Welcome New Students

Our Gerontology Department is pleased to welcome eight new doctoral students into the program. Coming from diverse school, work, and cultural backgrounds, these students have arrived at UMass eager to learn and develop their research skills. Read a little about each of them from their brief biographies below or stop them in the halls and welcome them!

Caitlin Coyle

Caitlin is a full-time Ph.D. student who received a Bachelors of Arts with research distinction in Psychology and a Bachelor of Arts in Journalism degree in Public Affairs Journalism at Ohio State University. She has worked the last four years as a research assistant in the department of psychology at OSU, both in clinical and social psychology laboratories. Caitlin is still getting to know the area of Boston, and this task has been keeping her very busy! She is most interested in the concept of productive aging, particularly spirituality, optimism/hope and the effects of volunteering. In addition, she is interested in learning more about the relationship of health behaviors and psychosocial well being among the elderly. Caitlin completed her undergraduate honors thesis with Dr. Charles Emery, titled: *Gender Differences in Coping Styles among Patients Enrolled in a Cardiac Rehabilitation Program.* The primary objective of the project was to evaluate coping methods used by men and women with CHD and the relationship of coping and social support with physiological functioning. A secondary goal was to evaluate the influence of coping and well-being at program entry on adherence to the 12-week program. 70 Participants were recruited at OSU Medical Center; and they completed self-report questionnaires including measures of quality of life, symptom experience, depression, anxiety, social support and general coping methods, including religious coping, prior to the start of the program and again at its completion.
Frances Devine

A full-time Ph.D. student here at UMass Boston, Maria Frances Devine prefers to go by Frances. She has a Bachelors of Arts degree from Merrimack College where she majored in Psychology. She has conducted research in optimal aging and the developmental process of emotion in psychoanalysis. Frances has worked in hospice and as a home-health aide for the past 7 years and this is where her interest in gerontology stemmed from. Current academic interests in gerontology include Alzheimer's and Dementia, and optimal aging, but in the past few weeks Frances is starting to find a great appreciation for the economics of aging.

Jennifer Ingle

Jennifer is a part-time PhD student with the incoming class of 2009. She holds a Bachelors degree in psychology and sociology from the University of Maryland, College Park received in 1998 and a Master's degree in rehabilitation counseling, with a concentration in long term care issues for persons with psychiatric disability, from Boston University in 2003. Prior to coming to UMass Boston, Jennifer worked for 10 years as a case manager and program director for Department of Mental Health community based programs for persons with psychiatric disability both in Maryland, where she is from, and in Massachusetts. For the past 4 years she has been with UMass Medical School in the Office of Long Term Support Studies working on various projects and grants dealing with long term care issues for elders and persons with disabilities. An example of Jennifer’s current project work is a study of selected states’ PASRR (Pre-Admission Screening and Resident Review) processes for nursing facilities to discover promising practices used in the PASRR process to promote diversion and transition of persons with mental illness from nursing facilities. Her area of interest is elder mental health and in particular community based mental health services or supports for elders. Jennifer currently lives in Hudson, MA with her husband Jay and cat Pip.

Lori Michaud

Lori is a full-time doctoral student in the UMass Gerontology program. In 2005 she obtained a Bachelors of Arts in Psychology with an additional major in Child Development and Family Relations from the University of Maine Orono. She received her Master's degree in Human Development in 2006 also from the University of Maine Orono. In 2008, she obtained a Certificate in Applied Research Methods and Design from the University of Southern Maine. Lori is currently working for the Muskie School of Public Service at the University of Southern Maine as a Research Analyst analyzing data on the Violence Against Women Act Measuring Effectiveness Initiative project funded by the Office on Violence Against Women. Her hobbies include rock climbing, piano, knitting, pottery, traveling, live folk music, and target shooting. Her current academic interests are vastly varying and growing but mostly focused on couple satisfaction, sexuality and families. Born on the border of northern Maine and Canada Lori was raised bilingual in French. She is happy to announce she eloped in Greece this August!
Corina Oala

Corina is a full-time student with the gerontology Ph.D. program. She graduated Magna Cum Laude from Northeastern Illinois University (NEIU) in Chicago with a Bachelor’s in Psychology and a minor in Gerontology. She completed one year in a Master's in Gerontology program at NEIU before coming to UMass Boston. Corina was studying for her Master’s at the same time she was working as the full-time Activities Director of a wonderful skilled nursing facility in Chicago. She had two assistants to manage and was responsible for documentation, planning appropriate activities, scheduling volunteers/entertainment, leading activities, running the dementia unit, and engaging in daily contact with all of their residents. Corina had also worked in a retirement center and an assisted living facility prior to the nursing home. Her current interests in gerontology include psychopathology of the elderly (specifically dementia related), spirituality/religiosity, long-term care issues, and economic issues faced by the elderly. She is a pretty easy going person, and enjoys running & playing volleyball, reading, traveling, learning random things, the beach, cooking, and making memories with friends.

Yao-Chi Shih

Yao-Chi Shih comes to us from Taiwan and is a full-time PhD student in the gerontology program. After getting his Master degree in social welfare, he worked in several positions in health care and long-term care related areas. He experienced different levels and perspectives of the service system for the elderly taking on the role of a policy administrator, a researcher, and a social worker. It gave him a motivation to pursue further academic training. His research interests include health outcomes, health care, and the demography of aging. He has recently developed a hobby of cooking. Besides that, he also enjoys softball, tennis, and hiking.

Jacey Vaughan

A full-time doctoral student of the 2009 incoming class, Jacey holds a Bachelor's of Science in Health Science with a minor in Spanish from Merrimack College. She has volunteered at an Alzheimer's Unit where she helped with activities for the residents. Jacey has many hobbies which include traveling, skiing, reading, and Boston sports teams. Her current academic interests change, but right now she is interested in grandparenting, productive aging, and economic hardships in aging.

Ning Xie

Ning Xie is a full-time doctoral student of the incoming class of 2009. She has obtained a Masters of Business Administration degree from Fitchburg State College. Currently Ning works as a research assistant under Professor Ellen Bruce's supervision. Her current academic interests in the field of gerontology include immigrants' economic status in their later life and self-funded social retirement systems. A couple of Ning’s hobbies are reading and gardening on the balcony.
Recent Accomplishments by Faculty, Current Students, & Alumni

Publications


**Presentations, Invited Lectures, and Workshops**

**Bruce, E.** is conducting a workshop at the American Society on Aging 2009 East Coast Conference with Donna Wagner on the Challenges of Women Across the Life Span.


**Grants**

**Edward Miller** received a grant from the Commonwealth Fund to organize a special issue of Medical Care Research and Review on the views of long-term care opinion leaders in several areas, including financing and insurance, individual and family support, organizational change and innovation, and quality improvement and regulation.

**The Pension Action Center** received $230,000 in grants for the coming year ($200,000 from AoA for NEPAP; $10,000 from Mass Bar foundation for NEPAP, and $20,000 from Pension Rights Center for NPLN).

**Awards and Scholarships**

**Bing Chen** and Jonathan Forman have been awarded the John Hanson Memorial Prize for the best paper on an employee benefits topic. Submissions are judged on appropriateness of subject material, timeliness of topic, originality and practical application to employee benefits. The award was a surprise as they do not know who made the nomination.

**Emma Chung** was awarded the NESUG 2009 Student Scholarship, also known as the SAS scholarship.
Recent Accomplishments Continued

Dissertation Defense
Larry Cahalin defended his dissertation in August titled "Health Behaviors of Older Persons With and Without Heart Disease." His dissertation committee members were Francis G. Caro and Jeffrey A. Burr, as well as Carol Ewing Garber from Columbia University.

Other Accomplishments
Bing Chen retired this summer, but he is back teaching this year.
Emma Chung started to work this summer for Commonwealth Care Alliance.
Beth Dugan was interviewed over the summer by the Wall Street Journal, US News and World Report, CBS News, Greater Boston, NPR's Here and Now with Robin Young, WBUR news, WBZ-tv and radio news, Fox25, NECN, WHDH 7 News, WCVB, Urban Update, Globe, Patriot Ledger, Eagle Tribune, Associated Press, and others about older drivers. Beth also provided expert testimony to the Massachusetts Legislature's Joint Committee on Public Safety and Homeland Security, and the Joint Committee on Transportation.
Beth Dugan has joined the UMass Boston faculty as Associate Professor of Gerontology, and is a Fellow with the Gerontology Institute.
Deborah Gray passed her qualifying exam. She is now working as a Statistician at Mass General Hospital at the Freedom Trail Clinic.
Edward Miller recently joined the UMass Boston faculty as Associate Professors of Gerontology and Public Policy, as well as a Fellow with the Gerontology Institute.

Editorials

We welcome contributions to GeroNews and encourage you to submit opinion pieces and letters to the editor in one of the following ways:

1.) Leave typed items in the GeroNews mailbox located in the Gerontology Institute mailbox on the 3rd floor of Wheatley. Please type contributions; handwritten letters will not be accepted.
2.) Opinion pieces and letters may be submitted by email to: martin.laur@gmail.com
   *All submissions may be edited for clarity, style, size, and content.

GeroNews Editorial Board
Faculty Advisor: Dr. Maxi Szinovacz, maxi.szinovacz@umb.edu
Managing Editor: Lauren Martin, martin.laur@gmail.com
Luncheon with David Ekerdt

On September 28th of 2009, David Ekerdt came to the UMass campus to kick off this years colloquium speaker series. His presentation titled, “Stuff Accumulates: Age and the Material Convoy,” sparked great interest among the attendees. I sat down with Dr. Ekerdt at the student luncheon before his talk. He told me about going to Boston University and working on the Normative Longitudinal Aging Study. He enjoyed his days in Boston and remembers going to Red Sox games whenever he and his wife wanted. “We’d turn on the tv and see who was pitching that night, then turn to each other and say, “hey, lets go to the game!” I asked him a few questions about his work and advice for graduate students. The following is our abridged conversation.

Lauren Martin: You are the former editor for the Journal of Gerontology, Social Sciences as well as a professor. As you probably know, students have recently been encouraged to review papers for publication along side their professors. What is your take on this?

David Ekerdt: I wholeheartedly welcome student reviewing, though I have to say I have not been a part of it as of yet. However, I have often thought when reviewing a paper and going through all the work that it would have been great to share this thought process with a student. Students would definitely benefit from the collaboration and thoughtfulness that goes into reviewing. In graduate school there is a lot of criticizing and this process is often harsh. The criticizing of publications is not harsh but helpful and I think students would benefit from this in many ways, such as learning better writing skills.

LM: Your work on consumption and the material world as it relates to aging is very interesting. Are there any areas or directions you would encourage students fascinated by this topic to pursue?

DE: Any research on the material and the personal component would be very intriguing work. Consumption of course interests me, but you could look at it from so many angles. The need to consume, disposal avoidance, virtual goods, the intergenerational aspects related to consumption, the psychological impact of getting rid of things and whether nature of the outside threat (e.g. moving, spring cleaning, going into a nursing home) matters. Really there are so many possibilities. I would also mention that very little research has been done on the human/animal bond and this could be an exciting area.

LM: I would love to close with asking you about any advice you have for graduate students. Specifically, something you perhaps wish someone had told you along the way?

DE: Get involved in research and try to publish. There is nothing more important. Well, except getting finished. Which is another thing I would advise. My stance is hurry up and get finished because its [your dissertation] not the last thing you’ll do in your life.
For the second year in a row, the UMass Boston Gerontology Alzheimer’s Memory Walk team woke up to rain. Not to be deterred the team gathered ready to walk and enjoy the fall day. The team enthusiastically walked 3.5 miles around the Charles River to raise awareness of Alzheimer’s and dementia. The team was fueled by the many generous donations received from friends, family, and faculty and exceeded their team goal of $1,000 by raising $1,375. Thank you very much for everyone’s care and support. With the money raised and the awareness heightened from this year’s walk we can move one step closer to the goal to end Alzheimer's.

This year's Memory Walk Team from left to right: Jennifer Recht, Jane Tavares (team captain), Sharon Brown, Lorraine Weaver, Chae Man Lee, Anjali Chhabra, and Vaibhav Rathi.

Join Us

The Colloquium Speaker Series has great opportunities to meet interesting and knowledgeable professionals in the field of aging.

Details about speakers and dates can be found on page 13.
Luncheon with Adam Davey

As the second speaker of the Gerontology Colloquium Speaker series, Adam Davey came to speak on the UMass campus on October 5th, 2009. His presentation titled, “Should You Survive to 105? Population-Based Perspectives on Primary Aging from the Georgia Centenarian Study,” was another great hit among the audience. Before the talk, Adam Davey enjoyed his lunch conversing with the students. I got in a few questions, hoping to find out more about his work and his advice for graduate students. The following is our abridged conversation.

Lauren Martin: While statistics for some students may be the most challenging part of the coursework, it is a vital part of our work outside of the classroom. I have heard you are a statistics guru, and would love to hear your take on the importance of statistics for students’ careers.

Adam Davey: [Laughs] Well, I do have a big orange book on the shelves we just put out in 2009. It’s titled ‘Statistical Power Analysis with Missing Data’ if you are interested. But in regard to your question, all the facts you learn as a student, by the time you learn them they are wrong. This is true for most things but not for statistics. I got my first job out of school doing statistics work. So for your professional career, especially if you will be in research, take the time to learn your statistics and you’ll be glad you did.

LM: Your work on centenarians and longevity fascinates a lot of people. Why do we study centenarians and what are some of the most interesting findings so far?

AD: I don’t want to give too much of my presentation away, but we study centenarians because they make a great model for primary aging. They are such a diverse group, I can’t say they have any one thing in common that we could point to and say ‘Yes, this is what you need to have or to do to live to 100.’ And what I found most surprising in the work is that there is so much left to predict even at that point in one’s life, so much is still impacting your longevity. Living to 100 isn’t the surprising part, that there is even more after 100 and that it is so complex is surprising.

LM: I don’t want to take all your time away from the other students, so would like to end by asking you about any advice you can offer graduate students.

AD: This is an exciting time for our field. We are posed at the key time in the study of aging and have a lot to look forward to too. This study has been going on for 50 years but no one has taken any notice until the baby boomers began to age. You will have success in the field if you are passionate and hardworking, because it’s growing.
The students are meeting two new professors this year who will be a part of their academic and professional development here in the UMass Boston Gerontology Program. I emailed a few questions over to our new professors to get a glimpse into their lives and what they will be able to provide to our students.

**Beth Dugan**

1.) Students would love to know a little about your background. Where are you from, your degree(s), favorite publications or research, areas of interest, hobbies, and any new areas you are hoping to explore.

My undergraduate degree is in Liberal Arts from the University of Central Florida, my MA is in gerontology from the University of South Florida, and my PhD is in Human Development & Family Studies from the University of North Carolina Greensboro. I grew up in upstate NY (and promptly went south for school).

2.) What made you decide on the Umass faculty position and what do you like best about the department/program?

I've admired the UMB program since its creation. I actually considered coming here for my Ph.D. (but I thought I couldn't afford to live in Boston and would freeze). I've been on the faculty of two medical schools, Wake Forest School of Medicine and UMass Medical School. While there are many amenities associated with working in academic medicine, I realized I really wanted to "come home" in a disciplinary sense and work with social science graduate students. I think the people (students and faculty) are the biggest draw.

3.) Students utilize the faculty as mentors and collaborators during their time here. In what ways have you assisted, or that you expect to assist, students during their academic careers?

I've mentored graduate students, post docs, jr. faculty and even senior clinical faculty with little research experience. Watching someone come into their own as a scholar or clinical researcher is very gratifying. In addition, I'm very proud of the accomplishments of my research assistants. Most keep in touch and we still collaborate on research or writing projects when opportunities arise.

4.) What advice would you give Ph.D. students through their studies and dissertation?

Don't expect "balance" in your life, it is an illusion. Learn what level of imbalance you and your loved ones can tolerate and don't exceed that.
1.) Students would love to know a little about your background. Where are you from, your degree(s), favorite publications or research, areas of interest, hobbies, and any new areas you are hoping to explore.

I'm from Glen Cove, New York originally. That's on Long Island. Subsequently, I went to college at Cornell University where I received an A.B. in Neurobiology and Behavior. However, I spent a semester during my senior year in Washington, D.C. and got hooked on health policy. At the time they were debating the repeal of the Medicare catastrophic coverage act and it was cool being on Capital Hill while this was going on. Spurred on by this experience I obtained a Master of Public Affairs degree, also from Cornell, specializing in health and long-term care. This led to a few years writing and researching free-lance about health policy before heading off to New Zealand to spend a year as a Fulbright scholar. New Zealand interested me for several reasons, not least of which included opportunities for great hiking, travel, and photography but, perhaps most the importantly, the opportunity to examine another very different system for organizing and financing health care up close and personal. I next enrolled in a Ph.D. program at the University of Michigan. Here, I received a dual degree in political science and health services organization and policy. My dissertation sought to explain why states choose the Medicaid nursing facility reimbursement policies that they do. While undertaking my Ph.D. I spent 6 months working at the Congressional Research Service specializing in aging and retirement issues. Upon completion I spent two years as a post-doc in the health policy and administration division of Yale University's Department of Epidemiology and Public Health. This allowed me to start new projects while beginning the process of turning my dissertation into a series of publications. I also began collaborating with colleagues in the Department of Veterans Affairs, which opened several additional avenues for research. After completing my post-doc I took a position as an Assistant Professor of Public Policy, Political Science, and Community Health, and faculty associate, Center for Gerontology and Health Care Research, at Brown University. The primary focus of my research is understanding the determinants and effects of federal and state policies affecting vulnerable populations, including the frail and disabled elderly, mentally ill, veterans, and urban underserved. Whereas the conceptual focus of my studies is primarily in intergovernmental relations, organizational theory, program evaluation and implementation, the substantive focus is primarily in aging and long-term care and telemedicine and e-health. Thus, on the one hand, a large portion of my research portfolio seeks to understand state policy adoption and administration as it relates to long-term care and other health policy areas.

Outside of my professional interests I like to run, hike, swim, play guitar, write and listen to music, and travel—most recently to France, Italy, and Bermuda. I’ve been to most national parks in the United States and Canada where opportunities to photograph scenery and wildlife abound. On September 16, 2009 I witnessed the birth of my first child, a daughter, Anabelle Louise Hoffman Miller. So my partner Jess, a school psychology professor at Northeastern, and I plan to spend a great deal of time watching her.
2.) What made you decide on the Umass faculty position and what do you like best about the department/program?

The position at UMASS is a great fit for me. The faculty is excellent and the Ph.D. students strike me as passionate about their chosen field. Indeed, I especially value the opportunity to work with doctoral students, both as a teacher and as a mentor. Since my research is at the intersection of policy and practice joining a Gerontology Department in a Graduate School of Policy Studies proved especially appropriate for someone with my background and interests. I am also drawn to Massachusetts given its position at the forefront of health care reform.

3.) Students utilize the faculty as mentors and collaborators during their time here. In what ways have you assisted, or that you expect to assist, students during their academic careers?

At each stage of my own academic career I was fortunate to benefit from excellent mentoring. Consequently, I understand the importance of mentors in assisting future academics, not only with their coursework but also their research, teaching, and career choices. I've had experience mentoring and collaborating with undergraduates, masters, doctoral and post-doctoral students both at Yale and Brown Universities. This includes serving on theses and dissertation committees, supervising research assistants, helping students develop their teaching skills, and collaborating on research that has resulted in peer reviewed publications and presentations.

4.) What advice would you give Ph.D. students through their studies and dissertation?

Most people will tell that a good dissertation is a done dissertation. However, I strongly believe that one’s doctoral years provide extremely valuable opportunities for developing the skills and track record necessary to succeed as an academic, policy analyst, or other related position. Thus, although I wouldn’t suggest staying in a Ph.D. program for ten years, I wouldn’t suggest completing in such a short time span that you miss out on critical learning opportunities either. I also strongly believe that post-doctoral positions provide excellent opportunities with which to publish from your dissertation and to develop new research projects and collaborations that can take you into the next stage of your career. Finally, I would suggest persistence—grants don’t always get funded the first time you submit them, papers don’t always get accepted to the first journal they’re sent to—but eventually most good ideas and papers find a home.
Translating Research Evidence Into Soundbites

By: Beth Dugan

We should admit that researchers are not always the best communicators. We are trained to consider competing hypotheses and to qualify our opinions, especially when the evidence is inconclusive. But talking about the limits of what we know only frustrates reporters trying to put together a story as quickly as possible. This summer Massachusetts witnessed a remarkable string of accidents involving older drivers and a heated debate about older driver licensing and testing laws. Learning how to communicate effectively can help us move policy debates away from emotional or reactionary proposals to more evidence-based solutions.

Here are a few pointers I learned this summer:

1. Be accessible and responsive. Reporters work on deadline and don’t have time to wait for your input.
2. Make a list of 3-4 points that you want to make before you return a call or agree to an interview.
3. Now revise your list of 3-4 points, avoiding passive or jargon-y language. Speak clearly and use the active voice. Revise your 3-4 points again trying to say it using “sticky” language. You want the reporter to understand your point immediately and to accurately record your quote.
4. Notify the University Communications and MGS Communications departments when you are contacted. They are a great resource.

Congratulations!

Dr. Larry Cahalin defended his dissertation in August titled "Health Behaviors of Older Persons With and Without Heart Disease."

Deborah Gray, Andrea Tull, Samantha Levine, Kristen, and passed their qualifying exams and are now accepted into candidacy for the Ph.D.
New Books in Aging


‘Statistical power analysis has revolutionized the ways in which we conduct and evaluate research. Similar developments in the statistical analysis of incomplete (missing) data are gaining more widespread applications. This volume brings statistical power and incomplete data together under a common framework, in a way that is readily accessible to those with only an introductory familiarity with structural equation modeling.’ -Book Cover


Both of the books to the right are edited volumes that discuss the exciting possibilities found in new data sources that include both survey information and clinically assessed biomarkers. There are now a number of national and regional surveys that contain high quality biomarkers, including measures such as hypertension, cholesterol, hemoglobin, cortisol, genetic markers, and so forth. These new data files and analytic techniques promise to help researchers better understand the biopsychosocial pathways to health.


‘From diets to cutting-edge diagnostic technology, Americans spend billions of dollars—not to mention untold hours of anxiety—staving off the aging process. In this readable examination of growing old and learning to live with it, Gillick, a Harvard Medical School associate professor, is pitiless as she critiques the current medical mantra of "health maintenance," observing that warding off death via endless testing and dangerous invasive procedures is "a hopeless and counterproductive aim" hurting, rather than helping, the elderly.’ -Publishers Weekly
Activities and Announcements

~ Upcoming Conferences ~

The Gerontological Society of America (GSA) 62st Annual Scientific Meeting

‘Creative Approaches to Healthy Aging’
At the Hilton Atlanta and Atlanta Marriott Marquis
Atlanta, Georgia: November 18-22, 2009

36th Annual Meeting and Educational Leadership Conference of the Association for Gerontology in Higher Education (AGHE)

‘Mining Silver: Optimizing Aging and Its Workforce through Education’
Peppermill, Reno, Nevada: March 4-7, 2010

2010 ‘Aging in America’ Conference of the National Council on Aging (NCOA) and the American Society of Aging (ASA)
At the Hyatt Regency Chicago hotel
Chicago, Illinois: March 15-19, 2010

~ Colloquium Speaker Series ~

All speakers will present in W-3-125 at 1:00-2:15PM

Edward Thompson, Ph.D.
Professor of Sociology and Director of the Gerontology Studies Program, College of the Holy Cross

‘Studying the Unusual: Male Breast Cancer’
Monday, October 26, 2009

Rachel Pruchno, Ph.D.
Endowed Professor of Gerontology & Director of Research, New Jersey Institute for Successful Aging, UMDNJ-SOM

‘Successful Aging: The Public Policy Imperative’
Monday, November 9, 2009

Suzanne Leveille, Ph.D., BSN, RN
Professor, College of Nursing and Health Sciences, University of Massachusetts Boston in conjunction with the Rosalie Wolf Interdisciplinary Geriatric Healthcare Research Center @ UMass Worcester.

‘Chronic Pain and Falls in the Older Population: New Insights from the MOBILIZE Boston Study’
Monday, December 7, 2009
Academic Calendar

**Fall Semester 2009**
- September 7  Labor Day (Holiday)
- September 8  Classes Begin
- September 15 Add/Drop Ends
- October 12  Columbus Day (Holiday)
- October 19  Mid-Semester
- November 2  Spring '09 Registration Begins
- November 11  Veterans Day (Holiday)
- November 12  Course Withdraw Deadline
- November 12  Pass/Fail Deadline
- November 26 to 29  Thanksgiving Recess
- November 30  Classes Resume
- December 14  Classes End
- December 15  Study Period
- December 16 to 22  Final Exam Period
- December 23  Snow make-up Day (if needed)

**Winter Session 2010**
- January 4  Classes Begin
- January 18  Martin Luther King Day (Holiday)
- January 22  Classes End