

**International
Adult and
Continuing
Education
Hall of Fame**

**Newsletter
December 2021**



Executive Director's Welcome

Dear Colleagues,

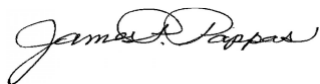
Last year the Hall of Fame celebrated its 25th anniversary of recognizing pioneers and leaders in the field of adult and continuing education. During that time, we have inducted over 400 members, representing more than 37 countries around the world.

In 2021, sorry to say, we were not able to conduct our traditional annual induction ceremony due to the international impact of the COVID pandemic. We are working hard to confirm a host conference where we can induct both the class of 2021 and the class of 2022. More on that as soon as we can confirm plans!

Meanwhile, the Hall has been making progress on other fronts thanks to the good work of Gary Miller and his communication committee. Our presence on Social Media—Facebook, Twitter, and other outlets—expanded significantly during 2021 under the leadership of Simone Conceição (HOF 2018) and Deah Caldwell, senior program coordinator in the University of Oklahoma Outreach/College of Continuing Education. This fall, they developed a new social media strategy that will be presented to the Board soon and, I hope, implemented early in the new year. In addition, we partnered last year with AAACE for our first online webinar, which brought together Hall members who contributed to the new *Handbook of Adult and Continuing Education*. We hope to see webinars become one of the Hall's ongoing services to the field. And, through the efforts of Wendell Smith and Belinda Biscoe and her staff, you should have received a PDF of the new Hall brochure. In addition, we are printing a limited number for use at conferences or formal events.

These new developments reinforce the idea that the IACE Hall of Fame can function as a community of leaders to help our field achieve its potential in this rapidly changing world. You will find some great examples of that in this issue of the Newsletter. I look forward to working with you in the coming year.

Best wishes,



Jim Pappas
Executive Director, IACEHOF

Board Chair's Welcome

Dear Members of the HOF and Colleagues,

It is too late for a Thanksgiving greeting and too early probably for best wishes for Christmas. But please allow me to extend both nonetheless.

These last few weeks have been extremely busy for our organization. You are all quite familiar with the exciting things Gary and his team are working on, and these next issues that come out of the efforts of the Communications Committee are simply going to be terrific.

Under the guidance of Dr. Pappas, the Executive Committee has been working on securing a site for the 2022 induction. There are details being coordinated and as quickly as a final agreement has been reached regarding dates and other relevant details notice will be given to all members. At the same time the convening of a nominating committee is an issue being studied, and part of that task is to replace some of the current members who have served more than the normal three-year term.

My warmest regards to everyone. I know you all join me in the hope that our most serious pandemic issues are behind us and that 2022 will allow us to return to a more normal way of life.

My warmest regards to all.



James Anderson
Chair, Board of Directors, IACEHOF

Letter from Europe



Eva Farkas (HOF 2019)

In September 2021, Eurydice published its latest report ([*Adult Education and Training in Europe: Building Inclusive Pathways to Skills and Qualifications*](#)), which investigates adult education and training across Europe, with a special focus on learning opportunities for adults with low levels of basic skills and those with low or no qualifications.

The need to adapt to rapid economic and social changes, an ageing society, the digital and green transition, migration, COVID-19, and the growing complexity of society is challenging people and governments more than ever before. The challenges can be met by human capital investment. An adequate reform of education and training (including adult education) is an area where governments may react to challenges by combining increased economic competitiveness with high level of employment and social cohesion.

The European policy recognises that everyone has the right to quality and inclusive education, training, and lifelong learning. This idea has been highlighted in the [*European Pillar of Social Rights*](#) in the first of its 20 principles and its recently adopted action plan that sets a new EU headline target of 60% of adults participating in training every year by 2030. The question is whether the right is accompanied by the opportunity. Another question is whether adult education systems are able to ensure equal access to education for all.

The data show that adult participation in education and training is uneven across the European countries. In the Nordic countries and some western European countries (e.g., France, Netherlands, Switzerland) participation rates are much higher (15-34%) than the EU average (10,8% in 2019), while in some other countries (Romania, Bulgaria, Montenegro and North Macedonia) participation rates are below 3%. The European Union 2020 benchmark was 15% for adult participation in education and training. This target has been reached only in fewer than one-third of European countries. The problem is compounded by the fact that low-skilled adults, who need and may benefit from upskilling and reskilling the most, are the least likely to participate in adult education.

The [Eurydice report](#), covering 37 European countries, provides an in-depth overview of national policies and measures in adult education with a special focus on initiatives targeting adults with low levels of basic skills and those with low or no qualifications. By analysing eight key topics (Background data on adult education and training; Governance and policy frameworks; Learning provision; Financial support; Flexible learning; Recognition and validation of learning outcomes; Awareness-raising and outreach activities; and Guidance services), it contributes to a better understanding of processes and trends in adult learning and supports stakeholders to respond more effectively to the challenges.

Towards CONFINTEA VII

The International Conference on Adult Education (CONFINTEA), held every twelve years, promises to be one of the most important platforms for policy dialogues and plays a major role in shaping thinking about and setting the direction for the progress of adult learning. The first Conference took place in Helsingør (Denmark) in 1949, followed by Montreal in 1960, Tokyo in 1972, Paris in 1985, Hamburg in 1997, and Belém (Brazil) in 2009. The [seventh International Conference on Adult Education \(CONFINTEA VII\)](#) will be hosted by Morocco in 2022.

As always, the 2022 World Conference is preceded by several regional consultations to identify current key issues on adult learning in each region and suggest benchmarks and recommendations for CONFINTEA VII. The [European regional consultation](#) was held on 8-9 September 2021. The interactive virtual conference was organised by the Ministry for Education, Science and Sports of the Republic of Slovenia, together with the UNESCO Institute for Lifelong Learning (UIL). The overall goals were to share and foster understanding of vital common issues, innovations, challenges and forward-looking strategies, and to offer recommendations to renew the European vision in the field of adult learning.

The unprecedented development of digitalization and robotics represents the most far-reaching changes in the 21st century, which will make core changes in our lives, work, and relationships. For the time being, automation will certainly not replace human work; however, it will undoubtedly change it, more radically than ever. Furthermore, due to this transformation, employees will have to possess knowledge completely different from what they have had so far. Future jobs will require advanced cognitive capabilities and creativity, higher educational attainment, and well-developed social and emotional skills. Furthermore, other trends, such as climate change, an ageing society, and global migration also have far-reaching effects on our societies. These were among the issues discussed at the conference, which concluded with the most pressing challenge of our time: how to support the upskilling of adults and adapt to a fast-changing world for a better life.

Responses to these questions were also formulated and the professional community of the conference adopted a declaration containing eight building blocks (which are closely related to the upcoming policy document “New European Agenda for Adult Learning 2030”):

- 1. Awareness-raising, guidance and outreach activities**
- 2. Inclusion and democracy**
- 3. Knowledge and skills for life and work**
- 4. Green and digital transition**
- 5. Governance and partnerships**
- 6. Quality and professional development in ALE**
- 7. Funding and sustainability systems**
- 8. International cooperation and mobility**

Perspective

A Brief Note on the Field of Adult Education in the European Union



by
George Koulaouzides (HOF 2019)

The geography of the field of adult education in Europe is extremely heterogeneous in many of its characteristics. On the one hand, we have the countries of Northern Europe, where participation rates in lifelong learning and education exceed 20% of their adult population (i.e. ages 25-64 years), with Sweden being the leading country with a participation rate that reaches 29%. On the other hand, there are the countries of Southern and Eastern Europe, where participation rates are constantly below the European average (which is 9.2%), with Romania holding the last place in these statistics with the disappointing percentage of 1%! (1). It is not easy to explain these large differences. Some researchers suggest that these variations are an issue of culture, claiming that, in some countries, participation in adult learning activities is an embedded element of the country's culture due to the fact that these countries (especially the Scandinavian countries) have a longer history of offering adult education opportunities. While this perspective has to be considered, it may not explain adequately why countries like Italy, where there is history of radical adult education projects (e.g., Danilo Dolci's popular education initiatives), or even Romania (e.g., Spiru Haret's reforms and initiatives on literacy) are for many years presented in places lower than the EU average.

We should be reminded at this point that the goal of the European Union for 2020 was to reach 15% as an average participation rate for its adult population, while in February 2021 a new target was set according to which by 2025 the participation rate will have to reach 47%, although this time the responding survey data will cover a whole year before the survey and not just four weeks as has been the usual practice so far (i.e. Labor Force Survey). This latter decision, beyond its rather optimistic nature, is also stressing another issue that EU has to consider, that relates to the actual method that each member state uses to record and report participation in lifelong learning activities, which to my opinion is anything else but standardized.

But it is not only statistics that present an interesting variation. A notable diversity is also observed in the decision making and supervision processes in every Member State, and this creates interesting challenges when it comes to the actual implementation of EU policies. Many EU countries have intersectoral coordinating bodies

focusing specifically on the design and implementation of adult learning policies (e.g., France, Luxembourg, Estonia, and Latvia). In Luxembourg, for example the Department of Adult Education (Ministry of Education, Children and Youth) is responsible for coordinating and providing general adult education, including general non-formal adult education, citizenship education, basic skills, and second-chance education. However, there are countries where intersectoral coordinating bodies are responsible for the design and implementation of broader education and training policies, including adult learning policies (e.g., Greece, Sweden, and Poland). In Sweden, for instance, the government (not a single ministry) makes decisions based on joint planning between the ministries concerned; consequently, horizontal coordination is guaranteed. In addition to these models, there are countries such as Slovenia where a completely different system is followed. Here, planning and supervision of the implementation of policies for adult education belongs to bodies involving government officials but also representatives of universities and civil society organizations.

In this context, the European Union as a supranational organization is trying to create a somewhat unified European field of adult education through interventions that have been characterized as "soft law" (recommendations, guidelines, etc.). These interventions are supported by established networks at the European level, while at the research level it seems that the European Centre for the Development of Vocational Training (www.cedefop.eu) has become a powerhouse in the process of policy development. It appears that, for the last decade, gradually but steadily the EU is promoting a gradual shift of policy focus from the provision of learning opportunities aimed at the holistic development of the human personality to policies aimed at developing skills that serve the idea of employability and meet the needs of the labor market and, especially, corporate interests. Although the overall lifelong learning rhetoric of the EU officials and some policy documents mention the importance of adult education as a means to increase active citizenship, to promote democratic values, and to understand and support social diversity, in reality the EU funds are oriented towards initiatives that promote learning that is merely oriented towards working skills. Within this logic it is of no surprise that the main achievements that are promoted by the EU as lifelong learning "tools" are the European Qualifications Framework(2) and Europass(3), both which are primarily related to the employability of European citizens.

All of the above create a rather challenging field for politicians, decision-makers, researchers, and practitioners. At the policy level, a big challenge is to develop, finance and promote policies that will reduce the large differences that we observe in adult participation rates in lifelong learning activities. If the goal of the European Union is the equal growth of its Member States, then the above-mentioned goal is probably a one-way avenue of development. In the field of adult education research, a very interesting issue that has to be elaborated is the cultural differences that lead to different levels of appreciation of adult education in member states. At the same time, researchers and practitioners must emphasize and promote actively the importance of providing learning opportunities that will not only be oriented to serve the needs of the labor market but will support the holistic development of the human personality.

Footnotes

1. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult_learning_statistics
2. <https://europa.eu/europass/en/european-qualifications-framework-eqf>
3. <https://europa.eu/europass/en>

Perspective

Building the Foundations: What Next to Follow the Pandemic? KABOOM!



**by
Janet Poley (HOF 2002)**

Tom Friedman, the famous *NY Times* journalist, wrote that, after the pandemic, a revolution in education and work awaits. He said that the reason the post-pandemic era will be so destructive and creative is that people will have access to so many cheap tools of innovation and high-powered inexpensive computing. Credit will be available to invent new products and services to solve big health, social, environmental, and economic problems that will combine, resulting in a large KABOOM!

In late 2020 I was asked to update my book chapter on the future of Global Education after the pandemic for the *Handbook of Online Learning*. My writer's brain immediately leapt to all the possibilities that might emerge. But then I froze – got a case of writer's block – how could I be arrogant enough to prognosticate about a scourge that wasn't over and barely starting in many less developed parts of the world. Why I hadn't even been out of Blacksburg, Virginia, since all our colleges and universities went to online learning in March of 2020 and vaccines were just a glimmer on the horizon. Even more demoralizing was the constant hammering about how we seniors were particularly at risk. I'm not normally an overly cautious person, but I wasn't sure that virtual zoom sessions were going to be a good substitute for travel and "real" conversations.

However, with a healthy dose of humility, I accepted the assignment as a way to force myself to do some serious thinking about the global past, present, and future of online learning and distance education.

When my architect husband and I were stationed in Tanzania he told me that quality above-ground buildings depend primarily on well-designed and constructed underground foundations: water, sewer, and utility systems. He would agree with Friedman that destruction is the first stage in creative renewal, but the big Kaboom doesn't just magically happen. We certainly saw that when everything shut down in the pandemic. Most institutions could move to online education and work, but we got another reminder that technology is necessary but not sufficient to assure quality teaching and learning.

I began my musings about “after the pandemic” with an assumption that the more things changed, the more they would stay the same with respect to direction. Those of us who have worked in this field for many years know how many learners around the globe still don’t have affordable high-speed internet connectivity. And if my college age grandson is an accurate reporter, many teachers still didn’t have a clue about moving from face-to-face to quality online learning.

I thought how can this be? In 1983, more than 25 years ago, I was working at the U.S. Department of Agriculture Cooperative Extension Service and wrote for the *EDUCOM Review* that we needed to get beyond just thinking about delivery systems and take a closer look at how people learn and what combinations make the most sense. Sadly, two of our now deceased Hall of Fame colleagues, Daniel Godfrey (HOF 2006) and Chere Gibson (2011), will not see the post-pandemic period. They spent their careers working to put learners most in need of opportunity as the central focus. Dan began as an Extension agent and adult educator with a primary focus on advancing opportunities for black farmers in North Carolina. He saw HBCUs, including his North Carolina A&T, as drivers of social mobility and pushed for these institutions to advance through distance education and online learning.

Chere Gibson died suddenly last year while summering in Bayfield, Wisconsin. She, Dan, and I spent years collaborating together with assistance from the National Science Foundation and others to raise funds, conduct research, write, speak, and influence policies and strategies to assure that under-resourced institutions weren’t left behind without access to technology nor quality education. They would have been encouraged to see that MacKenzie Scott is putting her considerable funds toward improvements to HBCUs and Tribal communities.

There won’t be even little KABOOMs if efforts like these aren’t combined with the large funding becoming available for broadband technology.

It has been a tough couple of years! We also lost HOF member Karen Swan (2015). She was dedicated to research integrity in all things related to online learning from cognitive processes, to social presence in virtual learning environments and most recently the problems with algorithms as they impact women, girls and communities of color. Before Karen passed away, we did a Zoom session early in 2021. She was preparing for an international online panel with the Institute of International Management in Bangalore, India. I was writing my book chapter on Global Online learning. We agreed that the pandemic exposed serious issues across higher education, our poor technological infrastructure, the lack of equity, diversity and inclusion. She also brought up the lack of relevance, inadequate return on educational investment and poor funding models. She thought that if we were to get a KABOOM we needed to elevate the importance of science, truth, and critical thinking. We both thought that online learning will grow with greater focus on skills, greater recognition of the importance of social learning, the affective domain, empathy and person-centered education as originally articulated by Carl Rogers. We agreed that learners will need to be more self-directed and will have more open educational resources available. She ended her comments to me by saying that we need to study media effects – what do technologies, like Zoom, do to people?

The International Adult and Continuing Education Hall of Fame reflects a great and varied diversity of professions. Will those who come after us improve the learning opportunities for those who need it most? Or will we sit on the porch steps and watch the fireworks and coming big KABOOM?

Milestone



Dr. Larry G. Martin (HOF 2015), professor emeritus in the Department of Administrative Leadership at the University of Wisconsin-Madison, was honored Oct. 13 at UWM's Fall Awards Ceremony with the Ernest Spaight award. Martin served UWM and the School of Education from 1983 to 2015. A recording of the ceremony is available on [UWM YouTube channel](#).

The Ernest Spaight Plaza award is named in honor of the late Professor Ernest Spaight and is dedicated to individuals who have made significant, enduring, campus-wide contributions to the growth and development of UWM.

Martin dedicated his career to adult education. His research and publications focused on the trends and issues that keep adult learners, particularly those who are low income or people of color, from participating in adult education.

He was also a leader of UWM's diversity and inclusion efforts.

During his 36 years as a scholar practitioner and leader in urban adult and continuing education, he also served as chair of the Department of Administrative Leadership and director of the Urban Education Doctoral Program. He retired in 2015 after more than 32 years at UWM.



Milestone



Dr. Mary Alfred

Dr. Mary Alfred, in recognition of her extraordinary accomplishments and lifelong commitment to adult education, will receive an honorary doctorate degree from the University of Wisconsin-Milwaukee in May 2022.

In awarding the honorary degree, the University of Wisconsin-Milwaukee noted that Dr. Alfred's scholarship, service, and research successes align with UWM's guiding values. Her entrepreneurial spirit, her drive, her leadership, her research in race and gender all contributed to her being selected for an honorary degree from UWM.

Dr. Alfred has been recognized as one of the most prominent scholars of Adult Education internationally, including her induction into the International Adult and Continuing Education Hall of Fame in 2016, one of only twelve inductees worldwide that year. She is recognized by her peers and students for an impressive body of work concerning women of color in adult and higher education, women of color in Science, Technology, Engineering, and Mathematics (STEM) fields, and her research and scholarship on the challenges of immigrant populations in adult education.

She was awarded the Faculty of the Year Award (2006) by the graduating class of the Florida International University and the 2003 Early Career Award, a national award that recognizes only one faculty member each year (2003). Most recently, she received the CPAE Career Award (2021).

Dr. Alfred is one of the most recognized women of color in the field of Adult Education and has successfully chaired 22 dissertations, blazing a trail for many of her doctoral graduates into the professoriate.

Professor Alfred has authored (or co-authored) 43 refereed journal articles, 30 book chapters, and published 7 books and monographs.

Time to Nominate: 2022 Hall of Fame Organization Award

The International Adult and Continuing Education Hall of Fame Organization Award was created to honor organizations that make distinguished contributions and significantly impact the field of adult and continuing education. The organization award is a highly visible component of the Hall of Fame's dedication to lifelong learning.

Eligibility for the Award Organizations to be considered for nomination should comply with five criteria:

- The organization's vision includes dedication to the belief that adult and continuing education contributes to human fulfillment and positive social change.
- The organization's mission reflects opportunities for adult and continuing education by providing for adult learning growth and development.
- The organization addresses their financial support of adult and continuing education or related field.
- The organization supports programs of educational opportunities for adults that are meaningful and relevant.
- The organization has achieved significant success in extending educational services to adults.

The Nomination Process

- Two people will submit the nomination– the nominator and the person seconding the nomination (the seconder). One of these persons must be a member of the Hall of Fame.
- The Nomination Form consists of two parts.
- Part One will be an introductory statement of 500 words or less, to include the five criteria listed above in Eligibility for the Award.
- Part Two will address the following four statements:
 1. The organization's contribution(s) to the field of adult and continuing education, with the focus on the organization's impact on the field.
 2. The most notable accomplishments of the organization in adult and continuing education across the span of the organization.
 3. The organization's single most significant contribution to the field, focusing on its national and/or international importance. Nominators should provide a national or international historical context as appropriate, to assist in the evaluation of the organization.
 4. The organization's policies and practices that have been implemented to enhance the visibility and stature of the field of adult and continuing education.

The nominator or seconder may make the award at the annual induction meeting.

Travel, lodging and incidental expenses for the award presentation will be the responsibility of the recipient organization.



INTERNATIONAL ADULT AND CONTINUING EDUCATION HALL OF FAME ORGANIZATION AWARD NOMINATION FORM

Note: Documents to be sent electronically: <http://halloffame.outreach.ou.edu/>

Organization Information:

Name:

Address:

Telephone:

E-mail:

Organization's Director/CEO/President:

Name:

Title:

Address:

Telephone:

E-mail:

Nominator:

Name:

Title:

Address:

Telephone:

E-mail:

Secunder:

Name:

Title:

Address:

Telephone:

E-mail:

NOMINATION FORM, Continued

Part One

In 500 words or less, provide an introductory statement addressing the following five criteria of the organization.

1. The organization's vision includes dedication to the belief that adult and continuing education contributes to human fulfillment and positive social change.
2. The organization's mission reflects opportunities for adult and continuing education by providing for adult learning growth and development.
3. The organization addresses their financial support of adult and continuing education or related field.
4. The organization supports programs of educational opportunities for adults that are meaningful and relevant.
5. The organization has achieved significant success in extending adult and continuing educational services.

Part Two

In 500 words or less, provide a narrative response for the following four statements:

1. The organization's contribution(s) to the field of adult and continuing education, with a focus on the organization's involvement and impact on the field.
2. The most notable accomplishments of the organization in adult and continuing education across the span of the organization.
3. The organization's single greatest contribution to the field, focusing on its national and/or international significance. Nominators should provide a national and/or historical context as appropriate to assist in the evaluation of the organization.
4. What the organization has done to enhance the visibility and stature of adult and continuing education as a field.

Supporting Documentation. Additional supporting documents may be submitted.

Submit nominations to:

Email: <https://halloffame.outreach.ou.edu/>; cc: Shannon Johansen, ShannonJohansen@ou.edu
For Questions Contact: Dr. Gary A. Eyre, 602 509 4422 gaeyre@cox.net

Call for Applications
2022-2023
Alexander N. Charters
Adult Education Grants-In-Aid Program



Alexander Charters (HOF 1996)

Syracuse, New York, November 19, 2021 – The Special Collections Research Center (SCRC) at Syracuse University Libraries is accepting applications now through January 14, 2022, for the Alexander N. Charters Adult Education Grants-in-Aid program. The grant, up to \$5,000 depending on the proposal, is awarded to scholars or practitioners doing research using SCRC's adult education collections.

Alexander N. Charters (1916-2018) was an internationally recognized American expert in the field of adult and continuing education. Syracuse University Libraries has assembled historical documents and University records, including manuscript, print, visual and media materials related to adult education since 1949. This material is known collectively as the Alexander N. Charters Library for Educators of Adults, in recognition of Dr. Charters' efforts in promoting and expanding SCRC's adult education holdings. Through the generosity of Dr. Charters, SCRC offers annual grants to one or more scholars or practitioners wishing to do research using SCRC's adult education collections with the amount of the award dependent on the scope of the research outlined in the applicant's proposal.

Details on the application process are available on the Libraries' website at <https://library.syr.edu/scrc/programs/grants.php>.

Consider a Year-End Donation or Memorial Plaque

A reminder that December is your last chance in 2021 to make a tax-deductible donation to the Hall of Fame. Please use the donation form at the end of this newsletter to make your donation.

December is also a good time to remember our Hall of Fame colleagues who have passed in 2021. A Memorial Plaque has been placed in the International Adult and Continuing Education Hall of Fame. It includes space for 60 individual brass plates to honor deceased in memoriam. Any member of the Hall of Fame, spouse, or friend of a member of the Hall can purchase a plate to honor in perpetuity and memorialize any person who has passed on with this loving tribute.

A plate can be purchased by sending a **\$200.00** contribution made payable to: **University of Oklahoma Foundation**. Send your contribution to:

University of Oklahoma OUTREACH
International Adult and Continuing Education Hall of Fame
c/o Nina Barbee
1700 Asp Ave.
Norman, Oklahoma 73072
Email: nbarbee@ou.edu

Please call (405) 325-3599 for credit card payments.

- Any member of the Hall of Fame, spouse, or friend of a member of the Hall can purchase a plate. A series of plates can be purchased by different donors to memorialize the same deceased person. The OU Foundation will send a receipt to the donor.
- Individuals can purchase more than one brass plate (multiple deceased being memorialized).
- There is sufficient physical space in the Thurman White Forum Building for more than one Memorial Plaque.

When acquiring the plate, the purchaser can designate a short inscription for the plate. The inscription should contain the name of person or organization who is being recognized and remembered, a very brief phrase of honor (maximum 30 characters including spaces), followed by the name of the donor.

- Please include an address for deceased family members. OU staff will send letters of recognition and a photo of the plaque.
- OU staff will ensure that the engraving appears in a standard font and will be added to the Memorial Plaque in a timely manner.

Donate a Gift to the Hall of Fame

_____ I wish my gift to be directed to the Hall of Fame Operating Account #0032117

_____ I wish my gift to be directed to the Hall of Fame Endowment Account #0041788

_____ I wish my gift to be split between the Hall of Fame Operating and Endowment Accounts.

_____ I wish to donate my annual membership gift of \$100 to Account #0032117

_____ I wish to purchase a brass name plate for my mentor on the **Mentor Plaque** for \$200 which will hang in the Hall of Fame. Mentor's name/address:

Inscription (max. 30 characters including spaces):

Memorial Gifts

I wish to purchase a brass name plate in memory of _____ for \$200 on the **Memorial Plaque** which will hang in the Hall of Fame. Inscription (max. 30 characters including spaces).

_____ I wish to purchase a brass name plate for the **Ed Boone Memorial Plaque** for \$200 which will hang in the Hall of Fame. Inscription (max. 30 characters including spaces):

_____ I wish to purchase space on a larger plate for \$200 that will also list other donors in memory of:

Enclosed is/are my tax-deductible gift(s) to the International Adult and Continuing Education Hall of Fame.

Name: _____

Street Address: _____

City _____ State _____ Zip _____

Gift amount(s): _____ Check #: _____

Please make checks payable to:

The University of Oklahoma Foundation, Attn: International Adult and Continuing Education Hall of Fame.

Paying by Credit Card:

"Please go to this site <https://halloffame.outreach.ou.edu/gifts-and-contributions/> to make a secure credit card gift."

If you prefer to call in your donation directly to the Foundation, please call 405-321-1174 between 8:00a.m.- 5:00p.m. (CST) M-F.

To ensure proper identification of donations, be sure to advise Shannon Johansen at 405-325-6362 or by email to shannonjohansen@ou.edu if you are making a donation directly to the OU Foundation.

Gifts of Cash Via Wire Transfer Information: Please call Shannon Johansen at 405-325-6362.

Please mail gifts to:

International Adult and
Continuing Education Hall of Fame
c/o University Outreach
ATTN: Shannon Johansen
The University of Oklahoma
1700 Asp Avenue, Room 111
Norman, Oklahoma 73072-6400

