



**GERONTOLOGICAL
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Evidence-Based Strategies for Creating Age-Inclusive Campuses

September 27, 2024, 1:00 PM EST
Webinar

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Webinar Housekeeping

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ACKNOWLEDGMENTS



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- **Making the Case**
The Call for More Age-Inclusive Campuses in Higher Education
- **Overview**
AIDHE Model - Strategy Development Method
- **Creating Age-Inclusive Campuses**
Strategy Recommendations and Considerations
- **Your Questions?**

The Call for More Age-Inclusive Campuses

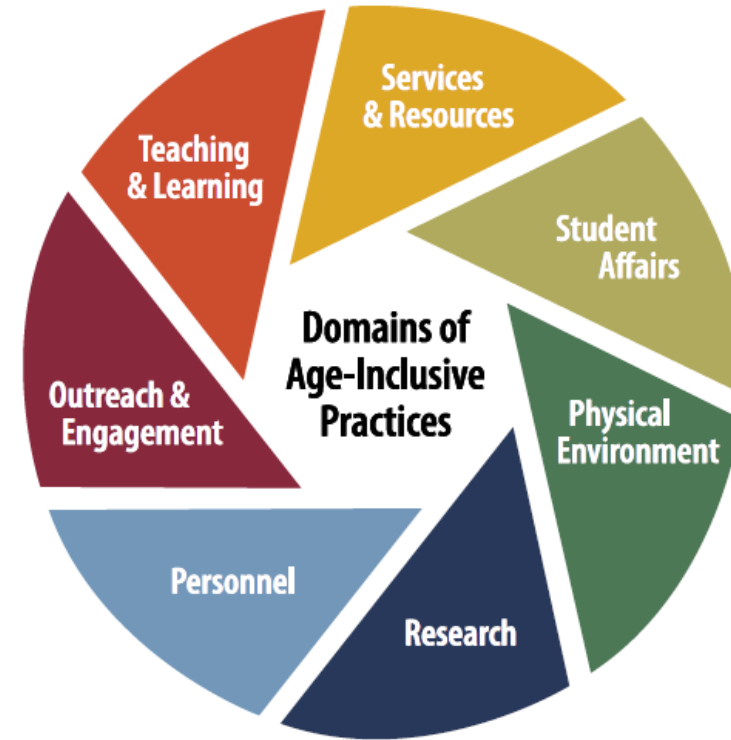
- Our population is older and more age-diverse than ever
- The enrollment *cliff* can be an economic *lift*
- Higher education is a destination *and* an engine
- Faculty and staff are aging in place on our campuses
- Ageism continues to be pervasive
- The age-friendly ecosystem is expanding
- Age inclusivity benefits everyone



The Call for More Age-Inclusive Campuses



AFU_GN offers 10 Principles to promote lifelong learning, intergenerational exchange, aging-focused education and research.

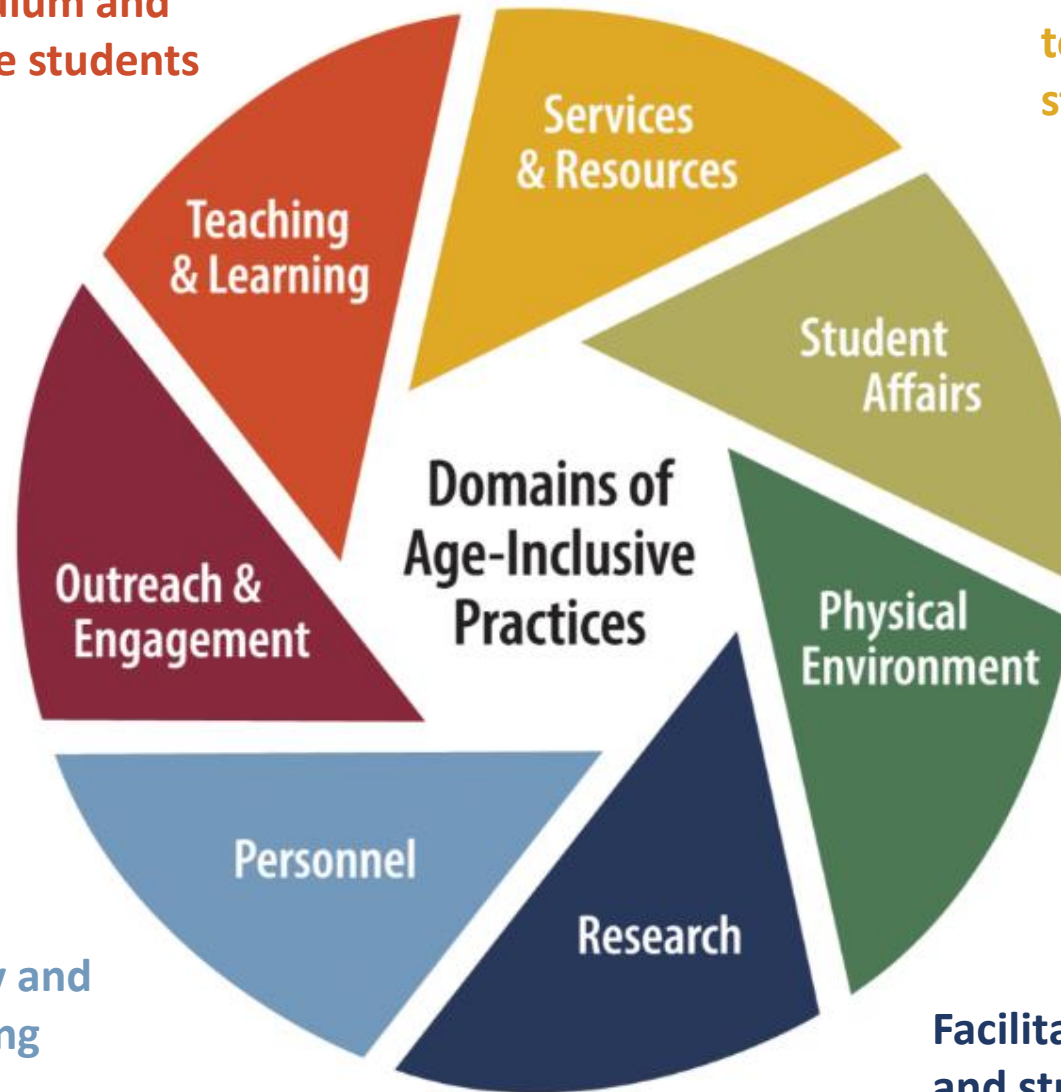


Age Inclusivity Domains of Higher Education (AIDHE) model advocates that campus practices reflect age-diverse students, faculty, and staff across seven core institutional domains.

Supports aging-related curriculum and academic needs of age-diverse students

Engages age-diverse adults from the community, promotes intergenerational interaction, supports the campus retired community

Upholds age inclusivity in hiring and promotions, offers professional development opportunities, informs faculty and staff about retirement planning



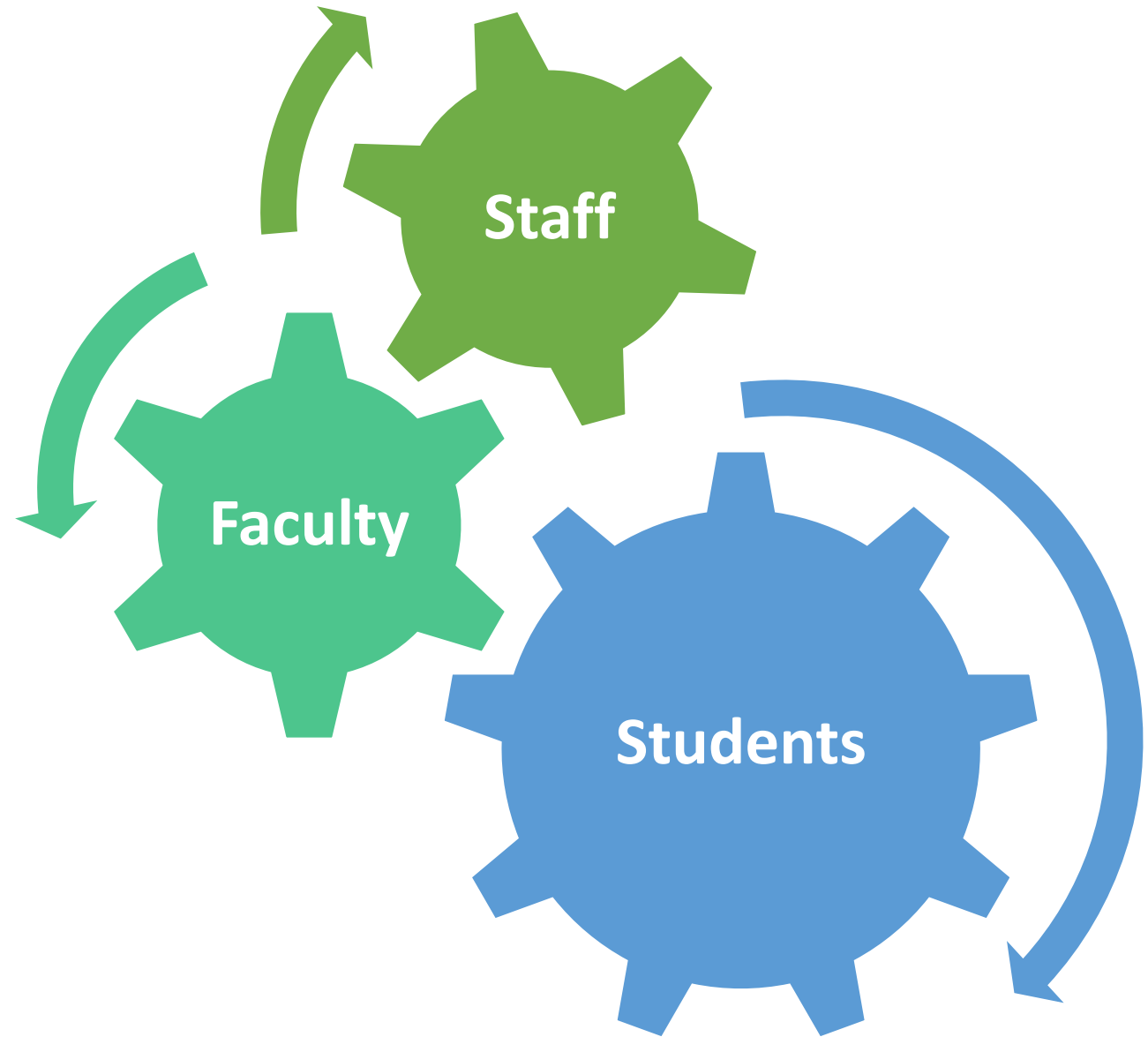
Provides health, caregiving, and technology support for age-diverse students, faculty, and staff

Supports career services, admissions, recruitment, advising, and student organizations

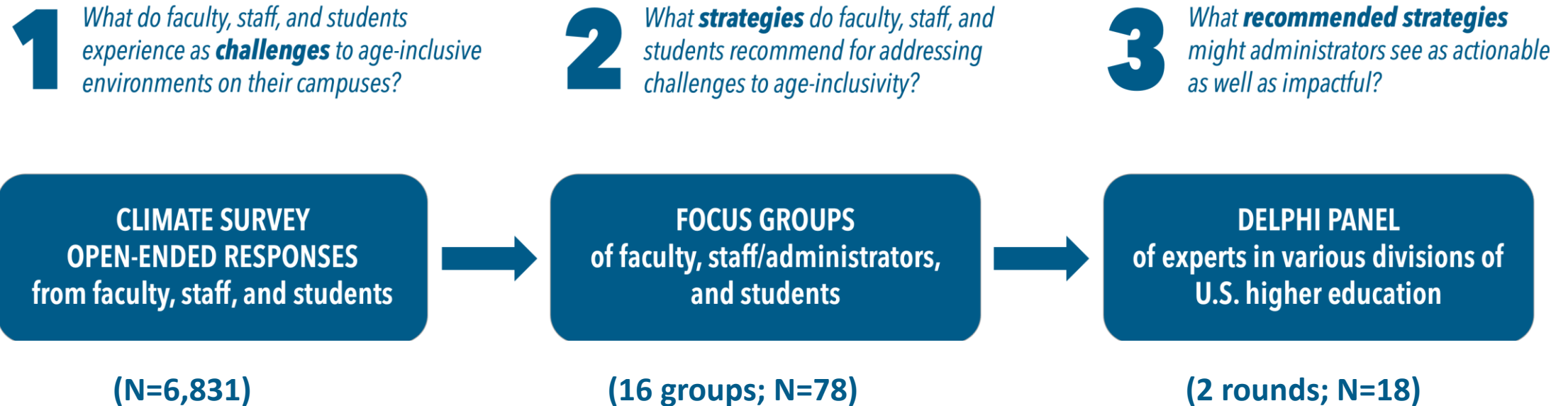
Ensures physical accessibility across campus buildings, classrooms, and spaces for all ages and all abilities

Facilitates aging-related research by faculty and students to expand knowledge to inform applications and interventions

Our Age-Diverse Campuses



Strategy Development Method



Bowen, L. M., Silverstein, N., Whitbourne, S.K., Montepare, J. M., Lin, Y., & Xu, S. (2024). Evidence-based strategies for creating age-inclusive campuses. *Journal of Diversity in Higher Education*.

The Delphi Panel



CHALLENGES viewed as HIGH PRIORITIES

Campus Awareness	Members of campus communities are often unaware of age inclusivity issues and resources.
Teaching & Learning	Nontraditional and older students feel excluded, out of place, or disadvantaged in their classroom learning. Students do not have sufficient opportunities to learn about aging. Classes could do more to take advantage of the assets of age diversity.
Student Affairs	Student affairs services need to address the needs of nontraditional and older students, such as balancing caregiving, work, and family obligations. Financial aid often disadvantages students who are not recent high school graduates. Traditional career services support does not often suit the needs of older and second-career job-seekers. Marketing and recruitment efforts often are not targeted to older students.

Campus-Wide Strategies

Basic steps to increase campus awareness and engagement

Raise	Inform	Assess
Increase awareness of age diversity, friendliness, and inclusivity on campus.	Provide information and education on age bias and working in an age-diverse environment.	Survey older students, faculty, and staff to identify their specific resource needs.

Strategy Recommendations Strategy Analysis

HIERARCHY OF STRATEGIES

Strategies are organized into 3 tiers reflecting their level of impact, priority, feasibility, and likelihood of implementation.

	Transformative		Actionable	
	High Impact	High Priority	High Feasibility	High Likelihood
★ Tier 1	✓	✓	✓	✓
☆ Tier 2	✓	✓	✓ OR —	
☆ Tier 3	✓ OR —		✓	✓

TEACHING & LEARNING challenges reflect the experience of age bias by older students and faculty, the lack of learning support for older students, and a disregard for the assets of age diversity in classes.

Teaching & Learning



CURRICULUM ★

Make age-related course content appealing and relevant to students.

FLEXIBILITY ★

Increase flexibility in teaching, classroom management, course policies to accommodate caregiving/work obligations.

ADVISING ★

Tailor academic advising and registration to the needs of returning and older students.

PEDAGOGY ★

Educate faculty members on an asset-based approach (strength-driven) to teaching older students.

ACCESSIBILITY ★

Design accessible classrooms and remote learning environments.

STUDENT AFFAIRS challenges reflect limitations in admissions policies, financial aid, career services, and related student programs geared towards the needs of older students

Student Affairs



SCHEDULING ★

Offer more flexible in-person and online schedules and program structures, more professional certificate options.

RECRUITMENT ★

Incorporate more age-diverse recruitment materials and strategies.

ADMISSIONS ★

Adapt applications to account for experiences of applicants not immediately out of high school.

COUNSELING ★

Provide career counselors with training in working with returning students, those seeking additional credentialing and second careers.

ORIENTATIONS ★

Develop orientations specific to nontraditional and older students, including returning students.

CAREER ★

Support skills that older students need to learn to succeed with LinkedIn and other online professional platforms.

PERSONNEL challenges reflect limitations in professional development and advancement opportunities for older faculty and staff, age biases in employment practices, and a lack of recognition of long-standing employees.

Personnel



BIAS TRAINING ★

Add age bias, including implicit age bias, to the diversity, equity, and inclusion training of search committees.

PROMOTIONS ★

Provide opportunities for experienced internal candidates to apply for higher-level staff positions.

PROFESSIONAL DEVELOPMENT ★

Offer opportunities that help staff increase their knowledge and skills over the course of their careers.

COMPENSATION ★

Compensate professional development participation.

SALARIES ★

Review salaries and promotion criteria for equity.

FAIRNESS ★

Avoid using age or proxies for age in setting screening criteria for furloughs/layoffs.

RETIREMENT ★

Establish a positive culture of late-career engagement and retirement.

RECRUITMENT ★

Create job ads and application processes that are open and accessible to older as well as younger applicants.

MENTORSHIP ★

Provide formal and informal opportunities for inter-generational interaction and mentorship.

RECOGNITION ★

Publicly recognize the ongoing accomplishments of long-standing employees, especially accomplishments not traditionally celebrated.

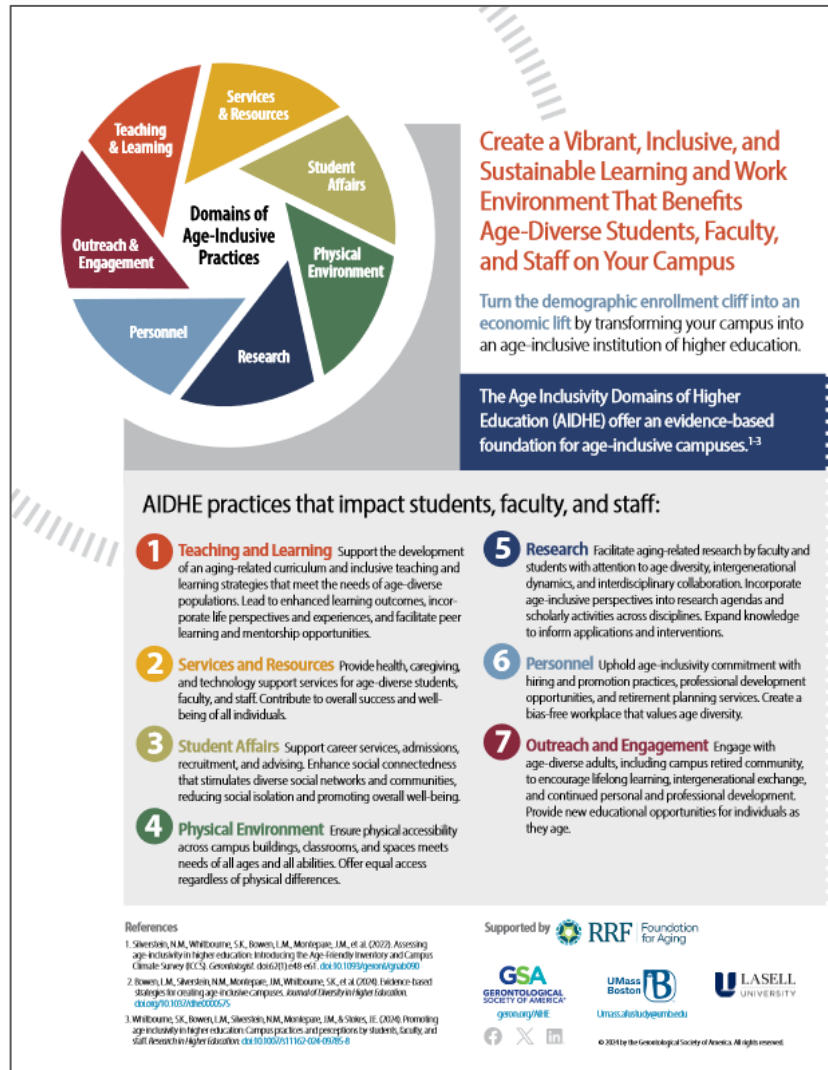
AWARDS ★

Offer longevity awards or incentives in recognition of years of service.

HONORS ★

Honor retirees and recognize their contributions.

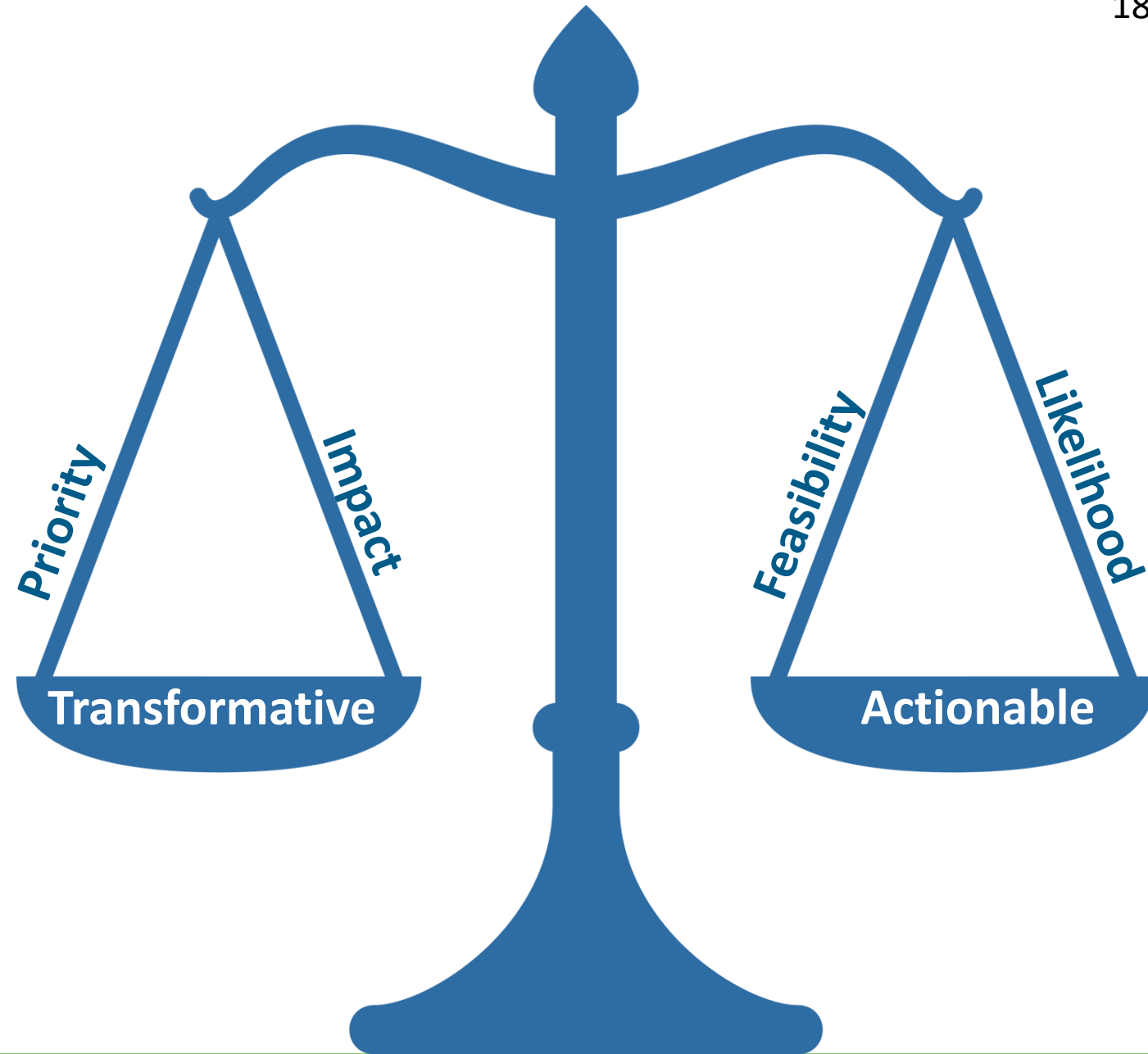
Infographics to Download and Share



A Main Take-Away

Adopting age-inclusive strategies requires balancing the core capacities of the institution with the benefit of implementing potential practices.

*Where will you start
on your campus?*



More Ways to Become Age-Inclusive

EXPLORE

Age Inclusivity in Higher Education

GSA – AGHE Resources

geron.org/aihe



VISIT

Age-Friendly University Global Network

(AFU_GN)

afugn.org



Resources

WEBINAR: How Age-Inclusive is Your Campus? Use the Age-Friendly Inventory and Campus Climate Survey (ICCS) to Find Out <https://www.youtube.com/watch?v=Ss5ghHGw3ps>

- Bowen, L. M., Silverstein, N., Whitbourne, S.K., Montepare, J. M., et al., (2024). **Evidence-based strategies for creating age-inclusive campuses.** *Journal of Diversity in Higher Education*, <https://doi.org/10.1037/dhe0000575>
- Montepare, J.M., Farah, K. S., et al., (2020). **Age-Friendly Universities (AFU) – Possibilities and power in campus connections.** *Gerontology and Geriatrics Education*, <https://doi.org/10.1080/02701960.2020.1726744>
- Silverstein, N., Whitbourne, S.K., Bowen, L.M., Montepare, J. M., et al., (2022). **Assessing age inclusivity in higher education: Introducing the Age-Friendly Inventory and Campus Climate Survey (ICCS).** *The Gerontologist, Special Issue: Age-Friendly Environments*, <https://doi.org/61.10.1093/geront/gnab090>
- Whitbourne, S.K., Silverstein, N., Bowen, L.M., Montepare, J.M., & Stokes, J. (2024), **Promoting age inclusivity in higher education: Campus practices and perceptions by students, faculty, and staff.** *Research in Higher Education*. link.springer.com/article/10.1007/s11162-024-09785-8
- **GSA Insights & Implications, Learners for Life: The Future of Higher Education in the Era of Longevity** (Publication pending)

Your Questions



Webinar Evaluation

- Your feedback is appreciated to support future work on age inclusivity in higher education.
- Please provide your feedback by clicking the survey link provided or using this QR code.



Thank you.

We hope you enjoyed the program!

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