Message from the Chair of the Board of Directors:
Dr. Gary E. Miller, Executive Director Emeritus, Penn State World Campus

After this year’s Hall of Fame induction ceremony in Guadalajara, I was invited to participate in a panel discussion on the Role of Continuing and Distance Education in the Knowledge Society at the Mexican Association for Continuing and Distance Education. Jose Morales Gonzales (HOF 2002) offered an opening statement that addressed the many ways in which technology and globalization are affecting society and, in turn, education. He then asked each panelist to respond briefly to a question targeted at their special role in the field.

I was asked about how continuing and distance education responds to the needs of the Information Revolution and what role can the Hall of Fame and its members play in this new era.

I noted that we are already a generation into the Information Revolution. There are many ways to define the beginning of this new era. However, my personal milestone is the publication, in 1970, of Alvin Toffler’s *Future Shock*, the book that first planted in the popular mind the idea that things had changed and would continue to change dramatically. The careers of many Hall of Famers span this period. They are the first generation of adult and continuing education scholars and practitioners whose total careers were spent helping our institutions, our students, and our policy agencies adapt to the new reality that was emerging in the first generation of the Knowledge Society. That experience can provide an invaluable roadmap for today’s emerging leaders, who will spend their careers shaping the second generation of the Knowledge Society.

Several of the societal needs created by the Knowledge Society strike to the core competencies of adult and continuing educators. Most will agree that the Knowledge Society will require more individuals to have some level of postsecondary education. This will require that our colleges and universities dramatically increase access to both recent high school graduates and to current workers. This necessity will move continuing and distance education closer to the mainstream of higher education. It will also stimulate new collaborations between institutions—an area where many Hall of Fame members have been innovators.

In short, adult and continuing education has much to offer in the Knowledge Society, and members of the International Adult and Continuing Education Hall of Fame can play an important role in helping emerging Second Generation leaders transform the mainstream of higher education in our countries around the world.

Updates From University of Oklahoma Outreach:
James P. Pappas, Executive Director, IACEHOF

Ever the optimist, Albert Einstein once wrote, “In the middle of difficulty lies opportunity.” While my first inclination is to respond, “Yes, but have you seen the latest budget projections?,” I realize his great wisdom. Looming over our nation—indeed, around the world—has been a cloud of uncertainty generated by the recent recession. But what has led so many to criticize and denigrate has revived in many of us a spirit of, admittedly cautious, hope.

With that hope in mind, I am delighted to report that the induction in Guadalajara went extremely well. Inductees...
were appropriately honored and celebrated at this international event and the logistics were capably handled by board members and individuals on site.

I want to acknowledge here the tremendous efforts made by the Hall of Fame’s board. Serving on any governing body is, of course, time consuming and taxing, and I appreciate the selfless contributions made by our board members. In particular, I want to acknowledge the remarkable leadership of Gary Miller and Janet Poley. You should know that your Hall of Fame Board of Directors could not be in more capable hands.

I am also pleased to report to you that the International Adult and Continuing Education Hall of Fame is in good shape, despite the economic turmoil many of us have experienced firsthand on our campuses. Of course, this does not mean the Hall of Fame is without need. Your donations to the endowment and to operating expenses are crucial to the continuation of this enterprise. Particularly welcome at this time are gifts to the operating expenses as interest income from the endowment cannot cover actual costs of holding inductions, preparing plaques, coordinating board activity, communicating with various constituents, maintaining the web site, and the myriad of other costs involved in keeping the Hall of Fame running. I encourage you to please consider making a year-end, tax-deductible gift and thank those of you who have already done so.

In looking ahead, the years 2011 and 2012 are shaping into a very difficult period for higher education for at least four reasons:

- Loss of federal stimulus dollars,
- Increasingly conservative state legislatures,
- Continuing decline in charitable giving to academe, and
- Rising costs to do business in an increasingly competitive environment.

Despite these threats, higher education—and certainly adult and continuing education—continues to provide the best education possible. Further, the University of Oklahoma is committed to continue to sponsor the Hall of Fame on our Norman campus.

As a point of interest, I call your attention to an forthcoming (spring 2011) monograph, edited by me and a colleague at the University of Oklahoma, to be published by Jossey-Bass as part of its New Directions for Adult and Continuing Education series. Tentatively titled Meeting Adult Learner Needs through the Nontraditional Doctoral Degree, this volume addresses the creation of advanced graduate degrees to meet the practical needs of professionals in a variety of fields. By nontraditional doctorate, we are referring to a degree characterized by one or more of the following: a degree for part-time, nonresidential students; a program in a compressed, online, hybrid, or other format; a degree intended for practitioners, full-time employees, the military, association or union members, or other audiences with specialized applied needs; and a degree for practicing professionals rather than academic researchers. While the monograph is one way of addressing the issue of nontraditional doctorates for adults, we also hope to create a symposium with multiple sponsors and collaborating institutions. Should we succeed in developing such an event, I hope the board will agree to allow the Hall of Fame to serve as a co-sponsor.

I wish you a belated happy Thanksgiving. While it is a U.S. holiday, I think it appropriate for us to express gratitude for what we do have, for the collegiality of our profession, and, in the case of the Hall of Fame, the service it provides for lifelong learners.

In closing, I encourage you to watch for announcements about the spring 2011 induction in Toronto and make plans to attend if possible.

Until next time.

### International Adult and Continuing Education Hall of Fame Symposium—11th Annual National Outreach Scholarship Conference—Raleigh, North Carolina

**Seasoned Sustainers Speak: Hall of Fame Members on Sustaining Engagement**

**Lorilee R. Sandmann**  Professor of Adult Education, University of Georgia

What does it take to sustain higher education’s engagement with its communities? Who better to speak to this issue than members of the International Adult and Continuing Education Hall of Fame (HOF)? With over 200 years of combined experience, Hall members spoke from professional and personal perspectives about how they have led engagement in four different spheres: institutional, issue, particular population, and scholarship, and how they sustained these efforts to a point of impact. Drawing from their extensive experience, these HOF members reflected on impacts achieved by sustaining engagement efforts, and by sustaining themselves through long careers. Summaries of their reflections follow. As the convener of the session, I identified major cross-cutting themes.

These sustainers of engagement advocated for and personified being passionate about and committed to a critical social cause. While their foci varied from higher education engagement with minority small farmers to disciplined inquiry on engagement-related topics to working through professional associations for national and international reach, their commitment and passion fueled their continued involvement and leadership in dressing social concerns over time. Kime advised, “You must really care. It would be folly to pursue a leading edge idea if you...
are not committed to it and derive satisfaction from its success because the material rewards in education will never suffice or even be fair.”

However, these sustainers all acknowledged that being passionate about an important worthy cause is not enough. As an underpinning for sustained engagement, each noted the need to be pragmatic and politically astute. Godfrey calls this taking a practical and policy standpoint. Kasworm’s research found that exemplars understood their positionality and the implications of individual and institutional definitions of engagement as well as the “related legacy of their work.” Kime spoke to making the case that the program is indispensable, presenting this task as challenging but vital outreach to policymakers.

Two more sets of characteristics are important. Being passionate but also pragmatic, these sustainers were intentionally and purposefully adaptive to internal and external forces. Further, each persisted and provided continuity of leadership throughout a career spanning more than 40 years. Kime used sharks as a metaphor: programs and people likewise must keep moving or die. By taking a developmental approach over a lengthy period of time, these Hall of Famers both sustained themselves and developed effective engagement efforts. Programs for minority small farmers evolved to include computer-based management tools, for example. In another example, Kasworm, while continuing to use her scholarly approach, has considered the changes in language and conceptualizations that outreach and extension have contributed to the scholarship of engagement.

Rather than being fatigued, these leaders remain inquisitive. They continue to pursue such questions as: What is the university’s role if it is to be truly engaged? What is the optimal structure to maximize engagement efforts for both the professional adult educator and the clientele to be served?

Thorp and Goldstein (2010) in their new book *Engines of Innovation: The Entrepreneurial University of the Twenty-First Century* feature the characteristics of the new millennial entrepreneur. These authors would have done well to draw from the experience and insights of our Hall of Famers. In their sustained careers as educational entrepreneurs, they have been interdisciplinary thinkers accomplished in more than one discipline, leaders yet good team players and team builders, and ethically and passionately committed to the profound social issues that are central to the work of engagement.

11th Annual National Outreach Scholarship Conference October 4-6 2010, Raleigh, North Carolina

**LEADING SCHOLARSHIP AND QUALITY IN THE FIELD—CAROL KASWORM,**

**W. Dallas Herring Professor, North Carolina State University**

“Leading scholarship and quality in the field” was the theme of my presentation for the Hall of Fame collaboration with the National Outreach Scholarship Conference in the session--*Seasoned Scholars and Lessons Learned.* Because the majority of the audience were emerging scholars, there was much interest in this topic—although being the last person on the panel was daunting. Every prior HOF speaker provided a thoughtful, engaging, and provocative stance on their “lessons learned.” For my presentation, I had conducted a study of select exemplar scholars in the field of outreach scholarship regarding their understandings of quality scholarship of engagement and their lessons learned as key leaders in the field. This qualitative case study was grounded in interviews of seven scholars who represented different institutional homes, disciplines, and engagement-oriented activities. These individuals had held a variety of faculty, staff, and administrative positions, with one individual not in an academic institution. Drawing upon a social constructivist framework, this study was based upon the belief that the development of the scholarship of engagement represented a socially and culturally mediated phenomenon.

This study presented two major sets of findings. The first focused on the nature of individual understandings of the scholarship of engagement. Specifically, each of these individuals held unique referent definitions of the scholarship of engagement. Each spoke to their understandings both as separate word constructs, as well as common unified term regarding the nature of ‘Scholarship’ and of ‘Engagement’. When discussing ‘scholarship’, each noted that this construct required a collaborative, reciprocal process with the community; as well as the belief that scholarship required the co-generating, sharing, and disseminating knowledge through products validated by peers. When focused upon “engagement”, most of the individuals shared their belief that engagement was collaborative reciprocal work that was outside the academy; of a mutuality of an academic community -public community, of a reciprocal partnership focused upon producing a beneficial legacy and products of scholarship. Each individual held other individual constructs, as well as noting many tensions of each of these terms in relation to their particular environment and of their institutional position and related history. Their positionality was pivotal to their understandings and definitions of the key terms and of related legacy of their work.

Each exemplar also shared many lessons learned. Although they offered much guidance to emerging professionals in the scholarship of engagement, I will share their top three suggestions, to include: Follow your passion. Be purposeful and intentional. Seeking mentors and allies.

In summary, this panel presentation was valued by all and provided an important collaboration for the Hall of Fame. I hope that other Hall of Fame members will have future opportunities to participate.
SUSTAINING EDUCATION PROGRAMS FOR SERVICEMEMBERS
STEVE KIME, FORMER PRESIDENT, SERVICEMEMBERS OPPORTUNITY COLLEGES; VICE-PRESIDENT, THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES

This presentation was about sustaining a set of new ideas for a special population: what general lessons were learned in maintaining leading-edge academic programs for military men and women?

First, anyone trying to maintain a program in a complex socio-political environment should remember this earthly aphorism: "Any jackass can kick down a barn, but it takes a carpenter to build one"

Higher education is full of Jackasses. Carpenters are few. To sustain innovative education programs, you must be a Carpenter.

It is not enough for a Carpenter to have a good idea, even a good idea that is recognized and accepted. Ideas must be nurtured and "sold" if they have any chance to survive. It is NOT even enough to be right, or to be doing a right or good thing. You and your program will not be sustained just because you are virtuous!

A program or concept must become indispensable and supported by a constituency with policymaking power and money. This, alas, is as important as doing a right or good thing! Outreach to policymakers is vital but hard work.

This reality has a saving grace: the process of nurturing and selling a program you care about is a KEY to sustaining that program and maintaining the fire in your belly. Working at being a creative, persistent Carpenter, like aerobic exercise for the mind and heart, produces endorphins!

Second, new concepts and new practices must dovetail with current realities. Sacred cows are everywhere and there are many of them in higher education. In fact, higher education, despite its pretense about being in the forefront of new thinking, is as inflexible and hidebound as any social institution. And, like in most social institutions, some of the sacred cows are worth protecting and some should be let to die.

To build and sustain a program, no matter how justifiable it is, you must navigate the rocks and shoals of a culture that is far from perfect. The Sacred Cows cannot be disturbed if a new idea or practice or policy is to survive. You cannot ignore fiscal facts, inertia, and even obviously stupid administrators.

A new idea can best be sold as a way of adjusting to new social, technological, and political realities while preserving what cannot or should not be changed. Understanding this is necessary to survival and growth.

It is also important to keep in mind that, as an educator with a new idea, you must first overcome the perception that YOU are the Jackass kicking down a perfectly good barn!

Third, successful Programs are living organisms. They change and they grow. Like sharks, they must move or die.

Since dynamic new programs are penetrating and changing, an existing culture, they cannot rest.

These dynamics are critical to sustaining support, encouraging creative workers, and sustaining the "juices" in the leadership. Again, the process can be exhilarating. This is vital to sustaining the program and, very important, people devoted to it.

Finally, dedication and commitment are keys to sustaining your personal engagement. You must really care. It would be folly to pursue a leading edge idea if you are not committed to it and derive satisfaction from its success because the material rewards in education will never suffice or even be fair.

The program, as well as your own satisfaction from it, will benefit from maintaining, setting and achieving benchmarks and guideposts. This generates enthusiasm and helps to "sell" the program. Set reasonable shorter-term goals with ambitious horizons. Achieve them.

My early career began on a Research Station in Jamaica and was pivotal to my appreciation for and commitment to university/community engagement, partnership, and continuing education.

After graduating from Tuskegee and the University of Florida, I made a commitment to help the 1890 universities in their efforts to alleviate poverty and develop programs for underserved people and communities.

Critical to achieving this goal was the development of partnerships and building relationships.
2. **The Importance of Partnerships**

Small and limited resource institutions must forge partnerships to sustain their programs: USDA, the Department of Education, 1862 institutions, ADEC, and NGOs have been key partners for our institutions to develop programs and sustain their agenda.

Partnerships, relationships and funding are the key ingredients in sustaining programs.

3. **The Coordinating Role of APLU**

The presence of a national association to bring institutions together, facilitate dialogue and coordinate legislative initiatives is very important. APLU helps to protect the interests of the whole rather than its parts. Speaking with one voice enables us to leverage our multiple strengths rather than focusing on individual interests. APLU helps to find common ground, build consensus and develop a sense of trust among member institutions.

4. **Sustaining Engagement and Continuing Education**

Two of our great successes are the implementation of a Food System Leadership Institute (FSLI) and the Magrath Engagement Award. A Kellogg Commission on the Future of State and Land Grant Universities published six reports in 1999. The most widely acclaimed of the Kellogg Commission reports was the report on engagement.

In recognition of the champion of the engagement function, APLU implemented the C. Peter Magrath University/Community Engagement Award. An endowment from the Kellogg Foundation will sustain the award in perpetuity. The award is implemented in collaboration with the National Outreach Scholarship Conference. Regional Awards are given to public universities demonstrating outstanding university/community partnerships consistent with the recommendations of the Kellogg Commission. These awardees compete for the Magrath award.

The FSLI enables us to train future leaders of our food system and deepen the pool of candidates ready to assume leadership positions in academia and the food industry.

5. **Relationships with ADEC**

Efforts were made by the agricultural academic community to make their programs more accessible to the global community. Our universities must reach people where they are and when they are available. The American Distance Education Consortium (ADEC) is an essential delivery mechanism for reaching both our domestic and international clientele.

ADEC enabled our universities to share courses with nontraditional students, those seeking first degrees as well as those needing developmental and continuing education courses.

ADEC, having a sound legal framework, committed long tenured leadership and a university home base enabled this effort to be sustainable.

6. **A Global Perspective**

APLU and its partners continue to push for greater recognition of higher education as a critical partner in addressing food security and poverty alleviation in the developing world. The key to sustainability is having high impact programs and a sustainable source of funding.

7. **Some Key Lessons Learned:**

a. Have a coordinating organization at the national level.

b. Retain your students for life through continuing education or some support services.

c. Engage your graduates soon after graduation and let them be your advocates.

d. Establish long-term commitments through partnerships and involvement in programs you are passionate about.

e. Engage your external partners and ensure there is shared leadership in whatever community programs you implement.

f. Service on international boards can be very important and rewarding.

---

**11th Annual National Outreach Scholarship Conference October 4-6 2010, Raleigh, North Carolina**

**Engagement Strategies: Working with Small Farmers—Daniel D. Godfrey, Retired Dean and Administrator**

School of Agriculture and Environmental Sciences, North Carolina State University

North Carolina Agricultural and Technical State University’s work with small minority farmers started back during the early 1960’s. It was an engaging experience to be a new professional Agricultural Agent assigned to work with small minority farmers. However, the social context has changed over the past 50 years. Initially, I started with a program called the **Farm Opportunities Program.** We were able to engage these small farmers by actually employing, oftentimes, the better ones within a given county as a **paraprofessional.** This was a person who knew his or her neighbors, some of their farming habits and skills as well as their shortcomings.

The small farmer was defined in one or two ways. First, in terms of one who operated a farm of less than 50 acres. Secondly, he or she received a gross income of less than $50,000.00 annually from farming. Other social factors were also considered, such as: family size, whether woodland was involved and the like, but the latter did not carry as much weight as the other two. To engage these small farmers in educational endeavors, we would spend many hours training paraprofessionals in extensive, specially designed training programs. They in turn would work directly with the small farmer sharing new knowledge, establishing on-farm demonstrations and imparting up-to-date research findings pertaining to new discoveries. Thus, from the social as well as

(Continued on page 10—see Godfrey)
Autonomous University of Guadalajara Hosts 15th Hall of Fame Induction Ceremony

Nine adult and continuing education leaders from six countries were inducted into the International Adult and Continuing Education Hall of Fame on October 27, 2010, during a ceremony hosted by the Autonomous University of Guadalajara. The ceremony and a following reception capped the opening day of the international conference of the Mexican Association of Continuing and Distance Education.

Jose Morales Gonzales (HOF 2002) of UAG inducted the first member of the evening in a touching presentation that recognized UAG founding president, Antonio Leaño Alvarez Del Castillo. He also founded the University in the Community (UNICO), the first community college in Latin America. President Alvarez Del Castillo died earlier this year. His wife and his son, the current President of UAG, accepted the posthumous induction on his behalf.

Antonio Leaño Alvarez Del Castillo

Antonio Leaño Alvarez Del Castillo is considered a role model and mentor for many in Mexico. His lifelong work and contributions resulted in national changes in education, the workplace, and the economy. At 17, he founded the first private university in Mexico, Universidad Autónoma de Guadalajara (UAG). He also founded and developed the Division of Continuing Education (EDUCON) within the UAG system. He also founded University in the Community (UNICO), the first community college in Latin America. Due to his contributions to higher education and continuing education, thousands of students have graduated from UAG, benefiting not only Mexico but many other countries in Latin and North America. Within Mexico, and internationally, he has raised the visibility and viability of adult and continuing education. Leaño Alvarez Del Castillo was an activist in the best sense of the term. His unwavering dedication to the improvement of society was evidenced in a variety of initiatives—not only in the area of education but through a variety of other efforts, including the advancement of agriculture and tourism in his country. His antennae were constantly tuned to ways in which the human condition could be improved. On his life’s path he acted as a mentor to others, never abandoning hope in the human spirit. His death in 2010 was an occasion of national mourning, but his legacy—through monumental contributions to adult and continuing education in Mexico, and beyond—lives on.

Eight nominees were present for induction:

William Anderson of New Zealand was introduced by Carol Kasworm (HOF 2002). With his colleague, Mary Simpson, Bill led the development of New Zealand’s first fully distance-based teacher education program. As Director of Distance Learning at the University of Otago and President the Distance Education Association of New Zealand (DEANZ), he provides professional and academic leadership internationally in the distance education field.

Hector Barceló of Argentina was introduced by Armando Villarroel (HOF 2007). Barceló is a pioneering continuing professional educator who has sponsored the development of a now widely accepted methodology for training distance educators in the health fields, focusing on adults and especially on telemedicine.

Choi Un Shil of South Korea was introduced by Laurentiu Soitu (HOF 2008). Choi has been a leader in institutionalizing lifelong learning at the national level in South Korea. As president of the Korean Society of Lifelong Education and as chair of the Korean Federation for Lifelong Education, she played a pivotal role in revising the Lifelong Learning
violent change. Choi Un Shil recalled a president of the Korean Association of Adult Education, who adopted seven handicapped children and educated them, living the values of humanism and the right to learn that underpin adult education.

The 2010 induction class reflects the great diversity of adult and continuing education practice and scholarship and the increasingly global leadership community that constitutes the IACE Hall of Fame.

Act and institutionalizing the National Institute for Lifelong Learning (NILE), the national clearinghouse of lifelong education.

**Thomas Kowalik** of the United States was introduced by Alexander Charters (HOF 1996). As Director of Continuing Education and Outreach at Binghamton University of the State University of New York, Kowalik developed a comprehensive array of programs that have received state and national attention, including the Lyceum, an early U.S. Learning in Retirement Program for adult learners.

**Daniel Pfannstiel** of the United States was introduced by John Peters (HOF 1997). As director of the Texas Agricultural Extension Service, Pfannstiel inaugurated many new programs to reach new audiences in all of the state’s 254 counties, while developing collaborative relationships with German counterparts to help U.S. educators learn more about the adult and university educational programs in that country. He has worked with more than 20 developing countries seeking to emulate the U.S. model of the land-grant universities system of teaching, research, and educational outreach.

**Celedonio Ramirez Ramirez** of Costa Rica was introduced by Gary Miller (HOF 2004). He played an important role in the launching and consolidation of Universidad Estatal a Distancia (UNED), the distance teaching university of Costa Rica in order to provide access to educational opportunities for adults who otherwise would have been excluded. He provided international leadership through the Ibero-American Association of Higher Education (AIESAD) at the Open University of Spain and the Inter-American Distance Education Network (CREAD).

**Mary Simpson** of New Zealand was introduced by Janet Poley (HOF 2002). Since 1986 Simpson has developed reading and leadership programs, supported the development and delivery of courses in the Māori language, created return-to-teaching courses, and initiated a distance delivered program for teachers’ aides. Simpson’s work has paved the way for many New Zealand adults, and especially women, to move into professional areas they previously thought to be beyond their reach.

**J. Willard Williams** of the United States was introduced by Dian Stoskopf (HOF 2002). Williams left an indelible mark on U.S. Army education through his mentoring of education services professionals and by his innovations as the U.S. Army’s senior civilian educator. He led the Army’s voluntary education program during a time of downsizing through a rational approach to personnel reductions and implementation of the Total Army Quality philosophy within U.S. Army education.

The morning following the induction ceremony, William Flynn, a member of the Hall of Fame Board of Directors, moderated a symposium with the new inductees. All of the inductees were asked to identify the person who most affected their career in adult and continuing education. Thomas Kowalik cited his father, who was not able to read or write for much of his life, but who became literate as an adult and went on to launch his own company. Cledonio Ramirez recalled the influence of Chilean activist Hugo Osario, whose International Solidarity Institute emphasized the value of education for civil social change over...
IACE Hall Of Fame 2010 Induction Ceremony In Guadalajara, Mexico
IACE Hall Of Fame 2010 Induction Ceremony In Guadalajara, Mexico
(Godfrey, continued from page 5)

a community perspective, the entire family would get involved. This would subsequently have an impact throughout the farming community. During our planned tours, other farmers would come to see how their neighbor was doing things differently.

From today’s practical standpoint, we recognize the technical skills, such as the need to be computer competent, if the small farmer is to manage even the smallest farm business operation. But, for most small minority farmers, these skills are quite limited. Often, it is necessary for a child or grandchild to accompany them to such training programs if engagement is to take place. They simply have not been either able or willing to master this skill. But, such training has become increasingly more necessary in order to obtain a federal or private business operational loan or property loan, not to mention record keeping requirements for the total small farm operation.

From a policy standpoint there are certain requirements as set forth by federal and state guidelines that must be adhered to, especially if loan funds are involved. In addition, the University may, indeed, have its own set of developed policies regarding how one should educate selected clientele. Therefore, if engagement is to occur, there must be a convergence of knowledge between the adult educator and the student learner whether the small farmer or a student of the family is participating in a more formal educational setting. Consequently, it is very important if engagement is to effectuate, that all of the above dimensions be embraced to ensure sustainability of the small farm sector.

Many questions still might arise not just for the local educator; but what should the University’s role in assisting small farmers continue to be? What should the United States Department of Agriculture, the federal lawmakers (Farm Bills), as well as state and local governmental officials’ role be? Finally, how should any organizational structure be designed to maximize engagement efforts for the professional adult educator as well as the clientele to be served.

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 nonprofit 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 Bankier, Myron D. Johnsrud, Ken McCullough, James P. Pappas, Edward G. Simpson, Jr., and E.T. York, Jr.
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 determined by you)

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 web site at: http://www.halloffame.outreach.ou.edu/ and click on “Gifts & Contributions” and/or mail gifts to:

INTERNATIONAL ADULT AND CONTINUING EDUCATION HALL OF FAME
University Outreach
The University of Oklahoma
1700 Asp Avenue, Rm 111
Norman, OK 73072-6400

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 USE
Gift to the Hall of Fame

Gift: $__________

___ I wish my gift to be directed to the Hall of Fame Endowment.
___ I wish my gift to be directed to the operation of the Hall of Fame.
___ I wish my gift to be split between the Hall of Fame Endowment and operations.

___ I wish to make a memorial gift in the name of:

________________________________________

Enclosed is my tax deductible gift to the International Adult and Continuing Education Hall of Fame.

Name__________________________________________________

Street Address__________________________________________

City______________________ State________ Zip_____________

Gift amount:_________________________ Check #:__________

Please make checks payable to:
The University of Oklahoma Foundation
Attn: International Adult and Continuing Education Hall of Fame

___ VISA
___ MasterCard
Credit card #:________________________________
Expiration date:______________

Please send gifts to:
International Adult and Continuing Hall of Fame
c/o College of Continuing Education
The University of Oklahoma
1700 Asp Avenue, Room 132
Norman, Oklahoma 73072-6400