# EQUITY, DIVERSITY, INCLUSION & ACCESSIBILITY

## Findings & Future Directions: UCalgary's Age-Friendly Assessment

## About the Assessment

- Timeline: July 2022 - March 2023
- Purpose: To assess strengths and gaps in UCalgary's age-friendliness
- Methods & Participants:
  - Inventory: Completed by 10 administrators to identify existing age-friendly campus practices and features
  - Survey: Completed by 1,953 faculty, staff, and students to understand their awareness, perceptions, and beliefs about age-friendliness and age-inclusivity on campus

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# Results Related to Equity, Diversity, Inclusion & Accessibility

## AGEISM AND AGE DIVERSITY

The percentage of individuals aged 50 or older at UCalgary:

- Faculty: **54.3%**
- Staff: **32.3%**
- Students: **1.0%**

**More than half** of participants felt ageism directed towards older adults was a serious problem in society, while **less than one-third** felt it was a problem at UCalgary.

**62.2-64.0%** of faculty and staff were concerned about facing age biases at UCalgary as they aged.

Students were more likely to believe that adult students (age 21+) feel welcome on campus (**65.5%**) compared to older students (age 50+) (**36.8%**).

Most faculty, staff, and students (**60.3-74.3%**) believed that having more adult and older students at the university would be beneficial.

Fewer participants (**34.6-46.1%**) felt it would be beneficial to have more older faculty and staff.

Participants observed a **lack of age diversity** on campus and few opportunities for intergenerational connection.

However, **less than half** thought that aging was relevant to their area of expertise, job responsibilities, or academic studies.

## AGE-FRIENDLY UNIVERSITY

Most faculty, staff, and students lacked familiarity with the concept of an Age-Friendly University:

**30.9-37.0%** slightly or moderately familiar
**1.3-7.3%** very or extremely familiar

## PHYSICAL ENVIRONMENT

**Less than half** of faculty, staff, and students were aware of age-friendly features, except for the following:

**Noticeable:**
- Well-lit hallways and stairwells
- Flooring free of cracks and damage
- Handicap parking spaces close to buildings

**Commonly Used:**
- Interactive maps useable on smartphones or tablets
- Indoor and outdoor signs clearly labeling buildings

**16.3–36.5%** of participants perceived the campus to be easy to navigate for individuals with mobility impairments, while **7.9–21.0%** thought it was easy for those with cognitive or sensory impairments.

Participants with disabilities viewed the campus as less accessible (**4.7-27.0%**) for individuals with mobility impairments.

Frequently mentioned physical barriers to accessing campus included heavy or broken doors, malfunctioning door openers and elevators, and long distances between buildings and classrooms.

## ACTION PLAN

*The assessment findings informed an action plan to address identified gaps. The goals shown here are part of that plan and focus specifically on equity, diversity, inclusion, and accessibility.*

### GOAL 1
The campus and broader community have an increased awareness and understanding of an Age-Friendly University.

### GOAL 2
Age (social identity) and ageism (bias) are acknowledged in the institution's equity, diversity, inclusion, and accessibility plans and activities.

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