

ACADEMICS

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 Academics

COURSES

About **one-third** of students felt they had opportunities to learn about topics related to aging and older adults at UCalgary, though fewer than **one-fifth** believed students in their field were aware of aging-related courses.

One-quarter of faculty reported that their academic unit offered courses related to aging and older adults. However:

- **69.7%** were unsure whether these courses addressed the diverse experiences of older adults.
- **19.7%** knew of service-learning courses involving community work with older people.

While **39.9%** of faculty thought there was potential for more collaboration on aging-related courses and **52.8%** knew who to contact to integrate aging content into their teaching, only:

- **3.9%** reported opportunities to receive support in preparing these courses.
- **6.2%** reported opportunities to receive support for incorporating service-learning.



INTERGENERATIONAL LEARNING

53.3% of students said they had opportunities to interact with older community members through activities outside of class.

Less than two-fifths of students reported seeking advice or support from adult students (age 21+) and older students (age 50+) in their classes.

Few faculty (**30.3%**) and students (**23.1%**) saw opportunities for older faculty and students to serve as mentors or tutors, with older students least likely to agree (**10.7%**).

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



Participants emphasized the need for **facilitated intergenerational activities** to foster a more age-inclusive campus community and society.



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 academics.

GOAL 3

Students have greater opportunities to learn about topics related to aging and older adults.

GOAL 4

Students experience more positive interactions with older persons through their education.

GOAL 7

Aging education and research are informed by the needs and interests of seniors-serving organizations and older adults.

TEACHING AND LEARNING PRACTICES

Students were more likely to believe that adult students (age 21+) feel welcome in the classroom (**65.4%**) compared to older students (age 50+) (**37.5%**).



Although resources exist to help faculty deliver courses to older students in accessible formats, only **12.4%** of faculty were aware of them.

CENTRE ON AGING

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