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## End-of-Year Greetings from the AGHE Section Chair

Dear Colleagues:



It is an understatement to say that this was a strange and stressful year. However, there have been unexpected gifts and surprises as well during the anxious times...connecting with long lost friends and colleagues via Zoom, learning how to bake, solitude, and other new-found pastimes. For AGHE, it was in many ways a time of renewal, as evidenced by the great energy that came to the fore during the height of the lockdown when we all came together as a virtual community. We demonstrated our great strength, foresight and flexibility when we pivoted quickly from face-to-face to virtual teaching in the midst of the spring semester and quickly disseminated a wide array of products. We contributed greatly to the GSA COVID-19 Task Force and continued to lead the way in the Age Friendly University movement.

The online annual scientific meeting was a great success for AGHE --- here we recap some of the symposia, awardees, Program of Merit designees, and the tenth anniversary of our Teaching Institute. The WISE program, an intergenerational service learning program is featured in the newsletter, as well as an upcoming geropsychology education conference that AGHE is co-sponsoring. So many of you made this a banner year for AGHE, so I am going to give a shout out to all of you for keeping our “engine” stronger than ever.

Season’s greetings and best wishes for a happy and healthy 2021.

Judy

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## The Age-Friendly University (AFU) Initiative Highlighted at GSA

This year's GSA scientific meeting featured diverse symposia exploring campus happenings as part of the Age-Friendly University (AFU) initiative, endorsed by AGHE in 2016. A symposium sponsored by the AFU Interest Group examined how more age-inclusive campuses can help to address ageism, while other symposia explored how older adults can serve as teaching allies, how age-friendly campuses can engage retired communities, and how educational opportunities for older learners can be found in and beyond the classroom.

Directors of aging centers offered their insights about steering an AFU initiative, and AGHE members spoke about the value of intergenerational connections on AFU campuses and invited other GSA sections to get involved with the AFU initiative. AFU campus leaders also talked about assessing age-friendliness in higher education and introduced the Age-Friendly Inventory and Campus Climate Survey (ICCS). Visit the [AGHE Age-Friendly University webpage](#) to learn more about how your campus can join the AFU global network.

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## Workgroup Creates Toolkit to Promote Age Inclusivity Among Institutions of Higher Education

A terrific resource - *Tools for Advancing Age Inclusivity in Higher Education* – created by the GSA-AGHE-AFU Workgroup and supported by a grant from AARP – was unveiled at this year's GSA Annual Meeting. This toolkit offers a wide variety of resources to advance age inclusivity in higher education and can be used by faculty, students, administrators, and other campus leaders. To learn more about the toolkit, and the resources therein, please visit: <https://bit.ly/3muJMxk>

Additionally, to help keep the GSA-AGHE-AFU informed of your institutional efforts toward advancing age inclusivity, please send your suggestions and tools to [ageinclusive@geron.org](mailto:ageinclusive@geron.org).

## Conference to Address Workforce Pipeline Barriers

### *Building Bridges: Generating Resources for Geropsychology Education A Virtual Geropsychology Training Conference*

A working conference is being planned (March 2 and 4; two hours each day) to address workforce pipeline barriers at all levels – including but not limited to the shrinking number of applicants to academic positions focused on aging.

To assist the conference organizers with planning, they are asking people to [register here](#) (even if you are not 100% certain you can attend) which also includes a brief survey about barriers.

**Background:** In 2006, 50 geropsychologists met for the Pikes Peak Training Conference. Challenges in the field remain, most notably the shrinking number of applicants for academic positions focused on aging. This loss is a concern as several prominent geropsychologists are poised to retire, which carries many downstream effects, including shrinking of the applicant pool for geropsychology-focused internships and fellowships and ultimately reducing our capacity to serve the growing number of older adults.

**Participants:** This free, working conference is open to all those interested in advancing geropsychology – students/trainees, geropsychologists, and colleagues with ideas to share.

### Supporters

- GSA's Academy for Gerontology in Higher Education (AGHE)
- APA Division 20
- Council of Professional Geropsychology Training Programs
- Psychologists in Long Term Care
- Society of Clinical Geropsychology

### Planning Committee

- Rebecca Allen, PhD, ABPP
- Brian Carpenter, PhD
- Joe Dzierzewski, PhD
- Flora Ma, MS
- Michelle Mlinac, PsyD, ABPP

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- Joann Montepare, PhD
  - Jennifer Moyer, PhD, ABPP
  - Kadija Williams, PhD
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## **New Issue of Gerontology & Geriatrics Education Celebrates GSA's 75<sup>th</sup> Anniversary**

The Academy for Gerontology in Higher Education is pleased to announce the release of [Gerontology & Geriatrics Education Volume 41, Issue 4](#). The issue features a special section in celebration of the Gerontological Society of America's 75th anniversary - "Turning 75: Why Age Matters" - as well as research on aging in place, end-of-life discussions, geropsychology competencies, dementia care training, geriatric interprofessional education, arts-based intergenerational programming, and more!

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## **AGHE Awards and Honors Recipients Recognized at GSA Annual Meeting**

*by Dr. Cynthia Hancock, FAGHE, UNC Charlotte*

The Academy for Gerontology in Higher Education wants to offer one more hearty congratulations to this year's Awards and Honors recipients! The recipients were recognized at the Annual AGHE Business Meeting held virtually on Wednesday, November 4. While we could not be together in person to recognize our colleagues, this did not stop the celebrations! We had over 700 virtual attendees at the Tibbitts Lecture, over 300 at the Friedsam Lecture, and over 200 each at the Distinguished Faculty and Rising Star Lectures. What a phenomenal turnout!

We were so fortunate to hear from Dr. Jan Abushakra, Dr. Karen Kopera-Frye, Dr. Mary Carter, and Ms. Laurinda Reynolds as they shared about innovative program practices, approaches to mentoring, how COVID has flipped the classroom, and the many dimensions of explicit and implicit ageism.

At the Business Meeting, we celebrated Ms. Mary Frances DeRose for her dedication to the craft of part-time teaching, Dr. Freeman Hrabowski III for his administrative support of the Erickson School of Aging Studies at the University of Maryland, Baltimore County, and Dr. Douglas Reed for his many years of service to AGHE and the profession. We also recognized Yang Li, for his



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paper, *Financial Literacy in the Family Context: The Role of Spousal Education and Gender among Older Couples*, as well as Dr. Brenda H. Vrkljan, Ms. Amanda Whalen, Dr. Tara Kajaks, Ms. Shaarujaa Nadarajah, Dr. PJ White, Dr. Laura Harrington, and Dr. Parminder Raina for their article, *Creating an intergenerational university hub: Engaging older and younger users in the shaping of space and place*.

It's never too early to think about honoring your colleagues next year. Information on all of our AGHE Awards and Honors can be found [here](#).

Finally, after three years at the helm and more years of service to the selection team, I'm very pleased to pass the baton over to Dr. Kara Dassel, FAGHE, FGSA. I know that she is excited and prepared for taking the lead in honoring and awarding the excellent work of our AGHE members.

Below is the full list of all our outstanding 2020 AGHE award and fellow recipients.

## 2020 AGHE Award and Fellow Recipients

1. Clark Tibbits Award - Dr. Jan Abushakrah of Portland Community College.
2. Hiram J. Friedsam Mentorship Award - Dr. Karen Kopera-Frye of New Mexico State University.
3. The Distinguished Faculty Award - Dr. Mary Carter of Towson University.
4. The Rising Star Early Career Faculty Award - Ms. Laurinda Reynolds of American River College.
5. Part-Time/Adjunct Faculty Honor - Ms. Mary Frances DeRose.
6. Administrative Leadership Honor - Dr. Freeman Hrabowski III, President of AGHE Institutional Member, the University of Maryland, Baltimore County.
7. David A. Peterson Award for the Best Article in the volume of *Gerontology & Geriatrics Education (G&GE)*, the official journal of AGHE. This award was presented to authors, Dr. Brenda H. Vrkljan, Ms. Amanda Whalen, Dr. Tara Kajaks, Ms. Shaarujaa Nadarajah, Dr. PJ White, Dr. Laura Harrington, and Dr. Parminder Raina for their article, "Creating an intergenerational university hub: Engaging older and younger users in the shaping of space and place."
8. Graduate Student Paper Award - Yang Li, of the University of Massachusetts Boston for his paper, *Financial Literacy in the Family Context: The Role of Spousal Education and Gender among Older Couples*.



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9. Mildred M. Seltzer Distinguished Service Honor - Dr. Douglas Reed.
  10. AGHE Fellow - Dr. Carrie Andreoletti, of Central Connecticut State University.
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## Program of Merit Designees Honored with “Stamp of Excellence” at Annual Meeting

Also recognized during the GSA Annual Scientific Meeting were the institutions that received the distinguished Program of Merit designation and the Program of Merit for Health Professions designation in 2020. The list of institutions receiving the designation are below.

### Received Program of Merit Designation in 2020 (good for 5 years)

1. Bethune Cookman University, Bachelor of Science in Aging Studies Program
2. California State University, Fullerton, Minor in Aging Studies Program
3. California State University, Long Beach, Certificate in Gerontology Program
4. California State University, Long Beach Minor in Gerontology Program

### Received Program of Merit Health Professions Designation in 2020 (good for 5 years)

1. Franciscan Missionaries of Our Lady University, Bachelor of Science in Nursing
2. University of Pittsburgh, Doctor of Occupational Therapy Degree

For more information, please visit the [Program of Merit page](#) on the GSA website.

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## Progress on Curricular Standards and Guidelines 7<sup>th</sup> Edition Underway

Co-editors Tamar E. Shovali and Marilyn R. Gugliucci report that the seventh edition of the *Gerontology and Geriatrics Curricular Standards and Guidelines in Higher Education* is well underway. In addition to significant edits and updates, all chapters have undergone comprehensive rewriting to include the standards and guidelines for competency-based education, including the addition of curricular matrices in the appendices for both gerontology and health professions programs. This document is an integral resource for those implementing and revising programs in liberal arts, the sciences, and health professions education. The charge



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for revisions originated from the AGHE Academic Program Development Workgroup. Publication is planned for mid-2021.

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## AGHE’s Teaching Institute to Become Part of Academic Program Development Workgroup

Beginning in 2021, the AGHE Teaching Institute, which celebrated its 10<sup>th</sup> Anniversary this year, will be incorporated into the AGHE Academic Program Development Workgroup. The Teaching Institute subgroup will include two co-organizers and several committee members who will focus on planning the annual Teaching Institute and explore additional educational and networking events to be offered throughout the year. Watch the AGHE Connect Community and the *AGHExchange* for more information.

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## AGHE’s Teaching Institute—Celebrating a Decade!

*by Dr. Laura K.M. Donorfio, University of Connecticut*

This year, our AGHE networking session at GSA began with a short video reflecting on the past ten years of the AGHE Teaching Institute. I entitled it “Back to the Future!” as it is as much about the future of the Teaching Institute as it was about the past and what we have accomplished.



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What started out ten years ago as a novel “let’s give it a try” idea, the Teaching Institute has bloomed into a rich teaching and learning community. What makes our Teaching Institute unique is that we utilize and highlight our very own exemplary teachers and what makes them excel in gerontological education. My vision and hope for the Teaching Institute was to develop a standing room only preconference that would always be oversubscribed, where no one wanted to leave when the bell rang, and the populating of a second-to-none library of teaching resources and tools. While we have been successful, we have not achieved all I had hoped, but I believe we can still achieve this.

To help toward this effort, as noted in the official announcement above, I am officially passing the Teaching Institute “torch” off to AGHE’s Academic Program Development Workgroup. While this pulls at my heartstrings, this will allow us to reach more members, cross-fertilize within GSA, and brainstorm fresh ideas and topics. I will remain involved to help usher in a seamless transition.

I want to personally thank AGHE leaders and staff for always supporting me and all the zany ideas I have had over the past decade. AGHE is such a supportive environment. I also want to especially thank all of you who did not hesitate to help no matter how many times I asked by giving your time, energy, and knowledge. I could not have done it without you all: Jan Abushakrah, Carrie Andreoletti, Keith Barker, Robert Beland, Elizabeth Bergman, Corrie Bolkan, Lisa Borrero, Dana Bradley, Brian Chapman, Joann Damron-Rodriguez, Pamela Elfenbein, Kimberly Farah, Karen Kopera-Frye, Phyllis Greenberg, Roma Hanks, Lyn Holley, Jan Jukema, Rona Karasik, Kyoko Kishimoto, Margaret Manoogian, Steve McDermott, Joann Montepare, Tina M.K. Newsham, Natalie Pitheckoff, Laurinda Reynolds, and Nina Silverstein. What a wonderful and fun journey this has been and I hope will continue to be. Please contact the Academic Program Development Workgroup to become involved. Let’s raise a toast to the next decade of our Teaching Institute--“Educate. Engage. Inspire. Building a Better Teacher.”

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## Intergenerational Connection: More Important Than Ever

*Carrie Andreoletti, PhD, FAGHE, Central Connecticut State University*

*Andrea June, PhD, Central Connecticut State University*

One of our favorite activities as gerontology educators is facilitating intergenerational connection. The *Working Together: Intergenerational Student/Senior Exchange* program, better





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known as WISE, is an intergenerational service-learning program created by the first author who was inspired by a poster session while attending her first AGHE meeting in 2012. The goal of WISE is to promote intergenerational communication and understanding, dispel age stereotypes, and foster well-being and generativity. By partnering with local senior centers and senior living communities the *service* we provide is free programming that offers the opportunity for social connection. The *learning* part of the equation involves both younger and older adults realizing their assumptions about each other may not be correct. Participants are often pleasantly surprised by how much they have in common despite their age differences.



As many of our students are already balancing multiple responsibilities (i.e., school, work, and family obligations), participating in traditional service-learning experiences is often not an option. To address this challenge, WISE was designed as a brief service-learning experience that takes place during regular class time. In a typical semester, a group of eight to ten older adults meet with students for two to three class periods. During the meetings, which take place either on campus or in the community, participants are placed in small groups with one to two older adults and three to four students. The first session is focused on developing rapport through an ice-breaker activity we call “speed greeting” (Andreoletti & Montepare, 2018). Subsequent sessions generally have a theme (e.g., technology, relationships) or might involve creative team building activities. WISE has been integrated into a range of classes over the years, including introduction to gerontology, adult development and aging, positive psychology, and even an interdisciplinary honors class that examined gains, losses, and resilience in psychological science and literature. Research has demonstrated the program’s efficacy for decreasing age stereotypes in college students and increasing feelings of generativity in older adults (Andreoletti & Howard, 2018; June & Andreoletti, 2018).

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Unfortunately, the pandemic forced us to cancel WISE last spring and this fall. However, members of our local senior center have been asking for it, and as it was often the highlight of our classes, we miss it as well. Now that we have all had time to adjust to online platforms, we are ready to give virtual WISE a try next semester. We're always amazed at how much energy is generated during these WISE sessions and are hoping that we will be able to generate the same engagement on a virtual platform. Even if it doesn't work perfectly, we know we'll have fun trying as the WISE program is always an adventure. Over the years we have witnessed repeatedly the power of conversation and social connection for changing attitudes and fostering positive emotions, something we need now more than ever! We are proud to be members of the GSA community, in which we continue to feel inspired and supported during this pandemic. We encourage you to stay connected and share your ideas for fostering intergenerational connection with us on GSA Connect.

## References

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