

AGHE'S ANNUAL MEETING  
and  
EDUCATIONAL LEADERSHIP CONFERENCE



AGHE

THE GLOBAL BUSINESS of AGING

SHERATON ATLANTA HOTEL | ATLANTA, GA  
MARCH 1-4, 2018

CALL FOR ABSTRACTS

Submission Deadline: June 1, 2017

Submit at [aghe.org/am](http://aghe.org/am)



# PRESENT AT AGHE 2018

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## Dear Colleagues,

AGHE's 44th Annual Meeting and Educational Leadership Conference will convene in Atlanta, Georgia, March 1-4, 2018. The theme for 2018 is "The Global Business of Aging." Researchers and policy analysts recognize that the increasing numbers of older adults have high economic value as contributors to the global economy. The extension of healthy life by 30+ years requires reframing the perception of older adults in purposeful activities. This shift offers many possibilities to engage businesses to invest and innovate in products and services in the longevity economy across the globe. We, as educators in gerontology and geriatrics, have a role to play in supporting that shift by creating an environment that supports innovation in our degree programs, certificates, and work force training.

With a mild climate and a travel hub convenient for international and domestic attendees, the southern charm of Atlanta promises to be an attractive venue for our conference. Atlanta offers excellent opportunities to experience the arts, culture, history, sports, cuisine, pubs/dancing, and shopping. *Lonely Planet* identified Atlanta as the 6th best place to visit in the US in 2017! The conference venue, the Sheraton Atlanta Hotel, is located in downtown Atlanta near many of these exciting attractions. Uber, taxis, and the local transport system (MARTA) allow you to easily transfer from the airport to the hotel and move around the city and the nearby neighborhoods. The conference program will tap into many of these wonderful, southern offerings as well as the gerontology and geriatric talent from several local AGHE member institutions. You are sure to leave energized and ready to apply new learning to your own academic and professional communities.

Let's keep our international momentum going and consider the educational implications emerging after the International Association of Gerontology and Geriatrics (IAGG 2017) World Congress in San Francisco. AGHE, the Educational Unit of the Gerontological Society of America (GSA), was proud to be a co-host for the World Congress. In addition, a special issue of *Gerontology & Geriatrics Education*, the official journal of AGHE, will be published in 2018 with an emphasis on business and aging worldwide. Twelve countries were represented at AGHE 2017; we will build on that momentum and have the global perspective infused across the conference program. GSA members who are not part of an AGHE institution are once again invited to register at the AGHE member rate for 2018.

We welcome new perspectives, expanded visions, and strategies from educators, policymakers, practitioners, researchers, and entrepreneurs to engage in meaningful dialogue at our annual meeting and to keep our focus on contributing to positive change. I am pleased to announce that the 2018 Program Committee will be chaired by **Kelly G. Fitzgerald, PhD, Western Kentucky University**; and co-chaired by **Kerstin Gerst Emerson, PhD, University of Georgia**.

Looking forward to greeting you in Atlanta!



**Nina M. Silverstein, PhD**  
*President*  
Association for Gerontology in Higher Education  
University of Massachusetts Boston

Join in the global conversation.  
Submit your abstract by June 1 for  
AGHE's 2018 Annual Meeting and  
Educational Leadership Conference.  
**The time is now!**

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## Important Dates

### April 14, 2017

Abstract Submission Site Opens

### June 1, 2017

Abstract Submission Deadline  
Pre-Conference Workshop  
Submission Deadline

### August 2017

Abstract Notification Sent  
to Submitting First Authors

### October 2017

Abstract Confirmation with  
Presentation Type, Date, and Time  
Sent to Submitting Authors

### November 2017

Registration and Housing Open

### January 18, 2018

Early Bird Registration Deadline

### February 21, 2018

Pre-Registration Deadline  
Presenting Authors of Accepted  
Abstracts are Required to Register

### March 1 – 4, 2018

AGHE's Annual Meeting and Educational  
Leadership Conference

# PRESENT AT AGHE 2018

## WHO MAY SUBMIT AN ABSTRACT?

Anyone involved in any aspect of gerontological or geriatric education is welcome to submit an abstract to AGHE. It is not necessary for you to belong to an **AGHE member institution!** **Participation as a first author or leader is limited to one abstract per person.** The individual submitting the abstract is automatically considered the first author/leader. The first author or leader may include up to seven co-authors or co-presenters on the submission.

## HOW DO I SUBMIT MY ABSTRACT?

Abstracts for the Annual Meeting will be accepted exclusively at [aghe.org/am](http://aghe.org/am). It is recommended that all abstract text be prepared in advance to cut and paste into the online application. Payment via credit card is required at the time of submission.

## AUTHORS MUST PROVIDE THE FOLLOWING

1. Contact information
2. Abstract title and presentation type
3. Thematic track
4. Session code (optional)
5. Objectives—at least one measurable objective is required. Example: "After attending this session, participants will be able to define/explain/discuss..."
6. Abstract body, 400-word maximum
7. If applicable, the name of any funding source, grant, or organization financially supporting the presentation
8. If applicable, the name of the AGHE committee or task force supporting the session

## SUBMISSION FEES

There is a \$25 nonrefundable submission fee (\$15 for students) for all submitted abstracts. This fee is due at the time of submission and payment must be made by credit card.

## REVIEW PROCESS

Abstract submissions are peer reviewed for content, relevance to the program tracks, and proper format. First authors/leaders will be notified by email in August if their abstract has been accepted (this will not include presentation type and scheduling information). In October, the applicant will receive a confirmation email regarding the final decision on the presentation type, date and time the presentation is scheduled. All presentation types provide a valuable

opportunity for scientific dialogue on the latest research. We cannot guarantee that your abstract will be accepted for the same presentation type that you submitted. While every effort is made to accommodate authors' preferences, it is not possible to guarantee assignment types.

## ATTENDANCE AND REGISTRATION

**All persons presenting and/or attending a session at the Annual Meeting are required to register and pay the registration fee.** The deadline for Early Bird registration is January 18, 2018. This includes authors, co-authors, discussion leaders, paper chairs, panel members, exhibitors, or others connected with any meeting presentation. If you submit an abstract and it is accepted, you are making a commitment to be in Atlanta, GA to present in your assigned time slot. AGHE is not responsible for transportation, lodging, or any other expenses for program participants. No one is authorized to invite speakers and waive their registration fees.

## MORE INFORMATION

If you have questions about submitting your abstract online or about the abstract submission process, please contact [abstracts@aghe.org](mailto:abstracts@aghe.org).

### REMEMBER

- All abstracts must be spell checked before submission. You will not be able to make any edits to submitted abstracts after the deadline: June 1, 2017.
- Submissions must be completed on or before 5:00 pm ET on June 1, 2017. Submit online at [aghe.org/am](http://aghe.org/am).
- Participation as a first author or leader is limited to one abstract per person. The individual submitting the abstract is considered the first author/leader.
- Incomplete or late applications will not be considered.

# THEMATIC TRACKS

All submissions on themes pertinent to the geriatrics and gerontology education mission of the Association for Gerontology in Higher Education will be considered. Contributions that address all aspects of pedagogy at all levels — from community college to research university — are welcomed. Sessions that highlight one or more of the following tracks or are related to the conference theme, “The Global Business of Aging,” are preferred.

Track leaders will help assure the quality of session groupings and minimize scheduling conflicts. Questions about the track content may be directed to the leaders.

## AGE-FRIENDLY ENVIRONMENTS



**Alan DeLaTorre**  
*Portland State University*  
[aland@pdx.edu](mailto:aland@pdx.edu)

The World Health Organization (WHO) defines age-friendly environments as environments that foster health and well-being and the participation of people as they age. Communities and universities throughout the world have embarked on research, public engagement, policy development, and program improvements in an attempt to meet the needs (and capture the assets) that accompany population aging. The WHO suggests that any environment positioning itself as age-friendly needs to be accessible, equitable, inclusive, safe and secure, and supportive while at some level promoting health and well-being of older adults. This track welcomes submissions related to age-friendly environments around the world from a variety of perspectives and in a wide array of forms. This might include anything from a broad community-level focus to topics with a singular focus such as age-friendly university campuses and could include community engagement, and service learning.

The global rise in life expectancy is normally associated with positive asset accumulation especially at older ages, which until recently was overlooked by the majority of business sectors (including financial and health sectors). Latest research has shown that abundant numbers of older adults have high economic value as contributors to the global economy. The extension of healthy life by 30+ years requires reframing the perception of older adults in purposeful activities to benefit all of the global society, including economic influence. This shift offers many possibilities to engage businesses to invest and innovate in products and services in the longevity economy that will reach not only the Organization for Economic Co-Operation and Development (OECD) countries, but have effects for all older adults in all societies. This track seeks submissions addressing creative curriculum and/or workforce training curriculum supporting training for gerontologists in innovative positions such as marketing, product innovation, entrepreneurship, etc. for all business sectors that value older adults’ economic contributions.

## BUSINESS AND AGING



**Janice Wassel**  
*Western Kentucky University*  
[janice.wassel@wku.edu](mailto:janice.wassel@wku.edu)



**Lisa Hollis-Sawyer**  
*Northeastern Illinois University*  
[l-hollissawyer@neiu.edu](mailto:l-hollissawyer@neiu.edu)

Innovation is shaping global aging, and the AGHE Business & Aging Committee is encouraging revolutionary ideas in products, services, and technology to support global aging solutions. The Business Pitch Competition bridges innovation & curriculum encouraging exploration for independent, healthy, lifestyle solutions for 50+ers. Competition is open to teams affiliated with higher education. See <https://aghebapitchcomp.wixsite.com/aghebapitchcomp>.

# THEMATIC TRACKS

## GLOBAL AGING: CURRICULUM AND POLICY ISSUES



**Tamara Mulders**  
*Windesheim University of Applied Sciences, The Netherlands*  
[t.mulders@windesheim.nl](mailto:t.mulders@windesheim.nl)

We are a global society and, as gerontology educators, the global perspective plays an important role in curriculum, programming, research, and partnerships. The changing landscape of gerontology and geriatrics education around the world presents opportunities as well as challenges. This track welcomes submissions related to aging around the world from a variety of perspectives, including multicultural issues, refugee issues such as training for integration, the use of technology for bridging culture, unique views of aging, curricular and pedagogical approaches, partnerships, and policy issues related to geriatrics and gerontology in higher education.

## PROGRAM AND CURRICULUM DEVELOPMENT



**Tina Kruger Newsham**  
*Indiana State University*  
[Tina.KrugerNewsham@indstate.edu](mailto:Tina.KrugerNewsham@indstate.edu)



**Tamar Shovali**  
*Eckerd College*  
[shovalte@eckerd.edu](mailto:shovalte@eckerd.edu)

Contributions to this track address the challenges of creating sustainable and innovative programs and curriculum, particularly in light of the AGHE Gerontology Competencies for Undergraduate and Graduate Education. Topics may include but are not limited to interprofessional collaboration, assessment, competency-based education, and public policy issues related to gerontology and geriatrics in higher education. Abstracts might address faculty development, student learning outcomes, online learning, and multigenerational activities, as well as meeting the education needs of older adults.

## TRANSLATING RESEARCH TO EDUCATION AND TRAINING



**Heidi Ewen**  
*University of Georgia*  
[Heidi.ewen@gmail.com](mailto:Heidi.ewen@gmail.com)

As gerontologists, we are charged with managing the research-to-education gaps in our teaching and training, the research we conduct and disseminate, and the practice-based initiatives that we implement. This charge is shaped by many factors, including differing goals and priorities as well as differing knowledge bases and skill sets. This track welcomes submissions that address the translation of gerontological research into education. This includes submissions that address implementation science incorporating our current gerontological research into our teaching pedagogy as well as submissions that address the development of programs that train future gerontologists to work in interdisciplinary and diverse aging fields.

## WORKFORCE DEVELOPMENT



**Kara Dassel**  
*University of Utah*  
[kara.dassel@nurs.utah.edu](mailto:kara.dassel@nurs.utah.edu)

There is a growing demand for all types of workers in the aging field, many of which includes those trained in gerontology and geriatrics. This track welcomes submissions that address initiatives that are meeting the pressing and growing need of training including through community college education, in the areas of diversity, business, entrepreneurship, organizational leadership and in other innovative ways as well as the more traditional areas of long-term care administration and in aging services program management and delivery.

The changing landscape of gerontology and geriatrics education around the world presents opportunities as well as challenges. Share your views and brilliance by submitting an abstract today!

# PRESENTATION TYPES

This conference will continue to encourage presentations promoting interaction between presenters and their audiences. Consequently, a greater percentage of presenters will be accepted for interaction-based formats, such as posters and resource exchanges.

## PAPER

Either a student or a professional paper may be submitted for presentation. Topics should relate directly to some aspect of gerontological or geriatric education and address one or more of the themes of the conference. Papers are grouped together by topic and allowed a 15-minute presentation time per paper. There are between four and five papers in a 90-minute session. Time must be allotted for discussion.

## POSTER

Poster sessions consist of an exhibit of materials that the author(s) personally attend(s) for an assigned period. The poster should display current research and practice where results can be readily summarized in graphic forms: tables, graphs, text, and pictures. Presenters will discuss their projects and results with interested parties. Posters will be displayed for a total of 3 hours, with 1 hour of dedicated face-to-face presentation time.

## RESOURCE EXCHANGE

This informal round table format is an opportunity to present innovative research activities, teaching techniques, curriculum designs, syllabi, or training manuals. Presenters are encouraged to facilitate the session that provides information as well as stimulates a discussion. Each exchange has three 25-minute informal discussion sessions, so participants will be able to rotate other topics of discussion. Presenters are encouraged to bring handouts, brochures, or display copies of manuals. Topics best suited for exchanges are: courses, the components within a syllabus, general curricular areas with more generalized syllabi components, or particular programmatic endeavors.

## SYMPOSIUM

A symposium is a collection of three to four papers organized around a topic or issue of major importance in aging/gerontological/geriatric education. The organizer or chairperson introduces the session, states how the papers relate to one another and the topic, and moderates the discussion during this 90-minute session. To be considered, only submit one abstract that summarizes the content of the overall symposium. AGHE does not accept, review, or publish the abstracts of individual presentations that make up a symposium.

## WORKSHOP

One or two leaders organize a systematic exchange of ideas or conduct a demonstration or application of techniques and/or skills. A workshop provides an opportunity for guided participant involvement in teaching and learning experiences. Workshops will be either 45 or 90 minutes in length.

### AUDIOVISUAL EQUIPMENT

All presenters are required to bring their laptops and adapters. AGHE will provide VGA LCD projectors and screens for symposium, workshop, and paper sessions. Audio speakers, microphones and WiFi will not be provided in the rooms. If you require sound projection to play a video, you must provide your own computer speakers. Resource exchanges and poster sessions will not have audiovisual equipment. AGHE will provide poster boards for poster sessions. Each poster presenter will have one 4 foot high by 8 foot wide poster board, along with push pins. Please make sure your presentation is not dependent on accessing the web.

### Please Note the Following Times Per Session and Plan Accordingly

PRESENTATION TYPE	TOTAL TIME PER SESSION	TIME PER PRESENTER
Paper	90 minutes	15 minutes
Poster	180 minutes	60 minutes
Resource Exchange	90 minutes	25 minutes
Symposium	90 minutes	Varies*
Workshop – 90 minutes	90 minutes	90 minutes
Workshop – 45 minutes	45 minutes	45 minutes

# PRE-CONFERENCE TOUR & WORKSHOPS

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## PRE-CONFERENCE TOUR

A tour has been specially organized for conference attendees on **Wednesday, February 28**. Participants will learn about aging services and programs by visiting local aging organizations. This is a great opportunity to network with aging professionals, older adults who use aging services, and with other conference attendees. The tour has been especially popular among international attendees who appreciate the extra day to get acclimated to time zones and to informally network with conference participants.

## PRE-CONFERENCE WORKSHOPS

Pre-conference workshops will occur on Thursday, March 1 and are 3-hour sessions that are geared to specific topics or issues in gerontology or geriatrics education. To submit a pre-conference workshop for consideration, please complete the application at [aghe.org/am](http://aghe.org/am) by June 1, 2017.



HELP SPREAD THE WORD AND DEVELOP A  
MORE AGE-FRIENDLY SOCIETY THROUGH  
EDUCATION, RESEARCH, AND PRACTICE

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## JOIN US IN ATLANTA

There is no time like the present to visit the South's largest city. In the middle of an urban resurgence, Atlanta was named one of Lonely Planet's 10 Best in the U.S. destinations in 2017. Around every corner is a new attraction, restaurant or shopping opportunity. Join us in 2018 to experience this thriving city!



# STUDENT PAPER AWARDS

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## GRADUATE STUDENT PAPER AWARD

The AGHE Student Committee and Awards Committees collaborate to recognize the best graduate student paper accepted to the conference. The award consists of a \$250 cash prize, as well as a complimentary full registration to the AGHE meeting. To be eligible, you must be actively enrolled in a master's or doctoral program at an AGHE member institution in good standing at the time of your abstract submission. To apply for the award, submit a paper abstract for consideration online and check the appropriate box indicating your interest in the award.

After your abstract is accepted, you will be invited to submit a manuscript to AGHE's Student and Awards Committees. The paper must be based on the accepted abstract, and you must be the principal author. The paper must be research-based, conceptual, or analytical, and written in a scholarly manner. Preference will be given to papers that emphasize implications for education and teaching, but it is not required for consideration for the award. The manuscript should be no longer than 12 pages, exclusive of references and tables.

**Abstracts are due June 1, 2017. If selected as a potential candidate for the award, you will be invited to submit the completed manuscript for review. Students who have received an invitation to submit completed papers must do so by October 13, 2017.**

Manuscripts submitted for consideration must be emailed to [aghe@aghe.org](mailto:aghe@aghe.org). For more information, visit the Graduate Student Paper Award page at <http://www.aghe.org/membership/awards/graduate-student-paper-award>.

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### Sigma Phi Omega Call for Papers

Sigma Phi Omega (SPO), the International Academic Honor and Professional Society in Gerontology actively encourages students to participate in the SPO Symposium at the AGHE Annual Meeting and Educational Leadership Conference by submitting abstracts for consideration. Follow the online application instructions provided in this document and indicate during the submission process that you are a student member of SPO. All abstracts must be submitted by June 1, 2017. If accepted, the student is required to register and pay the registration fee for the AGHE meeting.



### SPO President's Award

Current student members of Sigma Phi Omega who wish to have their abstract considered for the SPO President's Award should indicate this during the online submission process. Entrants who have their abstracts accepted by AGHE are invited to submit a completed scholarly manuscript to be considered for the Sigma Phi Omega President's Award. Students are highly encouraged to review the President's Award paper guidelines at [www.sigmaphiomega.org/awards/](http://www.sigmaphiomega.org/awards/).

**The deadline for the completed manuscript is December 1, 2017. SPO President's Award submissions are to be emailed to [SPOPresident@sigmaphiomega.org](mailto:SPOPresident@sigmaphiomega.org). Manuscripts are not to exceed 25 pages.**

The recipient of the SPO President's Award and honorable mentions will be notified by December 31, 2017. The President's Award includes a cash prize of \$200, and a certificate is awarded at the SPO Business Meeting. Funding for this award is provided through donations by the SPO membership. Students who submit manuscripts should plan to attend the conference and present their papers during one of the SPO Paper Sessions.



# AGHE AWARDS AND FELLOWS

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## AGHE Call for Awards/Honors Nominations

Do you have colleagues, administrators, and students who have advanced the field of aging? Have you, your students, or colleagues been inspired by someone who deserves recognition for making a difference? Honor these individuals by nominating them for an AGHE award or honor. The call for nominations closes **Tuesday, August 15, 2017**. The application deadline for the McKenney Student Travel Awards is **October 1, 2017**.

Visit the [AGHE website](#) for additional details and instructions on all awards and honors.

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## 2018 AGHE Fellows Applications Now Available!

**Deadline: November 10th**

Applications for Fellow status are now available at [AGHE Fellows Information](#). **Completed applications are due November 10, 2017**. Fellow status is an honor conferred by the Association for Gerontology in Higher Education (AGHE) to recognize outstanding leadership in gerontological/geriatric education by established scholars and educators at AGHE member institutions. Individuals eligible for this honor should be able to document well-established careers of achievement in gerontological or geriatric education. Fellow status is granted only to individuals at AGHE member institutions who demonstrate a record of excellence beyond routine teaching. Applicants must obtain two (2) letters of support; the nominator must be an AGHE Fellow who is not on the Fellows Selection Committee (list available on the AGHE website). AGHE fellows can only nominate one applicant per year and can only write one letter of support for a second fellow applicant. GSA members who are not AGHE fellows can write support letters but not nomination letters.

# ADVERTISE WITH US

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Do you need to fill a position? Want to recruit students for your gerontology or geriatrics program? Advertise with AGHE!

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