
INTERNATIONAL ADULT
and
CONTINUING EDUCATION
HALL *of* FAME

23rd
INDUCTION
CEREMONY

Where the spirit of learning is the lasting legacy

NOVEMBER 10, 2018 | NEW ORLEANS, LOUISIANA

*“If your actions inspire
others to dream more, learn
more, do more and become
more, you are a leader.”*

– John Quincy Adams

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“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.”

– Chinese proverb

HOW IT BEGAN

INTRODUCTION

The freedom to learn lies at the heart of all great civilizations. It is a prerequisite to our other freedoms of speech, assembly and worship. Indeed, education is the shield that arms individuals against political tyranny and economic impoverishment. While learning is an instinct, it is one that must be nourished and cultivated, and it is in this garden of the mind that the inductees of the IACEHOF have labored.

This Hall of Fame has been created not only to honor leaders in the fields of continuing education and adult learning but to serve as a record and inspiration for the next generation of continuing education leaders. Election to the Hall of Fame acknowledges that these men and women have made distinguished contributions to the field of adult and continuing education. Each has provided a crucial nexus between resources and learners. These innovative leaders have believed passionately in the evolutionary power of education. All are themselves exemplary lifelong learners and have left lasting impressions on the students, institutions, and organizations they have served.

This booklet commemorates the 23rd induction ceremony and, more importantly, records some of the major accomplishments of the inductees. Their contributions to adult learning provide the foundation for continuing education scholarship and teaching in the century to come.

HISTORY

Discussions leading to the founding of the IACEHOF can be traced to the mid-1980s. Dr. Thurman J. White is universally acclaimed as the founding

father of the Hall. It was through White's vision and recognition of the need to provide a mechanism to recognize and honor, in perpetuity, living and deceased adult and continuing educators who had distinguished themselves as scholars and practitioners that the concept of the Hall began to take on form and meaning.

The IACEHOF was formally established in 1993 with White as the chair of its board. A significant moment in the unfolding of the Hall's development was realized in March 1996 when Dr. James Pappas, in a letter to Dr. John B. Holden (then IACEHOF Board Chair), invited the Board of Directors to consider the University of Oklahoma College of Continuing Education as the permanent site for its official headquarters.

The years 1994, 1995, and 1996 were signature years for the Hall in that its organizational functions, culture, and mode of operations would be defined. The IACEHOF would be incorporated as a nonprofit corporation, become located at the University of Oklahoma, develop bylaws to govern its operations, formulate guidelines and criteria for the selection of persons to be inducted for membership in the Hall, and induct the Hall's first class in Charlotte, North Carolina.

Beginning with its inaugural induction in Charlotte, North Carolina, in 1996, 22 classes have been inducted into the IACEHOF. Its membership includes more than 300 members. A first was achieved by the Hall in 2006 when a special induction ceremony of the 2006 European Class was held at the University of Bamberg in Bamberg, Germany.

According to the corporate bylaws of the Hall of Fame, the Board of Directors will establish qualifications for induction. Three categories are currently specified:

- Regular members
- Honorary members
- Posthumous honors

Anyone may nominate a candidate for induction. Following review of the nominee by a screening committee, members are elected by the Board of Directors.

FUNDING

The expenses related to the establishment of the Hall of Fame and the inductions have been met by cash and in-kind contributions. It is hoped that the ongoing, modest expenses of the Hall of Fame will be met by similar gifts in the future. Contributions are tax deductible.

LOCATION

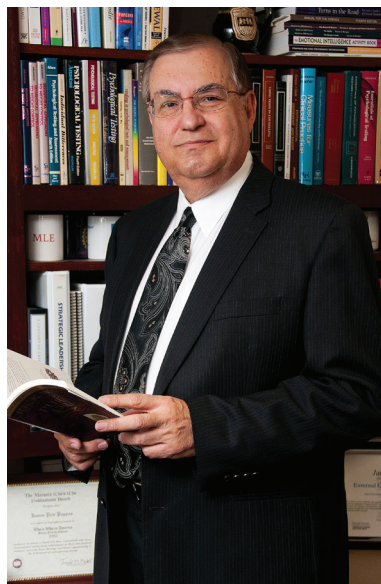
The official home for the International Adult and Continuing Education Hall of Fame is the University of Oklahoma's University Outreach, Thurman J. White Forum Building, Norman, Oklahoma. The virtual Hall of Fame may be found at www.halloffame.outreach.ou.edu.

First opened in 1962, the Oklahoma Center for Continuing Education is recognized as one of the nation's leading university-based residential conference centers. As part of University Outreach, CCE annually serves more than 35,000 individuals who attend conferences, workshops, meetings, and other activities at the center, one of 11 W.K. Kellogg Foundation-funded continuing education centers in the world.

JAMES P. PAPPAS SCHOLARSHIP

International Adult and Continuing Education Hall of Fame

◆ *Established 2015* ◆



The James P. Pappas Scholarship honors Dr. James P. Pappas for his tireless dedication to and support of the International Adult and Continuing Education Hall of Fame and for his far-reaching contributions to the field of continuing education. The scholarship is an annual award made by the Hall of Fame to an adult education major who is working toward the completion of a higher education degree.

Dr. Pappas, executive director of the Hall of Fame and a member of the 1997 Induction Class, has been a member of the Hall of Fame's board of directors from its beginning. He is an international leader in adult and continuing education with some 50 years of experience transforming the lives of nontraditional students. As vice president for Outreach at the University of Oklahoma, he led a lifelong learning organization that serves more than 250,000 participants with degree programs, distance and online courses, business and executive programs, and conferences and workshops. Outreach also administers many large federal and state education and training grants and contracts. In addition, Dr. Pappas was dean of the College of Liberal Studies and a professor in Educational Psychology and Liberal Studies. In 2014, he was awarded the prestigious Professor Honoris Causa from the University of Bucharest, Romania.

In addition to his academic work, Dr. Pappas has served as an officer on numerous community service and professional association boards, president of both the University Professional and Continuing Education Association and the Association of Graduate Liberal Studies Programs, and executive vice president of the Association for Continuing Higher Education.

◆ *Scholarship Committee Members* ◆

Nina Barbee, *Committee Chair*

Coordinator, IACEHOF
University of Oklahoma Outreach

James Pappas, *Ex-Officio*

Vice President, University Outreach (Ret.)
Dean, College of Liberal Studies (Ret.)
Executive Director, IACEHOF

Dian Stoskopf

Director of the Army Continuing (Ret.)
Education System (ACES)
Chair, IACEHOF

Grey Edwards

Hub Chief, Army Continuing Education System
(ACES), U.S. Army Garrison (Ret.)
Board Member, IACEHOF

Mortimer Neufville

President/CEO
i890 Universities Foundation

Juanita Vargas

University of Oklahoma
Assistant Professor in Educational
Leadership and Policy Studies

BELINDA P. BISCOE



Belinda P. Biscoe, Ph.D., serves as Senior Associate Vice President for Outreach at the University of Oklahoma. Trained as a research psychologist, she has nearly 30 years of experience with school- and community-based programs, including higher education as an administrator, researcher, and program developer. In her current role, she bears responsibility for 26 departments and 10 support units employing over 600 professionals. Dr. Biscoe's years of service to adult and higher education include expertise in research and evaluation, administration, program development, grant writing, and promoting diversity and equity in higher education. A momentous force for continuing education worldwide, she has led programs and support units that focus on higher education, common education, disability education and educational training, social justice and human relations, juvenile justice, executive training and team development, health and human services, public radio, American Indian education and health, research and evaluation, mental health and substance abuse treatment, and prevention.

Her strengths in working with large systems through partnerships and helping them to reform and build capacity are demonstrated in her work in education and the community and have been the hallmark of her career. She is a national leader in the quest to aid local communities in their school programs,

especially those designed to aid disadvantaged youth. For three decades she has performed heroically as an administrator, a researcher, and an advocate for reaching out to disadvantaged youth, families, and communities. She is truly a systems thinker who sees how concepts and ideas link together resulting in new learning and innovations.

Born and raised in the segregated South, Atlanta, Georgia, Biscoe grew up with a keen awareness and strong conviction to make a difference in the world. She has dedicated her life and career to bringing visibility to adult and continuing higher education. Consistently advocating for relevant public policy and social change initiatives; she is considered the "go-to" person for insight, strategic solutions, forward-thinking, and planning.

Biscoe leads the National Conference on Race and Ethnicity in American Higher Education (NCORE), an annual conference that draws close to 4,000 attendees. NCORE has helped transform entire campuses and is widely regarded as the leading and most comprehensive national forum on issues of race and ethnicity in American higher education. Their peer-reviewed journal, JCSCORE, the Journal Committed to Social Change on Race and Ethnicity was founded by Dr. Biscoe in 2015. In 2018, JCSCORE received the national Outstanding Social Justice Collaboration Award from ACPA College Student Educators International. As a researcher, practitioner, and competitive grant writer, Biscoe has successfully obtained more than \$150 million in funding, leading to the creation of adult and higher education programs, multi-state educational comprehensive centers, which support common education priorities, national conferences, and programs in Oklahoma and beyond. These resources have funded countless initiatives to support government initiatives, health and human services, training opportunities for individuals in a variety of disciplines, workforce development, higher education programming in universities, and other educational offerings for faculty, and adult

students.

An adjunct professor in Human Relations since 1999, Biscoe has taught graduate courses in International Relations, Diversity in the Workplace, and Grant Writing in the United States and abroad. As a prolific scholar, she has written numerous peer-reviewed journal articles, papers, book chapters, grant proposals focused on everything from STEM to early literacy and has made presentations on a multitude of topics nationally and internationally. She has also created educational curricula and training materials, produced films, and founded a peer-reviewed journal as noted earlier, while continuing to publish notable works in the field of education.

Frequently asked to speak on social justice issues, Biscoe was invited to join two panels at the United Nations during the Week of the Commission on the Status of Women in 2018. She strongly believes in the importance of civic engagement, having served in leadership roles for many nonprofit agencies, including the Oklahoma City Metropolitan YWCA, where she was elected as the first African American president. She is co-founder of Eagle Ridge Institute, a community-based nonprofit drug and alcohol treatment and prevention agency, and in 1989 founded Positive Tomorrows, a school for homeless youth and their families. Today many of the young children who attended Positive Tomorrows are completing college and finding ways to give back to the community. Her numerous awards include the 2004 University of Continuing Education Association Award for Continuing Education Professionals, the Journal Record Award for 50 Women Making a Difference in Oklahoma, and the Adella Robertson National University Continuing Education Award. In 2015, Biscoe was inducted into the Oklahoma Hall of Fame for Higher Education for her significant contributions in education.

SHAUNA BUTTERWICK



A researcher and educator, Shauna Butterwick has spent much of her life as a passionate advocate for adult education opportunities, exploring, in particular, women's experiences in and leadership for community-based, nonformal, and informal learning. Butterwick's achievements include her leadership within adult education organizations like the Canadian Association for the Study of Adult Education (CASAE), her impact on adult education curriculum at the University of British Columbia (UBC), and her promotion of creative, collaborative, community-based scholarship, and of women's leadership in adult education. Her community-based, feminist, qualitative, and arts-based research has impacted adult education research into women's workplace and social movement learning, as well as women's learning in government-funded employment training programs.

Butterwick's welfare reform research into access to adult education, in partnership with the Canadian

Centre for Policy Alternatives (CCPA), has been used by advocacy groups pushing for policy change. As a leader of the adult education program at UBC, she led major curricular changes, created new courses and certificates, and supervised numerous graduate students, impacting the next generation of adult education practitioners and scholars. For this work, she won the 2008 UBC Killam Teaching Prize. For her leadership as co-president of CASAE, her journal and consulting editor contributions to the CASAE journal, and her adult education scholarship, she received the 2017 CASAE Lifetime Achievement Award.

Butterwick has also had a significant impact on the field of adult education through her publications, many of which are based on her research into women's learning and activism. Her efforts to shed light on women's leadership in adult education culminated in *Women, Adult Education, and Leadership in Canada*, a book that is considered a major contribution to the literature of adult education and the first of its kind.

In addition to the many contributions she has made to adult education programs, Butterwick has brought attention to community-university engagement as a site of both research and student learning. She helped to found UBC's Working Group on Community Engagement which brought together faculty and staff who were engaging with service learning and providing students with

community-based learning opportunities. She was active in the creation of UBC's 2016 conference on community engagement and is a member of a research advisory committee studying the community engagement experiences of students, community partners, and faculty members.

Through her advocacy and research, she has advocated for community as a teacher, advancing how community is a source of significant knowledge, not just a site of research and learning. In partnership with national and local women's organizations, Butterwick's research through collaborative, community-based inquiry not only extends academic knowledge of the field, but makes a difference to the practice of adult education within grassroots organizations. Through all of her efforts, Butterwick has moved women's learning and leadership within Canadian adult education out of the shadows and into the light.

PHILIPPE CARRÉ



Since the 1980s, Philippe Carré has promoted communication among authors studying self-directed learning across age ranges and curricular boundaries. He has encouraged the comparison and discussion of related topics such as self-directed learning, self-regulated learning, self-determination, learning motivation, and Bandura's concept of agency, and he has made a special effort to bring the work of North American scholars in adult education and learning psychology to the attention of French researchers.

Beginning in 1976, Carré worked as a trainer in English for adult professional development and later became head of a training organization in international communications that included working in West Africa, and France running English training programs. Since that time, he has amassed more than 200 publications as author, first author, contributor, or editor, including 16 books.

Additionally, he has been general editor of *Savoirs*, an international journal of adult education and training research, since 2006. He has been a professor of education sciences at Paris Nanterre University since 1999, conducting and overseeing research related to adult and continuing education, teaching graduate courses, and supervising numerous doctoral dissertations. He leads a large doctoral cohort focused on adult and continuing education, and to date,

28 of his doctoral students have written doctoral dissertations on continuing education, distance education, gerontology, human resource development, and self-directed learning.

Carré has a long history of promoting self-directed learning in Europe, North America, and beyond. He completed a doctoral dissertation on learning projects of older learners and has written or co-written numerous related books, special journal issues, journal articles, and conference papers on the topic. He serves on the Board of Directors of the International Society for Self-Directed Learning, the Editorial Board of the *International Journal of Self-Directed Learning*, and was the 2010 recipient of the Malcolm Knowles Award for Lifelong Contributions to the field of Self-Directed Learning. He regularly attends and presents at that symposium and frequently facilitates fellow faculty and students in their attendance and paper presentations. Carré has served as an ambassador in Europe for self-directed learning,

coordinating a 2012 symposium on lifelong and self-directed learning in France that involved participants from Canada, Colombia, England, France, Germany, and the U.S. That symposium resulted in a book co-edited with R. Hiemstra (*A Feast of Learning*, 2014). He also co-organized seven European conferences on SDL and was part of the organizing committee of the Montreal (1998) and Paris (2000) World Conferences on SDL.

Carré has had an extraordinarily productive career as a scholar and practitioner in adult and continuing education. His contributions are a credit to the profession, and his work has contributed to the advancement of the visibility and stature of adult and continuing education.

SIMONE C.O. CONCEIÇÃO



Simone C.O. Conceição has been an adult and continuing education scholar and practitioner since the early 1990s. As an innovator in the use of technologies and their application to online teaching and learning, Conceição's research and publications have served as vehicles to disseminate models, strategies, and effective practices.

Conceição's contributions to adult and distance education have crossed international borders, and her work and publications are recognized nationally and internationally. She has been involved in international adult education efforts through her university, serving as an ambassador for recruitment, retention, and partnership development initiatives in Brazil. She has been invited to give talks, provide professional development, and collaborate with others in Chile, Dominican Republic, China, Turkey, and Brazil. She has taught at Beijing Normal University in China on the use of concept mapping tools for teaching, learning, and research. She has collaborated

with several universities in Brazil resulting in research, publications, and mentoring of visiting scholars.

Conceição's research on online presence, online faculty workload management, and motivation and retention strategies in the online environment spans her tenure as a faculty member and is an indication of the impact of her research and practice. The Presence Model has been used in dissertations, employed in other colleagues' studies, and is a recurring theme in Conceição's professional development consultation in and out of the United States. Her work provides depth and breadth of knowledge and has resulted in the development and evaluation of online programs, her students' motivation to study and practice online education in formal and non-formal environments, and mentoring of colleagues from other institutions who are novice to online teaching. Her work has enhanced online learning and teaching practices and helped her department's online program be marketed globally.

Conceição has demonstrated the vision, leadership, and ethical values associated with the standards of adult and continuing education professionals through her service to her university and to the national organizations in which she belongs (AAACE, CPAE, and AHRD). She has been a member of the AERC Steering Committee (2016-2017) and a program committee member for the Annual Distance Teaching and Learning Conference since 2003 and

the Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education (1999-2011). She has received the AAACE Outstanding Service Medallion, the CPAE Career Achievement Award, and the CPAE Early Career Award. Conceição also serves on the editorial board of seven journals and is the co-editor-in-chief of the eLearn Magazine.

Conceição is an outstanding adult educator who practices what she teaches. She has enriched the lives of hundreds of students, the faculty learning community at her own institution, and the professional national and international community of adult educators.

PATRICIA DAVIES



In the early 1990s, Patricia Davies became an early pioneer of the European University Continuing Education Network (EUCEN), then a small organization of professionals working to promote adult, continuing, and lifelong learning in universities during a time when most universities in Europe did not see this work as part of their mission. Her contributions to the network and to the field of adult and continuing higher education have been significant.

When EUCEN grew to the point it became necessary to create a professional association in 2000, Davies was appointed executive secretary. With her experience in private sector companies and her academic record, and with start-up support from the universities in Barcelona, she built a team of committed and enthusiastic staff, a project portfolio of around €3 million annually, and an infrastructure that would enable the association to develop into the future. During her stewardship,

EUCEN became a reference point both for the European Commission and Member States, with significant input in policy debates, work program and project planning and evaluation, and for professionals working in the field across Europe.

Davies has dedicated her career to promoting access to and successful participation in higher education for disadvantaged groups. Early on, she participated in the design of curricula, the creation of partnerships between college providers and university receivers of learners, teaching, and the organization and dissemination of events. She undertook extensive fieldwork to evaluate national pilots and developments and was on the editorial board and subsequently editor of the first Access Journal for policy makers, managers, and practitioners. She developed a national and international research agenda, published the results in countless academic and professional journals, and was on the board of one of the first “Open College Networks” in the UK. This commitment then encompassed the recognition of prior learning and collaboration across Europe to promote quality RPL in practice and policy at all levels, so that it is now strongly promoted by the European Commission, widely understood, and increasingly adopted in universities.

Davies’ leadership has resulted in the development of effective policies and best practices in adult and continuing education at all levels in higher education. She has led numerous

international and European projects, some with immediate impact on a particular aspect of practice and some with a cumulative impact over time. She has been dedicated to a very high standard of work and contributed to the development of rigorous quality assurance arrangements in the field. All of her work has been underpinned by a strong commitment to equality of opportunity and outcomes for adults in higher education. She has a strong reputation in Europe as a voice for learners and for professionals in policy development at institutional, regional, and national levels. Together, her activities represent an impressive contribution that has enabled learners who were previously excluded to aspire to and successfully achieve in their educational careers.

MERODIE A. HANCOCK



Merodie A. Hancock has dedicated her career to serving adult and nontraditional students. Widely recognized for delivering innovative education across campuses and international borders, she has been a strong and consistent advocate for adult and continuing education policy, funding, practice, and assessment.

Initially focusing on the military learner, Hancock was an early advocate of virtual delivery methods as a means to keep deployed personnel active in their studies regardless of time zone or duty requirements. She served on the Department of Defense Taskforce on Developing Best Practice Standards for Distance Learning, playing a key role as this technology expanded to deliver high-quality academic programming to busy professionals, parents, caretakers, and other adults with time and place commitments.

Throughout her career, Hancock has created and expanded programs that reach underserved populations with

hybrid academic and student support services to drive student completion and professional success. As an assistant provost, Hancock created Maryland's largest community transfer scholarship and reduced barriers for bachelor-level degree completion. As a vice president, she established one of Michigan's first Veteran's Resource Centers, endowed a \$1 million community college transfer scholarship, garnered national recognition for four master's programs in the top 10 for graduating African Americans and three in the top 10 for overall minority graduates, and led online programs that repeatedly ranked in the top 10 by U.S. News and World Report. She has focused on developing professionally relevant programs that take a holistic approach to serving students who contend with challenges such as autism, raising children, deployment, and more.

Hancock has set an admirable example for those who advocate for and speak on behalf of ignored and underserved populations. While holding leadership positions in highly regarded and innovative institutions, Hancock combined best practices across the field and created high-impact programs that leverage adult student learning theory, emerging technology, and decades of professional experience to move adult education from a simple any-place, any-time approach to one embedded with student engagement in the curriculum, virtual and in-person communities of practice, progressive student and career

services support, and relevant learner outcomes and assessment. She has served on numerous committees and boards to impact nontraditional and online best practices for the military, underserved, and adult students around the world.

One of Hancock's greatest achievements is her work in leveraging technology and communities of practice to bring together disparate national and international communities in the joint exploration of an academic or social subject. One example of this is her leadership role in the SUNY UWI Center for Leadership and Sustainable Development, a collaborative partnership between the State University of New York and the University of the West Indies to promote progress on the United Nation's Sustainable Development Goals as they pertain to the West Indies and the Caribbean diaspora within New York. The center's focus is on training and programs intended to empower underserved populations and members of the Caribbean in order to create greater upward mobility and economic growth.

LILIAN H. HILL



Lilian H. Hill earned a master's and doctoral degree in adult education and has worked in adult education in Canada and the United States since the 1980s. Although her primary expertise is in adult health learning and health literacy, Hill's research is applicable across several disciplines. In addition to adult education, she has made significant contributions in the areas of STEM, health literacy, medical education and health education.

Between 1999 and 2005, Hill worked in pharmacy education as an educational specialist responsible for faculty development, supporting effective teaching, and program assessment. Publications resulting from that work are cited regularly by scholars working in the U.S. and abroad. Hill has blended this experience with her work in adult education, combining her health interests with a commitment to adult learning. Subsequently, as professor of adult education, she authored multiple publications on adult health learning and health literacy.

With populations aging in many countries, this arena of research is increasingly important.

Hill has contributed 45 publications and made conference presentations across the U.S. and Canada, as well as in Taiwan, Spain, Costa Rica, and China. Her work has been cited in journals published in North and Central America, Europe, Asia, Africa, Middle East, and Australia. Hill spearheaded academic work in two main areas: Environmental Adult Education and Adult Learning for Health. She was co-editor of *Environmental Adult Education: Ecological Learning, Theory and Practice for Socio-Environmental Change* and the editor of *Adult Education for Health and Wellness*.

Hill's contributions to the literature also include concept mapping, applying the strategy to pharmacy education, and a graphic method of communicating medication directions. Hill's work in *New Directions for Adult and Continuing Education* and *Adult Learning* focusing on health education created a new line of research for students she has mentored and other doctoral students across the country. She exposed others nationally and internationally to her research through her contributions to *Adult Learning*, *Adult Education Quarterly*, the *Journal of Transformative Education*, the *Handbook of Adult and Continuing Education*, *Mapping the Field of Adult and Continuing Education*, *International*

Encyclopedia of Adult Education, and the *Australian Journal of Adult Learning*.

Hill was editor of *Adult Learning*, the practitioner-oriented journal of AAACE, from 2000 to 2004. During that time, *Adult Learning* was returned to peer-reviewed journal status and multiple special issues were published with theme editors including *Best Practices in Adult Education* (Vivian Mott), *Mentoring* (Michael W. Galbraith), *Futures* (Alan Knox), *Environmental Adult Education* (Darlene E. Clover), *Immigrant Learners in Adult, Post-Secondary, and Workplace Education* (Mary V. Alfred and Ming-Yeh Lee), *Spirituality in Adult Learning* (Leona English), and *Adult Learners with Disabilities* (Jovita Ross-Gordon). Hill has held leadership roles in the Commission of Professors of Adult Education as international/intercultural SIG chair, member-at-large for the executive board/program co-chair, and chair of the awards committee. She currently serves as a member of the CPAE Awards Committee and as a member of the Adult Education Research Conference Steering Committee.

K. PETER KUCHINKE



Over the course of his career, K. Peter Kuchinke has established an international reputation as a researcher committed to deepening the understanding of work-related education across disciplinary and national boundaries. His impact on how we think about Human Resource Development (HRD) as a field of study and practice, and as a form of education for work, is immense.

Kuchinke has served as a longtime professor of HRD at the University of Illinois Urbana Champaign, developing a strong scholarly record in leader and leadership development, graduate education in HRD, and the meaning of work. His work fosters a broader vision of the field, in part, through a strong reliance on and belief in interdisciplinary studies and the importance of inclusion. He has published a large number of articles and made many national and international presentations on what HRD is, what it should be, how it varies in different cultures, and how it should be taught in higher

education. His work has taken him to numerous international contexts, including Indonesia, Brazil, Poland, Germany, Japan, China, and the Erasmus Mundus project in Europe.

Kuchinke is recognized for his leadership in the University Council for Workforce and Human Resource Education (UCWHRE), a consortium of 19 universities convened to conduct research and explore best practices to advance the fields of career and technical education and HRD. As President of the University Council from 2012 to 2016, he helped reconnect HRD to its roots within vocational education. His cross-cultural and international investigations also stimulated connections with the philosophy of education scholarship.

Through his many local, national, and international presentations and projects, Kuchinke contributed to both the visibility and stature of the field. His concern for the education of refugees, economic and political asylum seekers, and migrants within the U.S. and Western Europe has fostered a more inclusive and more visible field internationally. His membership on the field's blue-ribbon panel on standards reflects both his interests and the field's recognition of his expertise. Through his role as editor-in-chief of Human Resource Development International, Kuchinke supported a multiplicity of perspectives and challenged researchers and practitioners to think more deeply about their work.

Kuchinke has served in national

leadership capacities for the Academy of Human Resource Development (AHRD), including vice president for research and as a member of the Executive Board. He has also served on numerous review panels for government and educational agencies.

Kuchinke's outstanding scholarship has been recognized by his peers and professional associations with more than 18 awards, most notably as a Faculty Fellow at the Illinois Leadership Center, as the University of Illinois College of Education Distinguished Senior Scholar, and the Outstanding Scholar Award for 2015 from AHRD. He has also received numerous honors for his teaching and service to his college and institution.

OLIVIER LAS VERGNAS



Olivier Las Vergnas is known internationally as a key reference in continuing education, making extensive contributions to self-directed science learning and public understanding of science, particularly in astronomy, as well as in lifelong learning counseling and career guidance.

Before becoming a professor leading the educational sciences and adult training department at the University of Lille in 2014, and after spending 10 years in science popularization NGOs, Las Vergnas worked for 30 years in the Cité des sciences et de l'industrie in Paris, in the domain of occupational integration. In this capacity, he acquired an international reputation in the area of career counseling, introducing a new guidance concept that facilitates access of information and career counseling to adults. The concept, Cité des Métiers, aims to provide people throughout their career path with the necessary tools to gain autonomy in their personal and professional lives. Cité des

Métiers was founded in the spirit of continuing education and *éducation permanente* ("community education"), a tradition in adult education that seeks to empower men and women by uniting the efforts of nonprofit organizations and public agencies and by blurring the divide between work and leisure. Since its inception, the multi-partner, innovative lifelong counseling and guidance center has become a reference model for an international network of 40 centers in 10 countries. Additionally, Las Vergnas' contributions included facilitating adults' access to digital equipment and publishing social science fiction novels.

In the framework of his activities at the Cité des sciences et de l'industrie, he also proposed and led the implementation of the Cité de la santé (health) by fostering learning processes by the adults themselves in fields related to health, prevention and patient advocacy.

After launching the annual "Nuit des étoiles" (Stars night) French national event in the early 1990s, Las Vergnas served as president of the "Association Française d'Astronomie," the leading French organization for astronomy and space sciences popularization, and the publisher of "Ciel & Espace," the first French-speaking astronomy magazine in the world. As a scholar, he has focused on lifelong learning and self-directed science learning. He leads research on the secondary-school social divide between so-called scientist and nonscientist, and

the a posteriori effect of school prophecy of science ability or inability regarding scientific and technological knowledge and skill.

Although Las Vergnas is not a policymaker, he serves as the president of Association Française d'astronomie and "President d'honneur" of the international Cités des Métiers network as a way to influence policy change, and his actions against light pollution have had a decisive effect on the national regulation of night lights. He has led many pluri-annual transnational projects about lifelong learning, and he has been involved in several TV programs, either to promote self-directed astronomy learning or to promote lifelong learning in general. In 2012, he was honored by the French government as a "Chevalier de la Légion d'honneur" for his action in this field.

VICTOR L. LECHTENBERG



From the time he began his service as dean of agriculture at Purdue University, Victor L. Lechtenberg was recognized as a visionary leader and fundraiser with a gift for creating regional, national, and international policies designed to transform lives through science, education, and technology.

Lechtenberg has earned national recognition as a master of advocacy, policy, and influence. He is frequently asked to consult with Congress, secretaries of agriculture, agency administrators, and staff in Health and Human Services, Departments of Labor, Commerce, and the National Science Foundation, and he has organized expert policy discussions and seminars in areas such as rural economic development, dimensions of workforce development, and land-grant university funding for extension and outreach. He is known as a conscientious bridge builder, a scholar, and a believer in establishing sustainable and well-supported innovations.

Lechtenberg began his time at Purdue as a professor of agronomy before serving as dean of agriculture, interim vice president for government relations, vice provost for engagement, interim provost, and special assistant to the president. Through extension, outreach, continuing education, distance education, and online learning, Lechtenberg has worked tirelessly to lead initiatives designed to improve job opportunities and technology transfer. One of his most notable achievements includes founding the Purdue Center for Regional Development to connect interests within the web of regional economies. The center leads grant-funded initiatives and, in 2007, led a \$15 million Department of Labor grant that provided job training to more than 16,000 workers. Of those workers, more than 3,600 were placed in new jobs in science, technology, engineering, or math fields.

As vice president of engagement, Lechtenberg has raised more than \$52 million for a Department of Health and Human Services-funded Health Information Technology Regional Extension Center; expanded Purdue's outreach to companies, businesses, and industry; managed a Department of Labor WIRED grant; established Purdue's Center for Regional Development; launched a Woodrow Wilson Foundation grant to train STEM teachers; and secured private gifts to start Purdue's University Technology Park and Education Center at New Albany, Indiana. His international

assignments have included human and institutional capacity-building in Poland, Argentina, Brazil, China, Costa Rica, Honduras, Israel, Jordan, Portugal, and other nations. As chair of the American Distance Education Board of Directors and collaborating with the Sloan Consortium, he has championed use of the internet to serve rural people and minority communities.

Lechtenberg has been an advocate for improving the quality of education for rural Hoosiers and integrating the research and extension missions of land-grant universities nationally. His work through research and extension has served crop producers, ranchers, agribusiness, families, 4-H youth, and underserved communities. He is included in the USDA Hall of Fame as a land-grant university champion and has led efforts with Congress to develop the programmatic framework and advocacy to secure federal funding for the Initiative for Future Food and Agricultural Systems. Through his accomplishments, he has become a well-known leader for bringing visibility and stature to engagement both nationally and internationally.

LENNOX L. MCLENDON



Lennox L. McLendon has dedicated his life to providing high caliber leadership and service to the field of adult education in the United States. Beginning in the 1960s, he navigated the adult education terrain in a humble, yet influential manner making a memorable impact in local, regional, state, national, and international venues.

As executive director of the National Council of State Directors of Adult Education and executive director of the National Adult Education Professional Development Consortium, McLendon has influenced and shaped U.S. national adult education policy formation by frequently meeting with and educating members of the U.S. Congress. His relentless efforts helped ensure national policies represented the needs of adult learners and supported adult education practitioners. His lobbying efforts and ability to form solid relationships with key officials led to reauthorizing legislation for adult education and family literacy. His

longstanding relationships with members of the U.S. Department of State and the U.S. National Commission for UNESCO have placed him in a unique position to link U.S. policies with the United Nations' Sustainable Development Goals. Among national elected leaders and their staff, McLendon is one of the most respected representatives of the adult education field.

During his nearly 50-year career in adult education, McLendon has served in numerous capacities, from teacher and practitioner to researcher, administrator, and advocate. His resounding success with adult learners as a teacher (ABE, ESL, GED, AHS) resulted in advancement to local director, state staff, state director, national trainer, leader of national adult education organizations, and international consultant. His work has spanned areas of adult basic education, adult literacy, workplace skills development, international exchange programs, and inquiry-based professional development for teachers of adults.

Supporting the continuing professional development of adult educators has been a consistent theme throughout all of Lennox's work. His efforts to create Leadership Excellence Academies, a national certification program, has led to the certification of more than 2,100 adult program managers in 26 states. State directors continually report the positive impact on program performance.

McLendon is widely published and has contributed to literature on adult education and program improvement initiatives. As a consummate and well-respected leader, some of his most recent awards include the President's Award for Lifelong Contributions to Adult Education from the Virginia Association for Adult and Continuing Education, the Exemplary Service Award from the Commission on Adult Basic Education, and the Professional Development Excellence Award from the Association of Adult Literacy Professional Developers.

DONALD E. MOORE, JR.



Since receiving his Ph.D. in adult and continuing education in 1982, Donald E. Moore, Jr. has provided exceptional intellectual and practical leadership for the field. His primary contribution has been to shape the scholarship and practice of continuing education in the health professions.

Moore is one of a handful of adult educators who have had a major role both in practice through his leadership positions at several universities and in the intellectual development of the field of health professions education. These leadership roles in the medical schools at the University of Michigan, the University of North Carolina, and Vanderbilt University put him at the front edge of changing the way health professionals have been taught from medical schools through continuing professional development. His intellectual contributions, including his seminal work in creating the taxonomy for assessment of learner outcomes from continuing education, have

been considered highly impactful due to their originality and widespread adoption in health professions education.

Moore has provided leadership through extensive work with professional associations such as the Alliance for Health Professions Education and the Society for Academic Continuing Medical Education. His leadership has been recognized by these associations' highest awards. He has published more than 50 articles and book chapters and presented more 220 sessions and workshops at national and international conferences, and served as senior associate editor for the *Journal of Continuing Education in the Health Professions*. He demonstrated his many seminal contributions to the theory and practice of continuing professional development in all of the helping professions as lead author of a substantive chapter on learning in the workplace for a landmark publication edited by Rayburn, Turco, and Davis in 2017.

The significance of Moore's impact on the field is reflected in the recognition he's received for his accomplishments, including the Accreditation Council Raszkowski award, the Alliance Distinguished Service Award, and the Society for Academic Continuing Medical Education Research Award. Moore was inducted into the Academy for Excellence in Teaching at Vanderbilt University in 2013, designated a fellow of the Society for Academic Continuing Medical Education in

May 2017, and a recipient of the Lillian B. Nanney Award of the Vanderbilt School of Medicine Academy for Excellence in Education for Outstanding Service to the Vanderbilt University School of Medicine/Vanderbilt University Medical Center Community of Educators in April 2018.

PAMELA TATE



Throughout her career, Pamela Tate has become known as a highly influential, effective, and knowledgeable national and international advocate for the adult learner. Her policies and programs have significantly impacted individual adult learners, private sector businesses and workplaces, colleges and universities, and both state and federal governments.

Tate's contributions to adult and continuing education include bringing the concepts of Prior Learning Assessment and Competency-Based Education to colleges and universities, as well as advocating for the adoption of on-line education throughout the country. She has led effective efforts on behalf of quality Prior Learning Assessment, industry-led online learning, and the advocacy of policy options that favor education for workers. She can be credited with helping hundreds of colleges and universities to develop Prior Learning Assessment programs and improve the quality of their

services for working learners. In 1990, Tate assumed leadership of the Council for Adult and Experiential Learning (CAEL), then a small nonprofit that relied on foundation grants for modest research projects on Prior Learning Assessment methodologies. As president and CEO of CAEL, she has led the organization's growth and involvement in public policy, innovative workforce education services for employers and adult learners, and systemic change efforts throughout higher education and the private sector. She partnered with higher education institutions, corporations and unions, widening CAEL's scope until it included career services, online education programs for telecommunications and electric power industry workers, and a successful tuition reimbursement service for workers in corporations. Her efforts made it possible for CAEL to evolve into a national, nonprofit educational organization committed to expanding lifelong opportunities for adults and advancing experiential learning and its assessment. Tate's unique initiatives to improve resources for adult learning have benefitted more than 100,000 learners and have an unmistakable impact on the field.

Among Tate's many professional activities, she serves as Secretary of the Board of Trustees for Excelsior College and is a member of the Commission on Quality Assurance and Alternative Higher Education, formed in 2013 by the Council for Higher Education Accreditation.

She also served on the Consortium for Quality in Alternative Learning and was a founding member of the National Consortium for Adult Learning.

In 1996, Tate was acknowledged for a career devoted to expanding lifelong educational opportunities for adults with the Doctor of Humane Letters honoris causa, conferred by SUNY Empire State College in Saratoga Springs, New York. She also received honorary doctorate degrees in humane letters from DePaul University's School for New Learning in 2005 and from Thomas Edison State College in 2007. In 2011, she received the degree of Doctor of Public Service honoris causa from St. Leo University. In 2013, Tate was awarded the President's Medal from Excelsior College in recognition of her continued dedication to expanding opportunities for adult learners.

“Never underestimate that a small group of thoughtful, committed people can change the world, indeed it’s the only thing that ever has.”

–Margaret Mead

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*“A good teacher is like a
candle—it consumes itself to
light the way for others.”*

—Author Unknown

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With education, the sky's the limit.

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