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Welcome from the *AGHExchange* Editor



Dear Colleagues,

I hope you all have enjoyed a lovely summer and are slowly thinking ahead to the excitement and rush of the fall semester. As the fall arrives and marches on, be sure set aside time to register for November's GSA Annual Meeting in Indianapolis. Please remember that early-bird pricing is in effect until September 1st, so make plans to [register soon](#). For those of you with new research results to report, [late breaking abstracts](#) are due by August 18th, which is right around the corner. Additional details about the meeting, including AGHE-specific events and sessions, will be made available in the next issue of the *AGHExchange* and will also be featured on the [GSA Annual Meeting website](#). In this issue, we offer a GSA/AGHE election update and various announcements, including September's virtual Intergenerational Symposium, a new blog on the Movies About Aging and Elderhood website, and a new children's book about a 102-year-old lobster trapper, among others. We also feature a terrific faculty profile of Mike Faber from Portland Community College.

Please keep in mind that, if you have an article about gerontology education, an announcement, or other related research or program news you would like to share with your AGHE colleagues via this newsletter, please reach out to me (borrerol@uindy.edu) and/or Aaron Guest (Aaron.Guest@asu.edu) with your ideas and any questions you may have.

Best wishes for a great fall semester!

Lisa

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Register for the GSA Annual Meeting!

Registration for the 2022 GSA Annual Scientific Meeting is open. Early-bird registration ends on September 1st, so be sure to [register soon](#)! This year will mark the first time we will have been together in-person since the annual meeting in 2019. Many of us miss seeing our colleagues and are eager to connect face-to-face once again. The theme for this year's meeting is, "Embracing Our Diversity. Enriching Our Discovery. Reimagining Aging". If you have new research to present, consider submitting [a late breaking abstract](#) by the August 18th deadline. We hope to see you all in Indianapolis!

GSA and AGHE Election Update



The GSA membership has elected its new officers to lead GSA and its sections and announced the new lineup. AGHE's own Judy Howe, from Icahn School of Medicine at Mount Sinai, has been elected Vice President of the Board of Directors, and Christine Fruhauf, from Colorado State University, has been named AGHE Vice-Chair Elect. Both will begin their new roles on January 1, 2023, along with the other newly elected officers. To see the full press release with all new officers listed, [please click here](#). Congratulations to all!

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Upcoming Intergenerational Symposium Focuses on “Youngism”

Join us for the 5th Annual Intergenerational Symposium on Thursday, September 29th from 4-5:30pm ET in celebration of Intergenerational Month. Led via Zoom by Michael North, PhD, from NYU Stern School of Business, this year’s symposium is titled, “Youngism: The Content, Causes & Consequences of Prejudice Toward Younger Adults”. Indeed, we all know that ageism in our society limits opportunities for older people. But did you know it exists for younger people as well? Let’s learn together what youngism looks like and how we can work across generations to address it. We won't end ageism for some until we end it for everyone, young and old. To register, [click here](#).

Check Out the Latest Issue of *Advancing Age Inclusivity in Higher Education*

This summer, a brand-new issue of the GSA newsletter, *Advancing Age Inclusivity in Higher Education* was published. This edition focuses on the perspectives of several new AFU partners – with a feature article by Rosemary Wright and Richard D. Muma from Wichita State University, titled, “Mapping the Principles and Finding New Age-Friendly Opportunities at Wichita State University.” In keeping with this focus, other articles cover the work of new AFU partners, University of Maine and University of Colorado Anschutz Medical Campus. Don’t forget to also peruse the “News and Notes” section, where several other AFU partners are featured, as well as the up-to-date resources in the “Resource Center”.

The *Advancing Age Inclusivity in Higher Education* newsletter is a space where educators, administrators, scholars, and community members can share news about how colleges and universities are responding to aging populations and the rise of more age-diverse campuses. Check out [this issue, and explore previous ones](#), on the GSA website via the Age Friendly University (AFU) Global Network page (scroll down to “Newsletter”).

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New Blog Added to *Movies About Aging and Elderhood* Website



Movies About Aging and Elderhood

Terra Nova Films just added a new blog to their offerings on the [Movies About Aging and Elderhood](#) website, an already unique educational resource dedicated to relevant film reviews and discussions of films on aging that broaden the concepts of healthy aging and resilience. The blog, [Replay: Reflections on Movies and Elderhood](#), further and intimately explores the integration of elderhood into our cultural perceptions of aging -- and how those views and attitudes are presented in recent films. With the new blog addition, Movies About Aging and Elderhood is a virtual treasure trove of information and insights on aging and elderhood. The site will inspire viewers and readers to see aging as a natural continuum of life with new realms of possibilities and growth. Subscribe now to stay up to date on thought-provoking blog posts and the latest film reviews.

AGEC Announces Re-Designed Website

The Accreditation for Gerontology Education Council is pleased to announce an entirely re-designed web-experience for those interested in accreditation of gerontological programs. The new website offers an easier-to-use user interface and direct links to important accreditation related documents. You can also sign-up for the AGEC Newsletter and review the list of accredited programs. Visit the new website and learn more about gerontological accreditation here: <https://geroaccred.org/>

Oldest Lobster Trapper in Maine Featured in New Children's Book

This summer, a new book featuring Virginia Oliver, a 102-year-old lobster trapper in Maine, was published by Irish Rover Press. *The Lobster Lady: Maine's 102-year-old Legend*, by Barbara A. Walsh (Author) and Shelby J. Crouse (Illustrator) features Ms. Oliver's inspiring story, which is



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sure to delight readers of all ages. The book's overview, via its listing on [the Barnes and Noble website](#) reads, "An inspiring story about the oldest lobster trapper in Maine, and maybe even the world. Virginia Oliver is 102 and began catching lobsters off Rockland's coast when she was a little girl. People all over the country think Virginia is brave and strong, but Ginny, as her friends call her, knows the secret to staying young is doing what you love. People often ask Ginny when she plans to stop lobstering. She smiles and tells them, 'When I die.'"

Faculty Profile: Mike Faber, MA, Portland Community College



In this issue, we connect with Mike Faber from Portland Community College about his role in their Gerontology Department, his approach to his work, and what motivates him to engage students in this field.

Tell us a little about you and your role at your institution.

I have been a full-time faculty member in the Gerontology Program at Portland Community College (PCC) since moving to Portland in the fall of 2015. In the fall of 2021 I also assumed the role of co-faculty chair of the Gerontology Department. Prior to moving to Portland, I founded and administered, for 17 years, an Older Learner Center, as well as undergraduate Gerontology Certificate program in which I also taught part-time. The transition to PCC required my learning a whole new approach to teaching and learning. The PCC Gerontology Program is taught fully online, and, prior to moving to Portland, I had never taught or even taken an online course. I was surprised how quickly I was able to successfully make this transition. Although I still prefer in-person teaching, I have learned to really appreciate how online learning benefits students through increased access to Gerontology education, and have found that online learning can be student focused, interactive, and of the highest quality.

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What are some key pedagogical considerations you keep in mind when teaching students about aging? How has your approach changed for you over the years?

My key pedagogical consideration in teaching students about aging is the use of an applied gerontological approach. This is one of the reasons why I appreciate teaching in a Community College setting where book knowledge is combined with real life application of what is learned in the classroom through discussions, assignments, and community-based internship opportunities.

In your experience, what are some key barriers and facilitators to reaching students about the importance of aging, dispelling aging myths, and the relevance of these skills in their respective fields?

I believe that societal expectations and misinformation about aging in the form of negative myths, stereotypes, and discrimination are the key barriers to reaching students about the importance of aging. Many Americans possess internalized and institutionalized ageism. Therefore, an important part of my role as an educator in the field of Gerontology is to work to dispel these myths and stereotypes and present aging in a realistic manner.

What motivates you to do this work?

I am motivated by a passion for the subject matter and the desire to instill this same passion in my students. My greatest joy in teaching is when I witness a student find their own passion and direction in the field of Gerontology. This has always been my greatest motivation; to give back to the field of Gerontology that I love so much.

Is there anything unique regarding approaching teaching about aging in your particular environment/university/college or with your students that you could highlight for us? How do you leverage and/or navigate these factors to strengthen your approach?

The Community College setting is unique within the spectrum of higher education. In this setting we focus on workforce development as well as four-year transfer degree education. In this capacity we must straddle both worlds and be able to prepare students for entry or re-entry directly into the workforce, as well as for continued higher education at the next level. This is accomplished through a career pathway model, and lends to the applied learning focus which we

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use in our Gerontology Program. Because Community Colleges were established to address the ever-changing needs of the workforce within the communities that they serve they must be nimble and readily adaptable.

Community Colleges, and especially Gerontology Programs like ours, also have the advantage of a more age-diverse student population. Over fifty percent of the Portland Community College Gerontology Program student population is 40 and older, and forty percent is 50 and older. Our student population is comprised of individuals wishing to re-enter the workforce after many years; those transitioning at mid-life and beyond into a new career path; those having already worked in the aging field for many years but lacking Gerontology education which they now seek; and traditional college students entering directly from high school. I believe that this diversity of life experience makes teaching Gerontology at the Community College level especially interesting, rich, and rewarding.

What advice would you give to a new gerontology educator who is developing their first course about aging?

My advice to a new gerontology educator developing their first aging course is for them to be passionate about what they teach, and to find a way to share their subject matter interests, and enthusiasm with the students that they teach. Passion is contagious and can infect others. Your passion, as an instructor, will help students to become more interested in learning about aging and draw more students into the field of Gerontology.

Anything else you'd like to share?

I believe strongly that Gerontology educators, especially at the Community College level, must serve as both Advocate and Mentor. Let me explain what I mean. We must advocate for our programs, students, and the needs of the aging communities which we serve. It is also up to us to advocate change and help to dispel the many aging stereotypes and myths that impact our institutions, students, and communities. As Gerontology educators it is also our role to mentor our students, serve as role models, instill passion and help them to find their way in this highly diverse field.