factors to be aware of and aim to tackle when preparing to implement a new TCI in any long-term care setting.

Session 2345 (Symposium)

A TOOLKIT FOR ADVANCING AGE INCLUSIVITY IN HIGHER EDUCATION

Chair: Joann Montepare
Co-Chair: Kimberly Farah

The pioneering Age-Friendly University (AFU) initiative, endorsed by GSA's Academy for Gerontology in Higher Education (AGHE), calls for institutions of higher education to respond to shifting demographics and the needs of our aging populations through more age-friendly programs, practices, and partnerships. Over 70 institutions have joined the AFU global network and adopted the 10 AFU guiding principles. In support of the initiative, a GSA-AGHE-AFU workgroup was organized to develop strategies to help GSA members and their campuses explore how they can be more age-inclusive and create pathways to joining the AFU network. One outcome of the workgroup's efforts was the creation "Tools for Advancing Age Inclusivity in Higher Education", designed with support from AARP. In this symposium, workgroup members describe this suite of tools which can be used by faculty, students, administrators, and other campus leaders. Montepare will introduce the symposium with an overview of the AFU network and the workgroup's goals. Morrow-Howell and Schumacher will discuss tools for "Making the Case" with examples from efforts on their campuses. Porter and Bergman will describe tools for "Getting Started" and how campuses can begin to mobilize age-friendly efforts. Andreoletti and June will share tools for "Gaining Momentum" with tips for creating age-friendly campus connections and collaborations. Silverstein and Gugliucci will describe tools for "Assessing and Tracking Success" that can be used at any stage of the process for exploring a campus's age-friendliness. Information about joining the AFU network will be provided.

LEARN, ENGAGE, AND ACT TO ADVANCE AGE INCLUSIVITY IN HIGHER EDUCATION

Joann Montepare, *Lasell University, Newton, Massachusetts, United States*

Shifting age demographics are reshaping our social structures with far-reaching implications for higher education. Aging populations mean more older adults are looking to higher education to meet their professional needs and personal interests, and the longevity economy is calling for a trained workforce to provide services to support the health and functioning of individuals as they age. As well, there is a need to improve students' aging literacy, along with developing synergistic age-friendly campus-community partnerships to address aging issues. How can institutions explore, create, develop, and sustain more age-friendly programs, practices, and partnerships? This presentation will introduce the toolkit specially designed by the GSA-AGHE Workgroup for use by faculty, students, administrators, and other campus leaders, and will provide an overview of the Age-Friendly University (AFU) initiative and its 10 guiding principles for creating more age-inclusive campuses.

MAKING THE CASE FOR ADVANCING AGE INCLUSIVITY

Nancy Morrow-Howell,[1] and John Schumacher,[2]
1. Washington University in St. Louis, Saint Louis, Missouri, United States, 2. University of Maryland, Batlimore County, Baltimore, Maryland, United States

How do you present the most effective case for promoting age-inclusivity to your campus leadership? Educational institutions differ in their missions and resources; and these factors affect their readiness to becoming more age-inclusive. This presentation suggests that the best approaches are tailored to intentionally and robustly advance your institution's values, mission, and strategic plan as demonstrated through your proposed age-inclusivity initiative. We review the persuasive arguments for increasing the focus on age-inclusivity in higher education, including securing increasing external research and development funding, supporting employees and alums exploration of encore careers, attracting more students in light of demographic shifts, contributions to overall campus diversity, etc. Identifying the most compelling arguments for particular institutions, consistent with their missions, is connected to the various resources in the AFU toolkit. Finally, we show examples from a range of institutions who successfully made their cases for embracing age inclusivity and have not looked back.

GAINING MOMENTUM AROUND ADVANCING AGE INCLUSIVITY

Carrie Andreoletti,[1] and Andrea June,[2] *1. Central Connecticut State University, New Britain, Connecticut, United States, 2. Central Connecticut State University, Central Connecticut State University, Connecticut, United States*

Have you already experienced some success with age friendly initiatives at your institution but are wondering how you might broaden your reach? Fostering connections across disciplines and units on your campus as well as with organizations in your community is the key to gaining momentum and advancing age inclusivity. This presentation will discuss strategies for connecting and engaging faculty, staff, students, and community members in age friendly programs and practices. We will share examples and tips for supporting others to be more age inclusive in their teaching, research, and community engagement. We will share ideas from the AFU toolkit for creating learning groups, collaborative community events, and intergenerational exchange as well as our own experience which has demonstrated that many smaller efforts over time can go a long way toward building momentum and creating a more age inclusive campus.

WHERE TO START THE JOURNEY TO ADVANCE AGE INCLUSIVITY AT YOUR INSTITUTION

Michelle Porter,[1] and Elizabeth Bergman,[2] *1. University of Manitoba, Centre on Aging, Winnipeg, Manitoba, Canada, 2. Ithaca College Gerontology Institute, Ithaca, New York, United States*

Each institution's journey to becoming more age inclusive will to depend on its unique characteristics, and be dependent on its strengths and existing gaps. A good place to start is to explore how to build connections and leverage existing initiatives, such as research programs, community connections and importantly the institution's strategic plan.