



INTERNATIONAL
ADULT AND
CONTINUING
EDUCATION

Hall of Fame NEWSLETTER

Message from the Chair of the Board of Directors:

Janet K. Poley, President and CEO, American Distance Education Association (ADEC)

Volume 4, Issue 1— Spring 2011

Dr. Carroll A. Londoner, Editor



Janet K. Poley

**IACEHOF-
ADULTHOOD
II –BUILDING
A PLACE AND
SPACE FOR
ACTIVE WIS-
DOM.**

As most of you know, the IACEHOF Board of Directors is searching for a way for “ALL IN THE HALL” to better communicate both internally and externally. Beginning with our strategic plan crafted under the leadership of Ed Boone and everyone Ed brought into the process, we began our journey. Much in the original plan has already been accomplished because of the cooperation between Hall members and the University of Oklahoma. Our business practices are much improved; we didn’t escape the economic crisis but we weathered it well; we ex-

panded our international linkages and members; we strengthened our selection processes and we are now more “actively engaged” in national and international conferences focused on the adult learner. In January the Board decided that we wanted to make the virtual IACEHOF a reality and that is going to take resources from “ALL IN THE HALL”. We need your time, your talent and funding to help support this futuristic direction. It is not a small task!

I am particularly grateful to Gary Miller, Jost Reischmann and Carroll Londoner for starting us out with a discussion group on LinkedIn. If you haven’t joined, go to the IACEHOF webpage and sign up. Also start thinking about how you can help us design and create dynamic and sustainable virtual hall.

A “blended approach” might be the best way to describe the idea in its current state. We will continue to have our physical hall but we will start to plan for something doable and that we can be proud of. I have asked John Peters as chair of the strategic planning committee and chair elect to lead this effort. I have asked Dian Stoskopf, chair of the development committee, to help us stretch substantially with respect to “giving” that can make this two-headed vision a reality. We are working closely with the University of Oklahoma to prepare a process that will assure that we contribute our fair share to the Hall operations, support the endowment as appropriate to the market situation and focus on this new and exciting project. Many of you have great technology skills and those may be as valuable as

gifting to hire technology staff. All of you have “wisdom” to contribute!

With the release of Mary Catherine Bateson’s new book, *The Age of Active Wisdom*, many are now talking about the fact that we’re not just living longer but we’re thriving longer. Bateson, 71, is the daughter of cultural anthropologist Margaret Mead and Greg Bateson. She says that, with increased longevity, human lives include a new stage: “Adulthood II: the Age of Active Wisdom.” You can read the book or go to UTube to hear her describe the tremendous potential for most of us in the Hall to “compose” our own Adulthood II, combining active engagement with well-digested wisdom. With longer lives worldwide, we have the opportunity to compose our individual period of

(Continued on Page 3—Poley)

Updates From University of Oklahoma Outreach:

James P. Pappas, Executive Director, IACEHOF



“If you don’t like something, change it. If you can’t change it, change your attitude.” These wise words

are attributed to Maya Angelou. Yes, change always presents a challenge, and many of our budgets are a testament to this. The economic downturn has touched us all and persistently looms over us. However, with many of these changes out of our control, we

are changing attitudes here at OU to ensure a strategic, fresh approach.

With that mindset, I am enthused to report that the induction in Toronto went extremely well. Inductees were appropriately honored and celebrated at this event,

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Pappas, Updates From University of Oklahoma Outreach (Continued)

which was smoothly executed by Board members and the individuals involved. The Directors meeting was lively and thorough. Later that day, the 14 inductees in the Class of 2011 participated in a panel discussion. Moderated by Dr. Fran Kelly, the inductees were divided into two groups. Both groups were asked to discuss the forces that were instrumental in their careers in terms of policy, research, and practice of adult and continuing education. The inductees also addressed the key issues for the future of this growing field.

Audience members listened with great interest as this fascinating panel explained the important issues, opportunities and challenges they have faced professionally while simultaneously touching and improving the lives of many lifelong learners.

This year's class represented seven countries, proving to be the most internationally diverse class in the Hall of Fame's history. Audience members commented on how inspiring and intellectually stimulated the panels left them. The cultural diversity greatly added to the richness of the experience, which continued at the induction ceremony later that evening. I think we can all safely say that we all learned a great deal that day.

As expected, I am always deeply enlivened after attending these annual events. It inspires me to look toward the future. It's important to take note of some trends we are seeing in higher education so we can deal with change appropriately. Many of you are likely entrenched in these issues at your own institutions. *EDUCAUSE* recently outlined 10 trends that I found interesting for those of us engaged in the higher education enterprise (*Educause review*, 16 January/ February 2011: *The Changing Landscape of Higher Education*, By David J. Staley and Dennis A. Trinkle).

These trends are summarized as follows:

"Restaurant market": The American higher education system resembles a restaurant market – countless options to feed everyone's appetite. From state uni-

versities to community colleges to for-profits, consumers are able to buy whatever they want. But can comprehensive universities afford this? We'll see some unbundling with a greater emphasis on online courses. It promises to be a new menu.

The "new" general education: Partially driven by the shallow job market, students – and employers – are questioning the value of general education courses. Skills-based gen ed courses need to increasingly emphasize writing, oral communication and global awareness.

Surge in global faculty and student mobility: More students travel internationally for higher education, and not necessarily to the U.S. This creates a sort of "brain exchange" among countries. Global competition for talented students and faculty has generated research partnerships and networks. More academic research will be done by research teams across institutions and by specialty centers.

Faculty evolution: Non-tenured, adjuncts and part-time faculty will continue to become a greater portion of faculty. This is just a reality driven by economics.

Globalization and the "invisible college": With the Americanization of education worldwide, we will see more and more students looking to online education. Researchers have also followed the online trend, making collaboration across time zones and international borders a reality.

The new "traditional" student: *EDUCAUSE* notes that today, 60% of college students are over age 25, and 60% work full time. The old "non-traditional" student has become the traditional student. With more students less willing to take on debt and a greater emphasis on community colleges, this proportion will only grow. Hopefully, adult and continuing education will blossom in this era of the non-traditional, traditional student.

The demonstrable value of a degree: Because of the worldwide economic recession, more students question

if the commitment to earning a degree, in terms of time and cost, will have a payoff. In other words, will the degree they seek translate to gainful employment? We will see a greater emphasis on careerism.

Middle-skill training: The previous point correlates to this. More people are moving into middle-level jobs. We'll see a greater emphasis on practical skills so students can transition immediately into the job market. Students will be less interested in the theoretical or the long term. They want education for the "now."

Higher education will become a private rather than public good with less public funding: Also economy-related, the cost of higher education will be born more by the individual and less by the taxpayer.

Lifelong partnerships with students: Higher education institutions are looking to develop relationships with their students long after they have graduated. To foster a lifelong relationship with alumni, institutions are offering more options for certifications, advanced degrees, short courses, retirement communities and alumni societies.

It's important to look at these trends to help us forecast and prepare for change. Those of us committed to adult and continuing education have much to be excited about in terms of these trends... and much to do in reacting to them.

Until next time.

All that is necessary for the triumph of evil is that good people do nothing. ...

Edmund Burke

Poley, Message From the Chair, (Continued)

Active Wisdom and act together as a community of scholars and practitioners to lay the foundation for incorporating what we know into the practice of adult education. Some of our newest members are already conceptualizing and facilitating new ways of thinking and acting appropriate to this approach.

Someone said on a recent conference call about the Hall that it was suggested that our new project might turn into scrapbooking for senior citizens. That really hurt! But then I thought what a challenge! A scrapbook is really a very old art form. Scrapbooking was never a noun and never commercialized to the degree it is today. I think there is so much more to the Hall than plaques on walls in Norman and the words written about us at the time we were inducted.

My vision for all of us in the Hall is that together we make this community a living, breathing force—combining our years of active experience—and determine how we can build a safe and creative place for vibrant and active wisdom. Let's not lose this opportunity of a lifetime for all of us and our organization

"...the Knowledge Society will require more individuals to have some level of postsecondary education. This will require.... our colleges and universities to dramatically increase access to both recent high school graduates and to current workers. This.....will move continuing and distance education closer to the mainstream of higher education."

Hall of Fame International Dimension Grows

—Gary Miller (HOF 2004) and Jost Reischmann (HOF 1999) Co-Chairs, International Development Committee

This year, the Hall of Fame's International Development Committee is hoping to make good strides in creating a more active community among our members worldwide.

The Hall took a major step in that direction earlier this year when we created an IACE Hall of Fame group on LinkedIn, a global professional network. Any Hall of Fame member can join this group and share your experiences and ideas with other Hall of Fame members. We hope that Hall members will use LinkedIn to:

- Update colleagues on your recent professional achievements—new positions, awards and recognitions, publications, grants, etc.
 - Share personal milestones—retirements, relocations, etc.
 - Share news from the field
 - Discuss issues with colleagues
 - Seek advice on projects that you are starting
 - Seek partners for new initiatives
- Any Hall of Fame member may join

the LinkedIn group.

To join, you must first become a member of LinkedIn. Simply go to the LinkedIn website: <http://www.linkedin.com>. Follow the instructions to create an account. Then, press the "Groups" area and request to join "IACE Hall of Fame" group.

Right now, membership is limited to Hall of Fame members and support staff. However, as the group matures, we could open it more broadly so that the experiences and ideas of our Hall of Fame membership can be shared with others. The International Development Committee encourages all members to sign on and join the IACE Hall of Fame group and give us your feedback.

At its Toronto meeting, the Hall of Fame Board of Directors reinforced its commitment to hold the annual Hall of Fame induction ceremony outside the U.S. at least once every three years. The Hall is currently exploring an invitation to conduct an induction in Romania in 2014. We are also seeking ideas for additional international venues for the future. Ide-

ally, an induction ceremony should be held in conjunction with a major conference in the field of adult and continuing education. If you are a member of an organization that might be interested in hosting the Hall at one of its conferences in the future, please let us know.

"Each honest calling, each walk of life has its own elite, its own aristocracy based on excellence of performance."

James Bryant Conant
President, Harvard University
1893

IACE Hall Of Fame 2011 Induction Ceremony In Toronto, Canada

Carroll A. Londoner, Board Member/Newsletter Editor

Toronto, Canada
7 April 2011
**2011 IACE
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(UPCEA)**



2011 IACE Hall Of Fame Inductees—Toronto, Canada

Sixteen adult and continuing education leaders from seven

countries were inducted into the International Adult and Continuing Education Hall of Fame on April 7, 2011, during a ceremony held in conjunction with the UPCEA in Toronto, Canada. The ceremony and a following reception capped an eventful day in which the Board of Directors met and inductees participated in Panel Discussions. The theme of the UPCEA conference was "Doing What Matters: Creating New Knowledge and Strategies." The HOF special panel event piggy-backed on this general theme by examining the careers, the "voices," and the research and practice of the new inductees as they strove to create new strategies and knowledge in the field of adult and continuing education throughout their lives.

Two awardees were posthumously inducted into the HOF. The fourteen other inductees were present in Toronto.



Joan W. Allsop of Australia, was introduced by Dr. Judith Plessis, University of British Columbia.

Born in Queensland, Australia, in 1912. Allsop entered the educational world as a class room teacher. Shortly after WWII, she moved to New South Wales and was appointed to the academic staff of the Department of Tutorial Classes (adult education) and later to the staff of the Centre for Continuing Education in the University of Sydney. Retiring as a Senior Lecturer after a 32 year academic career, Allsop is remembered as one of the first Australian women appointed to a tenured position in Adult Education. She pioneered in women's education, advocated for the study of woman's issues in the university's adult education program, and in the early 1950's she began a residential adult education program for mothers and children.



Mary P. Ely of the United States was introduced by Executive Director, Jim Pappas (HOF 1997). Ely was a central figure in the fledgling field of Adult Education in the USA in the pre-WWII years and

was a critical leader in the neophyte professional association, the American Association for Adult Education (AAAE) from the 1920's—1940s. Her greatest contribution to the field was as the editor of the Journal of Adult Education, the first professional journal in the new adult and continuing education field. Beginning in 1929, under the Carnegie Corporation funding of the AAAE, Ely grew the circulation and developed the editorial philosophy of the journal, thus reflecting the emerging theories and philosophical underpinnings of the AAAE. Her tireless efforts helped unite this fledgling field by encouraging authors nationwide to contribute their concepts, theories, research and practices—all this when the field was in its infancy and communication and transportation was limited.



Victor A. Arredondo of Mexico was introduced by Alex Charters (HOF 1996). He has made it his career objective to position Mexican continuing

HOF 2010 Induction Ceremony—Toronto (Continued)

higher education within the context of an overall policy framework for collaboration in the Americas. His leading role in international task forces and organizations has been key to the development of institutional ties and partnerships in the Western Hemisphere, establishing some of the current programs for student mobility, teacher training, distance education, and research networking in the region. Education has always been his career focus. From 1981-1985, he chaired the academic programs for the National Association of Universities and Institutions of Higher Education (ANUIES). In the ANUIES position, he instigated various programs, plans, and policies oriented toward the consolidation of planning and evaluating continuing education units at the institutional, state, and national levels. He is the creator and developer of the *Vasconcelos Project*, an initiative that seeks to improve the quality of education and community life using all-terrain roaming mobile units to reach underserved communities. He also created the *Clavijero Consortium* providing online continuing higher education and training to update and recertify more than 37,000 teachers in the use of Information Communication Technology in the classroom and update new classroom learning strategies.



Chère Campbell Gibson of the United States was introduced by Board Chair, Janet Poley (HOF 2002). Gibson is an internationally renowned scholar and practitioner in adult, continuing

and vocational education. As a professor at the University of Wisconsin-Madison she has influenced and engaged thousands of adults with limited educational choices. She is passionate about servicing self-directed learners and better understanding what they need to be successful.

A major focus of her work has been in the

rural areas working with Native Americans, migrant workers, and new immigrants and has been funded by the National Science Foundation, The US Department of Agriculture, and the Fund for the Improvement of Post Secondary Education. She has received significant acclaim for her learner-centered research and practice on culturally appropriate instructional strategies to multi-cultural adult learner populations.

For the past 40 years Gibson has combined her knowledge of adult learning with quality distance education within higher education. She has been a tireless worker in enhancing multi-academic programs to ensure that adults have access to graduate education degrees and continuing professional development programs to expand their practice through the appropriate use of adult learning principles coupled with emerging technological possibilities. A special focus has been on creating educational access for women struggling to complete educational programs while working, raising families, and contributing to their local communities.

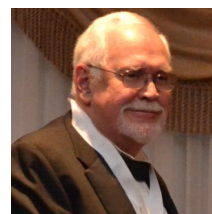


Gary Allen Eyre of the United States was introduced by Wayne James (HOF 1996). Eyre's contribution to the field of adult and continuing education span a period of some fifty years. He has been a tireless

worker influencing the executive and legislative branches of federal and state governments on public adult education and adult literacy. He has been a major networker and creator of significant working interfaces with organizations, agencies, professional educational associations, and individuals at local, state, regional and federal levels by addressing adult learner educational issues and concerns.

From 1971—1982, Eyre was the Executive Director of the National Advisory Council for Adult Education having been

appointed to this position by the President of the United States. Adult Basic Education and adult literacy were in their infancy stages and he had a major impact on public policy formation and strategic planning at the highest levels of the federal educational enterprise. Working closely with the Congress and with state educational officials, Eyre helped develop and shape an agenda for legislation and public awareness of the field of Adult Basic Education. He is best known as having impacted the policies of the United States specifically related to literacy legislation and the use of discretionary funds for program development and training for service providers of adult learners.



William J. Flynn of the United States was introduced by Janet Poley (HOF 2002). Flynn has been an outstanding practitioner and leader in North America's

community colleges for forty one years. A regular contributor to the *Community College Journal* and other national publications he has championed the understanding of andragogy through his writings and his leadership in producing the *North American Conference on the Learning Paradigm* (1997—2001). As a national leader in the community college movement Flynn has made some 200 plus presentations at national and regional conferences; served as the executive producer for two national teleconferences for the Public Broadcasting System (PBS) *Adult Learning Service*; and provided consultancies to dozens of community colleges with emphasis on workforce development, staff and professional development, organizational revitalization.

Flynn's mantra has been the theme used by the American Association of Community Colleges (AACC) "Think Globally, Serve Locally." He demonstrated this by striving to work on community organi-

IACE Hall Of Fame 2011 Induction Ceremony In Toronto, Canada

Carroll A. Londoner, Board Member/Newsletter Editor

zation boards to promote lifelong learning through the community college system.

Upon retirement Flynn served for eight years as the founding managing director of the National Council for Continuing Education and Training (NCCET). He led them in the effort to re-engineer the council's organization thus position them as a leader in continuing education and workforce training.



Michael W. Galbraith of the United States was introduced by Wayne James (HOF 1996). Galbraith is a prolific scholar and author. Throughout his twenty five years of academic teaching, research, and service, he has

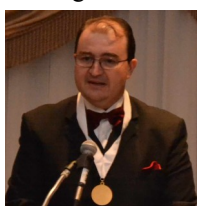
made significant contributions to the field of adult education theory and practice. Sustaining his publishing throughout his career has influenced several new generations of adult graduate students and practitioners to examine and change the ways they develop and evaluate programs, select instructional methods and technologies to enhance the learning enterprise, and improve their own instructional processes as faculty in higher education.

Galbraith's approach to writing has been to examine the gaps in the literature between an earlier generation of writings and what is emerging in the field itself. Then, he would strive to close these gaps through his own books and articles. Most of his effort has focused on the teaching-learning process itself, the selection of adult learning methods and best practices to enhance adult learning. Additionally, he has written about administering successful programs and the delivery systems used to manage these programs.

For fourteen years Galbraith mentored new first-time book authors through the writing process by his vast experience as an editor of a successful book series, *Professional Practices in Adult Education and Human Resource Development*.

Some 34 books were produced in that series. Thus, by encouraging others to enjoy the art of writing, he has extended the body of knowledge of the field into different arenas that otherwise might have been overlooked. Some of Galbraith's writings have been translated into several different languages and are used in the international community.

Galbraith has been the consummate professional by not only encouraging his students to join professional adult education organizations, but by his own engagement in leadership roles in the American Association for Adult and Continuing Education.



Romita B. Iucu of Romania was introduced by past Board Chair Gary Miller (HOF 2004). Iucu has made numerous noteworthy contributions to

the development of adult education in Romania and internationally. He is a well known member of Romania's education community, and has had a great influence on creating a 'turning point' in Romania's history and progress in educational services since the 1990s.

He has served and contributed at many levels beginning as coordinator of teacher education programs in the Center for Open and Distance Education, University of Bucharest. Later, as director of the Department for Teacher's Education, Iucu established the continuing education system at the university of Bucharest, that led to the development of a coherent education system for university teachers in the same higher education institution.

As deputy general in the Romanian Ministry of Education, Department for Continuing Learning and Education, he projected and implemented the first "National Strategy for Continuing Learning and Education," an integrated document that included teacher's education. This project was highly acclaimed and appreciated by specialists of the World

Bank and of the European Commission.

Invited to join the European Commission's groups of continuing education, Iucu designed the Romanian strategy for lifelong learning as part of the N.S.F. Grundtvig programme which is part of the European Commission's Lifelong Learning Programme, 2007-2013. The purpose of the Grundtvig program is to strengthen adult education across Europe.



Kathleen P. King of the United States was introduced by Wayne James (HOF 1996). King is a professor in the Department of Adult, Career, and Higher Education, University of South Florida, and is president of Transformative Education and a certified professional life coach. She has authored 19 books, 175 published articles and research papers. Her books and web-based audio materials are used as course materials in universities world wide. She was the founding editor-in-chief of *Perspectives*, *The New York Journal of Adult Learning* in partnership with the New York State Association of Education. This partnership affords a vibrant platform for research and theory to intersect.

King, is also an editorial board member for several national and international academic journals and has twice served on the executive committee of the Commission of Professors of Adult Education (CPAE). She co-edited a book about distance education, *Harnessing Innovative Technologies in Higher Education*, that received both the American Educational Research Association's (AERA) Outstanding Research Publication Award in 2009 and the Frandson Book Award from the University Continuing Education Association (UCEA), in 2007.

King has been a leader in research on Transformative Learning, has provided leadership in mentoring faculty and students in adult education, and strives to foster and create a community of support

HOF 2010 Induction Ceremony—Toronto (Continued)

among academic professionals while guiding scholars toward publication and tenure in higher education.



Katarina Popović of Serbia was introduced by Jost Reischmann (HOF 1999). Popović has contributed to the heritage of adult education as a scholar, practitioner, and policy influencer on political decisions in the countries of southeastern Europe.

As an associate professor in the Department of Andragogy, University of Belgrade, Popović has been instrumental in the revitalization of the adult education school of thought in the Balkan region, which almost disappeared during the Yugoslav wars of the 1990s. As director of the Serbian office of the German Adult Education Association, she strengthened practical adult education by initiating, managing, and coordinating numerous projects for the professionalization of adult educators in Serbia and Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Macedonia, Montenegro, Romania and Belarus.

Her international networking connected people and built a firm and shared understanding in the region. Hundreds of experts, students, and staff participate in exchange programs because of her efforts. She successfully influenced national policies in adult and continuing education by developing adult education strategies, laws, action plans, and programs for adult education training, in Serbia and other countries in the region, and was chosen as one of four European delegates at the CONFINTEA VI in Brazil in 2009.

Popović's scholarly work has helped regain the scientific legitimacy for adult education as a discipline in the Balkan region. A major focus of her work is the conceptualization of adult learning as a constant throughout human history back into the BCE period, an approach neglected by the history of institutionalized

adult education. Her academic career includes visiting professorships at universities in Germany and Austria in addition to her work at the University of Belgrade. She has served on numerous editorial boards, educational boards, and has served as editor-in-chief of *Andragogical Studies*. Her work includes both theoretical and practical development of adult education and she has served as a consultant to governments and ministries in various European countries. Such work has elevated the field of adult education in the Balkan region and brought her professional acclaim.



Daniel D. Pratt of Canada was introduced by Thomas J. Sork (HOF 2008). For 35 years Daniel D. Pratt has focused his scholarship and professional practices

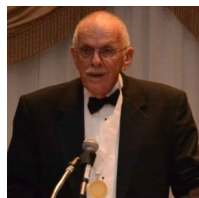
on what teaching and learning means across variations in personal beliefs, social norms, disciplinary traditions, and geographical cultures. He has identified and published widely on various antecedents that give rise to differences in understanding and enacting the social role of teacher and the consequences for the evaluation of teaching in adult and higher education. His scholarly work has moved us well beyond the pedagogy vs. andragogy divide that characterized much of adult education during the 1970s and 1980s. In its place, we have a greater understanding of and respect for the ways in which diversity influences learning, teaching, and the evaluation of teaching in adult and continuing education.

His published work has impacted the research and instruction at universities worldwide, including adult education departments, teacher training programs, faculty development units, and nursing and medical education. Within the professions, most notably medical education, his work has had major influence on faculty development programs to improve teaching. He has been an advisor to

medical schools and continuing professional education units globally as they use his scholarly work to frame the way they train medical students and residents.

Pratt's most notable contribution as a scholar comes in two related forms. First, he conducted a set of empirical studies with his graduate students at the University of British Columbia over a 10-year period as they explored two fundamental questions: "what does it mean 'to teach' and 'how does the meaning of teaching vary across cultures, disciplines, and contexts of teaching adults?'" This scholarly endeavor resulted in the publication of the book *Five Perspectives on Teaching Adults and Higher Education*.

Pratt's second scholarly contribution was a collaborative effort with a colleague to transform the empirical framing of perspectives on teaching into an online, self-scoring instrument: The Teaching Perspective Inventory (TPI). More than 150,000 educators from 105 countries have completed the TPI and used the interpretation guide as a tool for reflecting on their teaching identities. By 2011, the instrument had been translated into Chinese, French, Japanese, Spanish, Portuguese as well as English.



Warren P. Rucker of the United States was introduced by L. Dian Stoskopf (HOF 2002). Rucker served as the senior education advisor for Headquarters,

Department of the Army (HQDA) from 1985—1991. For extended periods during those years, he served as acting Army Continuing Education System (ACES) director when there was no military director.

In 1988 and 1989, Rucker served as the only civilian on the Army's Noncommissioned Officer (NCO) Leader Development Task Force. During that time, he heavily influenced task force members in the development of a strategy and action plan for improving the Army's NCO

IACE Hall Of Fame 2011 Induction Ceremony In Toronto, Canada

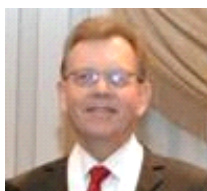
Carroll A. Londoner, Board Member/Newsletter Editor

leader development system. The task force formalized, in Army doctrine, the roles of ACES in soldier self-development, and established NCO leader development models for both Army active and reserve components.

Additionally, Rucker led the Army in developing and implementing joint-service contracting with academic institutions for delivery of educational programs and services outside the United States through the multi-year European Command Education Services Contract.

Creating inter-service cooperation between the military uniformed services to provide educational opportunity for service members in both Europe and Asia was an arduous task due to the differences in the "culture" of each of the military branches. Rucker was up to the task and guided the discussion on both sides of the Atlantic and Pacific oceans, thus creating and managing the inter-service cooperation to obtain the required educational services.

Rucker also pioneered in ACES's involvement in the planning and implementation of Military Installation Voluntary Education Review (MIVER). MIVER was created to provide consistent quality to the Department of Defense's adult and continuing educational programs worldwide.



André Schläfli of Switzerland was introduced by Ekkehard Nüssli von Rein (HOF 2006). Since 1992, Schläfli has been the director of the Swiss

Federation for Adult Learning (SVEB), the national organization for further and adult continuing education in Switzerland as well as being actively involved as an expert in all adult learning policies at the national level.

Schläfli represents Switzerland within UNESCO, OECD, Council of Europe and at European Union conferences. He is an expert in the OECD for individual learn-

ing accounts and actively participates in several international networks. He was a member of the committee of the European Association for Adult Education (EAEA) from 1995—2004, first as treasurer and then as vice president. He has published numerous articles on continuing vocational training and adult learning.

Schläfli was the initiator of the national modular Train-the-Trainer System in Switzerland, comprising three qualification levels. It includes procedures leading to recognition of prior learning, which is still rarely the case in other educational and training sectors in Switzerland. Nearly 120 organizations have been accredited as Train-The-Trainer course providers. The system is generally acknowledged as the leading training system for adult educators in Switzerland, filling what was once a gap in the formal education and training system.

Schläfli has been a major policy influencer in Switzerland on the role of adult and continuing education. He co-authored a report commissioned by the Swiss government that established a national platform for continuing education in 2000 called "*Forum Weiterbildung Schweiz*." This became the first organization to regularly bring together government, non-government, public and private partners to discuss and coordinate Swiss continuing education policies. He has directed this forum since 2000 and has raised public awareness for continuing education nationally. This forum played a key role in convincing the Swiss government to implement the first national law on continuing education which is now in development. This law is considered a major milestone in Swiss education and training policy—an achievement awaited by the adult education sector for decades.



Richard M. Summerville of the United States was introduced by L. Dian Stoskopf (HOF 2002). Through his work Summerville has become recognized

as the leading evaluator of adult and continuing education programs offered on U.S. military installations worldwide. He was instrumental in shaping the Military Installation Voluntary Education Review (MIVER) process, that provided an independent third-party assessment of the quality of educational programs offered on military installations.

MIVER was created after a 1978 report by the U.S. Department of Defense raised concerns about the quality of its education program. This report led to the establishment of standards for adult and continuing education offered on military installations.

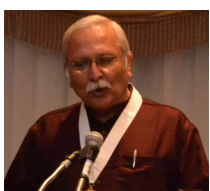
MIVER is managed by the American Council on Education (ACE), the premier postsecondary educational organization in the United States that provides a unifying voice for all higher education. One of its roles is to facilitate higher education opportunities for military members around the world. Since 1991, Summerville has been a key consultant on the MIVER project. His role has been to develop MIVER team members selected to participate in MIVER visitations and to groom highly qualified academic professionals to be team chairs for these visits.

Active in all aspects of the MIVER training and visitations, Summerville's work as the Chair has resulted in renovation and/or new construction of educational facilities, increased professional staffing in educational centers, expanded and diversified degree programs, better management, and increased visibility of the educational programs offered at military installations. Unequivocally, the quality of military voluntary education worldwide has been enhanced as a result of Summerville's leadership roles with MIVER.

In 2003, Summerville was selected to chair the American Council on Education's (ACE) Research and Comparability Analysis on the Postsecondary Education Program for the Army Continuing Education System. The report's findings assuaged questions concerning the quality

HOF 2010 Induction Ceremony—Toronto (Continued)

and value of eArmyU program. The ACE review, chaired by Summerville, not only influenced policy making at the highest levels of the U.S. military, but also led to a significant expansion of the online degree programs now available.

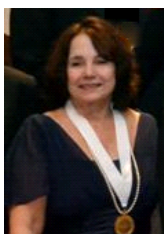


Rajesh Tandon of India was introduced by past board Chair, Gary Miller, (HOF 2004). Tandon's professional career in the development sector

started as an active intervener in the process of social change in rural areas of India. Working with villagers on educational training demonstrated the power of those who have otherwise been denied such access. He questioned the methodology of an objective, scientific system in transforming social realities and began experimenting with the idea of a bottom-up acquisitive system, thereby discovering a new faith.

Even 15 years ago, the working of positioning an alternative view of knowledge, research, and inquiry was rejected by the academic enterprise within India and the region. Tandon's work was labeled unscientific, and some wondered if it served only to further political ideology. Others would look at it merely as a development tool. Top-down knowledge production was to be used for bottom-up participatory processes, he was told. But he persisted with promoting the idea of bottom-up knowledge and learning as the basis for social transformation. He believed learning was an integral component of organizing and capacity building. He founded the Society for Participatory Research in Asia (PRIA) as a vehicle to strengthen learning opportunities at the grassroots level and articulate knowledge for wider social influence. He developed participatory training, monitoring, and evaluation methodologies to enhance adult learning and community knowledge. As founder and President of PRIA, Tan-

don emphatically believes that knowledge for change and social transformation is more than an academic pursuit; it is a way of life. He has personally been involved in field-level education initiatives of women, tribals, youth, elected representatives and adult voters. This has resulted in strengthening local governance capacity building; the orientation of 100,000 representatives, 14,000 youth, and 50,000 women at all levels of rural and urban governance; the education of more than 100 million voters to use their voting rights in a pre-election voter awareness campaign; promoting public awareness on issues of child education and right to education; and finally, the orientation of nearly 12,000 elected officials for effective delivery of basic education.



Mary Alice Wolf of the United States was introduced by Marcie Boucouvalas (HOF 2003). For more than 30 years, Wolf has been immersed in exploring the nature of aging and learning, serving as a

boundary spanner between adult education and gerontology (particularly educational gerontology) as fields of both study and practice.

Fusing gerontological theory and research with adult education, she has been recognized globally through professional fellowships, awards, consultancies, media interviews, writing and speaking invitations, and other communication modalities. Her work is often cited in peer-reviewed journals and embraced as a foundation for the research of others.

From the early 1980's, her award-winning research has made an influential impact, providing a developmental foundation framework for both researchers and practitioners. With her worldwide efforts in expanding anti-aging practice, she has helped broaden and deepen the scope of adult education as a profession. Simultaneously, she has brought the field of adult education on to the radar screen of geron-

tologists, a contribution that deepens even further as our elderly population continues to grow. Wolf's legacy is equally active in the efforts her graduate students and of those she has mentored. Many of her students and mentees have been influential in effecting policy and organizational changes that permit older adults to grow to their fullest potential, including those with cognitive deficits. Deeply committed and devoted to the rights and plights of older persons she serves tirelessly as a global champion and advocate for the role that adult education plays in society at large, bringing both honor and visibility to the power and potential of adult education worldwide.

Wolf has received a number of awards in recognition for her creative contributions to the learning and education of older adults. She was the 2010 recipient of the Distinguished Service Award from the Association for Gerontology in Higher Education and was inducted as a Fellow into the Gerontology Society of America.

IACE Hall Of Fame 2011 Induction Ceremony In Toronto, Canada

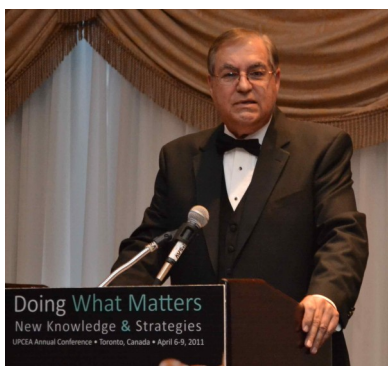


2011 IACE Hall OF Fame Inductees—Toronto, Canada

Top Row: Gary Eyre, William Flynn, Katarina Popović , André Schläfli, Michael Gailbraith, Chère Campbell Gibson, Warren Rucker. **Bottom Row:** Richard Summerville, Mary Alice Wolf, Daniel Pratt, Rajesh Tandon, Victor Arredondo, Romita Iucu, Kathleen King.



Marcie Boucouvalas and Alex Charters



Executive Director Pappas Opens the Induction Ceremony in Toronto



Carroll Londoner and Alex Charters



New Inductee Kathleen King and John Peters, Board Chair Elect



Jost Reischmann and New Inductee
Katarina Popović



New Inductee William Flynn and Board Chair
Janet K. Poley

IACE Hall Of Fame 2011 Induction Ceremony In Toronto, Canada



Special IACE Inductee Panel Discussions
“KEY FORCES IN THE FIELD OF ADULT AND CONTINUING EDUCATION:
LISTEN TO THE VOICES OF EXPERIENCES”



Rapt Attention by Audience



Four Generations of Scholars—John Peters,
Wayne James, Michael Galbraith, Melanie Jones



New Inductee André Schläfli Enthusiastically Accepts
His Nomination to IACEHOF



Special Inductee Panel Discussion Audience. In the fore-
front, Roger Hiemstra, Chère Gibson, John Peters



Audience Begins To Arrive At Panel Discussion



The Board Hard At Work



Alex Charters Extends His Congratulations to Victor A. Arredondo. Also pictured are Janet K. Poly,
Board Chair, and Nina Barbee, University of Oklahoma Special Projects Manager

IACE Hall Of Fame 2011 Induction Ceremony In Toronto, Canada



Gary Miller Congratulates New Inductee Rajesh Tandon



Wayne James Introduced Gary A. Eyre



Dian Stoskopf and Andy Anderson Share in Bestowing the Medallion on Richard Summerville



Poignant Moment As Marcie Boucouvalas Bestows the Medallion on Mary Alice Wolf



Thomas Sork Introduced and Presented the Medallion to Daniel D. Pratt



Romita Iucu and Janet Poley Listen to His Introduction



Gretchen Bersch Accepts the Plaque On Behalf of Mary L. Ely (posthumous) from Jim Pappas



Old Friends Cutup At the Party
Gary Eyre and Marcie Boucouvalas

IACE Hall Of Fame 2011 Induction Ceremony In Toronto, Canada



Janet Poley And Nina Barbee (OU Special Projects Staff Manager) Present the Plaque to Chère Campbell



Ekkard Nuissl von Rein Presents The Medallion To André Schläfli



New Inductee Warren Rucker Was Jointly Introduced and Feted by Dian Stoskopf and Andy Anderson



Jost Reischmann Introduces New Inductee Katarina Popović



Wayne James Introduced New Inductee Kathleen P. King



Immediate Past Board Chair, Gary Miller, Board Chair, Janet K. Poly, and Board Member Frank Mayadas



Board Members Janet K. Poley (Chair) And Dian Stoskopf



Board Member Jost Reischmann Thanks ICAEHOF Staff Nina Barbee and Jenny Fain For Their Great Support

History of the Hall of Fame

The story of the **International Adult and Continuing Education Hall of Fame** officially began with the desire to provide a mechanism to honor and document contributions of the past to better build the future. Dr. Thurman J. White began the discussion of this idea with current leaders and officers of several associations and organizations (University Continuing Education Association, American Society for Training and Development, American Association of Adult and Continuing Education, ECOP/National Association of State Universities and Land Grant Colleges).

After considerable discussion, the Hall was incorporated in the state of Oklahoma on September 20, 1995, as a non-profit corporation. From the higher education organizations listed above a **Board of Directors** was chosen: Thurman J. White, Chairman; John C. Snider, Vice Chairman; Monroe C. Neff, Executive Coordinator; Betty Ward, Secretary; John Holden, Treasurer; and members-at-large Marcia Bankirer, Myron D. Johnsrud, Ken McCullough, James P. Pappas, Edward G. Simpson, Jr. and E.T. York, Jr.



Thurman White

INTERNATIONAL ADULT AND CONTINUING EDUCATION HALL OF FAME

University Outreach
The University of Oklahoma
1700 Asp Avenue
Norman, OK 73072-6400

Phone 405-325-4414



Developmental Funding Opportunities And Activities To Support the IACE Hall of Fame

BOBBY MOSER, BOARD CHAIR FOR DEVELOPMENT. VP for Agricultural Administration & Dean COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES, THE OHIO STATE UNIVERSITY

**FRIENDS, THE NEED IS GREAT!
ALL GIFTS FROM INDIVIDUAL
MEMBERS AND SUPPORTING INSTITUTIONS WILL HELP US KEEP
MOVING FORWARD!**

Support IACE HOF

Please consider making an important investment in the International Adult and Continuing Education Hall of Fame via one of the following giving opportunities:

- **Hall of Fame Operations**
- **Hall of Fame Endowment**
- **Memorial Gift to the Hall of Fame**
- **Become a Hall of Fame Sponsor:**
(Platinum - \$5,000+,
Gold-\$3,000,

*Silver-\$1,000,
Bronze-\$500,
Supporter-\$100 or an amount
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Your tax-deductible gift not only helps ensure that outstanding leaders in the field will be recognized and honored; it demonstrates your commitment and support of this vital enterprise. You also have the opportunity to “designate” where your gift should go: “Operations”, “Endowment”, “Memorial Gift,” or HOF Sponsor.

To make a gift and/or learn more about giving opportunities, access the IACE HOF website at: <http://www.halloffame.outreach.ou.edu/> and click on “Gifts & Contributions”

and/or mail gifts to:

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Recognition of these tax-deductible contributions by individuals and organizations will be included on the web site and in each year’s program.

**ON THE NEXT PAGE IS A
GIFT FORM FOR YOU TO
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Gift: \$ _____

- _____ I wish my gift to be directed to the Hall of Fame Endowment.
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