Hello and welcome to the GSA/AGHE webinar series on the Age-Friendly University (AFU) initiative.

This series was made possible through a grant from the Retirement Research Foundation to the Academy for Gerontology in Higher Education (AGHE) for the Founders 3.0 Project.

The webinar is being recorded and will be posted on the GSA website. A notice will be distributed to all to all attendees once the recording is available.

A Question & Answer session will immediately follow today’s live presentation. We will be accepting questions through the “questions” feature accessible on the GoToWebinar panel.

Also located there, is a downloadable handout for today which is titled “Becoming an Age-Friendly University (AFU) Global Network Partner”
AFU Webinar Series Team

**Becoming an Age-Friendly University (AFU) Partner**
Joann M. Montepare, PhD (Professor, Director of RoseMary B. Fuss Center for Research on Aging and Intergenerational Studies, Lasell College, Massachusetts, USA)
Kimberly S. Farah, PhD (Professor of Chemistry, Lasell College, Massachusetts, USA)

**One Vision, Many Paths: Making an Age-Friendly University (AFU) Work for You**
Carrie Andreoletti, PhD (Professor of Psychological Science, Central Connecticut State University, Connecticut, USA)
Andrea June, PhD (Associate Professor of Psychological Science, Central Connecticut State University, Connecticut, USA)

**A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help**
Nina M. Silverstein, PhD (Professor of Gerontology, University of Massachusetts, Boston, Massachusetts, USA)
Marilyn R. Gugliucci, PhD (Professor, Director of Geriatrics Education and Research, University of New England, Maine, USA)

The AFU webinar series was developed by a group of AGHE colleagues whose institutions were among the first in the United States to endorse the AFU principles and join the AFU network.

I am Joann Montepare, the Director for the Fuss Center for Research on Aging and Intergenerational Studies at Lasell College. Lasell joined the AFU network in 2015. Today my colleague Kim Farah, who is Professor of Chemistry and Environmental Studies at Lasell, will be presenting with me in first webinar.

In today’s webinar, **Becoming an Age-Friendly University (AFU) Partner**, Kim and I will describe why higher education needs to be more age-friendly, the vision of the AFU initiative, and how your institution can join the AFU network.

Carrie Andreoletti and Andrea June will present the second webinar, **One Vision, Many Paths: Making an Age-Friendly University Work for You**, in which they will discuss how different institutions are approaching their AFU vision and offer examples of how your institution can draw on its distinctive strengths to realize the AFU principles.

Nina Silverstein and Marilyn Gugliucci will present the final webinar, **A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help**, which will discuss some data
gathering approaches to explore your institution’s age-friendly assets, gaps, and opportunities, along with how AGHE can be an AFU resource for you and your institution.
In today’s webinar, I’ll begin by making the case that higher education needs to be more age-friendly. Kim will then talk about how the AFU initiative came about and will walk you through the AFU pillars and principles. I’ll finish up by talking about how your institution can join the AFU network and offer several suggestions for bringing the AFU initiative to your campus.

In making the case for more age-friendly campuses, I’m going to outline several points that may not sound new or surprising to many of you. However, they’re important to review for 2 reasons:

1. They serve as the foundation upon which Age-Friendly University (AFU) initiative was established, and
2. They remind us of the many ways our aging populations can impact and be impacted by higher education.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

We know that our populations are aging—locally, nationally, and globally. As one of my students recently said, “Changing demographics are a defining issue of our time.” We also know that aging populations have far-reaching implications on many fronts. In the case of higher education, there are several implications worth noting.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

With aging populations, we’re also seeing a rise in the number of adults putting off retirement and continuing to work for a range of reasons—ranging from needed income to professional advancement to personal development. Not only have we seen a large rise in the number of adults delaying retirement...
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

We are also seeing that this is expected to continue and will impact older adults across a wide age range. AARP’s recent multiyear initiative and fact-finding report on “The Future of Work@50+” found that many adults are interested in programs delivered in higher education settings to advance the skills they need to continue in their present work roles—or to explore new career paths.

Educational settings also have the capacity to offer support to older workers and retirees through financial and related counselling services and other support resources.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

It’s important to recognize that these shifting demographics are adding to the bigger profile of our workforce being “age diverse” —with younger groups (for example, 25 to 45 years old) who are also looking to higher education for degree completion, advanced training, certification, and other educational needs.
Shifting Demographics

What’s shifting?
- Aging populations
- Work and retirement
- **Job opportunities**
- Student profiles

Aging populations also mean an increase in the demand for a workforce with training in gerontology — which, of course, higher education can help to provide.
And, aging populations expand employment opportunities beyond “gerontology” per se. Our aging is changing the nature of our consumer market for goods and experiences across wide sectors, including technology, travel, entertainment, home design, fashion, urban planning, and more. Employers, employees, and entrepreneurs can’t function in this new market space without some expertise about aging—again, which higher education can support.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

Aging demographics are also having rippling effects on the nature of our student populations. In Massachusetts and other states, we’re seeing a reduction in the number of traditional college-aged students. Now, this is a complicated picture with respect to why it’s happening—*but it is happening*. And the reduction of traditional-aged students, coupled with older students “returning” to school for degree completion and new skills training as I just described, will compel our institutions to make way for a more *age-diverse* student population.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

Research has shown that a large number of older adults consider themselves to be lifelong learners. The success of the Osher Lifelong Learning Institutes is a great example of this. However, advocates of lifelong learning argue that we need a more contemporary, age-integrated approach that calls for “moving older learners from the margins in higher education to the mainstream,” and providing older adults with broader and more direct access to educational opportunities.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

Another side of professional development is also emerging. That is, older adults are looking to apply their life experience to address social problems through volunteering and new “encore careers” in the second half of life that combine “continued income, personal meaning, and social impact.” Higher education can offer an anchor for this professional interest through programs that support encore learners and doers.

And, as we’ll note later in the webinar, older adults can be a new source of support for teaching and learning higher education.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

We know the benefits of lifelong engagement on individual health and well-being. And, these benefits extend beyond the individual. Healthier older adults make for healthier communities through their engagement that serves the well-being of people of all ages.

In 2018, Older Americans Month centered on the age-friendly theme “Engage at Every Age,” which emphasized that you’re never too old (or young) to take part in activities that enrich your physical, mental, and emotional well-being. It also celebrated the many ways in which older adults make a difference in our communities. Lifelong learning via higher education can keep this ball rolling.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

Has anyone in the audience here been on a budget committee, or recently sent a child to college? We know that higher education is struggling with rising costs and their consequences. And, a good case can be made that an engaged older population can help to support the fiscal well-being of higher education by offering new opportunities for program development...by increasing new enrollments....by forging new partnerships...and by attracting new support from funders...to name a few possibilities.
Aging Competency

**Who else benefits?**

- Aging knowledge
- Personal and professional importance
- Relevance across disciplines
- Intergenerational exchange

**WE ALL DO!**

When we make the case for more age-friendly campuses that welcome older learners, we also have to ask, “Who else benefits?” I think the answer to this question is simple—WE ALL DO!

An age-friendly campus calls for expanding knowledge about aging (and the longevity dividend) to younger students. We know that the vast majority of students at our institutions graduate with negligible knowledge about aging...unless they happen to find their way to one of our courses.

*This simply needs to change.* We’re doing a great disservice to students by not helping them gain competency around issues that will have tremendous personal and professional consequences in their lives—no matter what their college major.

We’re also doing great disservice to students by not offering opportunities for them to interact with different generations of people. I’ve learned firsthand at Lasell College, which is home to our university-based retirement community, Lasell Village, about the power of intergenerational exchange not only for the benefit of my students but also for my benefit. Whether the topic be about aging—or the environment, politics, civil rights, fashion, or forensic science—teaching and learning can be brought to new levels when age-diversity and intergenerational exchange are part of the classroom experience.
Social Imperative

**Beyond campus benefits?**
- Being age-friendly community partners
- Dissolving age-segregation
- Disrupting ageism

It’s important to recognize that institutions that are more age-friendly have consequences beyond our campuses. Specifically, they have consequences for the communities around our campuses—many of which are also exploring how they can meet the needs and interests of their aging populations. And, our institutions can be valuable partners in these efforts.

As you see on this slide, our colleagues at UMass Boston have been helping Boston and many neighboring towns assess how they can prepare for aging in their communities. Communities can’t easily do this in any systematic or sizeable way without assistance from their local colleges and universities.

On an even bigger level, more *age-friendly, age-diverse, age-integrated* campuses can play a vital role in addressing widespread and insidious ageism, which is in part fueled by our age-segregated institutions and communities.
Research and Innovation

Aging influences nearly every aspect of our communities. The opportunities are limitless, the benefits are powerful, the time is now.

A society that is better for older adults is better for people of all ages.

John Feather, PhD
CEO, Grantmakers In Aging

Last, but certainly not least—Is there anyone on this audience who would not advocate for greater support of research on aging at our institutions? Research on aging not only creates new knowledge, it provides guidance on how to use this knowledge for the greater good of individuals and communities. As such, age-friendly efforts on any front are not possible without more attention to research on aging at our institutions.

So, how does this all fit together with the creation of the Age-Friendly University initiative? Kim is going to give you some background about how the AFU initiative came about and then walk you through the AFU pillars and principles.
The Age-Friendly University initiative reflects the work of an international, interdisciplinary team convened by Professor Brian MacCraith, President of Dublin City University (DCU), in 2012. The initiative was in part inspired by Ireland’s vision for being a more age-friendly country as part of the World Health Organization (WHO) community initiative. Included in the DCU team were educators, researchers, administrators, and community partners. The result of their work was the AFU initiative that outlined 6 AFU pillars and 10 AFU principles—and invited institutions across the globe to join the pioneering AFU network.

The AFU initiative aligns closely with AGHE’s mission of fostering the commitment of higher education to the field of aging through education, research, and public service. In 2016, the AGHE endorsed the AFU principles, and the institutions represented on today’s panel were among the first in the United States to join the network.

In just several short years, the AFU initiative has become an international movement and the network has grown to over 40 institutions in the United States, throughout Europe, Canada, and beyond.
The AFU framework is built around 6 pillars of activity in higher education—which also reflect the points Joann raised for making the case for more age-friendly campuses.
The 10 AFU Principles

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.
2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.
3. To recognize the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master’s or PhD qualifications).
4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.
6. To ensure that the university’s research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.
7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.
8. To enhance access for older adults to the university’s range of health and wellness programs and its arts and cultural activities.
9. To engage actively with the university’s own retired community.
10. To ensure regular dialogue with organizations representing the interests of the aging population.

From the pillars, the DCU team articulated the 10 AFU principles, as you see here. The principles provide the guiding framework that institutions can use to develop their age-friendly mission, programs, policies, and partnerships, as well as identify gaps and opportunities for other age-friendly efforts.

Given the short time we have in this webinar, we will only briefly describe the principles to show you how they reflect the pillars and the earlier points raised. Future webinars will provide more detail about how different institutions are approaching the AFU principles.
Educational Access - Lifelong Learning

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.

8. To enhance access for older adults to the university's range of health and wellness programs and its arts and cultural activities.

As you see here, principles 1 and 8 speak to lifelong learning and educational access for older learners to core activities of the institution that include educational and research programs as well as broader health and wellness, arts, and cultural activities.

Many institutions are well-positioned to meet these principles. For example, older adults can take courses as paying credit students, and at some institutions as non-paying auditing students.

As well, many institutions have a range of cultural activities that draw older community members to their campus such as art exhibits, theatrical performances, film series, concerts, and the like.
Principles 2, 3, and 5 call for institutions to promote personal and professional career development for an age-diverse student population through a range of routes.

Colleges and universities are also uniquely positioned to do this. Course and degree offerings, certifications, and continuing education and graduate programs are hallmarks of academic institutions—and they can serve older learners interested in advanced job training and new careers.

Online programs are also expanding across campuses and can be tailored to older learners’ needs and interests. Existing resources in career counseling and placement also could be extended to older returning students.
Principles 4 and 7 call for the need to advance education about aging competency and incorporate intergenerational exchange into teaching and learning.

AGHE educators have long advocated for this—knowing the importance of aging literacy and intergenerational connections. They’ve used a variety of methods to advance students’ appreciation of the longevity dividend and to bring older and younger learners together in classrooms. Thus, we have substantial information to draw on to meet these principles.
6. To ensure that the university's research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.

An age-friendly institution focuses research attention to the needs of an aging society—and aims to increase public discourse about how higher education can respond to aging populations.

A point to note here is the importance of building connections between research efforts and public discourse—which can both inform research as well as help to translate research into practice.
9. To engage actively with the university's own retired community.

10. To ensure regular dialogue with organizations representing the interests of the aging population.

Lastly, principles 9 and 10 speak to the need for institutions to connect with community. This includes an institution’s own retired community as well as groups and organizations “off campus” that represent aging populations.

Thus, the AFU initiative has an aspirational, comprehensive vision that calls for connections across—and beyond—campuses to come together around aging.
AGHE AFU Survey of Institutional Representatives

Overall Trends

- Principles are fully met
  - 21%
- Principles are partially met
  - 58%
- Principles are not met at all, but could be met with some program development
  - 18%
- Principles are not met at all, and unlikely to be adopted
  - 3%

Last year, AGHE conducted a survey of 20 of its institutional representatives familiar with the AFU framework about programs, practices, and partnerships on their campuses—and the extent to which they mapped onto the AFU principles.

The institutions ranged from 2-year institutions to 4-year undergraduate institutions and to large research universities.

Institutional representatives were asked whether each of the principles was met, and if so, to what extent—fully, partially, or not at all. They were also asked the extent to which the principle was not and unlikely to be adopted.

The responses across all principles are shown in this table. As you can see, respondents felt that many of the principles were met to some extent, and if not, they could be met with some program development. Thus, our colleges and universities are very much poised to respond to the call to be more age-friendly and to begin digging into the principles in exciting and strategic ways.

For today’s purposes, we want to discuss a few insights we gained from the survey responses of the representatives.
Although higher education is offering educational programs to “students of all ages,” there is still a good deal of room to explore the more specific needs and interests of “nontraditional aged students.”

There is also room to develop more age-friendly initiatives around health, wellness, arts, and cultural activities. For example, collaborations between aging centers/gerontology programs and other centers/programs are a way to extend the age-friendly focus. For example, at our institution, Lasell College, our Aging Center co-sponsors a number of events with other Centers - like the Women’s History Month event we host with the Donahue Institute for Ethics, Diversity, and Inclusion that brings together an intergenerational panel of speakers to celebrate the contributions of women. Moreover, establishing these relationships is a way to build sustainable age-friendly practices.

The need to raise awareness about careers in aging and expand workforce programs is clear. However, higher education should also consider that it can be a place that offers older adults “encore career” opportunities. Adults in the Boomer generation have the educational background and professional experience that higher education can draw on to support their education mission in a variety of ways—such as “executive-in-residence” programs, specialized adjunct faculty, academic tutors, career counselors, and other positions geared toward the support of teaching and learning.
Extending aging competency and intergenerational exchange are no doubt integral to being an age-friendly campus. But this needs to happen more in classrooms across the curriculum—and not just in gerontology and related programs. Higher education has made great strides in integrating information about gender, race, ethnicity, and other important personal and social distinctions into the curriculum. We now need to integrate aging content in courses across majors and the core curriculum—in biology, business, humanities, environmental studies, political science, urban planning, etc.

Although aging research is happening, there are opportunities to expand it, such as moving beyond typical research models to more age-friendly community participatory approaches. One form this can take is for institutions to partner with their neighboring communities on research that examines the needs of their aging populations or helps to evaluate age-focused programs.

Many campuses reported that retired faculty and alumni are connected with their campus through formal and informal programs. However, one insight we took from these examples was that while the efforts seemed to be "age-friendly" they could be "age-segregating"—meaning that some of the efforts existed "at the margins" and were not recognized as part of a department’s or campus’s "assets or amenities." Furthermore, other faculty didn’t know much about them or actively engage with them.
This is all a good reminder that being an age-friendly campus is more than just having programs with an aging focus. It’s also about developing a culture of inclusion, appreciation, and recognition of age diversity that brings together younger and older members of your campus and community in meaningful ways.

*Joann will now talk about how to join the AFU network and will offer a few final thoughts about why we believe this is an important initiative.*
We know that we need more age-friendly campuses—and we have a framework to guide how our institutions can go about doing this. Now what?

Now we invite you and your institution to become an AFU global partner. Listed here are the recommended steps for becoming an AFU partner institution. In the resource materials that you’ve been given, you’ll find more detailed information about the process for joining the AFU network.

Rather than go through these details at this time, I want to point out a few things to keep in mind as you think about pulling your AFU initiative together.

Your AFU efforts will likely be spearheaded by faculty (or centers) in gerontology or aging studies. However, AFU members suggest that planning teams try to include colleagues from other disciplines/programs as a first step in moving toward a more “campus” wide vision. For example, AFU members have reached out to their Center for Diversity/Inclusion as well as their Center for Community-Based Learning, and Continuing Education and Professional Studies Program, or their LifeLong Learning Institute.

In using this campus-wide lens, AFU members have found that pulling together their
initiative was a great chance to explore what’s already happening across departments and programs, and a good way to connect with colleagues who may not be aware of what’s happening elsewhere, as well as a way to show the administration that there is already great work being done to build on.

This can also help to identify gaps, which can turn into new ideas for opportunities! Thus, we suggest that you compile a list of examples of what’s already happening on your campus—for example, mapping the principles—and using it in your proposal to endorse the AFU principles and join the network.

So, in short, you should aim to, “Showcase what is happening rather than what should happen—and play to institutional strengths rather than weaknesses.”

In planning how to move your proposal forward, AFU members also suggest “Starting at the top, working from the bottom.” That is, start with a conversation with your administration to see if they would welcome the proposal. With this sentiment in hand, it can be an incentive for faculty to come together around the initiative.

And, it’s important to note that your final endorsement should come from your president or provost. As I said before, even if your AFU effort is being spearheaded by a specific unit like your gerontology program, the age-friendly concept is a campus-wide vision – and this endorsement is an important step in that direction.

I also think it’s important to remind ourselves that gerontology, at its core, is multidisciplinary—and the AFU approach can help us reach its full potential by finding new ways to engage across our campuses.
In closing, we’d like to point out a few ways that AGHE is working to build and support the AFU network.

AGHE continues to collaborate with DCU around AFU strategic planning. AGHE representatives have attended two conferences thus far and have met with global partners to discuss what’s happening on their fronts.

AGHE recently became an integrated unit of GSA. AFU institutions and colleagues are invited to become a member of AGHE, which offers both individual and institutional memberships in coordination with GSA membership.

AGHE recently established an AFU subcommittee that will organize efforts to support AGHE–AFU partners. As well, AGHE–AFU members can share information via the AGHE Connect online community and the AFU Special Interest Group that we are launching, as well as the AGHExchange Newsletter.

We are also in the process of developing an AGHE–AFU Resource Library with the support of the Retirement Research Foundation that will include AGHE resources on aging education, career development, and other age-friendly issues.
And of course - we hope to see you in November at the GSA 2019 Annual Scientific Meeting in Austin, Texas, to talk with AFU members and share what’s happening on our AFU campuses.
Nelson Mandela wisely tells us that “Education is the most powerful weapon which you can use to change the world.” No doubt, there are many changes worth making. We hope you agree that a more age-friendly approach to higher education is one such change we need in our world.
Next AGHE - AFU Webinars

GSA Webinars www.geron.org/webinar

One Vision, Many Paths: Making an Age-Friendly University (AFU) Work for You
Carrie Andreoletti and Andrea June (Central Connecticut State University)
Wednesday, February 6, 2019  1:00 pm (EST)

A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help
Nina M. Silverstein (University of Massachusetts-Boston)
and Marilyn R. Gugliucci (University of New England)
Friday, March 1, 2019  1:00 pm (EST)

To hear more about the AFU initiative and meet colleagues working on their AFU campus efforts, we invite you and your colleagues to join us for these upcoming webinars.
Thank you! It’s been a pleasure being able to share information about AFU with you. We look forward to speaking and connecting with you further.
AGHE AFU Webinar Series on AFU
Question & Answer

- We will not be using the “raise hand” feature today
- Please use the “questions” feature accessible on the right side of your screen
- If we do not get to all of the questions, we will email responses after the webinar

GSA Webinars www.geron.org/webinar

Now, moving along to our Question & Answer session—we offer this reminder that you can type and send questions using the “questions” feature in the dashboard accessible on the right side of your screen. We will not be using the “raise hand” feature today, so if you have a question, please be sure to use the questions panel. We will do our best to address as many questions as possible, time permitting, during this part of the webinar.

Please know, we will email responses to questions we did not have time to get to after the webinar.

We are recording the session and we will send you an access link by email once the recording is available. You will also be able to download a copy of the presentation slides from today. Go to www.geron.org/webinar for more details.
Webinar Evaluation

- In an effort for continual improvement, we would like to hear your thoughts.
- Please provide feedback by clicking the survey link at the end of the webinar.

*Thank you, and we hope you enjoyed the program!*

And lastly, a webinar survey will automatically launch after the webinar. In an effort for continual improvement, we would like to hear your thoughts. Please provide feedback by clicking the survey link at the end of the webinar.
Hello and welcome to the GSA/AGHE webinar series on the Age-Friendly University (AFU) initiative.

This series was made possible through a grant from the Retirement Research Foundation to the Academy for Gerontology in Higher Education (AGHE) for the Founders 3.0 Project.

The webinar is being recorded and will be posted on the GSA website. A notice will be distributed to all attendees once the recording is available.

A Question & Answer session will immediately follow today’s live presentation. We will be accepting questions through the “questions” feature accessible on the GoToWebinar panel.

Also located there, is a downloadable handout for today which is titled “Becoming an Age-Friendly University (AFU) Global Network Partner”
The AFU webinar series was developed by a group of AGHE colleagues whose institutions were among the first in the United States to endorse the AFU principles and join the AFU network.

I am Joann Montepare, the Director for the Fuss Center for Research on Aging and Intergenerational Studies at Lasell College. Lasell joined the AFU network in 2015. Today my colleague Kim Farah, who is Professor of Chemistry and Environmental Studies at Lasell, will be presenting with me in first webinar.

In today’s webinar, **Becoming an Age-Friendly University (AFU) Partner**, Kim and I will describe why higher education needs to be more age-friendly, the vision of the AFU initiative, and how your institution can join the AFU network.

Carrie Andreoletti and Andrea June will present the second webinar, **One Vision, Many Paths: Making an Age-Friendly University (AFU) Work for You**, in which they will discuss how different institutions are approaching their AFU vision and offer examples of how your institution can draw on its distinctive strengths to realize the AFU principles.

Nina Silverstein and Marilyn Gugliucci will present the final webinar, **A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help**, which will discuss some data...
gathering approaches to explore your institution’s age-friendly assets, gaps, and opportunities, along with how AGHE can be an AFU resource for you and your institution.
In today’s webinar, I’ll begin by making the case that higher education needs to be more age-friendly. Kim will then talk about how the AFU initiative came about and will walk you through the AFU pillars and principles. I’ll finish up by talking about how your institution can join the AFU network and offer several suggestions for bringing the AFU initiative to your campus.

In making the case for more age-friendly campuses, I’m going to outline several points that may not sound new or surprising to many of you. However, they’re important to review for 2 reasons:

(1) They serve as the foundation upon which Age-Friendly University (AFU) initiative was established, and
(2) They remind us of the many ways our aging populations can impact and be impacted by higher education.
We know that our populations are aging—locally, nationally, and globally. As one of my students recently said, “Changing demographics are a defining issue of our time.” We also know that aging populations have far-reaching implications on many fronts. In the case of higher education, there are several implications worth noting.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

With aging populations, we’re also seeing a rise in the number of adults putting off retirement and continuing to work for a range of reasons—ranging from needed income to professional advancement to personal development. Not only have we seen a large rise in the number of adults delaying retirement...
Shifting Demographics

**What’s shifting?**

- Aging populations
- **Work and retirement**
- Job opportunities
- Student profiles

We are also seeing that this is expected to continue and will impact older adults across a wide age range. AARP’s recent multiyear initiative and fact-finding report on “The Future of Work@50+” found that many adults are interested in programs delivered in higher education settings to advance the skills they need to continue in their present work roles—or to explore new career paths.

Educational settings also have the capacity to offer support to older workers and retirees through financial and related counselling services and other support resources.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

It’s important to recognize that these shifting demographics are adding to the bigger profile of our workforce being “age diverse” —with younger groups (for example, 25 to 45 years old) who are also looking to higher education for degree completion, advanced training, certification, and other educational needs.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- **Job opportunities**
- Student profiles

Aging populations also mean an increase in the demand for a workforce with training in gerontology — which, of course, higher education can help to provide.
And, aging populations expand employment opportunities beyond “gerontology” per se. Our aging is changing the nature of our consumer market for goods and experiences across wide sectors, including technology, travel, entertainment, home design, fashion, urban planning, and more. Employers, employees, and entrepreneurs can’t function in this new market space without some expertise about aging—again, which higher education can support.
Shifting Demographics

What’s shifting?
- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

Aging demographics are also having rippling effects on the nature of our student populations. In Massachusetts and other states, we’re seeing a reduction in the number of traditional college-aged students. Now, this is a complicated picture with respect to why it’s happening—but it is happening. And the reduction of traditional-aged students, coupled with older students “returning” to school for degree completion and new skills training as I just described, will compel our institutions to make way for a more age-diverse student population.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

Research has shown that a large number of older adults consider themselves to be lifelong learners. The success of the Osher Lifelong Learning Institutes is a great example of this. However, advocates of lifelong learning argue that we need a more contemporary, age-integrated approach that calls for “moving older learners from the margins in higher education to the mainstream,” and providing older adults with broader and more direct access to educational opportunities.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- **Continued contribution**
- Engagement and well-being
- Financial sustainability

Another side of professional development is also emerging. That is, older adults are looking to apply their life experience to address social problems through volunteering and new “encore careers” in the second half of life that combine “continued income, personal meaning, and social impact.” Higher education can offer an anchor for this professional interest through programs that support encore learners and doers.

And, as we’ll note later in the webinar, older adults can be a new source of support for teaching and learning higher education.
Lifelong Learning

**Why extend access to higher education?**

- Personal interest
- Continued contribution
- **Engagement and well-being**
- Financial sustainability

We know the benefits of lifelong engagement on individual health and well-being. And, these benefits extend beyond the individual. Healthier older adults make for healthier communities through their engagement that serves the well-being of *people of all ages*.

In 2018, Older Americans Month centered on the age-friendly theme “Engage at Every Age,” which emphasized that you’re never too old (or young) to take part in activities that enrich your physical, mental, and emotional well-being. It also celebrated the many ways in which older adults make a difference in our communities. Lifelong learning via higher education can keep this ball rolling.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

Has anyone in the audience here been on a budget committee, or recently sent a child to college? We know that higher education is struggling with rising costs and their consequences. And, a good case can be made that an engaged older population can help to support the fiscal well-being of higher education by offering new opportunities for program development...by increasing new enrollments....by forging new partnerships...and by attracting new support from funders...to name a few possibilities.
Aging Competency

Who else benefits?
- Aging knowledge
- Personal and professional importance
- Relevance across disciplines
- Intergenerational exchange

WE ALL DO!

When we make the case for more age-friendly campuses that welcome older learners, we also have to ask, “Who else benefits?” I think the answer to this question is simple—WE ALL DO!

An age-friendly campus calls for expanding knowledge about aging (and the longevity dividend) to younger students. We know that the vast majority of students at our institutions graduate with negligible knowledge about aging...unless they happen to find their way to one of our courses.

This simply needs to change. We’re doing a great disservice to students by not helping them gain competency around issues that will have tremendous personal and professional consequences in their lives—no matter what their college major.

We’re also doing great disservice to students by not offering opportunities for them to interact with different generations of people. I’ve learned firsthand at Lasell College, which is home to our university-based retirement community, Lasell Village, about the power of intergenerational exchange not only for the benefit of my students but also for my benefit. Whether the topic be about aging—or the environment, politics, civil rights, fashion, or forensic science—teaching and learning can be brought to new levels when age-diversity and intergenerational exchange are part of the classroom experience.
It’s important to recognize that institutions that are more age-friendly have consequences beyond our campuses. Specifically, they have consequences for the communities around our campuses—many of which are also exploring how they can meet the needs and interests of their aging populations. And, our institutions can be valuable partners in these efforts.

As you see on this slide, our colleagues at UMass Boston have been helping Boston and many neighboring towns assess how they can prepare for aging in their communities. Communities can’t easily do this in any systematic or sizeable way without assistance from their local colleges and universities.

On an even bigger level, more age-friendly, age-diverse, age-integrated campuses can play a vital role in addressing widespread and insidious ageism, which is in part fueled by our age-segregated institutions and communities.
Research and Innovation

Aging influences nearly every aspect of our communities. The opportunities are limitless, the benefits are powerful, the time is now.

A society that is better for older adults is better for people of all ages.

John Feather, PhD
CEO, Grantmakers In Aging

Last, but certainly not least—Is there anyone on this audience who would not advocate for greater support of research on aging at our institutions? Research on aging not only creates new knowledge, it provides guidance on how to use this knowledge for the greater good of individuals and communities. As such, age-friendly efforts on any front are not possible without more attention to research on aging at our institutions.

So, how does this all fit together with the creation of the Age-Friendly University initiative? Kim is going to give you some background about how the AFU initiative came about and then walk you through the AFU pillars and principles.
The Age-Friendly University initiative reflects the work of an international, interdisciplinary team convened by Professor Brian MacCraith, President of Dublin City University (DCU), in 2012. The initiative was in part inspired by Ireland’s vision for being a more age-friendly country as part of the World Health Organization (WHO) community initiative. Included in the DCU team were educators, researchers, administrators, and community partners. The result of their work was the AFU initiative that outlined 6 AFU pillars and 10 AFU principles—and invited institutions across the globe to join the pioneering AFU network.

The AFU initiative aligns closely with AGHE’s mission of fostering the commitment of higher education to the field of aging through education, research, and public service. In 2016, the AGHE endorsed the AFU principles, and the institutions represented on today’s panel were among the first in the United States to join the network.

In just several short years, the AFU initiative has become an international movement and the network has grown to over 40 institutions in the United States, throughout Europe, Canada, and beyond.
The AFU framework is built around 6 pillars of activity in higher education—which also reflect the points Joann raised for making the case for more age-friendly campuses.
The 10 AFU Principles

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.
2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.
3. To recognize the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master’s or PhD qualifications).
4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.
6. To ensure that the university’s research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.
7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.
8. To enhance access for older adults to the university’s range of health and wellness programs and its arts and cultural activities.
9. To engage actively with the university’s own retired community.
10. To ensure regular dialogue with organizations representing the interests of the aging population.

From the pillars, the DCU team articulated the 10 AFU principles, as you see here. The principles provide the guiding framework that institutions can use to develop their age-friendly mission, programs, policies, and partnerships, as well as identify gaps and opportunities for other age-friendly efforts.

Given the short time we have in this webinar, we will only briefly describe the principles to show you how they reflect the pillars and the earlier points raised. Future webinars will provide more detail about how different institutions are approaching the AFU principles.
Educational Access - Lifelong Learning

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.

8. To enhance access for older adults to the university's range of health and wellness programs and its arts and cultural activities.

As you see here, principles 1 and 8 speak to lifelong learning and educational access for older learners to core activities of the institution that include educational and research programs as well as broader health and wellness, arts, and cultural activities.

Many institutions are well-positioned to meet these principles. For example, older adults can take courses as paying credit students, and at some institutions as non-paying auditing students.

As well, many institutions have a range of cultural activities that draw older community members to their campus such as art exhibits, theatrical performances, film series, concerts, and the like.
Workforce - Personal Development

2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.

3. To recognize the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).

5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.

Principles 2, 3, and 5 call for institutions to promote personal and professional career development for an age-diverse student population through a range of routes.

Colleges and universities are also uniquely positioned to do this. Course and degree offerings, certifications, and continuing education and graduate programs are hallmarks of academic institutions—and they can serve older learners interested in advanced job training and new careers.

Online programs are also expanding across campuses and can be tailored to older learners' needs and interests. Existing resources in career counseling and placement also could be extended to older returning students.
Principles 4 and 7 call for the need to advance education about aging competency and incorporate intergenerational exchange into teaching and learning.

AGHE educators have long advocated for this—knowing the importance of aging literacy and intergenerational connections. They’ve used a variety of methods to advance students’ appreciation of the longevity dividend and to bring older and younger learners together in classrooms. Thus, we have substantial information to draw on to meet these principles.
Research on Aging

6. To ensure that the university's research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.

An age-friendly institution focuses research attention to the needs of an aging society—and aims to increase public discourse about how higher education can respond to aging populations.

A point to note here is the importance of building connections between research efforts and public discourse—which can both inform research as well as help to translate research into practice.
1. To encourage the participation of older adults in the programs and initiatives of the university, including educational and research initiatives.
2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.
3. To recognize and value the contributions of the university’s retirement community, including school-leavers through the establishment of a senior community liaison officer.
4. To promote the University’s own retired community to facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participatory learning.
6. To create opportunities for active participation in the university by older adults and to promote a greater awareness of the diversity of needs of older people.
7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.
8. To enhance access for older adults to the university’s range of health and wellness programs and its arts and cultural activities.
9. To engage actively with the university’s own retired community.
10. To ensure regular dialogue with organizations representing the interests of the aging population.

**Community Connections**

9. To engage actively with the university's own retired community.

10. To ensure regular dialogue with organizations representing the interests of the aging population.

Lastly, principles 9 and 10 speak to the need for institutions to connect with community. This includes an institution’s own retired community as well as groups and organizations “off campus” that represent aging populations.

Thus, the AFU initiative has an aspirational, comprehensive vision that calls for connections across—and beyond—campuses to come together around aging.
**AGHE AFU Survey of Institutional Representatives**

<table>
<thead>
<tr>
<th>Overall Trends</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles are fully met</td>
<td>21%</td>
</tr>
<tr>
<td>Principles are partially met</td>
<td>58%</td>
</tr>
<tr>
<td>Principles are not met at all, but could be met with some program development</td>
<td>18%</td>
</tr>
<tr>
<td>Principles are not met at all, and unlikely to be adopted</td>
<td>3%</td>
</tr>
</tbody>
</table>

Last year, AGHE conducted a survey of 20 of its institutional representatives familiar with the AFU framework about programs, practices, and partnerships on their campuses—and the extent to which they mapped onto the AFU principles.

The institutions ranged from 2-year institutions to 4-year undergraduate institutions and to large research universities.

Institutional representatives were asked whether each of the principles was met, and if so, to what extent—fully, partially, or not at all. They were also asked the extent to which the principle was not and unlikely to be adopted.

The responses across all principles are shown in this table. As you can see, respondents felt that many of the principles were met to some extent, and if not, they could be met with some program development. Thus, our colleges and universities are very much poised to respond to the call to be more age-friendly and to begin digging into the principles in exciting and strategic ways.

For today’s purposes, we want to discuss a few insights we gained from the survey responses of the representatives.
Higher education is well-positioned to offer a range of educational programs - with more attention needed to specific needs and interests of age-diverse learners.

Access to health, wellness, arts, and cultural activities is sponsored through varied programs with community connections - with cross-campus collaborations offering opportunities for sustainability.

Workforce development programs are essential - with encore career opportunities offering support to higher education.

Although higher education is offering educational programs to “students of all ages,” there is still a good deal of room to explore the more specific needs and interests of “nontraditional aged students.”

There is also room to develop more age-friendly initiatives around health, wellness, arts, and cultural activities. For example, collaborations between aging centers/gerontology programs and other centers/programs are a way to extend the age-friendly focus. For example, at our institution, Lasell College, our Aging Center co-sponsors a number of events with other Centers - like the Women’s History Month event we host with the Donahue Institute for Ethics, Diversity, and Inclusion that brings together an intergenerational panel of speakers to celebrate the contributions of women. Moreover, establishing these relationships is a way to build sustainable age-friendly practices.

The need to raise awareness about careers in aging and expand workforce programs is clear. However, higher education should also consider that it can be a place that offers older adults “encore career” opportunities. Adults in the Boomer generation have the educational background and professional experience that higher education can draw on to support their education mission in a variety of ways—such as “executive-in-residence” programs, specialized adjunct faculty, academic tutors, career counselors, and other positions geared toward the support of teaching and learning.
Campus Insights

- Aging competency and intergenerational exchange are integral—but need to be extended across disciplines and incorporated into the core curriculum
- Research on aging is in motion—and could move beyond typical research models to age-friendly community participatory approaches
- Campus efforts to connect to retired community are varied—but need to be sure “age-friendly” efforts are not “age-segregating”

Extending aging competency and intergenerational exchange are no doubt integral to being an age-friendly campus. But this needs to happen more in classrooms across the curriculum—and not just in gerontology and related programs. Higher education has made great strides in integrating information about gender, race, ethnicity, and other important personal and social distinctions into the curriculum. We now need to integrate aging content in courses across majors and the core curriculum—in biology, business, humanities, environmental studies, political science, urban planning, etc.

Although aging research is happening, there are opportunities to expand it, such as moving beyond typical research models to more age-friendly community participatory approaches. One form this can take is for institutions to partner with their neighboring communities on research that examines the needs of their aging populations or helps to evaluate age-focused programs.

Many campuses reported that retired faculty and alumni are connected with their campus through formal and informal programs. However, one insight we took from these examples was that while the efforts seemed to be “age-friendly” they could be “age-segregating”—meaning that some of the efforts existed “at the margins” and were not recognized as part of a department’s or campus’s “assets or amenities.” Furthermore, other faculty didn’t know much about them or actively engage with them.
This is all a good reminder that being an age-friendly campus is more than just having programs with an aging focus. It’s also about developing a culture of inclusion, appreciation, and recognition of age diversity that brings together younger and older members of your campus and community in meaningful ways.

*Joann will now talk about how to join the AFU network and will offer a few final thoughts about why we believe this is an important initiative.*
We know that we need more age-friendly campuses—and we have a framework to guide how our institutions can go about doing this. Now what?

Now we invite you and your institution to become an AFU global partner. Listed here are the recommended steps for becoming an AFU partner institution. In the resource materials that you’ve been given, you’ll find more detailed information about the process for joining the AFU network.

Rather than go through these details at this time, I want to point out a few things to keep in mind as you think about pulling your AFU initiative together.

Your AFU efforts will likely be spearheaded by faculty (or centers) in gerontology or aging studies. However, AFU members suggest that planning teams try to include colleagues from other disciplines/programs as a first step in moving toward a more “campus” wide vision. For example, AFU members have reached out to their Center for Diversity/Inclusion as well as their Center for Community-Based Learning, and Continuing Education and Professional Studies Program, or their LifeLong Learning Institute.

In using this campus-wide lens, AFU members have found that pulling together their
initiative was a great chance to explore what’s already happening across departments and programs, and a good way to connect with colleagues who may not be aware of what’s happening elsewhere, as well as a way to show the administration that there is already great work being done to build on.

This can also help to identify gaps, which can turn into new ideas for opportunities! Thus, we suggest that you compile a list of examples of what’s already happening on your campus—for example, mapping the principles—and using it in your proposal to endorse the AFU principles and join the network.

So, in short, you should aim to, “Showcase what is happening rather than what should happen—and play to institutional strengths rather than weaknesses.”

In planning how to move your proposal forward, AFU members also suggest “Starting at the top, working from the bottom.” That is, start with a conversation with your administration to see if they would welcome the proposal. With this sentiment in hand, it can be an incentive for faculty to come together around the initiative.

And, it’s important to note that your final endorsement should come from your president or provost. As I said before, even if your AFU effort is being spearheaded by a specific unit like your gerontology program, the age-friendly concept is a campus-wide vision – and this endorsement is an important step in that direction.

I also think it’s important to remind ourselves that gerontology, at its core, is multidisciplinary—and the AFU approach can help us reach its full potential by finding new ways to engage across our campuses.
In closing, we’d like to point out a few ways that AGHE is working to build and support the AFU network.

AGHE continues to collaborate with DCU around AFU strategic planning. AGHE representatives have attended two conferences thus far and have met with global partners to discuss what’s happening on their fronts.

AGHE recently became an integrated unit of GSA. AFU institutions and colleagues are invited to become a member of AGHE, which offers both individual and institutional memberships in coordination with GSA membership.

AGHE recently established an AFU subcommittee that will organize efforts to support AGHE–AFU partners. As well, AGHE–AFU members can share information via the AGHE Connect online community and the AFU Special Interest Group that we are launching, as well as the AGHExchange Newsletter.

We are also in the process of developing an AGHE–AFU Resource Library with the support of the Retirement Research Foundation that will include AGHE resources on aging education, career development, and other age-friendly issues.
And of course - we hope to see you in November at the GSA 2019 Annual Scientific Meeting in Austin, Texas, to talk with AFU members and share what's happening on our AFU campuses.
Nelson Mandela wisely tells us that “Education is the most powerful weapon which you can use to change the world.” No doubt, there are many changes worth making. We hope you agree that a more age-friendly approach to higher education is one such change we need in our world.
Next AGHE - AFU Webinars

GSA Webinars  www.geron.org/webinar

One Vision, Many Paths: Making an Age-Friendly University (AFU) Work for You
Carrie Andreoletti and Andrea June (Central Connecticut State University)
Wednesday, February 6, 2019  1:00 pm (EST)

A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help
Nina M. Silverstein (University of Massachusetts-Boston)
and Marilyn R. Gugliucci (University of New England)
Friday, March 1, 2019  1:00 pm (EST)

To hear more about the AFU initiative and meet colleagues working on their AFU campus efforts, we invite you and your colleagues to join us for these upcoming webinars.
Thank you! It’s been a pleasure being able to share information about AFU with you. We look forward to speaking and connecting with you further.
AGHE AFU Webinar Series on AFU Question & Answer

- We will not be using the “raise hand” feature today
- Please use the “questions” feature accessible on the right side of your screen
- If we do not get to all of the questions, we will email responses after the webinar

GSA Webinars www.geron.org/webinar

Now, moving along to our Question & Answer session—we offer this reminder that you can type and send questions using the “questions” feature in the dashboard accessible on the right side of your screen. We will not be using the “raise hand” feature today, so if you have a question, please be sure to use the questions panel. We will do our best to address as many questions as possible, time permitting, during this part of the webinar.

Please know, we will email responses to questions we did not have time to get to after the webinar.

We are recording the session and we will send you an access link by email once the recording is available. You will also be able to download a copy of the presentation slides from today. Go to www.geron.org/webinar for more details.
Webinar Evaluation

- In an effort for continual improvement, we would like to hear your thoughts.
- Please provide feedback by clicking the survey link at the end of the webinar.

*Thank you, and we hope you enjoyed the program!*

And lastly, a webinar survey will automatically launch after the webinar. In an effort for continual improvement, we would like to hear your thoughts. Please provide feedback by clicking the survey link at the end of the webinar.
Hello and welcome to the GSA/AGHE webinar series on the Age-Friendly University (AFU) initiative.

This series was made possible through a grant from the Retirement Research Foundation to the Academy for Gerontology in Higher Education (AGHE) for the Founders 3.0 Project.

The webinar is being recorded and will be posted on the GSA website. A notice will be distributed to all attendees once the recording is available.

A Question & Answer session will immediately follow today’s live presentation. We will be accepting questions through the “questions” feature accessible on the GoToWebinar panel.

Also located there, is a downloadable handout for today which is titled “Becoming an Age-Friendly University (AFU) Global Network Partner”
The AFU webinar series was developed by a group of AGHE colleagues whose institutions were among the first in the United States to endorse the AFU principles and join the AFU network.

I am Joann Montepare, the Director for the Fuss Center for Research on Aging and Intergenerational Studies at Lasell College. Lasell joined the AFU network in 2015. Today my colleague Kim Farah, who is Professor of Chemistry and Environmental Studies at Lasell, will be presenting with me in first webinar.

In today’s webinar, Becoming an Age-Friendly University (AFU) Partner, Kim and I will describe why higher education needs to be more age-friendly, the vision of the AFU initiative, and how your institution can join the AFU network.

Carrie Andreoletti and Andrea June will present the second webinar, One Vision, Many Paths: Making an Age-Friendly University Work for You, in which they will discuss how different institutions are approaching their AFU vision and offer examples of how your institution can draw on its distinctive strengths to realize the AFU principles.

Nina Silverstein and Marilyn Gugliucci will present the final webinar, A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help, which will discuss some data
gathering approaches to explore your institution’s age-friendly assets, gaps, and opportunities, along with how AGHE can be an AFU resource for you and your institution.
In today’s webinar, I’ll begin by making the case that higher education needs to be more age-friendly. Kim will then talk about how the AFU initiative came about and will walk you through the AFU pillars and principles. I’ll finish up by talking about how your institution can join the AFU network and offer several suggestions for bringing the AFU initiative to your campus.

In making the case for more age-friendly campuses, I’m going to outline several points that may not sound new or surprising to many of you. However, they’re important to review for 2 reasons:

(1) They serve as the foundation upon which Age-Friendly University (AFU) initiative was established, and
(2) They remind us of the many ways our aging populations can impact and be impacted by higher education.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

We know that our populations are aging—locally, nationally, and globally. As one of my students recently said, “Changing demographics are a defining issue of our time.” We also know that aging populations have far-reaching implications on many fronts. In the case of higher education, there are several implications worth noting.
Shifting Demographics

What’s shifting?
- Aging populations
- **Work and retirement**
- Job opportunities
- Student profiles

With aging populations, we’re also seeing a rise in the number of adults putting off retirement and continuing to work for a range of reasons—ranging from needed income to professional advancement to personal development. Not only have we seen a large rise in the number of adults delaying retirement...
We are also seeing that this is expected to continue and will impact older adults across a wide age range. AARP’s recent multiyear initiative and fact-finding report on “The Future of Work@50+” found that many adults are interested in programs delivered in higher education settings to advance the skills they need to continue in their present work roles—or to explore new career paths.

Educational settings also have the capacity to offer support to older workers and retirees through financial and related counselling services and other support resources.
Shifting Demographics

What’s shifting?

- Aging populations
- **Work and retirement**
- Job opportunities
- Student profiles

It’s important to recognize that these shifting demographics are adding to the bigger profile of our workforce being “age diverse” — with younger groups (for example, 25 to 45 years old) who are also looking to higher education for degree completion, advanced training, certification, and other educational needs.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- **Job opportunities**
- Student profiles

Aging populations also mean an increase in the demand for a workforce with training in gerontology — which, of course, higher education can help to provide.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

And, aging populations expand employment opportunities beyond “gerontology” per se. Our aging is changing the nature of our consumer market for goods and experiences across wide sectors, including technology, travel, entertainment, home design, fashion, urban planning, and more. Employers, employees, and entrepreneurs can’t function in this new market space without some expertise about aging—again, which higher education can support.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

Aging demographics are also having rippling effects on the nature of our student populations. In Massachusetts and other states, we’re seeing a reduction in the number of traditional college-aged students. Now, this is a complicated picture with respect to why it’s happening—*but it is happening*. And the reduction of traditional-aged students, coupled with older students “returning” to school for degree completion and new skills training as I just described, will compel our institutions to make way for a more *age-diverse* student population.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

Research has shown that a large number of older adults consider themselves to be lifelong learners. The success of the Osher Lifelong Learning Institutes is a great example of this. However, advocates of lifelong learning argue that we need a more contemporary, age-integrated approach that calls for “moving older learners from the margins in higher education to the mainstream,” and providing older adults with broader and more direct access to educational opportunities.
Lifelong Learning

*Why extend access to higher education?*

- Personal interest
- **Continued contribution**
- Engagement and well-being
- Financial sustainability

Another side of professional development is also emerging. That is, older adults are looking to apply their life experience to address social problems through volunteering and new “encore careers” in the second half of life that combine “continued income, personal meaning, and social impact.” Higher education can offer an anchor for this professional interest through programs that support encore learners and doers.

And, as we’ll note later in the webinar, older adults can be a new source of support for teaching and learning higher education.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

We know the benefits of lifelong engagement on individual health and well-being. And, these benefits extend beyond the individual. Healthier older adults make for healthier communities through their engagement that serves the well-being of people of all ages.

In 2018, Older Americans Month centered on the age-friendly theme “Engage at Every Age,” which emphasized that you’re never too old (or young) to take part in activities that enrich your physical, mental, and emotional well-being. It also celebrated the many ways in which older adults make a difference in our communities. Lifelong learning via higher education can keep this ball rolling.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

Has anyone in the audience here been on a budget committee, or recently sent a child to college? We know that higher education is struggling with rising costs and their consequences. And, a good case can be made that an engaged older population can help to support the fiscal well-being of higher education by offering new opportunities for program development...by increasing new enrollments....by forging new partnerships...and by attracting new support from funders...to name a few possibilities.
Aging Competency

Who else benefits?

- Aging knowledge
- Personal and professional importance
- Relevance across disciplines
- Intergenerational exchange

WE ALL DO!

When we make the case for more age-friendly campuses that welcome older learners, we also have to ask, “Who else benefits?” I think the answer to this question is simple—WE ALL DO!

An age-friendly campus calls for expanding knowledge about aging (and the longevity dividend) to younger students. We know that the vast majority of students at our institutions graduate with negligible knowledge about aging...unless they happen to find their way to one of our courses.

This simply needs to change. We’re doing a great disservice to students by not helping them gain competency around issues that will have tremendous personal and professional consequences in their lives—no matter what their college major.

We’re also doing great disservice to students by not offering opportunities for them to interact with different generations of people. I’ve learned firsthand at Lasell College, which is home to our university-based retirement community, Lasell Village, about the power of intergenerational exchange not only for the benefit of my students but also for my benefit. Whether the topic be about aging—or the environment, politics, civil rights, fashion, or forensic science—teaching and learning can be brought to new levels when age-diversity and intergenerational exchange are part of the classroom experience.
Social Imperative

**Beyond campus benefits?**

- Being age-friendly community partners
- Dissolving age-segregation
- Disrupting ageism

It’s important to recognize that institutions that are more age-friendly have consequences beyond our campuses. Specifically, they have consequences for the communities around our campuses—many of which are also exploring how they can meet the needs and interests of their aging populations. And, our institutions can be valuable partners in these efforts.

As you see on this slide, our colleagues at UMass Boston have been helping Boston and many neighboring towns assess how they can prepare for aging in their communities. Communities can’t easily do this in any systematic or sizeable way without assistance from their local colleges and universities.

On an even bigger level, more *age-friendly, age-diverse, age-integrated* campuses can play a vital role in addressing widespread and insidious ageism, which is in part fueled by our age-segregated institutions and communities.
Research and Innovation

Aging influences nearly every aspect of our communities. The opportunities are limitless, the benefits are powerful, the time is now.

A society that is better for older adults is better for people of all ages.

John Feather, PhD
CEO, Grantmakers In Aging

Last, but certainly not least—Is there anyone on this audience who would not advocate for greater support of research on aging at our institutions? Research on aging not only creates new knowledge, it provides guidance on how to use this knowledge for the greater good of individuals and communities. As such, age-friendly efforts on any front are not possible without more attention to research on aging at our institutions.

So, how does this all fit together with the creation of the Age-Friendly University initiative? Kim is going to give you some background about how the AFU initiative came about and then walk you through the AFU pillars and principles.
The Age-Friendly University initiative reflects the work of an international, interdisciplinary team convened by Professor Brian MacCraith, President of Dublin City University (DCU), in 2012. The initiative was in part inspired by Ireland’s vision for being a more age-friendly country as part of the World Health Organization (WHO) community initiative. Included in the DCU team were educators, researchers, administrators, and community partners. The result of their work was the AFU initiative that outlined 6 AFU pillars and 10 AFU principles—and invited institutions across the globe to join the pioneering AFU network.

The AFU initiative aligns closely with AGHE’s mission of fostering the commitment of higher education to the field of aging through education, research, and public service. In 2016, the AGHE endorsed the AFU principles, and the institutions represented on today’s panel were among the first in the United States to join the network.

In just several short years, the AFU initiative has become an international movement and the network has grown to over 40 institutions in the United States, throughout Europe, Canada, and beyond.
The AFU framework is built around 6 pillars of activity in higher education—which also reflect the points Joann raised for making the case for more age-friendly campuses.
The 10 AFU Principles

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.
2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.
3. To recognize the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master’s or PhD qualifications).
4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.
6. To ensure that the university's research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.
7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.
8. To enhance access for older adults to the university’s range of health and wellness programs and its arts and cultural activities.
9. To engage actively with the university’s own retired community.
10. To ensure regular dialogue with organizations representing the interests of the aging population.

From the pillars, the DCU team articulated the 10 AFU principles, as you see here. The principles provide the guiding framework that institutions can use to develop their age-friendly mission, programs, policies, and partnerships, as well as identify gaps and opportunities for other age-friendly efforts.

Given the short time we have in this webinar, we will only briefly describe the principles to show you how they reflect the pillars and the earlier points raised. Future webinars will provide more detail about how different institutions are approaching the AFU principles.
Educational Access - Lifelong Learning

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.

8. To enhance access for older adults to the university's range of health and wellness programs and its arts and cultural activities.

As you see here, principles 1 and 8 speak to lifelong learning and educational access for older learners to core activities of the institution that include educational and research programs as well as broader health and wellness, arts, and cultural activities.

Many institutions are well-positioned to meet these principles. For example, older adults can take courses as paying credit students, and at some institutions as non-paying auditing students.

As well, many institutions have a range of cultural activities that draw older community members to their campus such as art exhibits, theatrical performances, film series, concerts, and the like.
Workforce - Personal Development

2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.

3. To recognize the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).

5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.

Principles 2, 3, and 5 call for institutions to promote personal and professional career development for an age-diverse student population through a range of routes.

Colleges and universities are also uniquely positioned to do this. Course and degree offerings, certifications, and continuing education and graduate programs are hallmarks of academic institutions—and they can serve older learners interested in advanced job training and new careers.

Online programs are also expanding across campuses and can be tailored to older learners’ needs and interests. Existing resources in career counseling and placement also could be extended to older returning students.
4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.

7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.

Principles 4 and 7 call for the need to advance education about aging competency and incorporate intergenerational exchange into teaching and learning.

AGHE educators have long advocated for this—knowing the importance of aging literacy and intergenerational connections. They’ve used a variety of methods to advance students’ appreciation of the longevity dividend and to bring older and younger learners together in classrooms. Thus, we have substantial information to draw on to meet these principles.
An age-friendly institution focuses research attention to the needs of an aging society—and aims to increase public discourse about how higher education can respond to aging populations.

A point to note here is the importance of building connections between research efforts and public discourse—which can both inform research as well as help to translate research into practice.
1. To encourage the participation of students of all ages in the curricula of the university, including educational and research initiatives.
2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.
3. To recognize and celebrate the contributions of transitioners, school-leavers through to school-re-entrants, and of third age learners.
4. To promote learning and knowledge-sharing activities that facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to educational opportunities for older adults to ensure a diversity of routes to participation.
6. To enhance the well-being of the university community and to promote the educational needs of older adults.
7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.
8. To enhance access for older adults to the university’s range of health and wellness programs and its arts and cultural activities.
9. To engage actively with the university’s own retired community.
10. To ensure regular dialogue with organizations representing the interests of the aging population.

**Community Connections**

9. To engage actively with the university’s own retired community.

10. To ensure regular dialogue with organizations representing the interests of the aging population.

Lastly, principles 9 and 10 speak to the need for institutions to connect with community. This includes an institution’s own retired community as well as groups and organizations “off campus” that represent aging populations.

Thus, the AFU initiative has an aspirational, comprehensive vision that calls for connections across—and beyond—campuses to come together around aging.
AGHE AFU Survey of Institutional Representatives

Overall Trends

- Principles are fully met 21%
- Principles are partially met 58%
- Principles are not met at all, but could be met with some program development 18%
- Principles are not met at all, and unlikely to be adopted 3%

Last year, AGHE conducted a survey of 20 of its institutional representatives familiar with the AFU framework about programs, practices, and partnerships on their campuses—and the extent to which they mapped onto the AFU principles.

The institutions ranged from 2-year institutions to 4-year undergraduate institutions and to large research universities.

Institutional representatives were asked whether each of the principles was met, and if so, to what extent—fully, partially, or not at all. They were also asked the extent to which the principle was not and unlikely to be adopted.

The responses across all principles are shown in this table. As you can see, respondents felt that many of the principles were met to some extent, and if not, they could be met with some program development. Thus, our colleges and universities are very much poised to respond to the call to be more age-friendly and to begin digging into the principles in exciting and strategic ways.

For today’s purposes, we want to discuss a few insights we gained from the survey responses of the representatives.
Campus Insights

- Higher education is well-positioned to offer a range of educational programs - with more attention needed to specific needs and interests of age-diverse learners
- Access to health, wellness, arts, and cultural activities is sponsored through varied programs with community connections - with cross-campus collaborations offering opportunities for sustainability
- Workforce development programs are essential - with encore career opportunities offering support to higher education

Although higher education is offering educational programs to “students of all ages,” there is still a good deal of room to explore the more specific needs and interests of “nontraditional aged students.”

There is also room to develop more age-friendly initiatives around health, wellness, arts, and cultural activities. For example, collaborations between aging centers/gerontology programs and other centers/programs are a way to extend the age-friendly focus. For example, at our institution, Lasell College, our Aging Center co-sponsors a number of events with other Centers - like the Women’s History Month event we host with the Donahue Institute for Ethics, Diversity, and Inclusion that brings together an intergenerational panel of speakers to celebrate the contributions of women. Moreover, establishing these relationships is a way to build sustainable age-friendly practices.

The need to raise awareness about careers in aging and expand workforce programs is clear. However, higher education should also consider that it can be a place that offers older adults “encore career” opportunities. Adults in the Boomer generation have the educational background and professional experience that higher education can draw on to support their education mission in a variety of ways—such as “executive-in-residence” programs, specialized adjunct faculty, academic tutors, career counselors, and other positions geared toward the support of teaching and learning.
Campus Insights

- Aging competency and intergenerational exchange are integral—but need to be extended across disciplines and incorporated into the core curriculum.
- Research on aging is in motion—and could move beyond typical research models to age-friendly community participatory approaches.
- Campus efforts to connect to retired community are varied—but need to be sure “age-friendly” efforts are not “age-segregating.”

Extending aging competency and intergenerational exchange are no doubt integral to being an age-friendly campus. But this needs to happen more in classrooms across the curriculum—and not just in gerontology and related programs. Higher education has made great strides in integrating information about gender, race, ethnicity, and other important personal and social distinctions into the curriculum. We now need to integrate aging content in courses across majors and the core curriculum—in biology, business, humanities, environmental studies, political science, urban planning, etc.

Although aging research is happening, there are opportunities to expand it, such as moving beyond typical research models to more age-friendly community participatory approaches. One form this can take is for institutions to partner with their neighboring communities on research that examines the needs of their aging populations or helps to evaluate age-focused programs.

Many campuses reported that retired faculty and alumni are connected with their campus through formal and informal programs. However, one insight we took from these examples was that while the efforts seemed to be “age-friendly” they could be “age-segregating”—meaning that some of the efforts existed “at the margins” and were not recognized as part of a department’s or campus’s “assets or amenities.” Furthermore, other faculty didn’t know much about them or actively engage with them.
This is all a good reminder that being an age-friendly campus is more than just having programs with an aging focus. It’s also about developing a culture of inclusion, appreciation, and recognition of age diversity that brings together younger and older members of your campus and community in meaningful ways.

*Joann will now talk about how to join the AFU network and will offer a few final thoughts about why we believe this is an important initiative.*
We know that we need more age-friendly campuses—and we have a framework to guide how our institutions can go about doing this. Now what?

Now we invite you and your institution to become an AFU global partner. Listed here are the recommended steps for becoming an AFU partner institution. In the resource materials that you’ve been given, you’ll find more detailed information about the process for joining the AFU network.

Rather than go through these details at this time, I want to point out a few things to keep in mind as you think about pulling your AFU initiative together.

Your AFU efforts will likely be spearheaded by faculty (or centers) in gerontology or aging studies. However, AFU members suggest that planning teams try to include colleagues from other disciplines/programs as a first step in moving toward a more “campus” wide vision. For example, AFU members have reached out to their Center for Diversity/Inclusion as well as their Center for Community-Based Learning, and Continuing Education and Professional Studies Program, or their LifeLong Learning Institute.

In using this campus-wide lens, AFU members have found that pulling together their
initiative was a great chance to explore what’s already happening across departments and programs, and a good way to connect with colleagues who may not be aware of what’s happening elsewhere, as well as a way to show the administration that there is already great work being done to build on.

This can also help to identify gaps, which can turn into new ideas for opportunities! Thus, we suggest that you compile a list of examples of what’s already happening on your campus—for example, mapping the principles—and using it in your proposal to endorse the AFU principles and join the network.

So, in short, you should aim to, “Showcase what is happening rather than what should happen—and play to institutional strengths rather than weaknesses.”

In planning how to move your proposal forward, AFU members also suggest “Starting at the top, working from the bottom.” That is, start with a conversation with your administration to see if they would welcome the proposal. With this sentiment in hand, it can be an incentive for faculty to come together around the initiative.

And, it’s important to note that your final endorsement should come from your president or provost. As I said before, even if your AFU effort is being spearheaded by a specific unit like your gerontology program, the age-friendly concept is a *campus-wide* vision – and this endorsement is an important step in that direction.

I also think it’s important to remind ourselves that gerontology, at its core, is multidisciplinary—and the AFU approach can help us reach its full potential by finding new ways to engage across our campuses.
In closing, we’d like to point out a few ways that AGHE is working to build and support the AFU network.

AGHE continues to collaborate with DCU around AFU strategic planning. AGHE representatives have attended two conferences thus far and have met with global partners to discuss what’s happening on their fronts.

AGHE recently became an integrated unit of GSA. AFU institutions and colleagues are invited to become a member of AGHE, which offers both individual and institutional memberships in coordination with GSA membership.

AGHE recently established an AFU subcommittee that will organize efforts to support AGHE–AFU partners. As well, AGHE–AFU members can share information via the AGHE Connect online community and the AFU Special Interest Group that we are launching, as well as the AGHEExchange Newsletter.

We are also in the process of developing an AGHE–AFU Resource Library with the support of the Retirement Research Foundation that will include AGHE resources on aging education, career development, and other age-friendly issues.
And of course - we hope to see you in November at the GSA 2019 Annual Scientific Meeting in Austin, Texas, to talk with AFU members and share what’s happening on our AFU campuses.
Nelson Mandela wisely tells us that “Education is the most powerful weapon which you can use to change the world.” No doubt, there are many changes worth making. We hope you agree that a more age-friendly approach to higher education is one such change we need in our world.
Next AGHE - AFU Webinars

GSA Webinars  www.geron.org/webinar

One Vision, Many Paths: Making an Age-Friendly University (AFU) Work for You
Carrie Andreoletti and Andrea June (Central Connecticut State University)
Wednesday, February 6, 2019  1:00 pm (EST)

A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help
Nina M. Silverstein (University of Massachusetts-Boston)
and Marilyn R. Gugliucci (University of New England)
Friday, March 1, 2019  1:00 pm (EST)

To hear more about the AFU initiative and meet colleagues working on their AFU campus efforts, we invite you and your colleagues to join us for these upcoming webinars.
Thank you! It’s been a pleasure being able to share information about AFU with you. We look forward to speaking and connecting with you further.
AGHE AFU Webinar Series on AFU Question & Answer

- We will not be using the “raise hand” feature today
- Please use the “questions” feature accessible on the right side of your screen
- If we do not get to all of the questions, we will email responses after the webinar

GSA Webinars www.geron.org/webinar

Now, moving along to our Question & Answer session—we offer this reminder that you can type and send questions using the “questions” feature in the dashboard accessible on the right side of your screen. We will not be using the “raise hand” feature today, so if you have a question, please be sure to use the questions panel. We will do our best to address as many questions as possible, time permitting, during this part of the webinar.

Please know, we will email responses to questions we did not have time to get to after the webinar.

We are recording the session and we will send you an access link by email once the recording is available. You will also be able to download a copy of the presentation slides from today. Go to www.geron.org/webinar for more details.
Webinar Evaluation

- In an effort for continual improvement, we would like to hear your thoughts.
- Please provide feedback by clicking the survey link at the end of the webinar.

Thank you, and we hope you enjoyed the program!

And lastly, a webinar survey will automatically launch after the webinar. In an effort for continual improvement, we would like to hear your thoughts. Please provide feedback by clicking the survey link at the end of the webinar.
Hello and welcome to the GSA/AGHE webinar series on the Age-Friendly University (AFU) initiative.

This series was made possible through a grant from the Retirement Research Foundation to the Academy for Gerontology in Higher Education (AGHE) for the Founders 3.0 Project.

The webinar is being recorded and will be posted on the GSA website. A notice will be distributed to all attendees once the recording is available.

A Question & Answer session will immediately follow today’s live presentation. We will be accepting questions through the “questions” feature accessible on the GoToWebinar panel.

Also located there, is a downloadable handout for today which is titled “Becoming an Age-Friendly University (AFU) Global Network Partner”
The AFU webinar series was developed by a group of AGHE colleagues whose institutions were among the first in the United States to endorse the AFU principles and join the AFU network.

I am Joann Montepare, the Director for the Fuss Center for Research on Aging and Intergenerational Studies at Lasell College. Lasell joined the AFU network in 2015. Today my colleague Kim Farah, who is Professor of Chemistry and Environmental Studies at Lasell, will be presenting with me in first webinar.

In today’s webinar, **Becoming an Age-Friendly University (AFU) Partner**, Kim and I will describe why higher education needs to be more age-friendly, the vision of the AFU initiative, and how your institution can join the AFU network.

Carrie Andreoletti and Andrea June will present the second webinar, **One Vision, Many Paths: Making an Age-Friendly University Work for You**, in which they will discuss how different institutions are approaching their AFU vision and offer examples of how your institution can draw on its distinctive strengths to realize the AFU principles.

Nina Silverstein and Marilyn Gugliucci will present the final webinar, **A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help**, which will discuss some data
gathering approaches to explore your institution’s age-friendly assets, gaps, and opportunities, along with how AGHE can be an AFU resource for you and your institution.
Overview
Becoming an Age-Friendly University (AFU) Partner

- Making the Case
  Why higher education needs to be more age-friendly
- Launching a Movement
  How the AFU initiative began
- The Age-Friendly Framework
  AFU Pillars - 10 AFU Principles
- Becoming an AFU Partner
  Joining the AFU global network

In today’s webinar, I’ll begin by making the case that higher education needs to be more age-friendly. Kim will then talk about how the AFU initiative came about and will walk you through the AFU pillars and principles. I’ll finish up by talking about how your institution can join the AFU network and offer several suggestions for bringing the AFU initiative to your campus.

In making the case for more age-friendly campuses, I’m going to outline several points that may not sound new or surprising to many of you. However, they’re important to review for 2 reasons:

1. They serve as the foundation upon which Age-Friendly University (AFU) initiative was established, and
2. They remind us of the many ways our aging populations can impact and be impacted by higher education.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

We know that our populations are aging—locally, nationally, and globally. As one of my students recently said, “Changing demographics are a defining issue of our time.” We also know that aging populations have far-reaching implications on many fronts. In the case of higher education, there are several implications worth noting.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

With aging populations, we’re also seeing a rise in the number of adults putting off retirement and continuing to work for a range of reasons—ranging from needed income to professional advancement to personal development. Not only have we seen a large rise in the number of adults delaying retirement...
We are also seeing that this is expected to continue and will impact older adults across a wide age range. AARP’s recent multiyear initiative and fact-finding report on “The Future of Work@50+” found that many adults are interested in programs delivered in higher education settings to advance the skills they need to continue in their present work roles—or to explore new career paths.

Educational settings also have the capacity to offer support to older workers and retirees through financial and related counselling services and other support resources.
Shifting Demographics

What’s shifting?

- Aging populations
- **Work and retirement**
- Job opportunities
- Student profiles

It’s important to recognize that these shifting demographics are adding to the bigger profile of our workforce being “age diverse” —with younger groups (for example, 25 to 45 years old) who are also looking to higher education for degree completion, advanced training, certification, and other educational needs.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

Aging populations also mean an increase in the demand for a workforce with training in gerontology — which, of course, higher education can help to provide.
And, aging populations expand employment opportunities beyond “gerontology” per se. Our aging is changing the nature of our consumer market for goods and experiences across wide sectors, including technology, travel, entertainment, home design, fashion, urban planning, and more. Employers, employees, and entrepreneurs can’t function in this new market space without some expertise about aging—again, which higher education can support.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

Aging demographics are also having rippling effects on the nature of our student populations. In Massachusetts and other states, we’re seeing a reduction in the number of traditional college-aged students. Now, this is a complicated picture with respect to why it’s happening—*but it is happening*. And the reduction of traditional-aged students, coupled with older students “returning” to school for degree completion and new skills training as I just described, will compel our institutions to make way for a more *age-diverse* student population.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

Research has shown that a large number of older adults consider themselves to be lifelong learners. The success of the Osher Lifelong Learning Institutes is a great example of this. However, advocates of lifelong learning argue that we need a more contemporary, age-integrated approach that calls for “moving older learners from the margins in higher education to the mainstream,” and providing older adults with broader and more direct access to educational opportunities.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- **Continued contribution**
- Engagement and well-being
- Financial sustainability

Another side of professional development is also emerging. That is, older adults are looking to apply their life experience to address social problems through volunteering and new “encore careers” in the second half of life that combine “continued income, personal meaning, and social impact.” Higher education can offer an anchor for this professional interest through programs that support encore learners and doers.

And, as we’ll note later in the webinar, older adults can be a new source of support for teaching and learning higher education.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

We know the benefits of lifelong engagement on individual health and well-being. And, these benefits extend beyond the individual. Healthier older adults make for healthier communities through their engagement that serves the well-being of people of all ages.

In 2018, Older Americans Month centered on the age-friendly theme “Engage at Every Age,” which emphasized that you’re never too old (or young) to take part in activities that enrich your physical, mental, and emotional well-being. It also celebrated the many ways in which older adults make a difference in our communities. Lifelong learning via higher education can keep this ball rolling.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

Has anyone in the audience here been on a budget committee, or recently sent a child to college? We know that higher education is struggling with rising costs and their consequences. And, a good case can be made that an engaged older population can help to support the fiscal well-being of higher education by offering new opportunities for program development...by increasing new enrollments....by forging new partnerships...and by attracting new support from funders...to name a few possibilities.
When we make the case for more age-friendly campuses that welcome older learners, we also have to ask, “Who else benefits?” I think the answer to this question is simple—WE ALL DO!

An age-friendly campus calls for expanding knowledge about aging (and the longevity dividend) to younger students. We know that the vast majority of students at our institutions graduate with negligible knowledge about aging...unless they happen to find their way to one of our courses.

This simply needs to change. We’re doing a great disservice to students by not helping them gain competency around issues that will have tremendous personal and professional consequences in their lives—no matter what their college major.

We’re also doing great disservice to students by not offering opportunities for them to interact with different generations of people. I’ve learned firsthand at Lasell College, which is home to our university-based retirement community, Lasell Village, about the power of intergenerational exchange not only for the benefit of my students but also for my benefit. Whether the topic be about aging—or the environment, politics, civil rights, fashion, or forensic science—teaching and learning can be brought to new levels when age-diversity and intergenerational exchange are part of the classroom experience.

Becoming an Age-Friendly University (AFU) Partner
The Gerontological Society of America
Academy for Gerontology in Higher Education
It’s important to recognize that institutions that are more age-friendly have consequences beyond our campuses. Specifically, they have consequences for the communities around our campuses—many of which are also exploring how they can meet the needs and interests of their aging populations. And, our institutions can be valuable partners in these efforts.

As you see on this slide, our colleagues at UMass Boston have been helping Boston and many neighboring towns assess how they can prepare for aging in their communities. Communities can’t easily do this in any systematic or sizeable way without assistance from their local colleges and universities.

On an even bigger level, more age-friendly, age-diverse, age-integrated campuses can play a vital role in addressing widespread and insidious ageism, which is in part fueled by our age-segregated institutions and communities.
Research and Innovation

Aging influences nearly every aspect of our communities. The opportunities are limitless, the benefits are powerful, the time is now.

A society that is better for older adults is better for people of all ages.

John Feather, PhD
CEO, Grantmakers In Aging

Last, but certainly not least—Is there anyone on this audience who would not advocate for greater support of research on aging at our institutions? Research on aging not only creates new knowledge, it provides guidance on how to use this knowledge for the greater good of individuals and communities. As such, age-friendly efforts on any front are not possible without more attention to research on aging at our institutions.

So, how does this all fit together with the creation of the Age-Friendly University initiative? Kim is going to give you some background about how the AFU initiative came about and then walk you through the AFU pillars and principles.
The Age-Friendly University initiative reflects the work of an international, interdisciplinary team convened by Professor Brian MacCraith, President of Dublin City University (DCU), in 2012. The initiative was in part inspired by Ireland's vision for being a more age-friendly country as part of the World Health Organization (WHO) community initiative. Included in the DCU team were educators, researchers, administrators, and community partners. The result of their work was the AFU initiative that outlined 6 AFU pillars and 10 AFU principles—and invited institutions across the globe to join the pioneering AFU network.

The AFU initiative aligns closely with AGHE’s mission of fostering the commitment of higher education to the field of aging through education, research, and public service. In 2016, the AGHE endorsed the AFU principles, and the institutions represented on today’s panel were among the first in the United States to join the network.

In just several short years, the AFU initiative has become an international movement and the network has grown to over 40 institutions in the United States, throughout Europe, Canada, and beyond.
The AFU framework is built around 6 pillars of activity in higher education—which also reflect the points Joann raised for making the case for more age-friendly campuses.
The 10 AFU Principles

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.
2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.
3. To recognize the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).
4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.
6. To ensure that the university's research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.
7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.
8. To enhance access for older adults to the university's range of health and wellness programs and its arts and cultural activities.
9. To engage actively with the university's own retired community.
10. To ensure regular dialogue with organizations representing the interests of the aging population.

From the pillars, the DCU team articulated the 10 AFU principles, as you see here. The principles provide the guiding framework that institutions can use to develop their age-friendly mission, programs, policies, and partnerships, as well as identify gaps and opportunities for other age-friendly efforts.

Given the short time we have in this webinar, we will only briefly describe the principles to show you how they reflect the pillars and the earlier points raised. Future webinars will provide more detail about how different institutions are approaching the AFU principles.
Educational Access - Lifelong Learning

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.

8. To enhance access for older adults to the university's range of health and wellness programs and its arts and cultural activities.

As you see here, principles 1 and 8 speak to lifelong learning and educational access for older learners to core activities of the institution that include educational and research programs as well as broader health and wellness, arts, and cultural activities.

Many institutions are well-positioned to meet these principles. For example, older adults can take courses as paying credit students, and at some institutions as non-paying auditing students.

As well, many institutions have a range of cultural activities that draw older community members to their campus such as art exhibits, theatrical performances, film series, concerts, and the like.
Workforce - Personal Development

2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.

3. To recognize the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).

5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.

Principles 2, 3, and 5 call for institutions to promote personal and professional career development for an age-diverse student population through a range of routes.

Colleges and universities are also uniquely positioned to do this. Course and degree offerings, certifications, and continuing education and graduate programs are hallmarks of academic institutions—and they can serve older learners interested in advanced job training and new careers.

Online programs are also expanding across campuses and can be tailored to older learners’ needs and interests. Existing resources in career counseling and placement also could be extended to older returning students.
4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.

7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.

Principles 4 and 7 call for the need to advance education about aging competency and incorporate intergenerational exchange into teaching and learning.

AGHE educators have long advocated for this—knowing the importance of aging literacy and intergenerational connections. They’ve used a variety of methods to advance students’ appreciation of the longevity dividend and to bring older and younger learners together in classrooms. Thus, we have substantial information to draw on to meet these principles.
6. To ensure that the university's research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.

An age-friendly institution focuses research attention to the needs of an aging society—and aims to increase public discourse about how higher education can respond to aging populations.

A point to note here is the importance of building connections between research efforts and public discourse—which can both inform research as well as help to translate research into practice.
1. To encourage the participation of students in the life of the university, including educational and research activities.
2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.
3. To recognize and support the needs of those who are school-leavers through transition or in mid-life (post-qualifications).
4. To promote the development of intergenerational educational opportunities that facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to personal and professional requalification.
6. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.
7. To enhance access for older adults to the university's range of health and wellness programs and its arts and cultural activities.
8. To engage actively with the university's own retired community.
9. To ensure regular dialogue with organizations representing the interests of the aging population.
10. To ensure regular dialogue with organizations representing the interests of the aging population.

Lastly, principles 9 and 10 speak to the need for institutions to connect with community. This includes an institution’s own retired community as well as groups and organizations “off campus” that represent aging populations.

Thus, the AFU initiative has an aspirational, comprehensive vision that calls for connections across—and beyond—campuses to come together around aging.
AGHE AFU Survey of Institutional Representatives

Overall Trends

- Principles are fully met 21%
- Principles are partially met 58%
- Principles are not met at all, but could be met with some program development 18%
- Principles are not met at all, and unlikely to be adopted 3%

Last year, AGHE conducted a survey of 20 of its institutional representatives familiar with the AFU framework about programs, practices, and partnerships on their campuses—and the extent to which they mapped onto the AFU principles.

The institutions ranged from 2-year institutions to 4-year undergraduate institutions and to large research universities.

Institutional representatives were asked whether each of the principles was met, and if so, to what extent—fully, partially, or not at all. They were also asked the extent to which the principle was not and unlikely to be adopted.

The responses across all principles are shown in this table. As you can see, respondents felt that many of the principles were met to some extent, and if not, they could be met with some program development. Thus, our colleges and universities are very much poised to respond to the call to be more age-friendly and to begin digging into the principles in exciting and strategic ways.

For today’s purposes, we want to discuss a few insights we gained from the survey responses of the representatives.
Campus Insights

- Higher education is well-positioned to offer a range of educational programs - with more attention needed to specific needs and interests of age-diverse learners
- Access to health, wellness, arts, and cultural activities is sponsored through varied programs with community connections - with cross-campus collaborations offering opportunities for sustainability
- Workforce development programs are essential - with encore career opportunities offering support to higher education

Although higher education is offering educational programs to “students of all ages,” there is still a good deal of room to explore the more specific needs and interests of “nontraditional aged students.”

There is also room to develop more age-friendly initiatives around health, wellness, arts, and cultural activities. For example, collaborations between aging centers/gerontology programs and other centers/programs are a way to extend the age-friendly focus. For example, at our institution, Lasell College, our Aging Center co-sponsors a number of events with other Centers - like the Women’s History Month event we host with the Donahue Institute for Ethics, Diversity, and Inclusion that brings together an intergenerational panel of speakers to celebrate the contributions of women. Moreover, establishing these relationships is a way to build sustainable age-friendly practices.

The need to raise awareness about careers in aging and expand workforce programs is clear. However, higher education should also consider that it can be a place that offers older adults “encore career” opportunities. Adults in the Boomer generation have the educational background and professional experience that higher education can draw on to support their education mission in a variety of ways—such as “executive-in-residence” programs, specialized adjunct faculty, academic tutors, career counselors, and other positions geared toward the support of teaching and learning.
Extending aging competency and intergenerational exchange are integral to being an age-friendly campus. But this needs to happen more in classrooms across the curriculum—and not just in gerontology and related programs. Higher education has made great strides in integrating information about gender, race, ethnicity, and other important personal and social distinctions into the curriculum. We now need to integrate aging content in courses across majors and the core curriculum—in biology, business, humanities, environmental studies, political science, urban planning, etc.

Although aging research is happening, there are opportunities to expand it, such as moving beyond typical research models to more age-friendly community participatory approaches. One form this can take is for institutions to partner with their neighboring communities on research that examines the needs of their aging populations or helps to evaluate age-focused programs.

Many campuses reported that retired faculty and alumni are connected with their campus through formal and informal programs. However, one insight we took from these examples was that while the efforts seemed to be “age-friendly” they could be “age-segregating”—meaning that some of the efforts existed “at the margins” and were not recognized as part of a department’s or campus’s “assets or amenities.” Furthermore, other faculty didn’t know much about them or actively engage with them.
This is all a good reminder that being an age-friendly campus is more than just having programs with an aging focus. It’s also about developing a culture of inclusion, appreciation, and recognition of age diversity that brings together younger and older members of your campus and community in meaningful ways.

*Joann will now talk about how to join the AFU network and will offer a few final thoughts about why we believe this is an important initiative.*
Become an AFU Global Partner

- Convene an AFU team
- Map and craft your AFU proposal
- Send endorsement to DCU and AGHE
- Celebrate with your communities!
- Connect with AGHE for support and resources
- Shape (y)our AFU vision

We know that we need more age-friendly campuses—and we have a framework to guide how our institutions can go about doing this. Now what?

Now we invite you and your institution to become an AFU global partner. Listed here are the recommended steps for becoming an AFU partner institution. In the resource materials that you’ve been given, you’ll find more detailed information about the process for joining the AFU network.

Rather than go through these details at this time, I want to point out a few things to keep in mind as you think about pulling your AFU initiative together.

Your AFU efforts will likely be spearheaded by faculty (or centers) in gerontology or aging studies. However, AFU members suggest that planning teams try to include colleagues from other disciplines/programs as a first step in moving toward a more “campus” wide vision. For example, AFU members have reached out to their Center for Diversity/Inclusion as well as their Center for Community-Based Learning, and Continuing Education and Professional Studies Program, or their LifeLong Learning Institute.

In using this campus-wide lens, AFU members have found that pulling together their
initiative was a great chance to explore what’s already happening across departments and programs, and a good way to connect with colleagues who may not be aware of what’s happening elsewhere, as well as a way to show the administration that there is already great work being done to build on.

This can also help to identify gaps, which can turn into new ideas for opportunities! Thus, we suggest that you compile a list of examples of what’s already happening on your campus—for example, mapping the principles—and using it in your proposal to endorse the AFU principles and join the network.

So, in short, you should aim to, “Showcase what is happening rather than what should happen—and play to institutional strengths rather than weaknesses.”

In planning how to move your proposal forward, AFU members also suggest “Starting at the top, working from the bottom.” That is, start with a conversation with your administration to see if they would welcome the proposal. With this sentiment in hand, it can be an incentive for faculty to come together around the initiative.

And, it’s important to note that your final endorsement should come from your president or provost. As I said before, even if your AFU effort is being spearheaded by a specific unit like your gerontology program, the age-friendly concept is a campus-wide vision – and this endorsement is an important step in that direction.

I also think it’s important to remind ourselves that gerontology, at its core, is multidisciplinary—and the AFU approach can help us reach its full potential by finding new ways to engage across our campuses.
In closing, we’d like to point out a few ways that AGHE is working to build and support the AFU network.

AGHE continues to collaborate with DCU around AFU strategic planning. AGHE representatives have attended two conferences thus far and have met with global partners to discuss what’s happening on their fronts.

AGHE recently became an integrated unit of GSA. AFU institutions and colleagues are invited to become a member of AGHE, which offers both individual and institutional memberships in coordination with GSA membership.

AGHE recently established an AFU subcommittee that will organize efforts to support AGHE–AFU partners. As well, AGHE–AFU members can share information via the AGHE Connect online community and the AFU Special Interest Group that we are launching, as well as the AGHEExchange Newsletter.

We are also in the process of developing an AGHE–AFU Resource Library with the support of the Retirement Research Foundation that will include AGHE resources on aging education, career development, and other age-friendly issues.
And of course - we hope to see you in November at the GSA 2019 Annual Scientific Meeting in Austin, Texas, to talk with AFU members and share what’s happening on our AFU campuses.
Nelson Mandela wisely tells us that “Education is the most powerful weapon which you can use to change the world.” No doubt, there are many changes worth making. We hope you agree that a more age-friendly approach to higher education is one such change we need in our world.
Next AGHE - AFU Webinars
GSA Webinars www.geron.org/webinar

One Vision, Many Paths: Making an Age-Friendly University (AFU) Work for You
Carrie Andreoletti and Andrea June (Central Connecticut State University)
Wednesday, February 6, 2019  1:00 pm (EST)

A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help
Nina M. Silverstein (University of Massachusetts-Boston)
and Marilyn R. Gugliucci (University of New England)
Friday, March 1, 2019  1:00 pm (EST)

To hear more about the AFU initiative and meet colleagues working on their AFU campus efforts, we invite you and your colleagues to join us for these upcoming webinars.
Thank you! It’s been a pleasure being able to share information about AFU with you. We look forward to speaking and connecting with you further.
AGHE AFU Webinar Series on AFU
Question & Answer

- We will not be using the “raise hand” feature today
- Please use the “questions” feature accessible on the right side of your screen
- If we do not get to all of the questions, we will email responses after the webinar

GSA Webinars www.geron.org/webinar

Now, moving along to our Question & Answer session—we offer this reminder that you can type and send questions using the “questions” feature in the dashboard accessible on the right side of your screen. We will not be using the “raise hand” feature today, so if you have a question, please be sure to use the questions panel. We will do our best to address as many questions as possible, time permitting, during this part of the webinar.

Please know, we will email responses to questions we did not have time to get to after the webinar.

We are recording the session and we will send you an access link by email once the recording is available. You will also be able to download a copy of the presentation slides from today. Go to www.geron.org/webinar for more details.
Webinar Evaluation

- In an effort for continual improvement, we would like to hear your thoughts.
- Please provide feedback by clicking the survey link at the end of the webinar.

*Thank you, and we hope you enjoyed the program!*

And lastly, a webinar survey will automatically launch after the webinar. In an effort for continual improvement, we would like to hear your thoughts. Please provide feedback by clicking the survey link at the end of the webinar.
Hello and welcome to the GSA/AGHE webinar series on the Age-Friendly University (AFU) initiative.

This series was made possible through a grant from the Retirement Research Foundation to the Academy for Gerontology in Higher Education (AGHE) for the Founders 3.0 Project.

The webinar is being recorded and will be posted on the GSA website. A notice will be distributed to all attendees once the recording is available.

A Question & Answer session will immediately follow today’s live presentation. We will be accepting questions through the “questions” feature accessible on the GoToWebinar panel.

Also located there, is a downloadable handout for today which is titled “Becoming an Age-Friendly University (AFU) Global Network Partner”
The AFU webinar series was developed by a group of AGHE colleagues whose institutions were among the first in the United States to endorse the AFU principles and join the AFU network.

I am Joann Montepare, the Director for the Fuss Center for Research on Aging and Intergenerational Studies at Lasell College. Lasell joined the AFU network in 2015. Today my colleague Kim Farah, who is Professor of Chemistry and Environmental Studies at Lasell, will be presenting with me in first webinar.

In today’s webinar, Becoming an Age-Friendly University (AFU) Partner, Kim and I will describe why higher education needs to be more age-friendly, the vision of the AFU initiative, and how your institution can join the AFU network.

Carrie Andreoletti and Andrea June will present the second webinar, One Vision, Many Paths: Making an Age-Friendly University Work for You, in which they will discuss how different institutions are approaching their AFU vision and offer examples of how your institution can draw on its distinctive strengths to realize the AFU principles.

Nina Silverstein and Marilyn Gugliucci will present the final webinar, A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help, which will discuss some data
gathering approaches to explore your institution’s age-friendly assets, gaps, and opportunities, along with how AGHE can be an AFU resource for you and your institution.
In today’s webinar, I’ll begin by making the case that higher education needs to be more age-friendly. Kim will then talk about how the AFU initiative came about and will walk you through the AFU pillars and principles. I’ll finish up by talking about how your institution can join the AFU network and offer several suggestions for bringing the AFU initiative to your campus.

In making the case for more age-friendly campuses, I’m going to outline several points that may not sound new or surprising to many of you. However, they’re important to review for 2 reasons:

(1) They serve as the foundation upon which Age-Friendly University (AFU) initiative was established, and
(2) They remind us of the many ways our aging populations can impact and be impacted by higher education.
Shifting Demographics

What’s shifting?
- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

We know that our populations are aging—locally, nationally, and globally. As one of my students recently said, “Changing demographics are a defining issue of our time.” We also know that aging populations have far-reaching implications on many fronts. In the case of higher education, there are several implications worth noting.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

With aging populations, we’re also seeing a rise in the number of adults putting off retirement and continuing to work for a range of reasons—ranging from needed income to professional advancement to personal development. Not only have we seen a large rise in the number of adults delaying retirement...
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

We are also seeing that this is expected to continue and will impact older adults across a wide age range. AARP’s recent multiyear initiative and fact-finding report on “The Future of Work@50+” found that many adults are interested in programs delivered in higher education settings to advance the skills they need to continue in their present work roles—or to explore new career paths.

Educational settings also have the capacity to offer support to older workers and retirees through financial and related counselling services and other support resources.
Shifting Demographics

What’s shifting?

- Aging populations
- **Work and retirement**
- Job opportunities
- Student profiles

It’s important to recognize that these shifting demographics are adding to the bigger profile of our workforce being “age diverse” — with younger groups (for example, 25 to 45 years old) who are also looking to higher education for degree completion, advanced training, certification, and other educational needs.
Shifting Demographics

What’s shifting?
- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

Aging populations also mean an increase in the demand for a workforce with training in gerontology — which, of course, higher education can help to provide.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

An Aging Population Means New Jobs

“Careers in aging are not the next big thing — they are the new big thing.”

Forbes

And, aging populations expand employment opportunities beyond “gerontology” per se. Our aging is changing the nature of our consumer market for goods and experiences across wide sectors, including technology, travel, entertainment, home design, fashion, urban planning, and more. Employers, employees, and entrepreneurs can’t function in this new market space without some expertise about aging—again, which higher education can support.
Shifting Demographics

What’s shifting?

- Aging populations
- Work and retirement
- Job opportunities
- Student profiles

Aging demographics are also having rippling effects on the nature of our student populations. In Massachusetts and other states, we’re seeing a reduction in the number of traditional college-aged students. Now, this is a complicated picture with respect to why it’s happening—*but it is happening*. And the reduction of traditional-aged students, coupled with older students “returning” to school for degree completion and new skills training as I just described, will compel our institutions to make way for a more *age-diverse* student population.
Lifelong Learning

Why extend access to higher education?

- **Personal interest**
- Continued contribution
- Engagement and well-being
- Financial sustainability

Research has shown that a large number of older adults consider themselves to be lifelong learners. The success of the Osher Lifelong Learning Institutes is a great example of this. However, advocates of lifelong learning argue that we need a more contemporary, age-integrated approach that calls for “moving older learners from the margins in higher education to the mainstream,” and providing older adults with broader and more direct access to educational opportunities.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- **Continued contribution**
- Engagement and well-being
- Financial sustainability

Another side of professional development is also emerging. That is, older adults are looking to apply their life experience to address social problems through volunteering and new “encore careers” in the second half of life that combine “continued income, personal meaning, and social impact.” Higher education can offer an anchor for this professional interest through programs that support encore learners and doers.

And, as we’ll note later in the webinar, older adults can be a new source of support for teaching and learning higher education.
We know the benefits of lifelong engagement on individual health and well-being. And, these benefits extend beyond the individual. Healthier older adults make for healthier communities through their engagement that serves the well-being of people of all ages.

In 2018, Older Americans Month centered on the age-friendly theme “Engage at Every Age,” which emphasized that you’re never too old (or young) to take part in activities that enrich your physical, mental, and emotional well-being. It also celebrated the many ways in which older adults make a difference in our communities. Lifelong learning via higher education can keep this ball rolling.
Lifelong Learning

Why extend access to higher education?

- Personal interest
- Continued contribution
- Engagement and well-being
- Financial sustainability

Has anyone in the audience here been on a budget committee, or recently sent a child to college? We know that higher education is struggling with rising costs and their consequences. And, a good case can be made that an engaged older population can help to support the fiscal well-being of higher education by offering new opportunities for program development...by increasing new enrollments...by forging new partnerships...and by attracting new support from funders...to name a few possibilities.
Aging Competency

Who else benefits?

- Aging knowledge
- Personal and professional importance
- Relevance across disciplines
- Intergenerational exchange

WE ALL DO!

When we make the case for more age-friendly campuses that welcome older learners, we also have to ask, “Who else benefits?” I think the answer to this question is simple—WE ALL DO!

An age-friendly campus calls for expanding knowledge about aging (and the longevity dividend) to younger students. We know that the vast majority of students at our institutions graduate with negligible knowledge about aging...unless they happen to find their way to one of our courses.

This simply needs to change. We’re doing a great disservice to students by not helping them gain competency around issues that will have tremendous personal and professional consequences in their lives—no matter what their college major.

We’re also doing great disservice to students by not offering opportunities for them to interact with different generations of people. I’ve learned firsthand at Lasell College, which is home to our university-based retirement community, Lasell Village, about the power of intergenerational exchange not only for the benefit of my students but also for my benefit. Whether the topic be about aging—or the environment, politics, civil rights, fashion, or forensic science—teaching and learning can be brought to new levels when age-diversity and intergenerational exchange are part of the classroom experience.
Social Imperative

**Beyond campus benefits?**
- Being age-friendly community partners
- Dissolving age-segregation
- Disrupting ageism

It’s important to recognize that institutions that are more age-friendly have consequences beyond our campuses. Specifically, they have consequences for the communities around our campuses—many of which are also exploring how they can meet the needs and interests of their aging populations. And, our institutions can be valuable partners in these efforts.

As you see on this slide, our colleagues at UMass Boston have been helping Boston and many neighboring towns assess how they can prepare for aging in their communities. Communities can’t easily do this in any systematic or sizeable way without assistance from their local colleges and universities.

On an even bigger level, more *age-friendly, age-diverse, age-integrated* campuses can play a vital role in addressing widespread and insidious ageism, which is in part fueled by our age-segregated institutions and communities.
Research and Innovation

Aging influences nearly every aspect of our communities. The opportunities are limitless, the benefits are powerful, the time is now.

A society that is better for older adults is better for people of all ages.

John Feather, PhD
CEO, Grantmakers In Aging

Last, but certainly not least—Is there anyone on this audience who would not advocate for greater support of research on aging at our institutions? Research on aging not only creates new knowledge, it provides guidance on how to use this knowledge for the greater good of individuals and communities. As such, age-friendly efforts on any front are not possible without more attention to research on aging at our institutions.

So, how does this all fit together with the creation of the Age-Friendly University initiative? Kim is going to give you some background about how the AFU initiative came about and then walk you through the AFU pillars and principles.
The Age-Friendly University initiative reflects the work of an international, interdisciplinary team convened by Professor Brian MacCraith, President of Dublin City University (DCU), in 2012. The initiative was in part inspired by Ireland’s vision for being a more age-friendly country as part of the World Health Organization (WHO) community initiative. Included in the DCU team were educators, researchers, administrators, and community partners. The result of their work was the AFU initiative that outlined 6 AFU pillars and 10 AFU principles—and invited institutions across the globe to join the pioneering AFU network.

The AFU initiative aligns closely with AGHE’s mission of fostering the commitment of higher education to the field of aging through education, research, and public service. In 2016, the AGHE endorsed the AFU principles, and the institutions represented on today’s panel were among the first in the United States to join the network.

In just several short years, the AFU initiative has become an international movement and the network has grown to over 40 institutions in the United States, throughout Europe, Canada, and beyond.
The AFU framework is built around 6 pillars of activity in higher education—which also reflect the points Joann raised for making the case for more age-friendly campuses.
The 10 AFU Principles

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.
2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.
3. To recognize the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).
4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.
6. To ensure that the university's research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.
7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.
8. To enhance access for older adults to the university’s range of health and wellness programs and its arts and cultural activities.
9. To engage actively with the university’s own retired community.
10. To ensure regular dialogue with organizations representing the interests of the aging population.

From the pillars, the DCU team articulated the 10 AFU principles, as you see here. The principles provide the guiding framework that institutions can use to develop their age-friendly mission, programs, policies, and partnerships, as well as identify gaps and opportunities for other age-friendly efforts.

Given the short time we have in this webinar, we will only briefly describe the principles to show you how they reflect the pillars and the earlier points raised. Future webinars will provide more detail about how different institutions are approaching the AFU principles.
Educational Access - Lifelong Learning

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.

8. To enhance access for older adults to the university's range of health and wellness programs and its arts and cultural activities.

As you see here, principles 1 and 8 speak to lifelong learning and educational access for older learners to core activities of the institution that include educational and research programs as well as broader health and wellness, arts, and cultural activities.

Many institutions are well-positioned to meet these principles. For example, older adults can take courses as paying credit students, and at some institutions as non-paying auditing students.

As well, many institutions have a range of cultural activities that draw older community members to their campus such as art exhibits, theatrical performances, film series, concerts, and the like.
Principles 2, 3, and 5 call for institutions to promote personal and professional career development for an age-diverse student population through a range of routes.

Colleges and universities are also uniquely positioned to do this. Course and degree offerings, certifications, and continuing education and graduate programs are hallmarks of academic institutions—and they can serve older learners interested in advanced job training and new careers.

Online programs are also expanding across campuses and can be tailored to older learners’ needs and interests. Existing resources in career counseling and placement also could be extended to older returning students.
Aging Competency - Intergenerational Exchange

4. To promote **intergenerational learning** to facilitate the reciprocal sharing of expertise between learners of all ages.

7. To increase the understanding of students of the **longevity dividend** and the increasing complexity and richness that aging brings to our society.

Principles 4 and 7 call for the need to advance education about aging competency and incorporate intergenerational exchange into teaching and learning.

AGHE educators have long advocated for this—knowing the importance of aging literacy and intergenerational connections. They’ve used a variety of methods to advance students’ appreciation of the longevity dividend and to bring older and younger learners together in classrooms. Thus, we have substantial information to draw on to meet these principles.
Research on Aging

6. To ensure that the university's research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.

An age-friendly institution focuses research attention to the needs of an aging society—and aims to increase public discourse about how higher education can respond to aging populations.

A point to note here is the importance of building connections between research efforts and public discourse—which can both inform research as well as help to translate research into practice.
Lastly, principles 9 and 10 speak to the need for institutions to connect with community. This includes an institution’s own retired community as well as groups and organizations “off campus” that represent aging populations.

Thus, the AFU initiative has an aspirational, comprehensive vision that calls for connections across—and beyond—campuses to come together around aging.
Last year, AGHE conducted a survey of 20 of its institutional representatives familiar with the AFU framework about programs, practices, and partnerships on their campuses—and the extent to which they mapped onto the AFU principles.

The institutions ranged from 2-year institutions to 4-year undergraduate institutions and to large research universities.

Institutional representatives were asked whether each of the principles was met, and if so, to what extent—fully, partially, or not at all. They were also asked the extent to which the principle was not and unlikely to be adopted.

The responses across all principles are shown in this table. As you can see, respondents felt that many of the principles were met to some extent, and if not, they could be met with some program development. Thus, our colleges and universities are very much poised to respond to the call to be more age-friendly and to begin digging into the principles in exciting and strategic ways.

For today’s purposes, we want to discuss a few insights we gained from the survey responses of the representatives.
Higher education is well-positioned to offer a range of educational programs - with more attention needed to specific needs and interests of age-diverse learners.

Access to health, wellness, arts, and cultural activities is sponsored through varied programs with community connections - with cross-campus collaborations offering opportunities for sustainability.

Workforce development programs are essential - with encore career opportunities offering support to higher education.

Although higher education is offering educational programs to “students of all ages,” there is still a good deal of room to explore the more specific needs and interests of “nontraditional aged students.”

There is also room to develop more age-friendly initiatives around health, wellness, arts, and cultural activities. For example, collaborations between aging centers/gerontology programs and other centers/programs are a way to extend the age-friendly focus. For example, at our institution, Lasell College, our Aging Center co-sponsors a number of events with other Centers - like the Women’s History Month event we host with the Donahue Institute for Ethics, Diversity, and Inclusion that brings together an intergenerational panel of speakers to celebrate the contributions of women. Moreover, establishing these relationships is a way to build sustainable age-friendly practices.

The need to raise awareness about careers in aging and expand workforce programs is clear. However, higher education should also consider that it can be a place that offers older adults “encore career” opportunities. Adults in the Boomer generation have the educational background and professional experience that higher education can draw on to support their education mission in a variety of ways—such as “executive-in-residence” programs, specialized adjunct faculty, academic tutors, career counselors, and other positions geared toward the support of teaching and learning.
Extending aging competency and intergenerational exchange are no doubt integral to being an age-friendly campus. But this needs to happen more in classrooms across the curriculum—and not just in gerontology and related programs. Higher education has made great strides in integrating information about gender, race, ethnicity, and other important personal and social distinctions into the curriculum. We now need to integrate aging content in courses across majors and the core curriculum—in biology, business, humanities, environmental studies, political science, urban planning, etc.

Although aging research is happening, there are opportunities to expand it, such as moving beyond typical research models to more age-friendly community participatory approaches. One form this can take is for institutions to partner with their neighboring communities on research that examines the needs of their aging populations or helps to evaluate age-focused programs.

Many campuses reported that retired faculty and alumni are connected with their campus through formal and informal programs. However, one insight we took from these examples was that while the efforts seemed to be “age-friendly” they could be “age-segregating”—meaning that some of the efforts existed “at the margins” and were not recognized as part of a department’s or campus’s “assets or amenities.” Furthermore, other faculty didn’t know much about them or actively engage with them.
This is all a good reminder that being an age-friendly campus is more than just having programs with an aging focus. It’s also about developing a culture of inclusion, appreciation, and recognition of age diversity that brings together younger and older members of your campus and community in meaningful ways.

_Joann will now talk about how to join the AFU network and will offer a few final thoughts about why we believe this is an important initiative._
Become an AFU Global Partner

✓ Convene an AFU team
✓ Map and craft your AFU proposal
✓ Send endorsement to DCU and AGHE
✓ Celebrate with your communities!
✓ Connect with AGHE for support and resources
✓ Shape (y)our AFU vision

We know that we need more age-friendly campuses—and we have a framework to guide how our institutions can go about doing this. Now what?

Now we invite you and your institution to become an AFU global partner. Listed here are the recommended steps for becoming an AFU partner institution. In the resource materials that you’ve been given, you’ll find more detailed information about the process for joining the AFU network.

Rather than go through these details at this time, I want to point out a few things to keep in mind as you think about pulling your AFU initiative together.

Your AFU efforts will likely be spearheaded by faculty (or centers) in gerontology or aging studies. However, AFU members suggest that planning teams try to include colleagues from other disciplines/programs as a first step in moving toward a more “campus” wide vision. For example, AFU members have reached out to their Center for Diversity/Inclusion as well as their Center for Community-Based Learning, and Continuing Education and Professional Studies Program, or their LifeLong Learning Institute.

In using this campus-wide lens, AFU members have found that pulling together their
initiative was a great chance to explore what’s already happening across departments and programs, and a good way to connect with colleagues who may not be aware of what’s happening elsewhere, as well as a way to show the administration that there is already great work being done to build on.

This can also help to identify gaps, which can turn into new ideas for opportunities! Thus, we suggest that you compile a list of examples of what’s already happening on your campus—for example, mapping the principles—and using it in your proposal to endorse the AFU principles and join the network.

So, in short, you should aim to, “Showcase what is happening rather than what should happen—and play to institutional strengths rather than weaknesses.”

In planning how to move your proposal forward, AFU members also suggest “Starting at the top, working from the bottom.” That is, start with a conversation with your administration to see if they would welcome the proposal. With this sentiment in hand, it can be an incentive for faculty to come together around the initiative.

And, it’s important to note that your final endorsement should come from your president or provost. As I said before, even if your AFU effort is being spearheaded by a specific unit like your gerontology program, the age-friendly concept is a campus-wide vision – and this endorsement is an important step in that direction.

I also think it’s important to remind ourselves that gerontology, at its core, is multidisciplinary—and the AFU approach can help us reach its full potential by finding new ways to engage across our campuses.
In closing, we’d like to point out a few ways that AGHE is working to build and support the AFU network.

AGHE continues to collaborate with DCU around AFU strategic planning. AGHE representatives have attended two conferences thus far and have met with global partners to discuss what’s happening on their fronts.

AGHE recently became an integrated unit of GSA. AFU institutions and colleagues are invited to become a member of AGHE, which offers both individual and institutional memberships in coordination with GSA membership.

AGHE recently established an AFU subcommittee that will organize efforts to support AGHE–AFU partners. As well, AGHE–AFU members can share information via the AGHE Connect online community and the AFU Special Interest Group that we are launching, as well as the AGHExchange Newsletter.

We are also in the process of developing an AGHE–AFU Resource Library with the support of the Retirement Research Foundation that will include AGHE resources on aging education, career development, and other age-friendly issues.
And of course - we hope to see you in November at the GSA 2019 Annual Scientific Meeting in Austin, Texas, to talk with AFU members and share what’s happening on our AFU campuses.
Nelson Mandela wisely tells us that “Education is the most powerful weapon which you can use to change the world.” No doubt, there are many changes worth making. We hope you agree that a more age-friendly approach to higher education is one such change we need in our world.
Next AGHE - AFU Webinars
GSA Webinars www.geron.org/webinar

One Vision, Many Paths: Making an Age-Friendly University (AFU) Work for You
Carrie Andreoletti and Andrea June (Central Connecticut State University)
Wednesday, February 6, 2019  1:00 pm (EST)

A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help
Nina M. Silverstein (University of Massachusetts-Boston)
and Marilyn R. Gugliucci (University of New England)
Friday, March 1, 2019  1:00 pm (EST)

To hear more about the AFU initiative and meet colleagues working on their AFU campus efforts, we invite you and your colleagues to join us for these upcoming webinars.
Thank you! It’s been a pleasure being able to share information about AFU with you. We look forward to speaking and connecting with you further.
AGHE AFU Webinar Series on AFU
Question & Answer

- We will not be using the “raise hand” feature today
- Please use the “questions” feature accessible on the right side of your screen
- If we do not get to all of the questions, we will email responses after the webinar

GSA Webinars [www.geron.org/webinar](http://www.geron.org/webinar)

Now, moving along to our Question & Answer session—we offer this reminder that you can type and send questions using the “questions” feature in the dashboard accessible on the right side of your screen. We will not be using the “raise hand” feature today, so if you have a question, please be sure to use the questions panel. We will do our best to address as many questions as possible, time permitting, during this part of the webinar.

Please know, we will email responses to questions we did not have time to get to after the webinar.

We are recording the session and we will send you an access link by email once the recording is available. You will also be able to download a copy of the presentation slides from today. Go to [www.geron.org/webinar](http://www.geron.org/webinar) for more details.
Webinar Evaluation

- In an effort for continual improvement, we would like to hear your thoughts.
- Please provide feedback by clicking the survey link at the end of the webinar.

Thank you, and we hope you enjoyed the program!

And lastly, a webinar survey will automatically launch after the webinar. In an effort for continual improvement, we would like to hear your thoughts. Please provide feedback by clicking the survey link at the end of the webinar.