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Welcome from the *AGHExchange* Editor



Dear Colleagues,

What a privilege it was to see many of you in Indianapolis just a few short weeks ago during this year's GSA Annual Scientific Meeting. For those of you who were able to travel and attend, I hope you thoroughly enjoyed the meeting – learning new information about how to engage your students, collaborate with your colleagues, and energize your research projects. It was a treat to be part of it – perhaps a little more this time than in previous years!

In this issue of the *AGHExchange*, we offer summaries of some key activities from the GSA Annual Scientific Meeting, a few important announcements, an overview of the TILT teaching approach, and a profile of our colleague, Margaret Manoogian from Western Oregon University. Also, believe it or not, even though we are fresh off the heels of the meeting, it's not too early to make plans for next year's meeting in Tampa! Abstracts will be accepted from February 1 – March 9, 2023.

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 (borrero@uindy.edu) and/or Aaron Guest (Aaron.Guest@asu.edu) with your ideas and any questions you may have.

All the best,

Lisa

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AGHE 11th Annual Teaching Institute: A Focus on Arts and Humanities

The AGHE 11th Annual Teaching Institute Preconference charted new ground this year exploring “Teaching About Aging through the Lens of the Arts and Humanities.” The workshop was designed to share knowledge, expand participants’ repertoire of resources for classes, and to consider how to incorporate the arts and humanities into both new and existing courses. Tina Newsham, from the University of North Carolina Wilmington, came up with this year’s topic and shared, “We want to facilitate faculty members guiding students to think critically about the way cultural representations of aging serve to reinforce and perpetuate ageism or can be used to counter such notions.”

Desmond O’Neill from the Centre for Ageing, Neuroscience and the Humanities, Trinity College Dublin, Ireland, kicked off the Teaching Institute by recognizing the key epistemological value of the humanities and arts in gerontology curricula, its growing presence within GSA, and the need to develop a deeper strategic and engaged presence within GSA and external groupings that have an interest. GSA has been supportive of activities and now has an advisory panel-- “Humanities, Arts and Cultural Gerontology.” A panel of educators with different levels of knowledge and expertise in various humanities-based approaches to understanding aging, shared various teaching, learning, and training strategies successfully used to incorporate the arts and humanities into their professional roles and courses and how to utilize the *AGHE Gerontology Competencies for Undergraduate and Graduate Education*.

Presented strategies were vast and included building intergenerational connections via social history; using storytelling as an age-friendly, dementia-inclusive teaching strategy; evaluating different cultural portrayals of late life romance in film; changing representations of dementia in popular literature; and developing awareness of life course ageism through critical rhetorical analysis of popular media representations. The workshop closed with an open discussion on applying the humanities to gerontology pedagogy and the myriad forms of richness humanities perspectives can provide. A special thanks to everyone who attended this year’s teaching institute and all the presenters for donating their time and expertise--Lisa Borrero, Lauren Bowen, Laura Donorfio, Joann Montepare, Tina Newsham, and Desmond O’Neill.

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Stay tuned to learn what our topic will be for next year's Teaching Institute. To learn more about the teaching institute and how you can attend or become involved, contact laura.donorfio@uconn.edu.

AGHE Advancement Workgroup Puts a Spotlight on Careers in Aging Week

This year the AGHE Advancement Workgroup focused on supporting GSA members related to Careers in Aging. In October, they hosted a panel discussion including representation from GSA member groups focusing on research in aging careers. This winter the Advancement Workgroup plan to host a panel discussion focused on business in aging-related careers, followed by additional quarterly panel discussions addressing different career paths related to aging issues. All panel discussions will be recorded and placed on GSA's Careers in Aging website. In addition, in January 2023 please be aware and look for a call for proposals posted on GSA Connect requesting applications to support your efforts addressing programmatic events during the 2023 Careers in Aging Week – March 26 to April 1. Should you have any questions about the career panels, or the 2023 Careers in Aging Week please email the chair of the AGHE Advancement Workgroup, Christine Fruhauf at Christine.fruhauf@colostate.edu.

Embracing Our Diversity in Gerontology Education: AGHE Presidential Symposium Shines a Light on a Critical Topic

This year's AGHE Presidential Symposium at the annual GSA meeting focused on Embracing Our Diversity in Gerontology Education: Perspectives on Strategies and Learners. Recognizing that our populations are not only becoming older, but also becoming more diverse on several fronts, the symposium called for broader strategies that integrate diversity in the design and delivery of aging education in and beyond the classroom. To begin, Rona Karasik and Kyoko Kishimoto (St. Cloud State University) discussed integrating anti-racist strategies in classroom practices, with attention to the personal challenges educators may face and how they can work to surmount

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them. Next, Brian Carpenter (Washington University in St. Louis) and Flora Ma (Stanford University) mapped out the shrinking geropsychology pipelines, especially for students from racial and ethnic groups, and shared recommendations for expanding these pipelines through our educational efforts. Dana Burr-Bradley (University of Maryland, Baltimore County) brought focus to the need for an international lens that appreciates the global diversity of the aging experience, along with a human rights perspective. Aaron Guest (Arizona State University) explored the ways in which recognizing the needs of LGBTQ+ individuals is an important component of gerontological pedagogical practices. Tamara Baker (University of Kansas) united the messages of the presentations as the discussant, challenging each of us to move the needle forward in how we embrace diversity and approach education. The symposium loudly echoed the words of Nelson Mandela, “Education is the most powerful weapon which you can use to change the world.”

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

Soon after the GSA Annual Scientific Meeting, a brand-new issue of the GSA newsletter, *Advancing Age Inclusivity in Higher Education* was published. This edition brings together the perspectives of champions of age-friendly campus, community, and health system initiatives who share their views on integrating our mutual efforts. To this end the issue offers a feature article by Katarina Friberg Felsted, Jacqueline Eaton, Linda Edelman, and Valerie Greer from the University of Utah, titled, “Enhancing Age-Friendly Initiatives Through the Intersection of University, Community, and Health Systems at the University of Utah.” In keeping with this focus, other articles include a call to action for institutions to “reframe aging” on their campuses and a piece about the age-friendly ecosystem. 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.



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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”).

Reminder: Please Respond to the *Age-Friendly University (AFU) Campus Survey*

The Age-Friendly University (AFU) Interest Group and Age Inclusivity in Higher Education (AIHE) Workgroup would like to hear from AFU partners and interested AGHE colleagues about your needs and happenings. We invite you to complete a brief survey linked below. Your responses will inform our planning around ways to support campus efforts and GSA members and others who are working to advance age inclusivity on their campuses.

Survey link: <https://www.surveymonkey.com/r/J5XMZCX>



Congratulations to This Year’s AGHE Award & Honor Recipients!

Let’s offer one more hearty congratulations to the recipients of this year’s AGHE awards and honors. The recipients were recognized at the Annual AGHE Business Meeting held on Friday, November 4th. Thanks to Dr. Kara Dassel for leading the AGHE Awards Review Panel!

But before we get to that, please know that it’s never too early to think about honoring your colleagues next year. [Award submissions](#) for 2023 will be open from February 1 – March 31, 2023. [GSA/AGHE Fellows applications](#) will be accepted from December 15, 2022 – February 15, 2023.

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2022 AGHE Award and Fellow Recipients

- *Clark Tibbits Award*: Dr. Laura K.M. Donorfio, University of Connecticut
- *Hiram J. Friedsam Mentorship Award*: Dr. Rona J. Karasik, St. Cloud State University
- *Distinguished Faculty Award*: Dr. Christine A Fruhauf, Colorado State University
- *Rising Star Early Career Faculty Award*: Dr. Aaron Guest, Arizona State University
- *Part-Time/Adjunct Faculty Honor*: Mr. Josh Johnson, University of Southern California; Mr. Joseph DeMattos, University of Maryland, Baltimore County
- *Administrative Leadership Honor*: Dr. Marla J. De Jong, University of Utah College of Nursing
- *Student Leadership Award*: Ms. Erta Cenko, University of Florida
- *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, Raquel M. Meyer, Jennifer Reguindin, Shoshana Helfenbaum, Faith Boutcher, Joyce Tsui, Melissa Tafler, Elizabeth Kelson & David Conn for the article, "Toward a learning-to-performance program for interprofessional long-term care teams: Team Essentials to foster engagement, reciprocity, and meaningful, sustained practice change"
- *Graduate Student Paper Award*: Mrs. Renata Komalasari, University of North Texas
- *Mildred M. Seltzer Distinguished Service Honor*: Dr. Margaret A. Perkinson
- *AGHE Book Award for Best Children's Literature on Aging: On the Trapline*, written by David A. Robertson, illustrated by Julie Flett, and published by the Tundra Book Group. Honorable mention goes to *Coffee, Rabbit, Snowdrop, Lost* written by Betina Birkjaer and published by Enchanted Lion Books
- *James McKenney Student Travel Award*:
 - Kallol Kumar Bhattacharyya, University of South Florida
 - Caroline Buse, University of North Carolina at Chapel Hill

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- Moroni Fernandez Cajavilca, University of Utah
 - Giuliana Cassanova, University of Aveiro
 - Janelle E. Fassi, University of Massachusetts Boston
 - Chad Federwitz, Western Colorado Community College/Pitkin County Senior Services
 - Claire Grant, Cleveland State University
 - Elizabeth Handing, Colorado State University
 - Ke Li, University of Pittsburgh
 - Amy Powell-Versteeg, University of Utah
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- *AGHE Fellows*: Dr. Phyllis Greenberg, St. Cloud State University; Dr. Skye Leedah, University of Rhode Island
 - *Program of Merit*: University of North Georgia, Minor in Gerontology Program

New Book by AGHE Colleagues About Internships and Practicums in Aging

A new book written by AGHE colleagues Rona Karasik, Laura Donorfio, and Phyllis Greenberg, titled, *The Gerontology Field Placement: Internships and Practicums in Aging*, [is now available through Springer Publishing](#). Applied experience is the cornerstone of gerontological education at all levels. The *Gerontology Field Placement: Internships and Practicums in Aging* is designed to “prepare current and future practitioners to be skilled, culturally competent, age-savvy professionals ready to begin or advance their careers in aging”. Offering a wide range of professional development activities and reflection exercises, this book guides students, faculty, and community preceptors through the process of finding, starting, and succeeding in gerontology and related field experiences, as well the transition from student to professional. Core themes include working with older adults, recognizing and addressing ageism, cultivating cultural competence, and developing professional reflection and self-care practices. Topics such as inter-professionalism, mental health, ethics, public policy, and workplace structure are also considered. Supplemental materials include sample syllabus, PowerPoint slides, test bank, and a mapping of content and activities to AGHE competencies.

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Faculty Profile: Margaret Manoogian, PhD, Western Oregon University



In this issue, we connect with Margaret Manoogian from Western Oregon University about her role as a gerontology educator, her approach to her work with students, and what motivates her to do this important work in aging.

Tell us a little about your role at your institution.

I came to Western Oregon University in 2011 to help launch our gerontology program. Prior to WOU, I had worked at Ohio University in the Child and Family Studies program for ten years. As I focused on further developing WOU's Gerontology program, I leaned on my colleagues at AGHE and used the Gerontology Competencies as a framework to develop more curriculum. I served as the chair of the program until recently. I also developed and continue to oversee our practicum program.

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 higher education career began in student affairs, specifically in career development. I have a strong background in preparing students for careers from the first step of discovery to securing meaningful employment after graduation. I feel it is critical to help students gain career education with major content, particularly now with high tuition costs and the need for our students to find gainful employment. I integrate strong experiential and high impact learning opportunities in my classroom. In every class I teach, students interact with professionals who serve older adults and their families, interview older adults and family members to understand aging pathways, engage in service-learning, and help organizations that serve older adults in project development.

I also teach from a life course perspective and am committed to helping students understand their own aging pathways in a complex society. I have in recent years created two courses that

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have been added to our curriculum to reflect these issues: 1) The Aging Self: Your Pathway through Adulthood (a lower division, general education, required major course); and 2) Intersectionality: Inequalities and Vulnerabilities in Older Adulthood (an upper division, general education and required major course). These two courses have been quite popular among our undergraduates and have opened their eyes to aging from different perspectives. They often share content with their families from the first course and remark on their shared interview project with adults across adulthood as important to their learning. They learn about health promotion and how current activities and attitudes shape their personal health pathways over time. In the second course, they learn how to advocate for our older adult population more effectively as they understand how multiple identities shape aging experiences. Teaching these two courses has been the highlight of my career path as a social/family gerontologist. I also am deeply committed to community education, so I have created aging forums and workshops for many community groups. My research focuses on intergenerational relationships and transmissions. I like to bring others together for meaningful learning and conversations. What I have noticed lately is that my aging body is making me more aware of what is to come, and I feel authentic in what I am addressing in classes compared to when I was younger! I am now one of the older adult voices that is present in the classroom!

In your experience, what are some key barriers and facilitators to “reaching students” about the importance of aging?

I think it is critical to educate students about ageism and I do this in every class I teach, reflecting the content of the course. For instance, I ask students to informally interview older adults about any experiences they may have faced with ageism after they learn about it and help define it for others. As other examples, I bring in professionals who work with older adults in poverty and older adults who have experienced health disparities in their aging experiences.

What motivates you to do this work?

From a young age, I have always treasured the company of older adults in part because my grandparents on either side of my family did not share a language with me. I desperately wanted to hear their stories. I think this is why I became a qualitative researcher focusing on the

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relationships between older adults and their adult children and grandchildren. I don't think my motivation has changed much. I have been deeply committed to sharing as much as I can about the aging process and to help others learn more about how this has meaning for themselves, their families, and their communities/contexts.

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

Most of our students are first generation, with a high number of Latinx students. I have appreciated the richness of our classroom experience and we have all learned from each other. Because of our predominant high number of first-generation students, I think we have to not only create learning opportunities but help them to develop the social capital they need to graduate and find career opportunities. I am deeply concerned about high student debt and the implications that has for our students' futures and aging experiences. I place great emphasis on advising and helping students graduate in a timely manner with strong applied skills to offer employers.

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

Ground it in good evidence-based information; create opportunities for teaching research skills that help students understand aging (I do a scaffolded project across the term that includes topic focus, annotated bibliographies, interviews, and a final video, presentation, or paper at the end); integrate lots of applied and experiential opportunities; and have fun with it—lots of conversations, small group endeavors, and media integration where appropriate and meaningful. I am so grateful for this career path. As I have helped others to learn more about aging and older adulthood, I have also learned so much about myself in the process!

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TILTING Toward More Inclusive Teaching Practices

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There are many approaches and perspectives to teaching in higher education. In fact, the sheer number of various teaching strategies and practices can overwhelm new and seasoned faculty alike. When I started at the University of Alaska Anchorage, I had already been teaching college for 13 years so I was feeling pretty confident in the classroom. However, over the past 5 years I have become familiar with more inclusive teaching practices, such as the *Transparency in Learning and Teaching (TILT) movement*. TILT is a set of teaching strategies that focuses on making our teaching transparent to students, explaining *how* and *why* they are learning these things in these ways. By ensuring students understand how they learn and why they are learning this particular content, we are practicing more equitable teaching and learning strategies that can help to reduce systemic inequities to student success that persist in higher education. Students are less likely to perceive your assignments as “busy work” and more likely to see the potential importance of their coursework as preparation for their futures.

One set of strategies I have begun to incorporate more into my teaching in recent years is from the [TILT Higher Education project](#), which focuses on 6 specific teaching strategies: inviting your students to participate in syllabus/agenda creation; gauging students’ understanding during class; connecting “how people learn” data with course activities; engaging students in applying the same grading criterion/rubrics you use on their work; debriefing graded tests and assignments in class; to making course assignments more transparent (TILTING assignments). This can seem like an overwhelming amount of information to absorb and incorporate; however, TILT program staff encourage faculty to try just *one* single new strategy at a time to see how it goes (and I must disclose here that I am not affiliated with the TILT Higher Ed project, just an interested instructor who uses lots of these techniques).

The GSA Emerging Scholar Professional Organization (ESPO) recently held a teaching workshop where we covered the basics of TILTING our teaching. In this [recorded webinar](#), we covered

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several examples of how some of these 6 main strategies are being put into practice in gerontology health science courses. Attendees were especially interested in TILting their assignments, which requires that instructors put at least 3 key pieces of information at the beginning of every assignment. A TILted assignment often starts with a ***purpose statement***, where the student can see exactly *why* they are doing this assignment, along with objectives for the assignment and skills they will learn. Instructors also need to carefully outline the ***tasks*** that we are asking our students to complete in their assignment, including *what* and *how* they should perform those steps so that they spend less time trying to figure out what we want and more time doing the actual tasks. Lastly, a TILted assignment includes a ***criteria for success*** section, which may give characteristics or examples of a successful finished project and information on how the assignment will be assessed, such as a rubric.

These strategies are great for any instructor to consider because they have been shown to work. There are many potential barriers to student success among underserved college students, including those experienced by first-generation, low-income, and other underrepresented groups. Research has found that by increasing the transparency of teaching methods and practices, student success increases significantly among those students who most need it (Winklemes 2013). Notably, students exposed to transparent teaching report greater academic confidence, a sense of belonging, and greater mastery of skills in the U.S. (Medawala & Nugawela 2022; Winklemes et al. 2016) and in universities around the world (Umana & Ojong 2022), making it a culturally-appropriate high-impact teaching practice for a variety of settings.

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