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Board of Directors Meets

The GSA Board of Directors met April 4 via Zoom, led by Chair Peter Lichtenberg, PhD, ABPP, FGSA. CEO James Appleby, BSPHarm, MPH, provided an update on Society activities, including the outcome of outreach by him and GSA President James Nelson, PhD, FGSA, to Florida universities; GSA publishing changes; implementation of a new GSA website and learning management system; and the status of the White House Office of Science and Technology policy guidance to make federally funded research freely available. The Finance Committee report from CFO Jim Evans included preliminary prior year-end financial statements. Nelson gave an update on Society DEIA initiatives, and the board received a briefing on 2022 membership from Director of Member Engagement Gena Schoen. The board also approved an enhanced Annual Scientific Meeting site selection policy.

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Internship Program Bringing Three Students to DC

GSA is welcoming three new participants in its policy internship program this summer. Established in 2019, this professional development opportunity for emerging scholars in aging is now named in memory of two policy experts with a long history of service to GSA — Greg O’Neill, PhD, a long-time GSA staff member who passed away in September 2018, and Kathryn Hyer, MPP, PhD, FGSA, FAGHE, a past GSA board chair and University of South Florida professor who passed away in January 2021.

The internship program is managed by GSA Vice President for Policy and Professional



Brekke



Mu



Thompson

Affairs Patricia M. D’Antonio, BSPHarm, MS, MBA, BCGP.

“It is immensely gratifying to see how this program continues to grow with our newest colleagues who demonstrate the passion and potential to carry on the legacy of Drs. Hyer and O’Neill. Our three interns join our seven

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Pay it forward. Give the gift of GSA membership.

Do you remember how you first learned about GSA? Chances are you heard about us from an advisor or colleague. That referral led to your membership in GSA and likely connected you with leading scholars in the field of aging who inspired, supported, and mentored you on your professional journey.

Now is your chance to give back. Support the next generation and give back to the community that fostered your development and growth. Give the [gift of GSA membership](#) to a colleague, student, or graduate.

U.S. Must Support Productivity in Later Life, Member Tells Senate

Speaking at an April 20 hearing of the U.S. Senate Special Committee on Aging, New York University Professor Ernest Gonzales, PhD, MSSW, told lawmakers about the economic potential of older workers and called for the passage of legislation to address age discrimination.

Senators convened the hearing, titled “[Beyond the 9 to 5: Dismantling Barriers and Building Economic Resilience for Older Workers](#),” to examine the experience of the aging workforce, including older adults’ economic security and employment opportunities. It highlighted key barriers to older Americans’ participation in the workforce, as well as proposals to better support these workers.

Gonzales, the James Weldon Johnson Professor of Social Work and director of The Center for Health and Aging Innovation at New



Gonzales (left) shakes hands with the committee’s chair, Senator Bob Casey of Pennsylvania.

York University, was called upon to highlight productive aging.

“The concept of productive aging really puts forward the fundamental view that we have to build the capacity of older adults to be better utilized in activities that make economic contributions to society — work, volunteering, caregiving, and education,” Gonzales said [in his testimony](#).

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Celebrating GSA Founders Day by Supporting the Next Generation of Scholars

By James Appleby, BSPHarm, MPH • jappleby@geron.org

For many GSA members, the month of May features celebratory moments as colleges and universities conduct commencement exercises marking a milestone in the lives of new graduates. GSA members can also celebrate a specific milestone in the field of gerontology in May — the founding of your professional membership society on May 18, 1945!

Building on momentum created by a series of conferences sponsored by the Josiah Macy, Jr. Foundation over the preceding eight years, five pioneers in the field took the bold step of establishing the Gerontological Society and launching the field as a legitimate area of research in 1945.

Since this modest beginning, GSA and the field of gerontology have changed a lot!

GSA now includes 5,400 multidisciplinary members advancing research across all facets of aging; the Society provides programs and services that help new and emerging scholars in advancing in their careers as well as six peer-reviewed journals to disseminate research findings; and GSA plays a major role in advancing practice change and policy development that improve the lives of older adults.

The field of aging research has been transformed through the development of new research methods and technology, collaborations with other fields of study, and growth in philanthropic and federal funding support of the field.

As we celebrate GSA's Founders Day on May 18, I believe the five pioneers who established the Society would be gratified to see how the field of gerontology has grown and the

role GSA has played in its success. Their investment of time, energy and resources made this possible. Their vision was a gift to the field from which we have all benefited.

What hasn't changed since GSA's founding is the need for members to invest time, energy, and resources to continue advancing the field. In April, GSA celebrated the many hundreds of GSA members who volunteer their time and energy on Society activities. Likewise, the need to foster the further development of the field **by investing in the next generation of researchers** continues.

The most common challenge cited by GSA member emerging scholars today is inadequate funding to get to conferences, such as GSA's Annual Scientific Meeting, to present their findings, network with other researchers, and build new collaborations. As GSA celebrates its Founders Day this month, I have a simple "ask" of all GSA members. If your career has benefited from those who came before you — professors, mentors, colleagues — please "pay it forward" as the founders did by supporting the next generation of scholars in attending the GSA Annual Scientific Meeting.

Please support the next generation of researchers by [donating to one of GSA's six Emerging Scholars Funds](#) (each Section has a dedicated fund for this purpose) which is dedicated solely to emerging scholar travel grants. As you do, recall that first GSA Annual Scientific Meeting you attended and how it changed your career. You'll be taking on the role of "founder" for the career of a new scholar.

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In Memoriam

George Raymond Shannon, PhD, MS, passed away March 1 at age 84. He was an instructional associate professor and holder of the Kevin Xu Chair in Gerontology at the University of Southern California Leonard Davis School of Gerontology

He became a gerontology educator and researcher at the age of 64 after a decades-long career as an actor. From the 1970s into the early 1990s, he appeared in soap operas including “Generations,” “Search for Tomorrow,” “General Hospital,” “The Young and the Restless,” and “How to Survive a Marriage.” He also did voice-over work for automakers such as Cadillac and Isuzu.

As a gerontology instructor, he taught various courses ranging from sociology and aging to classes on social policy, economics and the moral dilemmas of caring for aging adults in society. He was named director of the Rongxiang Xu Regenerative Life Science Laboratory in 2016. He also led the intergenerational exchange project, Dor Vador, which shares the stories of Holocaust survivors with children. Funded by the Jewish Community Foundation, young people watched films of survivor stories, which they turned into art and then shared with the older adults they had seen on screen.

In recent years, he also had the chance to combine his performing and gerontology passions. Shannon consulted on a Norman Lear TV pilot set at a Palm Springs retirement community — Lear had wanted to make sure writers were accurate in their portrayal of a woman in the late stages of Alzheimer’s disease. He also served as the host of the Leonard Davis School’s podcast, Lessons in Lifespan Health.

Members in the News

- Valter Longo, PhD, FGSA, was quoted in a March 6 Yahoo News article titled “[What is the ‘Dry Fasting’ Trend and Is It Safe?](#)”
- On March 26, Stephen Golant, PhD, FGSA, and Dawn Carr, PhD, FGSA, were quoted in a CNBC article titled “[The 10 cheapest U.S. states to retire in—Florida barely makes the list.](#)”

Colleague Connection

This month’s \$25 amazon.com gift certificate winner:

Faika Zanjani, PhD, FGSA

The recipient, who became eligible after referring new member [Cathleen Hawks](#) was randomly selected using randomizer.org. For more details on the Colleague Connection promotion visit www.geron.org/connection.

Member Spotlight

GSA’s website features monthly Q&A sessions with distinguished members. The current spotlight shines on:

[Katherine Carroll Britt, PhD, MSN-IQS, RN](#)

Demiris Tapped for Penn Nursing Dean’s Position

George Demiris, PhD, FACMI, FGSA, has been appointed as the University of Pennsylvania School of Nursing’s next associate dean for research and innovation. This appointment will begin on June 1. He currently serves at the Mary Alice Bennett University Professor and Penn Integrates Knowledge University Professor.

He holds a secondary appointment in the Informatics Division of the Department of Biostatistics, Epidemiology, and Informatics at the Perelman School of Medicine. He is a member of the National Academy of Medicine, and a fellow of the GSA, the American College of Medical Informatics, and the International Academy of Health Sciences Informatics. He is the editor-in-chief of *Informatics for Health and Social Care* and a senior fellow of the Leonard Davis Institute for Health Economics. He directs the Penn Artificial Intelligence and Technology Collaboratory for Healthy Aging and co-directs the Penn Community Collaboratory for Co-Creation.

Demiris’ research is at the forefront of the intersection of informatics and nursing science, and his work has introduced new and innovative approaches to long-standing problems in gerontology. He has sought a patient- and family-centered approach to designing and evaluating health information systems for older adults.

Ahn To Assume Nursing Dean’s Post at University of Arizona

Hyochol “Brian” Ahn, PhD, MSN, MS-CTS, MS-ECE, APRN, ANP-BC, FAAN, has been named dean of the University of Arizona College of Nursing. The appointment begins May 22.

He has been serving as a professor and associate dean for research at the Florida State University (FSU) College of Nursing and founding director of the FSU Brain Science and Symptom Management Center. Through his work, Ahn has delivered more than 70 peer-reviewed publications and more than 80 presentations related to areas including biobehavioral neuroscience, health equity and population health and wellness.

Before joining the FSU College of Nursing, Ahn was assistant dean for research at the University of Texas Health Science Center School of Nursing and the Isla Carroll Turner Endowed Chair in Gerontological Nursing at UTHealth School of Nursing.

Gendron Earns ASA Award for Work to Counter Ageism

The American Society on Aging (ASA) has named Tracey Gendron, PhD, as the recipient of its Ageism and Culture Award for Success in Diminishing Ageism. This distinction seeks to recognize and honor an individual or organization that has made a significant contribution to combatting ageism and has demonstrated a commitment to ending ageism and making society more inclusive.

Gendron serves as chair for the Virginia Commonwealth University Department of Gerontology, as director for the Virginia Center on Aging, and is the author of the book “Ageism Unmasked: Exploring Age Bias and How to End It.” She has dedicated her career to changing the landscape to develop an age-inclusive climate that facilitates growth and engagement in elderhood. Her personal and professional goal is to raise awareness of elderhood as the solution to the deeply embedded ageism pervasive within all cultures, settings, and individuals.

Building Bridges Between Research, Policy, and Practice

This month's column features a special guest: Mary Lou Ciolfi, JD, MS, who is a GSA member with one foot planted firmly in academia, including research and teaching, and the other in practice. From this solid footing, she has branched out into policy analysis on the local, state, and federal levels.

I know of Mary Lou as a colleague supporting GSA's National Center to Reframe Aging. Mary Lou is a trained reframing aging facilitator and much sought after in New England as a speaker on reframing aging, ageism in health care, and the cultural and social underpinnings of ageism. Additionally, Mary Lou and I have been producing user-friendly summaries of recent issues of GSA's *Public Policy & Aging Report (PP&AR)* for use with members of Congress and congressional staff.

The recent *PP&AR* issue, "[Does Gerontology Lag in Speaking Truth in Power?](#)" was somewhat introspective and less relevant to our Capitol Hill colleagues looking for policy recommendations, but I wanted to highlight it for our members and explore some of its concepts in my column. So, I decided to interview Mary Lou, and I'm quite glad that I did.

Let me say a bit more about Mary Lou because her background brings much to her understanding of the research/practice/policy framework. She started her professional career as a lawyer, practicing in Maine for nearly two decades. She then went to graduate school to obtain a master's degree in health policy. She ran an assisted living community for 10 years before leaving the position to work at The Muskie School of Public Service at the University of Southern Maine. She teaches Public Health Policy and Public Health Law at the University of New England. She is also involved with various research projects at the University of Maine Center on Aging under the leadership of Lenard Kaye, DSW, PhD, FGSA. Because of her experiences, she brings a unique perspective to the table.

Brian Lindberg: As you know, we love to highlight the many GSA members who have testified before Congress. Given this positive experience and the respect that our peers have from federal policymakers, what do we need to do to ensure that our work and that of younger GSA members remains relevant at the intersection of research, practice, and policy?

Mary Lou Ciolfi: The more that researchers understand what drives policymakers (because it isn't always the evidence), the better they can deliver the "translation" of their research into a form that is most useful and accessible to policymakers. The same holds true for practitioners: the more researchers understand the daily life of service providers, the easier it is to craft research questions — and ultimately research findings — that deliver answers relevant to practice. As a practical matter, achieving these goals requires close partnerships and collaborations among these various groups. This



Ciolfi

Brian: The articles in the recent *PP&AR* "[Does Gerontology Lag in Speaking Truth in Power?](#)" reflect the excellence of several gerontology programs across the country. There are many others making their mark in practice and policy, as well. How do you see institutions like yours and others stepping up to become key players in the practice and policy-making space?

Mary Lou: Regarding the policy-making space, forging and maintaining close and trusted relationships between academia and state government is so vital. The Wilbur article notes that, unfortunately, elections have consequences that can interfere with settled state-academic partnerships and cut off funding for research and analysis that has — or should — stretch over several years. Despite that, however, many of us accept invitations to participate on state-convened task forces, advisory boards, and councils that provide an opportunity to contribute our expertise or our time for important policy activity. This is also a way to build trust and relationships with cabinet members, agency staff, and legislators.

Regarding connection to practice, I would say that trust and relationship-building is also necessary. There is sometimes a hesitation on the part of practitioners to reach out to and engage higher education. It is perhaps up to us to reach out and invite participation in research projects and emphasize the importance of practitioner involvement to make research as relevant as possible. Practitioners in aging services are challenged right now due to national labor shortages and growing service needs. As a result, researchers must find ways to make participation attractive and worthwhile to practitioners. A tall order in the current environment.

Brian: I noted that some of the programs cited in the *PP&AR* have been quite successful in securing funding from various sources. How critical is outside funding to making this happen?

Mary Lou: Outside funding is critical. This is particularly so for professional staff who do not have faculty appointments; most of our research relies on grants and contracts. Only a small percentage of philanthropic dollars goes to aging-related research. Depending on state government priorities, some states do invest in data collection and

data analysis and reporting and will engage higher ed to conduct this work. But, as noted above, these contracts or cooperative agreements may not last through administration changes.

Brian: How can higher education better help practitioners and policy makers?

Mary Lou: Well, what do you mean by “help?” And when you say “higher ed,” do you mean higher ed educators or researchers, or both?

For students, higher ed could offer more opportunities to hear from policymakers. In my experience, there are very few opportunities for students in a variety of disciplines to learn about the policymaking process even though laws and regulations and executive orders influence so much of what we can or can't accomplish in our personal and professional lives. For example, many public health students who are interested in epidemiology don't care to learn about public health law or policy — despite the fact that controlling infectious disease is the responsibility of governments! Higher ed curriculum development could place greater emphasis on policy in most disciplines, and certainly in those that are likely to intersect with government action.

Re: helping practitioners, higher ed has already increased opportunities for service learning and many graduate programs have a field placement requirement, so I'm not sure much more needs to be done there. As I mentioned earlier, I do think more opportunities for practitioners to participate in research would make the research more relevant, though I'm not certain it does much for the practice.

That said, though, researchers often do evaluation work — evaluating programs, interventions, policies — and when that work is done for organizations (e.g., evaluating the effectiveness of an Area Agency on Aging program) it can strengthen relationships between higher ed and practice *and* provide much needed data collection and analysis for the organization. Further, as more and more initiatives (e.g., the National Center to Reframe Aging) work on social change in a complex society, higher ed can integrate the latest concepts and research on measuring and evaluating social change. In other words, higher ed is good at keeping abreast of innovative thinking, approaches, concepts, theories and applying those innovations in ways that advance understanding and benefit society (practitioners, policymakers, the public).

Brian: Did I understand you to say that researchers need help with understanding government, policymaking, and how to make sure that their work is disseminated to the right players?

Mary Lou: I do think that researchers should all have a better understanding of the policy processes and policy process theory. Government activity dictates and drives our behavior (for the most part) and so it behooves us all to fully understand the workings of all branches of government and at all levels (local, state, federal) so we can meaningfully and beneficially influence

policy action. Since I graduated law school almost 40 years ago, I have bemoaned the lack of civics education and now that I know about policy process theories, I think we should be teaching the fundamentals in many (all?) graduate research programs. Nothing much of consequence happens in society - ultimately - without government involvement; shouldn't we know how it all works? Even successful grassroots or other private sector efforts eventually need to be embedded into policy to be sustainable.

Brian: How do we ensure that we interact with the community so that our work reflects real needs?

Mary Lou: Such a great question. When it comes to issues of aging, Brian, we all need to listen to older people better and way more. So many people decry the absence of older people in research, so why aren't we making that a priority? And we need to make it a research priority in the social sciences, not just in the biomedical sciences. There is so much we need to learn about living into very late life — as so many of us who are alive now will. We know very little because there have never been so many of us who have lived this long, and we have not historically done a great job of asking older people about their lived experiences (because we're ageist).

Brian: Well, I am going to leave us with that perfect conclusion — Aging Unbound — our May Older Americans Month theme. Thank you so much, Mary Lou!

Recent GSA Policy Actions

GSA supported the [Disabled Jurors Nondiscrimination Act](#), commending Senator Edward Markey (D-MA) for his commitment to eliminating the discriminatory practices of disqualifying people from a federal jury based solely on their disability status or chronological ageism.

GSA supported the [Senior Hunger Prevention Act](#), applauding Senators Bob Casey (D-PA), Kirsten Gillibrand (D-NY), and John Fetterman (D-PA) for advancing important legislation that will ensure older adults, grandparents and kinship caregivers, and adults with disabilities are able to access the food they need and stretch their budgets.

GSA signed onto a [letter](#) organized by the [Coalition to End Social Isolation and Loneliness](#) in support of the Medicare and Medicaid Dental, Vision, and Hearing Benefit Act of 2023. The legislation, introduced by Senators Bob Casey (D-PA) and Ben Cardin (D-MD) will enable more Medicaid and Medicare beneficiaries to access comprehensive dental, vision, and hearing coverage.

GSA has been recognized as a supporting organization of the [Moving Forward Coalition](#), a collaboration and innovation hub focused on identifying, testing, and ultimately promoting practical initiatives that work to address seven known gaps currently impacting nursing home residents. Several GSA members serve in the leadership of the coalition as part of a group of diverse industry experts.

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This workshop fellowship program is supported by the National Institute on Aging of the National Institutes of Health under Award Number R13AG072884. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.



Get to Know Your Junior Leaders: Health Sciences Section

We are Kyle Moored and Katherine (Kat) Carroll Britt, and we are excited to introduce ourselves as the Health Sciences (HS) Section Junior Leaders for 2023! We would like to share a little about ourselves, our role as junior leaders, and our plans to serve ESPO members this year.

As ESPO junior leaders, we represent early-career scholars and professionals during monthly HS Section meetings. This is an excellent opportunity to advocate for our needs and collaborate with HS Executive Committee leaders. A previous survey of HS ESPO members reported scholars wanted more opportunities for networking, collaborating, and learning (e.g., webinars, workshops) and increased awareness of available GSA opportunities. We continue to use this valuable feedback this year to generate GSA opportunities for ESPO members.

First, we are planning to host an HS “Sneak Peek” webinar in the fall to highlight HS-sponsored symposia and networking events at the Annual Scientific Meeting (November 8 to 12 in Tampa, Florida). This session will also include tips for what to expect at the in-person conference and a Q&A session. This will be a great event to attend if you are newer to GSA or would like to learn more about HS-sponsored opportunities at the Annual Scientific Meeting.

We are also working in partnership with the new HS Mentorship Workgroup to plan additional ESPO-related opportunities throughout the year. One potential event would be a career panel webinar including individuals from a variety of academic, government, and industry positions. Panelists would describe their career paths and highlight relevant skills for those considering similar professions. Stay tuned to GSA Connect and the GSA website for additional information. We hope these webinars will be of interest and useful for our ESPO members!

Finally, we would like to share the symposium that has been submitted for ESPO and the HS Section at the Annual Scientific Meeting. This session is always a highlight of the program, showcasing the work of early career researchers in health sciences and aging. This year we plan to focus on social connections and environments to improve health in later life.

Our submitted symposium, “ESPO and Health Sciences Section Symposium: Building Bridges: Leveraging Social Connections and Environments to Improve Health in Later Life,” includes the presentations “Daily Support Exchanges with Friends and Psychological Well-being in Late Life” by Yee To Ng, PhD, from the University of Michigan, “Role Captivity, Daily Social Isolation, and the Mental Health of Dementia Caregivers” by Frank Puga, PhD, from The University of Alabama at Birmingham, and two presentations from us: “Associations between Neighborhood Social Destinations and GPS-derived Community Mobility of Older Adults” (Kyle) and the “Association of Religious Attendance and C-Reactive Protein

in Middle to Older Adults in the U.S.” (Kat). We hope you will attend and look forward to seeing you all in November!



Kyle Moored: I am an assistant scientist and faculty for the Department of Mental Health at Johns Hopkins Bloomberg School of Public Health (JHSPH), and was previously a postdoctoral fellow in epidemiology with the Center on Aging and Population Health at the University of Pittsburgh. I received my doctoral training in cognitive aging and psychiatric epidemiology

in the Department of Mental Health at JHSPH. My research examines physical, cognitive, and social activity as modifiable risk factors for disability and cognitive impairments in later life. My ongoing work also focuses on measurement of out-of-home activity using wearable technology (e.g., GPS). I have been a member of GSA since 2018 and this is my second year as an ESPO junior leader for the Health Sciences Section. I always enjoy how the Health Sciences Section lends itself to interdisciplinary science, bringing together professionals with broad expertise and experience. I am excited to work with Kat in this role and advocate for the needs of ESPO members in our section.



Kat Britt: I am a T32 postdoctoral fellow in biobehavioral health at the NewCourtland Center for Health and Transitions at the University of Pennsylvania School of Nursing. I received my doctoral training in nursing at The University of Texas at Austin School of Nursing, where I now also serve as the assistant director of the new Luci Baines

Johnson and Ian J. Turpin Center for Gerontological Nursing. I am an associate fellow at the Leonard Davis Institute of Health Economics, a Jonas Psychology/Mental Health Scholar 2021-2023, and the co-leader of the Religion, Spirituality, and Aging Interest group for GSA. I study factors of resilience (i.e., spirituality, religion) in neurocognitive health of older adults with mild cognitive impairment and dementia to slow decline and dementia progression. I joined GSA as a PhD student in 2019 and found it to be a wonderful resource for networking with interdisciplinary experts and advancing my scholarship in aging. This is my first year working with Kyle and the HS leaders and I am excited about supporting other scholars in this role.

funding opportunities

NIH To Offer DEIA Funding Competition for Institutions

On April 4, the National Institutes of Health (NIH) announced the [Institutional Excellence in DEIA in Biomedical and Behavioral Research Prize Competition](#), which aims to recognize and reward effective strategies for enhancing diversity, equity, inclusion, and accessibility (DEIA) in research environments across the U.S. NIH will award up to 10 prizes of \$100,000 each through the competition. Up to half of the prizes will be set aside for consideration for [limited-resourced institutions](#). To participate, registration is required by September 12. [Visit the prize competition website](#) for information about eligibility, participation, and submission requirements. Prospective applicants are strongly encouraged to attend an informational [webinar](#) for the prize competition on May 17 at 1 p.m. ET.

ARPA-H Issues Open BAA, Pursuing High-Impact Research Proposals

The U.S. Advanced Research Projects Agency for Health (ARPA-H) has opened its first agency-wide [open broad agency announcement](#) (BAA), seeking funding proposals for research aiming to improve health outcomes across patient populations, communities, diseases, and health conditions. The announcement calls for proposals to outline breakthrough research and technological advancements.

Proposals should investigate unconventional approaches, and challenge accepted assumptions to enable leaps forward in science, technology, systems, or related capabilities. ARPA-H also encourages concepts to advance the objectives of President Joe Biden's Cancer Moonshot, as well as more disease-agnostic approaches.

The proposal deadline is March 14, 2024.

Kirschstein Awards to Promote Diversity in Health-Related Research

The [Ruth L. Kirschstein National Research Service Award \(NRSA\) Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research award](#), issued by the National Institutes of Health (NIH), is designed to enhance the diversity of the health-related research workforce by supporting the research training

of predoctoral students from diverse backgrounds including those from groups that are underrepresented in the biomedical, behavioral, or clinical research workforce.

Through this award program, promising predoctoral students will obtain individualized, mentored research training from outstanding faculty sponsors while conducting well-defined research projects in scientific health-related fields relevant to the missions of the participating NIH institutes and centers. The proposed mentored research training is expected to clearly enhance the individual's potential to develop into a productive, independent research scientist. This funding opportunity announcement does not allow candidates to propose to lead an independent clinical trial, a clinical trial feasibility study, or an ancillary clinical trial, but does allow candidates to propose research experience in a clinical trial led by a sponsor or co-sponsor. Standard application due dates apply, with the next available due date being May 25.

Two NIH Katz Awards Offered for Those with a Change in Research Direction

The National Institutes of Health (NIH) has posted two opportunities for the Stephen I. Katz Early Stage Investigator Research Project Grant, which supports an innovative project that represents a change in research direction for an early stage investigator and for which no preliminary data exist.

Applications submitted to this funding opportunity announcement must not include preliminary data. Applications must include a separate attachment describing the change in research direction. The proposed project must be related to the programmatic interests of one or more of the participating NIH institutes and centers based on their scientific missions.

1. [Stephen I. Katz Early Stage Investigator Research Project Grant \(R01 Clinical Trial Not Allowed\)](#)
2. [Stephen I. Katz Early Stage Investigator Research Project Grant \(R01 Basic Experimental Studies with Humans Required\)](#)

The next available application due date is May 26; the next deadline will be September 26.

Continued from page 1 - Internship Program Bringing Three Students to DC

alumni to make a meaningful difference in the advancement of aging policy and research," said D'Antonio, who also acknowledged the many donors who contributed to GSA in support of the internship program.

This summer, GSA will welcome:

- Bailee Brekke, from Miami University, who is a first-year master's student in the Master of Gerontological Studies program.
- Alisha R. Thompson, from Louisiana State University, who is in the dissertation proposal phase of seeking a PhD in social work.
- Christina Mu, from the University of South Florida School of Aging Studies, who is in the dissertation phase of seeking a doctorate in aging studies.

Each intern will spend eight weeks in Washington, DC, this summer and be immersed in aging-related policy development and participate in this process at the national level.

Internship duties and opportunities will include attending congressional hearings; researching and analyzing issues that impact older people; meeting with federal regulatory agencies and national coalitions; monitoring legislation and regulations; contributing to GSA's *Public Policy & Aging Report*; developing policy sessions for the GSA Annual Scientific Meeting; drafting communications related to these issues impacting older people; and attending networking events with GSA staff.

But What Do You Need? Organizing Your Thoughts on Teaching

*By M. Aaron Guest, PhD, MPH, MSW, Assistant Professor of Aging, Arizona State University
Chair, AGHE Communications Group*

The months of April and May always often bring about a slew of my least and most favorite events of the year: Retirement celebrations. My least favorite because, at this stage of my career, it often means saying goodbye to colleagues who have greatly influenced my development — but also my favorite because it is one of the few times we celebrate our colleagues' accomplishments truly. Much has been written about faculty retirement — including an excellent piece by our own [Past President David Ekerdt](#) — and I don't plan on repeating that here. Plus, I get a little dizzy if I overthink how many years are in front of me until my own.

Why is this relevant to education?

Well, at a recent colleague celebration — as we called it — when asked about what advice he would give to those just starting their time mentoring and teaching students, he shared that one of his best pieces of advice was to keep an “Oops Document.” Here, he would document course concepts, slides, test questions — you name it — that just, as he put it, “went wrong.” It could be that there was not enough introductory material before a concept was introduced. Maybe a poorly worded test question. Rather than hide mistakes away, or delete them, he would document them as a reminder of what not to do — and to challenge him to think critically about how he structures his classes and assignments.

This got me thinking, what other documents or collections do people use in their professional development? What could we share as faculty and educators to improve our pedagogy? After talking to mentors, colleagues, other GSA members, and those I found in the faculty breakroom, the following six seem to have risen. Hopefully, these will be useful in your work.

Teaching Philosophy

While you may have developed one for a job application or promotion, a teaching philosophy should be a living document. Beyond describing your experiences, the teaching philosophy should convey your attitudes, approaches, and beliefs about how to be an effective instructor. You can revisit it to recharge and help guide course decisions.

To Change/Improve Document

We all aim to ensure our classes are the most relevant and up-to-date each semester. Even so, there are always minor changes you

may want to make, readings to adjust, or slides to update. Using a “To Improve” document will help you record these items. As the semester progresses, you document things you want to change and then work to prioritize and revise as time allows.

Oops Document

See above — a place to document those things that may not work as well as you'd desire. Rather than hide them away, record them. Learn from errors and write why they did not work.

Resource List

If you are like me, you often have dozens of tabs open on your computer, supported by even more sticky notes. Rather than finding that perfect example each semester, document material you believe could be helpful in your courses or just background information you may wish to share. Organize by class.

Student Expectations Document

Something I have employed in my courses: a student expectations document — generally one page and bulleted — lays out your expectations for students in the class. It may include the time they will put into the course, how they should contact you, etc. I use one share, the Reframe Aging guidelines (e.g., please do not refer to individuals as elderly), assignment/paper expectations (use headers), and late assignment policy. While some of this may be in the syllabus, I find students enjoy having it on a one-pager, and it saves me time when referring to specific instructions.

Student Feedback

I will not repeat the challenges of student evaluations here — far too many to list. However, several people shared that they take the qualitative comments — good and bad — each semester and put them into one continuous document. Here, they can quickly review those things that are working and those that are maybe not.

What About You?

Hopefully, you can find something helpful in this list. I adopted the “To Change” document this past semester and feel more confident managing my time in course revisions. I also know that this list is imperfect. Are there tools and resources you find helpful in your teaching? What are we forgetting? Let me know (aaron.guest@asu.edu).

Continued from page 1 - U.S. Must Support Productivity in Later Life, Member Tells Senate

“Yet cultural norms and social structures limit older adult's full participation in these important productive roles. Ageism is expensive. It costs the U.S. \$850 billion in GDP each year due to the untapped resources of producing goods and services by older workers.”

Gonzales called on Senators to pass the [Protecting Older Workers Against Discrimination Act](#), a measure that GSA also

supports. The act would reinstate well-established legal standards on workplace discrimination.

“Under optimal conditions, employment and civic engagement is associated with fewer depressive symptoms, lower risk of mortality and hypertension, improved cognitive functioning, and increased economic security,” Gonzales said.

[The Gerontologist Publishes Issue Devoted to Implementation Science](#)

A new special issue of *The Gerontologist*, "[Implementation Science in Gerontology](#)," addresses the role of implementation science in aging research, education, and practice, including challenges and considerations for practitioners and researchers, innovative methods, and opportunities for training and education. The collection of 18 articles illustrates how gerontologists use implementation science to plan, evaluate, tailor, scale up, and sustain interventions. Numerous theories and frameworks informed the studies; readers will find resources to adopt an implementation science framework that advances the field of implementation science and gerontology.

Implementation science, defined by the National Institutes of Health as "the scientific study of the use of strategies to adopt and integrate evidence-based health interventions into routine practice," continues to grow within research, education, and practice-based settings.

[Series A Welcomes Papers on Complex Systems Dynamics](#)

The Journals of Gerontology, Series A: Biological Sciences and Medical Sciences has issued a call for papers for a forthcoming special issue titled "[Complex Systems Dynamics and the Aging Process](#)."

As stated in the call: "For decades, most research on the biology of aging has focused on a detailed mechanistic understanding of the genes, pathways, molecules, and cells that change as we age and that may accelerate or decelerate aging processes. While this has yielded incredible insights, it has failed to produce a thorough mechanistic understanding of how these components of biological systems interact in time and space and change with aging and disease. As a result, research in the field is increasingly exploring how multiple mechanisms interact across different spatial and temporal scales to promote adaptation and resilience. Multiscale networks that exhibit dynamic behaviors characteristic of chaos are canonical features of complex systems, a field that has produced meaningful insights in many fields, including physics, ecology, economics, and even traffic systems engineering. Complex systems approaches represent a shift away from previous reductionist, piece-by-piece investigations of biological processes and may provide tools to better understand mechanisms of aging. There are numerous opportunities to use the extensive complex systems toolboxes that have been developed in other fields, complemented by new methods in bioinformatics and systems biology, to measure, monitor, and ultimately improve the process of aging. There is also interest in the application of complexity science to clinical geriatrics, whether it be in heart rate variability or the emergence of frailty. Together, there is now the possibility to start to regard aging processes at all levels — from molecular to organismal to societal — as products of complex systems dynamics. In this context, we invite articles for this collection that

shed light on how aging relates to these dynamics."

Submissions are due September 1.

[GSA Welcomes Engagement on AAPI Heritage Month Twitter Campaign](#)

In celebration of Asian American and Pacific Islander (AAPI) Heritage Month, GSA will share journal articles to highlight aging and Asian American and Pacific Islander Heritage scholarship from May 1 to 31 via Twitter. Follow [GSA on Twitter](#). We welcome your engagement in this campaign by sharing GSA the journals' scholarship by retweeting and liking GSA's posts and tagging @geronsociety and using #AAPIHeritageMonth in any related articles you post.

[Institutional Funding Available for Open Access Publishing](#)

Authors interested in publishing in the GSA journals may be able to publish their paper Open Access using funds available through their institution's agreement with Oxford University Press (OUP). OUP has read and publish agreements with institutions and consortia that provide funding for Open Access publication. This means authors from participating institutions can publish Open Access, and the institution will pay the charge. To learn more if your institution is participating, visit OUP's [Funding for Open Access page](#) online.

[GSA Launches Manuscript Writing and Reviewer Skills Program](#)

GSA is offering a live webinar series with practical advice on manuscript writing and reviewing. Graduate students and emerging professionals as well as experienced scholars who want to hone their writing and reviewing skills and become more involved in the publishing process will benefit from the hands-on practice, discussion of the "human side" of publishing, pointers from authors of manuscripts accepted by journals, and the insiders' view with a panel of editors on what constitutes a good paper. [View archived webinars or register online for the GSA Manuscript Writing and Reviewer Skills Program](#).

[Gerontology & Geriatrics Education Previews New Issue, Welcomes Reviewers](#)

[Volume 44, Number 2](#) of *Gerontology & Geriatrics Education* is now out. Inside you will find:

- An editorial describing the new/revised types of articles the journal is accepting.
- Articles around the topics of dementia education, physician's education, pedagogy innovations, and geriatric assessments.

Anyone interested in becoming a peer reviewer should contact Editor-in-Chief Rona Karasik, PhD, FGSA, FAGHE, at karasik@stcloudstate.edu and/or login to the GSA website's "[Become a GSA Journal Reviewer](#)" page.

new resources

DEC Releases New Resources for Diverse Caregivers

The Diverse Elders Coalition (DEC) has launched [a web page on caregiving](#) that features updated information about the trainings it offers to meet the needs of diverse family caregivers. Recently, the DEC and its member organizations have revamped the “Caring for Those Who Care: Meeting the Needs of Diverse Family Caregivers” training curriculum to ensure their curriculum aligns with the unique cultural and linguistic experiences of diverse family caregivers today.

The curriculum is a resource for health and social service providers and aging professionals to learn about the unique needs of diverse family caregivers. The training curriculum will equip professionals with insights into the lived experiences of African American and Black caregivers; American Indian and Alaska Native caregivers; Chinese American and Korean American caregivers; Hispanic and Latino caregivers; Lesbian, Gay, Bisexual, Queer, Questioning and Transgender (LGBTQ+) caregivers; and Southeast Asian American caregivers.

Updated Decision Tree Serves as Tool for Treatment of Agitation in Alzheimer’s

Agitation in Alzheimer’s disease impacts nearly 80 percent of persons with Alzheimer’s disease and is a cause of significant distress for patients and

family/professional caregivers. GSA’s new [Agitation in Alzheimer’s Disease Decision Tree](#) walks the clinician through a range of non-pharmacologic treatment options and highlights rational use of pharmacotherapies as well as their hazards in this vulnerable population. Informed by an expert panel, GSA developed the decision tree that was [presented as a poster](#) at the GSA Annual Scientific Meeting in November 2022 and recently updated to reflect the final International Psychogeriatric Association consensus clinical and research definition of agitation in cognitive disorders.

National Poll on Healthy Aging Data Available for Download

The [University of Michigan National Poll on Healthy Aging](#) (NPHA) recently published its [seventh wave of data for free public use](#) through the [National Archive of Computerized Data on Aging \(NACDA\)’s Open Aging Repository](#) to help advance research on aging and health. The NPHA is a nationally representative survey of approximately 2,000 U.S. adults age 50 to 80, sponsored by AARP and Michigan Medicine and directed by the [University of Michigan Institute for Healthcare Policy & Innovation](#). Topics included in the newly released data from the June 2020 poll (Wave 7) include: advance care planning, loneliness, hearing, emergency department visits, the built environment, and telehealth. Information on all available waves of NPHA data [can also be found online](#).



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