Angela Davis recently spoke at Texas State University where I work. Among the insightful things she said, I was struck by her answer to one student’s question: “How can we build a bridge between us and Baby Boomers to work for social justice?” Dr. Davis responded that when she came of age, multiple movements had erupted at the same time. But people have been doing work all along since that time, quietly—not looking for publicity. They have just kept on working. She went on to say that because of that long experience, younger people can stand on “our” shoulders so they can see farther. Younger people need to lead; they can’t expect “us” to, she told the audience. She is more than willing to follow the leadership of younger people—the movement is reverberating all over the world.

In many ways, the same can be said of our own field. The political and economic zeitgeist that fostered the growth of the adult education programs and star academics at the prominent universities Larry Martin wrote about in the Fall 2016 CPAE Newsletter is different now. But like those activists of whom Dr. Angela Davis spoke working throughout the years for social justice are the many adult education professors working persistently to build and fight for adult education programs. They have just kept working. And for all of that work, we still have adult education programs around the country, many of them thriving, often at urban and regional or private universities rather than the flagship public universities of a former era.

The CPAE executive committee, except for past chair Larry Martin and now me, are all assistant professors. Assistant professors are also serving as coeditors for the Journal of Transformative Education and Adult Learning. They lead programs at their universities and serve on committees, advocating to keep their adult education programs healthy. This work is time consuming and requires initiative and vision. And these new faculty are stepping up to lead our field at the same time as they are under the pressures of being untenured, tenure-track faculty. It was one of Texas State University’s adult education doctoral students, Skyller Walkes, who worked to bring Angela Davis to speak at this university. Young adult educators like these are hopeful, and they give me hope. They are already leading. But as Dr. Davis pointed out, hope is not with individuals; it is with community. In our case, the era of having “stars” to give us hope may have passed, but the era of a community of adult educators working together is already here.

Dr. Angela Davis ended her talk at Texas State University by telling us all, “We will need heart in the world to come. We have to create the dreams that those who come can inhabit.” Creating and acting on our dreams is for us as adult educators, too, working together in community to build a new adult education future.
Imagining Our Future: Moving Forward

The CPAE Executive Committee (EC) sent out a survey to members in Fall 2016 to identify priorities our organization would like to pursue moving forward. Members identified, in order of importance, six priorities.

- Work together to elevate the visibility of Adult Education’s contributions and importance to society.
- Promote research and advocacy for federal, state, and local policies relevant to adult education.
- Foster increased collaborative relationships between and among adult education faculty, programs, and institutions.
- Reach out to broader potential members such as adjunct faculty, doctoral students, researcher–practitioners, and our international colleagues.
- Enhance career development of new faculty and doctoral students through mentoring and networking events with experienced faculty.
- Increase opportunities for dialogue among CPAE members at annual meetings and online.

Although several of these priorities will require effort on the part of CPAE members, the EC identified priorities that we could begin working on immediately: increase collaborative relationships and increase opportunities for dialogue.

The first effort was a “Speed Dating” event at the 2016 CPAE co-conference in Albuquerque organized by Larry Martin, Liz Roumell, and Ann Brooks. Participants formed six informal interest groups at this event and pointed out the need to develop an online platform for these interest groups to connect and collaborate. This led to the EC’s second effort to address member priorities.

Social Media for Professional Networking

To address the need for a social media venue to facilitate member collaboration and opportunities for dialogue, Haijun Kang, newly elected CPAE member at large, took on the task of surveying CPAE community members’ social media habits for professional networking and collaboration purposes.

Haijun Kang reports that the survey was conducted in February and a report titled “A Snapshot of 126 CPAE Members’ Social Media Habitus for Professional Networking and Collaborations Online” was presented to the CPAE EC at the meeting on March 28, 2017. In total, 126 CPAE community members completed the survey. A majority of survey participants (97%) are on social media for professional networking and collaborations with Facebook (FB) and LinkedIn are their favorite platforms to use. Among the survey respondents, FB users are more active than LinkedIn users with 78% FB users are on FB more than three times a week and 40% LinkedIn users are on LinkedIn more than three times a week. A list of social media selection criteria is developed with 11 things to consider when selecting social media platform(s) for professional networking and collaboration purposes. Please follow this link to access the full report: https://goo.gl/lrnSA5.

Based on the survey results, the EC has decided to embark on FB by being present on FB and helping create subgroups for individual interest groups and/or SIGs to network and collaborate should they desire. EC will communicate this to the SIG chairs and see how they would like to participate/engage.
2017–2018 CPAE LEADERSHIP

Executive Committee

Chair & AAACE Commissioner: Ann Brooks, Texas State University, abrooks@txstate.edu

Secretary-Treasurer (2015–2017): Leann Robillard Kaiser, Colorado State University, Leann.Kaiser@colostate.edu

Past Chair: Larry Martin, University of Wisconsin, Milwaukee, lmartin@uwm.edu

Members At-Large:
Kalpana Gupta (2015–2017), Colorado State University, Kalpana.Gupta@colostate.edu
Kevin Roessger (2015–2017), University of Arkansas, kmroessler@uark.edu
Haijun Kang (2016–2018), Kansas State University, hjkang@ksu.edu
Petra Robinson (2016–2018), Louisiana State University, petrar@lsu.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, lrisley1@uco.edu

2017–2018 CPAE leadership transitions

Promotions/New Positions

Congratulations and welcome to Dr. Mattyna Stephens, Postdoctoral Research Associate in Adult Education at Texas State University. Mattyna is working with the faculty and students through researching adult online teaching and learning and developing and teaching courses in both the MA and PhD programs in adult, professional, and community education.

Dr. Susan Yelich Biniecki and Dr. Haijun Kang have earned tenure and been promoted to associate professor beginning this fall 2017 at Kansas State University.

Dr. Christos Anagiotos was hired in January 2017 as a tenure-track assistant professor of adult education, Department of Leadership Studies and Adult Education, North Carolina A&T State University.

The Lifelong Learning and Adult Education Program at Penn State-University Park is pleased to announce that Dr. John Holst and Dr. Rebecca Tarlau will be joining our faculty in 2017–18.

Announcement

Dr. Ann Brooks and Dr. Geleana Drew Alston are now the editors for Adult Learning.

Retirement/Award

John Henschke officially retired as Professor of Education from Lindenwood University on December 31, 2016. John Henschke received a beautiful plaque from the International Adult and Continuing Education Hall of Fame as a token of grateful appreciation for his service as chair of the Board of Directors of the hall for the years 2014 and 2015.
Upcoming Conferences

31st International SDL Symposium: A Reminder
Adult Education Research Conference (AERC)
June 9–11, 2017
University of Oklahoma, Norman

10th Asian Diaspora Preconference
The Tenth Asian Diaspora Adult Education Preconference, in conjunction with the 58th (2017) Annual Adult Education Research Conference (AERC), will be held at the University of Oklahoma, Norman, June 8, 2017. The theme for this year’s preconference is Celebrating our Heritage: Evolving with Global Learning.

The purpose of this preconference is to provide a forum in which scholars from both an Asian ancestry (East) and the Rest, including the West, may learn from each other, share Eastern, non-Western perspectives on teaching and learning practices, current research issues, concerns, and future visions relevant to adult learning and education. This preconference intends to offer an opportunity for adult education faculty, scholars, practitioners, and graduate students who are interested in researching about and contributing to the East to present their scholarship and research projects.

In the global context, knowledge production becomes an active and applicable process that involves interconnections, collaboration, and engagement with the world. Learning has thus become more collaborative and international. Learning, in this context, has gone global. Global learning enables adult learners to know broader concepts, theories, and practices, and give meanings in specific and relative contexts (Andreotti & de Souza, 2008). Thus, learning globally becomes critical for meaningful and mindful dialogues and exchanges between the East and the Rest.

African Diaspora Preconference
The African Diaspora Preconference will celebrate its 25th anniversary year of existence with the Adult Education Research Conference. The AD Preconference has consistently maintained its vision and mission over the years to promote the research of young Black scholars of African descent. The AD Preconference has published its own proceedings, increasing awareness of the importance of research reflecting the experiences of Black people to the field of adult education and, more important, increased the hiring of more Black scholars of African descent at universities and colleges throughout the world. We are very pleased and excited with the accomplishments made of the Diaspora. We will continue to strive to ensure that all voices are represented and reflected in all fields of Education throughout this society. We are looking forward to commemorating the 25th anniversary year in Oklahoma.

International Conference on Information Communication Technologies in Education
Rhodes, Greece, July 6–8, 2017

The conference draws a congenial group of 80–125 attendees (many of whom attend every year). The group is small enough to meet people and dialogue and develop relationships with them, while at the same time being incredibly diverse, with attendees teaching many different subjects and at many different levels (from grade school to graduate school) or acting as consultants or administrators. This is truly an international group. Participants last year included those from Canada, the United Kingdom, Ireland, Norway, Sweden, Australia, Thailand, South Africa, Brazil, France, Israel, the United States, and Greece. Held annually for the past 16 years, the ICICTE Conference accentuates the development of research and of researchers.

All papers are double blind peer reviewed with feedback given to the authors. Refereed papers are then included in conference proceedings; selected papers will be published in a special issue of the International Journal of Learning and Information Technology. Since 2004 the conference has presented the Graduate Student Paper Award. This year it will provide a stream of activities for new and emerging researchers. Sessions include pre- and postconference networking events: one on publishing tips, including choosing journals, and one on grant writing. All this and a social program with an opening night reception, the closing Greek Dinner, and two lunches! To see some of last year’s papers go to http://www.icicte.org/ICICTE16Proceedings.htm. Visit the ICICTE website for more information on the conference: http://www.icicte.org/ and to register. Early registration lasts until April 28, 2017 and presenters receive discounts. Feel free to share general questions or comments with Linda Morris via e-mail at linda_morris11495@yahoo.com.
**Calls for Manuscripts/Proposals**

**Dialogues in Social Justice**

*Dialogues in Social Justice: An Adult Education Journal* (DSJ) seeks full-length manuscripts, reflection essays, book reviews and resources, and arts-based work from academics, activists, scholar–practitioners, and artists for a special themed issue that examines the interstice among protests, social justice, and adult education. Publication date: September 2017. For more information: [https://journals.uncc.edu/dsj/announcement/view/25](https://journals.uncc.edu/dsj/announcement/view/25) or contact the editors at dsjadulteducation@gmail.com for questions not answered in the Call.

*Dialogues in Social Justice* is issuing a call for book reviews. A list of books to be reviewed can be found at [https://journals.uncc.edu/dsj/pages/view/Books%20Available%20For%20Review](https://journals.uncc.edu/dsj/pages/view/Books%20Available%20For%20Review). If you would like to recommend a book for review please contact Brendaly Drayton at bed156@psu.edu or 814/863-6313.

**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 the website at [www.iup.edu/ace](http://www.iup.edu/ace). Manuscripts and subscription requests can be sent to Gary Dean at gjdean@iup.edu.

**AAACE Proposals**

The Call for Proposals for the 66th Annual AAACE Conference in downtown Memphis is now available. The theme of this year’s conference is Adult Education: One Chorus of Many Voices, through which we aim to highlight and explore the unifying aspects of our field. In addition to the main conference, there will be two preconferences organized by the Commission for International Adult Education and the Commission for Distance Learning and Technology, and the annual co-conference by the Commission for Professors of Adult Education. You can find more information and the Call for Proposals at [http://www.aaace.org/page/2017CFP](http://www.aaace.org/page/2017CFP). Please share this with your graduate students, colleagues, and fellow faculty and we look forward to seeing you in Memphis.

**CPAE Proposals**

You are invited to submit a proposal for SIG Sessions at this year’s Commission of Professors of Adult Education (CPAE) conference, held in conjunction with the AAACE Annual Conference in Memphis, TN. The CPAE Conference will begin in the afternoon on Thursday, November 2, 2017 with the SIG Sessions scheduled on Thursday afternoon or Friday morning during the conference. Graduate students are encouraged to participate. The proposals should be submitted using the online form and should be relevant to the SIG interest. Find a description of each SIG at [http://www.aaace.org/page/CPAESIGs](http://www.aaace.org/page/CPAESIGs).


Harvard University Has Cataloged the New Encyclopedia of Strategic Leadership and Management

Dr. Victor C. X. Wang, recipient of AAACE 2016 Presidential Award, has published more than 230 outstanding reference books and scholarly journals with IGI Global and other internationally recognized publishers, and has seen great success throughout the years in regards to the dissemination of his publications around the world. The groundbreaking new publication, the Encyclopedia of Strategic Leadership and Management, was officially released December 31, 2016.

The Encyclopedia of Strategic Leadership and Management investigates emergent administrative techniques and business practices being utilized within corporate and educational settings. Highlighting empirical research and best practices within the field, this encyclopedia will be an authoritative reference source for students, researchers, faculty, librarians, managers, and leaders across various disciplines and cultures.

This three-volume, nearly 2,000-page book weighs 12.80 pounds. The foreword was written by Dr. John A. Henschke, the doctoral student of Malcolm Knowles. It took Dr. Wang and his team of nearly 300 authors from multiple countries and U.S. states 1.5 years to complete. Many scholars hail from Ivy League schools and Tier I universities, including Columbia University, Rutgers University, and University of Illinois at Urbana-Champaign. We are all familiar with the research publications by our AAACE members such as Victoria Marsick, Lyle Yorks. Their leading research was included in this publication. Leading universities including Harvard, University of Washington, and University of Illinois, Urbana-Champaign have cataloged the book for their faculty/administrators and students. Because every major university has publicized a strategic plan, it is expected that this book may be a best seller in the next 2 to 5 years.

View all of Dr. Wang’s IGI Global publications at http://www.igi-global.com/affiliate/victor-cx-wang/284640


A research-based foundational overview of contemporary adult education, Foundations of Adult and Continuing Education distills decades of scholarship in the field to provide students and practitioners with an up-to-date practical resource. Grounded in research and focused on the unique needs of adult learners, this book provides a foundational overview of adult education, and an introduction to the organizations and practices developed to support adult learning in a variety of contexts. The discussion also includes select understandings of international adult education, policy, and methods alongside theoretical frameworks, contemporary and historical contexts, and the guiding principles of adult education today. Coverage of emerging issues includes the aging society, social justice, and more, with expert insight from leading authorities in the field. Many adult educators begin practice through the context of their own experiences in the field. This book provides the broader research, theory, and practice needed for a deeper understanding of adult education and its place in society.


This edited volume sets the groundwork for a dialogue between transformative learning and continental theories of Bildung in adulthood. Both theoretical frameworks bring meaning to the complex learning process of individuals as they develop a more critical worldview. In this volume, a variety of authors from different countries and theoretical backgrounds offer new understandings about Bildung and transformative learning through discussion of theoretical analyses, educational practices, and empirical research. As a result, readers gain greater insight into these theories and related implications for teaching for change. From the various chapters an exciting relationship between both theories begins to emerge and provides impetus for greater discussion and further research about two important theories of change in the field of adult education.