Good afternoon 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 (or AGHE for short) for the Founders 3.0 Project.

This webinar is being recorded and will be posted on the GSA website. A notice to all attendees will be distributed 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.

I am Carrie Andreoletti, a professor of psychological science and the coordinator of gerontology at Central Connecticut State University. I am joined by my colleague, Andrea June, also at Central Connecticut State University. Andrea is an associate professor of psychological science and the co-chair of our interdisciplinary
gerontology minor.
AFU Webinar Series Team

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

**One Vision, Many Paths: Making an Age-Friendly University Work for You**
- Carrie Andreoletti (Professor of Psychological Science, Coordinator of Gerontology, Central Connecticut State University, Connecticut, USA)
- Andrea June (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 (Professor of Gerontology, University of Massachusetts, Boston, MA-USA)
- Marilyn Gugliucci (Professor, Director of Geriatrics Education and Research, University of New England, Maine, USA)

**SLIDE 2  AFU Webinar Series Team and Webinar Objectives**

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.

Joann Montepare and Kim Farah presented the first webinar **“Becoming an Age-Friendly University Partner,”** in which they described why higher education needs to be more age-friendly, the vision of the AFU initiative, and how your institution can join the AFU network. The webinar is available on the GSA website if you missed it and wish to view it.

Today, Andrea June and I will present the second webinar **“One Vision, Many Paths: Making an Age-Friendly University Work for You,”** in which we will discuss how different institutions are approaching their Age-Friendly University 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

One Vision, Many Paths: Making an AFU Work for You

- One Vision: AFU as a Framework
  - Review of AFU vision and principles
- Many Paths
  - Assessing strengths to determine your path
  - Connecting strengths to the AFU principles
- Making AFU Work for You: AFU at Different Institutions
  - Our path
  - Other paths

SLIDE 3  Overview

In today’s webinar, I will begin by providing a brief overview of the AFU initiative and principles, which offer a vision of the Age-Friendly University. Next, I will encourage you to think about the strengths of your institution. Using our institution, Central Connecticut State University (CCSU), as an example, I will discuss how you might leverage your strengths to address some of the AFU principles and think about your path to becoming age-friendly. I will then turn the webinar over to Andrea, who will tell you about our AFU journey as well as provide a brief overview of the journeys of several of our AFU partners. Our hope is that this webinar will help you find the right path to begin your own AFU journey.
One Vision
AFU as a Framework for Change

“Working together to promote an inclusive approach to healthy and active ageing, through our research agendas and focus on innovation to address specific issues affecting older adults, our curriculum development and the enhancement of learning opportunities for people across the generations . . . [to] promote a greater, more connected and productive quality of life for older adults.”


SLIDE 4  One Vision: AFU as a Framework for Change

As discussed in the first webinar, the Age-Friendly University initiative reflects the work of an international, interdisciplinary team convened in 2012 by Professor Brian MacCraith, President of Dublin City University (DCU). Christine O’Kelly is the DCU Age-Friendly University Global Coordinator. Please see the AGHE AFU Webinar 1 handout for more information.

As you can see in the AFU mission statement on the slide, the AFU initiative provides a vision to inspire institutions of higher education to identify the distinctive contributions they can make in responding to the interests and needs of an aging population in order to promote well-being and quality of life.

Since 2012, 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.

In 2016, AGHE endorsed the AFU principles, which align with AGHE’s mission of fostering the commitment of higher education to the field of aging through
education, research, and public service.
As discussed in webinar 1, the AFU framework is built around 6 pillars of activity in higher education. As we will be asking you to think about your personal and institutional strengths later in this webinar, please take a minute to think about which of these pillars best reflects your strengths or passions: teaching and learning, lifelong learning, research and innovation, intergenerational learning, encore careers and enterprise, and civic engagement.
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.

SLIDE 6 The 10 AFU Principles
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.

As discussed in webinar 1, each of these principles reflects 1 of the 6 pillars. Later in our presentation, we will discuss several of the principles in more detail as we talk about how different AFU partners have realized the principles on their campus.
Many Paths

SLIDE 7 Many Paths
Assuming the first webinar has already convinced you of the need for institutions of higher education to become more age-friendly, you may be saying to yourself, “It sounds like a great idea, but where do I begin?” We hope to help you answer this question today!

One of the things that we have found most reassuring throughout our process of becoming an AFU partner is that every institution approaches AFU differently. There is no single path to becoming or embodying what it means to be an AFU. Each institution must draw on its strengths and position within its own community in crafting its approach to creating an age-friendly campus.

As outdoor enthusiasts, and in honor of winter, we visualize this as many possible options down the mountain. We are all headed in the same direction with the same age-friendly vision; but as on the mountain, our skills, equipment, and the climate will influence the specific paths we take.
Assessing Strengths

- What makes your university distinct or unique?
- How can your location and local aging network be an asset?
- How are you already serving adult learners or older adults?
- What are the priorities of your administration?
- Who are the gatekeepers and change agents on your campus?
- What individual strengths do you bring?
- What are you most passionate about?

SLIDE 8 Assessing Strengths
We believe that the best place to begin is to think about strengths from different perspectives. For example, what are your institutional strengths, your community strengths, and your individual strengths? What are you already doing well? Here is a list of specific questions to consider:

What makes your university distinct or unique? How do you market yourself? What attracts students to your university? What are the areas of excellence on your campus?

How can your location and local aging network be an asset? Is your campus located in an urban or a rural setting? What opportunities for connection and age integration do you have where you are? Who in your aging network would have the interest and ability to innovate with you?

How are you already serving adult learners or older adults? Are faculty already doing intergenerational programming? Does your continuing education office recruit adults of all ages or have targeted outreach specific to older adults?

What are the priorities of your administration? In this climate of shrinking budgets, where are resources being directed? How can you integrate age-diversity as a
collaborative or integral aspect of that priority?

**Who are the gatekeepers and change agents on your campus?** Whose endorsement will you need to move initiatives forward? Which faculty, staff, and administrators already see the value of age-integration efforts and are ready to contribute without needing to be “convinced”?

**What individual strengths do you bring?** Are you a details person or a big picture person, and how can you leverage that in partnership with others? Do you have talent for inspiring others to your passions? Have you cultivated relationships across disciplines over your many years on campus?

**What are you most passionate about?** Do you get excited about the collaborative research opportunities you can create? Are you most interested in developing age-diverse classroom opportunities?

It is important to remember 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. In thinking about your strengths, you can also think about how older adults might be included in what you are already doing well on your campus.

When we began the process of joining the AFU Global Network, we asked ourselves these same questions. In fact, we continue to come back to these questions as we travel down our AFU path and plan for the future. In the next slide, I’ll discuss what we believe to be our key strengths.
Our Strengths

- Central Connecticut State University (CCSU) is a regional public university with a strong emphasis on teaching
- Carnegie Community Engagement Institution and Campus of Compassion
- Long-standing gerontology program with strong ties to aging network
- Passion for intergenerational service-learning
- Small but dedicated interdisciplinary gerontology committee
- AGHE membership and support
- Continuing Education with new Lifelong Learning Program
- Administrative turnover providing new opportunities

SLIDE 9 Our Strengths

CCSU is a regional public university with a strong emphasis on teaching. Classes are generally small and are taught by faculty. We are a suburban campus, centrally located only a few miles away from our capital city of Hartford. The majority of our students are from Connecticut, and tend to stay in the state after graduation, which means they have strong ties to our local community.

Another strength in our favor—before becoming an AFU partner—was that CCSU was already designated a Carnegie Community Engagement Institution and a Campus of Compassion. The missions and visions of these designations dovetailed nicely with the Age-Friendly University initiative.

In addition, we have a long-standing undergraduate gerontology minor and a new graduate certificate in gerontology. Andrea and I have a passion for intergenerational service-learning and have strengthened our ties to the local aging network over the past several years as we have worked to grow our programs and develop internship and research opportunities for our students. We are also passionate about decreasing ageism and increasing aging literacy among our students and colleagues. Andrea and I work well together, balancing our individual strengths, and as a team, we try to attend as many events on and off campus as we can to further our aging-related initiatives and strengthen our community ties. We also have a small but dedicated interdisciplinary gerontology committee that meets 3 or 4 times per semester and is supportive of our efforts.
Another strength was our active involvement in AGHE. Getting to know our AGHE colleagues through attending and presenting at AGHE conferences and serving on AGHE committees created opportunities and put us in touch with resources that helped us strengthen our programs and age-friendly efforts at home. It was after attending my first AGHE conference that I was encouraged to attempt my first intergenerational program and was also motivated to develop a general education gerontology course. In fact, it was at an AGHE conference where we first heard about the Age-Friendly University initiative and were inspired to take action! To learn more about what AGHE can do for you, be sure to tune into webinar 3!

Other strengths at CCSU were our enthusiastic colleagues in Continuing Education who connected us with our local AARP director of community outreach and invited us to collaborate and co-sponsor several age-friendly programs open to the public. In addition, they recently created a lifelong learning program called Scholars for Life, which is thriving. They have fully embraced the AFU initiative and are eager partners moving forward.

Finally, we have experienced administrative turnover at all levels in the past few years. This turned out to be a strength for us because the new administration was eager to meet with faculty to learn the “lay of the land” as they developed their priorities. This allowed us to get “in the door” early and match our vision of an Age-Friendly University with their goals.

This last point might seem a bit challenging or intimidating. You may be thinking, “How do I match the vision of an Age-Friendly University to a priority of increased enrollment or increasing an endowment for scholarships?” We found that our administrators were very receptive to hearing new ideas to help them achieve their goals. Related to this, we encourage you to review the first webinar, as Joann and Kim presented many good arguments for how universities could benefit from being more age inclusive, which might be useful for talking with your administrators.

Next, I’ll talk about connecting our strengths to the AFU principles.
Connecting Strengths to AFU Principles

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

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

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

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SLIDE 10 Connecting Strengths to the AFU Principles

As we considered building upon our strengths in the service of becoming an Age-Friendly University, we studied the 10 AFU principles and thought about which of them best reflected what we were already doing well at CCSU. While we see opportunity on our campus to address many of the 10 principles, for today’s webinar, we will focus on the three that are most salient to our strengths and passions: Principles 4, 7, and 10.

As individuals who are passionate about intergenerational learning and who are located at a university with a strong teaching emphasis, Principles 4 and 7 match well with our strengths and interests. We have been running a successful intergenerational program in our classes for the last several years. Our research on the benefits of the program has shown decreases in ageist attitudes for younger adults and increases in feelings of generativity and well-being for older adults. If you are interested in learning more about our program, please see the Webinar 2 handout for the links to two related papers published in *Gerontology & Geriatrics Education*. Regarding Principle 7, bringing together younger and older adults on an equal playing field seems to have a much stronger influence on students’ understanding of the longevity dividend than anything we can tell them in the classroom. We have seen firsthand the wonderful things that can happen in an intergenerational classroom and we are eager to develop more opportunities on our campus for intergenerational learning and collaboration. We believe that our messaging about the benefits of intergenerational learning will gain traction among our faculty colleagues whose focus is on improving the classroom experience.

We were also drawn to Principle 7 given our long-standing interdisciplinary minor where we focus on the opportunities of aging and an aging society, as opposed to the problems. More faculty are “buying in” to the value of an aging society and we feel it is a place to continue to grow our reach. Rather than building more gerontology courses, we hope to encourage our colleagues to infuse more aging content into existing courses.
across a broader range of disciplines. Our goal is to normalize the topic of aging as valuable to any course of study. By developing the graduate certificate in gerontology, we also hope to increase appreciation of the longevity dividend to a wider range of students and professionals in our state. Given that Connecticut has the seventh oldest population in the nation, and the majority of our students stay in Connecticut, we see this principle as one of the most important for preparing our students for the 21st century workforce and for getting them to think about the importance of well-being across the lifespan for themselves and others. Finally, Principle 10 is something that we have been focused on in the context of improving and developing our gerontology programs as well as our own understanding of the issues facing older adults in our state. Principle 10 also happens to fit well with our university’s new marketing campaign, “Community is Central.” We have regular dialogue with organizations such as the North Central Area Agency on Aging, AARP Connecticut, Hartford HealthCare Senior Services, local senior centers, residential care communities, and more. Many people in these organizations have become collaborators and friends and have helped us to further expand and strengthen our connection to the local aging network. We have collaborated with several of our partners on programs, projects, and presentations geared toward reducing ageism, increasing aging literacy, and strengthening university-community ties. Please see our paper in the forthcoming Gerontology & Geriatrics Education Special Issue on Age-Friendly Universities for more details. This link is also available on the Webinar 2 handout.

Now, I will turn the webinar over to my colleague Andrea, who will provide more detail about our path to joining the AFU network, including the specific steps we took, where we are now, and where we are going. She will also provide a brief overview of the paths of several other AFU partners to give you a better sense of the diverse paths of each institution.
Thank you, Carrie.

Drawing upon our strengths, we shared the AFU initiative with our small interdisciplinary gerontology committee members, who unanimously supported our desire to join the network and endorse the AFU principles. Next, we sought endorsement from our administration and faculty senate. Toward this end, emails were sent to the president, provost, deans, and faculty senate president describing the network, the AFU principles, and our interest in joining.

We highlighted our long-standing interdisciplinary gerontology minor and a new graduate certificate in gerontology, and how administrative predecessors had been supportive of efforts to grow the program by providing budgetary and other resources, including a new faculty line to support the new certificate. We emphasized that as a Carnegie Community Engagement Institution, CCSU already had a strong commitment to community engagement and that joining the AFU network simply provided a broader and more inclusive framework for thinking about how to better engage with our surrounding community—again, a natural progression to something our university is already doing well. Finally, we appealed to the fiscal argument by grounding the decision to join the AFU movement in the changing demographics of our state and the opportunities to increase enrollment, forge new partnerships, and attract new donors. With the support of the university president and other administrators, Carrie met with the faculty senate. Again, several principles were discussed in light of programs and practices already in place at the university and after a short Q&A, the faculty senate also unanimously approved endorsement.

As it was mentioned in the first webinar, success has been found, in our case, and in the institutions that we will highlight in a few minutes, in “Starting at the top, working from the bottom.” While it was a relatively easy process for us to get administrative and faculty support, we engaged in many years of coalition building both within and outside the university that laid the groundwork. Our paper in the forthcoming *Gerontology & Geriatrics Education* Special Issue on Age-Friendly Universities discusses our process of coalition building, if
you are interested in learning more.

Our current AFU efforts at CCSU are focused on assessment and on increasing awareness and support. With the backing of the dean and provost, we invited the campus community to an early discussion/planning meeting in November. At a busy time in the semester, approximately 30 faculty and staff across disciplines and offices attended, which we thought was pretty positive, and several others emailed us with interest in being involved even if they could not make the meeting time. This initial meeting allowed us to “take the temperature” and gather information about what questions people still have, what they are passionate about in terms of AFU principles, and who might be willing to make long-term commitments required to facilitate a culture change on campus. Carrie and I were granted reassigned time this upcoming semester and plan to do a “walking tour” across campus to really infuse the AFU vision and do a more comprehensive assessment of CCSU’s strengths and weaknesses to aid in strategic planning.

We believe that a sustainable AFU committee/advisory board is needed at CCSU to ensure that AFU efforts are broader than the gerontology program and become integrated into the campus culture. Based on the information gathered over the next several months, we hope that an interdisciplinary and interoffice committee can identify a vision and mission with measurable and achievable 5-year goals that further the AFU principles.

In the next set of slides, we highlight other AFU institutions that are addressing principles that are consistent with their strengths and building AFU momentum on campus from those. We hope this will emphasize that different institutions are addressing different principles in different ways. There is no one path to creating an Age-Friendly University.
Other Paths: Florida State University

- Sample Strengths
  - Tallahassee was in the midst of trying to become an age-friendly community and a dementia-friendly community
  - Osher Lifelong Learning Institute (OLLI) through the Pepper Institute on Aging and Public Policy
  - Institute for Successful Longevity has developed a large research participant registry (~2,700 volunteers age 60+)
  - Building AFU around Principle 1: To encourage the participation of older adults in all the core activities of the university, including educational and research programs.
  - InnoVenture Weekend

Courtesy of Neil Charness, Ph.D.

SLIDE 12 Other Paths: Florida State University
We will start with Florida State University (FSU). We thank each of the individuals listed on the slides for sharing this information with all of us—in this case, Dr. Neil Charness. And for those of you attending today’s webinar who are considering joining the movement, I’ll emphasize that this sharing of ideas and process is common among the network. We truly aim to be a partnership.

Now, although not exhaustive, on this slide you can see several of the strengths of FSU in crafting its approach to creating an age-friendly campus. An Osher Lifelong Learning Institute (OLLI), a strong research institute, and an aging-aware community strongly support Principle 1, upon which new programs and ideas for age-inclusive education can be fostered. One such new program that Neil shared at the GSA Annual Scientific Meeting this past November was the InnoVenture Weekend. This was a joint effort of the Institute for Successful Longevity, the College of Engineering, and the School of Entrepreneurship at FSU. Aging was set as the theme to bring the different programs together for the product design and business pitch event. Product statements were written by older adult volunteers, who then served as mentors to student design teams.
Other Paths: Washington University in St. Louis

- Sample Strengths
  - Long-standing academic interests in productive engagement in later life, social engagement, and encore careers
  - Chancellor has always supported gerontology (started the University’s Center for Aging)
  - Popular and supported interdisciplinary co-taught course called “When I’m 64,” which challenges students to think about long life and implications for them, personally and professionally
  - Building AFU around Principle 2: To promote personal and career development in the second half of life and to support those who wish to pursue second careers.
  - Washington University for Life

Courtesy of Nancy Morrow-Howell, Ph.D. and Brian Carpenter, Ph.D.

SLIDE 13 Other Paths: Washington University in St. Louis

Drs. Nancy Morrow-Howell and Brian Carpenter were kind enough to share some information about the strengths Washington University in St. Louis brought to becoming an AFU institution and how they will be moving forward.

They are calling their approach Washington University for Life, which they feel is a natural evolution from some of the work they were already doing on campus around productive aging and engaging “older students” in the MSW program, as well as a popular and supported intergenerational cross-discipline/co-taught class exploring what it means to live a longer life. Again, we are highlighting just a few strengths here. Building around Principle 2, Washington University for Life will be focused on several “Next Move” efforts to extend their age-friendly reach in other areas: encore careers for students, retirement planning for faculty and staff, and programming to plan for ongoing meaning and purpose in life (for all).
Other Paths: Lasell College

- Sample Strengths
  - Having Lasell Village as part of the campus community, as it allows older adults to have access to core educational and other resources (culture, art, etc.)
  - Intergenerational interaction in/out of the classroom
  - Newton has been doing age-friendly work; Boston has a large age-friendly initiative and the governor just had Massachusetts designated an age-friendly state
  - Building AFU around Principle 1: To encourage the participation of older adults in all the core activities of the university, including educational and research programs.
  - Intergenerational modules in classes (1- to 2-week activities built around course content)

Courtesy of Joann Montepare, Ph.D. and Kimberly Farah, Ph.D.

SLIDE 14 Other Paths: Lasell College

At Lasell College, having Lasell Village (a retirement community) as part of the campus community normalizes having an age-diverse community and helps to chip away at age segregation. Older adults have access to core educational and other resources—culture, art, etc. As part of the residential agreement, the residents are required to participate in a certain number of campus activities. This strength helps support several AFU principles. One of the innovative ways Lasell has utilized this asset is to offer small grants for faculty to do 1- to 2-week intergenerational modules within their courses. This invites faculty to “get their feet wet” and has been a very successful way to infuse opportunities for intergenerational exchange in courses across the curriculum. One such example of intergenerational infusion is Kim Farah’s CSI Lasell—forensics class. When presenting some of this work at an honored event at Lasell, that audience of faculty and administrators were in awe and could really see the possibilities of an AFU approach!
Other Paths: University of Rhode Island

- Sample Strengths
  - Well-respected program in gerontology with visibility on campus
  - Large and flourishing Osher Lifelong Learning Institute (OLLI)
  - Well-developed faculty interest in research on issues related to aging and older adults

- Building AFU around Principle 4: To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.
  - Cyber Seniors, in which URI students work as volunteers to tutor older adults on the use of technology (e.g., smartphones, iPads, laptops)

Courtesy of Phillip Clark, Sc.D.

SLIDE 15 Other Paths: University of Rhode Island

Dr. Phillip Clark at the University of Rhode Island (URI) highlighted their visible gerontology program, a successful and collaborative OLLI, and an established aging research focus as strengths upon which to build their approach to being an Age-Friendly University. URI has several intergenerational programs involving traditional students and OLLI members, which lines up well with Principle 4. One intergenerational program that is really taking off is called Cyber Seniors, in which URI students work as volunteers to tutor older adults on the use of technology, such as smartphones, iPads, and laptops.
Other Paths: University of Akron

- Sample Strengths
  - Gerontology education through the Institute for Life-Span Development and Gerontology
  - Association of the University of Akron Retirees (AUAR) was founded in 1999 and holds programs monthly; courses provided by retired and semi-retired academic faculty for retired and pre-retired adult learners

- Building AFU around Principle 8: To enhance access for older adults to the university’s range of health and wellness programs and its arts and cultural activities.
  - Started Ohio Senior Olympics and currently coordinating it with the Department of Sport Science

Courtesy of Jennifer Stanley, Ph.D.

SLIDE 16 Other Paths: University of Akron
At the University of Akron (UA), Dr. Jennifer Stanley and her colleagues drew upon their strength of offering aging courses since the 1970s. Almost 400 students have received the certificate in gerontology and UA has a strong doctoral program in adult development and aging. UA provides an Osher Foundation scholarship for adult students and has a standing committee devoted to exploring ways to enhance options for returning to school. UA also has programs specifically designed for retirees by retirees, which is unique. Building upon Principle 8, the Institute for Life-Span Development and Gerontology at the University of Akron started the Ohio Senior Olympics. This year, they are coordinating the tri-county Senior Olympics with the Department of Sport Science (to be held in April/May 2019).
Again, we thank all our colleagues for sharing this information with us to help demonstrate how each university will approach AFU differently. If you are interested in hearing more about any of the programs or approaches that were discussed here, we encourage you to reach out directly to those individuals cited.

In closing, we hope this webinar has helped you to see how your institution can be an AFU. There is no set path or way to achieve the principles—it is grounded in your strengths as individuals, institutions, and communities. There are so many possibilities!
Next GSA/AGHE - AFU Webinar

A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help

- Nina M. Silverstein (University of Massachusetts Boston) and
- Marilyn Gugliucci (University of New England)

Friday, March 1, 2019
1:00 pm (EST)

SLIDE 18 To hear more about AFU initiatives, we invite you and your colleagues to join us in the upcoming webinar, “A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help,” which is on March 1st at 1:00 pm Eastern Standard Time.
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.
GSA/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

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Thank you, and we hope you enjoyed the program!