



Create a Vibrant, Inclusive, and Sustainable Learning and Work Environment That Benefits Age-Diverse Students, Faculty, and Staff on Your Campus

Turn the demographic enrollment cliff into an economic lift by transforming your campus into an age-inclusive institution of higher education.

The Age Inclusivity Domains of Higher Education (AIDHE) offer an evidence-based foundation for age-inclusive campuses.¹⁻³

AIDHE practices that impact students, faculty, and staff:

- 1 Teaching and Learning** Support the development of an aging-related curriculum and inclusive teaching and learning strategies that meet the needs of age-diverse populations. Lead to enhanced learning outcomes, incorporate life perspectives and experiences, and facilitate peer learning and mentorship opportunities.
- 2 Services and Resources** Provide health, caregiving, and technology support services for age-diverse students, faculty, and staff. Contribute to overall success and well-being of all individuals.
- 3 Student Affairs** Support career services, admissions, recruitment, and advising. Enhance social connectedness that stimulates diverse social networks and communities, reducing social isolation and promoting overall well-being.
- 4 Physical Environment** Ensure physical accessibility across campus buildings, classrooms, and spaces meets needs of all ages and all abilities. Offer equal access regardless of physical differences.
- 5 Research** Facilitate aging-related research by faculty and students with attention to age diversity, intergenerational dynamics, and interdisciplinary collaboration. Incorporate age-inclusive perspectives into research agendas and scholarly activities across disciplines. Expand knowledge to inform applications and interventions.
- 6 Personnel** Uphold age-inclusivity commitment with hiring and promotion practices, professional development opportunities, and retirement planning services. Create a bias-free workplace that values age diversity.
- 7 Outreach and Engagement** Engage with age-diverse adults, including campus retired community, to encourage lifelong learning, intergenerational exchange, and continued personal and professional development. Provide new educational opportunities for individuals as they age.

References

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3. Whitbourne, S.K., Bowen, L.M., Silverstein, N.M., Montepare, J.M., & Stokes, J.E. (2024). Promoting age inclusivity in higher education: Campus practices and perceptions by students, faculty, and staff. *Research in Higher Education*. doi:10.1007/s11162-024-09785-8

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