

## **45th Annual Conference**

March 11-12, 2021

Held Online

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## Welcome from the 2021 AHEA Conference Committee

Welcome to AHEA's 45th Annual Conference...and our first-ever online conference! This has been a year like no other, hasn't it? We're gathering in a new way. Using technology in a new way. Understanding the world in a new way.

Has there ever been a better time to talk about transformative learning?

We draw our theme from the book *Transformative Learning in Healthcare and Helping Professions Education: Building Resilient Professional Identities*. At the end of a year where we have all developed a greater appreciation for the challenges facing those working in healthcare and helping professions, this book explores the nature of professional identity formation by examining ways that professionals in training can thrive amid the challenges of today's stressful practice environments. First-hand stories of resilience illustrate how learners, as well as educators in these professions, are addressing adversity, career decision-making, service to the underserved, and the self-care needed to provide excellent care for others. The prominence of transformative learning within adult learning theory is illustrated for its potential to revise the meaning that learners make of their experiences and open new possibilities for renewed vitality in professional education and practice environments. The importance of fostering learning that is transformative has never been more important than it is today for those who work in these demanding professions.

We hope that our time together will benefit you as you network and learn from other adult educators. Thank you for joining us for this year's conference.

### **AHEA Board Members 2019-2020**

Kathy Peno, President  
Lauren Murray-Lemon, President-Elect  
Jeff Aulgur, Past President  
Matthew Lonam, Treasurer  
Tennille Lasker-Scott, Secretary  
Jane Northup, Director-at-Large  
Rita Kenahan, Director-at-Large  
Edith Gnanadass, Director-at-Large  
Joann Olson, Director of AHEA Book Series  
Oluwakemi Elufiede, 2020 Proceedings Co-Editor

## Welcome from the AHEA President



Dear Colleagues:

On behalf of the Adult Higher Education Alliance, welcome to the 44th AHEA Annual Conference. Last year, as we left the Morgridge Reading Center on the campus of the University of Central Florida, we were just beginning to hear phrases like “novel coronavirus” and “travel advisories.” Words like “pandemic” or “social distancing” were unheard of, and who could have predicted how many times we would hear the word “unprecedented” in the days and months to come? And, of course, it is important to recognize the sacrifice of so many frontline workers and the loss experience by so many in the year since we last gathered.

Like so many things this year, we’re doing the conference in a different way. We’re meeting online, taking advantage of the technology skills we have all developed in the last year. (And the irony that last year’s conference included a “technology test kitchen” session is not lost on me.) We’re excited to be “gathering” in this way for this year. We also hope against hope that it will be safe to gather in person next year! Regardless of venue, we have a rich schedule of presentations for this year’s conference. We also hope you will take the opportunity to engage with your colleagues to expand your network in our field of study. We even have a couple of networking “breakout rooms” set aside for you to do exactly that.

This year’s conference theme, transformative learning, is based on the 2020 book in the AHEA Book Series: *Transformative Learning in Healthcare and Helping Professions Education: Building Resilient Professional Identities*. The book and the conference highlights what we have all experienced this year: lifelong learning is the key to becoming resilient in challenging times.

It is an honor to serve as the president of the AHEA, as it is to collaborate with your colleagues who serve on the AHEA board of directors. During your time at the conference, please share your thoughts and ideas with me or any member of the board. AHEA is a member-driven and 100% volunteer organization. We truly desire your guidance and feedback to meet the needs of our membership. Thank you again for your attendance and, if applicable, presentation at this year’s conference.

Kathy Peno, Ph.D.  
President, AHEA

**Signature Conference Sponsor:  
The University of Rhode Island**

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UNIVERSITY  
OF RHODE ISLAND  
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THINK BIG  WE DO™



The University of Rhode Island's  
Alan Shawn Feinstein  
College of Education and Professional Studies

is proud to sponsor  
the AHEA Conference by providing each AHEA member  
a copy of the book

*Transformative Learning in Healthcare and Helping Professions Education*

Edited by Teresa J. Carter, Carrie J. Boden, and Kathy Peno

## Conference Logistics

We've set up the conference using Zoom, including the "breakout rooms" feature (for concurrent presentations).

**Link for the Main Zoom Room:** <https://tinyurl.com/AHEAMeet>

Opening Session, Business Meeting, General Questions, Gathering Space

<https://us02web.zoom.us/j/83123387270?pwd=QmJlUTk5UGZFWnlvVVR0K0RlT1pvdz09>

Meeting ID: 831 2338 7270

Passcode: 878138

One tap mobile: +13126266799,,83123387270#,,,,\*878138# US (Chicago)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 346 248 7799 US (Houston)

Find your local number: <https://us02web.zoom.us/j/83123387270?pwd=QmJlUTk5UGZFWnlvVVR0K0RlT1pvdz09>

### Information for Breakout Rooms

We have set up six or seven breakout rooms during each time slot for the concurrent presentations. They are labeled A-G, and those labels correspond with the detailed conference schedule, found beginning on page 12. You will see a "breakout rooms" icon along the Zoom toolbar once the rooms have been opened.

You will not be "assigned" to a breakout room; you are free to move between rooms as you wish. (Note: to use this feature, you need to have Zoom 5.3 or higher installed).

One of the highlights of the AHEA conference has always been the informal and unscheduled conversations that happen throughout our time together. To maintain this tradition, we have created breakout rooms labeled "networking." This is a space for you to connect with others attending the conference and continue conversations that began during presentation sessions.

### Notes for presenters:

- Plan to log into your assigned breakout room 10 minutes before the scheduled presentation time. A moderator (a member of the AHEA board) will be there to make sure the audio is working and ensure that you can share your screen as necessary.
- The moderator will also help you stay on time. Because the presentations are short and the schedule is designed to keep things moving, you will need to stop the presentation right at the scheduled time. The moderator will give you a two-minute warning and will interrupt you when the time is up. If you would like, feel free to suggest to session participants that you move a conversation to one of the networking rooms.
- Although you should make an attempt to keep an eye on the chat and the participant list for raised hands, we recognize this can be a lot to keep track of. Therefore, the moderator will also monitor the chat for questions or "raised hands" that might arise during the presentation. Before the session begins, please discuss with the moderator how you would like to handle those things.

## 2021 Conference—Schedule at a Glance

Thursday, March 11, 2020 (Please note, all times are Eastern Time)

Time	Description	Location
9:00 am – 9:30 am	Registration/Orientation	Main meeting room
9:30 – 10:30	<i>Opening Session/Keynote</i>	Main meeting room
10:45 – 11:15	Concurrent Sessions	Breakout rooms
11:30 – 12:00 pm	Concurrent Sessions	Breakout rooms
12:00 – 1:00	<i>Lunch</i>	<on your own>
1:00 – 1:30	Concurrent Sessions	Breakout rooms
1:45 – 2:15	Concurrent Sessions	Breakout rooms
2:30 – 3:00	Concurrent Sessions	Breakout rooms

Friday, March 12, 2020

Time	Description	Location
9:00 am – 9:15 am	Gathering	Main meeting room
9:15 – 9:45	Concurrent Sessions	Breakout rooms
10:00 – 10:30	Concurrent Sessions	Breakout rooms
10:45 – 11:15	Concurrent Sessions	Breakout rooms
11:30 – 12:30 pm	<i>Business Meeting</i>	Main meeting room

## Keynote Presenter

### “Awakening the Fearless Surgeon”

Dr. Rex Marco

Thursday, 9:30 am



Rex Marco, MD, graduated medical school from UCLA. He completed orthopedic surgery residency at UC Davis and fellowship training in Musculoskeletal Oncology at Memorial Sloan Kettering Cancer Center and in Reconstructive Spine Surgery at Rush-Presbyterian-St. Luke’s Medical Center in Chicago.

Dr. Marco began his academic career at MD Anderson Cancer Center followed by a few years in private practice and nearly a decade at the University of Texas Medical School in Houston. He then became the Vice Chairman of orthopedic surgery at Houston Methodist Hospital where his surgical career was tragically shortened when he broke his neck and was paralyzed from the neck down.

He is currently the Chief Medical Ambassador for the Christopher and Dana Reeve Foundation where he also serves on the quality of life grants committee and advocacy committee. He has always sought to be the best physician, surgeon and teacher that he could be. He was known to be creative and transformative in his teaching methodology but says that his real transformation came when he was forced into recovery when he experienced the difficulties of a divorce and of nearly losing his children to the devastating effects of substance use. He is currently passionate about transforming surgical education and learning to teach mindfulness meditation to his patients and to those with spinal cord injuries.

He will be talking to us today about his transformation in his talk entitled “Awakening the Fearless Surgeon.”



## Introducing AHEA Annual Awards

Beginning with the annual conference in 2021, AHEA will celebrate excellence in the field of Adult and Higher Education with the following awards:

- The Alan Mandell Mentoring Award – Alan Mandell
- Exceptional Research/Service in the Field Award -Carrie Boden

### The Alan Mandell Mentoring Award

The first annual Alan Mandell Mentoring Award will be awarded to Alan Mandell of SUNY Empire State College, in honor of his many years of scholarship in mentoring and as a mentor to many in the field.



**Alan Mandell** is SUNY Distinguished Service Professor and College Professor of Adult Learning and Mentoring at SUNY Empire State College. In his more than four decades at Empire State College, he has served as administrator, mentor in the social sciences and director of the college's Mentoring Institute. Mandell edits the college's journal, *All About Mentoring* and co-edits (with colleague Nan Travers) the first international on-line journal on prior learning assessment, *PLA Insideout*. Mandell regularly makes presentations at conferences; facilitates workshops; and serves as a consult/reviewer on many projects on adult learning, mentoring and experiential learning. With Elana Michelson, he is the author of *Portfolio Development and the Assessment of Prior Learning* (2nd edition; 2004) and co-edited the collection of essays, "Adult Education in the Age of Trump and Brexit" (2020). With Lee Herman, he has written many essays and book chapters, and has co-authored the book, *From*

*Teaching to Mentoring: Principle and Practice, Dialogue and Life in Adult Education* (2004). And with Katherine Jelly, he co-edited the book, *Principles, Practices, and Creative Tensions in Progressive Higher Education* (2017). Over the last several years, Mandell and colleague Xenia Coulter have regularly published on the state of adult learning today, including a recent edited volume on John Dewey in the *New Directions for Adult and Continuing Education* series. Recognition of his work includes the Eugene Sullivan Award for Leadership given by the Adult Higher Education Alliance (2009), the SUNY Chancellor's award for Excellence in Teaching (2001) and for Professional Services (1991), and the Empire State College Foundation Award in Mentoring (2000). Mandell held the first Susan Turben Chair in Adult Learning and Mentoring (2008-2009).

## The Exceptional Research/Service in the Field Award

The first annual *Exceptional Research/Service in the Field Award* will be awarded to Carrie Boden of Texas State University-San Marcos, in honor of her work on the IAP book series *Adult Learning in Professional, Organizational, and Community Settings*, which AHEA is pleased to sponsor, providing a publication outlet for many in the field.



**Dr. Carrie Boden** Professor and former Chair of the Department of Organization, Workforce, and Leadership Studies at Texas State University. Before joining Texas State University, Dr. Boden worked extensively with undergraduate and graduate adult students in her roles as Associate Professor and Program Coordinator for the Master of Adult Education Program at the University of Arkansas at Little Rock and Associate Professor and Director of the Program for Adult College Education at Friends University in Wichita, Kansas. Dr. Boden's research is primarily focused in the areas of adult learning theory and practice, including prior learning assessment, program administration, teaching and learning strategies, mentoring, and transformative learning. She has produced over 50 articles, book chapters and conference proceedings, 100 conference presentations,

18 grants and funded projects, and 15 academic books. Her work has been disseminated nationally and internationally. Dr. Boden has designed and taught courses in traditional, hybrid, and online formats, and she has developed and overseen the implementation of several online program initiatives. Dr. Boden has been recognized for her work with awards such as the Distinguished Teaching Fellowship from the Academy of Teaching and Learning Excellence at the University of Arkansas at Little Rock, Alpha Chi Favorite Professor, Award for Excellence in Online Teaching, and Veteran's Alliance Above and Beyond Award from Texas State University, The Malcolm Knowles Award for Outstanding Program Leadership from the American Association for Adult and Continuing Education, and the Adult Learner Impact Award from the Council for Adult and Experiential Learning, and the Sister Cities International Award for Technology and Innovation. In service to the profession, Dr. Boden served as Director on the Board for the Adult Higher Education Alliance for a decade, a Member-at-Large on the Board of the Commission of Professors of Adult Education, and as the series editor for *Adult Learning in Professional, Organizational, and Community Settings*. In her spare time, Dr. Boden practices yoga, enjoys outdoor activities, live music, traveling, and spending time with her family and friends.

### Additional Awards will begin with the March 2022 Conference

- Outstanding Faculty Member in Adult and Higher Education Award
- Best Paper of Conference Proceedings Award
- Emerging Graduate Student in Adult and Higher Education Award

Information regarding awards and criteria will be sent out by email in August of 2021 to capture nominations for next years' awards.

## Concurrent Session Presenters

Nighet Ahmed	Glenda Gunter	Kristina Perrelli
Sarah Ancel	Mary Gunter	Carrie Phillips
Charity Anderson	Tara Hart	Racheal Popoola
Jeff Aulgur	Candace Hastings	Luz Posada
Amy Baldwin	Nicole Hocking	Byron Pruitt
Leslie Baker	Patricia Holt	Natassa Raikou
Ronald Black	Yvonne Hunter-Johnson	Wytress Richardson
William Blackwell	Donna Jones-Ilsley	Petra Robinson
Carrie Boden	Damiso A. Josey	Anita Samuel
Jennifer Castellanos	Rita Kenahan	David San Filippo
Aynur Charkasova	Iman Khan	Jeremy Schwehm
Catherine Cherrstrom	Tennille Lasker-Scott	Todd Sherron
Kara Clayton	Marilyn Lockhart	Julie Skogsbergh
Xenia Coulter	Elyse Lovell	Megan Small
Ashley Crane	Alan Mandell	Mattyana Stephens
Abigail Dallmann	Robin McLaughlin	Maja Stojanovic
Makenzie Douglas	Craig Mealman	Ava Tabb
Karla Eidson	Holly Meyer	Jessie Tinoco
Joyvina Evans	Katy Miller	Dana Tribble
Bonnie Flynn	Mitsunori Misawa	Emily Vogel
Michael Fontaine	Lisa Modenos	Charles Williams
Michael Giacalone	Brooke Moreland	Alaric Williams
Amber Giffin	Kayon Murray-Johnson	Christina Wray
Ashley Gleiman	Louis Nadelson	Ruth Wylie
Andra Goldberg	Jessica Ochs	Dethorn Young
Kelly Grieneisen Tillotson	Joann Olson	Alison Zeringue
Dorothy Grill	Diane Perilli	

# 2021 Conference—Detailed Schedule: Thursday, March 11

Please note: All times are Eastern Time Zone

Time	Description	Location	Moderator
9:00 am– 9:30 am	Gathering/Orientation/Networking	Main Zoom Room	
9:30 am– 10:30 am	<b><i>Opening Session and Keynote Address</i></b> <b><i>“Awakening the Fearless Surgeon”</i></b> <i>Rex Marco, MD</i>	Main Zoom Room	
10:45 am– 11:15 am  Seven Concurrent Sessions	<b><i>Learning through Teaching: Self-Transformation as a Result of COVID-19</i></b> <i>Katy Miller &amp; Christina Wray</i>  In this presentation, faculty librarians from the University of Central Florida will share their experience transitioning to remote informal teaching and how it was ultimately a transformational learning opportunity for the group. We will start with an overview of the pre-COVID teaching climate in academic librarianship. We will then discuss the impact of the transition on a technical, cultural, and personal level for individuals in the department, and the subsequent emotional rebalancing that occurred.	Breakout Room A	Edith G.
	<b><i>The Problem with Color Blindness: Tales of a Black Man Raised White</i></b> <i>Charles Williams</i>  With so many conversations around race and ethnicity in our educational spaces, it is important to understand that some of the best intentions have unintended consequences. I will share my story of being raised “White” despite a very obvious conflict: I’m not. I will discuss how this approach to equity and inclusion shaped my perceptions and experiences in and out of school. Color blindness is a well-intentioned, but inherently flawed, approach to equity.	Breakout Room B	Jeff A.
	<b><i>The Year the Planet Experienced a Transformative Learning Experience</i></b> <i>Patricia Holt &amp; Megan Small</i>  When the global COVID-19 pandemic hit, no one was prepared for what was to come. The globe experienced a simultaneous deadly transformational learning experience. We watched as a collective whole as our world changed overnight. Participants will explore how a simultaneous worldwide event affected a global population in respect to a transformative learning experience and lessons learned from the struggle.	Breakout Room C	Jane N.

	<p><b><i>A Master's in Adult Education: Transformation Leads to Professional Growth</i></b>  <i>Kara Clayton, Luz Posada, Nicole Hocking, &amp; Leslie Baker</i></p> <p>In this session, participants will hear about how a Masters in Adult Education has led to my professional growth as a public high school educator, an adjunct at the University of Rhode Island and the opening of my own small business.</p>	Breakout Room D	Kathy P.
	<p><b><i>The Art of Gathering: Creating a Sustainable Community of Practice</i></b>  <i>Carrie Boden &amp; Candace Hastings</i></p> <p>“The way we gather matters,” says Priya Parker. In this session, we will present frameworks used to create Let’s Do Lunch: A Community of Practice to support faculty during COVID-19. We will also share techniques communities-in-the making can replicate or customize to build sustainable ecosystems.</p>	Breakout Room E	Rita K.
	<p><b><i>Considering Innovation Pedagogy as an Effective Teaching Methodology in Preparing Undergraduate Students for Successful Internships in Business, Education, and Government</i></b>  <i>Michael Fontaine</i></p> <p>Exploring “Best Practices” through a review of literature across multiple disciplines, I will examine a model of innovation pedagogy, a model to redevelop pedagogy in higher education and how innovation competencies are functionally integrated into learning systems designs from the beginning of students’ studies. We examine six cornerstones of meta-innovations: activating learning and teaching methods; multidisciplinary learning environments; working life orientation and research, development and innovation (RDI) integration activities; flexible curricula; entrepreneurship and internationalization.</p>	Breakout Room F	Jane N.
	<p><b><i>The Nature and Function of CBO Systems of Support for Black Women at the Intersections of Trauma, Anxiety, Depression, and HIV/AIDS Amid a Global Pandemic</i></b>  <i>Mattyna Stephens</i></p> <p>This presentation allows attendees to develop an understanding of how the global pandemic disrupted CBO HIV/AIDS efforts for Black women living with HIV/AIDS BWLHA. We will explore an understanding of how the global pandemic affected the health and well-being of BWLHA. Identify strategies offered to BWLHA to strengthen and protect their health.</p>	Breakout Room G	Joann O.
<p>11:30 am– 12:00 pm</p> <p>Seven Concurrent Sessions</p>	<p><b><i>First-Year Students’ Perceptions of Learning and Connection to the University in the COVID-19 Pandemic World</i></b>  <i>Dana Tribble, Louis Nadelson, &amp; Amy Baldwin</i></p> <p>COVID-19 impacted college campuses and students’ education. We studied the impact on first-year students. Using a cross-sectional approach to data collection we gathered a combination of qualitative and quantitative survey data. Our results indicate students are struggling with change and lack of fulfillment of their educational expectations.</p>	Breakout Room A	Edith G.

***Transforming the Asynchronous Course through Deep Learning***

*Jeff Aulgur*

Ken Bain argues keys to transformational learning include ways to “transform conceptual understanding, foster reasoning skills, and the ability to examine one’s own thinking critically” (p. 46). Session participants consider pedagogical methods to attain deep learning in the virtual classroom.

Breakout Room B Jeff A.

***Transformational Learning and Persistence of Online, Adult Students***

*Emily Vogel & Ruth Wylie*

This study provides insight into the link between Transformational Learning and persistence. Focusing on critical thinking and identity development as components of Transformational Learning, original quantitative and qualitative findings will be presented that point to key institutional factors related to the persistence of online, adult students.

Breakout Room C Lauren M.-L.

***Impeding Transformative Learning: Combatting the Dunning-Kruger Effect***

*Megan Small & Patricia Coberly-Holt*

Individuals who are unaware of their own relative ignorance in an area, when also overconfident in what they believe to be true regardless of knowledge outside of their realm, are demonstrating the Dunning-Kruger effect and may be unable to experience a transformative learning experience.

Breakout Room D Kathy P.

***Strategic Instruction and Educational Technology That Create Foundations for Change in Adult Students Learning Quantitative Concepts***

*Diane Perilli*

The presenter will address how thoughtfully designed instruction can tackle students’ trepidation in learning quantitative concepts and provide a foundation for a change in attitude. Strategies will be presented, including using educational technologies that seek to academically support the adult student’s learning. Observations of student shifts in comfort level and in attitude will be shared.

Breakout Room E Rita K.

***Facing Moral Distress with Moral Courage in Nursing Education***

*Jessica Ochs*

Moral distress has been widely discussed in the nursing literature, yet little attention has been given to it in the context of nursing faculty. Moral distress among nursing faculty will be explored and framed within the construct of moral courage to foster resilience and decrease the burnout and distress evident among faculty.

Breakout Room F Jane N.

	<p><b><i>“I Feel More Empowered to be a Great Student”: Resilience in Pregnant and Parenting Adult Students</i></b>  <i>Kristina Perrelli</i></p> <p>This interactive session will explore resilience and empowerment through the lens of a qualitative study about the experiences of pregnant and parenting adult students. Narratives from participants will be shared to illustrate the ways students coped—and thrived—while facing challenges in healthcare and education settings. Attendees will identify actionable takeaways for professional settings.</p>	Breakout Room G	Joann O.
12:00 pm– 1:00 pm	Break for Lunch (no scheduled presentations)		
1:00 pm– 1:30 pm	<p><b><i>Transforming Lives with Block Credit Prior Learning Assessment (PLA): Lowering Expenses and Shortening Time to Degree</i></b>  <i>Carrie Boden, Catherine Cherrstrom, &amp; Todd Sherron</i></p> <p>PLA transforms the lives of adult learners in many ways, including dramatically altering lifetime earnings through bolstering degree completion. This session focuses on a non-course matching approach to measuring college-level learning from work and life experiences.</p>	Breakout Room A	Edith G.
Six Concurrent Sessions	<p><b><i>The Power of Healing from Educational Trauma: Transformative Experiences in an Adult Higher Education Degree Completion Cohort Program through Circles of Engagement, Participation, Self-Efficacy, and Nurturing</i></b>  <i>Craig Mealman &amp; Wytress Richardson</i></p> <p>Many adult students arrive at the doors of higher education institutions with an assortment of prior successes and failures in the educational systems. They have individual and family histories that can be both a strength and a source of trauma. Students report finding a home or place where they confront or challenge prior perceptions about their educational strengths and barriers. When students recognize their potential via successes in an adult-focused cohort learning they frequently report experiencing a renewal or resurgence of personal power and self-efficacy.</p>	Breakout Room B	Jeff A.
	<p><b><i>Preparing Health Professionals for Success in Distance Learning Through Onboarding</i></b>  <i>Anita Samuel &amp; Holly Meyer</i></p> <p>Health Professions Education (HPE) programs are embracing online learning to accommodate learners’ diverse needs. USUHS’ HPE program has developed a 4-step onboarding process to address issues of isolation and unclear program expectations experienced by online adult learners. This process is replicable across institutions, programs, and disciplines.</p>	Breakout Room C	Lauren M.-L.

	<p><b><i>Building Leadership Capacity within a University Setting for Faculty and Staff</i></b></p> <p><i>Jeff Aulgur, Jeremy Schwelm, Mary Gunter, &amp; Carrie Phillips</i></p> <p>Leadership Tech is a comprehensive professional development opportunity promoting individual and collective leadership. It is an action-based learning and self-discovery process that utilizes a variety of leadership frameworks, experiential learning activities, coaching and mentoring.</p>	Breakout Room D	Kathy P.
	<p><b><i>Connecting the Dots: How to Create Meaningful Relationships in Education</i></b></p> <p><i>Damiso A. Josey</i></p> <p>This interactive session will give attendees an understanding of the importance of developing relationships within education. The workshop will explore relationships in education through the lens of customer service. The session will highlight how to become a “student of your students” in order to meet their individual needs, how to tailor verbal and non-verbal communication to build trust, and how to build safe spaces for students to grow and learn.</p>	Breakout Room E	Rita K.
	<p><b><i>Accounting for the Human Factor— A Health Professional’s Guide to Self-Care</i></b></p> <p><i>Iman Khan</i></p> <p>Attendees will learn about how the Polyvagal Theory, how it provides a foundational approach to building resiliency, treating trauma, and incorporating self-care practices that account for the “Human Factor.” Attendees will learn exercises to gain self-awareness and build resiliency.</p>	Breakout Room F	Jane N.
<p><b>1:45 pm– 2:15 pm</b></p> <p><b>Seven Concurrent Sessions</b></p>	<p><b><i>Supporting Transformation to Develop Executive Leaders</i></b></p> <p><i>Ruth Wylie &amp; Robin McLaughlin</i></p> <p>This presentation introduces a model integrating constructivist adult development theory with andragogy for transformational learning. Teaching, mentoring, and research applications in an executive leadership graduate program illustrate the model’s use to develop leaders for volatile, complex, and ambiguous environments.</p>	Breakout Room A	Edith G.
	<p><b><i>Using Children’s Literature to Create a Culturally Responsive Teaching Environment in a Pre-Service Teacher Course</i></b></p> <p><i>Karla Eidson, William Blackwell, &amp; Ashley Crane</i></p> <p>The presentation will familiarize participants with culturally responsive literature kits and their use and benefits in a teacher preparation program. This project provided an opportunity for pre-service teachers to explore and apply anti-bias children’s literature within community classrooms and reflect on their experiences. The presentation described early results from the project, the resources included in the literature kits, as well as feedback from course instructors and teacher candidates on the use of these resources.</p>	Breakout Room B	Jeff A.



***The Induced Disorienting Dilemmas in Higher Education:  
Fostering Transformative Learning in Universities***

*Natassa Raikou*

We seek ways to foster critical reflection and transformative opportunities in universities. Here we focus on Disorienting Dilemmas (DD) and efficient ways of application. Our aim is to trace the nature, the intense and the complexion of a DD, in order to benefit on the induction of DD in higher education.

Breakout  
Room C      Lauren  
M.-L.

***How Trauma-Responsive Teaching Can Help Facilitate  
Transformative Learning in Higher Education***

*Amber Giffin & Mitsunori Misawa*

Higher education has diverse populations including trauma survivors. Practitioners often overlook this population because their survivorship is invisible and often transformative. It is important for practitioners to understand how to reach them. Thus, this presentation focuses on exploring how trauma-responsive teaching facilitates a transformative learning process in higher education.

Breakout  
Room D      Kathy P.

***Transformative Learning: Leaving a Cult***

*MaKenzie Douglas & Jeremy Schwehm*

The purpose of this presentation is to identify and examine the relationship between previous cult membership and the transformative learning process and discuss potential research designs to study former cult members.

Breakout  
Room E      Rita K.

***An Analysis of the Role of Communities of Practice in  
Transformational Learning during a Pandemic***

*Ava Tabb & Nighet Ahmed*

Educators are faced with unparalleled challenges. The transition from face-to-face teaching to online teaching during a pandemic is the “disorienting dilemma” that has led teachers to critical reflections about their assumptions and frames of reference. This perspective transformation stresses the value for Communities of Practice (CoP) where educators can share their concerns, expertise, and knowledge.

Breakout  
Room F      Jane N.

***Burnout is Real:  
Addressing Work-Life Balance in Higher Education***

*Joyvina Evans*

Mental health stressors and burnout continue to increase among higher education professionals. Between pursuing a promising career, professional development, scholarly work (research), and teaching responsibilities, surviving and thriving can feel impossible. These expectations can lead to burnout, increasing the risk of mental health issues among higher education professionals. The presenter describes overcoming burnout after dealing with grief and depression while completing her Ph.D. and pursuing her career in higher education.

Breakout  
Room G      Joann O.

<b>2:30 pm– 3:00 pm</b>  <b>Seven Concurrent Sessions</b>	<b><i>The Crisis in Early Education Deepens</i></b> <i>Jessie Tinoco</i> Early Childhood Care and Education (ECCE) professionals play a vital role in child development, yet they don't make a livable wage. Further, these professionals suffer higher than average levels of stress and depression. This session reviews foundational and specific competencies and the ability to support diverse population necessary for successful ECCE workforce.	Breakout Room A	Edith G.
	<b><i>Self-Authorship in Prior Learning Assessment</i></b> <i>Ashley Gleiman</i> As participation in Prior Learning Assessment programs continue to rise, it is important to develop, evaluate, and evolve curriculum to meet the needs of online learners. This session explores how one university used Self-Authorship to frame PLA Practice and Processes to better engage and support learners.	Breakout Room B	Jeff A.
	<b><i>Adult Undergraduate Students' Sense of Belonging: A Cross-Case Analysis by Involvement</i></b> <i>Michael Giacalone</i> Scholars have explored college students' sense of belonging based on various student groups and social identities. Belonging for adult undergraduate students, however, has gone relatively unexamined. This paper will explore belonging through a cross-case analysis of three adult students differentiated by student involvement level (Astin, 1984/1999), which is a contributing factor to belonging.	Breakout Room C	Lauren M.-L.
	<b><i>The Online Doctoral Student Transformation</i></b> <i>Ronald Black</i> Transformational teaching and learning on the doctoral level have many names and as many instructional styles. Today, we know that doctoral transformational learning involves many different forms of technology that is used for mentor/student collaboration throughout the dissertation process. Transformational learning in the online doctoral classroom focuses on the interaction. The doctoral mentor focuses on transforming their doctoral students throughout their dissertation journey. A doctoral mentor's collaboration and communication style sets the pace for success throughout the doctoral student's transformation. Doctoral mentors play a large role in guiding the doctoral candidate up the doctoral mountain from identifying their topic through completion of their dissertation. The E-Mentoring chair/doctoral candidate relationship begins as soon as the doctoral candidate completes doctoral content courses and begins their dissertation process. This paper and presentation focus on the online doctoral student throughout their transformation from doctoral student to doctoral candidate to doctoral graduate as they travel up their doctoral/dissertation mountain leading to the doctorate degree and success in their career.	Breakout Room D	Kathy P.

***Conducting Research: Before and After the Pandemic***

*Marilyn Lockhart & Elyse Lovell*

Women in higher education, and more specifically women with children, have been more adversely impacted in their work and research, by the pandemic. We would like to learn the experiences of people—men and women, students and faculty—who attend our session and then present the results of a research project conducted before the pandemic with female community college students who were parents and living in poverty. We will discuss our study and ask participants about their experiences in conducting research and the impact it has had on them before and since the pandemic.

Breakout Room E Rita K.

***COVID changed the Marketing Playbook for Recruitment***

*Alison Zeringue*

The pandemic has certainly changed the way that colleges do business. It has also changed the way we learn and plan. Resources are tighter; budgets are leaner and focusing on digital-first leads to an entirely new way of executing communications and marketing. Use digital marketing to show ROI and drive the case for budget support.

Breakout Room F Jane N.

***A Transformational Learning Experience for Veterans Transitioning in Higher Education: Behaviorism, Andragogy and Self-Directed Learning***

*Yvonne Hunter-Johnson*

The transitioning of veterans from the “military world” to the “civilian world,” while utilizing higher education as a transitional tool, is a critical transition that can yield a transformative learning experience. Despite their motivation and resilience, veterans still encounter many challenges when transitioning to civilian institutions.

Breakout Room G Joann O.

## 2021 Conference—Detailed Schedule: Friday, March 12

Please note: all times are Eastern Time Zone

Time	Description	Location	Moderator
9:00 am– 9:15 am	<i>Gathering</i>	Main Zoom Room	
9:15 am– 9:45 am  Seven Concurrent Sessions	<p><b><i>Transformational Learning &amp; Adult Learners: Reflections on the Development of an Online Service-Learning Course on Equity, Intercultural Competency, and Cultural Humility for Students in the Helping Professions</i></b> <i>Julie Skogsbergh</i></p> <p>This year the University Without Walls at UMass Amherst celebrates its 50th year from what began as an “educational experiment” back in 1971. This presentation seeks to discuss the development of a service-learning online course focused on the themes of equity, intercultural competency, and cultural humility specific to students in the helping professions.</p> <p><i>Note: This presentation is one of three presentations celebrating the 50th anniversary of the University Without Walls program.</i></p>	Breakout Room A	Edith G.
	<p><b><i>Should College Educators Seek to Transform Their Students?</i></b> <i>Alan Mandell &amp; Xenia Coulter</i></p> <p>This session takes up an array of interrelated questions: Are students transformed through higher education? What role do, and should, teachers play in this process? Should transformation be a goal of our institutions, or is transformation a private process that should be separated from the learning process and our formal responsibilities?</p>	Breakout Room B	Jeff A.
	<p><b><i>Developing Adult Education Curriculum to Advance Human Rights Literacy</i></b> <i>Petra Robinson &amp; Maja Stojanovic</i></p> <p>This presentation highlights the need for a critical literacies skillset and focuses on the importance of including human rights literacy in adult education curriculum. We discuss existing resources and materials, training offerings, activities, and lesson plans that would be a useful foundation of human rights literacy curricula.</p>	Breakout Room C	Lauren M.-L.

***Lights, Camera, Intentional Action:  
Transformation Learning During a Pandemic - Take 1***  
*Tara Hart & Alaric Williams*

Breakout Kathy P.  
Room D

Is there anything else that needs to be said about the year 2020? Everyone was affected in some way. One learning point of 2020 for folks in higher education was adaptability. We had to adapt to the many changes in academic and student affairs. Instruction took on a new meaning. Student services had to become creative. As higher education professionals continue to adjust, transformative learning will require change and adjustment but can assist students during times of adversity. This presentation will focus on these items as well as promote the idea of transformative learning to assist students with overall health and well-being.

***Academic Support on the Web:  
Graduate Student Use and Perceptions  
of Usefulness of Web Resources and Tools***  
*Kelly Grieneisen Tillotson & Glenda Gunter*

Breakout Rita K.  
Room E

There are many Web resources and tools that are available for students' academic support. Web resources can be used in many ways, such as to support course work, research, and to meet various academic goals. This presentation highlights a research study that was conducted to examine graduate student perspectives and use of Web resources and tools to support academics. This study used a mixed method approach to collect graduate student data regarding their use and perceptions of Web resources and tools that they use in their academic pursuits.

***High Risk Advocacy:  
Shaping Institutionalism Toward Progressivism***  
*Brooke Moreland*

Breakout Jane N.  
Room F

Organizations are having to change in the face of social change. This session seeks to satisfy the inquiry of how and what professionals can do to achieve desired normative outcomes, acknowledging and reviewing forms of institutionalism indigenous to their home institutions that could hinder progress. Brooke Moreland developed the MHRA for professionals to evaluate the dispositions of their home institutions along with their own practices. From the model, professionals will learn examples of institutionalism that can hinder the progression of student advocacy and equity work along with exploring the components model: education, reciprocal interdependence, and advocacy, for the purposes of micro and macro-organizational application.

***The Invisible Barrier: Perceptions of Leadership***  
*Jennifer Castellanos*

Breakout Joann O.  
Room G

Despite the fact that women these days are earning more educational degrees (bachelor, master, or doctorate) than men, they however, continue to be underrepresented in executive leadership positions. This could be in part due to gender-based barriers caused by the current perceptions of leadership.

<b>10:00 am– 10:30 am</b>  <b>Seven Concurrent Sessions</b>	<b><i>Narrative, Experiential Learning, and Valuing the Specific and Contextual for Transformative Learning</i></b>	Breakout Room A	Edith G.	
	<i>Abigail Dallmann</i>	Narrative writing as a method of prior learning development provides a powerful format for transformational learning, as students are given the opportunity to articulate and frame their own learning and academic journeys in their own words. In the University Without Walls program, we use a narrative portfolio to evaluate prior learning. This portfolio includes an introduction and conclusion that allows a student to situate their learning within the context of their life journey.		
	<i>This presentation is one of three presentations celebrating the 50th anniversary of the University Without Walls program.</i>			
	<b><i>“We Went Through a Pandemic Together”: Strategies for Facilitating Transformative Learning Among Nontraditional Adult Learners During a Crisis</i></b>	Breakout Room B	Jeff A.	
	<i>Charity Anderson</i>	Attendees will leave the presentation with three concrete strategies for facilitating transformation in nontraditional academic settings, especially during times of crisis.		
	<b><i>The Transformational Leader: Be Courageous. Be Authentic. Be Ready.</i></b>	Breakout Room C	Lauren M.-L.	
	<i>Dethorn Young</i>	Today’s emerging workforce is demanding authentic experiences from their employers and preferred brands. In a world driven by expeditious technological change, the human factor remains at the core of thriving business and stakeholder relationships. Leaders who are transparent, relatable and real demonstrate a unique, competitive advantage. When teams can candidly communicate with their leaders concerning their career path, personal aspirations, and direction, they feel appreciated, heard, understood, and included.		
<b><i>Not Buy the Book! The Challenges and Rewards of Achieving Course Outcomes with OER Materials</i></b>	Breakout Room D	Kathy P.		
<i>Andra Goldberg</i>	While creating free and low-cost materials to replace expensive textbooks in technology courses that were also part of the Healthcare Information Technician degree, faculty discovered a surprise benefit of being able to make quick and timely adjustments to these items. This presentation will outline the process created for integrating OER materials.			
<b><i>Was it Enough? Responding to COVID-19 with Course Design Changes</i></b>	Breakout Room E	Rita K.		
<i>Joann Olson &amp; Rita Kenaban</i>	As a result of COVID-19, educators were challenged to respond to unprecedented student needs. This study explores the experiences of students in a fully online graduate program as the scope of the pandemic was growing. This case study explores course design changes to fulfill learning objectives while also giving students increased flexibility. Students found flexible due dates and course access most helpful. The session will also discuss decisions related to “reining it back in” (e.g., reinstating course deadlines) and work/life balance for faculty.			

	<p><b><i>Transformational Learning Through the Expression of Stories in Varied College Courses</i></b>  <i>Craig Mealman &amp; Donna Jones-Ilsley</i></p>	Breakout Room F Jane N.
	<p>As instructors working primarily with adult learners, we are frequently inspired through deep appreciation of listening to the powerful and insightful stories that students share in the spaces created through the course learning activities. Drawing on the personal and experiential knowledge of the students enriches the discourse, expands the content, supports community building in the learner group, and enriches (even builds capacity) and sustains the instructors. There is a rich and expansive literature describing the powerful learning and teaching processes involved in the use of stories, narrative expression, and personal knowledge of members of a learning community.</p>	
	<p><b><i>What's Done in the Dark: The Cost of Mentoring while Black</i></b>  <i>Tennille Lasker-Scott &amp; Byron Pruitt</i></p>	Breakout Room G
	<p>Mentoring is a vital part of many industries. The presentation is an examination of the experiences of Black students and educators, the impact of Black mentorship, and the cost of Blackness at predominately White institutions (PWI).</p>	
<p>11:45 am– 11:15 pm  Six Concurrent Sessions</p>	<p><b><i>Making Connections: Teaching, Transformational Learning, and Integrating Resilience from Outside the Walls With Adult Learners</i></b>  <i>Lisa Modenos</i></p> <p>For 50 years our University Without Walls Program has focused on helping adult students return to college and earn their degrees. In those 50 years we have seen a pattern: Our adult learners often do not arrive resilient regarding their educational journeys. In fact, many of them carry baggage about their abilities and formal education. I will discuss how our program deals with this disconnect and discuss some of the mechanisms (formal and informal) that our program employs to help transform our students' connections to their educational journeys and integrate their successes from life into their degrees.</p>	Breakout Room A Edith G.
	<p><i>This presentation is one of three presentations celebrating the 50th anniversary of the University Without Walls program.</i></p>	
	<p><b><i>Code-Switching in Adults in Higher Education</i></b>  <i>Racheal Popoola &amp; Kayon Murray-Johnson</i></p>	Breakout Room B Jeff A.
	<p>This presentation will explore the emotional labor involved in code-switching and its perceived impact on Black American faculty and students at predominantly White institutions. Participants will benefit from critical dialogue about examining these issues might support transformational learning in an era of equity and social justice.</p>	
	<p><b><i>From Crisis to Catalyst: Accelerating Student-Ready Transformation in Turbulent Times</i></b>  <i>Sarah Ansel</i></p>	Breakout Room C Lauren M.-L.
	<p>The speaker will discuss why the current crisis provides a unique opportunity to boldly advocate for adult learners and the institutional transformation necessary to serve them more effectively. She will offer practical advice for how to engage, motivate, and mobilize institutional leaders and other stakeholders in these efforts.</p>	

***Thriving in a COVID Environment: How Two Health Studies Programs Coped with Providing A Quality Education to Adult Learners During A Pandemic*** Breakout Kathy P.  
Room D

*Bonnie Flynn & David San Filippo*

When the pandemic hit, colleges were faced with a huge dilemma: How to continue with business as usual when the world is turned upside down? Programs had to adjust their courses with little time to respond. This presentation describes how two Health Studies programs coped, and even thrived, during a difficult time.

***Building a Resilient Workforce: Using the 7 C's of Resiliency to Train Helping Professionals of Tomorrow*** Breakout Rita K.  
Room E

*Dorothy Grill*

Research has shown that career pathways allow adult students to access postsecondary education and be successful. Providing individualized academic and career counseling helps participants succeed at closing the skill and wage gap, because they are prepared for workplace success. Partnerships with community support agencies allow professionals who work with adult students to provide services and address specific barriers while they complete bridge programs, integrated training, and career pathways to the career of their future.

***Recruitment Strategies and Migration Regulations of International Students in The United States and Canada: A Comparative Study*** Breakout Jane N.  
Room F

*Aynur Charkasova*

The presentation will discuss the value of international students in higher education and the challenges they experience while pursuing higher education in the USA and Canada. We will compare recruitment strategies of two countries in terms of student visa policy, visa fees and processing time, employment opportunities, and the impact of immigration policies and employability upon completion of their degrees.

***A Tale of the Adult Learner and How They Found Their Voice*** Breakout Joann O.  
Room G

*Nancy Fee Rabidouxx*

Join us and explore how students have found their voices while working with the Finish What You Started Program at the University of Rhode Island. Conceptualized in 2012 as a pathway for non-traditional learners to return to the program, the program provides guidance for adult learners from matriculation to graduation. Hear our students' struggles that turned into success stories.

**11:30 am–  
12:30 pm**

*Business Meeting and Closing Session*

Main  
Zoom  
Room



## Submit a Paper for the AHEA Conference Proceedings

As a presenter at the 2021 AHEA Conference, we invite you to submit a short paper (related to your presentation) for inclusion in this year's conference proceedings. AHEA conference proceedings are published electronically and archived on ERIC. We will be using the following timetable to produce the conference proceedings.

Paper submission deadline	April 15, 2021
Papers proofread and returned to authors for last review	May 15, 2021
Final papers due	May 31, 2021
Proceedings release date (anticipated)	June 30, 2021

### To Submit a Paper for the Proceedings

As noted, we are aiming for a rather tight turnaround time for publishing the proceedings. This process will be expedited by your careful attention to the following content and formatting guidelines. Your paper will be reviewed and edited for grammar, APA, and clarity, but we will not engage in a thorough review of the contents. Therefore, please ensure that you submit a polished version of the manuscript by the April 15, 2021 deadline. Papers that do not meet full criteria for submission and acceptance will not be included in the proceedings.

#### Paper Length Guidelines

- Papers will be 1,500-3,000 words. Word count includes tables, figures, and references.
- Include an abstract of 100-120 words and 3-5 keywords to aid in indexing your paper.
- Be sure that the reference section is complete and in keeping with APA guidelines.
- Include a biographical paragraph of no more than 70 words for each author/presenter.

#### Formatting Guidelines

- Papers must be submitted using the following word processing formats: \*.doc, \*.docx, \*.rtf. Do *not* submit a .pdf file.
- Doubled-spaced, 12 point, Times New Roman font.
- APA 7th edition requirements apply for formatting, citations, references, language usage, and research criteria (ethics, IRB, etc.).
- Submissions should use an academic writing style, including supported statements and logical arguments. Papers must also demonstrate excellent writing, organization, grammar, and absence of jargon and passive voice.

Samples of previous proceedings papers can be found at

<https://files.eric.ed.gov/fulltext/ED606375.pdf> (for 2020 proceedings)

<https://files.eric.ed.gov/fulltext/ED597786.pdf> (for 2019 proceedings)

<https://files.eric.ed.gov/fulltext/ED590245.pdf> (for 2018 proceedings)

<http://files.eric.ed.gov/fulltext/ED576985.pdf> (for 2017 proceedings)



## **About The Adult Higher Education Alliance (AHEA)**

Our purpose is to help institutions of higher education develop and sustain learning environments and programs suitable for adults.

AHEA does this by:

- Providing a forum for professional educators to share resources and information about alternative degree programs on a national and international level.
- Stimulating practitioner research, thereby contributing to the integration of theory and practice, and to the improved quality of our efforts.
- Serving as a vehicle for cooperative consultation and collaboration among professionals in the field.
- Integrating the interests and concerns from a variety of areas within adult higher education including distance, international, and liberal education.
- Promoting rights of adult students.
- Influencing institutional and public policies concerning the principles of quality practice applied to adult education.
- Promoting cultural diversity and multicultural perspectives and maintaining that commitment through the incorporation of such perspectives into the policies, procedures, and practices of alternative degree programs for adults.

# AHEA Members in Action

## AHEA Board of Directors 2020-2021

### **Kathy Peno, President**

Dr. Peno is Professor of Adult Education at the University of Rhode Island where she coordinates the Adult Education Master's Program and prepares adult educators in the military, in health care fields (including nursing, pharmacy and dentistry), and in corporate and higher education organizations. She also teaches and advises doctoral students in the Adult and Higher Education specialization for the joint Ph.D. program between Rhode Island College and the University of Rhode Island. She holds a master's degree and a Ph.D. in Adult Learning and Human Resource Development from the University of Connecticut. Her scholarship focuses on professional learning and skill development from novice to expert with an emphasis on the role of mentoring. She has written, consulted, and presented extensively on workforce development, professional development, and mentoring as a vehicle for continuous performance improvement in organizations.

### **Lauren Murray-Lemon, President-Elect; Director of Membership**

Dr. Murray-Lemon is excited to serve as AHEA's Director of Membership and as AHEA's President-Elect. She earned a master's degree in Educational Leadership and Ph.D. in Higher Education and Policy Studies from the University of Central Florida. She currently works in UCF's College of Graduate Studies. Her research interests focus on the experiences of foster care youth and other individuals from underserved populations in higher education, service learning, developing social justice leaders and engaged citizens, and faculty teaching and learning.

### **Jeff Aulgur, Past President**

Dr. Aulgur is the Department Head of the Department of Professional Studies at Arkansas Tech University, and he has served in this capacity since May 2011. Before his academic appointment, Dr. Aulgur served as the Director of the Professional Development Institute at Arkansas Tech University. He earned his Doctor of Education in Workforce Development from the University of Arkansas in 2013. His research focuses on the governance of nonprofit organizations and the application of governance theory, as well as the influence of Paulo Freire in the online learning environment. Dr. Aulgur's instructional interests include nonprofit organizations, the application of adult learning theory, and leadership theory.

### **Tennille Lasker-Scott, Secretary**

Dr. Lasker-Scott attended The University of Georgia, earning a Ph.D. in Adult Education and a Certificate in Interdisciplinary Qualitative Research Studies. Aligned with her volunteer and mentoring efforts, Lasker-Scott researched the pursuits and perceptions of education within the low-income African American community. After the completion of her doctorate, Tennille moved back to her native state in hopes of providing a familiar and positive example of the importance of continuing education. She is currently an Assistant Professor in the Department of Professional Studies at Arkansas Tech University. Her research

interests include mentoring first-generation and low-income students, social contexts of education, and examining educational barriers of adult learners.

**Joann S. Olson, Director of AHEA Book Series; Conference Proceedings Co-Editor**

Dr. Olson has been involved in various aspects of adult education throughout her career, including computer training and leadership development. She earned a master's degree in Religious Education from Wheaton College and a Ph.D. in Adult Education from Penn State-University Park. Following graduate school, she spent two years coordinating faculty development for adjunct faculty teaching in an adult degree program that also offered several graduate-level programs. Currently, she is Associate Professor and Program Coordinator for an online Master's degree in adult and higher education at the University of Houston—Victoria. Her research interests focus on the intersection of higher education and adult learning, including workplace learning of recent college graduates and the experiences of first-generation students (of all ages) in college and following graduation.

**Matthew Lonam, Treasurer**

Dr. Lonam received his undergraduate degree in Political Science from Loyola College in Baltimore; his M.A. in Tourism Development from The George Washington University; and his Ph.D. from the University of Missouri in Higher and Adult Education. Dr. Lonam is a lifelong professional in the hospitality and tourism industry; he began his full-time teaching career as professor of hotel information systems at Johnson & Wales College, participated in the founding of the hotel school at Northern Arizona University, and received his doctorate while teaching hotel and restaurant management at the University of Missouri. Since receiving his doctorate, he has served as vice-president (Latin America, based in Mexico City) for the Educational Institute of the American Hotel & Lodging Association, Associate Director of GW's online master of tourism, and he currently serves as Associate Professor in the School of Business and Leadership at the University of Charleston teaching graduate Strategic & Executive Leadership courses and advising doctoral students on dissertation work.

**Rita Kenahan, Director at Large**

Dr. Kenahan refined her ideas and theories on adult learning through studies at Teachers College, Columbia University where she earned a Doctor of Education degree in 2014. She is recently retired from a robust career in the medical devices industry, most recently with Johnson & Johnson. In her last role in Professional Education, she supported surgeons, nurses and other medical professionals in their pursuits to enhance their teaching skills. She has traveled to all 50 states and many countries and delivered in-service training and faculty development programs to healthcare providers. She is a Registered Nurse and has three young adult children who are off navigating their own life journeys.

**Edith Gnanadass, Director-at-Large**

Dr. Edith Gnanadass is an assistant professor of higher and adult education at the University of Memphis in Tennessee. Previously, she worked at the Goodling Institute for Research in Family Literacy and the Institute for the Study of Adult Literacy at Penn State, Pennsylvania. She has more than 20 years of experience in adult and higher education working with diverse populations. She has also administered and taught in adult literacy and early childhood

programs in New York City for more than 16 years. Using a postcolonial feminist lens, her research interests include race and learning, cultural-historical activity theory (CHAT) as a framework to analyze learning, DesiCrit (theorizing the racial ambiguity of South Asian Americans), adult literacy, and using Black texts in adult and higher education and racialized immigrant narratives.

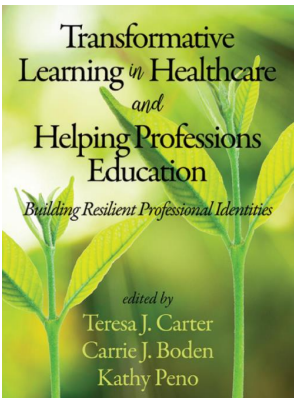
**Jane Northup, Director-at-Large**

Dr. Northup is a Criminalist and Quality Assurance Officer at the Rhode Island State Crime Laboratory where she co-coordinates the Crime Laboratory Educational Program. She is an Adjunct Assistant Professor and works with current law enforcement officers training to become crime scene investigators. She also advises and assists local police departments in their evidence room management policies and procedures through inspections, interviews, and reports to help assist them in attaining and retaining accreditation status. She specializes in skill development and strategies for effective practice in the workplace. She holds a master's degree in Adult Education from the University of Rhode Island and a Ph.D. in Education from a joint program with the University of Rhode and Rhode Island College.

**Oluwakemi (Kemi) Elufiede, Conference Proceedings Co-Editor**

Dr. Kemi Elufiede, Educator, Administrator, Entrepreneur, Author, Editor, and Poet, has 15 years of professional experience in public, higher, community (education), the non-profit sector, and social services. She is the Founder and President of Carnegie Writers, Inc. and K&E Educational Consulting Services, where she provides assistance in writing, editing, publishing, life-coaching, business, and non-profit management. Prior to entrepreneurship, Elufiede assumed many roles as a tutor, teacher, mentor, instructor, evaluations manager, dean, case manager, residence director. In these various roles, she implemented and facilitated programs for the improvement of literacy skills, behavioral health, developmental disabilities, career, workforce development, personal growth, faculty development, academic readiness, and student engagement. She has presented at more than 20 professional conferences/workshops and facilitated more than 30 programs. She holds a degree in P-12 Special Education from Abraham Baldwin Agricultural College, a B.L.S. in Psychology, and M.Ed. in Adult Education from Georgia Southern University. Additionally, she holds an MBA from West Chester University and an Ed.D. from Lipscomb University.

## AHEA Book Series

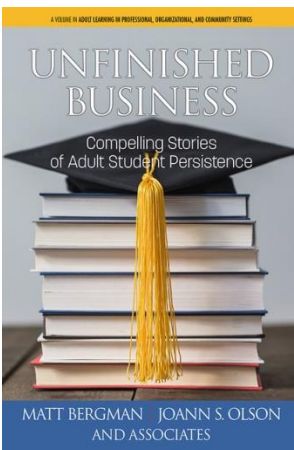


### *Transformative Learning in Healthcare and Helping Professions Education: Building Resilient Professional Identities*

Teresa J. Carter

Carrie J. Boden

Kathy Peno

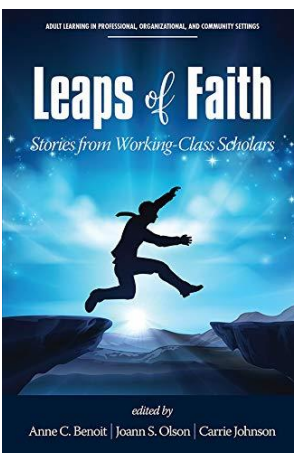


### *Unfinished Business: Compelling Stories of Adult Student Persistence*

Matt Bergman

Joann S. Olson

And Associates



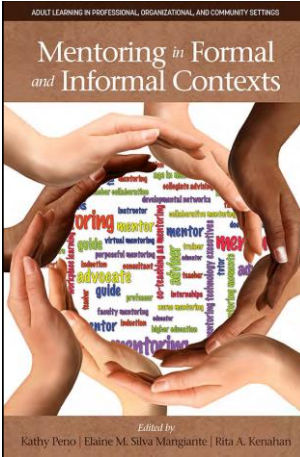
### *Leaps of Faith: Stories from Working-Class Scholars*

Edited by:

Anne C. Benoit

Joann S. Olson

Carrie Johnson



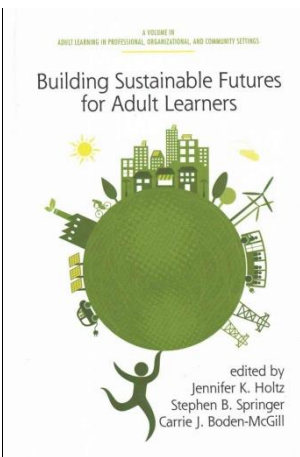
### ***Mentoring in Formal and Informal Contexts***

Edited by:

Kathy Peno

Elaine M. Silva Mangiante

Rita A. Kenahan



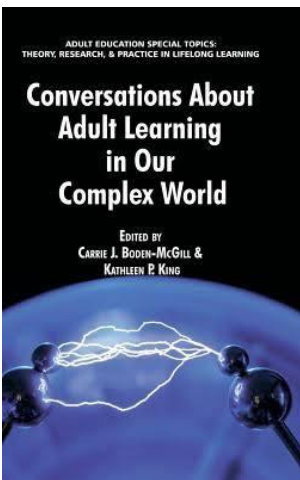
### ***Building Sustainable Futures for Adult Learners***

Edited by:

Jennifer K. Holtz, University of Arkansas at Little Rock

Stephen B. Springer, Texas State University

Carrie J. Boden, Texas State University



### ***Conversations about Adult Learning in Our Complex World***

Edited by:

Carrie J. Boden, Texas State University

Kathleen P. King, University of South Florida

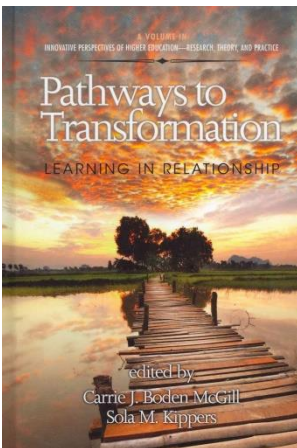


## *Developing and Sustaining Adult Learners*

Edited by:

Carrie J. Boden, Texas State University

Kathleen P. King, University of South Florida



## *Pathways to Transformation Learning in Relationship*

Edited by:

Carrie J. Boden, Texas State University

Sola M. Kippers, Capella University

## **Next in the AHEA Book Series**

### ***Advancing the Global Agenda for Human Rights, Vulnerable Populations, and Environmental Sustainability: Adult Education as Strategic Partner***

and

### ***Critical Approaches to Trauma in Adult Learning***

For the first time, AHEA is sponsoring two books in one year. If the last year has taught us anything, it's that the world is smaller and often more challenging than we're prepared for. Adult educators are uniquely equipped to respond to these challenges. The next two books in the AHEA Book Series focus on two areas in which we can be catalysts for change: globalization and responding to trauma. Look for these books at the AAACE Conference in Destin, Florida, Nevada. These books will also shape the theme for the AHEA 2022 conference next March.



## AHEA Partner Organizations

AHEA is pleased to partner with other professional organizations to promote the advancement of adult education and lifelong learning.



The mission of the American Association for Adult and Continuing Education (AAACE) is to provide leadership for the field of adult and continuing education by expanding opportunities for adult growth and development; unifying adult educators;

fostering the development and dissemination of theory, research, information, and best practices; promoting identity and standards for the profession; and advocating relevant public policy and social change initiatives. AAACE is dedicated to the belief that lifelong learning contributes to human fulfillment and positive social change. We envision a more humane world made possible by the diverse practice of our members in helping adults acquire the knowledge, skills and values needed to lead productive and satisfying lives.



As a member of the Coalition of Lifelong Learning Organizations (COLLO), AHEA joins with others to:

- Shed light on major issues in lifelong learning education
- Advocate for policies and actions to achieve education opportunities for all adults
- Engage in dialogue, network, and voice perspectives on efforts to develop, maintain, and improve the development of adult learning within the United States and internationally.

Learn more about COLLO and download the Consultation Report at <http://thecollo.org/>.

## Support AHEA

The Adult Higher Education Alliance, a 501(c)(3) non-profit corporation, is an association of individuals and institutions committed to adult education. You may donate by using PayPal and by shopping with AmazonSmile (smile.amazon.com).



PayPal Giving Fund is an independent 501(c)(3) charitable organization that makes giving secure, easy, and reliable by Ensuring that 100% of every donation reaches the donor's chosen charity.

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## **Call for Proposals: AHEA Book Series (2023 release)**

Since 2011, the AHEA Book Series has published books associated with the Adult Higher Education Alliance conferences. We are now soliciting proposals for the eleventh installment in the book series, with a projected release date of Fall 2023.

For the next book, we are soliciting proposals from our membership for an authored or edited book to be published in 2023. The topic of the book should be related to adult learning in professional, organizational, or community settings. Appropriate types of manuscripts will focus on presenting original research, building on theory, presenting a model, and/or sharing innovative practices. Manuscripts intended for practitioner audiences and academic audiences are welcomed.

Authors or editors proposing a book for the AHEA series should anticipate working closely with a member of AHEA's Editorial Board, either as a named editor or managing editor on the project. In addition, there is an expectation that authors and editors will attend and present at the AHEA conference the year the book is released. If proposing an edited volume, we ask that you plan to invite your contributing authors to attend and present at the conference as well.

The deadline for submitting a proposal is May 15, 2021. Authors will be notified of the proposal acceptance by July 1, 2021. All proposals will be peer-reviewed and evaluated for relevance to the field, marketing potential, strength of authorship/editorship, and strength of writing. A formal call for proposals will be forthcoming.

If you would like further information about this endeavor, contact Dr. Joann S. Olson at [AHEABookSeries@gmail.com](mailto:AHEABookSeries@gmail.com)

## Save the Date—AHEA Conference 2022

Make plans now to join us next year. Hopefully, we'll be able to meet in person again. If so, we'll likely be back in Orlando, in March. If in-person gatherings still aren't advisable, we'll meet again online. Next year, we will be releasing two titles in the AHEA Book Series: *Advancing the Global Agenda for Human Rights, Vulnerable Populations, and Environmental Sustainability: Adult Education as Strategic Partner* and *Critical Approaches to Trauma in Adult Learning*. These books will shape the theme for our 2022 conference.

*Begin thinking now about how your ideas might add to this discussion. The call for presentation proposals and details regarding the conference dates and location will be sent early in the fall.*