

Adult Development & Aging News

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Adult
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President's Message

Building Bridges, Not Walls: Reflections on Global Research and Education

I had started to write this second column for the Division 20 Newsletter before I started a trip to Washington, DC, for a colloquium/workshop titled "Global Research in the 21st Century: Perspectives of the U.S. Humboldt Network." The colloquium was organized by the Alexander von Humboldt Foundation of Germany and was co-sponsored by the National Academies of Sciences, the German Research Foundation (DFG), the German Academic Exchange Service (DAAD), and the American Friends of the Alexander von Humboldt Foundation. The primary objective of the colloquium was to bring previous and current Humboldt award recipients together to discuss perspectives on and barriers to global research in the 21st century. Not surprisingly, recent political events all over the world (i.e., not only in the U.S.) gave the conference a particular sense of urgency and importance.

Being at this networking event with scientists from disciplines representing the entire spectrum of the natural sciences, social and behavioral sciences, and the humanities motivated me to

change the topic of my column. In particular, my conversations with researchers from very different disciplinary backgrounds and very different parts of the globe, and their reactions to my answer when I said that my research focused on adult development and aging convinced me that the topic of "internationalization of research" is a rather hidden topic within Division 20, however, one that clearly deserves more attention.

Please don't get me wrong; my intention is not to say that members of Division 20 are not aware that population aging is a global phenomenon requiring approaches and answers that transcend national borders and boundaries—a similarity with the topic of global climate change, by the way. I also know that many former presidents of Division 20 have been role models in bringing aging researchers from different countries together, connecting young scholars from other countries with senior scholars in the U.S., or collaborating on international research projects.



Manfred Diehl
Division 20 President

Similarly, many members and fellows of Division 20 have been instrumental in and are committed to training international graduate students and post-doctoral fellows and/or have spent time in other countries to learn first-hand about the "lay of the land" in these countries as it relates to adult development and aging, both from an individual as well as societal perspective. However, what became so clear to me at this recent Humboldt colloquium is that the world is changing, and we cannot rest on our laurels. We need to be mindful about not losing sight and not becoming complacent in communicating the work we are doing. And these communication efforts need to focus on conversations with representatives from other scientific disciplines and

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Adult Development & Aging News is edited by Grace Caskie (Lehigh University).

Deadlines for submissions are:
September 1
March 1
June 1

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on representatives of our own discipline from other countries, may it be in Europe, the Mid-East, sub-Saharan Africa, or the Far East.

Talking to individuals who do not necessarily speak the same "professional language" may not always be easy. At the Humboldt Colloquium, my presentation was grouped in a program section titled "History, Law, Economics, Society", and I had no idea about what to expect or who my audience would be. During the initial introductions, I learned that the other presenters and the majority of the members in the audience were political scientists, historians, economists, and lawyers. I had no idea how these scholars would react to my presentation titled "Changing Negative Views on Aging to Motivate Healthy Aging"—especially given that it was the final presentation of the day and given that I earlier had overheard some skeptical remarks regarding "psychologists."

Well, I was in for a very positive surprise. Not only did all attendees stay in the room and listen attentively to my presentation, but they were also lively and engaged during the Q & A period with thoughtful questions, insightful comments from their disciplinary backgrounds, and suggestions that enriched my thinking and gave me new ideas for future work. For me, this was a completely unexpected outcome and taught me that

my initial trepidations had been unwarranted and perhaps self-serving. However, the main lesson that I took from this experience was that we need to actively seek and embrace the opportunities to talk to representatives from other disciplines and other nations whenever we can get them. Every missed opportunity is a lost chance to advocate for research and education in adult development and aging.

Another major lesson I took away from this event on "Global Research in the 21st Century" is that we should collectively reflect more about how we, as a Division, can systematically incorporate an international perspective and international initiatives into our agenda and, by doing so, contribute to the overall mission of the American Psychological Association and a truly global research and education community.

Attracting and training highly motivated and qualified students and post-doctoral research associates from other countries to our research labs and universities is one way to contribute to the global community. Encouraging our own undergraduate and graduate students to spend a year or a shorter period of time in another country, working with colleagues there on their projects and getting to

know the culture of the host country is another way. But these are just two very basic and obvious examples. I am certain that many other opportunities for international and global cooperation and collaboration exist and that a "collective brainstorming" would generate many more ideas.

Thus, I want to invite all members of Division 20 to think along these lines and let me know if they are interested in such efforts and initiatives. I also want to encourage our graduate student and early-career members in Division 20 to give some thought to the idea how their work could be enriched through international collaborations. There are a number of organizations and funding mechanisms available that can help especially graduate students and early-career scholars to make such international collaborations possible.

In closing, I am aware that this is the half point of my time as President of Division 20. Time has gone by fast, and I hope that the remaining time will still permit me to complete a number of important tasks.

Membership Committee Report

Submitted by Gloria Luong, Chair

I am pleased to report that our division membership has remained strong, despite the fact that memberships in scientific organizations seems to have dipped across the board. I believe that much of this success has to do with the fact that APA Division 20 has much to offer: a community and home within APA, opportunities for honors and award recognition, discounts on publications, access to networking opportunities, and an outlet for learning about cutting edge research and practices in the field of aging. In addition, as highlighted in the last newsletter, our APA Division 20 membership committee member, David Chiriboga, has helped to launch a Gerontology Academic Genealogy Tree: <https://academictree.org/division20/register.php>. Check it out: you may be surprised to find out who you are related to academically!

Please join me in welcoming new members who have joined Division 20 since Fall 2016 or who have upgraded their membership (e.g., from Student Affiliate to Member status). The full list is provided below.

As you can see, nearly half of our new members are student affiliates. Students and emerging scholars are the future of our profession, so the membership committee has been prioritizing their recruitment to APA Division 20. If you have students in your classes or labs who are not currently members of APA Division 20, please encourage them to join! Students join our division for FREE for the first year (making them eligible for student and travel awards), so there is really no reason not to join!

If you have colleagues who are not members, please also send them a nudge to join our division. Also, don't forget to renew your membership if you haven't already done so: <http://www.apadivisions.org/division-20/membership/index.aspx>. On behalf of the membership committee, thank you for your support and for making our division a strong community!

Welcome, new Division 20 members!

Marivi Acuna	Kyuho Lee*
Cami Allard*	Victoria Marino
Addam Antunez*	Lauren Mastrobuono
Lisa Barnes Young	Heidi Mattila*
Andrew Bender	Subendri Moodley*
Allison Boroda	Roxanne Moore
Eddie Bravo*	Rene Moreno
Justin Castillo*	Kathryn Noth
Emily Cohen-Shikora	Tabitha O'Neal*
Charlene Deming*	Alissa Parrish
Iris Fitz*	Evan Plys*
Stephanie Fountain-Zaragoza*	Jennifer Ramsey
Kelsey Grodner*	Frychettya Randall
Georgann Hardin*	Cynthia Roman
Erin Harrell*	Lourdes Santana-Charriez
Amber Hassan*	Quyen Sklar
Cassandra Hatt*	Danielle Spangler*
Terry Haynes	Kimberly Stoltzfus
Heidi King	Carla Strickland*
Rachel Kleinman	Chava Urecki*
Keri Kytola*	Melissa Weller
Joy Jacobs-Lawson	Connie Williams*
Flor Leal	

*Denotes Student Affiliate

2017 APA Annual Convention Program Report

Submitted by Kathie Judge and Allison Bielak, D20 Program Co-Chairs

Mark your Calendars! The D20 Program for the 2017 APA convention in Washington D.C. (August 3 – 6) is almost finalized, and it looks great! Key sessions to look forward to include Dr. Manfred Diehl's presidential address titled: *Motivating Adults to Engage in Health-Promoting Behavior: How Far Have We Come and Where Are We Going?* Dr. Diehl's presidential address and themes focus on the current state of affairs of motivating middle-aged and older adults to engage in behavior that promotes healthy aging, focusing on approaches for improving physical and cognitive health. Dr. Thomas Hess will present the Baltes Distinguished Research Achievement Award Address. Additionally, two National Institute on Aging Program Officers will hold a session discussing the NIH Science of Behavior Change Roadmap Project. There also will be an exciting session honoring the CREATE group for their APA prize for Interdisciplinary Team Research: Research on Aging and Technology.

This year, D20 will be participating in 4 collaborative programming sessions, including 3 symposia and 1 skill-building session. These sessions reflect a broad range of exciting research findings and clinical issues including: innovative interventions for veterans with neurological disorders; integrated healthcare across the lifespan; health and successful aging; and optimizing outcomes for individuals with autism. D20 also will be hosting 6 other symposia along with 58 posters that were accepted for presentation. These symposia and poster presentations reflect innovative and contemporary topics such as: emotional processing and regulation; assessment in older adulthood; caregiving; mental health needs of older adults; biological aspects of aging; positive aging; social support and social networks; training and intervention programs; end of life issues; and translating research findings to policy. We also will be providing information on co-listed sessions led by other divisions that may interest our members. Of note, there will be a mentoring workshop focusing on how to successfully navigate NIH and VA funding mechanisms, which includes a mock grant review session. We invite members to meet new Fellows in their presentation session, and this year we will have a combined social hour and awards ceremony. We also are working on an additional off-site social event to enable D20 members to network and enjoy the company of colleagues! The APA conference programming office is reviewing our scheduling requests, and we should hear in June more about the finalized schedule. We look forward to seeing you in Washington, D.C.!

Upcoming APA Convention Dates and Locations

August 3-6, 2017
Washington, DC

August 9-12, 2018
San Francisco, CA

August 8-11, 2019
Chicago, IL

STUDENT NEWS

Postdoc Pointers

Submitted by Jennifer A. Bellingtier and Vanessa L. Castro

Deciding on your next step after earning your PhD can be a daunting process. For many of us, a postdoc is the logical next move. Here we provide some insights and tips from our own experiences in finding the right postdoc.

Figure out what you want.

There should be some novel experience you hope to gain, as the postdoc is a period for gaining new skills and training. For example, Vanessa wanted additional adult lifespan training, including hands-on experience collecting data with older adults and training in test design and psychometrics. This information helped her to identify the specific mentors with whom she wanted to work.

Consider going abroad.

Your postdoc could be an exciting time to gain international experience. Working with researchers from different backgrounds and perspectives can provide nuance to your understanding of psychology. Your research could be enhanced by considering cultural differences. Although some international postdocs may require you to already know a different language, many do not.

Be open to possibilities.

Make sure you subscribe to the listservs for the societies focused on your area(s) of research. The Division 20 listserv announces numerous postdoc opportunities, as do others (e.g., GSA and Division 7). You can also monitor [psychology job wikis](#) that include postdocs.

Use your network.

Once you have honed in on potential postdocs, it is useful to “put the word out” through your professional network (e.g., faculty advisers and mentors), as they may have inside knowledge regarding the person you want to work with (e.g., what their work style is like, whether they have any funding opportunities) and/or can pass on any leads. Moreover, your network may act behind the scenes in ways that facilitate a connection between you and your prospective mentor; for example, they may be able to vouch for your abilities and work ethic.

Work conferences to your advantage.

Conferences are additional resources to build professional connections and discuss postdoc positions. Attending social events can help, but you may also find it useful to request individual meetings with prospective mentors. Going into her last conference, Jennifer had identified the postdoc mentor she was most interested in and scheduled a meeting not only with her, but also a separate meeting with one of her former postdocs. This scheduling can be done via email ahead of the conference, or you might ask your current adviser to help facilitate setting up meetings. Ask if they have time to meet after a symposium talk, during a social event, or over coffee.

Gather information directly.

You may also find it helpful to directly contact potential mentors or program coordinators to find out more about the position and what they are looking for in a future postdoc. This action demonstrates your enthusiasm and may also save you time from applying to positions that might not be a great fit.

Make your own opportunities.

If you feel prepared enough, you could make your own postdoc position by writing a [training grant](#). To do this, first brainstorm some ideas; then, contact prospective mentors with these ideas. Training grants are hard to get but afford unique training opportunities that might not be available through traditional postdoc positions. In our experience, it is generally rare for a mentor to turn someone down if they want to create their own funding through a grant application. It's kind of a win-win situation for the mentor and mentee.

Think about starting early, and then start even earlier.

Finally, start your postdoc process early. With funded positions, announcements may be made throughout the year, as grants are awarded; putting your name out there (and early) for consideration is likely not a bad thing nor is establishing some kind of connection with a prospective mentor. If you are writing a training grant, starting early is especially important. Many resources are available to assist with writing grants,

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Council of Representatives Report February 24-25, 2017

Submitted by Patricia A. Parmelee, PhD, & Susan K. Whitbourne, PhD
Division 20 Council Representatives

New events regarding the Hoffman report. In executive session, the Council of Representatives (CoR) reviewed and discussed the recent legal complaint filed against David Hoffman, Sidley Austin, and the American Psychological Association (APA) by five persons who believe their reputations were damaged by the Hoffman Report and its sequelae. Persons with conflicts of interest recused themselves, some more voluntarily than others. Because discussion was privileged and confidential, we cannot report details. Text of the complaint is publicly available at <http://www.hoffmanreportapa.com/resources/Complaint.pdf>, along with some other relevant materials. Note that this is not an APA-sponsored nor an APA-approved website.

Pursuant to the legal action against APA, a motion was made to remove the full text of the Hoffman Report from APA's website. After discussing pros and cons, Council voted the motion down.

Ongoing governance process was addressed by several actions:

- Considered a motion to continue the trial delegation of specific (previous Council) functions to the Board of Directors (the Good Governance Project) for an additional 3-year trial period, on the logic that the disruptive effects of the "interrogation incident" prevented proper implementation and evaluation of the changes. There was considerable debate, with strong arguments on both sides. The motion was approved by a substantial margin, extending the GGP trial delegation for another 3 years.
- Passed a motion to restructure the composition of the Finance Committee to include a slate that may be drawn from outside CoR and BoD. A proposed amendment to draw Finance Committee members solely from current and immediate past members of CoR and the BoD was voted down; the original amendment passed.
- Accepted a report on The Task Force on Civility's dual surveys of CoR members regarding perceived sources of and recommended solutions for incivility among Council members;
- Approved an amendment changing operation of the Needs Assessment, Slating & Campaigns Committee to maintain balance on the Board of Directors regarding diversity (including representation of disciplines).

Financial report. Chief Financial Officer Archie Turner gave a detailed report on APA financial status. The Association reported that APA is back in the red for 2016, with an operating margin of \$0.9M (vs. last year's deficit of \$0.6M). After a dip following the 2008 stock market crash, assets have recovered and are now slightly above the 2007 level. The Association has met its primary financial goals for 2016. Print revenues are down, licensing/database access fees are up, product sales are stable. The Association expects to register an anticipated \$270k surplus for 2016.

In **other business**, Council

- Approved motions to (a) adopt as policy the new clinical practice guidelines for treatment of posttraumatic stress disorder; (b) encourage removal of barriers to admissions to graduate programs in psychology posed by reliance on the Graduate Record Examination as an admission criterion, and (c) define applied behavior analysis as within the realm of professional psychological practice.
- Received an update on activities of the Commission on Ethics Processes, including (a) formation of subcommittees on adjudication and education, policies and procedures, institutional and organizational culture, and benchmarking, and (b) suggestions for improved process, including formation of separate Ethics Guidance and Ethics Adjudication Committees, revision of APA mission and vision statements to emphasize ethical principles and standards, appointment of an ethics ombudsperson, creation of an Executive Committee for Ethics, and regular audits of the ethics process.
- Heard a detailed report from the APA Practice Organization
- Received an update from the Council Diversity Work Group
- Engaged in diversity training on implicit attitudes & stereotypes.

TEACHING TIPS

Reducing the Difference: Strategies to Mitigate the Detrimental Effects of Role Strain and Stereotype Threat on Non-Traditional Students' Educational Success

Jennifer L. Ramsey, PhD, Visiting Assistant Professor of Psychology, Belmont Abbey College

Most would not be surprised to learn that the roles, responsibilities, and stressors of an 18-year-old who lives in a college dorm and works part-time at a bookstore differ significantly from those of a 35-year-old mother of three who owns a home, attends PTA meetings, and works full-time. However, some may be surprised to learn that both of the aforementioned individuals are in the same Introduction to Psychology course. It's worth mentioning that the 35-year-old mom of three is not the professor; both are first-year college students. Though freshman year entails a host of new stressors and challenges for every student, many of those faced by non-traditional students, such as the 35-year-old mom of three, are unique compared to those faced by traditional students, such as the 18-year-old bookstore employee. So what? Does it matter that non-traditional students face different challenges than traditional students?

The answer is yes. It matters that students 25 years and older, or non-traditional students, experience different challenges and stressors relevant to their postsecondary education compared to 18 to 22-year-old students. According to the National Center for Education Statistics (2011), nearly half of students enrolled in colleges and universities in the United States in 2011 were considered non-traditional students, and this number is projected to increase by 2019. This means educators at the collegiate level will likely, if they have not already, encounter non-traditional students in one or more of their courses. Again, so what? Even if traditional and non-traditional students differ in some ways shouldn't educators hold these students to the same standards?

Again, the answer is yes. Both traditional and non-traditional students should be required to abide by the same institutional, departmental, program, and course policies. It is essential that educators refrain from differentiating between traditional and non-traditional students in terms of the students' abilities and the educators' expectations. The unique challenges faced by non-traditional students should be acknowledged

and addressed only so that their postsecondary academic experiences do not significantly differ from that of traditional students. As many educators with experience teaching both non-traditional and traditional students can attest, any differences should be addressed only so the effects of said differences can be mitigated. Some of the challenges unique to non-traditional students that may impact their success in higher education include role-strain and stereotype threat (Bamber & Tett, 2000; Dill & Henley, 1998; Hollis-Sawyer, 2011).

Role strain results from the stress or perceived stress brought on by competing life roles and responsibilities (Dill & Henley, 1998). Compared to traditional students, non-traditional students tend to report a greater number of social roles and responsibilities (Fairchild, 2003). The resulting role strain has been found to negatively impact academic performance. How is this relevant to the educator? Of course, an educator cannot simply inform a non-traditional student that he or she no longer has to cope with the stressors of being a parent, spouse, caregiver, full-time employee and student and expect role strain to disappear. However, an educator may be able to mitigate the effects of role strain by first acknowledging that many non-traditional students occupy more life roles than traditional students. An educator may then choose to alter certain classroom procedures accordingly.

For example, many educators ban the use of cell-phones during class time. This policy is meant to limit distractions and ensure students focus their attentional resources on course materials and not social engagements. This is a valid concern. However, as many non-traditional students occupy the roles of parent and caregiver in addition to student, they may need access to their cell phone during class time should an emergency arise. The inability to do so may result in greater stress or perceived stress on part of the non-traditional student. One solution may be to

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include a statement similar to the following in the syllabus:

"Please be considerate and use proper judgement when using cell phones during class time. As adults we may have responsibilities outside of the classroom that require our immediate attention and consideration during class time. If you need to make a call, read/send a text, please be respectful of the other students in the class. If you must answer or make a call please leave the classroom to do so. The use of a cell phone during a test will be considered cheating. If you need access to your cell phone during an exam due to a family, work, etc., matter or emergency, please make arrangements with me prior to the exam."

Such acknowledgements of multiple roles on the educator's part may help to alleviate some of the perceived stress or stressors resulting from role strain. Of course, if non-traditional students in a class are permitted to receive calls during class time, then traditional students must also be granted the same accommodations. An alternative would be to ask students to meet on an individual basis if they believe their current situation may require the use of a cell phone during class time. Again, the educator must also be willing to grant the same latitude to traditional students.

Another strategy for mitigating the effects of role strain would be to offer students the option of meeting via Skype, and if possible, later in the afternoon. Non-traditional students do not live on campus, and many also work and care for children and families. As a result, they may not be able to make a special trip to campus for an in-person meeting during scheduled office hours but may benefit from additional assistance or clarification from the educator. Providing a variety of options for individual meetings, such as Skype or phone meetings, may encourage non-traditional students to seek assistance when needed. Again, educators must provide the same accommodations for traditional students as non-traditional students or risk propagating stereotype threats.

As we know, stereotype threat increases the risk of confirming negative stereotypes about one's group (Steele & Aronson, 1995). Negative stereotypes of

non-traditional students tend to suggest that these students attend postsecondary institutions later in life because they lack study skills and time management skills. These stereotypes also tend to be ageist in nature by suggesting that the greater chronological age of non-traditional students compared to traditional students is associated with age-related cognitive deficits (Richardson & King, 1998). Research indicates there are few differences in academic performance between non-traditional students and traditional students (Richardson & King, 1998). However, many non-traditional students report feeling less capable and valued compared to traditional students. They also tend to report feeling educators have different expectations of them compared to traditional students (Kasworm, 2005). These beliefs and stereotype threats can negatively impact academic performance. So, can educators eliminate stereotype threat? The answer is yes, but not entirely.

Educators can mitigate the effects of stereotype threat by refusing to propagate the negative stereotypes associated with non-traditional students. One strategy is to avoid drawing attention to age and experience during classroom discussions. Drawing attention to differing experience levels of traditional and non-traditional students may promote negative stereotypes. For example, when discussing language acquisition an educator should not single out the non-traditional students who have children and ask these students to recount stories of their child's language acquisition. Research indicates that non-traditional students report being treated differently in classrooms when traditional students defer to them as sources of authority (Kasworm, 2005). Though life experience is beneficial for non-traditional students, being singled out for being older and more experienced can further the negative ageist stereotypes. Of course, non-traditional students and traditional students alike should be encouraged to relate course material to life experiences. However, these students should not be directly asked by the instructor to provide personally relevant examples because of age or station in life.

Stereotype threat and role strain can negatively impact educational success. Therefore, educators should

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acknowledge the unique challenges faced by non-traditional students compared to traditional students so that the effects of these differences can be mitigated. Perhaps an additional strategy would be to eliminate the terms “traditional” and “non-traditional” students entirely and refer to these individuals simply as “students.”

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Jennifer Ramsey, PhD, is a visiting assistant professor in the Psychology Department at Belmont Abbey College.

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and Vanessa found the NIH grant writing workbook an especially invaluable tool in securing her postdoc (there are similar resources for other funding mechanisms). Allow time to reach out to your network for feedback on various aspects of your postdoc application.

Jennifer A. Bellintier is a doctoral candidate graduating in May from the Lifespan Developmental Psychology program at North Carolina State University. She serves as the graduate student representative for the Division 20 executive board. This fall she will begin an international postdoc at Friedrich Schiller University in Jena, Germany. Her research interests focus on

individuals' perceptions of their own aging and how those perceptions influence daily well-being.

Vanessa L. Castro is a NRSA postdoctoral fellow working with Drs. Derek Isaacowitz and Judith Hall at Northeastern University. She received her Ph.D. in Lifespan Developmental Psychology from North Carolina State University. Her current work, funded by NIA, examines age-related differences and similarities in everyday interpersonal perception skills.

Division 20 Presidential Candidate Statements

Karen Hooker, PhD

The science of adult development and aging and practice of geropsychology are inherently interdisciplinary and increasingly important for societies worldwide. Division 20 members are likely to be working on research and/or clinical teams addressing public health and global challenges at the population health level as well as at the individual and family level. We are uniquely positioned to be effective in working across disciplines to enhance optimal aging and we should leverage this in our advocacy within APA, across other disciplines and with governmental institutions. Interfacing between disciplines is a strength I would bring to the role. I led the first Integrative Graduate Education and Research Traineeship (IGERT) program funded by the National Science Foundation that had aging as its thematic focus and collaborate with researchers in public health and engineering.

I am a Fellow of Division 20 and it has been my “home” within APA. I have served the Division as Membership Chair, Secretary-Treasurer, and Program Co-Chair. My background and training in aging began as an NIA-trainee in HDFS at Penn State and an NIA postdoctoral trainee at Duke University Medical Center. I began my career in psychology at Syracuse University. I was recruited to Oregon State University, was founding director of the Center for Healthy Aging Research, and am now Head of the School of Social and Behavioral Health Sciences. I have experience reviewing for NIH and NSF panels, and currently serve on the editorial boards of *Psychology and Aging* and *JG:PS*. I have mentored many outstanding graduate students and view nurturing the next generation of scientists to be imperative for the field and deeply satisfying. If elected I will represent the many facets of adult development and aging and am honored to have been nominated to serve in a leadership role for Division 20.

Michael Marsiske, PhD

Encompassing early to late adulthood, Division 20 intrinsically builds bridges. Professionally, we bridge between researchers, educators, policy advocates (APA’s Committee on Aging), and geropsychologists (particularly Section II of Division 12 and clinical neuropsychologists in Division 40). The Division is uniquely positioned to respond to APA’s big intergenerational challenges: Are we recruiting the next generation of psychologists? Are we supporting the needs of an aging psychological workforce?

I would bring solid experience to the President role: A 25-year affiliate/member, I served on the Division 20 executive committee from 1995-2014, fostering the Division’s email listserv, and building the Division’s web pages (hosted by two institutions, Wayne State and University of Florida, UF). Along the way, I learned from many outstanding Presidents, Executive Committee teammates, and committed, engaged members.

I would also bring substantial leadership and mentorship experience to the role. I have been on faculty at UF since 2000 in the Department of Clinical and Health Psychology, where I have served as Associate Chair for Research since 2006. Since 2003, I’ve directed an NIA-funded predoctoral T32 program called “Physical, Cognitive and Mental Health in Social Context”, which pretty much mirrors the key emphases of Division 20, including a mentorship focus. I have been continuously funded by NIA since 1996 and currently play a leadership role in our Alzheimer’s Disease Research Center.

If selected, I pledge to solicit diverse members’ voices, to diligently communicate and coordinate with members and APA, and to share my enthusiasm for the Division with all who will listen.

Division 20 Council of Representative Candidate Statements

Patricia Parmelee, PhD

It's an honor to have the opportunity to continue to represent Division 20 on APA's Council of Representatives. My first three-year term, which ends in December, has occurred during a period of great unrest for the Association. Internally, we continue to deal with declining membership as well as the disputation changes to leadership engendered by the Good Governance experiment (which was recently extended for another three years). The Association also continues to navigate a very public test of our basic professional ethics in the wake of the controversy regarding APA's position on "enhanced interrogation" methods in military detention settings. As it has grappled with these events, Council has also actively engaged in ongoing self-reflection about the process by which we govern ourselves, from procedural efficiency to issues of basic civility on Council floor. At every session, I have been reminded that, per the proverbial curse, we are indeed living in interesting times.

Particularly during such turbulent times, both Division 20 and Council itself need continuity and a consistent voice. Over the past three years, I have developed not only the understanding of our governance process but also the network of colleagues on the current Council roster that are needed to address issues effectively. I appreciate the opportunity to continue working on behalf of Division 20 to advance not just our immediate priorities, but the long-range goals of the Division and the Association.

Harvey L. Sterns, PhD

It has been my pleasure to serve Division 20 in various capacities for many years. I have served twice as President. I feel strongly that Council needs to take back its role in decision making for the organization. Division 20 has always had excellent representation on Council and has been a strong supporter of APA. The rebuilding of confidence in Council and its processes representing APA membership is essential to the future of the organization. I would gladly fight for this. Since the 1970's I have been a supporter of including lifespan development and aging in as many aspects of APA as possible. Special involvements have included the Initiative on Retirement Planning for Psychologists and Family Friendly Workplaces.

Division 20 Secretary Candidate Statement

Joann M. Montepare, PhD

I am pleased to be considered for the position of Division 20 Secretary, and I am confident that my professional experience has prepared me well for the communication and organizational responsibilities of the position. I am Professor of Psychology and Director of the Fuss Center for Research on Aging and Intergenerational Studies at Lasell College (Newton, MA). I hold a PhD in social-developmental psychology from Brandeis University, and my research focuses on social and self-perceptions of age. Over the last few years, I have been collaborating with local and global partners on the Age-Friendly University (AFU) initiative, which warrants a toolbox of skills. For example, I organized the Talk of Ages Summit which brought together educators and community partners in Massachusetts to explore a vision for aging education and age-friendly campuses. I designed an instructor-friendly Talk of Ages website for integrating aging content and intergenerational activities into college classes, and spearheaded several intergenerational educational programs for Lasell College's intergenerational campus. I serve as the secretary of the Massachusetts Gerontology Association, and on the advisory councils of the Massachusetts Healthy Aging Collaborative and Minuteman Senior Services. I look forward to being able to chronicle and communicate the work of Division 20!

Division 20 Member-at-Large Candidate Statements

Brian J. Ayotte, PhD

Brian J. Ayotte, PhD is an Associate Professor of Psychology and serves on the Executive Board of the Ora M. DeJesus Gerontology Center at the University of Massachusetts Dartmouth (UMassD). Brian received his PhD in Life Span Developmental Psychology from West Virginia University in 2007. Prior to joining the faculty at the UMassD, he completed post-doctoral training in the VA Centers for Health Services Research & Development in Boston, MA and Durham, NC. Brian's research focuses on how the dynamic interactions among individual characteristics (e.g., age, race) and contextual factors (e.g., social partners) are related to cognition, health, and health behaviors across the life span. Specifically, his research focuses on two closely related lines of research: (a) cognition and everyday functioning in the context of health; and (b) interpersonal influences on depression, functioning, cognition, and health-related behavior in diverse populations. He is currently engaging in an interdisciplinary project to examine health behaviors and outcomes among older Portuguese-American adults living in the South Coast of Massachusetts. Brian teaches several undergraduate and graduate courses, including Adulthood and Aging, Developmental Methods, Health Psychology, and Health Across the Life Span. In addition to teaching, he strives to be an enthusiastic and supportive research mentor to the next generation of experts in the aging field. Brian is excited for the opportunity to serve the field of Adult Development and Aging more broadly and would work diligently to promote the goals of Division 20 to fellow professionals, as well as the community at large.

Patrick L. Hill, PhD

Patrick L. Hill, PhD, is an Assistant Professor of Psychological and Brain Sciences, and a member of the Social & Personality and Aging & Development areas at Washington University in St. Louis. He also is a Faculty Scholar at that university's Institute for Public Health. He received his BA from Indiana University in Psychology and Economics, and his MA and PhD from the University of Notre Dame in Cognitive Psychology. His research program focuses on understanding the individual difference predictors of healthy and successful aging across the lifespan. His work has demonstrated, for instance, that individuals who report a greater sense of purpose in life are more likely to experience better health, well-being, cognitive, and life outcomes, including a reduced mortality risk. His research program involves both secondary analyses of long-running longitudinal studies of aging, as well as qualitative interviews with individuals facing developmental challenges, such as the transition to retirement communities. Dr. Hill has taught multiple courses in the domains of Health and Developmental Psychology, as well as specific topics such as Gerontology and Lifespan Health Psychology. He has published over 90 articles and chapters, and serves as research mentor to undergraduate, master, and doctoral-level students. His work has received funding from both government and private agencies, and he has frequently presented at the annual meetings for the Gerontological Society of America.

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Division 20 Member-at-Large Candidate Statements

David K. Johnson, PhD

I possess expertise in clinical and neuropsychological assessment of healthy aging and dementia and advanced longitudinal research methodology. Using skills I have gained over 15 years of clinical experience in cognitive assessment of older adults with and without dementia, I investigate longitudinal cognitive and biomarkers data associated with declining cognition. As Principal Investigator on two federal awards, I investigate the epidemiology and prevention of late life cognitive decline in low resourced environments. The Intensive Cardiorespiratory Exercise (ICE) to Remediate mild Traumatic Brain Injury (mTBI) in Active Duty Service Members (ADSM) is a randomized clinical trial that tests the efficacy of aerobic exercise to remediate cognitive impairment. The second is a Developmental Grant from the Fogarty International Center: Epidemiology and Development of Alzheimer's Disease (EDAD) in Urban and Rural Costa Rican Older Adults. This study investigates healthy Latino aging. Over the last 6 years my laboratory has implemented a comprehensive and empirically rigorous measurement strategy for the assessment of the environmental versus organismic determinants of healthy aging and dementia in Latin Americans with the specific intention to build clinical research expertise for neurological diseases at the University of Costa Rica. Although I have been a member of Division 20 since 1997, I have yet to take a leadership role. I look forward to the challenges and opportunities that position brings.

Jennifer Tehan Stanley, PhD

Jennifer Tehan Stanley, PhD, is an Associate Professor and the chair of the Adult Development and Aging doctoral program in the Department of Psychology and Senior Fellow of the Institute for Life-Span Development and Gerontology at The University of Akron. Dr. Stanley earned her doctorate in Experimental Psychology with a focus on Cognitive Aging from Georgia Institute of Technology in 2008. She then completed a post-doctoral fellowship at Brandeis University and was a Cancer Research Training Awardee in the Behavioral Research Program at the National Cancer Institute. In 2012, Dr. Stanley was hired as an Assistant Professor at the University of Akron.

Dr. Stanley's research focuses on aging and socioemotional functioning. In particular, Dr. Stanley is interested in age differences in emotion perception and emotion regulation. She approaches her research from a truly developmental perspective by highlighting ways in which age-related differences may be adaptive. Her research has been funded by The Retirement Research Foundation. Dr. Stanley's work has been published in *Psychology and Aging*, *Emotion*, *Journal of Gerontology: Psychological Sciences*, and *Developmental Psychology*, among others.

Dr. Stanley mentors undergraduate and graduate students conducting research in her Emotions and Aging Lab. Dr. Stanley teaches undergraduate and graduate courses in socioemotional aging and research methods. She is an ad-hoc reviewer for national journals, and has served as a reviewer for international granting agencies.

Minutes of APA Division 20 Executive Committee Meeting

Friday, November 18, 2016 (8-10 am)
2016 GSA Mid-Year Meeting, New Orleans, LA

Submitted by Joann Montepare, Secretary

In attendance: Manfred Diehl, Harvey Sterns, Joe Gaugler, Pat Parmelee, K. Warner Schaie, Susan Whitbourne, Dave Chiriboga, Karen Kopera-Frye, Pat Parmelee, Julie Hicks Patrick, Tom Hess, Lisa Hollis-Sawyer, Allison Bielak, Grace Caskie, Debbie DiGilio, Joann Montepare, Jennifer Bellintier (student representative)

- Welcome and Introductions - Manfred Diehl
- Committee Reports
 - o Program Committee announcement (Allison Bielak) – The Committee recommended featuring recognition of the CREATE team, whose members received the inaugural APA Prize for Interdisciplinary Team Research. APA requested that D20 donate time/hours from its programming schedule for the award recognition. Options were discussed and a motion was made to schedule a plenary session and use one D20 hour; motion was unanimously accepted.
 - o Treasurer Report (Karen Kopera-Frye) – Present budget reflects pre-conference status (as of 7/31/2006). Balance is in the black at \$7,175, not including net total that included most recent charges. As has been discussed in the past, membership renewal revenue is not sufficient to maintain the budget. Joe Gaugler is speaking with several potential sponsors regarding support for the student travel awards and one of the professional awards. Manfred spoke with Greg Neimeyer about options such as CE workshops, which have possibilities as well as challenges and limitations as revenue generating options. Generating books (e.g., handbooks, training series, etc.) was discussed as a new option. Along similar lines, Manfred suggested developing CE materials around clinical training and ABPP certification. Joann Montepare raised questions about the goals of increased revenue and the need to articulate these goals alongside specific strategies in a more systematic revenue generating plan. As a first step, Pat Parmelee suggested looking at our financial trends across the last 10 years to identify cost patterns and estimate cost projections. Tom Hess suggested developing a donation model linked to specific goals (etc. student scholarships) that D20 members would be willing to support in giving campaigns (similar to what the Behavioral and Social Science section of GSA has done successfully).
 - o Program Committee (Allison Bielak) – Collaborative programming continues to be a challenge, but D20 continues to be successful. This year D20 was the lead on 3 proposals with 6 other Divisions and collaborated on 11 other proposals. Individual proposal submissions are due December 1, 2016. There is a concern that fewer submissions will be received and attendance will be low because IAGG is being held so close in time (July).
 - o Elections Committee (Julie Hicks Patrick) – Upcoming positions for election are President-elect, 2 Members-at-Large, and Secretary. Past/Present/Elect presidents will speak about invitations for the next presidential nominees and consult the member and fellows lists for suggestions. Questions were raised about the D20 Handbook and various election/position policies. Joann will send an electronic copy of the most recent Handbook file she has.
 - o ABPP (Harvey Sterns reported) – Becky Allen agreed to continue as representative. Harvey moved that we approve her position; motion was unanimously accepted. Susan Whitbourne suggested we look more closely at filling positions on the American Board of Geropsychology (ABGERO), affiliate of ABPP.
 - o Fellows Committee (Manfred reported) – Four new members were confirmed. Manfred indicated that he wanted to speak at more length with Alan Stevens (new D20 Committee Chair) about detailing more streamlined and accessible information for nominators and nominees.
 - o Membership Committee (Manfred reported) – From Gloria Luong's report, membership is steady but not growing. David Chiriboga cautioned that the membership data are incomplete because APA no longer provides regular reports. There was discussion around a

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- joint membership with D12-2 and the need for a planned membership drive. The committee also discussed the pros and cons of increasing membership dues. Joann urged that we look at suggested increases in light of a more strategic budget/revenue planning process. Tom Hess noted that if we decide to make a change, we must develop a clear message about the value of increasing dues for members.
- o Continuing Education Committee (Jennifer Moyer) – Farzin Irani will be stepping down as co-chair. CE discussions continue around what the financial consequences are for D20 and what APA gets. Harvey recapped that we have CE status which means that we can sponsor events outside of APA. Joe and Manfred noted however that this model is changing and unclear; however, preconference workshops are still a viable option.
 - o Education (Julie Boron, Jennifer Moyer) – Final updates for all the graduate materials are in motion.
 - o Executive Committee Directory/Listserv Issues (Joann Montepare) - The Listserv continues to function smoothly, except for one recent hitch in which a “spam/fraud” reply was received by senders indicating that messages were being blocked. It was reported to APA webmasters; no word received back yet about the nature or impact of the warning.
 - o Newsletter (Grace Caskie) – Deadline for next newsletter is March 1, 2017. Possible topics for articles were discussed. Grace will follow-up.
 - o Awards (Tom Hess) – The new deadline for student awards is December 15 (not November 15). Tom noted that we need to do a better job of communicating about award winners to APA, related organizations, the public, and awardees host institutions. Joann suggested we develop a standard letter from the D20 president to be sent to department chairs, communication offices, etc.
 - o Graduate Student Representative (Jennifer Bellintier) – Several ideas were offered to highlight graduate student members, including (a) having a “Graduate Student Lounge” area at conferences; (b) having student flags for name tags; and (c) sending special notices to graduate students about APA programs of interest.
 - o Council (Warner Schaie, Pat Parmelee) – Good governance discussion is still ongoing. On the table are a series of bylaw and amendment considerations. Manfred asked Pat to draft a note for the D20 listserv about these considerations.
 - o Social Media (Lisa Hollis-Sawyer) – There are 264 LinkedIn members and 130 Facebook members. Manfred suggested Lisa develop an invitation to D20 listserv members about how to join these groups.
- Other Business
 - o Anthony Sterns needs to update information on the website.
 - o ECP – We presently do not have a representative and do not have criteria for the position. Pat suggested we fold it into a Member-at-Large position. Susan urged us to strategize about how we could position ECPs on other APA committees (like APAGS).
 - o Harvey reported that the recent CODAPAR presentations were of very good quality and that we need to figure out how to make them available.
 - o CONA (Debbie DiGilio) – APA is advising that clinicians offer more information about dementia and related psychological issues. Discussions are emerging about how to involve geropsychologists more in work in immigration and how to expand advocacy and training to graduate students and early career psychologists around elder abuse. The 125th Anniversary of APA is approaching. Debbie will be in contact about suggestions for a panel being convened. CONA will be expanding materials for family caregiving resources. D20 should be sure it is represented as a media referral in the Public Affairs Data Base (i.e., need a “one-pager”).
 - The meeting adjourned at 10:00 AM.