43rd Annual Conference

March 7-8, 2019

Hosted by

The UCF College of Education and Human Performance
and
The Morgridge International Reading Center

University of Central Florida, Orlando, FL
# Table of Contents

Welcome from the 2019 AHEA Conference Committee ........................................ 4  
Welcome from the AHEA President ........................................................................ 5  
About The Adult Higher Education Alliance (AHEA) ............................................. 6  
AHEA Members in Action ....................................................................................... 7  
AHEA Book Series ............................................................................................... 11  
Next in the AHEA Book Series—*Unfinished Business: Compelling Stories of Persistence* .......................................................... 13  
Conference Maps and Parking Information .......................................................... 14  
Signature Conference Sponsor: ........................................................................... 15  
The University of Rhode Island ............................................................................ 15  
Other Sponsors and Exhibitors ............................................................................. 16  
2019 Conference—Schedule at a Glance ............................................................... 17  
Keynote Presenter ................................................................................................. 18  
AHEA Conference Scholarship Winners ............................................................. 19  
Concurrent Session Presenters ............................................................................. 20  
2019 Conference—Detailed Schedule: Thursday, March 7 ............................... 21  
2019 Conference—Detailed Schedule: Friday, March 8 .................................... 32  
AHEA Partner Organizations ............................................................................... 36  
Support AHEA ..................................................................................................... 37  
Submit a Paper for the AHEA Conference Proceedings .................................... 38  
Call for Proposals: AHEA Book Series (2020 release) ..................................... 39  
Save the Date—AHEA Conference 2020 ............................................................ 40
Welcome from the 2019 AHEA Conference Committee

Welcome to the University of Central Florida and the Morgridge International Reading Center for AHEA’s 43rd Annual Conference! As discourses and programming to support diversity and inclusion across higher education are intensifying, Leaps of Faith: Stories from Working-Class Academics presents a collection of narratives that highlights the “on-the-ground” experiences of working-class students and scholars. These are stories of negotiation, transition, and challenge. These are stories of struggle. These are stories of beating the odds. This is the theme of our conference.

We hope that our time together will benefit you as you network and learn from other adult educators. Enjoy the conference and your time in sunny Orlando.

Safietou Sagna, 2019 Conference Chair
Jeff Aulgur, AHEA President-Elect
Matt Lonham, AHEA Treasurer-Elect
Rita Kenahan, Conference Committee
Oluwakemi Elufiede, 2019 Proceedings Co-Editor
Lauren Murray-Lemon, 2019 Proceedings Co-Editor

AHEA Board Members 2018-2019

Kathy Peno, President
David San Filippo, Past President
Jeff Aulgur, AHEA Treasurer, President-Elect
Matthew Lonam, Treasurer-Elect
Tennille Lasker-Scott, Secretary
Lauren Murray-Lemon, Director of Membership
Joann Olson, Director of AHEA Book Series
Carrie Boden, Director-at-Large
Welcome from the AHEA President

Dear Colleagues:

I am pleased to extend my welcome to you to the 2019 AHEA conference on the lovely UCF campus. This beautiful setting is the perfect space for collegial conversation, sharing, and learning. We have an incredible program of presenters that I know you will enjoy.

In addition to the many wonderful presentations and discussions taking place, we will honor our Scholarship winners and acknowledge our student members and participants.

As the President of AHEA, I am particularly interested in engaging with you, our members, to think about our place as an organization in your world of learning and practice. To that end, during Friday’s opening session, in keeping with our conference theme, you will have the opportunity to brainstorm ways to encourage and support working-class students and scholars. This is your organization, and we want to meet your needs. Thank you in advance for your participation, and I look forward to working with you throughout the year.

Kathy Peno, Ph.D.
President, AHEA
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 2018-2019

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.

David San Filippo, Past President
Dr. San Filippo is an Associate Professor and Chair of the graduate programs in the Health Studies department for the College of Professional Studies & Advancement at National Louis University. He also teaches courses in critical thinking, health care administration and management, strategic management, leadership, and ethics. Additionally, he teaches online courses in consciousness studies, death, dying, and near-death experiences. Dr. San Filippo earned his Bachelor of Arts from Columbia College. He earned a Masters of Arts in Counseling and Guidance from Rollins College and a Ph.D. in Human Science from Saybrook University. Dr. San Filippo serves as a vocational expert involving workers’ compensation, personal injury, automobile, and social disability matters. He also represents disabled individuals before the Social Security Administration. Dr. San Filippo is a licensed mental health counselor, certified disability management specialist, a Quality Matters Master Peer Reviewer, and a Quality Matters Coordinator.

Jeff Aulgur, Treasurer, President-Elect
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.

Lauren Murray-Lemon, Director of Membership; Conference Proceedings Co-Editor

Dr. Murray-Lemon is excited to serve as AHEA’s Director of Membership. 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.

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 Advisor for an online Master’s program 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.

Carrie Boden, Director-at-Large

Dr. Boden is Professor of Occupational, Workforce, and Leadership Studies at Texas State University where she also served as Department Chair from 2012-2015. 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. In her spare time, Dr. Boden enjoys outdoor activities, live music, traveling, and spending time with family, friends, and pets.

Rita Kenahan, Director-at-Large

Dr. Kenahan earned her Doctor of Education degree in Adult Learning & Leadership from Teachers College, Columbia University in 2014. She earned her Master of Education in Instructional Design at the University of Massachusetts, Boston. She has been a registered nurse since she earned her BSN from Rhode Island College. She serves on the Board of Directors at LearnLong, an independent educational think-tank inspiring the public on topics of adult and continuing education. She also serves on the Board of Directors of the Adult Higher Education Alliance. She is a member of the International Society for Self-Directed Learning and has presented her research at various conferences.
sponsored by these organizations. She is a member of the National Association for School Nurses and is currently seeking certification with this organization. Rita shares her leadership skills and passion for education excellence as a newly elected member of the Little Compton School Committee. She demonstrates her commitment to fitness as a water aerobics instructor for the Greater Fall River YMCA. She is a part-time School Nurse Teacher for the Providence Public Schools in an effort to bring passionate care to inner city elementary school children. She enjoys performing with the Greater Tiverton Community Chorus and completing 10k events in her leisure time.

Matthew Lonam, Treasurer-Elect
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 and Executive Leadership courses.

Thomas Cox, Director Ex-Officio
Dr. Cox is an associate professor of Higher Education and Policy Studies at the University of Central Florida in Orlando, Florida. Previously, he founded the master’s degree program in adult and higher education at the University of Houston-Victoria, and he is very active in researching the topics of adult learners within higher education contexts. He earned an Ed.D. in Adult and Higher Education from the University of Memphis in Tennessee.

Safietou (Safie) Sagna, 2019 Conference Chair
Ms. Sagna is a PhD candidate in the joint University of Rhode Island/Rhode Island College PhD in Education program, where her work focuses on the lived experience of international students. She currently serves as the Coordinator of Food and Housing Security in the Dean of Student’s Office at the University of Rhode. Originally from Senegal, Safie has taught French in the US at a number of schools, most recently at St. George’s School in Newport, RI. She hopes to graduate in 2021 and continue her work in Higher Education.

Oluwakemi (Kemi) Elufiede, Conference Proceedings Co-Editor
Dr. Elufiede, Educator, Author, Editor, Poet, and Entrepreneur, has more than 10 years of professional experience in public, higher, community (education), 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, non-profit management, life-coaching, and publishing. Prior to entrepreneurship, Elufiede assumed many roles as a tutor, teacher, mentor, instructor, evaluations manager, case manager, and residence director. In these various roles, she implemented and facilitated programs for the
improvement of literacy and writing skills, behavioral health and developmental disabilities, career and workforce development, and personal growth and development. 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, and a B.L.S. in Psychology and M.Ed. in Adult Education and Community Leadership from Georgia Southern University. She earned her Ed.D. from Lipscomb University.
AHEA Book Series

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—

Unfinished Business: Compelling Stories of Persistence


The book is projected for a November 2019 release date. Look for it at the AAACE Conference in St. Louis.

Unfinished Business: Compelling Stories of Persistence will also be the theme for AHEA’s 2020 conference next March.
Conference Maps and Parking Information

- Point A on the map is Morgridge International Reading Center
- Parking Garage A is located directly behind the Morgridge Center
- Parking lot B5 is across the street, on the Southwest corner of Gemini and Andromeda Loop
Signature Conference Sponsor:
The University of Rhode Island

Thank you to the University of Rhode Island’s Alan Shawn Feinstein College of Education and Professional Studies and Dean R. Anthony Rolle

Proud sponsor of the AHEA Conference Students’ and Authors’ Reception
Other Sponsors and Exhibitors

College of Education and Human Performance, University of Central Florida
education.ucf.edu

Information Age Publishing
www.infoagepub.com

Morgridge International Reading Center, University of Central Florida
education.ucf.edu/mirc

Special thanks to the vendors that have helped us with food services.

4River’s Smokehouse

UCF Dining Services

Qdoba
## 2019 Conference—Schedule at a Glance

### Thursday, March 9, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am – 8:30 am</td>
<td>Registration/Coffee</td>
<td>Global Corridor</td>
</tr>
<tr>
<td>8:30 – 9:30</td>
<td>Opening Session and Keynote Address&lt;br&gt;“The unexpected author: Scaffolding skills for success”&lt;br&gt;Kathleen P. King, Ed.D.</td>
<td>Global Communication Center (GCC)</td>
</tr>
<tr>
<td>9:30 – 10:15</td>
<td>Concurrent Sessions</td>
<td>Millennium Gallery</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>Concurrent Sessions</td>
<td>Millennium Gallery</td>
</tr>
<tr>
<td>11:00 – 11:45</td>
<td>Concurrent Sessions</td>
<td>Millennium Gallery</td>
</tr>
<tr>
<td>11:45 – 12:30</td>
<td>Concurrent Sessions</td>
<td>Millennium Gallery</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td><strong>Lunch</strong></td>
<td>GCC</td>
</tr>
<tr>
<td>1:30 – 2:15</td>
<td>Concurrent Sessions</td>
<td>Millennium Gallery</td>
</tr>
<tr>
<td>2:15 – 3:00</td>
<td>Concurrent Sessions</td>
<td>Millennium Gallery</td>
</tr>
<tr>
<td>3:00 – 3:45</td>
<td>Concurrent Sessions</td>
<td>Millennium Gallery</td>
</tr>
<tr>
<td>3:45 – 4:30</td>
<td>Concurrent Sessions</td>
<td>Millennium Gallery</td>
</tr>
<tr>
<td>5:00 – 6:00</td>
<td><strong>Scholarship Winners and Authors Reception—All welcome</strong></td>
<td>Global Corridor</td>
</tr>
</tbody>
</table>

### Friday, March 8, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am – 8:15 am</td>
<td>Registration/Coffee</td>
<td>Global Corridor</td>
</tr>
<tr>
<td>8:15 – 9:00</td>
<td><strong>Morning Session</strong>&lt;br&gt;“Helping Those Who Leap: A Guided Discussion”&lt;br&gt;Anne C. Benoit, Joann S. Olson, &amp; Carrie Johnson</td>
<td>GCC</td>
</tr>
<tr>
<td>9:00 – 9:45</td>
<td>Concurrent Sessions</td>
<td>Millennium Gallery</td>
</tr>
<tr>
<td>9:45 – 10:30</td>
<td>Concurrent Sessions</td>
<td>Millennium Gallery</td>
</tr>
<tr>
<td>10:45 – 11:30</td>
<td>Concurrent Sessions</td>
<td>Millennium Gallery</td>
</tr>
<tr>
<td>11:30 – 1:00</td>
<td><strong>Lunch and Business Meeting</strong></td>
<td></td>
</tr>
</tbody>
</table>
Keynote Presenter

“The Unexpected Author: Scaffolding Skills for Success”

Keynote address by Dr. Kathy King, University of Central Florida
Thursday, 8:30 am

Dr. Kathleen P. King is Professor of Higher Education, University of Central Florida (UCF), Orlando. Her major areas of research and expertise include transformative learning, mentoring, instructional technology innovations, leadership, international education, faculty development, and diversity. She has been a professor of adult and higher education for more than 20 years at such institutions as Fordham University, New York, NY, University of South Florida in Tampa, and now UCF. Her most recent book, Technology, Innovation and Adult Learning, earned a publication award from TAA in 2018.

In 2017, Dr. King was honored with membership in the Textbook and Academic Authors’ Council of Fellows because of her achievement in academic publishing and service to the association. In 2011, she was inducted into The International Continuing and Adult Education Hall of Fame and recognized for her contributions to adult and higher education. As an award-winning author who has published more than 32 books, she is also a popular keynote and conference speaker, mentor, and professor. Dr King has also been widely recognized for her research, service, and contribution to education by other professional groups as AERA, POD, TAA, NYACCE and UCEA.


Through distance technologies Dr. King and her collaborators have reached more than 7 million learners. Dr. King earned her Ed.D. and M.Ed. from Widener University, Chester, Pennsylvania. She also has a M.A. from Columbia International, Columbia, SC and a B.A. from Brown University, Providence, RI. She is originally from New England and lives in a rural area near Orlando enjoying her bichons, teaching, researching, mentoring, and golfing!
AHEA Conference Scholarship Winners

The Adult Higher Education Alliance is pleased to announce this year’s scholarship recipients. Scholarships provide for conference registration fees plus $250 toward travel expenses.

Student Scholarship: Awarded to promote graduate student engagement with AHEA and attendance at the annual conference.

2019 Student Scholarship Winner: Angelo Marade

Diversity Scholarship: Awarded to encourage participation of individuals from diverse and under-represented populations.

2019 Diversity Scholarship Winners: Amanda Wilkerson and Remy Ansiello

Non-tenure-track Scholarship: Awarded to support those individuals who are in non-tenure-track roles who wish to participate in the organization and the annual conference.

2019 Non-tenured Scholarship Winner: Karen Stevens

Tenure-track/Tenured Scholarship: Awarded to individuals working in tenure-track faculty positions (either pre-tenure or tenured).

2019 Tenure-track/tenured Scholarship Winner: Renée Jones-not pictured
### Concurrent Session Presenters

<table>
<thead>
<tr>
<th>Presenters</th>
<th>Presenters</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remy Anseillo</td>
<td>Joshua Gernatt</td>
<td>Malikah Pitts Harvey</td>
</tr>
<tr>
<td>Dave Antico</td>
<td>Devin Heller</td>
<td>Jennifer Plant</td>
</tr>
<tr>
<td>Jeff Aulgur</td>
<td>Patricia Holt</td>
<td>Darek Potter</td>
</tr>
<tr>
<td>Julie Baker</td>
<td>Yvonne Hunter-Johnson</td>
<td>Shawna Rambur</td>
</tr>
<tr>
<td>Kyle Bellue</td>
<td>Janet Isbell</td>
<td>Lauren Remenick Marroon</td>
</tr>
<tr>
<td>Anne Benoit</td>
<td>Marice Jackson</td>
<td>Nataniel Reyes</td>
</tr>
<tr>
<td>Matt Bergman</td>
<td>Michelle Johnson</td>
<td>Candyce Reynolds</td>
</tr>
<tr>
<td>Owusu Boakye</td>
<td>S. Renee Jones</td>
<td>Brianna Rivera</td>
</tr>
<tr>
<td>Becky Boesch</td>
<td>Mary Kelly</td>
<td>Juan Carlos Saavedra</td>
</tr>
<tr>
<td>Carrie Boden</td>
<td>Kathleen King</td>
<td>Safietou Sagna</td>
</tr>
<tr>
<td>Stephanie Branson</td>
<td>Josh Koller</td>
<td>Shalander Samuels</td>
</tr>
<tr>
<td>Christina Brown-Wijick</td>
<td>Tennille Lasker-Scott</td>
<td>David San Filippo</td>
</tr>
<tr>
<td>Rodrigo Campos</td>
<td>Aja Lloyd</td>
<td>Jennifer Saxton</td>
</tr>
<tr>
<td>Catherine Cherrstrom</td>
<td>Marilyn Lockhart</td>
<td>Barrett Schwarz</td>
</tr>
<tr>
<td>LaVonda Clay</td>
<td>Elise D’nn Lovell</td>
<td>Jeremy Schwehm</td>
</tr>
<tr>
<td>Kara Clayton</td>
<td>Nicole Lyons</td>
<td>Amy Sedivy-Benton</td>
</tr>
<tr>
<td>Kevin Cojjanu</td>
<td>Alan Mandell</td>
<td>Todd Sherron</td>
</tr>
<tr>
<td>Renee Cole Montgomery</td>
<td>Angelo Marade</td>
<td>Modupe Soremi</td>
</tr>
<tr>
<td>Xenia Coulter</td>
<td>Sonia Marrero</td>
<td>Mattyna Stephens</td>
</tr>
<tr>
<td>Laura Douglass</td>
<td>Jeffrey Masko</td>
<td>Karen Stevens</td>
</tr>
<tr>
<td>Kemi Elufiede</td>
<td>Alexandra Minnick</td>
<td>Tina Stinson-DaCruz</td>
</tr>
<tr>
<td>Laura Ezell</td>
<td>Lisa Modenos</td>
<td>Cynthia Suopis</td>
</tr>
<tr>
<td>Jennifer Farran</td>
<td>Kayon Murray-Johnson</td>
<td>Jessie Tinoco</td>
</tr>
<tr>
<td>Tonia Fay</td>
<td>Jane Northup</td>
<td>Jennifer White</td>
</tr>
<tr>
<td>Doug Feldmann</td>
<td>Joann Olson</td>
<td>Amanda Wilkerson</td>
</tr>
<tr>
<td>Jen Filz</td>
<td>Rebecca Padilla</td>
<td>Lindsey Wilson</td>
</tr>
<tr>
<td>Nancy Garcia</td>
<td>Lori Peterson</td>
<td>Christina Wray</td>
</tr>
</tbody>
</table>
### 2019 Conference—Detailed Schedule: Thursday, March 7

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am–8:30 am</td>
<td>Registration/Coffee</td>
<td>GC*</td>
</tr>
<tr>
<td>8:30 am–9:30 am</td>
<td>Opening Session and Keynote Address</td>
<td>GCC</td>
</tr>
<tr>
<td></td>
<td>Kathleen P. King, Ed.D.</td>
<td></td>
</tr>
<tr>
<td>9:30 am–10:15 am</td>
<td><strong>Six Concurrent Sessions</strong></td>
<td>MG #1</td>
</tr>
<tr>
<td></td>
<td><strong>Self-Theory and the Adult Online Learner:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Role of Intelligence Mindset in Higher Education Persistence and Success</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Jeff Aulger, Jennifer Saxton, &amp; Rodrigo Campos</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This presentation examines potential correlations between an adult learner’s self-theory of intelligence (entity-fixed and incremental-growth), socio-demographic variables, and long-term academic persistence and success. The survey instrument for the initial phase includes the 16-item Dweck Mindset Instrument (DMI) and ten demographic items. The DMI assesses how students view their own intelligence and are written in a way so that students reveal their thoughts and feelings about whether or not they believe intelligence and talent are fixed or incremental.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The Effectiveness of Online Learning Communities for College Students</strong></td>
<td>MG #2</td>
</tr>
<tr>
<td></td>
<td><em>Alexandra Minnick</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The significance of this paper is to provide instructors with background information about the research on developing effective online learning communities for college students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Examining How Women of Color Can Change Athletics Administration in a College and University Setting</strong></td>
<td>MG #3</td>
</tr>
<tr>
<td></td>
<td><em>LaVonda Clay</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This presentation will define black feminism, intersectionality and critical race theory and discuss how these theories apply to the issues in sports administration in higher education.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>How Do Law Enforcement Officers Improve Their Skill Six Months after Leaving a Course in Crime Scene Investigations?</strong></td>
<td>MG #4</td>
</tr>
<tr>
<td></td>
<td><em>Jane Northup</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The purpose of this session to introduce the findings from my recent dissertation study. The overarching question is “How do law enforcement officers improve their skill six months after leaving a course in crime scene investigations?”</td>
<td></td>
</tr>
</tbody>
</table>
**Developing Communities of Practice for Adult Learners**  
**Lori Peterson**  
How might higher education institutions more effectively develop programs, policies, and initiatives to offset adult learners’ potential vulnerability to difficulties in the transition to higher education learning? Come and hear how one university utilized a Community of Practice framework (most often used to explore informal adult learning) to understand and address the issues.

**A Square Peg in a Round Hole: Trying to Find a Fit in the Academy**  
**Amy Sedivy-Benton (Leaps of Faith author)**  
This session explores the journey of a working-class scholar to a position in higher education. There were critical moments where it seems that she is stuck between two worlds and never fully able to join either one. Following pathways, loss of identity, and the implications of her choices are explored and discussed, both personally and professionally.

- **10:15 am–11:00 am**  
  **Six Concurrent Sessions**

  **Rural Working-Class Scholars’ Perspectives and Experiences Seeking Post-Secondary Education**  
  **Janet Isbell, Darek Potter, Laura Ezell, & Julie Baker**  
  The audience will learn how factors such as economics and distance, along with the challenges created by jobs and family, make the perspectives and experiences of the rural working-class scholar more complex.

  **Retention of Adult Learners in an Online Classroom: How to Oblige Them While You Maintain Your Sanity**  
  **Marice Jackson**  
  Discuss different ways to convey expectations and policies on syllabi that are outside of the institution’s normal policies. Identify digital technology methods that will engage in collaborative learning and that can be used for formative and summative assessments.

  **Democracy and Education: Dewey and Adult Learners Today**  
  **Xenia Coulter & Alan Mandell**  
  This discussion is named after John Dewey's comprehensive book (1916) describing and justifying the kind of education he believed to be appropriate in a democracy. Although he wrote about education for children, his ideas are easily applied to education at all stages of life. Two critical components of his philosophy are of importance: Dewey's notion of the role of education in a democracy, and Dewey's idea of how learning takes place, which borrows from what he sees occurring in everyday life and contrasts sharply with a view of school learning that assumes information must be poured into empty brains.
### Building the Future Workforce Through Experience: Virtually Upskilling Adult Learners to Gain the Same Experiences as a Traditional Student
Kevin Cojanu

This presentation will discuss the importance of redefining how competencies are developed to answer the many questions employers ask regarding the skills gap in potential employees. The skills gap dilemma has been a growing problem across our nation for at least a decade, and it grows worse as we struggle to find a method of developing competencies that provide the foundation for employers to create new employees by providing upskill development that leads to stronger career engagement.

### Working Class: How Adult Students Work to Create Connection in the Online Classroom
Jeremy Schwehm

Online degree programs can mitigate obstacles and meet the accessibility needs of adult learners. Adult students must be engaged with others in learning activities that are professionally and/or personally relevant. This study explored how students worked the online classroom to build connections with peers and faculty, if the amount of work was related to perceptions of engagement, and the overall attitude of students toward the importance of creating connections in the online classroom.

### Mind, Body, and Soul: Notes on Mental and Physical Health and their Interdependence in Working-Class Scholars
Jeffrey Masko (Leaps of Faith author)

It will be important to find others who understand what working-class scholars have or are going through, whether through the literature or other means, so that our voices will be amplified and transmitted to a wider range of audiences.

<table>
<thead>
<tr>
<th>11:00 am–11:45 am</th>
<th>The Journey from Growing up Working Class to Receiving Welfare Benefits to Becoming an Assistant Professor</th>
<th>MG #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Concurrent Sessions</td>
<td>Michelle Johnson</td>
<td></td>
</tr>
</tbody>
</table>

Participants will be able to identify the characteristics that define working-class families. Participants will be able to describe the challenges individual face when receiving welfare benefits. Participants will be able to define working-class academic.
How does Experimental Learning (Modeling and Simulation) Increase Skill and Knowledge Retention In the Non-traditional Adult Learner?
Dave Antico & Jennifer White
With the increasing costs of experiences that mimic real-life or the lack or opportunity to practice high-risk, high-value but low-frequency scenarios, we must turn to another reproducible and cost-effective avenue. Modeling and Simulation is an opportunity to achieve experience and competence without negative or costly effects; it gives immediate feedback and validation to the learning. Modeling and Simulation also provide ‘purpose’ and real-life application to topics.

Between the Trapeze Bars: Adult Learners and the Spiritual Space between Identities
Mary Kelly
Adults often return to college seeking not only the increased life options a degree can provide, but also a new sense of self-identity. This presentation will consider the value of supporting students to not hurry to the new self-vision, but to honor and pay close attention to liminal inner movement.

Military-Connected Students in Oklahoma Higher Education: An Examination of the 9-Year Effects of the Post 9/11 G.I. Bill
Bradley Ward

Being In-Between: Negotiating Working Class Identity in Higher Education
Anne Benoit & Laura Douglass (Leaps of Faith authors)
The examination of class in higher education faculty and leaders is an understudied but important phenomenon. Working-class scholars face challenges in navigating higher education. They often: possess fewer financial resources, experience feelings of invisibility, have few working class-based networks and professional/social support, experience insecurity about their intellectual ability, and have fears of inadequacy in professional and social situations.

The Complexity of Transformative Learning: When New Faculty Don’t Know What They Don’t Know
Jennifer Plant & Kathleen King
Discover the voices of academic and clinical faculty at a public university regarding their faculty development experiences. Gain an understanding of qualitative research, including extensive interviews and intercoder reliability. Explore higher education recommendations for faculty onboarding.
Higher Education For Working-class Adults: Together, We Can Make it Work

Angelo Marade

This literature review demonstrates that many working-class adult-learners continue to face challenges during their quest for new meaning in their lives. Working class adult-learners face barriers including finances and child care. Dual roles as a worker and a student require that they also maintain strategic time-management skills. Many adults in workplace settings find themselves in environments with very little support. Consequently, adult learners rely on the academic community as their main source of emotional and academic support.

Wonder Women: Doing Femininity in a Male-Dominated Military

Kyle Bellue

This session spotlights military women and how they must negotiate and perform gender to survive in the military. Subtle choices regarding gender “appearance” can have an impact on a woman’s acceptance into the military culture and organization. This session highlights women serving in the military and how they must negotiate and perform gender actions in their everyday decisions in order to survive and thrive within the military.

Get Techie with an AHEA Tech Slam

Stephanie Branson

Tech slams involve introductions to different digital tools in order to find out what you don't know and get to know it! In this session, we will present a selection of digital tools that we have found to improve our productivity in four different areas including organization, communication, collaboration, and social well-being.

The Doctoral Student’s Walk of Faith: Lessons Learned Along the Journey

S. Renee Jones, Owusu Boakye, & Malikah Pitts Harvey

Attendees will gain insight on what doctoral students need to know before embarking on the doctoral journey. In addition, attendees will learn strategies that can help students succeed in their doctoral programs. Thus, helping to mitigate the high doctoral attrition rate.

The Myth of the Post-nontraditional College Student

Lisa Modenos (Leaps of Faith author)

Participants will be able to recognize the meanings behind language shifts regarding nontraditional students and administrative approaches that can hinder nontraditional student experiences through a critical reading of the terms traditional and nontraditional and their use today.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30 pm–1:30 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 pm–2:15 pm</td>
<td><strong>Completion and Learning</strong></td>
</tr>
<tr>
<td></td>
<td><em>Josh Koller</em></td>
</tr>
<tr>
<td></td>
<td>Attendees will gain a perspective of the policy environment around higher education that is shifting toward increased degree completion, particularly in Tennessee. Attendees will also learn the extent to which learning has been incorporated into efforts to increase degree production in the US and in TN.</td>
</tr>
<tr>
<td>1:30 pm–2:15 pm</td>
<td><strong>Leaping Cultures: LGBT+ Students in a State College:</strong></td>
</tr>
<tr>
<td></td>
<td><em>Remy Anseillo &amp; Kathleen King</em></td>
</tr>
<tr>
<td></td>
<td>For decades, lesbian, gay, bisexual, and transgender (LGBT+) students attending institutions of higher education have been marginalized and have experienced hostility and outright discrimination, causing the need for student support groups for this population on college campuses. This study asked how students participating in an LGBT+ support group in a Central Florida public state college perceive their experiences in college.</td>
</tr>
<tr>
<td>1:30 pm–2:15 pm</td>
<td><strong>Construction of a Common Podcast Program for the Adult Learner</strong></td>
</tr>
<tr>
<td></td>
<td><em>Nataniel Reyes &amp; Devin Heller</em></td>
</tr>
<tr>
<td></td>
<td>Common Read programs have proliferated to hundreds of universities as a means of constructing communities by having freshmen read the same, meaningful textbook, and millions of individuals listen to podcasts every month. Therefore, just as Common Read can aid in socializing, educated communities can also select a common podcast that adult learners can engage in, in an informal manner. Podcasts present a potential means to connect to adult learners through a technology that they are likely to be familiar with and receptive to.</td>
</tr>
<tr>
<td>1:30 pm–2:15 pm</td>
<td><strong>Unfinished Business:</strong></td>
</tr>
<tr>
<td></td>
<td><em>Matt Bergman</em></td>
</tr>
<tr>
<td></td>
<td>Nearly half of all students who enroll in American colleges and universities do not persist to graduation. Their stories explain the reasons that students give up on their goal of obtaining a college degree. Yet, hundreds of thousands of college students stop out or drop out entirely each year. It is past time to collect and record the stories of these outstanding professionals that just so happened to make a commitment to return to complete a long held goal of a Bachelor's degree.</td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> This session is a preview of the next book in the AHEA book series and the theme of next year's conference.</td>
</tr>
</tbody>
</table>

*GC – Global Corridor  GCC – Global Communication Center  MG – Millennium Gallery"
You Can’t Be Working Class.
Your Parents Graduated From High School
Cynthia Suopis & Karen Stevens (Leaps of Faith authors)
In this interactive session with two authors from the edited volume, Leaps of Faith: Stories From Working Class Academics, the variations, distinctions and common ground within a particular class background are discussed. Distinctions between being ‘poor’ and ‘working class’ reside in contested arenas that often focus on family size, neighborhoods, parental occupations, peer groups, race, religion, gender and more. This interactive session will illustrate how the book presents a range of working-class experiences and interpretations that can contradict, influence and support each other.

2:15 pm–3:00 pm
Six Concurrent Sessions

Can Higher Education S.T.E.M. Through Community Colleges?
Aja Lloyd

Supporting Working Class Students Through Innovative Partnerships Between Universities and Private Businesses
Barrett Schwarz
Participants in this presentation will rethink traditional university-business partnerships and their ability to benefit working-class students based on an examination of the unique approach developed by the University of Memphis and FedEx.

Can we all just get along? Civility, missing in action
S. Renee Jones, Mattyna Stephens & Sonia Marrero
Learners will define incivility, identify and own their uncivil behaviors and/or encounters, discuss implications of incivility on interactions with learners, and discuss techniques to address incivility in the academic environment.

Are We Doing Enough to Equip Nurses?
Jennifer White
Patient safety is a global issue with medical errors being the third leading cause of death in the United States. Evidence shows that novice nurses have increased error rates and have the highest rate of patient mortality. The purpose of the study is to show that experience with the high-fidelity simulation (HFS) is useful in training and has the potential to reduce the amount of patient errors, leading to a decrease in patient mortality. The implementation and regulation of HFS has the potential to decrease cost through decreased medical errors while increasing knowledge, skills, communication, confidence, and safety.
Getting Out of Your Comfort Zone: Leading with Multiple Lenses

Safietou Sagna

Bolman and Deal (2017) contend that there are multiple ways to successfully lead or solve problems. They identify four distinctive frames (worldviews or tools) that shape how people view the world and interact with their environment. The first part of the presentation will help participants understand the four frames. The second part of the presentation will focus on participants’ stories of some encounters with students, how they navigated the issues, and how the frames proposed by Bolman and Deal (2017) could have provided a different outcome.

Challenges and Perspectives

Amanda Wilkerson & Shalander Samuels (Leaps of Faith author)

More institutions seek to include diverse faculty personnel as a part of their commitment to educational equity. As higher education seeks to make diversity a top priority, this presentation will discuss the perspectives and experiences of working class, African American, female adult learners coming to grips with re-entering the workforce after life as established professionals. Presenters will share how college support professionals supported first-generation doctoral students and will also delve into the intricacies of navigating support for diverse student populations.

3:00 pm–3:45 pm

Six Concurrent Sessions

In the Trenches: Teaching America’s Working-Class Student

Jennifer Saxton

This session highlights first-hand experiences garnered from a critical analysis assignment that students enrolled in a senior capstone course complete on Alfred Lubrano’s book Limbo: Blue-Collar Roots, White-Collar Dreams. Throughout the course, students share their own struggles of being from a working-class background as they return to earn their degree. The exchange that takes place presents a learning experience for the student and practitioner, as universities explore how to meet the unique challenges these students face when returning to earn a degree and consider how their stories can influence growth among all students.

A Small Town Girl with Big City Dreams

Brianna Rivera

The key takeaways from this presentation are awareness and insight into the Hawaiian culture and the challenges the local people of Hawaii face when it comes to higher education.
**Leveraging Prior Learning Assessment (PLA) for College Credit: Best Practices from Students, Instructors, Assessors, and Administrators**

*Todd Sherron, Catherine Cherrstrom, Carrie Boden & Lindsey Wilson*

In this session, participants identify the strengths and weaknesses of prior learning assessment and practices, examine the utilization of O*NET Online as a career exploration tool for adults, and apply a learning taxonomy to assess competency portfolios for PLA.

**U.S. versus Caribbean Medical Schools: An Analysis of Pass Rates on USMLE Exams, Accreditation Standards, and Clinical Outcomes**

*Juan Carlos Saavedra*

This session will highlight how Caribbean medical school graduates perform on licensure exams and clinical practice. The audience will also gain an understanding of the advantages and disadvantages that Caribbean medical graduates faces when trying to seek employment in the United States.

**Overcoming Graduate Students’ Writing Anxiety and Low Self-Efficacy**

*Joshua Gernatt & Patricia Holt*

Writing anxiety is pervasive in the college undergraduate and graduate classroom. This is usually due to anxiety and low self-efficacy based on a poor writing foundation and previous negative feedback. This presentation will begin with discussion on these and other causes of the fear and lack of confidence in scholarly writing from the viewpoints of the presenters and participants.

**Class and Culture in Question? International Scholars On Quality of Life Issues in Academia**

*Kayon Murray-Johnson & Yvonne Hunter-Johnson (Leaps of Faith authors)*

What happens when working class adult students from developing countries enter the U.S higher education system and realize their own class-based inadequacies? In the face of what can often seem like a glittering environment, do they have enough to succeed? This presentation stems from the book chapter titled “Learning against the odds: Perspectives on navigating a higher education environment as working class immigrants.” We will utilize collaborative autoethnography to explore the lived experiences of two Caribbean-born scholars navigating a U.S higher education environment as working class adult students.
### Best Practices for Implementing Working-Class Sensitive Pedagogy

**Modupe Soremi & Rebecca Padilla**

The objective of this presentation is to explore and explain Jones and Vagle’s five class-sensitive principles as a model of engaging working-class students to propel them toward completion. Our purpose is to help educators imagine and embrace their potential to change the lives of working-class students through a more inclusive pedagogy. Part of this involves honest reflection on their own classism to acknowledge varied strategies to support and promote student success. The goal is to encourage educators to commit to class-sensitive pedagogy as a central part of their classroom experience.

### School Leader Development: Perception of Skill Development on the Job

**Nicole Lyons**

The purpose of this study is to understand the supports school leaders need to assist them in developing their skills to be effective leaders in the years after they leave their pre-service programs.

### The Struggle: First-Generation and Faculty of Color Striving and Surviving the World of Academia

**Tennille Lasker-Scott**

This presentation will focus on the difficulties many first-generation and faculty of color face at Predominately White Institutions. These scholars are faced with unique dilemmas in the classroom and are often overcommitted in service, which affects their scholarship. An emphasis will be placed on what and how institutions and colleagues can support these scholars inside and outside of the classroom, which will impact the experience and mentoring of first-generation and students of color.

### Using Flipgrid to Encourage Dialogue and Critical Conversation in Higher Education

**Kara Clayton & Stephanie Branson**

Whether enrolled in a face-to-face course or in an asynchronous online course, adult learners desire to connect with instructors and classmates. Often, these connections are developed within a digital space. We will discuss our use of Flipgrid to foster connections in our courses. Flipgrid is a free, user-friendly, Web-based video tool that can be accessed on either mobile or computer devices that are equipped with a video camera and audio.
Working Class African American Women in the Academy: Navigating the Intersection of Gender, Race and Class

Tina Stinson-DaCruz (Leaps of Faith author)

The author will discuss the socioeconomic impact on the ability of African American women accessing their “voice” and gaining agency. The foundational basis for the paper is the cognitive development process based on Women’s Ways of Knowing. The potential for transformative learning will also be explored, with a focus on perspective transformation as a component in the process of acquiring new knowledge. Attendees will learn of the challenges faced by working-class African American women navigating the intersection of race, gender and class. The paper will demonstrate the impact of socioeconomic class on the condition of these women and the potential for transformative learning.

5:00 pm–6:00 pm Scholarship Winners and Authors Reception

*GC – Global Corridor
GCC – Global Communication Center
MG – Millennium Gallery
# 2019 Conference—Detailed Schedule: Friday, March 8

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am–8:15 am</td>
<td>Registration/Coffee</td>
<td>GCC</td>
</tr>
<tr>
<td>8:15 am–9:00 am</td>
<td><strong>Morning Session</strong>&lt;br&gt;“Helping Those who Leap: A Guided Discussion”&lt;br&gt;Anne C. Benoit, Joann S. Olson, &amp; Carrie Johnson</td>
<td>GCC</td>
</tr>
<tr>
<td>9:00 am–9:45 am</td>
<td><strong>Transforming the academy: Putting working class funds of knowledge to work for our students</strong>&lt;br&gt;<em>Candyce Reynolds &amp; Becky Boesch</em></td>
<td>MG #1</td>
</tr>
<tr>
<td></td>
<td><strong>Transitioning to Academia: A Case Study</strong>&lt;br&gt;<em>David San Filippo</em></td>
<td>MG #2</td>
</tr>
<tr>
<td></td>
<td>This workshop presents a case study of a career path that used its transferable military, business, and counseling experiences and skills to bring applicable learning experiences to students and others. Professor life experiences can be brought to the classroom and used to inform and guide our learners. Learners can also use their life journeys to apply their learning. Professors from non-academic professions not only have past work experiences as learning resources but also have on-going learning experiences. To prepare to teach they read and listen to various resources to inform them on the principles they are to teach. As they engage in discussions with students they learn from what they hear and see from the students. Additionally, on-going learning continues as professors assess the learning outcomes of student assignments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Examining the Insights and Support of Self-Advocacy by Academic Advisors When Working with Students with Disabilities</strong>&lt;br&gt;<em>Jennifer Farran &amp; Kathleen King</em></td>
<td>MG #3</td>
</tr>
<tr>
<td></td>
<td>The purpose of this study was to examine the insights and support of self-advocacy among academic advisors when working with students with disabilities. The study focused on the relationship between academic advisors and students. Specifically, the researcher explored (a) advisors’ perceptions of professional development and training needed for working with this student population; (b) academic advisors’ interactions with students with disabilities; and (c) advisors’ insights and support of students’ abilities to self-advocate.</td>
<td></td>
</tr>
</tbody>
</table>

*GC – Global Corridor  GCC – Global Communication Center  MG – Millennium Gallery*
Preparing for the Fourth Industrial Revolution with Creative Critical Thinking
Patricia Holt & Kemi Elufiede

With creative thinking and critical thinking ranking in the top four skills required by successful employees in the fourth industrial revolution, it is imperative that students can combine the two thought processes to enhance their skills in order to compete in the workplace. This session will discuss the two skills and develop opportunities to combine the different, yet complementary, dimensions to thinking, learning, and problem solving.

Student Employment during Senior Year of Undergraduate Study
Christina Brown-Wujick

Program participants will be able to identify how student employment and its location relates to student grades during the senior year of undergraduate study. They will also learn above differences between native and senior undergraduate students employment experiences.

9:45 am–10:30 am
Five Concurrent Sessions

Leaping, Learning, and Growing: The Challenges, Supports and Development on the Journey from Writer to Author
Lauren Remenick Maroon & Kathleen King

How do writers become authors? Where can a budding author get support? What pitfalls await you in the writing and publishing process? In this study, we sought to understand any perspective transformation that took place among textbook and academic authors as their identity shifted from writer to author. In providing more pointed and available support, authors may better understand and be more successful in their writing careers.

Bridging the Skill Gap: Helping Non-traditional Students Develop Research Skills When They Need it Most
Christina Wray & Renee Cole Montgomery

Many of the research skills needed to succeed in higher education are never explicitly taught. Most students learn through experience and exposure. However, working-class students don’t always grow up in academic environments that provide the same exposure to these skills. Using the University of Central Florida’s “Research Tips Tuesdays” webinar series as a case study, participants will explore ways to help working-class students develop fundamental research skills while respecting their busy schedules. We will discuss how to identify skill gaps, design scaffolded skill building programs, and brainstorm potential campus partners.
**Experiences of Two Academics Teaching Abroad: The Impact of Culture**
*Modupe Soremi & Nancy Garcia*
Experience with global travel may help professors empathize with foreign students in the United States. Thus, by sharing experiences, challenges, and strategies, fellow academics embarking on a similar journey will be better prepared and, hence, prepare students for a diverse and global workplace.

**The Need for Professional Development in High-Quality Early Childhood Care and Education in the U.S.**
*Jessie Tinoco*
Early Childhood Care and Education (ECCE) professionals play a vital role in child development but are not required to have formal education, training, or significant experience working with children. This session reviews foundational and specific competencies and the ability to support diverse population necessary for a successful ECCE workforce.

**Barriers Affecting Adult Students Returning to College**
*Tonia Fay*
The participants will be given tools to help non-traditional adult students address barriers which may negatively impact their studies when returning to college.

**The Role of Non-Traditional Teacher Certification Programs in a Campus and Community Context**
*Doug Feldmann*
Research has indicated that the need for certified teachers in public school systems in various portions of the United States is expected to grow as much as twenty percent in the next decade (Gray, Bitterman, & Goldring, 2017; Xu and Patmor, 2016). Among the outlets continuing to meet this need are graduate-level alternative certification routes in colleges and universities that server adult-learner populations.

**Adult Students’ Perceptions of Tutoring as an Academic Support Tool**
*Jen Filz*
By the end of the session participants will be able to: Identify key elements of a tutoring session; recognize the importance of tutoring as an academic support tool for adult students; identify ways that tutoring helps students to persist in college.
Leaps of Faith and Lessons Learned: An Opportunity to Develop Wisdom
Marilyn Lockhart & Elyse D’nn Lovell

Learn from instances of taking career leaps and not taking leaps and their outcomes. Develop support mechanisms and strategies for using wisdom when a career decision is pending. Experience inspiration and confirmation from others and their decisions.

Motivation and Foreign Language
Shawna Rambur

This interactive presentation will focus on an upcoming study involving students who take more foreign language courses than they initially planned or expected. Many students initially register for foreign language or other general education courses and unexpectedly continue in those courses. This proposed study will examine what those students experience, the theories behind motivation, and previous studies this will build upon.

Helge and Me: Putting Your Inner Imposter to Work
Joann Olson (Leaps of Faith author)

Participants will discuss imposter syndrome, begin exploring the unconscious messages of their “inner imposters,” and explore strategies for working with—rather than fighting against—their inner imposter.

11:30 am–1:00 pm Lunch and Business Meeting

*GC – Global Corridor  GCC – Global Communication Center  MG – Millennium Gallery
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.

During 2017, COLLO sponsored two key events held in conjunction with the International Council for Adult Education, UNESCO, and UNESCO Commission members in the United States and Canada:

- COLLO Symposium on the UN’s Sustainable Development Goals, October 3, 2017
- North America Regional Consultation on Rethinking Education December 3, 2017

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.
- Certifying that participating charities are tax-deductible and meet international standards restricting hate, violence, and intolerance.
- Managing the tax benefits of giving.

Donate by
- Visiting https://paypal.com/giving
- Enter Adult Higher Education Alliance in the Charity name field.
- Click to continue.
- See AHEA name.
- Click to donate.
- Complete the form.

AmazonSmile is a simple and automatic way for you to support your favorite charitable organization every time you shop, at no cost to you. When you shop at smile.amazon.com, you’ll find the exact same low prices, vast selection and convenient shopping experience as Amazon.com, with the added bonus that Amazon will donate a portion of the purchase price to your favorite charitable organization. You can choose from nearly one million organizations to support. Amazon donates 0.5% of the price of your eligible AmazonSmile purchases to the charitable organization of your choice.

On your first visit to AmazonSmile (smile.amazon.com), you need to select a charitable organization to receive donations from eligible purchases before you begin shopping.

How do I shop at AmazonSmile?
- Search and choose Adult Higher Education Alliance (Rayle, GA) as your charity of choice.
- Shop for items, save with Amazon, and support AHEA.
Submit a Paper for the AHEA Conference Proceedings

As a presenter at the 2019 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.

<table>
<thead>
<tr>
<th>Paper submission deadline</th>
<th>April 15, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers proofread and returned to authors for last review</td>
<td>May 15, 2019</td>
</tr>
<tr>
<td>Final papers due</td>
<td>May 31, 2019</td>
</tr>
<tr>
<td>Proceedings release date (anticipated)</td>
<td>June 30, 2019</td>
</tr>
</tbody>
</table>

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, 2019 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

- Doubled-spaced, 12 point, Times New Roman font.
- APA 6th 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

Pick up a full set of guidelines at the registration table.

*GC – Global Corridor    GCC – Global Communication Center    MG – Millennium Gallery

AHEA Conference 2019
Call for Proposals: AHEA Book Series (2020 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 eighth installment in the book series, with a projected release date of Fall 2020.

For the next book, we are soliciting proposals from our membership for an authored or edited book to be published in 2020. 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, 2019. Authors will be notified of the proposal acceptance by July 1, 2019. 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
Save the Date—AHEA Conference 2020

Make plans now to join us next year on March 5th and 6th. We will be in the same location, but our focus will shift. The next installment in the AHEA Book Series is titled Unfinished Business: Compelling Stories of Persistence, and this will be the theme of the 2020 conference.

For more than 100 years, nearly half of all students who enroll in American colleges and universities do not persist to graduation. Their stories are extensive and explain the reasoning for students giving up on their goal of obtaining a college degree. Yet, hundreds of thousands of college students stop out or drop out entirely from all types of universities across the world each and every year. While the factors are wide-ranging and complicated, one fact remains for these individuals. They are connected to nearly 38 million other Americans that have some college but no degree.

This subject is taboo among friends, coworkers, and family members. Not finishing a degree is often a closely held secret that plagues their self efficacy as they discuss, engage, and compete in a challenging workforce of the 21st century. Many have excelled despite their lack of a college credential. Some weren’t ready at 18 for the focus and commitment of academic studies. Other non-completers found opportunities that created income, which matched familial needs. Nonetheless, they bear this burden of being completely competent and high performing without the standard credential that many of their fellow leaders have to fall back upon in times of transition.

This book cuts right to the heart of what matters in education. The personal value that students hold for their education is paramount to the learning exchange in the academic setting. The self-direction and commitment demonstrated by these adults is not only compelling, it is truly inspiring. While the vignettes in this book are only a glimpse into the perspective of these incredible adult learners, they provide a beautiful snapshot that will hopefully resonate with readers and academic leaders.

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.