

It's Not Too Early to Start Planning for November!

Dear AGHE Colleagues,

As we quickly move into summer, it is easy to forget how quickly the fall conference season can sneak up on us. As such, please continue to prioritize keeping in touch with the AGHE community as well as ways to prepare for the GSA Annual Scientific Meeting in November.



Judith L. Howe,
AGHE President

Awards and Honors

As you think ahead to November, keep in mind your students and colleagues who might be candidates for AGHE honors or awards. Two such opportunities for recognition at the November GSA meeting include the *Mildred M. Seltzer Distinguished Service Honor* and the *James McKenney Student Travel Award*.

The [Mildred M. Seltzer Distinguished Service Honor](#) recognizes AGHE colleagues who are near retirement or recently retired. Recipients are individuals who have been actively involved in AGHE through service on committees, as elected officers, and/or leaders of a grant-funded project. If you or a colleague are retiring or plan to retire this year, please plan to complete the award application between July 1-31, 2019. Honorees will be recognized and receive a certificate at the AGHE Business Meeting and Breakfast on Friday, November 15 at the GSA Annual Scientific Meeting in Austin, Texas.

The [James McKenney Student Travel Award](#) is given to approximately ten students to support participation in AGHE programming at the GSA Annual Scientific Meeting. Mr. McKenney, with no formal education, was self-taught, and valued the importance of education. This award is possible due to his estate's planned giving gift for AGHE. The award has a self-nomination process which includes submitting an application, essay and CV. Nominations will be accepted between July 1-31, 2019. Please share this information with eligible students.

Stay in Touch

Help us create a vibrant, engaged online networking space by being part of our new virtual [AGHE Community](#), part of AGHE Connect, where we share important information and resources. Our AGHE Community is an excellent place for connecting with colleagues, seeking information, and letting

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Mark Your Calendars

AGHE Evening Event at GSA

Experience Austin, TX at Scholz Garden!
Separate registration is

others know about your work. Take a few minutes today to join. For assistance, email Gena Schoen, AGHE Program Manager, at gschoen@geron.org.

To join:

1. [Log in to GSA Connect](#);
2. Click "Communities" on the blue tool bar;
3. Select "All Communities";
4. Scroll down the list to Academy for Gerontology for Higher Education (AGHE) Community;
5. Click the "Join" button on the right side of the screen.

Officer Elections

Under the new governance structure recently approved by the GSA membership, elections for section and AGHE officers will be held in July 2019. Remember that you can vote in both a section if you are a member and in AGHE. Keep an eye out for further details.

Plan for November!

Finally, start planning for the [GSA Annual Scientific Meeting](#) in Austin, Texas from November 13-17, 2019. The early bird registration rate is available June 28, 2019 and housing registration opens in April. We have several events planned for the meeting including the annual business meeting and ticketed breakfast on Friday, November 15; an evening social event at Schultz's on Thursday, November 14 which will be an authentic "old Austin" happening; the annual pre-conference AGHE Teaching Institute on Wednesday, November 13; and the AGHE Presidential Symposium on Friday, November 15.

Warmly,



Judy

The First of Its Kind in Asia - Enhancing University Students' Preparedness for Careers and Markets in an Aging Society

Geron-Infusion Education: Infusion of Active Ageing Education (GIE-IAAE)



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required. Fee: \$50

Expect great food, libations, and music - rather than shrubbery and a vegetable patch. This is old-school Austin!

All GSA attendees are invited to join this annual AGHE get-together. Elevate your GSA experience with catered BBQ sliders, appetizer trays, a great selection of local brew and spirits, and Austin music. Visit the [Scholz Garden website](#) for details about this historic site.

Consider Joining an Interest Group!

If you haven't already checked out the [45+ interest groups](#) covering a wide range of topics, please be sure to set aside time to peruse them in preparation for the GSA Annual Scientific Meeting in November. As you'll notice from the diverse list, there is something for everyone!

Interest groups are a great way to connect with AGHE and GSA colleagues who share your interests. They are a terrific outlet for resource-sharing during the annual meeting and year-round, and a place to find collaborators for professional projects. Encourage your colleagues to join, too!

Support AGHE

AGHE needs your financial support! Find out how you can contribute [here!](#)

DONATE NOW

Hong Kong has one of the highest life expectancies worldwide, and older adults represent the fastest growing population. Population ageing has created new opportunities for business sectors and products beyond care services. It increases demand for tailored goods, services, and programs, and requires diverse professionals with knowledge of ageing consumers' interests and characteristics as well as skills to respond to needs for services and products. This highlights the need for collective and multidisciplinary changes that can make society better prepared and equipped to respond to population ageing opportunities and challenges. This GIE-IAAE project, funded by the ZeShan (H.K.) Foundation, is a collaborative research initiative between two university institutions, led by the Institute of Active Ageing, Hong Kong Polytechnic University, and the Sau Po Centre on Ageing, University of Hong Kong. Through the development of the Infusion Model for Active Ageing Education, this project aims to:

1. Enable students in different disciplines to learn ageing/gerontology knowledge and skills;
2. Increase academic staff sensitivity to population ageing challenges and facilitate the integration of ageing/gerontology knowledge into formal curricula; and
3. Enhance institutional capacity in academia to support the development of future academic and social leaders to face ageing-related opportunities and challenges.

The GIE-IAAE project aims to actively prepare future university graduates and professionals to be more aware of social changes and issues related to population ageing. The program was officially launched in September 2018. The first stage of the program involved collaboration with the School of Design, Hong Kong Polytechnic University. Two infused ageing related activities were integrated into the original curriculum for the "Researching People, Things and Contexts" course, a prerequisite for the undergraduate program in Design of Social Innovation.

The first program activity was a professional forum in which experts discussed visual challenges facing older adults and current market needs in their living environment. This provided students with sources of research expertise from various disciplines and enhanced their appreciation of the value of multidisciplinary collaboration.



Add Your Colleagues to AGHE's Mailing List

Do you have colleagues, administrators, or students who should know about AGHE & issues related to gerontological & geriatric education? Simply email your request to aghe@aghe.org.

**Online
Directory**
of Educational Programs in
Gerontology and Geriatrics

The program's second activity enabled design school students to learn how to observe, communicate, interact, and conduct research with their target groups via interacting with older people during an in-class mahjong game.



The events took place during students' regular class hours. Both activities added to students' knowledge and capacity in their own unique approach, and allowed students to have a better understanding of older adults' needs and characteristics. The students had time to prepare themselves to interact with older adults in the classroom via the interactive game session. The knowledge and experiential gains developed through these activities can facilitate students to further apply the learning in their assignments and other classes.



After partnering with the School of Design, plans are in place to work with academic colleagues and students in the disciplines of Biomedical Engineering, Marketing and Management, and Building and Real Estates. We look forward to these exciting interactions, and to continued efforts to promote awareness and interests in better serving Hong Kong's ageing population.

Using AGHE Competencies to Drive Program Evaluation

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Gerontology programs that have not yet pursued accreditation through the [Accreditation for Gerontology Education Council \(AGEC\)](#) still find themselves in a position to assess their program-based outcomes in some manner. Such programs can develop internal evaluation standards to hold themselves accountable for demonstrating the extent to which students are learning necessary content. Given the importance of gauging the success of our efforts, the Master of Science in Gerontology program at the University of Indianapolis, along with other programs within the recently-formed Department of Interprofessional Health and Aging Studies, has begun taking meaningful steps toward the creation of such standards. As a gerontology program,

we are fortunate to have a set of guiding principles in the [AGHE Gerontology Competencies](#) to help navigate our decision-making and, ultimately, arrive at a set of data-driven evaluation standards that both fit our unique program and uphold AGHE expectations. Additionally, it is our hope that developing these standards will help us to refine our website messaging and marketing materials to promote our program.

To conceptualize our overarching purpose, we are currently working to establish a clear relationship between our evaluation components in which we progress logically from our program mission --> learning outcomes --> SMART goals. Accordingly, we began by examining our previously established program mission, which prioritizes, "Preparation of future leaders who are able to apply knowledge and skills about best practices regarding enhanced quality of life for older adults and their families. Graduates will possess basic theoretical knowledge and practical skills necessary to advance a vision of aging that is positive and holistic." Based on this mission, we are now in the process of establishing a fresh set of 4-6 program learning outcomes that represent knowledge and/or skills we expect all students to demonstrate by the time they graduate from our Master's program.

To develop this list, we are looking directly to the AGHE Competencies. Thus, our fundamental task is to select a balanced combination of those Competencies that are best suited to serve as learning outcomes for our program. Some key considerations during this process include: prioritizing the domains, within Competency Categories I-III, to arrive at the most balanced set for our program (e.g. social aspects of aging, research and critical thinking, interdisciplinary and community collaboration, etc.); deciding how we should articulate these Competencies as learning outcomes (i.e. to what extent we should adjust the original language for our purposes); and making sure that we identify a source of measurable data to demonstrate the fulfillment of these outcomes.

After we solidify the list of learning outcomes, we plan to use the AGHE Competencies [mapping tool](#) as one source of guidance to create SMART goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) to clearly demonstrate how our program will achieve each of the outcomes. Our faculty previously used the mapping tool to identify the places in our MS program curriculum in which we address each AGHE Competency; we will now be able to use this information to develop SMART goals that demonstrate the role our courses play in fulfilling our program's learning outcomes. For example a possible SMART goal, related to AGHE Competency II.4 might be, "By the end of Lesson 8 in the GERO 596 Capstone Seminar, at least 80% of students will achieve an overall score of 'good' or 'excellent' (27-30 points) on their Interdisciplinary Resources and Community Collaboration project." As we craft additional SMART goals, we may look to other data sources such as student evaluations,

alumni surveys, and graduate exit surveys to provide evidence of success in areas other than our curriculum.

As noted, our program faculty are just now beginning conversations related to the development of program learning outcomes and are grateful to have the AGHE Competencies as a valuable tool to guide these discussions. We are confident the Competencies will serve us well as we solidify our comprehensive program evaluation standards and identify the body of evidence that will demonstrate our program's success. We plan to report out to the AGHE community once again when we've completed our work on this project, and will highlight our challenges and successes throughout the process. Stay tuned!

AGE-FRIENDLY UNIVERSITIES (AFU): PRINCIPLES, PRACTICES, AND OPPORTUNITIES

AGHE | ACADEMY FOR GERONTOLOGY
IN HIGHER EDUCATION

THE GERONTOLOGICAL
SOCIETY OF AMERICA
1220 L STREET, NW, SUITE 901, WASHINGTON, DC 20005



Special Issue of the *Journal of Gerontology and Geriatrics Education*

The [*Journal of Gerontology and Geriatrics Education*](#) is pleased to announce the publication of its special issue on "Age-Friendly Universities (AFU): Principles, Practices, and Opportunities." The special issue profiles a diverse range of institutions who have joined the AFU network of institutions endorsing the AFU principles.

The AFU initiative reflects the work of an international, interdisciplinary team of educators, researchers, and policy makers convened by Dublin City University (Ireland) who identified 10 principles institutions can use to evaluate and develop age-friendly programs and policies. The AFU principles reflect six pillars of institutional activity: teaching and learning, research and innovation, lifelong learning, intergenerational learning, encore careers and enterprise, and civic engagement.

The AFU principles advocate that older adults have access to educational, career, cultural, and wellness activities at institutions, and that institutions extend aging education to younger students and promote age-integration by bringing younger and older learners together in educational exchange. Age-friendly institutions support aging research by developing agendas informed by older adults' diverse needs, and look to develop

partnerships beyond their campuses with the local aging community.

To date, over 46 institutions representing North America, Europe, and South East Asia have become partners in the AFU global network.

Authors describe how their institutions launched their AFU efforts and discuss how the AFU concept has inspired new opportunities. Recognizing that the AFU movement is in its early stages of development with inevitable challenges, authors share information about difficulties encountered and insights gained to address them.

Community College Corner

Preparing Students for the 21st Century Workforce

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National and local demographics indicate an increased need for professionals to work with the aging population. The current environment and rapid increase in numbers are placing a great demand on gerontology programs. Therefore, more qualified professionals in this field need to be trained by academic institutions, and community colleges are at the forefront. The development of new curricular models is imperative for the integration of this discipline into the workforce and more areas of study.

The East Los Angeles College Family Consumer Studies discipline has taken this task very seriously. During the last three years they have partnered with the Health, Theater and Psychology disciplines to better serve students entering the workforce. In spring 2019 the department started offering many of the Family & Consumer Studies classes in the same classroom, allowing students to have regular access to demonstrations, resources, discipline-specific magazines, and journals. The next steps are to strengthen relationships in the community with nonprofits, government organizations, and private business, among others, to create opportunities in the field and develop curriculum for a fieldwork course.

The plan is to develop an 18-hour entry-level course as well as a more rigorous 54-hour course. Ultimately the fieldwork courses are going to be part of two different programs. The entry-level course is going to be included in the Gerontology Certificate of Achievement and the advanced course is going to be added to a Human Services transfer program. The entry-level course is

mainly exploratory, and the curriculum will include an assessment of students' personal skills and interests as they relate to working with older adults; collect information about a variety of career options in the gerontology field; and evaluate career choices based on community visits and/or guest speakers while incorporating a service-learning component. The advanced course would empower students to identify the major components of the human services field as it relates to older adults to identify their needs, interests, resources, values, and opportunities for the diverse population that they would be serving. The advanced class is going to be articulated to transfer to other institutions in order to meet the needs of students that would like to advance their educational goals.

The discipline has also grown its advisory board and is currently comprised of over 30 members. The advisory board will provide ongoing support to facilitate the best possible experiences for the students to become quality practitioners in the many areas related to gerontology. These areas are research, education, memory care, direct care, and recreation, among others. After the completion of the experience, students will be more knowledgeable and comfortable in the field. In addition, they will develop desirable work habits, attitudes, and will have become more aware of the different careers related to the gerontology field. By developing entry-level and advanced fieldwork experiences, along with the continuous guidance of faculty, this program will provide students the skills and confidence they need to be successful in the 21st Century workforce.

The *AGHExchange* is published by the Academy for Gerontology in Higher Education (AGHE) four times per year - spring, summer, fall, and winter. AGHE member institutions or other interested institutions or individuals are invited to submit information for publication to the Editor, Lisa Borrero, Ph.D., University of Indianapolis, 1400 E. Hanna Avenue, Indianapolis, IN 46227.
Telephone: (317) 791-5944.

Email: borrerol@uindy.edu. Copy must be received by the editor no later than March 1, June 1, September 1, and December 1. *Email submissions are preferred.*

AGHE is an organization of academic institutions and affiliates involved in education, training, research, and service related to gerontology. Requests for publications, address changes, and to be added to the mailing list should be sent to the AGHE office at aghe@aghe.org.

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