Hi Colleagues,

In the Spring 2016 AAACE Newsletter, I expressed a concern that higher education institutions in general and adult and continuing education programs in particular are experiencing extraordinary changes that require diligence, planning, and flexibility to remain viable. These words now seem prophetic given the news of the pending closure of yet another proud adult education graduate program, i.e., the program at the University of Wyoming is fated to be shuttered (University of Wyoming Academic Program Review, 2016). According to CPAE By-Laws, one of the five purposes of the commission is: “To act as a vehicle for strengthening and supporting excellence in academic programs in adult education.” To this end, whenever we witness the demise of a graduate degree program, we collectively and (often silently) grieve the loss, i.e., the loss of the feeling of home and family that such programs provide to our faculty colleagues; the loss experienced by current and future students and alumni; and the loss to the wider community of potential scholars and practitioners. Sadly, over time a number of prominent programs have been shuttered, e.g., Florida State University, Syracuse University, University of Nebraska, University of Chicago, University of Wisconsin-Madison, and a number of others. In the past, the CPAE has responded with a sense of urgency with the pending closure of some of them, but it has been a silent bystander regarding the demise of others. It seems that a common theme among many of these shuttered programs is that they were once led by prominent (star) adult education faculty who left the program but were never replaced. The overall lesson seems to be that we tend to grow our adult education graduate programs around individual “star” professors; however, we have not learned how to grow our programs in such a way that they are sustainable without these individual stars.

Star faculty can often provide the tactical and strategic leadership necessary to assist endangered adult education programs to survive the inevitable perilous economic challenges faced by their universities and/or schools/colleges. For example, I pointed out in the Spring AAACE Newsletter the observation by Mitchell, Palacios, & Leachman (2014) that for many higher education institutions, the austerity programs and measures that were initiated during the recent recession are being maintained in order to brace institutions for unfavorable and changing demographics that will significantly shift the balance regarding the increased costs of higher education, reduced state support, increased costs to students, the types of students recruited to college campuses, and the types of programs and services they will demand for their tuition dollars. Given this state of affairs for higher education nationally, the need for universities to trim their budgets and consolidate programs is understandable, and these efforts will likely continue. Consequently, some adult education programs will be affected. Conventional wisdom dictates that when adult education programs are on the endangered list, the most ef-
Open Positions on the CPAE Executive Committee

Please remember to nominate a colleague or yourself for one of the following CPAE leadership opportunities before we meet in Albuquerque, New Mexico! Executive committee roles are excellent opportunities to serve the profession and provide leadership at the national level.

It is time to identify colleagues for the CPAE Executive Committee positions to be elected at this year’s CPAE conference, held in conjunction with the AAACE Conference in Albuquerque, NM, November 8–11. The CPAE Conference will begin in the afternoon on Thursday, November 10, 2016, with CPAE sessions continuing on Friday. The business meeting is held from 6:30pm–8:30pm on Thursday, November 10.

The positions available and a brief description of responsibilities are listed here. The CPAE by-laws with descriptions for these positions are available at the CPAE Commission’s link at http://www.aaace.org/page/CPAEAbout.

Two members-at-large are needed each year. This year’s newly elected members-at-large will serve a 2-year term from November 2016 through November 2018. In all, there are four members-at-large on the executive committee. Two of the members-at-large focus primarily on developing the annual CPAE Co-conference in collaboration with the SIG chairs, and the other two produce the fall and spring editions of the CPAE newsletter.

Nominations may be submitted in advance to Liz Roumell at earoumell@tamu.edu, or from the floor during the business meeting.

Thank you for your time and consideration. See you in Albuquerque!

Adult Education Program Updates

The Adult Education program at East Carolina University got approval to offer a new online graduate certificate in Student Affairs in Higher Education. The program now has three graduate certificates in addition to the master’s degree: Community College Instruction, Education in the Healthcare Professions, and Student Affairs in Higher Education.

Florida Atlantic University’s Adult and Community Education program has launched an online master’s degree in ACE sustainability. The program is intended to provide learning, training, and practical experience, in both formal and nonformal settings that foster personal development, community development, and action for change in our human and natural worlds. The program will operate under the direction of Dr. Valerie Bryan, Dr. John Hardman, and Dr. Susan Dennett. Dr. Bryan has extensive experience working with communities in the field of adult and community education. Dr. Hardman has considerable experience working within the field of sustainability, and Dr. Dennett has experience working as a leader within the community and with international industries. This new program will be housed in Florida Atlantic University’s Educational Leadership and Research Methodology Department. For information contact Dr. Susan Dennett at sdennett@fau.edu or 561/799-8716.
Effective advocates for them tend to be the programs’ remaining adult education faculty (who serve as ambassadors to their adult education graduate program in all of their transactions with department and school-/college-level colleagues and administrators) and the students and alumni with a direct stake in the program. The voices of CPAE members, via a Listserv request, could be also effective, i.e., if the effort is mobilized in a timely way and target key decision maker(s). However, the continuing demise of prominent adult education programs suggests that these efforts are insufficient.

Although CPAE regularly provides caring, supportive, and collegial networking opportunities for professors of adult education, the current state of higher education suggests this support may not be commensurate with the need. Consequently, we should ponder several questions:

1. Is the current type and level of support sufficient to meet the needs of a higher education landscape that is challenged to provide an effective, efficient, and appropriate array of programs and services to a changing demographic of current and future students?

2. Are there steps that CPAE can (and should) take to ensure that people who chose to join the ranks of the adult education professorate receive support not just for themselves as individuals, but program-level support to sustain them through the inevitable difficult challenges to be faced by their schools/colleges?

How we answer these questions in the near-term future could dictate the long-term sustainability of adult education degree programs.

References


Assistant Professor, Adult Learning and Development

The Department of Counseling, Administration, Supervision, and Adult Learning (CASAL) at Cleveland State University is seeking an active, culturally and academically diverse faculty member of the highest caliber to fill a tenure-track faculty position at the rank of Assistant Professor in the Adult Learning and Development Program, starting in the Fall 2017 semester. The successful candidate will work in a nationally recognized program that enrolls a diverse student body and has faculty who are leaders in the field. The successful candidate will teach master’s and doctoral level courses, some of which will be taught online. The candidate will be expected to engage in service at the program, department, and college level.

**Minimum Qualifications**

- Earned doctorate in adult education, higher education, or related field by July 1, 2017. If the candidate has not received a PhD by the start of the academic year, he or she will receive an instructor contract.
- Knowledge of and strong interest in online teaching
- Experience teaching adult learners
- Experience with adult learning in higher education
- Experience teaching at the graduate level
- Experience teaching online
- Experience designing online courses
- Evidence of scholarly activity
- Ability to contribute through teaching and/or service to the diversity, cultural sensitivity, and excellence of the academic community

**Preferred Qualifications**

- Experience teaching and/or service to the program, department, college, university, and profession
- Experience with scholarly research, pursue external funding, and provide service to the program, department, college, university, and profession
- Experience teaching and/or service to the program, department, college, university, and profession

This is a full-time position. Hiring is contingent upon maintaining existing levels of funding from the State of Ohio. Applications will be exclusively accepted online at http://hrjobs.csuohio.edu/postings/6588. Mailed or e-mailed application materials will not be accepted. Applications will be accepted until the position is filled. Applicants are required to submit the following documents: (a) cover letter, (b) curriculum vitae, (c) statement of teaching philosophy, (d) list of all courses taught, (e) description of online teaching experience, (f) transcripts, and (g) contact information for three reference providers so that letters of recommendation can be obtained. Review of applications will begin September 30, 2016; open until filled. Questions about the position can be directed to Dr. Catherine Hansman at c.hansman@csuohio.edu

Department Chair and Professor—Leadership (Position #003701)

The College of Education at the University of Memphis is seeking an innovative and experienced leader to chair the Department of Leadership. The department chair will encourage and support growth and innovative initiatives that build on the foundations of highly successful academic programs. The department chair is responsible for overall leadership and administration of the department including oversight of academic programs, faculty review, course scheduling, budget, support of faculty productivity and professional development, and facilitation of innovation. This is a faculty position with administrative responsibilities and the chair serves on the dean’s Council and College Leadership Team. Review of applications will begin November 7, 2016 and may continue until the position is filled. The department welcomes a diverse set of applicants. Applications must be submitted electronically at https://workforum.memphis.edu. Applicants must upload (1) a detailed letter of application describing their teaching, research, and service interests, as well as leadership and administrative experience; (2) a curriculum vitae; and (3) names, addresses, telephone numbers, and e-mail addresses of four references. Applicants will receive a confirmation number when all application materials are submitted in workforum. Letters of reference and official transcripts will be requested upon interview. Address inquiries and nominations to Dr. Steven West at slwest@memphis.edu or (901) 678-4472.

Assistant Professor of Higher and Adult Education (Position #003013)

Department of Leadership, University of Memphis. Academic year tenure track position. The successful candidate will be expected to teach graduate courses, recruit and mentor graduate students, supervise research of advanced graduate students, and provide service to the program, department, college, university, and profession. The candidate will be expected to use a variety of instructional delivery methods, including face to face, hybrid and online. Review of completed applications will begin November 28, 2016 and continue until the position is filled, pending final allocation of funds. Employment is anticipated to begin August 2017. The department welcomes a diverse set of applicants. Applications must be submitted electronically at https://workforum.memphis.edu. Applicants are required to upload (1) a letter of application that details competencies specifically related to the qualifications, (2) an
**Position Announcements —continued from p. 4**

up-to-date curriculum vitae and (3) names, addresses, telephone numbers, and e-mail addresses of three references. Optional documents to upload are (4) teaching evaluations if available and (5) a list of HIAD courses the applicant can teach (see http://www.memphis.edu/gradcatalog/degreeprog/coe/lead.php for descriptions of HIAD courses). Applicants will receive a confirmation number when all application materials are received. Letters of reference and an official transcript will be requested upon interview. Address inquiries to Dr. Jeffery Wilson at j.l.wilson4@memphis.edu.

Please see https://workforum.memphis.edu for full position notices.

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**Upcoming Conferences**

**31st International SDL Symposium: A Reminder**

Don’t miss the annual International Self-Directed Learning Symposium February 8–10, 2017 in Cocoa Beach! Go to www.sdglobal.com for details on the symposium and to view the *International Journal of Self-Directed Learning*.

It is always a remarkable experience. One attendee commented: "The symposium was a wonderful opportunity to meet some of the major researchers in self-directed learning. I think it should be on a ‘must attend’ list for any student, practitioner, or faculty member interested in this line of research."

You’ll find a flyer on the symposium (February 8–10) and one on our first-ever special one-day added conference for K–12 educators (February 10). This year’s symposium will also include a number of excellent sessions on SDL in online learning.

Please assist us in getting the word out by printing copies and posting them at your college or university, business, or other organization.

We are expecting another exciting and productive symposium in 2017. Be a part of it!

Questions about paper submission? E-mail: Iguglie@fau.edu
Questions about registration? E-mail nboyer@polk.edu

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**Calls for Manuscripts/Proposals**

**Mapping the Adult and Continuing Education Field: An International Compendium**

Edited by Alan Knox, Simone Conceição, and Larry Martin

A copublication of Stylus Publishing and the American Association for Adult and Continuing Education

Compendium Project Update: The compendium is an accessible reference work that reports results of mapping the knowledge base of the field and is composed of many brief articles that explain major concepts and topics. Four individual volumes are planned: Adult Learners, Teaching and Learning, Leadership and Administration, and Research and Evaluation. The final book will have an accessible and affordable eBook edition with hyperlinks, enabling readers to navigate among brief articles to understand important connections. The project has currently generated 92 article proposals from an impressive list of international authors, and these are being reviewed by 15 consulting editors and the 3 core editors. New article proposals are still being accepted, especially for Volume 3 on leadership and administration. We are particularly interested in article proposals (from 1,000 to 3,000 words) on the following topics: organizational structure, stakeholders, strategic planning, organizational change, and organizational culture. For more information, please visit the project website: https://sites.google.com/site/icacecompendium/ce.

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**PAACE Journal of Lifelong Learning**

The *PAACE Journal of Lifelong Learning* is accepting manuscripts for refereed and theory-to-practice (nonrefereed) articles. Now in its 26th year, the journal is published annually by the Pennsylvania Association for Adult Continuing Education and is distributed to PAACE members, libraries, and subscribers.

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

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Promotions/New Positions

Seattle University’s College of Education welcomes Dr. Stacey Robbins as our newest Assistant Professor of Adult Education.

Dr. Kelly McKenna has accepted the position of Assistant Professor of the Adult Education & Training program in the School of Education at Colorado State University.

Dr. Jill Zarestky has accepted the position of Assistant Professor of the Adult Education & Training program in the School of Education at Colorado State University.

Dr. Kalpana Gupta has accepted the position of Assistant Professor of the Adult Education & Training program in the School of Education at Colorado State University.

Dr. Kevin Roessger has accepted the position of Assistant Professor in the Department of Adult & Lifelong Learning at the University of Arkansas.

Dr. Elizabeth Roumell has accepted the position of Assistant Professor in the Educational Administration & Human Resource Development Department at Texas A&M.

Dr. Steven Frye received tenure and was promoted to Associate Professor in the School of Interdisciplinary Studies at Tennessee Tech University.

Dr. Steven W. Schmidt was promoted to full professor in the Department of Interdisciplinary Professions at East Carolina University.

Dr. John A. Henschke was promoted from Associate Professor of Education to Professor of Education at Lindenwood University, St. Charles, Missouri, effective August 18, 2016.

Dr. Qi Sun has accepted the position as Associate Professor, Program Coordinator of the Adult Learning (PhD) in the Department of Educational Psychology and Counseling of the College of Education, Health and Human Sciences, at the University of Tennessee, Knoxville in the fall of 2016. Dr. Sun received her PhD from Northern Illinois University and was previously on the faculty at the University of Wyoming.

Dr. Mitsu Misawa has accepted the position of Assistant Professor in the Department of Educational Psychology and Counseling of the College of Education, Health and Human Sciences, at the University of Tennessee, Knoxville. Dr. Misawa received his PhD from the University of Georgia and was previously on the faculty at the University of Memphis.

In August 2016, Joellen E. Coryell assumed the position of director of the PhD program in Adult, Professional, and Community Education at Texas State University. Sincere gratitude and congratulations to Ann Brooks for her insightful and impactful work in this position over the past 6 years.

Daphne W. Ntiri, Professor, Wayne State University, was invited to join the research faculty at the University of Uppsala, Sweden in 2017 to advance her research on women and adult literacy following the release of her 2015 edited book, *Literacy as Gendered Discourse: Engaging the Voices of Women in Global Society* by Information Age Publishing.

Retirement

Dr. Cate Monaghan, Associate Professor and Director of the Center for Faculty Excellence, has retired from Cleveland State University as of June 30, 2016. She can still be reached at her work e-mail and looks forward to continuing to see adult education colleagues at conferences.

In Memory Of

Memorial for Patricia Cranton (Victoria Marsick, Teachers College, Columbia University)

Faculty, and students who took Patricia’s courses at Teachers College miss Patricia’s quiet presence, depth, and humanity. Their words speak eloquently to her impact and how deeply she is missed. Claire said, “She completely changed my opinion about online learning. What I thought of as the low-cost version of learning turned out, thanks to her outstanding design and facilitation skills, to be a premium-value version of learning.” Robin reflected the views of so many about the ways that Patricia used the arts in her teaching: “She pushed me to think outside my own comfort zone around the role of creativity in learning.” Scott added that “she was not only creative in her assignments, but participated in the exercises offered by her students as well.” Alyssa reflected that “the beauty of studying with Dr. Cranton was that the theory and research didn’t just stay on the page. It was a deeply meaningful, dynamic experience because of the unique learning space that she created.” April remembered “a time when I was most doubtful and struggling with my sense of ability to write” and noted that “it was in the most doubtful moment that she provided inspiration and courage.” Chloe described that Patricia “made you feel like you were important—thousands and thousands of miles away, almost like you could feel her through the computer screen ... as if she was sitting right next to you,
guiding you." Karen wished to thank Patricia for “helping us along so sensitively on our individual journeys, helping us to look both inward and outward as we walk.” In remembering Patricia, who shared pictures she took of her home and surroundings with me, the image came to me of Carl Sandburg’s poem about the way “fog comes on little cat feet,” sitting silently “over harbor and city ... and then moves on.” Patricia has moved on, but her presence—evoking the image of our animal colleagues (as she loved dogs and I imagine cats)—remains indelibly. She has enveloped us and permanently changed who we are in the world.

Larry Olds — Farewell My Friend

“Larry peacefully died this morning [October 13, 2016]. His caretaker Phyllis talked to him at about 5:30 a.m. She had moved a mat into his room to be near in case he needed anything. At 7:40 a.m. she discovered that he had died.” A posting on CaringBridge by Nikki LaSorella

Much will be written to honor Larry Olds who left us on October 13, 2016. Larry was a quiet and powerful force for adult learning and education for social justice, human rights and peace. He is largely underappreciated in the academic community—in part I think because he elected to publish little—keeping his head, hands and heart always “on the ground” in activism, with the people, rather than in ivory towers! For many years he generated a newsletter “Popular Education News” that featured stories and events from the “underbelly of the world’s forgotten and abused.” He had links to The Highlander Research and Education Center (http://highlandercenter.org), the Catalyst Centre (http://www.catalystcentre.ca, “a collective of educators committed to democratic, social justice education and community development”) and many more institutions devoted to social change.

He was the quintessential “popular educator” and collected “definitions” of “popular education,” which he published in the newsletter (more than two dozen! See: http://www.popednews.org/newsletters/definitions.html). His champions included Paulo Freire, Julius Nyerere, Myles Horton, and many other radical adult educators. He was friends with Phyllis Cunningham and John Gaventa and many visionary leaders in the fields of adult learning and education. He was unabashed in gently voicing his well-informed thoughts on many topics, which often stirred provocative and generative dialog.


He was founder of NAAPAE (The North American Alliance for Popular Adult Education (1994–2001); was North American representative to the International Council for Adult Education (ICAE); involved with popularizing the Danish Folk School movement in the United States; was an antiracist activist; and strong proponent of feminism in adult education, long before it became widely popular.

In 2001, at the 6th World Assembly of the ICAE (Ocho Rios, Jamaica), through Larry, NAAPAE organized a “Mural Making Project” (NAAPAE Bulletin No. 17, 2). The mural became an “art attack” when I painted gay, lesbian, bisexual, and transgender symbols on it. The resultant immense ruckus was described by Larry as causing an “uproar [that produced] sharp conversations...in the corridors and rooms of the conference....The mural turned out to be an outstanding example of art as education doing its job” (p. 127). The quote is taken from his (to my knowledge unpublished) autobiographical work that he sent to me for review, titled at the time, “A Memoir of My Journey in Adult Education: The Making of a Popular Educator.”

In 2005, he visited me and my companion Jim, in Atlanta, and agreed to conduct a participatory brown-bag lunch-time and afternoon workshop, Another Kind of “Movement Education” Is Possible: Popular Education, at the University of Georgia. At that time he approved this biographical sketch for distribution, “Larry is a former community college political science faculty member; the communication coordinator for the North American Alliance for Popular and Adult Education; active in international popular and adult education circles; for the last several years building a collection of popular education and community organizing materials for facilitators and practitioners at the library of the Resource Center of the Americas in Minneapolis; a grandfather. Since retiring in time to claim ‘I’m not working for money in this millennium,’ Larry has been working as a volunteer on education with several activist non-profits, facilitating workshops introducing popular education ideas and tools, assisting in planning of participatory conferences, and writing a memoir. He has the manuscript, My Journey In Adult Education: The Making of a Popular Educator in draft form. He lives and gardens in the inner city of Minneapolis on a small lake.”

...that was in 2005. In 2016, he has moved residency, but his contributions and legacy remain unmovable.

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