International Adult and Continuing Education Hall of Fame



Where the spirit of learning is the lasting legacy

OCTOBER 6, 2026 | CHATTANOOGA, TN

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

– John Quincy Adams

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

– Chinese proverb

HOW IT BEGAN

INTRODUCTION

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

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

This booklet commemorates the 30th induction ceremony and, more importantly, records some of the major accomplishments of the inductees. Their contributions to adult learning provide the foundation for continuing education scholarship and teaching in the century to come.

HISTORY

Discussions leading to the founding of the IACEHOF can be traced to the mid-1980s. Dr. Thurman J. White is universally acclaimed as the founding father of the Hall. It was through White's vision and recognition of the need to provide a mechanism to recognize and honor, in perpetuity, living and deceased adult and continuing educators who had distinguished themselves as scholars and practitioners that the concept of the Hall began to take on form and meaning.

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

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

Beginning with its inaugural induction in Charlotte, North Carolina, in 1996, 29 classes have been inducted into the IACEHOF. Its membership includes more than 457 members. A first was achieved by the Hall in 2006 when a special induction ceremony of the 2006 European Class was held at the University of Bamberg in Bamberg, Germany.

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

- Regular members
- Honorary members
- Posthumous honors

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

FUNDING

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

LOCATION

The official home for the International Adult and Continuing Education Hall of Fame is the University of Oklahoma's University Outreach, Thurman J. White Forum Building, Norman, Oklahoma.

First opened in 1962, the Oklahoma Center for Continuing Education is recognized as one of the nation's leading university-based residential conference centers. It is one of 11 Kellogg Foundation-funded continuing education centers worldwide. In 2023, University Outreach, College of Continuing Education, served 2,330,137 individuals who participated in professional learning opportunities and attended conferences, workshops, meetings, and other activities throughout the college.

INTERNATIONAL ADULT AND CONTINUING EDUCATION HALL OF FAME

Celebrating 30 Years of Leadership, Learning, and Legacy Worldwide

For three decades, the International Adult and Continuing Education Hall of Fame (IACEHOF) has formally recognized, honored, and celebrated global leaders whose vision, scholarship, and service have advanced adult and continuing education across cultures and continents.

Founded by Dr. Thurman J. White, who retired in 1980 as Vice President for Continuing Education and Public Services, the Hall of Fame was established to honor individuals who believe in the transformative and enduring power of lifelong learning. Through his leadership with the Oklahoma Center for Continuing Education (OCCE), Dr. White, the Founding Father of the IACEHOF, created a lasting platform to elevate excellence in the field and to inspire future generations of educators and learners worldwide.

The first induction ceremony in 1996 marked the beginning of a distinguished tradition. Since its inception, the Hall of Fame has been housed at The University of Oklahoma. OCCE went on to become University Outreach.

In 2006, the Hall reached an important milestone with its first induction ceremony held outside the United States, in Bamberg, Germany—an event that reflected the organization's expanding international presence and its growing network of distinguished members.

Today, the Hall includes more than 400 members representing over 50 countries. It continues to uphold a legacy of excellence in leadership, scholarship, policymaking, and service, while fostering meaningful global connections among professionals dedicated to adult and continuing education.

As it commemorates its 30th anniversary, the International Adult and Continuing Education Hall of Fame remains steadfast in its mission to advance lifelong learning and to honor those whose work has shaped—and continues to shape—the field around the world.



Past
1996–2026



Present
Today



Future
2027–2032

The torch symbolizes the enduring power of learning, leadership, and service. As one generation shares its wisdom with the next, the light of learning continues to illuminate new paths, inspire new possibilities, and shape the future of adult and continuing education.

Together, we celebrate a legacy of leadership, inspiration, and service that will continue to illuminate the future.

SPECIAL 30TH ANNIVERSARY PANEL PRESENTATION

BELINDA BISCOE, *Introductions*



Executive Director, IACE Hall of Fame Class of 2018

Belinda P. Biscoe, Ph.D. serves as Senior Associate Vice President for Outreach at the University of Oklahoma. Trained as a research psychologist, she has nearly 30 years of experience with school-and community-based programs, including higher education as an administrator, researcher, and program developer. In her current role she bears responsibility for 26 departments and 10 support units employing over 600 professionals.

Dr. Biscoe's years of service to adult and higher education include expertise in research and evaluation, administration, program development, grant writing, and promoting diversity and equity in higher education. A momentous force for continuing education worldwide, she has led programs and support units that focus on higher education, common education, disability education and educational training, social justice and human relations, juvenile justice, executive training and team development, health and human services, public radio, American Indian education and health, research and evaluation, mental health and substance abuse treatment, and prevention.

Her strengths in working with large systems through partnerships and helping them to reform and build capacity are demonstrated in her work in education and the community and have been the hallmark of her career. She is a national leader in the quest to aid local communities in their school programs, especially those designed to aid disadvantaged. For three decades she has performed heroically as an administrator, a researcher, and an advocate for reaching out to disadvantaged youth, families, and communities. She is truly a systems thinker who sees how concepts and ideas link together resulting in new learning and innovations.

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

Biscoe leads the National Conference on Race and Ethnicity in American Higher Education (NCORE), an annual conference that draws close to 4,000 attendees. NCORE has helped transform entire campuses and is widely regarded as the leading and most comprehensive national forum on issues of race and ethnicity in American higher education. Their peer-reviewed journal, *JCSCORE*, the *Journal Committed to Social Change on Race and Ethnicity* was founded by Dr. Biscoe in 2015. In 2018 *JCSCORE*, received the national Outstanding Social Justice Collaboration Award from ACPA College Student Educators International.

As a researcher, practitioner, and competitive grant writer, Biscoe has successfully obtained more than $150 million in funding, leading to the creation of adult and higher education programs, multi-state educational comprehensive centers, which support common education priorities, national conferences, and programs in Oklahoma and beyond. These resources have funded countless initiatives to support government initiatives, health and human services, training opportunities for individuals in a variety of disciplines, workforce development, higher education programming in universities, and other educational offerings for faculty, and adult students.

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

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

SPECIAL 30TH ANNIVERSARY PANEL PRESENTATION

THOMAS J. (TOM) SORK, *Moderator*



Board Chair, IACE Hall of Fame Class of 2008

Tom Sork, PhD, has demonstrated a lifetime commitment of leadership to the field of adult continuing education with scholarly work focusing on program planning and ethical practice. He has national and international stature for this work and has uniquely contributed to the evolution of the field. Sork earned a doctorate in adult education from Florida State University, and bachelor's and master's degrees from Colorado State University.

Currently a professor of adult education and Associate Dean of External Programs and Learning Technologies in the Faculty of Education at the University of British Columbia, Sork co-developed the online Master of Education in Adult Learning and Global Change involving four universities in Canada, Sweden, South Africa and Australia. This global master's degree program received the Curriculum Innovation Award from the Commission of Professors in 2005. In recognition of his contributions to the development of this program, he was awarded an honorary doctorate by Linköping University in Sweden in 2005.

He has provided extensive leadership at the state/provincial and national levels, serving as chair of the Commission of Professors of the American Association for Adult and Continuing Education, president of the Adult and Continuing Education Association of Nebraska, on the board of the Pacific Association for Continuing Education, co-leader of the Steering Committee of the Adult Education Research Conference, on the board of the Canadian Association for the Study of Adult and Education, and as editor-in-chief of the Canadian Journal for the Study of Adult Education. His contributions extend to significant mentorship of international students, colleagues and practitioners, including teaching and consulting in Asia, the United Kingdom and Africa.

His work has influenced the direction of scholarship and contributed towards a deeper understanding of what it means to be a skilled, reflective practitioner in a complex, globalizing world. Sork has challenged conventional notions of program planning by questioning the role of such widely accepted concepts as needs assessment and objectives. His scholarship has helped shape new ways of thinking about program planning that balance technical skills with political astuteness and ethical sensitivity. More recently, his writing with others about planning international, multi-institutional, collaborative online programs has extended our understanding of the complex dynamics involved in planning across cultural, political, technological and economic boundaries.

In addition, Sork's research and writing on professional ethics in adult and continuing education has sparked continuing dialogue and debate in the literature. His collaborative scholarly leadership in this area has provided a lead role in raising and sustaining the profile of ethical practice in the field. During a study leave in 2000-01, Sork traveled the world interviewing more than 100 colleagues who taught in adult education graduate programs seeking insights into the moral imperatives – the reasons why adult education should exist – and ethical frameworks – beliefs about what morally responsible practice involves – implicitly or explicitly embedded in their curricula.

What he learned during these interviews, he then translated into a proposal for a global core curriculum in adult education that he discussed with colleagues, students and practitioners during a subsequent study leave in 2005-06. During this second leave he visited eight countries, presented this curriculum during public seminars at 13 universities, and incorporated suggestions.

This effort to encourage a more cohesive, broad-based curriculum internationally while taking into account cultural, contextual and ideological differences was intended to promote greater solidarity in the field. The process of engaging several hundred colleagues and students in dialogue about what it means to prepare adult educators in countries as divergent as India, Germany, New Zealand and Botswana was in itself a success in enhancing the visibility of the field and demonstrating the value of global collaboration.

SPECIAL 30TH ANNIVERSARY PANEL PRESENTATION

WAYNNE JAMES, *Panel Member*



Board Member, IACE Hall of Fame Class of 1996

Wayne James is a distinguished Professor Emerita of Adult Education whose extraordinary career spans more than five decades of teaching, scholarship, mentorship, and professional leadership. Widely respected throughout the field of adult and continuing education, James has advanced the theory and practice of adult learning while shaping generations of educators, researchers, and leaders.

Her journey in adult education began in 1969, launching a remarkable academic career that would leave a lasting imprint on institutions and individuals across the nation. After serving on the faculty at Texas A&M University and Oklahoma State University, she joined the University of South Florida in 1984. During her four decades at the University of South Florida, she became one of its most influential faculty members, inspiring students through innovative teaching, rigorous scholarship, and an unwavering commitment to learner success. Following more than 42 years of service, she retired with the title of Professor Emerita.

A mentee of Malcolm Knowles, the pioneering scholar often regarded as the father of modern adult learning theory, James carried forward his vision throughout her career. Her teaching philosophy emphasized learner autonomy, encouraging adults to take ownership of their educational journeys by setting meaningful goals, identifying resources, evaluating their progress, and designing projects that connect learning to real-world experience. Rather than serving as the traditional "sage on the stage," she fostered collaborative learning environments that empowered students to become self-directed learners.

James's influence extends far beyond the classroom. Throughout her career, she directed more than 169 doctoral dissertations and numerous master's and Educational Specialist theses, mentoring hundreds of scholars whose work continues to enrich the field of adult education. Her scholarship includes more than 34 peer-reviewed publications, books, book chapters, and journal articles, along with more than 100 presentations delivered to audiences across the United States and around the world.

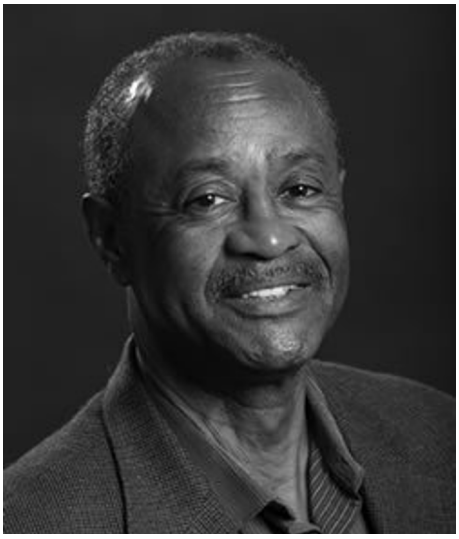
An accomplished leader, James, has played a significant role in strengthening the professional organizations that support adult learning and workforce development. As President of the American Association for Adult and Continuing Education from 1985 to 1986, she championed strategic planning initiatives, established a Speakers' Bureau, and founded the organization's History Unit to preserve and celebrate the field's rich heritage. Her service also includes leadership of the Commission on Adult Basic Education and numerous elected and appointed roles within state, national, and international professional associations.

Among her most enduring contributions is her commitment to preserving the intellectual heritage of adult education. She has documented the academic family trees of adult education researchers, helping future generations understand the lineage of ideas, mentorship, and scholarship that have shaped the discipline. She has also advocated for greater historical awareness within the profession and explored contemporary applications of Robert Havighurst's Social Roles framework, demonstrating its continued relevance for adult learners in a changing world.

Wayne James's legacy lives on through the educators, researchers, and leaders she has mentored, the scholarship she has advanced, and the enduring commitment she has demonstrated to lifelong learning. Her contributions have strengthened the field of adult education and ensured that its intellectual traditions, history, and values will continue to guide future generations.

SPECIAL 30TH ANNIVERSARY PANEL PRESENTATION

LARRY G. MARTIN, *Panel Member*



Board Member, IACE Hall of Fame Class of 2015

Larry G. Martin has been an exemplary leader, scholar, and practitioner of adult and continuing education leadership for more than 35 years. He has been a leading advocate for urban education in adult and continuing education, as well as in exploring complex problems, trends, and issues of adult learners representing urban, racially diverse, and low-income working adults.

His contributions include his collegial leadership as a department chair and as a director of an urban education doctoral program for his university. This academic leadership for more than 15 years has been noteworthy, based upon the growth of faculty, significant doctoral and master's student graduations from this program, and in professional state and national leadership and commensurate awards.

Martin is best known as a leading authority on urban adult education. Notably, he co-authored a chapter in the 2000 *Handbook of Adult and Continuing Education*, representing the current foundational understandings for urban adult education. In this chapter, he provided a unique and major contribution to understanding of the urban environment and its significance for specialized development and delivery of adult education programs and services. His subsequent contributions to this topic culminated in the publication of a co-edited book, *Adult Education in an Urban Context: Problems, Practices, and Programming for Inner City Communities*. In this volume, he suggested that the urban context should be defined by several features that have resulted in a bifurcated system of service delivery of adult education programs targeting urban learners. These programs are typically organized around the presumed needs of potential learners based upon their race and/or ethnicity, socio-economic standing, and/or geographical location. The sourcebook was the first to provide an analysis of urban context issues, problems, policies, and programs, particularly as these affect residents of low-income communities.

Martin has also made a significant impact through his key studies on policy changes in Wisconsin's GED score requirements. Martin's research study of 960 GED test takers provided evidence of the significant and deleterious effects of state-mandated higher scores on the increased failure rates, lower persistence levels, and lack of employment and educational opportunities among adults seeking the GED. His findings were a significant contribution to the recommendation by a statewide task force of the Wisconsin Department of Public Instruction to lower score requirements. Subsequently, the state superintendent retroactively awarded GEDs to an additional 835 adults. These findings also caused a statewide policy change, contributing to Wisconsin being nationally recognized and honored for its policy leadership and impact.

Martin has presented significant scholarship, including co-editing three New Directions in Adult and Continuing Education volumes and numerous refereed journal articles; book chapters; regional, national, and international conference proceedings; and refereed and invited presentations at regional, national, and international conferences.

SPECIAL 30TH ANNIVERSARY PANEL PRESENTATION

MARY ALFRED, *Panel Member*



Board Member, IACE Hall of Fame Class of 2016

Mary Alfred is widely cited and internationally known for her scholarship on diversity, equity, and social justice in higher education and the workplace but especially for seminal work on the sociocultural context of migration, identity, and adult learning.

Alfred's scholarly record is exceptional. She has authored or co-authored four books and monographs, 30 refereed journal articles, three refereed book chapters, seven non-refereed articles, 25 non-refereed book chapters, and more than 35 refereed conference proceedings. Additionally, she has delivered 40 scholarly presentations at refereed conferences and nearly 40 invited presentations. Her awards include selection as a Cyril O. Houle Scholar (2000), the Early Career Award of the Commission of Professors of Adult Education (2003), and the Marlow Froke Award for Excellence in Scholarly Writing from the American Association for Continuing Higher Education (2010).

Her greatest impact has been scholarship on the sociocultural context of learning and work relating immigration and internationalization to adult learning. Beginning with a 2002 book chapter on her experience as an Afro-Caribbean woman in America's ivory tower and a 2003 *Adult Education Quarterly* article on learning among Anglophone Caribbean immigrant women in the United States, Alfred produced the ground-breaking work for which she is most known —focusing on migration, identity, and learning among adult students and immigrant faculty in the United States and Canada. Her book, *Immigrant women of the academy: Negotiating boundaries, crossing borders in higher education* chronicled the narratives of immigrant faculty who originated from Africa, Asia, the Caribbean, and Latin America, giving voice to their experiences of learning and working in US higher education.

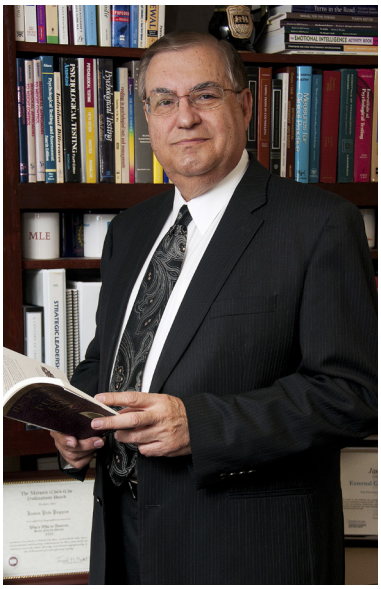
Alfred has provided leadership as a board member to the American Association for Adult and Continuing Education (AAACE), as well as the Commission for Professors of Adult Education (CPAE). She received the AAACE Presidential Award for exceptional and innovative leadership. She served as the editor of *Adult Learning* since 2008 and has been credited with bringing the journal back to a regular publication schedule after it languished for several years. She has also served as a consulting editor and book review co-editor for *Adult Education Quarterly*. In addition to her leadership in AAACE, she has served on the steering committee of the Adult Education Research Conference and as a consulting editor or editorial board member for several major journals in the field.

In addition to her contributions to the field of adult and continuing education, Alfred's impact also can be seen through various collaborative projects. Through one partnership, Alfred provided professional development for school leaders in a "school improvement zone" in the Miami-Dade County Public Schools. Findings from this effort were disseminated through the National Superintendents' Symposium, the American Educational Research Association conference and newsletters, a chapter in a book edited by her primary collaborator in this effort, and other vehicles. More recently, Alfred collaborated with colleagues examining STEM education in Historically Black Colleges and Universities, including supportive elements for female engineers and factors impacting the success of academically-gifted African American STEM students. She has also recently served as chair of the STEM and Achievement Disparities Grand Challenge Initiative as her home institution—Texas A&M University, a Predominately White Institution.

JAMES P. PAPPAS SCHOLARSHIP

International Adult and Continuing Education Hall of Fame

Established 2015



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

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

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

Scholarship Committee Members

Lilian Hill, *Committee Chair*
Professor Emeritus, School of Education
University of Southern Mississippi
Hattiesburg, MS
Hall of Fame Class of 2018

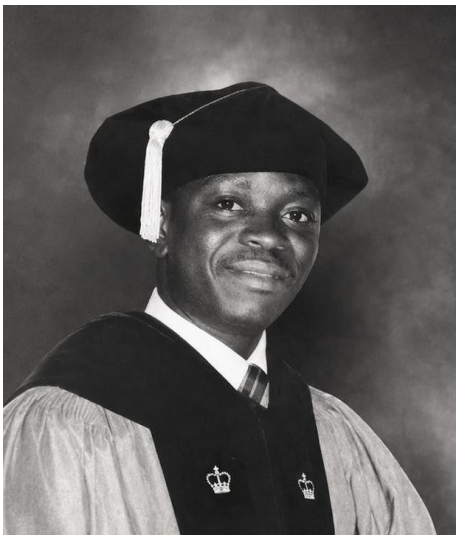
Grey Edwards
Hub Chief, Army Continuing
Education System (ACES)
U.S. Army Garrison (Retired)
Hall of Fame Class of 2012

Mortimer Neufville
President/CEO
1890 Universities Foundation
Hall of Fame Class of 2008

E. Paulette Isaac-Savage
Founders Professor, Adult Education and
Faculty Advisor for the UMSL (University of
Missouri-St. Louis)
Hall of Fame Class of 2019

CLASS OF 2026

JONES ADELAYO AKINPELU - POSTHUMOUS



Professor Emeritus Jones Adelayo Akinpelu (1936-2010) occupies a singular place in the history of adult and continuing education in Africa. Over nearly five decades, he distinguished himself as a scholar, teacher, institutional leader, mentor, and public servant whose work helped shape the intellectual and professional foundations of adult and continuing education across sub-Saharan Africa. His influence extended beyond the university into educational policy, community development, professional preparation, and the lives of generations of adult educators.

Akinpelu belonged to the pioneering generation of African scholars who, following independence, recognized the need for educational philosophies and institutions grounded in African realities. At a time when adult education was largely viewed as a response to illiteracy and community development needs, he argued that the field required a strong intellectual and philosophical foundation. He regarded lifelong learning as central to individual growth, civic participation, social responsibility, and national development. In recognition of these contributions, he came to be regarded as the "father of the philosophy of adult and continuing education in Africa."

Born in Ibadan, Nigeria, on November 8, 1936, Akinpelu pursued an outstanding academic career. He earned a Bachelor of Arts degree in Classics from the University of Ibadan in 1961, a Master of Arts degree in Philosophy of Education from the University of London in 1963, and a PhD in Philosophy of Education from Teachers College, Columbia University, in 1970. His international education broadened his scholarly perspective while strengthening his commitment to advancing knowledge relevant to African societies.

He began his university teaching career in 1963 and became a leading figure in developing adult education as an academic discipline at the University of Ibadan. Promoted to Professor in 1980, he served as Head of the Department of Adult Education, Dean of the Faculty of Education, and Provost of the College of Education. Later, he became Founding Professor and Director of the Centre for Continuing Education at the University of Botswana, serving from 1994 until his retirement in 1999. His leadership played a significant role in expanding continuing education and strengthening institutional capacity.

At the University of Ibadan, Akinpelu helped define the identity, curriculum, and purpose of adult education. He integrated literacy, continuing education, community development, non-formal learning, vocational education, and lifelong education while insisting these be understood within the historical, cultural, political, and economic realities of African communities. Rather than simply adopting models developed elsewhere, he encouraged scholars and practitioners to adapt educational ideas to local contexts and needs.

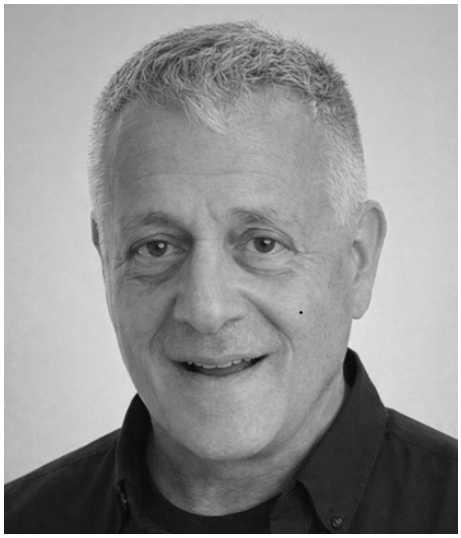
One of Akinpelu's greatest strengths was his ability to bridge theory and practice. He developed curricula, supervised research, advised educational leaders, and contributed to literacy and community development initiatives. Students and colleagues remembered him for his intellectual rigor, integrity, humility, objectivity, and commitment to critical inquiry. Many regarded him as one of the most influential educators in the field.

His most enduring contribution was the establishment of adult and continuing education as a rigorous academic discipline with its own conceptual foundations, research agenda, philosophical traditions, and professional identity. He also wrote extensively on literacy, post-literacy, vocational education, rural development, teacher preparation, university continuing education, and educational equity. Throughout his work, he emphasized that education should empower individuals, strengthen communities, expand opportunities, and respond to changing social and economic realities.

Professor Akinpelu believed adult education should be intellectually rigorous, socially responsive, ethically grounded, and accessible to all. His influence has continued long after his death in 2010. His books remain important references in philosophy and adult education, while his research, teaching, curriculum development, and institutional leadership continue to inform scholarship and practice. His scholarship, teaching, leadership, and service continue to inspire educators committed to learning, equity, leadership, and transformation. His enduring legacy remains firmly embedded in the development and advancement of adult and continuing education in Africa.

CLASS OF 2026

SAUL CARLINER



Saul Carliner is a Professor of Education at Concordia University in Montreal, Canada. A second-generation adult educator, his career spans more than four decades in higher education, industry, consulting, and professional leadership. His contributions to adult and continuing education have focused on advancing the design of instructional and informational materials that promote competency in work and life, strengthening professional practice and expanding the effective use of online and informal learning in workplace and educational settings.

Professor Carliner's distinguished career has been recognized through numerous honors reflecting the international impact of his scholarship and professional leadership. He is a Fellow of the Institute for Performance and Learning (formerly the Canadian Society for Training and Development) and has received recognition as one of the world's Top 100 eLearning Influencers (EduFlow, 2023), the Award of Excellence and Innovation in Instructional Design (Canadian Network for Innovation in Education, 2022), the SALTISE Best Practices and Pedagogical Innovators Award—University (SALTISE, 2021), and a Merit Award from the Society for Technical Communication (2019–2020). These honors, along with Concordia University's President's Award for Excellence in Innovation in Education and induction into its Provost's Circle of Distinction and numerous other recognitions earned throughout his career, demonstrate the lasting value and broad influence of his contributions to eLearning, instructional design, technical communication, and adult and continuing education. His scholarship has had an international impact through pioneering work in online learning, instructional design, informal workplace learning, and professional competencies. His publications include 25 books and reports, more than 230 scholarly and professional publications, and numerous award-winning articles that have influenced both research and practice across adult education and workforce development.

Throughout his career, Professor Carliner has successfully bridged scholarships and practice. Prior to entering academia full-time, he held leadership positions with IBM and Fredrickson Learning, where he developed innovative learning technologies and instructional resources. He has consulted with corporations, governments, nonprofit organizations, and universities across North America and internationally, helping organizations strengthen learning, performance, and professional development initiatives. His work has secured significant competitive research funding and has informed educational policy, professional credentialing, and workforce development in Canada and beyond.

Professor Carliner has also made exceptional contributions as an educator and mentor. He has supervised doctoral and master's students, directed graduate and doctoral programs, led major academic program innovations, and served in numerous university leadership roles, including Chair of the Department of Education, Director of Educational Technology programs, and Provost's Fellow for eLearning at Concordia University. His commitment to advancing adult and continuing education extends through extensive service to national and international professional associations, editorial leadership, conference organization, and hundreds of invited presentations and keynote addresses delivered throughout the world.

Beyond adult and continuing education, Professor Carliner has made significant contributions to technical and professional communication, information design, and community leadership. He served as Editor-in-Chief of the *IEEE Transactions on Professional Communication* and International President of the Society for Technical Communication, which named him a Fellow and honored him with its highest awards for research and teaching. His volunteer leadership has included governance roles with educational, cultural, and human service organizations in Canada and the United States, reflecting a lifelong commitment to strengthening communities through education, communication, and public service.

Professor Carliner's career exemplifies the integration of scholarship, innovation, leadership, and service. Through his research, publications, teaching, mentoring, professional leadership, and international collaborations, he has significantly advanced the visibility, quality, and global impact of adult and continuing education.

CLASS OF 2026

ESTHER PRINS



Professor Prins is a Professor of Lifelong Learning and Adult Education Program and Comparative and International Education at Penn State. She also serves as Co-Director of the Goodling Institute for Research in Family Literacy and the Institute for the Study of Adult Literacy. Driving her work is the belief that education should contribute to the common good and to more just, democratic classrooms, communities, and societies. Her research uses critical and sociocultural lenses to examine adult and family literacy as a social practice and how it can promote human flourishing, particularly for adult learners experiencing social exclusion.

Professor Prins is an internationally recognized scholar in adult basic education and literacy research, practice, and policy. Her research has been conducted in El Salvador, Belize, Ireland, Ghana, and Tanzania, and she frequently publishes in prominent international journals. Since 2022, she and colleagues have also produced scholarship on Christian nationalism and education, including adult education and literacy, connecting this work to broader questions of social inequality, democracy, and dominant ideologies.

Professor Prins has a distinguished publication record. She co-authored Teaching and Learning About Family Literacy and Family Literacy Programs (2022, Routledge) and co-edited Family and Intergenerational Literacy and Learning: International Perspectives (2025, UNESCO Institute for Lifelong Learning). She also co-edited a special issue of New Directions for Adult and Continuing Education focused on adult education and White Christian nationalism. Her publications include more than 60 peer-reviewed articles and dozens of book chapters, practitioner and public articles, research reports, and Goodling Institute research briefs and practitioners' guides. More than two dozen articles and three book chapters were co-authored with graduate students, reflecting her strong commitment to mentoring. Professor Prins has been a PI, Co-PI, or investigator on external grants and contracts totaling more than $5 million from organizations including the National Science Foundation, Institute of Education Sciences, Institute of Museum and Library Services, Spencer Foundation, William Penn Foundation, and Pennsylvania Department of Corrections.

Her work has earned numerous honors, including the 2025 Exemplary Paper Award from AERA's Adult Literacy and Adult Education SIG, the Mildred B. and Charles A. Wedemeyer Award for Outstanding Scholar in Distance Education (2013), the Outstanding Researcher Award at Penn State (2011), the AAACE Imogene Okes Award for Outstanding Research (2010), and the Penn State Graduate Faculty Teaching Award (2019).

Her greatest contribution to the field has been her work in adult and family literacy and the broad critical, sociocultural lens she brings to understanding literacy. Her scholarship has highlighted the experiences of underrepresented learners and advanced understanding of literacy as a social and human endeavor that can contribute to psychosocial well-being and benefits beyond academic growth and employment.

Her research and community-based work have helped shape scholarship, practice, and policy. Professor Prins has presented and given keynotes internationally, is fluent in Spanish, and was a visiting scholar at UNESCO's Institute for Lifelong Learning in Hamburg, Germany, in 2021–2022. During this sabbatical, she worked on her co-edited book featuring family literacy perspectives from 15 countries across five continents. She has served in professional leadership roles, including Chair and Co-Chair of AERA's Adult Literacy and Adult Education SIG, and has contributed to research advisory councils, technical working groups, journal manuscript reviews, and professional development.

Professor Prins is also a public intellectual who makes her scholarship accessible to practitioners, policy makers, community members, educators, librarians, and other audiences. Through presentations, webinars, research briefs, practitioners' guides, workshops, and community-based work, she connects research to everyday life. Her interdisciplinary work, including collaborative research on climate change, non-formal science education, correctional education, and Christian nationalism, demonstrates the breadth and significance of her scholarship.

INTERNATIONAL ADULT AND CONTINUING EDUCATION HALL OF FAME ORGANIZATION AWARD 2026

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DVV INTERNATIONAL

DVV International is one of the world's foremost organizations dedicated to Adult Learning and Education. DVV International carries out the international work of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association and it has served as a global leader in lifelong learning for more than fifty-five years. Building upon the strength of Germany's nationwide network of approximately 850 Volkshochschulen (adult education centers) and their state associations, DVV International has become an internationally respected institution committed to strengthening adult education systems, advancing educational policy, and promoting lifelong learning as a fundamental human right. Through its headquarters, regional and country offices, and professional staff, the organization partners with governments, universities, civil society organizations, and educational institutions to improve the lives of millions of adult learners across the world.

Throughout its history, DVV International has remained steadfast in its mission of "Education for Everyone. Worldwide. Lifelong." Working in approximately thirty countries across Africa, Asia, Latin America, and Europe, the organization collaborates with more than 200 governmental, academic, and civil society partners to expand educational opportunity and strengthen democratic participation through lifelong learning. Its work encompasses literacy and basic education, vocational education and training, environmental and health education, migration and refugee education, democracy education, conflict prevention, intercultural learning, and gender equality. By addressing educational access alongside social and economic development, DVV International has demonstrated the transformative role that adult learning plays in reducing poverty, strengthening communities, and promoting sustainable development.

For more than five decades, DVV International has distinguished itself through its commitment to building sustainable structures for adult learning rather than supporting isolated educational initiatives. The organization has provided long-term technical assistance to governments and educational institutions by strengthening policy frameworks, improving legislation, expanding financing mechanisms, and developing institutional capacity for adult education. Through organizational development, curriculum design, professional training, and policy advisory services, DVV International has helped establish enduring adult learning systems that continue to benefit learners long after individual projects have concluded. Its emphasis on sustainability has made it a trusted partner for governments seeking to integrate lifelong learning into national education systems.

DVV International has also become one of the world's strongest advocates for the recognition of adult learning and education (ALE) within international development agendas. Working in partnership with national, regional, and global adult education organizations, it promotes the human right to lifelong learning while supporting implementation of the United Nations Sustainable Development Goals, the Education 2030 Framework for Action, and the commitments emerging from UNESCO's International Conferences on Adult Education (CONFINTEA). Through international conferences, policy dialogue, research, publications, and collaborative networks, the organization has contributed significantly to strengthening the global voice of adult education and advancing policies that recognize lifelong learning as an essential component of equitable and inclusive development.

Among DVV International's most enduring contributions to the profession is its leadership in developing practical resources that have strengthened adult education systems worldwide. The Adult Learning and Education Toolbox has become one of the most comprehensive collections of freely accessible resources available to adult education practitioners. Designed for adaptation across diverse cultural and national contexts, the toolbox provides practical guidance for governments, educational institutions, and civil society organizations working to strengthen adult learning. Its internationally recognized Curriculum globALE, adapted by UNESCO as an official instrument in 2021, has established a common framework for preparing adult educators around the world. Complementary resources—including Curriculum managerALE, Curriculum institutionALE, the Gender in ALE Toolkit, and the Adult Learning and Education System Building Approach (ALESBA)—have further advanced professional leadership, organizational development, gender-responsive programming, and system-wide capacity building in adult education.

Knowledge sharing has remained central to DVV International's mission. For decades, the organization has fostered international exchange through conferences, seminars, research, and an extensive body of publications that have connected educators across regions and continents. Its multilingual journal, *Adult Education and Development*, published from 1973 to 2019, and the long-running *International Perspectives in Adult Education* series have addressed critical issues such as peacebuilding, sustainability, citizenship education, and capacity development. Today, the organization's digital platforms continue to provide open access to policy briefs, country reports, project documentation, annual reports, and independent evaluations, ensuring that research, experience, and best practices remain available to educators and policymakers worldwide.

Today, DVV International is recognized as one of the world's preeminent organizations in adult learning and education. Through sustained advocacy, innovative professional development, international partnerships, and a steadfast commitment to strengthening lifelong learning systems, it has helped shape educational policy, advance the professionalization of adult educators, and expand educational opportunity across every region in which it serves. Its enduring leadership demonstrates that adult learning is not only a pathway to individual empowerment, but also a cornerstone of democratic participation, social inclusion, economic opportunity, and sustainable development. As it continues to mentor institutions, strengthen educational systems, and champion the universal right to lifelong learning, DVV International remains an indispensable force in advancing adult education throughout the world.

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*Raymond Wlodkowski	2012
John T. Woeste	1997
Mary Alice Wolf	2011
Tsong-Shien Wu	1999
*Travis York	1996
*Guan Shi Xiong	1999
Nani Zulminarni	2017

*Deceased

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Through Dr. Biscoe's visionary leadership and steadfast commitment to the field of adult and continuing higher education, particularly her stewardship of the International Adult and Continuing Education Hall of Fame (IACEHOF), the Hall continues to thrive as a beacon of excellence and inspiration. Her tireless dedication as Executive Director, unwavering service as Immediate Past Chair of the Communications Committee, and enduring advocacy for the Hall's mission have left an indelible mark on our organization. We are deeply grateful for her wisdom, generosity, and for graciously providing the longstanding home of the Hall within University Outreach.

We also express heartfelt appreciation to Dr. Biscoe for continuing to house the IACEHOF within the Thurman J. White Forum Building in Norman, Oklahoma, a home that has welcomed the Hall since 1996 and remains its enduring foundation today.

A special note of gratitude goes to Dr. Tom Sork, Chair of the IACE Hall of Fame Board of Directors, for his exceptional leadership and vision. In 2025 his guidance in piloting the Hall's first hybrid induction ceremony, allowing inductees to join both in person and virtually, marked a historic milestone. His forward-thinking approach ensures that the Hall remains innovative, inclusive, and responsive to the changing world of continuing education.

The Hall also extends deep appreciation to the Board of Directors and Officers of the IACEHOF for their unwavering focus on advancing lifelong learning and championing the transformative power of continuing education worldwide. We thank the dedicated University Outreach team for their professionalism and extraordinary support: Shannon Johansen, Hall Administrative Assistant par excellence and indispensable point of contact; Dr. Nina Barbee, Immediate Past Chair of the James P. Pappas Scholarship Committee and invaluable Home Office contributor; Kelsey Martyn-Fairwell, Director of Business, Finance, and Operations; Greg Gibson, Director for Contract Administration; and John Boatman, Broadcast Engineer, for joining us at our 30th Induction events and for his generous willingness to capture these memorable and poignant moments for us to cherish for years to come.

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Thank each of you for your lasting impact and for being an inspiration for the next generation of adult and continuing education leaders. The legacy continues...

SPECIAL NOTES

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Congratulations
to the
International Adult and
Continuing Education
Hall of Fame Class of 2026

With education, the sky's the limit.

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