

# AGHEXCHANGE

A|G|H|E | ACADEMY FOR GERONTOLOGY  
IN HIGHER EDUCATION®

October 2021: Volume 44, Issue #8

---

## Greetings from the AGHE Chair



I hope to see you all (virtually) at the GSA Annual Scientific Meeting Online, November 10-13. Please remember to [register for the meeting](#) if you haven't already done so. Be sure to block your calendar so you attend a rich assortment of educational-focused sessions presented by your AGHE/GSA colleagues, as well as participate in variety of networking events to connect with others from around the country and world.

Also, please mark your calendars for AGHE-specific meetings and events, and be sure to register for those that require it. These events include:

- **AGHE Business Meeting:** Tuesday, October 26, 1:00pm-2:00pm ET -- [REGISTER HERE](#)  
\*Please note that you *do not* have to be registered for the Annual Scientific Meeting to register for and attend the AGHE Business Meeting.
- **AGHE Award Lectures**  
Thursday, November 11, 8:00am-9:30am MT/10:00am-11:30am ET
  - Clark Tibbitts Award Lecture featuring a lecture by Debra Dobbs in memory of 2021 recipient Kathy Hyer
  - Hiram J. Friedsam Mentorship Award Lecture featuring 2021 recipient Pamela Elfenbein

# AGHEXCHANGE

A|G|H|E | ACADEMY FOR GERONTOLOGY  
IN HIGHER EDUCATION.

Friday, November 12, 8:00am-9:30am MT/10:00am-11:30am ET

- Rising Star Early-Career Faculty Award Lecture featuring 2021 recipient Candace Brown
- Cyber-Pedagogy Panel Discussion featuring the 2021 AGHE Awards Review Panel
- **AGHE Networking**  
Friday, November 12, 2:00 – 3:00 pm ET.
  - Join AGHE colleagues for “AGHE Live!,” an interactive and fun networking session. Connect in small groups and engage with a variety of colleagues.

Hope to “see” you all then!

Judy

---

## Conversations About Bold Moves: How Generations Can Work Together *Reflecting on This Year’s Intergenerational Symposium*

The 4th Intergenerational Symposium in celebration of September Intergenerational Month explored *Bold Moves: How Generations Can Work Together for Change*. The virtual event featured conversations around issues about which younger and older individuals share great mutual concern. In doing so, the group explored opportunities and challenges to bringing generations together to spark innovative solutions.

The first conversation focused on climate change – with Doug Dickson (Encore Boston Network) moderating the discussion with panelists Matthew Kaplan (Pennsylvania State University), Mick Smyer (Growing Greener), and Shānna Pittman-Frank, (SAGE Senior Advocates for Generational Equity). Panelists all agreed on the need, value, and urgency for generations to join forces, beginning with small, practical actions. The second conversation focused on social justice – with Joann Montepare (Lasell University) moderating with panelists Shavel'le Olivier (Mattapan Food and Fitness Coalition) Carrie Andreoletti (Central Connecticut State University), and Skye Leedah (University of Rhode Island). Panelists explored how higher education can play a key role in bringing generations together through the Age-Friendly University (AFU) initiative along with

# AGHEXCHANGE

A|G|H|E | ACADEMY FOR GERONTOLOGY  
IN HIGHER EDUCATION.

how ageism directed toward both younger and older individuals can be a barrier. The need to broaden how we frame issues was also discussed, for example by moving from a focus on digital disparities as a barrier to a goal of digital inclusion. [Hear the conversations here.](#)

This year's Intergenerational Symposium was hosted by the RoseMary B. Fuss Center for Research on Aging and Intergenerational Studies, Lasell University - Lasell Village, and sponsored by the Intergenerational Learning, Research, & Community Engagement (ILRCE) Interest Group of the Gerontological Society of America (GSA), the Encore Boston Network (EBN), and the Massachusetts Gerontology Association (MGA).

---

## Rona Karasik to Serve as New Editor of *Gerontology and Geriatrics Education*

Rona Karasik will take the reins from Judy Howe as the new editor-in-chief of *Gerontology and Geriatrics Education* on January 1, 2022 for a four-year term. This peer-reviewed publication is the official journal of AGHE, representing one of many high-quality GSA publications.

As many of you know, Rona is a highly involved and award-winning AGHE member, having received the AGHE Distinguished Faculty Award, and participated twice in the updating of the *AGHE Standards and Guidelines for Gerontology Programs*. She has more than 30 years of experience developing and teaching undergraduate and graduate courses in areas of aging related to dementia, health, ethics, housing, community and diversity. She has also published extensively on service-learning, internships, and integrating anti-racist pedagogy into the gerontology classroom. You can learn more about Rona's accomplishments and her new role by [reading the full press release here](#). Congratulations, Rona!

---

## New Issue of *Advancing Age Inclusivity in Higher Education* Out Now!

A brand-new issue of GSA's e-newsletter, *Advancing Age Inclusivity in Higher Education* was recently published. This edition focuses on expanding research on aging in higher education –



# AGHEXCHANGE

A|G|H|E | ACADEMY FOR GERONTOLOGY  
IN HIGHER EDUCATION.

including measuring progress made on implementing Age-Friendly University (AFU) principles. In keeping with this focus, this edition's feature article is titled, "Advancing Research on Age Friendliness in Higher Education" and was contributed by authors Nina M. Silverstein, Susan K. Whitbourne, Lauren M. Bowen, Celeste Beaulieu, and Joann M. Montepare. The article focuses on the importance of using a collaborative, interdisciplinary approach to age-friendliness that encompasses academic and administrative units across an entire campus. Also critical is using benchmarks to measure progress on implementing age-friendly principles at institutions.

This 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").

---

## Student Profile: A Journey to Becoming a Gerontologist

*Donnette R. Narine, Ph.D. student*  
*University of Maryland, Baltimore County*  
[dnarine1@umbc.edu](mailto:dnarine1@umbc.edu)

A flyer from my mentor's trip to an aging conference introduced me to a field I had no idea existed—gerontology. Today, I am an international student from Grenada in the gerontology Ph.D. program at University of Maryland Baltimore/Baltimore County (UMB/UMBC). I will be the first gerontology Ph.D. in Grenada—a small island country in the Caribbean, with a population of approximately 110,000 people. In this essay, I am sharing my motivation to study gerontology, my experience as an international student, and my future goals.

When I was a master's student in the clinical-community psychology program at St. George's University in Grenada, inspired by personal events, I requested an aging-related practicum. This practicum included psychoeducational and psychotherapy sessions for nursing home caregivers; neuropsychological assessment of nursing home residents; and a needs assessment of resources available to older adults. It was a fulfilling and insightful experience. I knew I had found my niche,

# AGHEXCHANGE

A|G|H|E | ACADEMY FOR GERONTOLOGY  
IN HIGHER EDUCATION.

but gaps in my knowledge and skills were evident, motivating me to pursue doctoral level training in gerontology.

I was immediately drawn to the UMB/UMBC gerontology Ph.D. program, because it offered a social-cultural-behavioral sciences track, and the intercampus feature meant access to a range of resources that would support a truly interdisciplinary approach. Words cannot express how ecstatic I was to be accepted into the program, but then the COVID-19 pandemic catapulted our lives into a virtual space. I was less than thrilled about online learning, but I adapted—connecting with my classmates and professors and immersing myself into this new and exciting world of gerontology. The pandemic also gifted me extra time at home—to celebrate a milestone birthday with my mom, meet my new nephew, and share countless other precious moments with family.

I have since moved to Maryland. I miss my home and my family, but I also have a new home and program family here. Our faculty is genuinely caring and invested in our personal and professional development. My cohort is a supportive group of lively personalities who make me smile and help me navigate the nuances of a new culture. So, although I get homesick at times, I am motivated by support from within my program, as well as encouragement from back home, along with the reasons I decided to pursue this program.

I chose this field of study because I want to be better equipped to support the design, implementation, and evaluation of aging-related services in my home country. This interdisciplinary, research-focused doctoral program has set me on a path to do just that by already markedly increasing my knowledge base and strengthening my research skills. The goal is to be a mixed-methods researcher with a focus on social connections, aging and health. The dream is to open an aging research center in the eastern Caribbean—a hub for intergenerational programs and age-friendly initiatives. I believe my aspirations have found a space to thrive in this doctoral program, and I remain excited about my journey to becoming a member of the next generation of gerontologists.

# AGHEXCHANGE

A|G|H|E | ACADEMY FOR GERONTOLOGY  
IN HIGHER EDUCATION®

---

## *Program Spotlight: Arizona State University*

*Program Name:* Master of Science in Aging

*College/Department:* Center for Innovation in Healthy and Resilient Aging, Edson College of Nursing and Health Innovation

*Program Started:* 2020

*Degrees Offered:* Master of Science in Aging with concentrations in: Aging Services and Case Management; Innovation and Entrepreneurship; Long-Term Care Administration; Palliative and End-Of-Life Care.

*Program Highlights:* The online Master of Science in Aging prepares students to improve the well-being of our rapidly growing older adult population. Students learn about the multidimensional aging process and how to address the needs of the aging population. They also learn about national health initiatives and community collaborations to improve health outcomes. The program requires foundation courses, nine credit hours of electives, an optional stackable specialization, and a culminating experience. Taught by award-winning faculty, program courses meet online for 7.5 weeks through ASUOnline - the standard in online education. You can find more information here: <https://asuonline.asu.edu/online-degree-programs/graduate/aging-ms/>

*Additional Information:* Through a unique partnership with the Cintana Alliance, the Edson College of Nursing and Health Innovation offers the MS in Aging (Innovation and Entrepreneurship) in Mandarin to Chinese Students who are able to remain in China for their course of study.

*Questions?* Contact Dr. Johannah Uriri-Glover at [Johannah.Uriri-Glover@asu.edu](mailto:Johannah.Uriri-Glover@asu.edu) for more information.

