

Hiram Fitzgerald Inducted into International Adult and Continuing Education Hall of Fame

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EAST LANSING, Mich. – Hiram E. Fitzgerald, University Distinguished Professor in the Department of Psychology, and Associate Provost for University Outreach and Engagement, has been inducted into the International Adult and Continuing Education Hall of Fame (IACEHOF).

The honor was bestowed at the 20th anniversary induction ceremony at the University of Oklahoma on November 18.

The Hall of Fame honors leaders in the fields of continuing education and adult learning, and serves as a record and inspiration for the next generation of continuing education leaders. Election to the [IACE Hall of Fame](#) recognizes the distinguished contributions Fitzgerald has made as an innovative leader who believes passionately in the evolutionary power of education. Hall of Fame inductees are regarded as exemplary lifelong learners and leaders who have left lasting impressions on the students, institutions, and organizations they serve.



University Outreach and Engagement

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The official home for the IACEHOF is the University of Oklahoma's Oklahoma Center for Continuing Education (OCCE) in Norman. The IACEHOF inducts members to the Hall of Fame annually and its induction services are held at various sites around the world. Members inducted this year came from the United States, India, the United Kingdom, Ireland, and Canada.

Fitzgerald has written or co-written more than 400 research articles, books, and chapters over a nearly 50-year academic career. As associate provost for University Outreach and Engagement for the past 14 years he has steered MSU to promote focused engagement for community-based scholarship, provided worldwide administrative leadership in adult and continuing education as the founding and past president of the Engagement Scholarship Consortium, and was heavily invested in the development of the Academy of Community Engagement Scholarship.

Educated as a developmental psychologist, Fitzgerald moves between the intersecting disciplines of behavioral science.

"It is important that my work, and the work I inspire, is focused on doing something with engaged partners that reciprocally changes both for the better," said Fitzgerald. "I'm honored to be included in the Hall of Fame, and be recognized for my work to energize and engage people in mutual and reciprocal participatory education. I strongly believe in revitalizing partner communities to reengage and resurface as democratic institutions taking ownership for their own existence and future growth."

Fitzgerald's tireless leadership has evoked a new pattern of land-grant institutions in relation to their statewide and international constituents, and his work with a new rigorous research paradigm cultivates diverse groups of indigenous partner-experts created to address complex community and social justice issues.

Among his numerous professional accomplishments, he is past president and executive director of both the Michigan Association for Infant Mental Health and the International Association for Infant Mental Health. Fitzgerald served as the executive director of the World Association for Infant Mental Health (WAIMH) from 1992-2008.

In August 2014 he was appointed by Michigan Governor Rick Snyder to the Early Childhood Investment Corporation, an organization that includes leaders and experts in the area of early childhood programs who are working to ensure that Michigan children enter kindergarten safe, healthy, and eager to learn.

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The [Office of the Associate Provost for University Outreach and Engagement](#) (UOE) fosters MSU's land-grant mission by connecting university knowledge with community knowledge in mutually beneficial ways. UOE provides resources to assist academic departments, centers and institutes, and MSU Extension on priority issues of concern to society by encouraging, support, and collaborating with MSU faculty and academic staff to generate, apply, transmit, and preserve knowledge.

In all of its work, UOE emphasizes university-community partnerships that are collaborative, participatory, empowering, systemic, transformative, and anchored in scholarship.