

FIRST CHOICE RENEWAL REPORT

APPENDICES

- I. IBHE Gerontology Program Review Report Summary
- II. Updated Learning Goals for Gerontology MA Program
- III. Gerontology Program Learning Goals/Performance Indicator Matrix
- IV. Gerontology Program Assessment Rubrics: Written comp exam; oral comp exam; written course assignments; oral course assignments
- V. Revised Gerontology Internship Manual
- VI. Student Learning Assessment Program Response to Summary Forms: 2010, 2011, 2012
- VII. Assessment Memos from Dean Augustine: 2009, 2010, 2011, 2012
- VIII. Gerontology Progressive Portfolio description and instructions
- IX. Association for Gerontology in Higher Education (AGHE) Program of Merit National Review of Educational Programs in Gerontology standards booklet
- X. AGHE webpage listing EIU Gerontology Program of Merit status
- XI. Gerontology Research Speaker Series Flier: Fall 2013; DEN newspaper article
- XII. Letter from Dean Augustine announcing 2014 EIU thesis award recipients
- XIII. Invitation to Sigma Phi Omega Honor Society induction ceremony
- XIV. Immersion in Long term care publicity
- XV. Gerontology Advisory Council meeting agenda
- XVI. Gerontology Service & Community Partnership examples
- XVII. Graduate Students presenting at national conferences
- XVIII. Graduate student-faculty research collaborations
- XIX. Provost research assistantship award letters
- XX. Notification of National Award for Eat Smart, Live Strong Research Collaboration
- XXI. Poster Presentations from EIU Graduate Research.....
- XXII. Faculty CV's

Appendix I

IBHE GERONTOLOGY PROGRAM REVIEW REPORT SUMMARY

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5. *Overview of the degree program: the mission, student learning objectives, further education objectives, and significant achievements and concerns:*

The stated **mission** of the Master of Arts in Gerontology (MAG) degree program is to provide a multidisciplinary education for current and future professionals in gerontology. Students gain exposure to specialized expertise in gerontology theory, research, practice, social policy issues and the process of aging in a global and culturally diverse society. The program mission aligns with the **university mission and the mission of graduate education** in several ways by fostering inclusion, cultivating opportunities for student-faculty scholarship, promoting applied learning experiences, and nurturing responsible citizens and leaders. The **student learning objectives** for the MAG program encompass the four Graduate School objectives but incorporate two additional objectives. The program learning objectives include: content area knowledge, critical thinking, communication, research, *ethical behavior* and *integration*. **Career/further education objectives** include preparing the graduates for a wide range of careers in gerontology, including direct community and social services, program administration, mental health practice, government services, higher education, long-term health care, and general health care/wellness. Since the 2005 IBHE review, the program's **significant achievements** include: obtaining First Choice status at Eastern Illinois University, a comprehensive revision of the entire Gerontology program assessment plan, increased student involvement in research, implementation of a Gerontology research speaker series, expansion of experiential and integrative learning opportunities for students, redesign of the Gerontology program website, and the introduction of a student progressive portfolio as part of the program requirements. **Areas for concern/improvement** consist of the following issues: loss of Sociology as a core department in the program, the retirements of 4 core faculty members between 2011 and 2013, students not completing their thesis, the need for stronger partnerships with undergraduate institutions offering gerontology minors and concentrations. **Plans for improvement** involve the following: revamping the internship program and manual to enhance student learning outcomes, developing detailed written policies currently deficient for the program, designing a study abroad program/opportunity that is gerontology focused, creating a new "GER" course prefix for courses at the university to enhance the program's identity and recognition, and establishing an annual collaborative student gerontology conference to enhance recruitment efforts.

6. *Brief, detailed responses to IBHE-assigned questions/issues*

- a. *Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal needs; (d) institutional context for offering the degree; and (e) other elements appropriate to the discipline in question.*

During the previous seven years there have been several internal and external events that have affected the program. Externally, the Association for Gerontology in Higher Education

(AGHE) has paid increasing attention to the possibility of accreditation standards for Gerontology programs. Notably, the 2013 AGHE national conference open plenary session, titled, *Charting the Future: Assuring Relevance and Quality in Gerontology and Geriatrics Education While Higher Education is Under Siege* will focus on “accreditation as a quality assurance mechanism” <http://www.aghe.org/OpeningandClosingPlenaries>. Many national leaders in the field strongly believe that accreditation will come to Gerontology in the next few years and thus it will be important to stay informed and for EIU’s program to respond appropriately. Internally, events within the Gerontology program are affecting the program. Until fall of 2011, the program was comprised of 5 core departments/programs: Family and Consumer Sciences, Psychology, Educational Foundations, Sociology, and Kinesiology. During the fall 2011 semester, Sociology decided to remove its core faculty member and its overall participation from the program, bringing the core faculty for the program down from eight to seven. The second major change has also involved the core faculty. Between 2009 and the spring of 2012 the program experienced three core faculty changes. First, in 2009 a new Gerontology Program Coordinator joined the faculty at EIU, taking over for the previous Coordinator who was appointed as Associate Dean for the College of Business and Applied Sciences in 2008. Then, the program lost faculty members (from Sociology and Kinesiology). Although Kinesiology has replaced their core faculty member in the fall of 2012, it will take time for the faculty member to be integrated into his role in the program. In addition, spring 2013 will see the retirement of two additional gerontology core faculty members. This means that four of the seven core team members (or 5/8) will have turned over in less than three years, which stresses the program structure (although temporarily) for Gerontology. The fact that the program is interdisciplinary means that replacing faculty members also necessitates support from multiple departments, instead of just one.

Enrollment has declined somewhat over the past 3 years. Fall student enrollments for the program (2009-2011) were 28, 27, and 24 respectively. The number of applications to the program has remained fairly constant, but translating the applicants into enrolled students has not. The interdisciplinary M.A. program has been in existence at EIU for over thirty years and continues to fill an important educational niche in the state. Currently, there are only three Gerontology MA programs in the state, all of which are interdisciplinary. The two other programs (Northeastern Illinois University and Concordia University) are both located in the Chicagoland area. While all three programs currently have similar enrollment numbers, according to the IBHE degree enrollment data, both Concordia and Northeastern Illinois have seen substantial increases in their enrollments during the past 3 years. In addition to these MA programs there are two other institutions in Illinois which offer discipline-specific Master’s degree programs: The Adler School of Professional Psychology in Chicago introduced an MA program in Gerontological Counseling in 2010, and National-Louis University offers an MS in Human Services/Gerontological Counseling (also in the Chicagoland area).

Societal needs will continue to favor the growth of employment in the aging field. With 37 million people in the U.S. currently over 65, the necessity for professionals being prepared to work with or on behalf of older adults will only increase. A large number of professional disciplines now offer specializations in aging or gerontology (i.e. law, social work, medicine, counseling, nutrition, political science, nursing), acknowledging the shift in the national and global population. Educating students to understand the aging process and multi-dimensional aspects of life after age 70, 80, or 90 will only increase in relevance in the coming decades.

b. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement;

From 2010-2012 the Gerontology faculty extensively redesigned the assessment process for the M.A. program. Although the program received First Choice status in 2009, the faculty believed it was important to develop an even stronger assessment plan. From 2010-2012 revisions were made that encompassed learning goals, student learning outcomes, and assessment rubrics. All of these changes were made in order to keep the program relevant and at pace with the dramatic changes in the older adult population and employer needs.

Previously, the Gerontology program lacked a focused and concise list of performance indicators/outcome measures. A major aspect of the assessment update was to design such a list in relation to the six program learning goals the faculty had established. Ten performance indicators/outcome measures were created to directly and indirectly measure student learning and performance throughout the program. The indicators include: the comprehensive exam (direct), the thesis (direct), internship self-evaluation (indirect), supervisor's evaluation of the intern (direct), progressive portfolio evaluation (direct), exit survey (indirect), professional activities form (direct), oral presentation (direct), grant proposal (direct), and research paper (direct). The new assessment procedure also moves the evaluation much farther out of the classroom than before. While effective, the previous assessment procedures focused much on the core courses in the gerontology program. The problem arose if/when faculty members who taught a particular core course did not gather the assessment data—because there was no other measure in place, a gap would exist in the data and make application of findings very difficult. As each of the new performance indicator/outcome measures was discussed and developed, a very conscious effort was made to connect them directly to the six learning goals for the program (Content Knowledge, Critical Thinking, Communication, Research, Ethical Practice, and Integration). This “cross checking” solved the problem of missing data from a particular faculty member for a particular course while it also offered the faculty multiple ways to assess the same learning goal. In fact, each of the six learning goals now have *at least four performance indicators* linked with them (with at least one direct and one indirect measure represented for each learning goal). In order to concisely document these extensive changes, a *Gerontology Program Learning Goals & Performance Indicator Matrix* was created.

Another critical aspect of the reworked assessment program was the move to proactively share and discuss the plan with the graduate students. As part of the new student orientation, several handouts are distributed to the new gerontology graduate students including those explaining the program learning objectives and performance indicators. The Gerontology program coordinator carefully discusses the learning goals with the students and clarifies the handout. Then, the coordinator distributes a copy of the matrix to the students and discusses it in detail, emphasizing to the new students the “bigger picture” of the program and how courses, integrative and experiential learning options, as well as professional development opportunities *all* play a role in the holistic education of a gerontologist. The 2012-13 academic year is the first year to implement the redesigned assessment program.

Key stakeholders are also involved in the assessment process, although the program has room to improve in this area. Students have played a critical role in the recent assessment developments. In 2010-11, the coordinator and a Gerontology Graduate Assistant launched an internal study to examine learning outcomes and various learning experiences and opportunities students and recent alumni perceived they had in the core curriculum. The data gathered from those 18 students and alumni helped to shape the direction faculty took with the updated assessment program. In addition, two Gerontology Advisory Council meetings are held each year at EIU. The Advisory Council is comprised of

gerontology/aging professionals (for example a retired professor who used to teach in the program, a geriatric physician, the Director of the Coles County Council on Aging, Director of the Peacemeal Senior Nutrition Program, a representative from the East Central Illinois Area Agency on Aging, and several graduates of the program who serve as gerontology professionals throughout central and southern Illinois). All of these stakeholders have given their input on the assessment program during 2010 and 2011. Their experience, perspective, and feedback was critical to shaping a relevant and appropriate assessment plan. Because the Gerontology faculty realize that assessment is on-going, feedback is also being gathered for further restructuring. In October, 2012, the program coordinator held a two hour focus group with eight recent or soon-to-be graduates from the M.A. program. Their recommendations and advice are now serving as the foundation for tackling what the faculty hopes to be the next major enhancement to the program: a cutting-edge internship program that will truly serve as the thread that weaves together all six program learning objectives to best prepare Gerontology MA graduates for careers in the field of aging.

c. Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

Please see sections 5 and 6.a. & b. above.

d. Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.

Please see sections 5 and 7 of this report for details.

7. Response to institution-assigned issues.

a. What strategies has the unit implemented and/or begun to develop that will support the Integrative Learning Experience at EIU?

Integrative learning is increasingly being woven into the fabric of the multidisciplinary Gerontology Master's program. As noted in 6.b. above, the faculty added a new program/student learning objective in spring 2012, titled *integration*. The objective states, "Students will demonstrate the ability to connect and apply knowledge gained in Gerontology coursework, internships, and research experiences in professional settings; and will reflect on such learning with meaning and purpose as part of their intellectual and personal development." As of the 2011-2012 academic year, all students in the program are required to complete a Progressive Portfolio as part of their academic program. This electronic portfolio provides the opportunity for purposeful reflection and integration of the students' coursework, professional goals, and personal growth throughout the program. As part of the feedback loop for this portfolio, each student meets individually with the 3-member faculty portfolio committee to discuss their portfolio, thus further helping students to think consciously about integration of knowledge. Second, in-class opportunities have been developed and implemented to augment integrative learning in the Gerontology curriculum. Two examples include the prison-veteran-student service-learning collaboration from 2010 and the Immersion in Long-Term Care course, taught in the fall of 2012. The strategies that are being developed to support integrative learning at EIU are: 1) the exploration of a study abroad opportunity that would focus on gerontology-related issues; 2) the renovation of the Gerontology internship structure and forms to facilitate stronger integration with the student's overall

professional development; and 3) requiring all incoming Gerontology graduate students to join the American Society on Aging (the flagship professional organization for gerontology) as student members. This membership provides students access to a variety of educational and professional development resources and opportunities and helps them to integrate classroom learning with current developments in the field of gerontology.

b. What strategies has the unit implemented and/or begun to develop that will improve students' critical thinking skills?

Since the previous program review in 2005, the Gerontology program has implemented two primary strategies to improve student critical thinking skills. 1) the Progressive Portfolio- this tool was developed in 2010 and implemented in 2011, impacting every student in the program. As part of the progressive portfolio, students are required to address a series of questions, several of which focus on critical thinking (as well as integration of knowledge mentioned above). For example students are required to provide a reflective essay about the development of their critical thinking skills over the past semester, addressing both the field of gerontology and themselves. In addition, another section of the portfolio asks students to think critically about their own professional goals and development in relation to their course content and current research in the field of aging. 2) With the updating of our program goals in the 2011-12 academic year, the faculty also updated the comprehensive exams. Specifically, the questions and structure of the exam was realigned to match the overarching program goals, rather than specific core courses in the program. This repositioning of the questions with the goals has raised the bar for students' critical thinking about their discipline and their education. The faculty have begun to examine the structure of the required internship and to develop a 1-credit pre-internship course that will focus students' critical thinking skills and better prepare them to think critically while they are participating in their internship experience.

2. What one unique, noteworthy activity is the unit involved in that will enable the IBHE to distinguish its program from other similar programs in the state?

During the 2011-2012 academic year a new course was developed and proposed for inclusion in the Gerontology MA program. The course, titled, *Immersion in Long-term Care* was approved for introduction in the fall of 2012. The Gerontology program coordinator taught the course for the first time during the fall 2012 semester. The Gerontology program partnered with Sullivan Rehab and Healthcare Center in Sullivan, Illinois for a unique and intensive integrative learning experience. As part of the course curriculum, students were required to reside in a nursing home for 48 hours *as a resident*. The graduate students assumed a condition or ailment common to nursing home residents prior to moving into the facility. As part of the students' 48 hour stay, they live in the nursing home (with a real resident as their roommate), eat the food, participate in activities and programs the other residents do--- without their cell phones, laptops, or resources not available to the elderly residents. The major purpose of the immersive experience was for students to become more effective gerontology professionals by experiencing the reality of life in long term care. This type of immersive, integrative experience is totally unique to any gerontology program in Illinois and received newspaper coverage in 3 central Illinois area newspapers. Since the course has been taught, numerous EIU faculty and gerontology professionals in Illinois have stated that they believe this course will "put us on the map" and distinguish us from any other program around. This course will be submitted to CGS in the coming year as a permanent elective that will be offered as part of the interdisciplinary gerontology Master's program. A

90-minute panel symposium about this course and student learning outcomes was also accepted for presentation at the American Society on Aging national conference in March, 2013.

Appendix II

Learning Goals for MAG Program

1. **Content Area Knowledge:** Students will demonstrate knowledge and understanding representing appropriate breadth and depth in the physical, emotional, social, economic, and spiritual aspects of aging. Students will also demonstrate an understanding of current theories of aging.
2. **Critical Thinking:** Students will demonstrate critical thinking skills with regard to gerontological topics.
3. **Communication:** Students will display the ability to communicate information about gerontology effectively and professionally in their written and oral work.
4. **Research:** Students will demonstrate an understanding of research design and implementation, data analysis, interpretation, and dissemination of results in the context of current theories in aging. Students will also exhibit understanding of current research in the older adult population.
5. **Ethical Behavior:** Students will interact effectively, sensitively, and ethically with older adults; and demonstrate understanding of the cognitive, physical, emotional, and sociocultural challenges specific to older adults and their families and caregivers. Students will also exhibit an awareness of the diversity of the older adult population through their coursework in the program.
6. **Integration:** Students will demonstrate the ability to connect and apply knowledge gained in Gerontology coursework, internships, and research experiences in professional settings; and will reflect on such learning with meaning and purpose as part of their intellectual and personal development.

Appendix III

EIU GERONTOLOGY PROGRAM: LEARNING GOALS/ PERFORMANCE INDICATOR MATRIX

	CONTENT AREA KNOWLEDGE		CRITICAL THINKING		COMMUNICATION		RESEARCH		ETHICAL BEHAVIOR		INTEGRATION	
OUTCOME MEASURES/ PERFORMANCE INDICATORS	Direct	Indirect	Direct	Indirect	Direct	Indirect	Direct	Indir.	Direct	Indir.	Direct	Indir.
<i>Comprehensive Exam</i> [Direct]	x		x		x						x	
<i>Thesis</i> [Direct]	x		x				x		x			
<i>Supervisors' Evaluations of Interns</i> [Direct]					x				x		x	
<i>Internship Self-Evaluation</i> [Indirect]		x								x		x
<i>Portfolio Evaluation</i> [Direct]			x				x				x	
<i>Exit Survey</i> [Indirect]				x		x		x				
<i>Professional Activities Form</i> [Direct]							x				x	
<i>Oral Presentation</i> [Direct]	x				x		x					
<i>Research Paper</i> [Direct]			x		x		x					
<i>Grant Proposal</i> [Direct]	x		x						x		x	

Appendix IV

GERONTOLOGY PROGRAM

WRITTEN COMPREHENSIVE EXAM (ASSESSMENT OF COMPETENCY)

NAME of STUDENT:

COMMITTEE MEMBER:

DATE of WRITTEN EXAM:

1. **Content Area Knowledge**: Students will demonstrate knowledge and understanding representing appropriate breadth and depth in the physical, emotional, social, economic, and spiritual aspects of aging. Students will also demonstrate an understanding of current theories of aging.
2. **Critical Thinking**: Students will demonstrate critical thinking skills with regards to gerontological topics.
3. **Communication**: Students will display the ability to communicate information about gerontology effectively and professionally in their written and oral work.
6. **Integration**: Students will demonstrate the ability to connect and apply knowledge gained in Gerontology coursework, internships, and research experiences; and, will reflect on such learning with meaning and purpose as part of their intellectual and personal development.

	Not at all competent	Minimally competent	competent	Very competent	Highly competent
	1	2	3	4	5
Student demonstrated content area knowledge.					
Student demonstrated critical thinking skills.					
Student demonstrated the ability to integrate and apply knowledge.					
Student's demonstrated effective writing skills (communication)					

Appendix IV

GERONTOLOGY PROGRAM

ORAL COMPREHENSIVE EXAM (ASSESSMENT OF COMPETENCY)

NAME of STUDENT _____

COMMITTEE MEMBER _____

DATE of ORAL EXAM _____

1. **Content Area Knowledge**: Students will demonstrate knowledge and understanding representing appropriate breadth and depth in the physical, emotional, social, economic, and spiritual aspects of aging. Students will also demonstrate an understanding of current theories of aging.
2. **Critical Thinking**: Students will demonstrate critical thinking skills with regards to gerontological topics.
3. **Communication**: Students will display the ability to communicate information about gerontology effectively and professionally in their written and oral work.
6. **Integration**: Students will demonstrate the ability to connect and apply knowledge gained in Gerontology coursework, internships, and research experiences; and, will reflect on such learning with meaning and purpose as part of their intellectual and personal development.

	Not at all competent	Minimally competent	competent	Very competent	Highly competent
	1	2	3	4	5
Student demonstrated content area knowledge.					
Student demonstrated critical thinking skills.					
Student demonstrated the ability to integrate and apply knowledge.					
Student demonstrated effective speaking skills (communication)					

Appendix IV

GERONTOLOGY PROGRAM: ORAL PRESENTATION ASSESSMENT

COURSE _____

SEMESTER/YR_____

1. **Content Area Knowledge:** Students will demonstrate knowledge and understanding representing appropriate breadth and depth in the physical, emotional, social, economic and spiritual aspects of aging. Students will also exhibit an awareness of the diversity of the older adult population throughout their coursework in the program.
3. **Communication:** Students will display the ability to communicate information about gerontology effectively and professionally in their written and oral work.
4. **Research:** Students will demonstrate skills in designing and conducting research, analyzing data, and interpreting results in the context of current theories in aging.

Please use this scale to evaluate each MAG student:

Not at all
Competent
1

Minimally Competent 2

Competent
3

Very
Competent
4

Highly
Competent
5

[illegible]

Appendix IV

GERONTOLOGY PROGRAM: WRITTEN RESEARCH PAPER ASSESSMENT

COURSE _____

SEMESTER/YR_____

2. **Critical Thinking:** Students will demonstrate critical thinking skills with regards to gerontological topics.
3. **Communication:** Students will display the ability to communicate information about gerontology effectively and professionally in their written and oral work.
4. **Research:** Students will demonstrate skills in designing and conducting research, analyzing data, and interpreting results in the context of current theories in aging.

Please use this scale to evaluate each MAG student:

Not at all
Competent
1

Minimally Competent

Competent
3

Very
Competent
4

Highly
Competent
5

[illegible]

EASTERN ILLINOIS UNIVERSITY

GERONTOLOGY INTERNSHIP MANUAL:



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Approved by Gerontology MA faculty, May 2013

PARTNERSHIP TEMPLATE

STATEMENT OF INTENT FOR OUR GRADUATE STUDENT INTERNS: The Gerontology faculty expect that the internship experience for our Master's degree students will be the central thread that weaves the student's academic coursework together with the broader profession of gerontology. Therefore, it is critical that internships offer the student opportunities to connect their coursework with their hands-on experience, reflect on it, and grow from it (both professionally and academically).

	UNIVERSITY/ACADEMIC DEPARTMENT EIU Graduate School & Gerontology Program	INTERNSHIP SITE/ORGANIZATION <div></div>
What is your Mission?	Fostering advanced scholarship through a depth of content knowledge, critical thinking, problem solving, oral and written communication, research/creative activity, and commitment to professional ethics.	
Gerontology Program Learning Goals relevant to the Internship	<p>1. Content Area Knowledge: Students will demonstrate knowledge and understanding representing appropriate breadth and depth in the physical, emotional, social, economic, and spiritual aspects of aging. Students will also demonstrate an understanding of current theories of aging.</p> <p>2. Communication: Students will display the ability to communicate information about gerontology effectively and professionally in their written and oral work.</p> <p>3. Ethical Behavior: Students will interact effectively, sensitively, and ethically with older adults; and demonstrate understanding of the cognitive, physical, emotional, and sociocultural challenges specific to older adults and their families and caregivers. Students will also exhibit an awareness of the diversity of the older adult population through their coursework in the program.</p>	
Critical Skill Development you want to emphasize	Integration: Students will demonstrate the ability to connect and apply knowledge gained in Gerontology coursework, internships, and research experiences in professional settings; and will critically reflect on such learning with meaning and purpose as part of their intellectual and personal development.	

Time Frame	10, 12, or 15 weeks are preferred (but other time spans are negotiable).	
Expected Outcomes	This may vary by individual internship	

STEP 2: INTERNSHIP SITE PRE-DEFINES A PROJECT OR PROJECT(S) FOR THE GRAD STUDENT INTERN,

(Use one sheet below per project).

Project Title:			
Project Description:			
Purpose:			
Priority of the Project (circle one):	High	Medium	Low
Estimated Hours for Completion:			
Job Description of Skills/Knowledge/Abilities Required to Complete the Job:			
Define the finished product/outcome:			

	PROJECT CHECKLIST
	DOES YOUR PROJECT HAVE:
	Rolling-enrollment design – regardless of time of year, students would be able to begin and complete the project (according to needs of the organization) within the required hours of the internship
	Project description
	Priority of the project to the organization/site
	Timeframe /estimated hours for completion
	Job description (organization ought to consider whether or not there is room for student skill development or if the job requires pre-existing skills)
	Must produce a “ deliverable ” for the organization and/or student (e.g. report, Veteran’s Assistance manual)

If the graduate student will not be engaged in a specific project or projects, on a separate page, please outline the major tasks that the student will be involved in, noting how they relate to the learning goals and skills being developed (as described on the *Partnership Template* page above).

INFORMAL/ASSESSMENT AND FORMAL PRE-INTERNSHIP QUESTIONS -WORKPLACE → INTERN;

AND INTERN → WORKPLACE

INFORMAL ASSESSMENTS

Site Supervisor Self-Assessment Template

The following self-assessment will give this intern an idea of the basic routine they should expect at your site. Please answer questions for all of the following areas according to the rating scale, and add any comments you believe would be helpful.

Rating 3 = Frequently, 2 = Semi-Frequently, 1 = Minimally, 0 = Never

Skill Set	3	2	1	0	Comments
Intern exposure to: <div>Social Services (e.g. advocacy, one-on-one interaction w/ the aged population)</div> <div>Program Administration (e.g. physical fitness, nutrition, etc.)</div> <div>Adult Education</div> <div>Research</div>					
Intern opportunity for: Public Speaking Grant Writing (to any degree)					
Answering Telephone					
Filing					
Intern Utilization of: <div>Fax machine</div> <div>Computer</div> <div>Copier</div>					
Supervisor's skill with: <div>Federal Programs</div> <div>State Programs</div> <div>Medicare Medicaid Elder Abuse</div> <div>Psychological Processes in the Aged (e.g. mental health issues, Alzheimer's, Parkinson's, and/or dementia)</div> <div>Gerontological Theories</div> <div>Public Speaking</div> <div>Working with Interns</div>					

Intern Skill Set Self-Assessment Template–

The following self-assessment will give the potential internship site/ organization an idea of your basic skill(s) set. Please answer questions for all of the following areas according to the rating scale, and add any comments you believe would be helpful.

Rating 3 = Expert, 2 = Experienced/Proficient, 1 = Limited Experience, 0 = No Experience

Skill	3	2	1	0	Comments
Microsoft Office/Computer Applications Word Excel Power Point Outlook IBM's SPSS or Similar Data Analysis					
Public Speaking					
Answering Telephone					
Filing					
Office Equipment Fax machine Computer Copier					

What is your expected start and end date for completion of your internship? _____ to _____

How many hours per week do you wish to work to complete your internship? _____

What days and hours (specify – 8am to 4pm, mornings only, etc.) are you available to complete your internship hours?

Monday _____ Tuesday _____ Wednesday _____

Thursday _____ Friday _____

FORMAL PRE-INTERNSHIP QUESTIONS: Open-ended, discussion-based

Student Intern Questions of the Workplace

- 1) Has your site ever hosted an intern before?
 - a. What is the range of interns with which you have dealt (e.g. Associate's degree, Bachelor's degree, Master's degree, etc.)?
- 2) What areas of professional development can an intern expect to receive at your site, which they couldn't learn in a textbook?
- 3) Could the intern work in multiple departments or would they only be utilized in one department?
- 4) How many hours a week can your site provide for an intern (e.g. 40 hrs/week, 20 hrs/week, etc.)? And will the intern receive any financial compensation?
- 5) How many hours per week will the site supervisor be able to dedicate to direct supervision (defined as the supervisor being in the room and monitoring the intern during tasks)?
- 6) What are some of the tasks an intern may be assigned to at your site (e.g. semester long projects versus daily tasks)?
- 7) How will the assigned projects and daily tasks be monitored?
- 8) What are the professional strengths at your site?
- 9) What does your site have to offer over other sites in this field?
- 10) As an intern at your site, is there anything else I should know that may not be covered by these questions?

Workplace Questions of the potential student Intern

- 1) This is your internship, what are *your* expectations?
- 2) Why gerontology as a field of study?
- 3) How did you hear about <organization's name>?
- 4) Considering your future goals, what areas of professional development do you hope to achieve during your internship experience?
- 5) Do you have any special interests that you would like to bring to <organization's name>? (For example, former interns have brought military experience and developed a protocol for engaging Veteran's Benefits for our veteran residents and their spouses. Another intern stated her area of interest was in health and fitness and developed an educational and support series for our residents.)
- 6) What are you hoping to experience through this internship?
- 7) What are you hoping to learn through this internship that you have not yet learned through coursework?

GOALS & OBJECTIVES OF THE INTERNSHIP – to be completed by Intern and Site Supervisor at the onset of the internship. Collaboration between student interests and organizational projects will determine the goals and objectives of the internship. Each assigned project will use one project outline form, and will be signed/dated by Intern, Site Supervisor, and Academic Program Coordinator.

Project Outline Form Template	
Project Title	
Goals/Objectives (for the academic requirements/student/workplace):	
Action Plan (what specific steps will be taken to accomplish the goals/objectives):	
Evaluation Plan (how and when will progress be measured):	
Student Signature	Date
Site Supervisor	Date
Academic Program Coordinator	Date

EVALUATION OF PROGRESS :

Workplace Evaluation of Intern at Mid-term and Final Template

This evaluation is conducted at the mid-term and final points of the internship experience and is to be completed by the site supervisor of the student's mid-term and final performance. Comments are used to suggest how performance can be improved. At mid-term, if an area is lacking, the site-supervisor will provide opportunities for development for the student intern during the remaining time of the internship experience.

Rating 4 = Excellent 3 = Good, 2 = Average, 1 = Fair, 0 = Unsatisfactory, NA = Not Applicable

Performance Area	4	3	2	1	0	NA	Comments
Exhibits knowledge of subject matter/discipline/field of study							
Effective in verbal communication							
Effective in written communication							
Interacts or deals effectively and appropriately							
Works well with others (patience, courtesy, tact)							
Displays a positive attitude							
Allocates time well							
Completes assignments with quality							
Completes assignments on-time							
Displays the ability to make decisions							
Accepts and follows directions							
Demonstrates initiative/follow-up							
Engages appropriately during meetings/discussions							
Solves problems							
Adapts readily to new situations and responsibilities							
Demonstrates knowledge/skills/attitudes to work with the aging population							
Projects a professional image							
Arrives to work on-time							
Maintains satisfactory attendance							
Accepts and implements constructive feedback/criticism							

STUDENT EVALUATION OF THE WORKPLACE:

Graduate Student Evaluation of the Workplace at Mid-term and Final

This evaluation is conducted at the mid-term and final points of the internship experience and is to be completed by student regarding the internship site. Comments are used to suggest how expectations might be met. At mid-term, if an area is lacking, the student will request/suggest workplace opportunities for development during the remaining time of the internship experience.

Rating 4 = Excellent, 3 = Good, 2 = Average, 1 = Fair, 0 = Unsatisfactory, NA = Not Applicable

Expectation	4	3	2	1	0	NA	Comments
Clear Communication regarding: Specific Job Description Specific Work Objectives Specific Project Options Method of Supervision Workplace Expectations/Requirements Student's Progress Extra guidance or extra site supervisor support, if applicable Reduced or increased level of workplace independence, if applicable							
Availability of Site Supervisor to answer questions							
Quality of feedback from the Site Supervisor Amount of time the site supervisor was available to supervise Appropriate level of supervision demonstrated by site supervisor							
Supervisor's display of skills related to: Federal Programs State Programs Medicare Medicaid Elder Abuse Psychological Processes in the Aged (e.g. mental health issues, Alzheimer's, Parkinson's, and/or dementia) Gerontological Theories Public Speaking							
Workplace Exposure to: Social Services (e.g. advocacy for & one-on-one interaction w/ the aged population) Program Administration (e.g. physical fitness, nutrition, etc.) Adult Education Research Interaction with inner-site departments Interaction with off-site departments/agencies							
Overall Workplace Experience with: Site Supervisor Additional site personnel Residents/Patients Other interns, if applicable							

GERONTOLOGY COORDINATOR EVALUATION OF THE STUDENT

Reflections Questions at 4 Pre-determined Intervals Template

Reflection questions will be submitted to the Gerontology Program Coordinator at planned intervals throughout the internship. For a 150 hour internship (3 Credit hours), students will respond to the corresponding reflection questions after 25 hours, 75 hours, 100 hours. And 150 hours. The questions give the student an opportunity to critically reflect and consciously connect their academic knowledge to the internship experience. Reflection questions are listed below. The expectation is that the student will write a coherent, purposeful essay for each question (that will be approximately 1-2 pages typed).

Cumulative Hours: 25

- 1) Based on your internship experience thus far, what instances or situations in your internship experience have challenged your academic learning on this issue?

Cumulative Hours: 75

- 2) Now that you are halfway through your internship, think carefully and create a list of 5 WELL THOUGHT OUT questions that you would like to ask your internship supervisor OR the agency for which you are interning. Then explain why you selected these questions (being certain to integrate knowledge from your coursework into both your questions and your reasoning behind them).

Cumulative Hours: 100

- 3) As you are reaching the 100 hour mark on your internship, what frustrations or challenges have you faced? Successes or achievements?

At the Completion of your Internship: (This Essay should be 3-4 pages in length)

As you are completing your internship, consider your professional goals: have they changed based on your internship experience? Have they been enhanced? What academic or personal beliefs have been challenged from this experience?

(for this final reflection essay, you are required to include *at least* 4 scholarly sources in your paper and include an APA formatted reference page).

Academic Institution Evaluation of the Site/Workplace

Academic Institution Evaluation of the Workplace at Mid-term and Final Template

This evaluation is conducted at the mid-term and final points of the internship experience and is to be completed by academic program coordinator of the academic institution **after** the student has completed his/her evaluations of the workplace. Comments are used to suggest how expectations might be met. At mid-term, if an area is lacking, the academic program coordinator will request/suggest opportunities to the workplace to strengthen the internship experience between the workplace and the student.

Rating 4 = Excellent, 3 = Good, 2 = Average, 1 = Fair, 0 = Unsatisfactory, NA = Not Applicable

Expectation	4	3	2	1	0	NA	Comments
Internship site performs within its stated mission							
Learning goals upheld for the student.							
Critical skill development emphasized.							
Stated goals are accomplished during the projected time frame.							
Expected outcomes are achieved.							
Based on student's evaluation of the workplace, rate the overall success of this site for this internship experience.							
Likelihood future students will be referred to this site for internships.							

****Add open-ended questions to evaluations that have been used previously

Appendix VI

Student Learning Assessment Program Response to Summary Form Graduate Programs 2010

Category	Level*	Comments
Learning Objectives	Level 3, M.A. Gerontology	Objectives are clear, measurable, and programmatic and meet the goals established by CGS. You may want to specify the competencies you are looking for under objective 3.
How, Where, and When Assessed	Level 2-3, M.A. Gerontology	The measures listed here should provide a wealth of direct assessment data as well as indirect data. And, the rubric for the comprehensive exams seems to be working. However, while the measures are sound, if rubrics are not applied and data are not collected from coursework, then the assessment plan is only partially fulfilled. You may want to talk to CATS about an electronic reporting system. Sharing the rubrics with the students is a good idea; students can see your expectations from the beginning of their program, and thus, they become partners in the assessment process. You may need to make scores from cores courses a requirement for graduation as we do for the EWP; this would force faculty to complete such assessments at the expense of the students. It is not my preferred method, but it may be the only way to gather data for such an interdisciplinary program.
Expectations	Level 3, M.A. Gerontology	Expectations are specific and related to the measures and objectives. They provide good specific details on the skills and behavior the program expects to see from its students.
Results	Level 2, M.A. Gerontology	While this program is set up to have strong and dynamic data, if the faculty teaching in the department do not turn in data from the courses, assessment and improvement of student learning cannot take place. So, there's been a bit of a loss here since the last report was written. Because of the difficulty gathering data, I think it is best to move this program back to an annual reporting schedule until such a time as gathering and reporting assessment data are routine parts of teaching in this program.
How Results Will Be Used	Level 2, M.A. Gerontology	Feedback loop is in place, but is not fully functioning since so much of the plan relies on faculty to submit holistic scores, and this year only one faculty member out of six complied. I am sure this is frustrating for the new coordinator, and such issues will need to be worked out in the program with the faculty and other stakeholders for assessment to actually take place.

* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at www.eiu.edu/~assess.

Appendix VI

Student Learning Assessment Program Response to Summary Form Graduate Programs 2011

Category	Level*	Comments
Learning Objectives	Level 3, M.A. Gerontology	Objectives are clear, measurable, and programmatic and meet the goals established by CGS. Do any of your students engage in creative activity rather than research in your program? If not, you may want to drop that terminology out of your objective.
How, Where, and When Assessed	Level 2-3, M.A. Gerontology	I am glad to hear that you have shared your rubrics with your students. Explaining to students what you are looking for from their work is the easiest way to assure that they provide what you want. The reflective essay that asks students to return to the admission question is an interesting way to gather information on the program as a whole.
Expectations	Level 3, M.A. Gerontology	Expectations are specific and related to the measures and objectives. They provide good specific details on the skills and behavior the program expects to see from its students.
Results	Level 2, M.A. Gerontology	While one of the core courses is still not participating, for the most part, results are gathered, shared, and discussed. However, a level 3 designation depends on all data being gathered and assessment being a regular part of the culture of the program, and while you are making progress, the report shows that there is still work to be done. You should be pleased with how far you have come in a year!
How Results Will Be Used	Level 2-3, M.A. Gerontology	I am delighted to hear that most of the faculty have contributed data to the program's assessment plan this year. The coordinator's efforts to share data and discuss the data as well as the instruments with the faculty appears to have been fruitful. A feedback loop is in place, and it now includes students as well. Including students in the assessment process is especially critical for graduate programs.

* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at www.eiu.edu/~assess.

Appendix VI

Student Learning Assessment Program Response to Summary Form Graduate Programs 2012

Category	Level*	Comments
Learning Objectives	Level 3, M.A. Gerontology	Objectives are clear, measurable, and programmatic and meet the goals established by CGS.
How, Where, and When Assessed	Level 3, M.A. Gerontology	You do indeed have direct and indirect measures; they are varied and multiple and should provide a wealth of information across the curriculum.
Expectations	Level 3, M.A. Gerontology	Expectations are specific and related to the measures and objectives. They provide good specific details on the skills and behavior the program expects to see from its students—both in the curriculum and in the out-of-classroom experiences.
Results	Level 2, M.A. Gerontology	Results have been collected for some measures while others have not yet put into place. But, you have the framework of a very comprehensive plan, so the measures should offer the information needed to determine whether your students are learning what you want and whether there are any places where improvements could be made.
How Results Will Be Used	Level 3, M.A. Gerontology	The Gerontology faculty and the coordinator have certainly been busy this year! I am glad that the faculty as a whole has contributed to the new assessment plan since that will solve the data collection issues that you had in the past. Your feedback loop now includes all faculty, the students, and the internship site supervisors. Well done.

Next due date: June 15, 2014

* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at www.eiu.edu/~assess.

Appendix VII



TO: Dr. Painter, Chair
Dr. Frank, Coordinator

FROM: Robert M. Augustine, Dean

RE: 2008-2009 Graduate Assessment Plan

DATE: January 25, 2010

The Council on Graduate Studies (05-22) adopted learning goals and criteria for the evaluation of graduate programs specifying that Graduate Assessment Plans will be evaluated in two parts. Part 1 includes a review by the Center for Academic Support and Achievement to document that the program uses its assessment data to improve student learning, to guide improvements to the curriculum, and to achieve academic excellence. Part 2 includes a review by the Graduate School to document that the programs uses its assessment data to improve student learning in the areas of depth of content knowledge, critical thinking and problem solving, effective oral and written communication, and research and/or creative activity. Review of the Master of Arts in Gerontology 2008-2009 Assessment Plan by the Graduate School documented the achievements outlined below.

Part 1 Center for Academic Support & Achievement Review

The CASA Director documented that the program used its assessment data to improve student learning, to guide improvements to the curriculum, and to achieve academic excellence in an exemplary way by advancing the program's assessment report from a yearly report to a report every two years.

Part 2 Graduate School Review

The Graduate School documented that the program has sustained its First Choice achievement by using assessment data to improve student learning in the areas identified by the Council on Graduate Studies and acknowledged the program's exemplary achievement of moving to a report every two years which further acknowledged the program's First Choice Status. Due to this level of achievement a 2009 Assessment Plan was not required.

C: Dean Hoadley
Dr. Sanders

Appendix VII



TO: Dr. Jim Painter, Chair
Dr. Jacquelyn Frank, Coordinator

FROM: Robert M. Augustine, Dean

RE: 2010-2011 Graduate Assessment Plan
MA in Gerontology

DATE: February 20, 2012

Part 1 Center for Academic Support & Achievement Review

The CASA Director documented that the program used its assessment data to improve student learning and provided a rating of Level 2 and Level 3 for each area of the plan.

Part 2 Graduate School Review

The Graduate School documented that the program addressed the areas identified by the Council on Graduate Studies (depth of content knowledge, critical thinking and problem solving, communication and research) but for the 2nd year many of the faculty in the program failed to collect the outcomes data critical to the assessment plan. The continued lack of data from across the interdisciplinary curriculum jeopardizes the First Choice Status of the program and will be considered when the next review is completed.

- Depth of Content Knowledge was assessed in Objectives 2 and 3. The program established direct and indirect measures to assess this area but with five key courses not included among the assessment data, it is difficult to verify if the students in this cohort met expectations
- Critical Thinking & Problem Solving in Objectives 2 and 3. Both direct and indirect measures were used to sample learning outcomes. There were only two key courses missing in this area and based on the data obtained it appeared that the learning goals were met.
- Oral and Written Communication in Objective 1. This goal remains well focused and well written; this objective provides direct and indirect evidence that the program's expectations have been met by most students even though 2 key courses did not provide data.
- Research and/or Creative Activity in Objective 6. The program data verified acceptable learning outcomes.

Dr. Frank took a variety of steps during the past year to increase participation in the collection of assessment data from the entire faculty. I support Dr. Frank's efforts and hope to see a renewed commitment and a return to the program's earlier culture of strong and consistent participation in assessment.

C: Dean Mayhar Izadi
Dr. Karla Sanders

Appendix VII



TO: Dr. Karla Kennedy-Hagen, Chair
Dr. Jacquelyn Frank, Coordinator

FROM: Robert M. Augustine, Dean

RE: 2011-2012 Graduate Assessment Plan
MA in Gerontology

DATE: September 10, 2012

Part 1 Center for Academic Support & Achievement Review

Congratulations on the positive review provided by the CASA Director who documented that the program used its assessment data to improve student learning and provided a rating of Level 3 achievement for 4 of the 5 areas of the plan.

Part 2 Graduate School Review

The Graduate School documented that the program addressed the areas identified by the Council on Graduate Studies (depth of content knowledge, critical thinking and problem solving, communication and research). In addition, in contrast to the prior year where many faculty did not participate in collecting assessment data, this year the program was able to obtain assessment data across all of the assessment areas to successfully evaluate student learning outcomes. I also support the Director's review that the plan has a variety of strengths. Among them are:

- Multiple direct measures such as exams, thesis reviews, oral presentations, portfolio reviews, and supervisory evaluations.
- Indirect measures including exit surveys and self-evaluations
- Rubrics to establish valid and reliable measures
- Summative and formative data

A key factor in this report was the effective use of assessment data to drive curricular decisions to improve the program. Examples include creating a portfolio to track progress, creating new courses to enhance program content, and development of effective ways to engage the faculty in the assessment process. The comprehensive approach to assessment and full engagement of the faculty reflect the First Choice achievement of this program.

C: Dean Mayhar Izadi
Dr. Karla Sanders

Appendix VIII

GERONTOLOGY GRADUATE PROGRAM PROGRESSIVE PORTFOLIO INSTRUCTIONS FALL 2011 SEMESTER

- 1. Who submits a portfolio?** All students in the MAG program who have enrolled in courses during the fall 2011 semester. The progressive portfolio is a REQUIREMENT for completion of the Gerontology program.
- 2. How often is the progressive portfolio submitted?** Graduate students submit the portfolio after each semester they are enrolled in the program and actively taking courses, for most students, this would mean they end up submitting a portfolio 2-3 times during their graduate education.
- 3. What is the purpose of the progressive portfolio?** The purpose of the Gerontology progressive portfolio is to give students ongoing and purposeful opportunities to reflect on what they have learn, integrate the different content areas of their courses, and apply the information to their academic, personal, and professional lives. *Such practice is critical in preparation for a thesis or comprehensive exams. It is also critical for you as a professional in the interdisciplinary field of gerontology.*
- 4. What are the consequences if a student does not submit a portfolio?** Beginning in 2012, if a student has been actively taking courses in the program and does not submit a progressive portfolio then at the completion of the student's coursework, the Gerontology faculty will not permit a student to take comprehensive exams (or schedule a thesis defense). The progressive portfolio is a *requirement* for completion of the MAG program at Eastern Illinois University.
- 5. How is the portfolio assessed?** 1-2 weeks after students submit their portfolios, they will schedule individual meetings with the faculty portfolio committee (consisting of 3 Gerontology faculty members). The faculty will review your portfolio with you and discuss areas within your program that might require additional focus or improvement during the coming semester(s).
- 6. How should students organize their portfolio?** The actual organization of the portfolio should follow the structure and order shown on the *MAG Portfolio Table of Contents handout*. All progressive portfolios will be turned in electronically, using Evernote.

Gerontology Progressive Portfolio Requirements and Table of Contents

1. Academic Performance
 - Students must address any grade below a 'B' they have earned during the previous semester. If the student has not earned any grades below a 'B', he/she may simply include a brief sentence noting that they did not earn any grades below this level during the past semester.
2. Demonstrate ability to integrate content knowledge from MAG coursework
 - The student will select two courses from courses he/she completed during the previous semester (or 2 semesters) and write a 2-3 page critical essay integrating some of the content from those courses, being certain to draw on connections & links between the two courses' content within the larger interdisciplinary field of gerontology.
3. Summary of learning achieved in both of the courses discussed in #2
 - The student will list the learning objectives and summarize (in 1-2 sentences per learning objective) how they achieved those objectives. (Methods used to achieve the learning objectives might include: papers, exams, particular readings, class activities, etc).
4. Evidence of furthering research understanding (1 page)
 - The student will provide a brief account of his/her engagement of original primary literature and/or involvement in any research activity during the previous semester. (This can also include activities such as Gerontology Research Speaker Series events, conferences attended, ASA webinars attended, or information learned through your ASA membership and reading of the *Generations* journal).
5. Reflective essay (1-2 pages)
 - The student will provide a narrative of their critical thinking and ethical/professional developments over the past semester.
 - The student will further address:
 - What s/he learned about gerontology and aging
 - What s/he learned about themselves
 - What s/he would do differently
6. Professional goals & Professional Development
 - The student will provide a brief (2-3 paragraph) discussion of their current professional goals and how the 2 courses they discussed in #3 above *might* either be applied to these professional goals or steer them in a different direction.
 - As ASA members and gerontologists, students should be keeping abreast of the critical issues in Gerontology. Using your *Aging Today* newsletter, your *Generations* journal, or an ASA webinar you attended, discuss a topic covered by ASA in the past 3 months and briefly explain how it has helped your professional development (2-3 paragraphs).
7. Action plan
 - The student will describe what their immediate goals are for the current semester and their plans for successful completion of the program. (The student and Portfolio Committee will

prepare a remediation protocol, if warranted, and a time-line for remediation established when they meet to go over the student's portfolio).



Program of Merit

The National Review of Educational Programs in Gerontology

A voluntary program of review available to any program
at the Master's, Bachelor's, or Associate's level.

Each program is evaluated according to its own goals and objectives.

**For additional information or to receive an application form,
contact the AGHE office.**

Association for Gerontology in Higher Education
1220 L Street, NW, Suite 901
Washington, DC 20005-4001
(202) 289-9806
www.aghe.org

TABLE OF CONTENTS

Program Overview.....	1
Purpose of the Program.....	1
Prerequisites for Inclusion in the Program.....	2
Program Evaluation Process and Related Information	2
POM Reviewers and Decision Time Line	2
Site Visit.....	3
Cost of POM Review	3
Length of POM Designation.....	3
Outcome and Appeals Process.....	3
Resource List	4
<i>Standards and Guidelines</i>	4
AGHE Consultation Program	4
<i>Core Principles and Outcomes</i>	4
<i>Gerontology Program Development and Evaluation</i>	4
Frequently Asked Questions.....	5
How to Apply	7
General Guidelines for Applicants.....	7
Supportive Materials Checklist.....	7
Required Documents.....	7
Documents Strongly Recommended to Facilitate the Review Process	8
Application Form.....	9

PROGRAM OVERVIEW

Purpose of the Program

In July 1998, the Executive Committee of the Association for Gerontology in Higher Education (AGHE) approved a proposal to establish and implement a voluntary program of evaluation known as the Program of Merit (POM). The POM designation provides gerontology programs with an AGHE “stamp of approval,” which can be used to verify program quality to administrators, to lobby for additional resources to maintain a quality program, to market the program, and to recruit prospective students into the program. This national process of evaluation:

1. Verifies for students that the program is consistent with national practice and guidelines established by AGHE;
2. Assures the public of the quality of programs and their graduates;
3. Clarifies for employers the knowledge and skills imparted to students who graduate from individual gerontology programs;
4. Informs campus administrators of national guidelines, expectations, and practice in gerontology education; and
5. Indicates to interested students that the program is of appropriate quality.

AGHE’s Academic Program Development Committee oversees the POM initiative. Programs of AGHE member and non-member institutions may apply for review. Applicable programs include:

1. Programs at the Master’s, Bachelor’s, or Associate’s degree levels;
2. Programs that culminate in the award of a degree, major, certificate, minor, or other designation that is reflected on the student’s transcript; and
3. Free-standing certificates or degrees and programs integrated into another degree program.

Prerequisites for Inclusion in the Program

1. Courses offered for credit.
2. Comprehensive coverage of the content (physical, mental, and social aspects).
3. Courses sequenced and/or students advised so that introductory courses precede the advanced ones.

4. A program/curriculum title that clearly identifies the emphasis on aging and/or older people.
5. Courses that deal primarily with content on aging or old age.
6. Courses listed in the campus catalog and schedule of classes.
7. Students admitted to the program or recognized as being enrolled in it.
8. Recognition and support by the host institution.

Program Evaluation Process and Related Information

Faculty from the program being evaluated provide a self-study using the Program of Merit Application Form (which is based on the outline in the AGHE Consultation Program). This report should compare the program curriculum with that presented in AGHE's *Standards and Guidelines* and/or AGHE's *Core Principles and Outcomes*. (See Resource List on page 4 for a summary of these three documents.)

The self-study report should include statements on the need for gerontology instruction; description of the instructional program, students, and student services; an outline of the organizational structure and administration; and a description of the relationship with the community. Consult "Gerontology Program Self-Study: Evaluating an Existing Program," pp. 109–115 of *Gerontology Program Development and Evaluation* (see page 4).

POM Reviewers and Decision Time Line. Senior faculty from three colleges or universities (other than the one being evaluated) form a Review Team to review the self-study report. Whenever possible, efforts are made to select reviewers from diverse institutional settings and one reviewer from an institution comparable to the applicant's institution. Reviewers base their evaluations on their expertise and a set of guidelines that have been developed for this purpose. This is a confidential review; the identity of members of a specific Review Team are not disclosed.

To help reduce the cost of the POM process, reviewers provide their services at no cost to AGHE. Therefore, applications are limited to twelve per year, unless the AGHE Executive Committee determines that there is the demand and capability to complete more in a given year. If applications are limited in a given year and there are more than 12 applications for the POM designation, priority will be given to AGHE member institutions. In all cases, those institutions waiting for review will be notified that their applications are pending and will be given an approximate date the reviews can be expected to be completed. The POM Review Committee will make every effort to work with AGHE member institutions to coordinate the scheduling of the review process so that it coincides with the needs of applicants.

Within four months of receipt of the application, the AGHE director (or his designee) will send a letter indicating the Executive Committee's decision and a summary of the review to the director of the program being evaluated for his or her use or comment. This information can also be sent to a designated administrator should this be desired by the program director. There is currently no set date for receipt of applications, but this is subject to change by the AGHE Executive Committee.

Site Visit. No site visit will be conducted for the POM evaluation, but reviewers may ask the AGHE staff to clarify points in the applications by soliciting more information by phone calls or fax to the program faculty or administrators. If faculty or administrators of the program being evaluated desire a site visit and a more formal and integrated evaluation report, the AGHE Consultation Program is available.

Cost of POM Review. The charge for a review is \$600 for AGHE members and \$1,400 for non-members. The cost of maintaining records, verification of program status, and distribution of lists of programs with the POM designation is included in the initial review fee. If an institution desires more than one program being evaluated (e.g., a bachelor of science degree and a minor or certificate in gerontology), additional programs may be reviewed at a cost of \$300 per program. In most cases, review of two programs from the same institution are completed by two separate Review Teams.

Length of POM Designation. The POM designation is for a period of five years. At the end of this five-year period, an institution may choose to undergo a full review. If there are no significant changes to the program, however, the institution may choose to pursue a five-year renewal that involves an addendum to the original application. The charge for renewal is \$600 for AGHE members and \$1,400 for non-members.

Outcome and Appeals Process. If the reviewers conclude that a program does not meet the criteria as an AGHE POM, two courses of action may be pursued.

1. The decision of the POM Review Team may be appealed. Appeals must be filed within three months of the decision. The AGHE director (or his designee), an appeal-review designee from the Committee on Program Reviews, and one member of the initial review team review all appeals. A decision on the appeal is made within three months of receipt of the appeal request;
2. Whether or not an appeal has been filed, a program may reapply for the POM designation after the programmatic deficiencies pointed out in the original review have been addressed.

Reviewers may decide to grant "conditional" approval to an applicant if there are *minor* deficiencies that can be easily and quickly addressed. In this way, an institution's application is "put on hold" until the necessary improvements are made. This avoids the necessity of paying for a second review. The correction of deficiencies must normally take place within 12 months.

Longer extensions must be approved by the chair of the Committee on Program Reviews and the AGHE director (or his designee). Once documentation has been received indicating that the deficiencies have been remedied, the Review Team will make a final recommendation to the AGHE Executive Committee.

Resource List

Standards and Guidelines. The publication outlines standards and guidelines for the development of gerontology instruction in institutions of higher education. The document includes a set of recommendations for gerontology program development that applies to any program regardless of academic level or type of credential awarded, as well as specific curriculum and policy recommendations for gerontology programs that offer an associate degree or certificate, a bachelor's degree, a bachelor's certificate or minor, a continuing education certificate at the undergraduate level, a master's degree, a graduate certificate, or a doctoral degree.

AGHE Consultation Program. The Consultation Program was developed to assist community and four-year colleges and universities in developing new gerontology instruction and in expanding or evaluating existing gerontology programs. The program links interested persons with a consultant to help objectively evaluate a proposed or existing program and to help identify and solve problems. A consultant also provides unbiased verification of the need for change in gerontology instruction and justification for proposals to modify a program's offerings in aging.

Core Principles and Outcomes. This report outlines the core organizing principles for inclusion in instructional programs in aging. It also describes a set of core student outcomes for gerontology programs with a liberal arts, professional, or scientific orientation. The concepts were developed by an expert panel and validated by a national survey of gerontology programs.

Gerontology Program Development and Evaluation. This is a comprehensive edited volume of papers addressing substantive issues relevant to gerontology instruction. It is designed to help institutions analyze their resources and opportunities, define program objectives consistent with their academic missions, and plan new academic and service initiatives in aging-related areas.

Each of these volumes can be purchased by contacting the AGHE office at (202) 289-9806 or www.aghe.org.

FREQUENTLY ASKED QUESTIONS

What is the POM proposal all about?

The POM is intended to include institutions offering academic degrees, minors, or certificates focusing on aging. It establishes AGHE as the organizational body that evaluates and recognizes programs that abide by AGHE's *Standards and Guidelines* to develop quality gerontology programs in higher education. The POM designation provides gerontology programs with an AGHE "stamp of approval," which can be used to verify program quality to administrators, to lobby for additional resources to maintain a quality program, to market the program, and to recruit prospective students into the program.

What costs are involved?

The fee for the evaluation process will be kept to a minimum. Because the evaluation is based on a self-study report, this avoids costly site visits. There are other costs, however, which are rolled into the \$600 fee to AGHE member institutions. These costs include printed materials, mailings, phone calls, and AGHE staff support. This is a valuable benefit for AGHE member institutions, because non-members are charged \$1,400 for the same evaluation.

Doesn't the POM create a tiered hierarchy within AGHE of those institutions that have the POM designation and those that do not?

For a time, there will be institutions that have the POM designation and those that do not. This was discussed with AGHE institutional representatives and by the AGHE Executive Committee, and the overwhelming sentiment was that the benefits from providing such a review and recognition process far outweigh the concerns about implementation. Many AGHE member institutions already have programs that would receive the POM designation. The purpose is not to recognize bigger institutions and exclude smaller institutions, but to provide a way to recognize those programs that abide by AGHE's *Standards and Guidelines* as quality gerontology programs. Initially, there will be those institutions that pursue and receive the POM designation before others. Although this is unavoidable, the low cost of this process makes it readily available to all AGHE members.

Some smaller programs will be penalized if the institution has less of an ability to support the program. How will this be addressed?

The POM was designed to be a cost-effective method of evaluation that would be affordable for all institutions. The essential criteria are supplied by AGHE's *Standards and Guidelines* regardless of the size of the program. The review process takes into consideration the local context (e.g., budgetary support, staff support, and local need for the program) of the program applying for the POM designation. These considerations should also be emphasized in the self-study report by the institution within its application document.

Administrators are looking for reasons to cut programs. What would it say about a program if it did not receive the POM designation? Could this be used as a reason to eliminate the program?

We all live in uncertain times. There is downsizing in business as well as in higher education. Chances are, if an administrator is looking for a reason to eliminate a program it would not hinge on whether or not the POM designation was received. This is, however, an important concern. This process is designed to be **constructive** (recognizing the existing strengths of a program), **directive** (offering specific recommendations for the improvement of a program to bring it in line with AGHE's *Standards and Guidelines*), and **protective** (providing results in such a way as not to put a program in jeopardy). The question above speaks to the last of these three—a protective process. The results of the evaluation process can be used entirely for an internal review to examine areas for program improvement. Therefore, the results do not need to be sent or shared with higher administration. Whether the results of the evaluation are shared can be left to the discretion of the program director, with a letter being sent to higher administration if the review process is favorable, or to only the program director if the results suggest areas for needed improvement before the POM designation can be awarded.

It should be kept in mind that packets for the self-study review and criteria the reviewers use are made available in advance of the application process. If a program director looks at the criteria and decides there are areas needing improvement, then he or she should probably delay a formal application until such time as those deficiencies are corrected.

What does it say about a program if it does not apply for the POM designation?

It could say several things. It could mean that the program is still in a period of development and working toward full compliance with AGHE's *Standards and Guidelines*. Or it could mean that the institution has decided not to pursue the POM designation because it either has some other measure of demonstrating quality, or does not believe in the value of such a recognition. Of course, the concern focuses on the possibility that not applying would suggest that the program is of "lower" or "questionable" quality. If this is the main concern, the AGHE staff has always been willing to send supportive letters stating that a particular program is valued as an AGHE member and emphasizing the general importance and timeliness of gerontology programs given the demographic trends within our society.

Can a program that is considering applying for the POM designation know ahead of time what its chances are of having a favorable outcome?

AGHE periodically provides information about the POM through a variety of means—pre-conference workshops held in conjunction with the annual meeting, presentations during the annual meeting, and articles published in the *AGHEExchange* newsletter. Information is also posted on the AGHE website (www.aghe.org).

HOW TO APPLY

General Guidelines for Applicants

The following guidelines will assist you in writing your self-study report for the POM. If you have questions about these guidelines or the POM Application Form, please contact Alice McDonnell, Chair of the POM Committee, at (570)348-6284 or mcdonnell@marywood.edu; or Angela Baker, AGHE Director, at (202) 289-9806 or abaker@aghe.org.

1. The self-study narrative (excluding Table of Contents, syllabi, and supportive materials) should be no more than 30 pages in length.
2. Include a Table of Contents (not included in the 30-page limit).
3. Type the document. Use normal 1" margins and 12-pt font.
4. Label appropriately all items included in the appendices, and cite each one in the text of the self-study narrative.
5. Use charts and tables when appropriate (e.g., budget, student enrollment rates, graduation rates) to help clarify or illustrate points discussed in the self-study.
6. Include the original and four copies of all application materials submitted for review.

Supportive Materials Checklist

Required Documents

- ☐ College or university catalog
- ☐ Assessment plan for the gerontology program
- ☐ Syllabi for all courses included in the gerontology curricula
- ☐ Field supervisor's evaluation form (or other forms to assess students' performance in the field)
- ☐ Course evaluation form
- ☐ Curriculum vita for faculty whose primary teaching duties are in the gerontology program

Documents strongly recommended to facilitate the review process

- ☐ Letters of support—one or two letters of support for the program from administrators (e.g., department head, dean, provost) and two or three letters from community agency representatives. If you are not submitting letters with your application materials, please explain why.
- ☐ Advisement survey instrument (if one is used) and summary report
- ☐ Alumni survey instrument (if available)
- ☐ Capstone paper guidelines (if one is required)
- ☐ Exit interview questionnaire (if one is used)

Send applications to

Program of Merit
Association for Gerontology in Higher Education
1220 L Street NW, Suite 901
Washington, DC 20005-4001



PROGRAM OF MERIT APPLICATION FORM

Part I Overview, History, and Description of the Program

Questions in this section are intended to give reviewers a clear sense of what your program is, how it operates, whom it serves, how it is administered, and so forth. Information from this section is essential for reviewers to have a sense of context as they read about your program goals, accomplishments, and challenges in your self-evaluation (Part II).

A. Title of the Gerontology Program

Provide the official level of the credential (i.e., minor, major, certificate, specialization).

B. History of the Program

Please discuss the evolution of your program. Address the following issues:

1. How long has the program been in existence?
2. How and why was the program originally developed?
3. What have been the program's significant achievements?
4. What have been ongoing problems or difficulties with the program?
5. What problems currently need to be addressed?
6. Describe how the program has changed over the years.
7. Discuss the size of the college/university, and changes in the college/university which have affected your program.
8. Briefly describe the community (geographic and demographic) your institution serves.

C. Program Mission

Describe the mission of the program. How does this mission fit into the broader mission of the college/university?

D. Major Challenges and Opportunities

What are the challenges and opportunities confronting the program in the next five years?

E. Organizational Structure and Administration

1. How is the program director selected or appointed and renewed? What is the term of appointment? How is the program director reviewed (i.e., the review process) and how often?
2. Where does the program fit within the organizational structure of the college/university?
 - a. To whom does the head of the program report?
 - b. What are the rights and responsibilities of the program director?
 - c. Are clear understandings with the administration in place regarding those rights and responsibilities?
 - d. Does the program director have enough authority to do what needs to be done to keep the program operating successfully?
3. Is the level of administrative staffing appropriate?
 - a. How much of the program director's time is devoted to administration?
 - b. What type of support staff is available? How much of their time is devoted to the program?
4. In what ways has the administrative structure changed over the years?
5. What is the annual budget?
 - a. Allowing for inflation, is the level of funding increasing, decreasing, or staying about the same?
 - b. Who controls the budget?
 - c. Describe institutional support and any other sources of income, including grant activities. Is this support ongoing or temporary? Is the support increasing, decreasing, or staying about the same?
6. What resources are available to purchase books, journals, and audiovisual and other instructional materials?

F. Students

1. How many students completed your program in the past year? How many are currently enrolled? What is the average over the past three years? Is that number increasing, decreasing, or staying the same? How does the number compare with the original estimates for the program?
2. How are students recruited and selected?
3. Describe the student population that is most interested in the program.
4. Is there continuing student interest in the program?
5. What have been the trends in the number, type, and quality of students in the program? In what ways has this changed over the years?
6. What types of student services are available (e.g., financial aid, job placement)?
7. Describe the advising of students in this program. How is this assessed and how frequently?

G. Faculty

1. How many faculty (full-time employee positions and total number of people) are involved in the program?
2. What percentage is full-time, part-time, adjunct faculty? For each faculty member, what percentage of his or her time is committed to gerontology?
3. What proportion of the faculty is in tenured or tenure-track lines?
4. Describe the disciplinary background of the faculty (this question seeks information on the diversity of academic backgrounds of the faculty teaching in the gerontology program).
5. What changes have occurred in the number of faculty, disciplinary backgrounds of faculty members, or other characteristics of the faculty (e.g., full- or part-time status, tenured or non-tenure status) over the years?

H. Relationship With the Community

1. Describe current relationships with agencies and organizations within the community and how they relate to the gerontology program. Discuss the extent to which such a connection is consistent with the mission of your program.
 - a. Is a tie with the aging network in place and functioning?

- b. Do faculty provide service to community agencies and organizations (e.g., board memberships, consultation)?
 - c. Do students have opportunities to participate in a volunteer capacity? Do they volunteer and, if so, for how many hours in an academic year?
 - d. Are community agencies and organizations receptive to students doing practicum placements or internships on site?
- 2. Have there been changes over the years with regard to your relationship with and activity within the community?
- 3. Is there a community advisory committee to the gerontology instructional program? If so, how are members appointed? What is the committee's function?
- 4. Does your program provide or help to plan special events such as conferences, workshops, and lectures?
- 5. Are continuing education and/or community service programs offered? In what ways are those programs consistent with the goals of the instructional program?
- 6. To what extent has the community been involved in providing feedback to the program?

Part II Self-Evaluation

In this section you are asked to present your reflections on the fit of your program's operations with its goals. Whenever appropriate, refer to local context to explain the differences in mission, in adherence to AGHE's *Standards and Guidelines*.

A. Components of the Instructional Program

- 1. What are the goals of the program?
 - a. What are the program's outcome goals for students? What should students know and be able to do when they complete the program?
 - b. In what ways are those goals consistent with the mission of your academic institution?
 - c. Your program should have an assessment plan for determining whether program goals have been met. Please attach this plan as an addendum to this application form. What criteria are used to assess program quality? What progress, if any, has been made using the results of past assessment?
 - d. How successful has the program been in reaching those goals? Which goals have been met? Which have not?
 - e. In what way, if any, do the goals need to be changed?
- 2. Describe the curriculum (attach sheets from the institutional catalog as an

addendum to this application form).

- a. How is the core content of gerontology covered as stipulated in AGHE's *Standards and Guidelines*?
 - b. Does the curricular structure of the program deviate from the structure recommended by AGHE's *Standards and Guidelines*? If so, please explain how the program deviates and the rationale for doing so. How does this affect the quality of education received by students?
 - c. For each course offered, indicate the title, level, course objective, and, if applicable, its link to another department(s).
 - d. Is there a clear sequencing of courses within the gerontology curriculum? Please explain. If there is not a clear sequencing, explain why this is so and the rationale for this curricular structure.
 - e. Is there specialization within the program? If so, how are specializations covered within the curriculum?
3. Is a practicum or field placement required? (If not, proceed to No. 4 below.)
- a. In what ways is the practicum requirement consistent with the objectives of the program?
 - b. How many contact hours are required?
 - c. How are students supervised and evaluated?
 - d. Have your practica or field placements been successful? How is this "success" measured?
 - e. What have been the benefits for students? For community agencies?
4. If a practicum or field placement is not required, why not?
5. Are there opportunities beyond the field placement or practicum for students to interact with older people (e.g., service-learning) within the community as a part of the regular curriculum? Is such interaction an important part of your program?

B. Faculty

1. Is the number of full-time faculty members adequate to meet the needs of your program? Is the current mode of staffing (i.e., balance of full-time to part-time, tenure-line to adjunct, etc.) appropriate and desirable?
2. Does the faculty have the appropriate preparation to teach the gerontology courses offered in your program?
 - a. What types of faculty development opportunities/programs are in place?
 - b. Who controls the resources used for faculty development?
3. Is there a faculty advisory committee? If so, how are members of the committee

appointed or elected, and what is their authority?

C. Students and Student Services

1. Is there an organization on campus specifically for students in the gerontology program to socialize students into the field of gerontology, integrate them into the larger community, and give them a sense of cohesion?
 - a. What type of organization is this (e.g., social, service)?
 - b. In what activities does the organization participate on a regular basis?
 - c. How do the activities of the organization relate to the overall objectives of the program? Of the college/university?
 - d. How is the organization supervised? Is there a faculty member assigned to advise the organization? Are there officers or a leadership structure within the organization?
2. How is student satisfaction with gerontology instruction and the program measured?
 - a. Is there a regular survey of students graduating from the program and, if so, how frequently is it taken? How is that survey conducted and what types of questions are asked. If a survey is conducted, it may be attached to the application as an addendum.
 - b. Please describe any other mechanisms used to elicit student feedback about the program.
 - c. In what areas of the program are students satisfied? Dissatisfied?
 - d. Have there been changes in the level of satisfaction over the years?
3. How many students leave the gerontology program without graduating? Are exit interviews conducted with these students? Why do students leave the program?
4. What percentage of the program's graduates are employed in the field? Has this percentage been increasing, decreasing, or staying about the same? What types of jobs do the graduates have? How often are graduates of the program surveyed in terms of job placement?

Please include the original and four copies of all materials submitted for review.

Send applications to

Program of Merit
Association for Gerontology in Higher Education
1220 L Street NW, Suite 901
Washington, DC 20005-4018

**For additional information or to receive an application form,
contact the AGHE office.**

Association for Gerontology in Higher Education
1220 L Street NW, Suite 901
Washington, DC 20005-4018
(202) 289-9806
www.aghe.org



Appendix X

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aghe.org



Home
About AGHE
NEW -
Intergenerational
Learning and Research
Initiative
2013 Elections-
Candidates Bios
Membership
Annual Meeting
Committees
By Laws
Faculty
Students
Careers in Aging
Publications
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[Home](#) > [Resources](#) > **Program of Merit**

October 4, 2013



PROGRAM OF MERIT

The National Review of Educational Programs in Gerontology

AGHE's Program of Merit is a voluntary program of review available to any program in aging at the Master's, Bachelor's, or Associate's level. The designation provides gerontology programs with an AGHE "stamp of approval," which can be used to verify program quality to administrators, to lobby for additional resources to maintain a quality program, to market the program, and to recruit prospective students into the program. Each program is evaluated according to its own goals and objectives. [Click here for a booklet in Microsoft Word format which describes the program evaluation process, lists resources to use in the evaluation, answers frequently asked questions, describes how to apply, and includes an evaluation form.](#) For more information on applying for the Program of Merit designation for your school, contact Angela Baker at abaker@aghe.org or (202) 289-9806 or (202) 289-9806 or Alice E. McDonnell at mcdonnell@marywood or (570) 348-6284 or (570) 348-6284.
.edu

The Association for Gerontology in Higher Education congratulates these Programs of Merit:

[American River College, Associate of Arts Degree in Gerontology](#)

[Eastern Illinois University, Master of Arts Degree in Gerontology](#)

[Ithaca College, Major in Aging Studies](#)

[Marywood University, Graduate Certificate Program in Gerontology](#)

[McDaniel College, Undergraduate Minor in Gerontology Program](#)

[Miami University, Master's in Gerontological Studies Program](#)

[Missouri State University, Bachelor's of Science Degree in Gerontology](#)

Appendix XI
GERONTOLOGY RESEARCH SPEAKER SERIES
EASTERN ILLINOIS UNIVERSITY
FALL 2013

Home Sweet Home?
Family Communications about Concerns Related to Aging and the Care Facility Decision

Dr. Elizabeth Gill will discuss the similarities and differences in the ways older adults and their middle age children make sense of and communicate about the challenges of aging. In particular, she examines the uncertainties and ambivalence associated with the decision to move a loved one to a care-related facility.

Thursday, September 12, 2013; 7:00-8:30 p.m.,

Location: Klehm Hall 1418

Elizabeth Gill, PhD, Assistant Professor
Communication Studies
Eastern Illinois University



Aging and Sustainability: An Issue of Human Rights

As climate change proceeds at an unprecedented rate, concern for the natural environment has increased simultaneously. Similarly, as the world's population ages at an unprecedented rate, the implications of an older population are receiving greater attention. As vast numbers of human beings currently subsist without secure access to basic needs, ensuring equitable resource use and consumption for all generations is urgent and aligns with expectations outlined in Articles 25 and 27 of the Universal Declaration of Human Rights. Through exploring these and other linkages between aging and sustainability we can identify intergenerational strategies both to protect the environment and promote quality of life for older adults and those who interact with them around the world.

Thursday, October 10, 2013; 7:00-8:30 p.m.

Location TBA

Tina Kruger Newsham, PhD, Assistant Professor,
Department of Applied Health Sciences
Indiana State University



*The Fall and the Rise of Veteran Benefits for Veterans of the Silent and G.I. Generation: Applying
Generational Intelligence Theory to Cohorts in History*

Advancement of life expectancy allows for four numerically large generations to coexist. This is a successful blessing, yet it is a blessing with new challenges for all generational members who will experience it. A solution to intergenerational communication rests in the Generational Intelligence (GI) theory of Biggs and Lowenstein (2011). This historical study applies this theory to the strained interaction between World War I veterans and legislators to resolve the bonus issue and the comparatively successful generational interaction between veterans and legislators with the evolution of creating the G. I. Bill for World War II Veterans.

Thursday, November 14, 2013

August Lamczyk
M.A. Candidate, Gerontology
Eastern Illinois University

not to touch the actors, and they will not touch visitors—also no flash photography or light sources. "You can't pull your cell phone out and use it as a light source," Kelly said. "We'll actually take it from you, and you'll have to do something really ridiculous to get it back."

Kelly said he loves the haunted industry because he loves the people. "People like to go to creepy things," Kelly said.

Samantha McDaniell can be reached at 561-2812 or smcdaniell@vaweb.com.

Ashtown Estates built in 1916 and was originally an almshouse till 1956. During its time as an almshouse as many as 200 people died on the estate. Then from 1956 to 1976 it was a mental institution. The estate was previously purchased in 1976 and remained open till 1987. Now it is used as haunted house.



SECRETARY WRIGHT, THE DAILY EASTERN NEWS

CAMPUS

Oct. 11, 2012

Gerontology lecture puts patients in mentor seat

By Amy Wywiakowski
Assistant Daily Editor

The director of education at the Cognitive Neurology and Alzheimer's Disease Center at Northwestern University will be at Eastern on Thursday to give a presentation to members of the community about her work with early diagnosed dementia patients.

The lecture will take place at 7:15 p.m. in Room 1165 of Blair Hall.

Darby Morhardt, who is also a research associate professor at Northwestern's University Feinberg School of Medicine, will focus spe-

cifically on what she has learned from "The Buddy Program," which she co-founded 14 years ago.

The program pairs up first-year medical students with patients who have recently been diagnosed with dementia, Alzheimer's or a similar disease.

"The idea came about when one of the Northwestern neurologists was diagnosed with the early stages of Alzheimer's," Morhardt said. "We talked about while he could no longer operate, he could mentor a new medical student."

She said after talking with her colleagues, the program was born. "We ran with it and learned the

importance of treating the patient as a mentor, and we now have 10 to 12 patient/student pairs each year," Morhardt said.

"Both participants gain friendship, and the students see how the patients are living and coping with the disease," Morhardt works with the medical students and keeps track of what they are learning throughout the process and how the program affects them.

"I study how the relationship between the pair changes as the students gain knowledge," she said. "I also follow up with the students and where in the medical field the land, and where they do their res-

idency program."

Jacquelyn Frank, the coordinator for the graduate program in gerontology and a family and consumer sciences professor, said she chose Morhardt to speak after hearing about her work with "The Buddy Program."

"The program has gained national attention, and she also has years of expertise in both working with people with dementia and conducting research with them," Frank said.

"Also, this particular program illustrates the importance of intergenerational collaboration to better the lives of everyone involved."

While the presentation is open

to the public, Frank said it was geared toward graduate students.

"Our research series aims to scholars address their current research topics and progress in that are understandable by the age person," Frank said. "The Buddy Program is such a unique program that it may very well attendees to think outside the box when it comes to integrating experiences for students university."

Amy Wywiakowski can be reached at 312-462-1111 or awywiakowski@vaweb.com.

CAMPUS

Alumni to speak to students about communication

By Amy Wywiakowski
Assistant Daily Editor

A communication studies alumna will return to his "home" department on Friday to talk to current faculty and students about how he uses what he learned at Eastern in his current career.

Chris Caldwell, who graduated from Eastern in '87 with a degree in communication studies currently works as the government affairs manager for DuPont, a production company that makes items in a variety of industries including chemicals, construction, energy, electronics, food and mining.

Caldwell as a student in multiple classes and said he was extremely involved on campus.

"He was involved in student government, WELU TV and radio, and was in a fraternity," Mills said. "He was very involved on campus so it is not a big surprise that he is still very connected to Eastern."

After he lives and works in Virginia according to his biography, he has supported approximately \$800 million in new company investments and hundreds of new manufacturing jobs in the region — as well as lobbying for new legislation for Brownfield cleanup in Virginia.

Mills, who started teach-

lost touch but recently reached out when he asked her on

Amy Wywiakowski can be reached at 312-462-1111 or awywiakowski@vaweb.com.

This story can be reached at 312-462-1111 or awywiakowski@vaweb.com.

Appendix XII



TO: EIU Administration
FROM: Robert M. Augustine, Dean
RE: 2014 Graduate Thesis Awards
DATE: November 7, 2013

Congratulations to the graduate candidates who were selected by the Council on Graduate Studies Thesis Awards Committee to receive the 2014 Graduate Thesis Awards.

EIU Thesis Award

- Author: Michael Neureiter, Political Science
- Title: *Sources of Media Bias in Coverage of the Israeli-Palestinian Conflict: The 2010 Gaza Flotilla Raid in German, British, & U. S. Newspapers*
- Mentor: Dr. Andrew McNitt

College of Arts & Humanities Outstanding Thesis

- Author: Jessica McDonald, Communication Studies, Hamand Scholar
- Title: *Coordination and Symbolic Convergence at the CANDLES Holocaust Museum and Education Center*
- Mentor: Dr. Melanie Mills
- Midwestern Association of Graduate Schools Submission from the humanities

College of Education & Professional Studies

- Author: Merry Lucas, College Student Affairs
- Title: *The Effect of a Summer Bridge Program on Provisionally Admitted Students' Self-efficacy*
- Mentor: Dr. Daniel Nadler

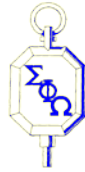
Lumpkin College of Business & Applied Sciences

- Author: Sheila Greuel, Gerontology
- Title: *The Impact of an Immersion in Long Term Care Course on Gerontology Graduate Students*
- Mentor: Dr. Jackie Frank

College of Sciences

- Author: Paul Edwards, Biological Sciences
- Title: Bioavailability, bioaccumulation, and trophic transfer of trace metals in the Tims Branch-Steed Pond Tributary
- Mentor: Dr. Karen Gaines
- Midwestern Association of Graduate Schools Submission from the biological/life sciences

Appendix XIII



SIGMA PHI OMEGA GAMMA ETA CHAPTER NATIONAL GERONTOLOGY ACADEMIC HONOR AND PROFESSIONAL SOCIETY

Distinguished Guest:

You are cordially invited to attend Sigma Phi Omega's annual induction ceremony and honors dinner being held at Eastern Illinois University on Sunday, March 30, 2014.

Sigma Phi Omega national honor society was established in 1980 to recognize excellence among those who study gerontology and aging and to acknowledge the outstanding service of professionals who work with or on behalf of older persons. The organization provides a link between educators, practitioners, and administrators in various settings where older persons are served. Sigma Phi Omega honor society seeks to promote scholarship, professionalism, friendship, and services to older persons, and to recognize exemplary attainment in gerontology/aging studies and related fields.

Please join the Gerontology faculty from Eastern Illinois University in celebrating the academic achievements of our 2014 inductees. Each of the graduate students being inducted has achieved a minimum of 3.5 GPA in our interdisciplinary program.

As part of our annual induction ceremony, the Gamma Eta chapter will also recognize a gerontology professional from the community who has provided outstanding service to or on behalf of older persons in Illinois. This year we will be honoring Ms. Dee Braden, Executive Director of the Coles County Council on Aging, Inc., in Charleston, Illinois. Ms. Braden will be inducted into the Gamma Eta chapter along with our Gerontology graduate students.

We welcome your presence at this special event.

DATE: Sunday, March 30, 2014

TIME: 5:00-7:00 p.m.

LOCATION: Klehm Hall, Room 1418, Eastern Illinois University

RSVP: If you plan to attend, please respond by **Friday, March 21, 2014** via email or phone call: jbfrank@eiu.edu; 217-581-7843

Appendix XIV

Immersion in Long Term Care course newspaper publicity

*****CAR-RT WSH**C 001
939 12-31-12 164W 65P 5N
SHEILA N GREUEL
410 N MADISON ST
SULLIVAN IL 61951-1530

NEWS PROGRESS  \$1.00

2012 Best Newspapers in Illinois, Inc. Sullivan Ill. 61951-0290 • 728-7381

June 155 • No. 40

Wednesday, October

Learning through experience: EIU students grapple age by living with nursing home residents in Sullivan

By Amy Trussell
associate@newsprogress.com

This weekend eight graduate level college students participated in an innovative class project that required that they stay overnight at the nursing facility Sullivan Rehabilitation & Health Care Center. When Greuel, who is a

that they would be able to respectfully care for their parent in an effective manner. She said that she stayed in a hospital bed while others raised and lowered it and attempted to use other assistive devices.

was willing to allow her to do the curriculum and then encouraged her to implement the curriculum in a college level course.

Greuel, who is the manager of senior programs at the Moultrie County Counseling Center, faced the challenge of first obtaining the university's approval for the class and then locating a nursing home facility that would allow students to stay as residents in a facility overnight.

Initially, Dr. Frank and Ms. Greuel had secured approval from another facility, but it fell through when the facility no longer had the capacity to house the students or provide the staff attention needed. Therefore, they pressed forward and secured another option, which would be the Sullivan Rehabilitation & Health Care Center.

According to Shannon Moon, the Social Director of Admissions, the facility, the facility to accommodate

Continued



Second year gerontology graduate student White Charleston learns about her character, "Sheila Jones," broken shoulder, which was simulated by wrapping bandage around Paul to hamper her movement.



Appendix XV

M.A. in Gerontology Advisory Council Meeting Agenda

December 3, 2010

9:30- 9:45	Welcome and introductions	Advisory Council, Faculty & GA's Carolyn Clay, Bakari Cowan, Nnenna Obi Mary Jane Temples, Dustin Yocum Isaac Sandidge- Provost GA
9:45-9:55	Approval of Spring 2010 Minutes	Advisory Council
9:55-10:20	General Program Updates	Dr. Jacquelyn Frank
10:20-10:45	Scholarship: Faculty & Students (Research, presentations, upcoming events Research projects with Dietetics undergrads) Spring 2011 Research Speaker Series	Dr. Jacquelyn Frank, Isaac Sandidge
10:45- 11:15	Community Partnerships (Yr of Engaged Older Adult; GIVE; SPO; Academy of Lifetime Learning) Discussion	Dr. Jacquelyn Frank, Bakari Cowan Janna Overstreet, Advisory Council & students
11:15-11:35	Statewide Recruitment Fall 2010 & Spring 2011 initiatives Discussion	Dr. Jacquelyn Frank Dustin Yocum & Isaac Sandidge Advisory Council & students
11:35-11:45	Fundraising for Student conference attendance & MAG "give away" ideas Discussion	Graduate Students, Adv. Council Dr. Frank
11:45-noon	Advisory Council membership cycle & Bylaws Discussion	Advisory Council & Faculty
Noon-1:00 p.m	Brief Announcements & Lunch	

*****Spring 2011 Advisory Council Meeting is scheduled for Friday, May 6, 2011.***

Appendix XVI
Gerontology Program Service & Community Collaborations



Graduate Students partnering with the Affordable Assisted Living Coalition for their 2012 talent show in Springfield, IL





President Perry & Jake Ozier at the Gerontology Health Fair Booth

Appendix XVII
Graduate Students Attending and Presenting at National Conferences 2010-2013

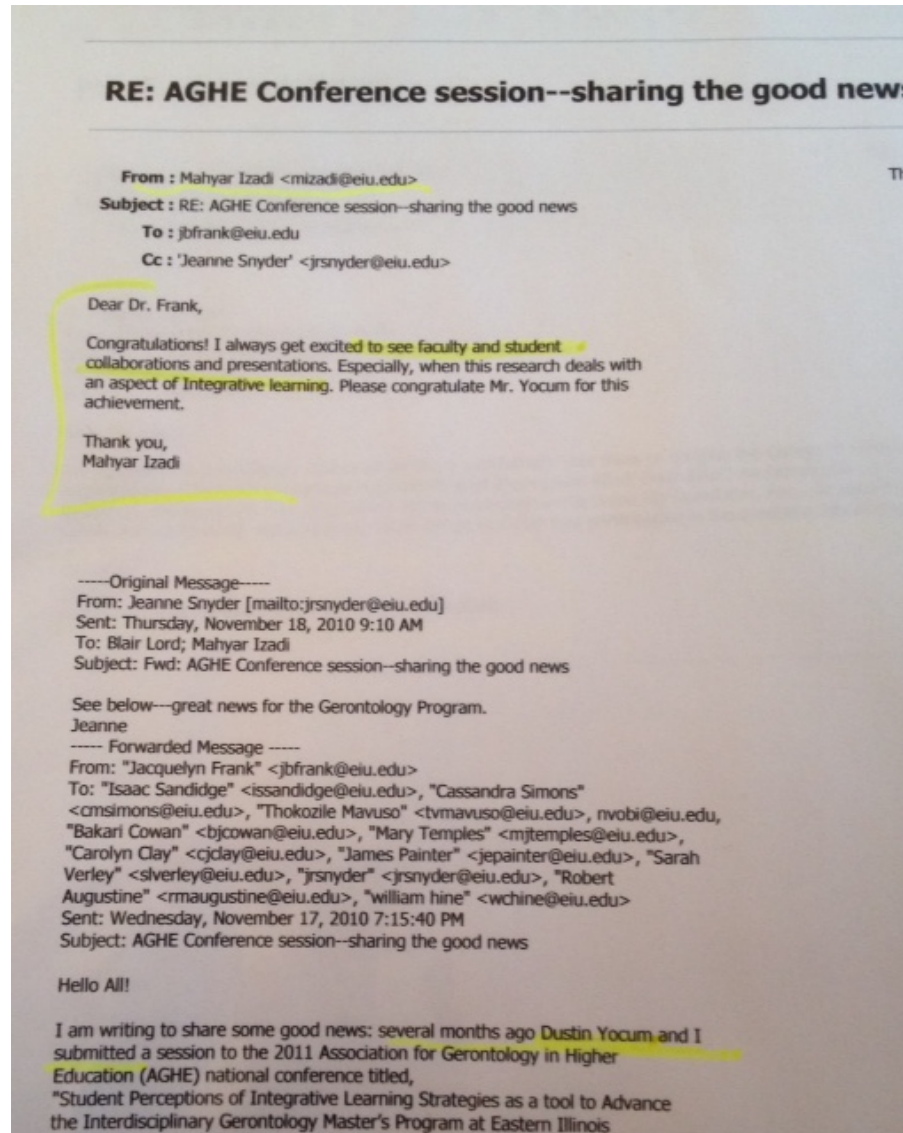






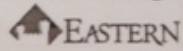
Appendix XVIII

Student-Faculty Research Collaboration Examples



J. Frank

EIU's 2012 Conference on Token Systems



April 3, 2012

Hosted by:

Caridad Brito

Jackquelyn Frank

Assegedetch HaileMariam

Thokozile Mavuso

Tamsyn Smith

Sponsored by:

EIU's Office of Faculty Development

LifeSpan Center

Drs Brito, HaileMariam, and Frank co-wrote a grant application with grad students Thokozile Mavuso and Tamsyn Smith to research, develop, and host a present a conference.

Three Gerontology MA students and Dr. Frank presenting at the Illinois Governor's Conference on Aging



Conference presentation including Gero faculty, Gero grad students, Kinesiology grad and undergrad students and community partner based on statewide partnership

the State of Illinois
model for Medicaid waiver participation
the Integrated Care Program (ICP). Attend this
session to learn more about the managed care
approach.

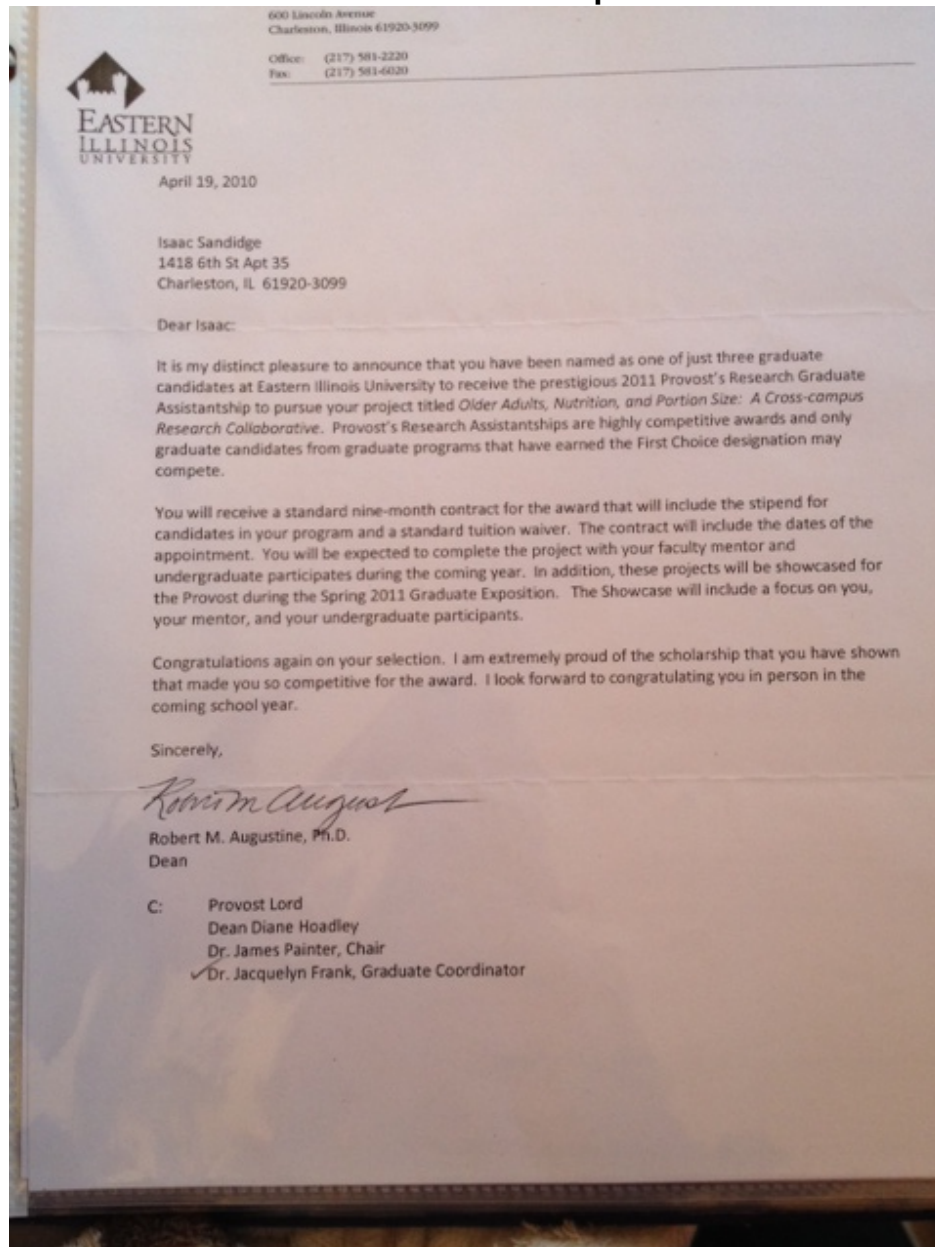
**T25. Eating, Exercise, and Education: Phase
I of a Statewide Study of Supportive Living
Settings**
Sheraton 4

*Jacquelyn Frank, PhD – Assistant Professor/Coordinator,
Gerontology MA Program, EIU*
Julie Simpkins – BMA Management, Ltd.
Rachael E. Hawn – Gerontology Graduate Student, EIU
Kendra Saxe – Kinesiology Undergraduate Student, EIU
Bekah Bixby – Dietetics Undergraduate Student, EIU
Lisa Heiser – Dietetics Graduate Student, EIU
*Kim Loerger, RN – Director of Operations, BMA
Management, Ltd.*

This panel session will explain the design and
early progress of the *Eating, Exercise, and
Education* research study being conducted at
seven Supportive Living sites (SLFs) throughout
Illinois. The goal of the 9-month study is to
understand the participants' self-reported
motivators and barriers to adhering to a nutrition
and exercise program reshaped to meet the
needs of older adults in supportive living settings.

Appendix XIX

Provost Research Assistantship Award Letters



The Graduate School
Division of Graduate Studies

600 University Avenue
Champaign, Illinois 61820-5000

Office: (217) 244-2200
Fax: (217) 244-4000



March 26, 2012

Ms. Rachel Hean
Gerontology

Dear Rachel:

It is my pleasure to announce that you have been selected to receive the prestigious Provost's Award for Research to support your graduate studies in 2013. The Provost's Research Assistantship is the most competitive graduate award offered through the Graduate School at Eastern Illinois University. Only three to four awards are offered each year and only graduate candidates from programs that have earned the First Choice designation may compete.

You will receive a nine-month contract for the award that will include the stipend aligned with your program and a fall, spring, and summer tuition waiver. The contract will include the dates of the appointment. You will be expected to complete the project with your faculty mentor and undergraduate participants during the coming year. In addition, your project will be showcased for the Provost during the Spring 2013 Graduate Exposition. The Showcase will include a focus on you, your mentor, and your undergraduate participants.

Congratulations again on your selection. I am very proud of the scholarship that you have shown that made you so competitive for the award. I look forward to congratulating you in person in the coming school year.

Sincerely,

A handwritten signature in cursive script, reading "Robert M. Augustine".

Robert M. Augustine, Ph.D.
Dean

C: Provost Lord
Dr. Mahyar Izadi, Dean
Dr. James Painter, Chair
Dr. Jacquelyn Frank, Graduate Coordinator

Appendix XX



March 25, 2013

Dr. Frank,

I have the great pleasure to inform you the Eat Smart Live Strong program in partnership with BMA Management and Eastern Illinois University has won a "Best of the Best award" from the Assisted Living Federation of America. This national award will be spotlighted in the Senior Living Executive magazine in addition to national and local press releases.

Eastern Illinois University, Rachael Hawn and you were instrumental in making this program a success. Your partnership and collaboration will have mention in the magazine and press releases.

We have been asked by ALFA not to announce the award until they have the opportunity to announce it formally at their annual meeting in May. We would love to have a representative from Eastern Illinois University there to accept the award with BMA.

The ultimate award for us has been the Resident success stories. We could not have done this if not for EIU. Thanks to you, to Rachael and to all the students who participated in this program.

With sincerest gratitude,

Julie Simpkins
Vice President of Marketing and Sales
BMA Management, LTD

Through the program, which has since been expanded to all 39 BMA communities, residents attend interactive sessions designed to evaluate and improve daily habits. Between sessions, BMA offers incentives to participation such as the opportunity to earn prizes and fun opportunities tying nutrition with exercise. For example, a field trip to go apple-picking led to making homemade apple butter for dinner that night. And "Pizza in the Park" involved a 30-minute walk in the park followed by a picnic of homemade vegetable pizza.

Program to Spotlight:
Brookdale Senior Living
Chicago, IL
Signature Sauces

Brookdale Senior Living has found a way to offer residents a greater array of menu choices in the dining room without changing its menu. Thanks to a new line of eight signature sauces, diners can opt to change any dish on the menu by swapping out the sauce.

The sauces have been a huge hit among residents. "They loved the variety, and

the fact that they can create their own choices," says Joska Hajda, SVP, dining services. "If they feel like having barbeque today, they can have barbeque, even though it may not be on the menu."

The sauces were derived from favorite recipes contributed by Brookdale chefs, then refined during a year of testing by residents at a dozen communities. Although the sauces are intended for fish and meat dishes, the most ardent fans have been known to add them to mashed potatoes, pasta, and even chicken soup.

2013 Best of the Best Award Winners

CATEGORY	WINNER	SPOTLIGHT
A Taste of the Future: The Next Generation Dining Menu	BMA Management Eat Smart, Live Strong BMA Management and Eastern Illinois University teamed up to motivate seniors to improve nutrition and exercise.	Brookdale Senior Living Signature Sauces Company created a new line of eight signature sauces, enabling diners to change any dish by swapping out the sauce.
Encouraging New Resident Engagement in the First 90 Days	Legacy Retirement Communities Legacy Way Orientation Enrichment associates dream up atypical opportunities for resident engagement, including meeting residents in their home before they relocate, interviewing newcomers about their lives, and helping them meet other residents with similar interests.	BMA Management WoW Through WoW, a new resident is given three days of personalized attention by a range of staff and residents above and beyond typical hospitality gestures.
Equipping Community Staff With Mobile Technology	Brookdale Senior Living Hospitality IQ New mobile app provides instant access to a full range of solutions to common and not-so-common operational challenges based on real-life cases that Brookdale has amassed over the years in its extensive knowledge management database.	

Appendix XXI:

Selection of Graduate Student Posters from EIU Graduate Research Symposia



Student Perceptions of Integrative Learning Strategies as a Tool to Advance the Interdisciplinary Gerontology Master's Program at Eastern Illinois University

Dustin L. Yocum, MA Candidate
Dr. Jacquelyn Frank, Gerontology Program Coordinator

Abstract	Definition of Terms	Method	Results
<p>During the 2009-2010 academic year, the Gerontology Program Coordinator and I developed a survey to gather feedback from current and anticipated graduate students about the use of integrative learning for their personal development and personal growth. The survey data on students' perceived experiences for integrative learning and ways the program might help facilitate more integrative experiences for their personal, professional, and academic development.</p> <p>Results of the study included:</p> <ul style="list-style-type: none"> Students perceived that the domains of integrative learning graduate the Master's in Gerontology program at Eastern Illinois University perceived are most prevalent in their core courses. Students perceived the types of integrative learning opportunities are given in each of their core courses. Students perceived that students' beliefs about whether integrative learning is applicable in their professional lives. 	<p>INTEGRATIVE LEARNING – Encourages students to make connections among all aspects of their lives – academic, professional, and personal – and apply learning gained in classes and other life experiences. Integrative learning enables students to tie the disparate parts of their academic, personal, and professional lives into a holistic, transformative experience.</p> <p>CRITICAL REFLECTION – The process of analyzing, reconsidering, and questioning experiences within a broad context of issues (e.g., issues related to social justice, curriculum development, learning theories, politics, culture, or use of technology).</p> <p>COLLABORATION – Working together for a joint intellectual outcome. In thinking about your academic experiences, this could mean working with other students on a course project, working with faculty members, or working with community members as part of a course. Collaboration is something deeper than being put in a group with other people.</p> <p>METACOGNITION – Literally, metacognition means "thinking about thinking" – an awareness and understanding of one's thinking. Metacognitive knowledge is considered to be a higher level of thinking because it involves a more executive function of coordinating learning behaviors. Having a metacognitive awareness means an individual not only knows about themselves but it also includes...</p>	<p>The sample for this research was graduate students who are either currently enrolled in the Master's in Gerontology or have graduated within the last five years. Each participant has completed at least one course in the Master's of Gerontology program and given a survey, which was completed using the principles of Eastern Illinois University's Learning Initiative.</p> <p>Participants were asked to use their own operational definitions to complete the survey, their beliefs about integrative learning, and their experiences in each core course. Participants also rated each survey from 1 to 10, 10 being the highest, across each completed survey were then analyzed.</p>	<p>Each study participant completed each of the four surveys and created a composite score (Fig. 1). This score was then analyzed across the domain score was created for each survey (Fig. 2). This allowed for comparison across the surveys.</p> <p>Results of the study included:</p> <ul style="list-style-type: none"> Students perceived that the domains of integrative learning graduate the Master's in Gerontology program at Eastern Illinois University perceived are most prevalent in their core courses. Students perceived the types of integrative learning opportunities are given in each of their core courses. Students perceived that students' beliefs about whether integrative learning is applicable in their professional lives.

Goals & Data Application

Evaluation of the USDA's Eat Smart, Live Strong Nutritional Program for Older Adults

Jacob D. Oiler
Master of Arts in Gerontology Candidate
Eastern Illinois University

Introduction	Methods	Results
<p>Purpose: To evaluate the effectiveness of the USDA program entitled Eat Smart, Live Strong: Nutrition Education for Older Adults.</p> <p>Introduction In 2008, the United States Department of Agriculture launched a nutrition program to educate low income seniors between the ages of 60-74 on the health benefits, and dietary needs of consuming the recommended daily amounts of fruits and vegetables and incorporating daily exercise into their routines. To date, there has been no published research on the effectiveness of the program.</p> <p>A team of researchers from Eastern Illinois University began this study at CRIS Senior Center in Danville, IL. In 2011, a new team of researchers expanded the study to two additional sites (in Charleston, IL, and in Chicago, IL) and analyzed the data from the 4-week program.</p>	<p>Procedure: Eat Smart, Live Strong: Nutrition Education for Older Adults is a 4 week program designed to increase fruit and vegetable consumption as well as increase exercise participation among low-income-dwelling older adults by presenting strategies for them to integrate into their daily lives.</p> <p>Before beginning the program, participants were asked to sign informed consent and complete the National Institutes of Health Eating at America's Table Study Quick Food Scan which measures the average amount of fruits and vegetables consumed on a daily basis.</p> <p>Following the initial data collection, the researchers facilitated the 4 week program. Each week, participants are asked to engage in a variety of activities and complete a daily fruit and vegetable consumption log with the goal of reaching the USDA recommended amount of 3.5 servings of fruits and vegetables a day.</p> <p>At the completion of the 4 week program, participants completed the Eating at America's Table Study Quick Food Scan as a post-test to measure the impact of the program.</p> <p>Sample: 24 participants ranging between 60-90 years of age took part in the study at one of three research sites.</p>	<p>This research showed that participants increased intake of lettuce salad, beans, and mixtures of vegetables. Participants reported that they increased their intake of fruits and vegetables and their physical activity following the program.</p> <p>Are you planning to eat more fruits and vegetables?</p> <p>Are you planning to increase your physical activity?</p> <p>Future Research Future plans for research include replicating this study at 9 assisted living sites across the country. The researchers will develop and administer more effective pre and post test instruments from their findings they will suggest changes to the Eat Smart, Live Strong Program.</p>

Appendix XXII

Caridad F. Brito

PERSONAL INFORMATION

Mailing Address: Department of Psychology
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920

Phones: (217) 581-2219 (office)
(217) 348-5509 (home)
(217) 581-6744 (Fax)

E-mail: cfbrito@eiu.edu

EDUCATION

- | | | |
|------|---|---------------|
| 1994 | University of Iowa
<i>Ph.D., Human Experimental Psychology</i> <ul style="list-style-type: none">Advisors: Donald D. Dorfman, Ph.D. and Michael Wall, M.D. | Iowa City, IA |
| 1989 | University of Nevada at Las Vegas
<i>M.A., General-Experimental Psychology</i> <ul style="list-style-type: none">Advisor: Donald Diener, Ph.D. | Las Vegas, NV |
| 1986 | Florida International University
<i>B.A., Psychology (with Honors)</i> | Miami, FL |

RESEARCH INTERESTS

My research interests focus on (1) understanding the mediating variables for social perceptions of the elderly and (2) examining those social perceptions in the context of individual and multi-cultural issues.

TEACHING INTERESTS

Research Methods and Experimental Psychology
History of Psychology
Aging
Introductory Psychology
Psychobiology
Cognitive Psychology

PROFESIONAL SPECIALIZATION

Research Design & Methodology, Surveys, Data Management, Statistical Analyses,
Understanding sources of variability

PROFESSIONAL EXPERIENCE - CONSULTING

- Data Analysis Consultant.** Passport to Wellness Program, Urbana, IL 2012 - present
Dr. William Gingold, Department of Family Medicine, University of Illinois Champaign-Urbana
- Statistical Consultant.** Eastern Illinois University, Charleston, IL 2008 - present
Office of Research and Sponsored Programs, Ad-hoc consultant to EIU faculty & students
- Survey & Research Consultant.** Eastern Illinois University, Charleston, IL 2001 - present
Office of Civil Rights & Diversity: *Biennial Campus Climate Survey*.
Designed, developed, and administered the biennial "Campus Climate Survey" to over thousands of undergraduate students using a disproportionate stratified random sampling technique and phone interviews. Scope of responsibilities, broadly defined, include management of the Diversity Study data set, consultation on statistical procedures needed to address questions of interest, and performance of statistical analyses on an ad-hoc basis.
- North Central Accreditation Steering Committee. *Survey Consultant* 2003 – 2004
- Office for the Vice President for Academic Affairs 2002 - 2003
Assisting with the design, development, and administration of an on-line Exit Survey of students applying for graduation.
- Faculty Consultant.** Educational Testing Services, College Board's Advanced Placement Test 2002 - 2007
Reader for the Advanced Placement Psychology Test
- Statistical & Research Consultant.** Visual Field Laboratory, University of Iowa Hospitals and Clinics, Iowa City, IA
Veterans' Administration Grant: *Mechanisms of Perimetric Variability, VA Merit review.* 2003-2008
Scope of responsibilities include (1) assisting with design and procedural elements of the study, (2) helping to develop the design of the databases and spreadsheets for data management, (3) engaging in data verification, and (4) consulting and performing statistical procedures needed (e.g., ANOVA, change probability, regression, and survival curve analyses) to address the specific aims of the project.
- Veterans' Administration Grant: *Motion perimetry: A new method for early detection of visual loss, VA Merit review.* 1997-2002

PROFESSIONAL EXPERIENCE - RESEARCH

- Postdoctoral Research Fellow.** University of Iowa, Center on Aging, 1994 - 1996
Interdisciplinary NIH funded postdoctoral trainee in aging research.
- Research Assistant.** University of Iowa, Department of Psychology, Vision Research Laboratory 1989 - 1990
Assisted in research development, programming, data collection, and statistical analyses.

Research Assistant. University of Nevada at Las Vegas, Department of Psychology,
American Association of Retired Persons (AARP) Andrus Foundation grant
examining cognitive predictors of driving performance. Served as
Laboratory Coordinator and assisted in research development and
programming.

1988 - 1989

PROFESSIONAL EXPERIENCE - TEACHING

Professor. Eastern Illinois University, Charleston, Illinois, 2008 - present

Promotion to Full granted April 2008

Associate Professor, 2002-2008

Assistant Professor, 1996 – 2002

Online Course Development Institute (OCDI) Certification, May 2013

Courses Taught: Research Methods & Experimental Design (34 semesters)
Introduction to Psychology (27 semesters)
Online sections (1 semesters)
History & Systems of Psychology (9 semesters)
Sensation & Perception (4 semesters)
Biological Psychology (2 semesters)
Introduction to Child Psychology (1 semester)
Psychology Seminar: Practical Surveys (1 semester)
Language Development, Special Topics course, Online (1 semester)

Psychological Processes in Aging [*graduate class*] (7 semesters)
Design & Analysis II [*graduate class*] (1 semester)

Instructor. University of Iowa, Saturday and Evening Program, 1993-1994

Courses Taught: Introduction to Mental Processes (2 semesters)

Instructor. University of Iowa, Department of Psychology, 1990-1994

Courses Taught: Elementary Psychology (3 semesters)
Experimental Psychology I (1 semester)
Introduction to Child Psychology (1 semester)
Introduction to Mental Processes (1 semester)

Teaching Assistant. University of Iowa, Department of Psychology, 1990-1994

Courses Assisted: Elementary Psychology (2 semesters)
Experimental Psychology I (1 semester)
Experimental Psychology II (6 semesters)
Introduction to Mental Processes (1 semester)

Teaching Assistant. University of Nevada at Las Vegas, Department of Psychology, 1987-1989

Courses Assisted: Introductory Psychology (4 semesters)

HONORS & RECOGNITION

- *Outstanding Teaching Assistant Award* 93/94
University of Iowa
- *Recognized Student Organization, Advisor of the Year Award* 99/00
Eastern Illinois University, Office of Student Affairs

- *Achievement and Contribution Award, Teaching/Performance of Primary Duties* 99/00
Eastern Illinois University
- *Outstanding Faculty Award – Psychology Department Nominee* 00/01
Eastern Illinois University, College of Sciences, Student Advisory Board
- *Lida G. Wall Faculty Mentor Award Nominee* 01/02
Eastern Illinois University, College of Sciences & 02/03
- *Achievement and Contribution Award, Service* 06/07
Eastern Illinois University
- *Barharlou Service Award, College of Science* 2008
Eastern Illinois University

TEACHING & INVITED PRESENTATIONS

- 1998, Jan *Psychological experiments on perception.* [Presentation given at Eastern Illinois University, Expanding Your Horizons Through Math and Science's, annual conference for high school girls in sciences and mathematics, Charleston, IL].
- 1998, Oct *Then and now: Changes in what we teach in Introductory Psychology—Developments in infant development.* [Panel presentation given at 15th annual Mid-America Conference for Teachers of Psychology (MACTOP), Evansville, IN].
- 1999, Oct *Teaching the research methods course: What works and what needs to be revised.* [Panel presentation given at the 16th annual Mid-America Conference for Teachers of Psychology (MACTOP), Evansville, IN].
- 2000, Apr *Collaborative learning/Cooperative learning.* [Panel presentation given at the meetings of the Midwest Psychological Association, Council for Teachers of Undergraduate Psychology (CTUP) Symposium, Chicago, IL].
- 2000, Oct *Undergraduate research: Getting it right.* [Panel presentation given at the 17th annual Mid-America Conference for Teachers of Psychology (MACTOP), Evansville, IN].
- 2001, Feb *Enrollment issues in undergraduate psychology programs.* [Panel presentation given at the 8th annual Midwest Institute for Teachers of Psychology (MITOP), Dupage, IL].
- 2001, Oct *Collaborative learning: Faculty and student perspectives.* [Talk given at the 18th annual Mid-America Conference for Teachers of Psychology (MACTOP), Evansville, IN].
- 2001, Jan *Some perspectives on diversity.* [Panel presentation given at Eastern Illinois University, Office of Civil Rights and Diversity's annual Opening Doors conference, Charleston, IL].
- 2001, Apr *Learning by example: Sharing our assessment experiences.* [Panel forum presentation given at Eastern Illinois University, Committee for the Assessment of Student Learning, Charleston, IL].
- 2002, Feb *All aboard with collaborative learning: Keeping captains, passengers, and stowaways sailing smoothly.* [Talk given at the 9th annual Midwest Institute for Students and Teachers of Psychology (MISTOP), Dupage, IL].
- 2002, Sep *Developing a comprehensive exam to assess student learning.* [Workshop given at the Best Practices in Assessment Conference for Educators and Administrators in Psychology, Atlanta, GA].

- 2002, Oct *Teaching Statistics for Research Methods*. [Talk given at the 19th annual Mid-America Conference for Teachers of Psychology (MACTOP), Evansville, IN].
- 2002, Nov Nichols, C. & Brito, C. *Meaningful Assessment of Campus Climate: Challenges and Opportunities*. [Talk given at the 32nd annual conference of the Illinois Association of Institutional Research, Champaign, IL].
- 2002, Nov *Pros and Cons in Developing a Local Comprehensive Exam*. [Panel forum presentation given at Eastern Illinois University, Committee for the Assessment of Student Learning, Charleston, IL].
- 2003, Sep *The Best of Two Worlds: Being Latino in the US*. [Panel discussion given as part of Eastern Illinois University's Latino Heritage Celebration].
- 2003, Jan *Meaningful Assessment of Campus Climate*. [Presentation given at Eastern Illinois University, Office of Civil Rights and Diversity's annual Opening Doors conference, Charleston, IL].
- 2003, Oct *Hallmarks of Developing Effective Surveys*. [Presentation given at Eastern Illinois University, North Central Accreditation Self Study Committee, Charleston, IL].
- 2003, Oct *Creating Effective Surveys*. [Invited lecture given in Dr. Jeanne Snyder's FCS5470: Evaluation in Family and Consumer Sciences class at Eastern Illinois University, Charleston, IL].
- 2004, Feb *Leisure Time: Juggling the Demands of Life and Academics*. [Panel presentation given at the 11th annual Midwest Institute for Students and Teachers of Psychology (MISTOP), Dupage, IL].
- 2004, Jun *Survey Research*. [Invited lecture given in Dr. Melanie Burn's FCS5470: Evaluation in Family and Consumer Sciences class at Eastern Illinois University, Charleston, IL].
- 2004, Oct *Survey Research: Wording, Item Types, & Issues*. [Invited lecture given in Dr. Jeanne Snyder's FCS5470: Evaluation in Family and Consumer Sciences class at Eastern Illinois University, Charleston, IL].
- 2005, Feb *Issues in Designing Survey Questionnaires*. [Invited lecture given in Dr. Jeanne Snyder's FCS5470: Evaluation in Family and Consumer Sciences class at Eastern Illinois University, Charleston, IL].
- 2005, Mar *Web-Based Activities for the Traditional Classroom*. [Panel presentation given at the 12th annual Midwest Institute for Students and Teachers of Psychology (MISTOP), Dupage, IL].
- 2006, Feb *Designing Survey Questionnaires: Lessons Learned*. [Invited lecture given in Dr. Jeanne Snyder's FCS5470: Evaluation in Family and Consumer Sciences class at Eastern Illinois University, Charleston, IL].
- 2006, Oct *Mentoring Student Research*. [Presentation given with Daneen Deptula, Psychology Department. Faculty Development Office, Eastern Illinois University, Charleston, IL].
- 2006, Nov *EIU's Campus Climate Survey*. [A series of presentations given with Cynthia Nichols, Director, Office of Civil Rights and Diversity, Eastern Illinois University, Charleston, IL].
- 2007, Jan *Overview of Students' Perception of Campus Climate*. [Presentation given to EIU's Faculty Senate with Cynthia Nichols, Director, Office of Civil Rights and Diversity, Eastern Illinois University, Charleston, IL].

- 2007, Mar *Supervising Student Research: Challenges and Suggestions for Different Settings*. [Panel presentation given at the 14th annual Midwest Institute for Students and Teachers of Psychology (MISTOP), Dupage, IL].
- 2007, Jun *Some Issues in Research Design & Statistical Analyses*. [Invited talk given at the University of Iowa Hospitals & Clinics, Ophthalmology Dept., Iowa City, IA].
- 2007, Aug Littleford, L. N., Gurung, R. A. R., **Brito, C.**, Kirk, J. V., & Watkins, A. [In M. W. Matthews (Chair), *True diversity: Best practices and beyond*. Symposium conducted at the meeting of the American Psychological Association, San Francisco, CA.]
- 2008, Mar *From Excel to SPSS: Statistical and Graphical Tools*. [Presentation given with Ronan Bernas at the 15th annual Midwest Institute for Students and Teachers of Psychology (MISTOP), Dupage, IL].
- 2009, Feb *Students' Perceptions of Eastern's Campus Climate: An Overview of Longitudinal Study*. [Presentation given with Cynthia Nichols, Director of the Office of Civil Rights and Diversity, at the 1st annual EIUnity Conference, Eastern Illinois University, Charleston, IL].
- 2009, Mar *Tips for Writing in APA Style*. [Panel presentation given at the 16th annual Midwest Institute for Students and Teachers of Psychology (MISTOP), Dupage, IL].
- 2009, Oct *Anxiety and the Older Person*. [Presentation given with Lauren Yoggerst and Mary May at the 2nd annual Moultrie County Regional Mental Health and Aging Conference, Mattoon, IL].
- 2010, Feb *Students' Perceptions of Eastern's Campus Climate: An Overview of Longitudinal Study—Part II*. [Presentation given with Cynthia Nichols, Director of the Office of Civil Rights and Diversity, at the 2nd annual EIUnity Conference, Eastern Illinois University, Charleston, IL].
- 2010, Mar *The Benefits and Challenges of a Peer Advising Program for Psychology Majors*. [Panel presentation given at the 17th annual Midwest Institute for Students and Teachers of Psychology (MISTOP), Dupage, IL].
- 2011, Sep *Young Adults' Perceptions of Older Adults: Understanding Negative Perceptions and Reducing Ageism*. [Invited presentation given for the Fall 2011 Gerontology Research Speaker Series, Eastern Illinois University, Charleston, IL].
- 2012, Feb *EIU Students' Perceptions of Each Other and Their Role in Building an Even Better Campus Climate*. [Presentation given with Cynthia Nichols, Director of the Office of Civil Rights and Diversity, and Jennifer Muser at the 4th annual EIUnity Conference, Eastern Illinois University, Charleston, IL].
- 2012, Apr *Difficult Adult Populations: Techniques for Effectively Managing Behaviors*. [Invited presentation given at EIU's Token Systems Conference, Eastern Illinois University & The Coles Lifespan Center, Charleston, IL].
- 2012, Oct **Brito, C. F.** & Haile Mariam, A. *Maximizing Function and Minimizing Challenging Behaviors in Older Adults*. [All-day workshop conducted for the Continuing Education Institute of Illinois in collaboration with the Department of Family Medicine, College of Medicine, University of Illinois].
- 2013, Jun *Survey Decisions to be Made & Considerations*. [Presentation given at Eastern Illinois University, North Central Accreditation Self Study Steering Committee, Charleston, IL].

- 2014, Feb *Perceptions of Campus by Students Who Self-Identify as Having a Disability*. [Presentation given with Cynthia Nichols, Director of the Office of Civil Rights and Diversity, and Jennifer Muser at the 6th annual EIUnity Conference, Eastern Illinois University, Charleston, IL].
- 2014, Feb *EIU Students' Perception of Campus Climate* [Presentation given with Cynthia Nichols, Director of the Office of Civil Rights and Diversity, and Willie Black, Heather Drago, & Jennifer Muser at the 6th annual EIUnity Conference, Eastern Illinois University, Charleston, IL].

TEACHING & RESEARCH SUPPORT

- 1988 Graduate Student Research Grant: *Evoked expectations and evaluational reactions to accented English*. University of Nevada at Las Vegas, Graduate Student Association
- 1993 Sigma Xi Grant-In-Aid of Research: *Visuospatial precuing effects on younger and older observers' sensitivity to motion*.
- 1996 Small Grant Award: *Adult Vision and Cognitive Research Laboratory development*. Eastern Illinois University, College of Sciences.
- 2001 Academic Enhancement Grant: *Academic Enhancements for Research Methods Course and Forum (PSY 3805)*. Eastern Illinois University, College of Sciences.
- 2004 Redden Grant: *Web-based Registration and Tracking System (Experimentrak) for the Psychology Research Participation Program*. Eastern Illinois University, John S. and Margaret Redden Fund for the Improvement of Undergraduate Instruction.
- 2005 Faculty Development Mini-Grant. Eastern Illinois University, Faculty Development Office.
- 2011 Faculty Development Partnership Grant. Eastern Illinois University, Faculty Development Office

RESEARCH IN PROGRESS

Social Perceptions toward Older People

In collaboration with Undergraduate Student Researchers, we are working to identify some of the basic mediating mechanisms, such as Contact, Knowledge, and Familiarity, that may drive our perceptions of the elderly and account for ageism.

MANUSCRIPTS IN PREPARATION

- Brito, C. F., & Rauch, S. M.** (in preparation). Making young adults less ageist by exposing them to information about older adults. [*Gerontologist*]
- Brito, C. F., & Rauch, S. M.** (in preparation). Evoked episodic memories can lead to less aging anxiety and ageism. [*Gerontologist*]

PUBLICATIONS

- Zimba, L. D., & **Brito, C. F.** (1995). Attention precuing and Simon effects: A test of the attention-coding account of the Simon effect. *Psychological Research*, 58, 102-118.
- Wall, M., **Brito, C. F.**, & Kutzko, K. (1997). Motion detection perimetry: Properties and results. In M. Wall & A. Heijl (Eds.), *Perimetry Update 1996/97, Proceedings of the XII International Perimetric Society Meeting* (pp. 21-33). Amstelveen: Kugler.
- Wall, M., Johnson, C., Kutzko, K. E., Nguyen, R., **Brito, C.**, & Keltner, J. (1998). Long- and short-term variability of automated perimetry results in patients with optic neuritis and healthy subjects. *Archives of Ophthalmology*, 116, 53-61.
- Brito, C. F.** & Wall, M. (1999). The effect on perimetric thresholds of using a quadrant-limited seed point algorithm. In M. Wall & J.M. Wild (Eds.), *Perimetry Update 1998/99, Proceedings of the XIIIth International Perimetric Society Meeting* (pp.253-258). Amstelveen: Kugler.
- Kutzko, K. E., **Brito, C. F.**, & Wall, M. (2000). Effects of instructions on conventional automated perimetry. *Investigative Ophthalmology and Visual Science*, 41, 2006-2013.
- Wall, M., Punke, S., Stickney, T., **Brito, C.**, Withrow, K., & Kardon, R. (2001). SITA standard in optic neuropathies and hemianopias: A comparison with full threshold testing. *Investigative Ophthalmology and Visual Science*, 42, 528-537.
- Brito, C. F.**, Sharma, A., & Bernas, R.S. (2004). Assessing student learning using a local comprehensive exam: Insights from Eastern Illinois University. In D. Dunn, C. Mehrotra, & J. S. Halonen (Eds.), *Measuring up: Assessment challenges and practices for psychology*. Washington, DC: APA.
- In 2005, selected by CHOICE Magazine as an “Outstanding Academic Title.”
- Wall, M., Balwantray, C., Frisén, L., House, P.H., & **Brito, C.** (2004). Visual field of high-pass resolution perimetry in normal subjects. *Journal of Glaucoma*, 13, 15-21.
- Wall, M., Woodward, K.R., & **Brito, C. F.** (2004). The effect of attention on conventional automated perimetry and luminance size threshold perimetry. *Investigative Ophthalmology and Visual Science*, 45, 342-350.
- Brown, M. & **Brito, C. F.** (2007). Preschool teachers’ perceptions of learning center adaptations used by children with developmental delays in specific learning center activities. *New York State Federation of Chapters of the Council for Exceptional Children: Exceptional Individuals*, 32, 8-11.
- Wall, M., **Brito, C.F.**, Woodward, K.R., Doyle, C.K., Kardon, R.H., & Johnson, C.A. (2008). Total deviation probability plots for stimulus size V perimetry: A comparison with size III stimuli. *Archives of Ophthalmology*, 126, 473-479.
- Wall, M., Doyle, C.K., **Brito, C.F.**, & Woodward, K.R. (2008). A comparison of catch trial methods used in standard automated perimetry in glaucoma patients. *Journal of Glaucoma*, 17, 626-630.

PUBLISHED ABSTRACTS & REFERREED CONFERENCE PRESENTATIONS

- Brito, C. F.** (May, 1989). Expectations and social factors influencing the perception of accented speakers. (Paper presented at the joint meetings of the Western Psychological Association and Rocky Mountain Psychological Association, Reno, NV).
- Brito, C. F., & Zimba, L. D.** (August, 1992). Visuospatial attention and the Simon effect: An additive model. (Poster presented at the meetings of the American Psychological Society, San Diego, CA).
- Zimba, L., Tellinghuisen, D., Thomas, S., Bemus, S., & **Brito, C.** (May, 1992). Visuospatial Precuing Effects in 3-D Space. *Investigative Ophthalmology & Visual Science*, **33** (Suppl.), 1263. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Sarasota, FL).
- Zimba, L., **Brito, C. F.**, Gulley, J., & Thomas, K. D. (May, 1993). Precuing of visual attention in a 3D display. *Investigative Ophthalmology & Visual Science*, **34** (Suppl.), 1232. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Sarasota, FL).
- Zimba, L., **Brito, C. F.**, Norman, T., & Brown, D. (November, 1993). The role of 2D information in 3D attention effects. *Bulletin of the Psychonomic Society*, **31** (6), 489. (Poster presented at the meetings of the Psychonomic Society, Washington, DC).
- Zimba, L., **Brito, C. F.**, & Hague, R. (November, 1994). Effects of temporal and spatial duration and exposure duration on noninformative primes. (Poster presented at the meetings of the Psychonomic Society, St. Louis, MO).
- Brito, C. F.**, & Wall, M. (May, 1995a). Effect of varying random dot motion coherence on motion perimetry threshold. *Investigative Ophthalmology & Visual Science*, **36** (Suppl.), 270. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Brito, C. F.**, & Wall, M. (June, 1995b). Effect of eccentricity on motion detection and direction discrimination sensitivity. (Paper presented at the meetings of the North American Perimetric Society, San Rafael, CA).
- Brito, C. F.**, Wall, M., Tellinghuisen, D. J., & Stanek, K.E. (May, 1996). Effect of central shape identification on the motion perimetry performance of young and older observers. *Investigative Ophthalmology & Visual Science*, **37** (Suppl.), 803. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Neff, A. G., Wall, M., Spiegel, P. H., Stanek, K. E., & **Brito, C. F.** (May, 1996). Effect of refractive induced blur on Goldmann kinetic perimetry in normal subjects. *Investigative Ophthalmology & Visual Science*, **37** (Suppl.), 4955. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Spiegel, P. H., Wall, M., **Brito, C. F.**, & Stanek, K. E. (May, 1996). Effect of excluding central stimuli on random dot motion coherence thresholds. *Investigative Ophthalmology & Visual Science*, **37** (Suppl.), 3368. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Stanek, K. E., **Brito, C. F.**, & Wall, M. (May, 1996). Effects of experimenter instructions on conventional automated perimetry. *Investigative Ophthalmology & Visual Science*, **37** (Suppl.), 3302. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).

- Wall, M., **Brito, C.**, & Stanek, K.E. (October, 1996). Random dot motion perimetry: Properties and results. (Paper presented at the meetings of the International Perimetric Society, Würzburg, Germany).
- Brito, C. F.**, & Wall, M. (May, 1997). Age differences in central size identification difficulty with motion perimetry. *Investigative Ophthalmology & Visual Science*, **38** (Suppl.), 316. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Brito, C. F.**, Wall, M., Jenkins, K., & Brown, A. (May, 1998). Effects of test instructions on motion and luminance size discrimination perimetry. *Investigative Ophthalmology & Visual Science*, **39** (Suppl.), 402. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Punke, S., **Brito, C.**, Withrow, K., & Wall, M. (May, 1999). A comparison of full threshold and SITA methods in optic neuropathy patients. *Investigative Ophthalmology & Visual Science*, **40** (Suppl.), 739. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Stickney, T., **Brito, C. F.**, Withrow, K., & Wall, M. (May, 1999). SITA standard compared with full threshold testing in patients with hemianopia. *Investigative Ophthalmology & Visual Science*, **40** (Suppl.), 429. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Withrow, K., Wall, M., & **Brito, C. F.** (May, 1999). The effect of attention on conventional automated perimetry and luminance size threshold perimetry. *Investigative Ophthalmology & Visual Science*, **40** (Suppl.), 657. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Brito, C.**, Withrow, K., & Wall, M. (May, 2000). A comparison of three tests of perimetry in normal subjects: Evidence for testing separate visual functions. *Investigative Ophthalmology & Visual Science*, **41** (Suppl.), 712. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Woodward, K., **Brito, C.**, & Wall, M. (May, 2001). Variability of FDT perimetry: Effect of a 3 degree offset along the vertical in patients with hemianopias and normals. *Investigative Ophthalmology & Visual Science*, **42** (Suppl.), 150. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Woodward, K., Sleep, T. E., **Brito, C. F.**, & Wall, M. (May, 2002). A comparison of variabilities of MFVEP and conventional automated perimetry in normal subjects. *Investigative Ophthalmology & Visual Science*, **43** (Suppl.), 2024. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Hailemariam, A., McDonald, N. & **Brito, C.** (May, 2005). Eating disorder tendencies and pathogenic weight control usage in high school female athletes. (Paper presented at the 77th annual meetings of the Midwest Psychological Association, Chicago, IL).
- Spencer, B., **Brito, C. F.**, & Addison, W. E. (August, 2005). Who Publishes in "Teaching of Psychology"? (Poster presented at the meetings of the American Psychological Association – Division 2 section, Washington, DC).
- Taravati, P., **Brito, C.**, Woodward, K., Doyle, C., Kardon, R., & Wall, M. (May, 2005). The effects of stimulus size on perimetric variability. *Investigative Ophthalmology & Visual Science*, **46** (Suppl.), 3718. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).

- Brito, C. F.**, Wall, M., Doyle, C. K., Woodward, K. R., Younger, C., & Kardon, R. H. (May, 2006). Retest variability as a function of sensitivity and zero thresholds in Humphrey size-III SITA and full-threshold size V glaucoma patients. *Investigative Ophthalmology & Visual Science*, **47** (Suppl.), 3996. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Wall, M., **Brito, C. F.**, Woodward, K. R., & Doyle, C. K. (May, 2006). Morphology and repeatability of automated perimetry using stimulus size V: A comparison with size III. *Investigative Ophthalmology & Visual Science*, **47** (Suppl.), 3997. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Wall, M., **Brito, C.**, Woodward, K., & Doyle, C. (July, 2006). Retest variability of conventional automated perimetry of size V compared to size III in glaucoma patients. (Paper presented at the meetings of the International Perimetric Society, Portland, Oregon).
- Younger, C. B., **Brito, C.**, Doyle, C. K., Woodward, K. R., Kardon, R. H., & Wall, M. (May, 2006). Variability in objective and subjective perimetry: Comparison between Humphrey size III SITA and accumap mfVEP. *Investigative Ophthalmology & Visual Science*, **47** (Suppl.), 3995. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Brito, C. F.**, Woodward, K. R., Johnson, C. A., Doyle, C. K., & Wall, M. (May, 2007). Reduction of learning effects in studies of multiple parametric tests in glaucoma. *Investigative Ophthalmology & Visual Science*, **48** (Suppl.), 1625. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Doyle, C. K., **Brito, C. F.**, Woodward, K. R., Johnson, C. A., & Wall, M. (May, 2007). A comparison of catch trial methods used in conventional perimetry in glaucoma patients. *Investigative Ophthalmology & Visual Science*, **48** (Suppl.), 1627. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Sharma, A., Frantz, D., Lootens, C., **Brito, C.**, & Sams, M. (July, 2007). Ethnic and gender biases in personality disorder diagnostic criteria. (Poster presented at the 18th annual International Congress of the International Association for Cross-Cultural Psychology, Isle of Spetses, Greece).
- Wall, M., **Brito, C. F.**, Woodward, K.R., Doyle, C. K., & Artes, P. (May, 2007). Repeatability of automated perimetry: A comparison of perimetric tests using stimulus size III, size V, matrix and motion. *Investigative Ophthalmology & Visual Science*, **48** (Suppl.), 1619. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Woodward, K. R., **Brito, C. F.**, Doyle, C. K., Kardon, R. H., Johnson, C. A., & Wall, M. (May, 2007). Total deviation probability plots for size V perimetry: A comparison with size III. *Investigative Ophthalmology & Visual Science*, **48** (Suppl.), 1620. (Poster presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).
- Doyle, C. K., **Brito, C. F.**, Sherman, K. R., Johnson, C. A., & Wall, M. (March, 2010). A comparison of detection rates using total deviation probability plots for SAP sizes III and V, motion perimetry and matrix. (Paper presented at the meetings of the International Perimetric Society, Tenerife, Spain).

Johnson, C. A., Wall, M., Doyle, C. K., **Brito, C. F.**, Sherman, K., & Woodward, K. (May, 2010). A continuous probability scale for size III, size V, motion and matrix perimetry. *Investigative Ophthalmology & Visual Science*, **51** (Suppl.), 4333. (Paper presented at the meetings of the Association for Research in Vision and Ophthalmology, Ft. Lauderdale, FL).

Brito, C. F., Rauch, S. M., Byers, B. A., Geraci, G. M., & Jones, A. (May, 2012). Perceptions of elderly and ageism in young adults. (Poster presented at the 84th Annual Meeting of the Midwestern Psychological Association, Chicago, IL).

Brito, C. F., Rauch, S. M., Simons, C. M., Byers, B. A., Catan, H. A., Hebron, A. N., Pelletier, D. J., Jones, A. N., & Geraci, G. M. (May, 2012). Affecting young adults' ageism by exposing them to information about older adults. (Poster presented at the 24th Annual Meeting of the Association for Psychological Science, Chicago, IL).

Brito, C. F., Rauch, S. M., Jones, A. N., Pelletier, D. J., Geraci, G. M., Catan, H. A., Hebron, A. N., & Byers, B. A. (November, 2012). Perceptions of elderly identities and ageism among college students. (Poster presented at the 65th annual meeting of the Gerontological Society of America, San Diego, CA).

Brito, C. F., Rauch, S. M., Westendorf, A. J., Donahue, H. M., Nagy, K. L., Keown, K. E., Hinton, T. C., & Russell, K. A. (May, 2013). Effect of evoking memory on young adults' perceptions of older adults (Poster presented at the 25th Annual Meeting of the Association for Psychological Science, Washington, DC).

COMMITTEE MEMBERSHIP AND SERVICE

Service to Discipline & Profession—ongoing

- Aging and Disability Resource Centers Network Advisory Committee, East Central Illinois Area Agency on Aging, 2012-current
- Midwest Psychological Association (MPA), Ad hoc reviewer, Psi Chi conference presentations, 2009-current
- Mid-America Undergraduate Psychology Research Conference (MAUPRC), Registration & Program Officer, Co-Treasurer, and Executive Committee Member, 2001-current

Service to Discipline & Profession--concluded

- External Evaluator for a 3 year federal grant to integrate mental health services into primary care locations, submitted by Sheila Greuel, Moultrie County Counseling Center, 2011
- APA Division 2 – Society for the Teaching of Psychology, Ad hoc reviewer, Conference presentations, 2004-2008
- APA Division 2 – Diversity Committee, Member, 2006-2008

Eastern Illinois University

University Service

Committee Service & Faculty Advisor

- Advisory Committee: Gerontology Masters Faculty 2005/06-current
(*Portfolio Evaluation Sub-Committee*)
(*Comprehensive Exams Sub-Committee, Ad-Hoc*)
- Advisory Committee: Office of Minority Affairs 2006/07-current
- Faculty Advisor: Phi Kappa Theta 2007/08-current
(*Greek Social Fraternity*)
- Search Committee: School of Continuing Education Dean 2012/13

- Faculty Advisor: Sigma Phi Omega – Gamma Eta Chapter
(*Gerontology National Honor Society*) 2010/11-2012/13
- Search Committee: Office of Civil Rights & Diversity Assistant Director
Chair 2011; 2012
- Committee for Assessment of Student Learning (CASL), (COS representative)
(EWP Review Subcommittee) 2004/05-2006/07
- Advisory Committee: Latin American / Latino Studies Minor 2005/06-2006/07
- Faculty Advisor: Latin American Student Organization (LASO) 1997/98-2006/07
- Search Committee: College of Sciences Dean 2001/02
- Search Committee: Vice President for Business Affairs 2000/01
- Advisory Board: Civil Rights and Diversity
Affirmative Action Advisory Committee, Alternate, 1997/98 1998/99-2000/01
- Faculty Advisor: Academic Sisters
(*Alpha Sigma Omega-Latina Women's Sorority*) 1998/99

Consultative Services to Members of the University Community:

- Becky Head, intern, Graduate School Study Abroad Program (2003)
- Mark Brown, Department of Special Education (2003)
- North Central Accreditation Self-Study Committee (2004)
- Jody Horn, Director of University Dining, Dissertation survey design & administration
(2005/06)
- Mona Davenport, Minority Affairs Office, Diversity Retreat (2005)
- Mona Davenport, Directory of Minority Affairs, Dissertation research methodology &
analyses (2005- current)
- Misty Baker, FCS graduate student – Survey design (2006)
- Diana Stenger, MA Gerontology student– Statistical consultation (2006)
- Ceci Brinker, Student Life Office, Student Involvement Survey (2007)
- Levi Bulgar, Student VP of Business Affairs, Student Senate, RSO Funding Survey
(2007)
- Jeanne Snyder, MA in Gerontology Program, Alumni Survey design and administration
(2006-2009)
- Levi Bulgar – Student VP of Business Affairs, Student Senate – RSO Funding Survey
design (2007)
- Terri Fredrick, faculty member, English – Survey design (2008)
- Regina Nganga, Department of Counseling and Student Development, & Sham'ah Md-
Yunus, Early Childhood, Elementary, and Middle Level Education – Statistical
consultation (2009)
- Daniel Rolando, undergraduate student, Economics Department – Survey design (2009)
- Lisa Taylor, faculty member, School of Family and Consumer Sciences – Data analyses
(2009)
- Jill Barnes, MA Graduate Thesis, School of Family and Consumer Sciences – Data
analyses (2010)
- Katie Shaw, faculty member, School of Family and Consumer Sciences – Data analyses
(2010)
- Eric Calvert, undergraduate student, Economics Department – Survey design (2011)
- Jisun Park, Clinical graduate student, Psychology Department – Data management (2011)
- Clinton Brown, undergraduate student, Communications Department – Research design
(2012-2013)

- Cynthia Nichols, Directory of the Office of Civil Rights & Diversity, *Biennial Campus Climate Survey*. Survey & Statistical Consultation (2000-current)

Other Service to EIU:

- Presentation to Urban Prep High School students for Minority Affairs Office, Aug 2011.
- *From a Faculty's Perspective*, presented to visiting high school students as part of the Admissions' Office Access Granted program, 2008 & 2009.
- Two panel presentations to Annual Minority Teacher Education Association (MTEA) Summer Camp participants; MTEA is part of the Minority Identification and Enrichment Program (MTIEA) (2003, 2006)
- COS Sciencefest Research Panel discussing experiences supervising students conducting research (2005)
- Panel Presentation, *EIU From Different Perspectives*, New Faculty Orientation, Faculty Development Office (2006)
- Faculty Mentor 2005/06 & 2006/07

College of Science Service:

- Barharlou Service Award Committee, Chair 2009; 2010
Committee Chair, 2010
- Minority Mentoring in Math and Science Program Advisory Committee, COS 2006/07-2007/08
Committee Chair, 2007/08
- Women in Science and Math (WISM) Advisory Committee, COS 2006/07

Department of Psychology Service

Committees—ongoing

- Department Personnel Committee 2013/14
- Assessment Committee, 1998/99-current
Committee Chair, 00/01-02/03, 07/08-09/10; Co-Chair, 04/05-06/07
- Graduate Assistantship Assignment Committee 2000/01-current
- Introductory Psychology Research Participation Program 1997/98-current
Chair, 2002/03-2007/08
- Masters of Arts in Gerontology Faculty Committee, Department Representative 2007/08-current
Portfolio Review, Comprehensive Exams, Theses, subcommittees
- Search Committee: Clinical Faculty 2013/14

Committees—concluded

- Search Committee: Clinical Faculty 2011/12
- DPC Election / DAC Review Committee 2008/09
- External Relations Committee 2003/04
- Equipment Committee 1996/97, 1999/00-2000/01
Committee Chair, 00/01
- Search Committee: Social Faculty 2000/01
- Search Committee: Physiological Faculty 1999/00
- Enrollment Management Committee 1997/98-1998/99
- Curriculum Committee 1996/97-1997/98

Faculty Advisor

- Psi Chi

2006/07-current

Ad Hoc Committees/Service—ongoing

- Biannual Research Methods Forum, Coordinator
- Qualtrics Survey Software support specialist
- Hands on EIU presenter
- Windows PC selection and support to the Department

Ad Hoc Committees/Service—concluded

- Qualtrics Online Survey Software Brand Administrator—2011/12
- Prospective Students Open House Dept. representative—2001 to 2008
- Production of “Research Opportunities Available to Majors” handout—2005 to 2008
- Capstone Proposal Committee, Assessment Committee Representative—2005/06
- External Review preparation committee—2004/05
- Research Methods course lab fee request committee—2003/04
- Faculty reader for the Psychology Honors Portfolio Review Program—2003/04
- Catalog Change for Introductory Psychology—2003
- Departmental Retreat Planning Committee—2003
- Departmental Brochure revisions—2000
- Introductory Psychology Proposal to General Education Core—2000

University of Iowa

- Department of Psychology, Student Representative, Search Committee, *Information System Manager* 1993/94
- Department of Psychology, Graduate Student Advisory Council 1992/93-1993/94

University of Nevada at Las Vegas

- Department of Psychology, Student Representative, Graduate Admissions Committee 1988/89
- Graduate Student Association, Psychology Graduate Students’ Representative Grant Committee Member 1988/89

ORGANIZATIONAL MEMBERSHIP

American Psychological Association (APA)

Division 20 – Adult Development and Aging

Division 26 – Society for the History of Psychology

Association for Psychological Science (APS)

Gerontology Society of America (GSA)

Sigma Phi Omega (SPO) – Gerontology Honor Society

Abbreviated Vita
Jacquelyn Beth Frank

**Gerontology MA Program Coordinator,
School of Family and Consumer Sciences
Eastern Illinois University
217-581-7803**

EDUCATION

Year	Degree	Awarding Institution	Major Field(s)
1994	Ph.D.	Northwestern University, Evanston, Illinois	Cultural Anthropology
1988	B.A. Magna Cum Laude	Washington University St. Louis, Missouri	Anthropology English

ACADEMIC POSITIONS HELD

Eastern Illinois University
present

August 2009-

ASSOCIATE PROFESSOR/GERONTOLOGY PROGRAM COORDINATOR

University of Indianapolis, Center for Aging and Community (tenured)
2005-2009

2005-

ASSOCIATE PROFESSOR, GERONTOLOGY AND ANTHROPOLOGY

Illinois State University, Normal, Illinois (tenured)
2005

1998-

**ASSOCIATE PROFESSOR, DEPT OF SOCIOLOGY AND ANTHROPOLOGY
COORDINATOR, GERONTOLOGY PROGRAMS**

SELECTED PEER-REVIEWED PUBLICATIONS

Journal Articles

*Frank, J., & Gill, E. (2013) (*under review*). The Negotiated Identities of Long-Term Inmates: Breaking the Chains of Problematic Integration. *Western Journal of Communication*.

*Frank, J., Omstead, J-A, Pigg, S. (2012). The missing link: service-learning as an essential tool for Correctional Education. *Journal of Correctional Education*.

Frank, J., Malaby, M., Raidonis-Bates, L., Coulter-Kern, M., Fraser-Burgess, S., Jamison, J.R., et al. (2010). Serve at your own risk? An Indiana study of the meaning of service-learning in the promotion and tenure process. *Journal of Community Engagement and Higher Education*.

*Frank, J. (2008). Evidence for grief as the major barrier faced by Alzheimer caregivers: A qualitative analysis. *American Journal of Alzheimer's disease & Other Dementias*. 22(6), 241-253.

Frank, J. (2006). Caring for aging parents: Family relationships, medical care, and the search for a dignified end to life [Review essay of the books: *My Mother's Hip: Lessons from the world of eldercare* and *Bugs in her tea: An adventure in caregiving*. *Journal of Health Politics, Policy and Law*, (31)1, 219-228.

Frank, J. (2001). How long can I stay?: The dilemma of aging in place in assisted living. *Journal of Housing for the Elderly* (15), 5-30. (This particular issue of the journal was also co-published as a book titled, *Assisted Living: Sobering Realities* Haworth Press, 2001.)

Book

Frank, J. (2002). *The paradox of aging in place in assisted living*. Westport, CT: Bergin & Garvey (Greenwood Publishing Group).

Chapters in Edited Volumes

*Frank, J. (2010). Anticipatory and disenfranchised grief among dementia family caregivers:

helping spouse and adult child caregivers to cope. In Hughes, J., Llyod-Williams, M., & Sachs, G. *Supportive Care for the Person with Dementia*. Oxford University Press.

Frank, J. (2010). Students Educating the community to address a public health concern: The Alzheimer's Safe Return collaborative. In *Quick Hits for Service-Learning*. Bloomington: Indiana University Press.

Frank, J. (2009). Alzheimer's and relationships. In H. Ries & S. Sprecher, (eds), *Encyclopedia of Human Relationships*, (pp.88-90). Thousand Oaks: Sage Publications.

Frank, J. (2005). Semiotic use of the word "home" among people with Alzheimer's disease: A plea for selfhood? In G. D. Rowles & H. Chaudhury (Eds.), *Home and Identity in Late life, International Perspectives* (pp.171-196). New York, NY: Springer Publishing.

Frank, J. (1999). I live here but it's not my home: Residents' experiences in assisted living. In B. Schwartz & R. Brent (Eds), *Aging, Autonomy, and Architecture: Advances in Assisted Living* (pp. 166-185). Baltimore: Johns Hopkins University Press.

RELEVANT PRESENTATIONS

- *2013 66TH Annual Gerontological Society of America (GSA) National Conference, New Orleans, Louisiana, November 20-24, 2013. *Old-Age Transitions and Life Trajectories: A Phenomenological Study of Aging among Long-term Inmates.*

- *2012 *An Environment of Service and Volunteerism: The Impact of the Purposeful Living Units Serve (PLUS) Program on Prisoners' Self-Esteem and Civic Development.* Poster presented at the International Association for Research on Service-Learning and Community Engagement Annual Conference, September 23-25th, Baltimore, MD.

- *Frank, J. (2011, July). *Integrating the Service-Learning in Correctional Education (SLICE) into prison higher education.* Paper presented at the 66th Annual Correctional Education Association Conference and Training, Charleston, WV.

- *2010 10th International Association for Research on Service-Learning and Community Engagement (IARSLCE) International Conference, Oct. 27-30, 2010, Indianapolis, Indiana. *Collaborating with Inmates to Design a Service-Learning Program for Prisoners: Development of the S.L.I.C.E. Model: Participatory Action Research with 2 Indiana Prisoners.*

- *2009 62nd Annual Gerontological Society of America (GSA) National Conference, Atlanta, Georgia, Nov.18-22. *Coping Strategies for Grief among Alzheimer's Caregivers: The influence of Familial Roles*, Amber A. Watts, PhD, Co-presenter.

- *2009 NCOA-American Society on Aging Joint Conference, March 16-21, Las Vegas, Nevada. *Grief Among Young and Late-onset Dementia Caregiver: Similarities and Differences.* Poster Presentation.

- *2008 11th International Conference on Alzheimer's Disease, July 26-31, Chicago, Illinois. *Spouse and Adult Child Differences in Grief While Alzheimer's Caregiving.* David K. Johnson, Ph.D., University of Kansas, co-presenter.

- *2007 Festival of International Conferences on Caregiving, Disability, Aging, and Technology (FICCDAT): Essential Partners in Care, Toronto, Canada, June 16-20, 2007. *Grief and Ambiguous Loss Among Dementia Family Caregivers.*

RELEVANT GRANTS

*Eastern Illinois University, LCBAS Faculty Research and Creativity Grant 2012-2013

Examining Grief and Loss Among Care Partners* with Young Onset Dementia: A View from Both Sides
\$1,000

*Eastern Illinois University, Faculty Research and Creativity Grant 2011-2012

An Environment of Service and Volunteerism: The impact of living in the PLUS unit on prisoners' self-esteem and civic development
\$1,000

*Eastern Illinois University, CFR Grant (summer) 2010

Long-term Prisoners' Concerns about Preparing for Release and Reentry: Implications for Prison Programming
\$4,500

PROFESSIONAL MEMBERSHIPS

Association for Anthropology and Gerontology (AAGE)
American Correctional Association (ACA)
American Association for Family and Consumer Sciences (AAFCS)
National Council on Family Relations (NCFR)
American Society on Aging (ASA)
Certified Eden Alternative Associate (completed training program in August 2003)
Gerontological Society of America (GSA)
Association for Gerontology in Higher Education (AGHE)
Community-Campus Partnerships for Health (CCPH)
International Association for Research on Service-Learning and Community Engagement (IARSLCE)

Brief Vita:

Elizabeth Gill, PhD

Assistant Professor

Communication Studies

Publications:

Greene, J.O., Morgan, M., Anderson, L., Gill, E.A., Hall, E.D. Berkelaar, B., Herbers, L., & Hingson, L. (forthcoming). Formative Communication Experiences and Message Production Ability in Adulthood: Family Communication Patterns and Creative Facility. *Communication Research Reports*.

Gill, E.A. (forthcoming). Ethnography. In *The Encyclopedia of Health Communication*. Thousand Oaks, CA: SAGE.

Gill, E. A. & Morgan, M. (2012). Older parents and adult daughters: A comparison of communication and coping during the decision to move to a care facility. *Research on Aging*, 34, 714-737.

Gill, E.A. & Morgan, M. (2011). Home Sweet Home: Conceptualizing and Coping with the Challenges of Aging and the Move to a Care Facility. *Health Communication*, 26, 332-342.

Greene, J. O., Morgan, M., McCullough, J.D., Gill, E.A., & Graves, A. (2010). A Phrase Well Turned: Creative Facility in Narrative Production. *Communication Studies*, 61, 118-134.

Gill, E.A. (2009). Book Review: Cancer and death: A love story in two voices. *Journal of Health Communication*, 14.

Morgan, M., Greene, J. O., Gill, E A., & McCullough, J.D. (2009). The creative character of talk: Individual differences in narrative production ability. *Communication Studies*, 60, 1-17.

Frank, J. & Gill, E.A. The Negotiated Identities of Long-Term Inmates: Breaking the Chains of Problematic Integration. Manuscript submitted to *Western Journal of Communication*.

Presentations:

Frank, J. & Gill, E.A. (2014, April). The Negotiated Identities of Long-Term Inmates: Breaking the Chains of Problematic Integration. Paper competitively selected by the Interpersonal and Small Group Communication Interest Group for presentation at the annual meeting of the Central States Communication Association, Minneapolis, MN.

Greene, J.O., Morgan, M., Anderson, L., Gill, E.A., Hall, E.D. Berkelaar, B., Herbers, L., & Hingson, L. (2013, June). Formative Communication Experiences and Message Production in Adulthood: Family Communication Patterns and Creative Facility. Paper competitively selected for presentation at the annual meeting of the International Communication Association, London, England.

Gill, E. A. & Morgan, M. (2011, November). 'I Didn't Have a Choice:' Adult Children's Communication and Coping with a Parent's Move to a Care Facility. Paper competitively selected by the Aging and Communication Division for presentation at the annual meeting of the National Communication Association, New Orleans, Louisiana.

Gill, E.A. (2009, November). Home Sweet Home: Conceptualizing and coping with the challenges of aging and the move to a care facility. Paper competitively selected by the Aging and Communication Division for presentation at the annual meeting of the National Communication Association, Chicago, Illinois.

*Top Paper in Aging and Communication

Morgan, M., Greene, J. O., McCullough, J.D., & Gill, E.A. (2009, November). Creative Facility in Narrative Production. Paper competitively selected by the Communication and Social Cognition Division for presentation at the annual meeting of the National Communication Association, Chicago, Illinois.

*Top Three Paper in Communication and Social Cognition

Gill, E.A. (2010, November). *Implementing a Social Marketing Internship Program on a College Campus*. Panel competitively selected by the Mid-America College Health Association (MACHA) for presentation at its annual meeting, Terre Haute, IN.

Gill, E.A. (2010, April). *From social marketing to service learning: Innovative ideas for engaging students in health communication*. Panel competitively selected by the Health Communication Interest Group to be presented at the annual meeting of the Central States Communication Association, Cincinnati, OH.

Gill, E.A. (2009, April). *"You're not putting me in a nursing home!" Elder parents and adult children negotiating the move to a residential facility*. Panel competitively selected by the Interpersonal Communication Division and presented at the annual meeting of the Central States Communication Association, St. Louis, Missouri.

Grant:

Redden Grant for the Improvement of Undergraduate Instruction, Eastern Illinois University Foundation (2009)

A. Service activities over last 5 years (at EIU, state, or national levels)

Service to the Department and University:

Search Committee Chair, Department of Communication Studies, Eastern Illinois University (2013 – 2014)

Graduate Committee, Department of Communication Studies, Eastern Illinois University (2010 – present)

CAH Dean's Advisory Committee, College of Arts & Humanities, Eastern Illinois University (2012 – present)

Health Communication Minor Coordinator, Department of Communication Studies, Eastern Illinois University (2008 – present)

Social Marketing Internship Program Co-creator and Co-advisor, Department of Communication Studies, Eastern Illinois University (2009 – present)

Health Services Advisory Board, Eastern Illinois University (2009 – 2012)

Department Chair Search Committee, College of Arts & Humanities/ Department of Communication Studies, Eastern Illinois University (2012 – 2013)

Executive Committee, Department of Communication Studies, Eastern Illinois University
(2010 – 2012)

Panelist, Communication Day, Department of Communication Studies, Eastern Illinois University (2012)

Department representative, Admissions Open House, Eastern Illinois University (2012)

Standards Ad hoc Committee, Department of Communication Studies, Eastern Illinois University (2010 –2011)

Student Government External Relations Committee, Eastern Illinois University (2010 –2011)

Graduate Self Study Chair, Department of Communication Studies, Eastern Illinois University (2010)

Workshop Leader, Department of Human Resources Training & Development Caregiver Series, Eastern Illinois University (February 24, 2010)

Showcase EIU Faculty Mentor, Eastern Illinois University Honors College (Spring, 2010)

Social Coordinator, Department of Communication Studies, Eastern Illinois University (2009-2010)

Panel Coordinator, Communication Day, Department of Communication Studies, Eastern Illinois University (2010)

Student Standards Committee, Department of Communication Studies, Eastern Illinois University (2009-2010)

IBHE Review Committee, Department of Communication Studies, Eastern Illinois University (2009)

Governance Review Committee, Department of Communication Studies, Eastern Illinois University (2009)

Search Committee, Interpersonal/Intercultural Communication Faculty Search, Department of Communication Studies, Eastern Illinois University (2008 - 2009)

Scholarship and Awards Committee, Department of Communication Studies, Eastern Illinois University (2007 - 2009)

Faculty Professional Development Committee, Department of Communication Studies, Eastern Illinois University (2008 – 2009)

Graduate Faculty Working Groups: Recruiting & Standards/Expectations (chair), Department of Communication Studies, Eastern Illinois University (2008 – 2009)

**I have served as an advisor for 4 graduate theses and 1 undergraduate honors thesis and have been a member of 8 additional thesis committees.*

Service to the Discipline:

Journal Reviewer, Journal of Family Communication (2011, 2012)

Journal Reviewer, Research on Aging (2011, 2012)

Journal Reviewer, Journal of Applied Communication Research (2011)

Journal Reviewer, Health Communication (2010)

Journal Reviewer, Communication Monographs (2010)

Panel Chair, Health Communication Interest Group, Central States Communication Association Annual Meeting (2010)

Paper Reviewer, Health Communication Division, National Communication Association Annual Meeting (2009)

B. Presentations you have made with Gero Grad students (and list whether it was on campus, state level, national level, or international level).

Gerontology Speaker Series, Eastern Illinois University (2011 & 2013) **Not sure if presentations *to* Gero students fit here? Or under service? ***

C. Awards you have received as a faculty member in the past 5 years: mentoring awards, leadership awards, teaching awards---- at the department, college, university, state or national levels.

Teaching Awards

Provost's Award for Integrative Learning, Eastern Illinois University (2013)

Outstanding Faculty, Student Disability Services, Eastern Illinois University (2013)

Achievement and Contribution Award, Balanced Category, Eastern Illinois University (2009)

Outstanding Honors Faculty, Eastern Illinois University Honors College (2008, 2009)

Research Awards

Top Paper, National Communication Association, Aging and Communication Division (2009)

Top Three Paper, National Communication Association, Communication and Social Cognition Division (2009)

Brief Vita:

William C. Hine, PhD

Dean/Professor Emeritus, 2013-

College of Education and Professional Studies

Graduate teaching and thesis supervisor, part time

Adjunct faculty (Dissertation Supervisor) , School of Graduate Studies, Indiana State University

Dean, School of Continuing Education, 1986 – 2013.

Professor, College of Education and Professional Studies (promoted from Assoc. Professor, 1994), Eastern Illinois University, Charleston, IL.

Major Grants & Awards (complete list available on request)

2010 Grants in support of the Academy of Lifetime Learning, EIU

2008 Graduate School Award for Excellence, EIU

Professional Associations and Committees

Christian Theological Seminary, 2004-

Board of Trustees member 2004- , Executive Committee, Academic Affairs
subcommittee; Student Life Committee chair, President search committee

Alpha Sigma Lambda National Councilor, 2004-

Illinois Council for Continuing Higher Education, 1986 –

Past Presidents Chair, Board of Directors, 2002-2013

College of Education and Professional Studies Development Committee, 2008-

Selected Publications and Presentations (Most recent, complete list available upon request)

CHOICE Reviewer in Adult Education and Learning Theory, 2005-

Presentation: Third Age Learners, Aging with Grace Conference, Charleston, IL, 2009

Accepted Proposal: *Third Age Learners: A New Challenge for Higher Education*, Canadian Association for University Continuing Education, Vancouver, Canada, 2009

Presentation: *Third Age Learners*, Ohio Continuing Higher Education Association Conference, Newark, OH, 2009

Courses/Seminars Taught (complete list upon request)

BGS 3995 Lifelong Learning Society Today: New Opportunities and Challenges

EDF 4998 Adult and Continuing Education Today: New Challenges and Opportunities
 (workshop)
EDF 5590 Educational Response to Third Age Learning
EDG 5590 College Student Personnel (guest lecture)

University Committees

Academic Departmental Meetings (EIU), 1988 –
Continuing Education Coordinating Council (EIU), 1988 – 2013
Distance Learning Activities, (EIU) 1990-2013

Brief Vita

Kathleen O'Rourke, PhD

Professor, Family and Consumer Sciences

Scholarship over last 5 years: (includes publications, presentations, internal and external grants)

PUBLICATIONS

- Huxel, C. R., Burns, M. T., O'Rourke, K. A., & Simpson, L. D. (2012). Comparison of nutritive value, cost, viscosity, and acceptability among developed oral nutritional supplements and commercially-prepared supplements. *Journal of the Academy of Nutrition and Dietetics*, 112(9), A-57.
- Simpson, L., O'Rourke, K., Taylor, L., Reifsteck, D., Bowers, J., & Shaw, K. (2011). Get outta my way: An analysis of consumer behavior on Black Friday. *International Journal of Consumer Studies*.
- O'Rourke, K. & Smith, T. (2009). Sexual assault: An examination of disclosure, reporting and support among female university students. *American Association of Family and Consumer Sciences National Annual Conference Research Oral and Poster Sessions Proceedings*.

PRESENTATIONS

- *26 Acts of Kindness: A Class Project Involving FCS Students as Responsible Global Citizens* (O'Rourke, K.). Illinois Association of Family and Consumer Sciences Annual Conference, Charleston, IL, October 2013.
- *An analysis of course exam preparation by undergraduate Family and Consumer Sciences students* (O'Rourke, K. & Williams, L.) American Association of Family and Consumer Sciences Annual National Conference, Houston, TX, June 2013
- *A step in the right direction: Making a wise transition to becoming a new faculty member* (O'Rourke, K., Simpson, L., & Duncan-Lane, C.) American Association of Family and Consumer Sciences Annual National Conference, Houston, TX, June 2013
- *Comparison of Nutritive Value, Cost, Viscosity, and Acceptability Among Developed Oral Nutritional Supplements and Commercially-Prepared Supplements* (Huxel, C. R., Burns, M.

T., O'Rourke, K. A., & Simpson, L. D.). Food & Nutrition Conference & Expo (FNCE), October 2012.

- *Shaping the Future with Social Responsibility* (O'Rourke, K.). Kappa Omicron Nu Leadership Conclave & Research Conference, East Lansing, MI, August 2012
- *Back in black: A study of shopping behavior on Black Friday* (Simpson, L., Taylor, L., O'Rourke, K., Shaw, K., Bowers, J., & Reifsteck, D.) American Association of Family and Consumer Sciences Annual National Conference, Indianapolis, IN, June 2012
- *Consumer socialization: The relationship with compulsive buying behavior* (Berbaum, A., Simpson, L, O'Rourke, K., & Taylor, L.) American Association of Family and Consumer Sciences Annual National Conference, Indianapolis, IN, June 2012
- *Examining two types of bullying in high school: Cyber bullying and relational aggression* (Lewis, S., O'Rourke, K., Taylor, L., Meadows, M.) American Association of Family and Consumer Sciences Annual National Conference, Indianapolis, IN, June 2012
- *Goodbye graduate school & hello job market! Interview strategies for faculty positions in higher education* (O'Rourke, K., & Simpson, L.) American Association of Family and Consumer Sciences Annual National Conference, Indianapolis, IN, June 2012
- *Sexual Assault: An examination of disclosure, reporting, and support among female university students* (O'Rourke, K. & Smith, T.). American Association of Family and Consumer Sciences Annual National Conference, Knoxville, TN, June 2009
- *Sexual assault: An examination of disclosure, reporting, and support among female university students* (O'Rourke, K. & Smith, T.). Illinois Association of Family and Consumer Sciences Annual Conference, Chicago, IL, February 2009

GRANTS

- O'Rourke, K. (2013). Redden Fund Grant, \$1500.
- Burns, M., O'Rourke, K., Shaw, K., & Simpson, L. (May, 2012). Winkleblack Family Fund Grant, \$1,000.
- O'Rourke, K. (October, 2012). EIU-LCBAS Faculty Research and Creative Activity Grant, \$1,000.

- O'Rourke, K., (June, 2013). Winkleblack Family Fund Grant, \$770.

D. Service activities over last 5 years (at EIU, state, or national levels)

EASTERN ILLINOIS UNIVERSITY COMMITTEE SERVICE

- University Personnel Committee, Chair 2012-2013, Member 2010-2012, 2013-2016
- University Professionals of Illinois (UPI), House of Delegates 2012-Present, School of Family and Consumer Sciences Representative, 2012-Present
- Counseling Center Search Committee, 2012-2013
- Civility Campaign Advisory Board Member, 2012-2014
- Master of Arts in Gerontology Multidisciplinary Program, 2002-Present
 - Graduate Faculty Committee
 - Graduate Student Admissions Sub-Committee
 - Graduate Student Certification of Comprehensive Knowledge Sub-Committee
 - Strategic Planning Sub-Committee
- Sexual Assault Task Force, 2011-2013
- CORE Retention Committee, 2008-2012
- Women's Studies Faculty Member, 2002-present
- Women's Studies Program Student Essay Contest Awards Committee, 2002-present

EASTERN ILLINOIS UNIVERSITY SCHOOL OF FAMILY AND CONSUMER SCIENCES
COMMITTEES/COORDINATOR POSITIONS

- Family Services Undergraduate Program Area Coordinator, 2012-Present
- Faculty Executive Committee, 2012-Present
- Core Curriculum Committee 2002-2012

- Departmental Personnel Committee, 2009-2012
- Graduate Faculty Committee (Family Services Representative) 2002-2012
- Screening Committee, 2002-2011, 2013-Present

PROFESSIONAL ORGANIZATION SERVICE

- American Cancer Society
 - Colleges Against Cancer Faculty Advisor, 2005-2013
- Kappa Omicron Nu Honor Society.
 - National Board President, 2013-Present
 - National Board President-Elect, 2012-2013
 - National Board Second Vice Chair, 2008-2012
 - Chapter Co-Adviser, Eastern Illinois University, Charleston, 2002-present
 - Planned and participated in Kappa Omicron Nu Leadership Conclave & Research Conference,
Michigan State University, East Lansing, Michigan, August 9-12, 2012

TEXTBOOK REVIEWS

- *Families & Change: Coping With Stressful Events and Transitions 4e* - SAGE Publications, Inc., June, 2013
- *Money Management in the Helping Professions* - SAGE Publications, Inc., February, 2012
- *Diversity in Families* for Pearson Education, 2011
- *Family Resource Management* for Sage Publications, 2011
- *Family Violence: Communication Processes* for the Journal of Family and Consumer Sciences, 2009

CONFERENCE PROPOSAL REVIEWS

- National Council on Family Relations Annual Conference, 2011-2013

- American Association of Family and Consumer Sciences Annual Conference, 2009-2013

GRANT REVIEWS

- Eastern Illinois University School of Family and Consumer Sciences Child Care Resource and Referral *Quality Counts* Grant Reviewer, 2002-present

STUDENT SCHOLARSHIP AND ESSAY REVIEWS

- SFCS Graduate Scholarship Review Committee, 2006-2011
- EIU Women's Studies Council Essay Review Subcommittee, 2004-present

PROFESSIONAL ORGANIZATION AWARDS REVIEWS

- Kappa Omicron Nu Honor Society/Phi Upsilon Omicron Undergraduate Research Award Reviewer, 2012-2014
- Kappa Omicron Nu Honor Society - Annual Reports Reviewer for National Chapter Excellence Awards, August, 2012-2014

E. Presentations you have made with Gero Grad students (and list whether it was on campus, state level, national level, or international level).

N/A

F. Awards you have received as a faculty member in the past 5 years: mentoring awards, leadership awards, teaching awards---- at the department, college, university, state or national levels.

EASTERN ILLINOIS UNIVERSITY AWARDS/RECOGNITIONS

- Achievement and Contribution Award (ACA) for Service, 2013, 2011, 2009

- EIU Publishing Scholars & Creative Works Recognition, 2009, 2012, 2013
- LCBAS CU Pool Allocation
 - Awarded three credit units from the research/creative activity/special project credit unit pool to work on research projects, 2013
- Offices of Disability Services Faculty Recognition for Work with Students, 2013

**Dr. Linda Simpson, Professor & Assistant Chair
Family and Consumer Sciences**

**Scholarship over last 5 years: (includes publications, presentations,
internal and external grants)**

Publications

Huxel, C.R., Burns, M.T., O'Rourke, K.A., & Simpson, L.D. (2012). Comparison of Nutritive Value, Cost, Viscosity, and Acceptability among Developed Oral Nutritional Supplements and Commercially-Prepared Supplements. *Journal of the Academy of Nutrition and Dietetics*, 112(S9): A-57.

Simpson, L., Berbaum, A., O'Rourke, K., & Taylor, L. (2012). Consumer socialization: The relationship with compulsive buying behavior. *American Association of Family and Consumer Sciences Research Abstracts 2012*.

Simpson, L., Taylor, L., O'Rourke, K., Shaw, K., Bowers, J., & Reifsteck, D. (2012). Back in Black: Observing Consumers on "Black Friday". *American Association of Family and Consumer Sciences Research Abstracts 2012*.

Simpson, L. (2012). Buyer beware: Frauds and scams. *The Encyclopedia for Consumer Safety*. Submitted and accepted - March 2012.

Simpson, L. (2012). Credit cards. *The Encyclopedia for Consumer Safety*. Submitted and accepted - March 2012..

Simpson, L. Smith, R., Taylor, L., & Chad, J. (2012) College debt: An exploratory study of risk factors among college freshmen and its effect on college choice. *Journal of Student Financial Aid*, 42(1). 16-27.

Simpson, L., Taylor, L., O'Rourke, K., Shaw, K. (2011). An analysis of consumer behavior on Black Friday. *American International Journal of Contemporary Research*.1(1). Located at <http://www.aijcrnet.com/index.php/current>.

Gibbs, W., Simpson, L. (2008). An analysis of temporal norms in online discussions. *International Journal of Instructional Media*, Volume 35, Number 1.

Simpson, L. & Dallas, L (2008). To Elluminate or Not. *Illinois Online Conference Proceedings*.

Grants

TIAA-CREF and National Council on Graduate Studies, \$40,000 to develop a financial literacy center on the EIU campus

Lumpkin College of Business and Applied Sciences Research/Creative Activity Grant, 2011-2012, *Connecting Professionals: Leadership in Action*.

Faculty Development Grant, Eastern Illinois University – 2011, 2012, 2013

Lumpkin College of Business and Applied Sciences Faculty Award for Interdisciplinary Research, 2011-2012. *Curriculum Development across the Disciplines*

Winkleblack Family Funds, Eastern Illinois University

Fall, 2011 Total: \$1,875 Title: From Fiber to Consumer

Redden Grant for the Improvement of Undergraduate Research, Eastern Illinois University

Fall 2011 Total: \$1,500.00

Presentations

Older Consumers: Navigating through the Financial Maze. Governor's Conference on Aging, December, 2013

Montessori principles and the home environment – – American Association of Family and Consumer Sciences annual conference – June 2013

Innovative Use of Technology in Research. Faculty Summer Institute, May 2013

Preparing our students for the real world: Are colleges doing enough? Family and Consumer Sciences webinar, to be presented April, 2013

Back in black: A study of shopping behavior on Black Friday, American Association of Family and Consumer Sciences Annual Conference, June, 2012

Consumer socialization: The relationship with compulsive buying behavior, American Association of Family and Consumer Sciences, June, 2012

Interviewing Strategies for New Professionals Roundtable, American Association of Family and Consumer Sciences, June 2012.

The Older Consumer: Implications for Marketers, Retailers, and Caregivers, Governor's Conference on Aging, December, 2011

Compulsive Buying Behavior, Illinois Consumer Education Association, November, 2011

College Student Loans: Factors Related to Knowledge and Loan Debt, Illinois Consumer Education Association, November, 2011

Budget and Debt Management Workshops

Family and Consumer Sciences webinar, March, 2011

Illinois Coalition for Community Services, October 6, 2011

Academy for Lifetime Learning, November 10, 2011

Strategic Goal Setting Initiatives Workshops

Academy of Lifetime Learning, Eastern Illinois University, October 13, 2011

Service activities over last 5 years (at EIU, state, or national levels)

NCA Accreditation Self-Study, Criterion Five Subcommittee 2013-2014

Elected to serve on the Academic Program Elimination Committee, Fall 2012

International Education Council, 2009-2011

Online Learning Ad-Hoc committee, 2011-2012

Lumpkin College of Business and Applied Sciences Dean Search, 2010-2011

Financial Health Education Center

Developed and coordinated the Center. Served as the advisor for a graduate students' position which provided financial education to students

Community Service

Coalition for People in Need (CPN): Advisory Council Member and Interviewer

Serve on the Advisory Council and as an interviewer for local residents requiring emergency financial assistance and assist in updating and revising all forms that are completed by the interviewers and clients. As an interviewer, meet with clients on a one-on-one basis to determine their financial need and the amount of financial assistance that will be provided through CPN. Also educate the clients on other local community resources available to them. I have also recruited students to volunteer at CPN by announcing it to the student organizations, in classes, and posting it on the Student Community Service web site.

Salisbury Church, Charleston, IL – Stewardship Committee and CORE

CORE Weekend participant – volunteer for community outreach, 2011

Stewardship Committee – Develop operating budget – 2009-present

Provide financial education to residents living in a home supported by the Salisbury Church

Served as the Major Events Director for a funding campaign to purchase a new building.

Benefit Organizer: Benefit for a local 25-year-old Charleston resident (Kyle) undergoing a liver transplant.

I served as the lead organizer for the benefit which included coordinating a silent auction, live auction, male “celebrity” cake auction, entertainment, and food. Also recruited and organized all volunteers as well as all marketing and promotions for the benefit. I handled all logistics for the evening in preparing the event schedule, silent auction procedures, venue setup, questions, etc. Sent out numerous letters and secured autographed memorabilia from professional athletes, trips, tickets to various events, restaurant gift certificates, etc. I wrote a script for the emcee (who I recruited) to follow during the event as well as prepared a PPT presentation that included music and other enhancements. Over \$21,000 was raised

Presentations you have made with Gero Grad students (and list whether it was on campus, state level, national level, or international level).

Awards you have received as a faculty member in the past 5 years: mentoring awards, leadership awards, teaching awards---- at the department, college, university, state or national levels.

Achievement and Contribution Awards – Eastern Illinois University 2010-2011 Service category

2010 Rodney S. Ranes Graduate Faculty Mentor Award Nominee

Faculty Mentor (Thesis Advisor) – Master's Thesis Award of Excellence in the Lumpkin College Business and Applied Sciences, spring 2010

2010 Graduate Showcase – Financial Health Education series was selected to be presented

Professional Certifications

Certified Family and Consumer Sciences Professional

Personal and Family Finance Educator