Narrowing Access?

“The lost honour of the Social Dimension: Bologna, exports and the idea of the university” (by John Holford) http://dx.doi.org/10.1080/02601370.2013.873210 pp. 7-25

“From social rights to the market: neoliberalism and the knowledge economy” (by John Holmwood) http://dx.doi.org/10.1080/02601370.2013.873213 pp. 62-76


The PAACE Journal of Lifelong Learning

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-practice articles. Please visit our website at 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)

The PAACE Journal of Lifelong Learning is seeking reviewers to participate on the Editorial Review Board for the journal. The term is for 3 years, 2014 to 2017. Editorial Review Board members review manuscripts for potential publication and solicit manuscripts for the journal. The journal published both refereed and non refereed (theory-to-practice) articles. For additional information, please visit our website: http://www.iup.edu/ace/publications/default.aspx. Please contact Gary Dean (gjdean@iup.edu) or Jeff Ritchey (jritchey@iup.edu) if interested in becoming a reviewer for the journal.

Transnational Migration and Education

SENSE (https://www.sensepublishers.com/) announces the publication of Transnational Migration and Education. “This exciting and innovative series will bring a dynamic contribution to the exploration of the changing landscapes of education in the age of transnational migration” (Michel Lokhorst, Director).

Please send book proposals or inquiries to the series editors, Shibao Guo at guos@ucalgary.ca and Yan Guo at yanguo@ucalgary.ca, or Michel Lokhorst at michel.lokhorst@sensepublishers.com.

Migration has been adopted by many countries as a strategy to compete for the most talented, skillful, and resourceful and to ameliorate aging populations and labor shortages. The past few decades have witnessed both an expansion and transformation of international migration flows. The resulting demographic, social and cultural changes have reconfigured the landscapes of education in the receiving societies. Transnational Migration and Education aims to bring together international scholars with contributions from new and established scholars to explore the changing landscapes of education in the age of transnational migration.

Adult Learning

Adult Learning (Mary V. Alfred, Ph.D., Editor-in-Chief) is interested in publishing empirical research and conceptual papers and is actively soliciting manuscripts of 4,000-4,500 words. 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. Please share, forward, or post the Call for Manuscripts and author guidelines, as applicable. To learn more about the journal, go to http://alx.sagepub.com/

For information about submitting a manuscript, go to http://www.sagepub.com/journals/Journal202126/manuscriptSubmission

To submit a manuscript, go to http://mc.manuscriptcentral.com/al. If you have any questions, please contact Cathy Cherrstrom, managing editor, or me at adultlearning@tamu.edu.

New Horizons in Adult Education & Human Resource Development

As we begin our second full year of publication with Wiley Online, we are excited to announce that issue 26(1) is now available online: http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291939-4225;jsessionid=1E044F7DEFFD1BE4647545CF2FB457E7.f02t03. The two most recent issues of New Horizons in Adult Education & Human Resource Development explore the relationship and differences between the fields of AE & HRD. We are also pleased to announce Dr. Rob Mizzi, assistant professor at University of Manitoba, as the new assistant editor of Perspectives in Adult Education.

European Journal for Research on the Education and Learning of Adults

The new issue of the European Journal for Research on the Education and Learning of Adults (RELA) is now published at www.rela.ep.Liu.Se. The theme is What’s new in a new competence regime containing an editorial, five thematic papers, and one open paper.
New Editor Seeks Manuscript Submissions for the Journal of Continuing Higher Education

Routledge is pleased to announce that Dr. Royce Ann Collins will assume the role of Editor-in-Chief of the Journal of Continuing Higher Education beginning in 2014.

Dr. Royce Ann Collins’ professional career has spanned experience with higher education administration, continuing education, and as a faculty member. She is currently associate professor of adult education in the Educational Leadership Department at Kansas State University. Dr. Collins has won national and regional awards for her teaching, research and scholarship. Her teaching and research focus on the adult learner in higher education.

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 journal is currently seeking major articles of up to 7,000 words, “Best Practices” articles of up to 4,000 words, “Opinion Pieces” of up to 2,000 words, and book reviews of current publications in the field.

Topics may include but are not limited to:

- 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 and related fields

Manuscripts should be submitted to the editor at racollin@k-state.edu. http://tandf.msgfocus.com/c/1tq47XiZSGpf9IhVShIfg4

Thematic issue of the European Journal on the Education and Learning of Adults ( RELA)

Cartographies of research on adult education and learning. Submission deadline: June 15, 2014. Lead editors for this issue: Andreas Fejes, Katherine Nicoll, Danny Wildemeersch

Papers are welcome relating to one or more of the following themes, but not exclusively limited to them:

- forms of analysis (bibliometric, content, citation, critical etc.)
- conceptual papers
- historical analyses of the development of the “field”
- novel approaches to cartography research related to (adult) education and learning
- national, regional or international geo-political or field specific domains.

Papers from different national, regional, or international geographical locations, analyzing different kinds of empirical material and drawing on different kinds of theories and methods are particularly sought.

Submissions should be sent no later than June 15, 2014, by e-mail, to andreas.fejes@liu.se, katherine.nicoll@stir.ac.uk, and danny.wildemeersch@ppw.kuleuven.be formatted according to the instructions for authors available at www.rela.ep.liu.se
2013-2014 Leadership

Executive Committee

Chair & AAACE Commissioner (2012-2014): Elizabeth “Libby” Tisdell, Penn State University–Harrisburg, 717/948-6640, ejt11@psu.edu

Secretary-Treasurer (2013-2015): Royce Ann Collins, Kansas State University, racollin@k-state.edu

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Past Chair: Howard Walters, Ashland University, hwalters@ashland.edu

Members At-Large:

Dianne Ramdeholl (2012-2014), Empire State College, dianne.ramdeholl@esc.edu
Fred Prasuhn (2013-2014), Western Governors University, fprasuhn@gmail.com
Claudette Peterson, North Dakota State University, Claudette.Peterson@ndsu.edu
C. Amelia Davis (2013-2015), Georgia Southern University, adavis@georgiasouthern.edu

Membership Chair: Qi Sun, University of Wyoming, qsun@uwyo.edu

Comaintainer of CPAE Website: Jim Berger, Western Kentucky University, jim.berger@wku.edu

Comaintainer of CPAE Website: Lori Risley, University of Central Oklahoma, Irisley1@uco.edu

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John Henschke, Co-Chair, Lindenwood University, jhenschke@lindenwood.edu

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Mitsu Misawa, University of Memphis, mmisawa@memphis.edu
Sue Bracken, North Carolina State University, susan_bracken@ncsu.edu

History & Archives
Waynne James, University of South Florida, james@tempest.coedu.usf.edu
Doug Smith, Florida International University (Emeritus), smithdh@fiu.edu
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 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 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 Development (OECD) and released in November 2013, the CPAE Executive Committee and I worked with the AERC Steering Committee to invite key national players and grant funders in financing follow-up studies to participate in a symposium discussion at AERC. Dr. Meredith Larson of the Institution of Education Sciences (part of the U.S. Department of Education) and Dr. Heidi Silver-Pacuilla of the Office of Vocational and Adult Education (OVAE) in Washington will be with us to discuss grant opportunities and important follow-up research to the PIAAC. This is one of the ways we hope to both mentor faculty and to get more involved in policy issues. Finally, Dr. Ron Cervero, who has moved on to higher administration at the University of Georgia as Associate Vice President for Instruction will be doing the keynote at this fall’s 2014 conference in Charleston, SC, and will offer suggestions for negotiating power and interest on behalf or our faculty and programs with those in higher administration at our universities.

In conclusion, I’m looking forward to continuing to work with you, and look forward to seeing many of you at CPAE’s midyear meeting at AERC. 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