Age Friendly University Report 2022
The University of British Columbia Okanagan

Prepared by the Aging In Place Research Cluster

In partnership with PAIR and endorsed by the Okanagan Leadership Committee
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Executive Summary

In June 2022, the University of British Columbia Okanagan became the 8th Canadian university, and third in Western Canada to join the Age Friendly University global network. The Age Friendly University (AFU) network is comprised of institutions of higher education around the globe who formalized their commitment to improving the age-friendliness of their policies, programs, and spaces. Joining this network positions UBC Okanagan as not only a leader in research on aging but also as an institution committed to being inclusive to all. The AFU principles can be applied beyond the realm of “age” and speak to the overall importance of diversity, accessibility, and inclusivity in higher learning, ultimately improving the campus experience for all.

The AFU network asks members to evaluate their institutions on the 10 AFU principles (see “Introduction & Background”). The Aging In Place research cluster at UBC Okanagan carried out a preliminary assessment of how the university is meeting these principles. The information gained was subsequently used to develop surveys targeted for and released to current campus staff, faculty and students as well as retirees and the local community to understand perceptions of age-friendliness at UBC Okanagan. This information has been compiled into the following comprehensive report detailing the existing strengths and areas needing improvement at UBC Okanagan. Our findings illustrate that students and faculty value and want older adults to participate on campus, that our campus is relatively physically accessible and that efforts are needed to increase older adult participation on campus and improve retiree engagement.

This report reviews the findings from this assessment in detail, and positions opportunities to become more age friendly that align within UBC Okanagan’s Aspire themes:

1. Research Excellence
2. Transformative Learning
3. Community Engagement
Introduction & Background

The University of British Columbia Okanagan as an Age Friendly University

In June 2022 the University of British Columbia Okanagan joined the worldwide Age Friendly University (AFU) network. The AFU network is comprised of institutions of higher education around the globe who have endorsed the 10 AFU principles (see below) and formalized their commitment to improving the age-friendliness of their policies, programs, and spaces. Joining this network positions UBC Okanagan as not only a leader in research on aging but also as an institution committed to being truly inclusive to all.

The 10 Age-Friendly University Principles:

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.
2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.
3. To recognize the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).
4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.
6. To ensure that the university's research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.
7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.
8. To enhance access for older adults to the university's range of health and wellness programs and its arts and cultural activities.
9. To engage actively with the university's own retired community.
10. To ensure regular dialogue with organizations representing the interests of the aging population.
**Why join the AFU Network?**

The Aging In Place Research Cluster at UBC Okanagan (UBCO) aims to support the needs and choice of older adults to age in place through inter-disciplinary research for the development of knowledge to support in-home approaches (eg. supportive technologies, physical activity) for maintaining independence and wellbeing. Interactions with research participants and in community activities led the Aging In Place cluster to ask how we can look beyond our research agenda to make UBCO more inclusive and accessible to older adults. Joining the AFU network provides a guiding framework for distinguishing and evaluating how UBCO can shape age-friendly programs and practices while continuously identifying opportunities for growth. The network also provides opportunities to learn more about existing and new age-friendly efforts worldwide. The AFU principles can be applied beyond the realm of “age” and speak to the overall importance of diversity, accessibility, and inclusivity in higher learning, ultimately improving the campus experience for all.

UBC Okanagan has a strong research program in aging-related topics across disciplines. The Okanagan is the ideal location for a hub of age-related research to be situated. The region is known as a popular retirement destination and 2016 census data revealed that for the first time, the population of adults aged 65 and over had exceeded that of youth under 20 living in the city of Kelowna. Older adults represent the largest group of attendees from outside the university at campus events: Nobel Night, Distinguished Speaker Series, Embrace Aging, and Festival of Ideas. Engagement of older adults is already embedded across research and community outreach. Since campus opened in 2005, older adults have been a corner-stone to logic models and rationale applied towards infrastructure gained through competitive funding and faculty recruitment. UBCO is already well on its way to fulfilling the AFU principles. Joining this global network of institutions committed to a campus inclusive of learners, employees and community members of all ages allows UBCO to formalize and publicize this commitment within the Okanagan community and beyond.
How has UBC Okanagan formalized their commitment to the 10 AFU principles?  
Over the past year, the Aging In Place research cluster has led an effort to evaluate how UBCO is meeting each of the 10 AFU principles. First, Aging In Place staff and trainees conducted a broad, higher level examination of each of the 10 principles on campus. This preliminary assessment included exploring course catalogs and research programs, looking at outreach and events on campus, evaluating degree requirements and continuing education opportunities, and examining campus demographic data.

Once this preliminary assessment was completed, the Aging In Place team, in collaboration with the Planning and Institutional Research Office (PAIR), conducted an online survey that was distributed to UBCO students, faculty & staff, and retirees and to the greater Okanagan community. The AFU survey focused on individual perceptions of how UBCO is currently meeting the 10 AFU principles as well as additional targeted questions of interest.

Finally, the Aging In Place cluster compiled the results of the survey taking note of areas needing improvement or areas with equivocal results or results conflicting the pre-survey assessment. Efforts have been focused on understanding these results and how the university can improve, while also celebrating the many areas in which UBCO is already meeting the 10 AFU Principles. This report reviews the findings from this assessment in detail and pinpoints three areas of focus to continue efforts to become a more age friendly institution:

1. Research Excellence: Continue to elevate and expand age-related research initiatives and collaborative research within and beyond UBC.

2. Transformative Learning: Expand intergenerational experiential learning opportunities for all students and develop in-person educational opportunities, especially non-degree or certificate programs that may be preferred by older learners. Continuous assessment and improvement of campus accessibility.

3. Community Engagement: Increase visibility of UBCO within the community as an age friendly institution by collaborating with key community groups and stakeholders on research and outreach. Improve communication and engagement with retirees.
Findings

Preliminary assessment of the 10 AFU principles:

Existing strengths at UBCO were identified as AFU principles (P) 5, 6, 7, 8, and 10. The principles that focus on research (P6) and education (P7) are UBCO’s major strengths and a driving force in this initiative to join the AFU network. Across campus, and within each Faculty, there is research on adult aging (see appendix: Table 2). Relatedly, the UBCO course catalogue includes age-related courses across multiple faculties and departments (see appendix: Table 3).

UBCO’s campus is a hub for aging-related research and, consequently, outreach (P8) and engagement with organizations representing the interests of the aging population (P10). Community and public events are heavily attended by older adults. Last year the Institute for Healthy Living and Chronic Disease Prevention hosted the 8th Embrace Aging month in March, and despite COVID-19, the 36 events attracted over 1,170 older adults, caregivers and community stakeholders. In 2022, the month-long series of 36 events was held in a hybrid format with both in-person and online events making it a great opportunity to engage with older adults in the local community and far beyond.

Overall, UBC offers a wide range of online educational opportunities (P5) through programs such as UBC Extended Learning and UBC Academic Explorations. Of note, these opportunities are largely accessed through the Vancouver campus, so while online single-session opportunities are accessible, in-person learning opportunities that are relevant and accessible to older adults (P2, P3) are an area needing attention at UBCO. Currently, education opportunities, especially in-person and for those wishing to pursue formal degrees or diplomas, are either not available or not well-utilized by older adults at UBCO (53 Undergraduates (0.5%) and 42 Graduate Students (3.5%) in our student body were adults over 50 years in 2021). Additionally, UBCO does not offer certificate and diploma programs that may be more attractive to second career learners.

Only 11% of UBCO faculty are over the age of 65yrs relative to 18% of faculty at UBC Vancouver. While this may limit student opportunities for intergenerational learning at UBCO (P4), faculty age is just one metric by which to assess the strength of intergenerational learning on campus. There is hope and opportunity outside the formal classroom; intergenerational Science Technology Engineering and Math (STEM) activities (hosted by iSTAND) have received high interest, and the Age-Link UBCO Student Club intergenerational activities in the community have been highly successful.
In addition to assessing the research and learning environment at UBCO, general accessibility on campus was used to address P1, P3 and P8. Physical accessibility is especially important for the inclusion of older adults on campus but is also crucial to the university’s overall Equity, Diversity & Inclusion commitments to students and faculty of all ages. Design guidelines established in 2019 ensure that campus planning integrates specific accessibility guidelines and establishes UBCO’s commitment to improvement of existing structures wherever possible.

This preliminary assessment sheds light on strengths and weaknesses in the age-friendliness of UBCO and revealed additional lines of inquiry. The Age Friendly University campus and community surveys were developed to gain a better picture of how age-friendliness is perceived by those on campus and those in the nearby community.

**Summary of the Age Friendly University Survey results:**

**Survey objective & methods**

In partnership with Okanagan Planning and Institutional Research (OPAIR) and endorsed by the Deputy Vice-Chancellor and Principal Executive Committee (PEC; on Sept. 23, 2021) the Aging In Place research cluster led a campus and community survey to understand perceptions of age friendliness at UBCO and complement the information gathered on programming, curriculum and physical accessibility on campus. Audience-specific surveys (see Appendix) for UBCO Students, Faculty & Staff, Retiree & Emeritus, and for the greater Okanagan Community were distributed (Nov. 2021) through the OPAIR survey office and social media channels for a two-week period. Respondents were asked to rate 11 different statements encompassing how UBCO is currently meeting the 10 AFU principles (see appendix) using a 6-point scale, ranging from strongly agree to strongly disagree with an additional option for “I don’t know”. Surveys also included questions about accessibility, experiences with older learners, and demographics.

**Who took the survey?**

- **Students:** N=342
- **Faculty & Staff:** N=140
- **Community:** N=6
- **Retirees & Emeritus:** N=3

Low response rates from Community and Retiree & Emeritus surveys; we will share relevant examples to complement Student and Faculty & Staff data.

Response rates for students over the age of 30 were high relative to their representation in the student population (Fig. 1), indicating high interest and potential support for the AFU initiative at UBCO.
**AFU principles identified as strengths**

*P is Principle

- **P4:** Promote intergenerational learning
- **P5:** Online educational opportunities
- **P6:** Research agenda and public discourse on aging
- **P7:** Understand that healthy aging benefits society
- **P8:** Health, arts, cultural programming

**Takeaway:** Principles 5, 6, 7, & 8 are strengths at UBCO, and this aligned with the preliminary assessment. Before the survey, P4 was identified as a weakness because of the lack of opportunities for students to learn from faculty aged 65+ at UBCO. However, it was perceived as a strength by survey-takers. Learning from older faculty is not the only form of intergenerational learning and according to surveys, 45% of students and 47% of faculty members have had older adults or second career learners in their classes. Both faculty and students felt that older learners added significant value to their classroom experiences.
AFU principles with equivocal participant responses

**AFU Principle:**
- 
  - **P1:** Encourages older adult participation in core activities at university: research and education
  - **P2:** Promotes career development for older adults, incl. those looking for career change
  - **P3:** Provides educational opportunities for older adults with varying interests and needs

**Fig. 2 - P1:**

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Faculty &amp; Staff</th>
<th>Community+ Retirees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>66%</td>
<td>76%</td>
<td>67%</td>
</tr>
<tr>
<td>Disagree</td>
<td>16%</td>
<td>26%</td>
<td>17%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>18%</td>
<td>18%</td>
<td>16%</td>
</tr>
</tbody>
</table>

**Fig. 3 - P2:**

<table>
<thead>
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<th></th>
<th>Student</th>
<th>Faculty &amp; Staff</th>
<th>Community+ Retirees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>66%</td>
<td>84%</td>
<td>67%</td>
</tr>
<tr>
<td>Disagree</td>
<td>16%</td>
<td>9%</td>
<td>17%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>18%</td>
<td>8%</td>
<td>16%</td>
</tr>
</tbody>
</table>

**Fig. 4 - P3:**

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Faculty &amp; Staff</th>
<th>Community+ Retirees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>66%</td>
<td>84%</td>
<td>67%</td>
</tr>
<tr>
<td>Disagree</td>
<td>16%</td>
<td>4%</td>
<td>17%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>18%</td>
<td>96%</td>
<td>16%</td>
</tr>
</tbody>
</table>

**Note:** Responses collapsed for readability into Agree (strongly agree, agree, somewhat agree), Disagree, and don’t know. Community and Retiree & Emeritus surveys combined.

**Takeaway:** Agreement was wide spread for Principles 1, 2, and 3 across surveys (Fig. 2-4) despite the preliminary assessment that P2 and P3 were areas needing improvement at UBCO. Written survey responses on barriers to participation also indicated that there is room for improvement in these areas. Themes in the written responses were recognizing and addressing **technological barriers** for older learners, and a general **lack of inclusion** on campus for older adults, especially older students. Overall, while diversity in age is **valued** on campus and in the classroom, this is not always translated into campus inclusion.

**AFU principles perceived as weaknesses**

Table 1 – Percentage of “disagree” responses to AFU principles 9 and 10. These principles received the highest percentage of “disagree” responses from Faculty & Staff and Retirees & Emeritus.

<table>
<thead>
<tr>
<th>AFU Principle:</th>
<th>Students (N=337)</th>
<th>Faculty &amp; Staff (N=140)</th>
<th>Community (N=6)</th>
<th>Retiree &amp; Emeritus (N=3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P9:</strong> Actively engages with its retirees</td>
<td>16%</td>
<td>40%</td>
<td>17%</td>
<td>67%</td>
</tr>
<tr>
<td><strong>P10:</strong> Engages with organizations that represent older adult interests</td>
<td>20%</td>
<td>37%</td>
<td>17%</td>
<td>33%</td>
</tr>
</tbody>
</table>

**Takeaway:** Faculty & Staff, Retirees & Emeritus perceive the university to have poor engagement with retirees; principle 9 is an area in need of improvement. We identified principle 10 as an area of strength in our own pre-survey assessment, which may have been biased given our own work in aging research. Overall, students, faculty, and staff perceived low engagement with organizations representing older adults or answered “I don’t know”.
UBCO accessibility to older adults

In all surveys, “Access to information on programming/opportunities”, was perceived as the biggest barrier for older adults’ participation. The “Other” responses recognized technological barriers and general lack of inclusion. This occurred despite 71% of Students and 69% of Faculty & Staff agreeing the UBCO campus is accessible to older adults. Technological and physical accessibility are likely resonating different responses. Interestingly, technological barriers to participation for older adults were much more often identified by participants under 50 years rather than by older adults themselves in the surveys. While it is difficult to make conclusions with the available survey data, issues of technology may be more of a stereotype of older adults on campus than their lived experience.

Survey conclusions

The results from the AFU survey suggest UBCO is already partially or fully meeting at least half of the AFU principles, confirming much of the preliminary assessment and demonstrating that UBCO’s values already align closely with the AFU principles.

There are areas needing improvement or needing greater visibility to reach the full potential of UBCO to be an inclusive and age friendly university campus. The low response rates of the Community and Retiree & Emeritus surveys, and their responses tending to ‘disagreement’ or “I don’t know” suggests key areas for UBCO to enhance reach and engagement for older adults. Low response rates might also indicate communication challenges, and a potential gap to address. Although the survey indicates that Students and Faculty and Staff are in favor of the AFU initiative, “I don’t know” appeared too frequently for an academic institution where one fundamental goal is education and knowledge translation. The major motivation behind joining the AFU network is to build upon UBCO’s existing strengths while pinpointing and addressing areas for improvement in age friendly best practices.
Recommendations

By joining the AFU network UBCO formalizes its commitment to creating more age-friendly programs and practices while continuously identifying opportunities for growth alongside this global network. This report has summarized the first steps that UBCO has taken toward increasing age friendliness in its policies, programs, and spaces. This information-gathering stage has provided insights into existing strengths and areas which can be improved upon in both the short-term and the long-term. The following three areas of focus, which align with UBCO Aspire themes, have been identified as important next steps in making UBCO a more age friendly institution: Research Excellence, Transformative Learning and Community Engagement.

Research Excellence

Research in age-related topics is an existing strength at UBCO (P6). Research across schools and faculties are addressing important topics related to improving the health, wellbeing, and daily lives of our aging population. This institutional strength can be leveraged to expand research collaboration with organizations that work for and with older adults. Research on aging is by nature a collaborative endeavor, often involving interdisciplinary teams to address complex issues. For example, current research on aging-related topics brings together UBC researchers from both the Okanagan and Vancouver campuses as well as partnerships with Interior Health, universities across Canada, and Indigenous Nations. This collaborative approach produces cutting edge research that is relevant for aging Canadians and creates an ideal training environment for students who will lead the next generation of aging-related research in Canada and beyond.

To further build upon these research strengths at UBCO, we will build strategies that facilitate collaborative research that is translatable and informative to the evolution of policies and systems change to support older adults. In addition, we are committed to providing innovative research training opportunities for students and early career researchers. For example, the Aging In Place research cluster (PI: Komisar) was recently awarded a grant from UBCO’s Vice-Principal, Research & Innovation to support the acquisition of a state-of-the-art lightweight, portable testing system for human-based mobility monitoring fieldwork giving trainees the unique opportunity to conduct real-world research toward improving functional independence and safety for older adults in their own homes.

The Aging In Place research cluster (PI: Jakobi, Co-PI: Boger) was also recently awarded the tri-agency New Frontiers in Research Fund Exploration grant to support a collaborative, interdisciplinary project that brings together older adults, researchers and developers to co-design a virtual reality intervention for older adult health and wellbeing. This innovative approach
to co-design makes older adults an integral part of the development team, rather than consultants, and will give trainees from multiple disciplines a unique opportunity to work closely with older adults in the design of technology that is both relevant and safe for them.

The Aging In Place research cluster, with partners, is striving to conduct research that can be applied in the real world and in working directly with older adults, the research questions and approaches are developed and designed in partnership with Canadian older adults for meaningful impact. Existing assistive technologies and new innovations should be designed and safety tested to support the various needs of older adults to age well. UBCO researchers are striving to meet the diverse needs of older adults across BC. The Rural Health Equity, Social Enterprise & Technology Synergies Research Cluster is examining how to improve healthcare access for those in rural communities using technology and grassroots approaches. Researchers across UBCO are actively engaged with industry partners and collaborating with Health Authorities and organizations to strengthen UBCO’s research capabilities and reach. Continued internal and external support for these strong research programs will be increasingly important as our population continues to age.

**Transformative Learning**

UBCO aspires to provide all learners enriching educational experiences. To support an inclusive learning culture for older adults we are committed to, and not limited to expanding and creating intergenerational classroom and extracurricular experiential learning opportunities. Here, there is great potential to address multiple Age Friendly principles. For example, diversifying educational programming to create inclusive age-friendly learning objectives and curriculum (P1, P3, P4) that engages retirees & emeritus professors (P9) in an ethical and welcome format.

While UBC offers a range of online informal education opportunities via the Vancouver campus, in-person options for continued learning at UBCO are limited. Expanding *offline* learning opportunities for the local community, including people of all ages, would help to address the perceived technological barriers to participation on campus, while allowing UBCO to better serve its community as a source of knowledge.

Finally, continued improvement to campus accessibility will make UBCO a more welcoming and inclusive learning space for people of all ages and abilities. These recommendations are described below.

**Community Engagement**

The Age Friendly University surveys demonstrated the existing gap and desire for better community engagement (P10), including UBCO’s own retirees (P9). This perspective was also
reflected in the 2014 UBCO Aspire report. Community Stakeholders expressed “an eagerness to see the University expand beyond its boundaries with virtual and place-based activities, as well as a desire for more welcoming spaces on campus to foster community involvement and partnerships.” As the university works toward these goals, age friendliness must be a priority considering the demographics of the region as a “retirement hub”. In alignment with the goal of supporting the evolution of collaborative networks and consortia, UBCO will explore and develop ways to *elevate* existing programs and expand partnerships that support older adults in our community.

There is also opportunity to unify initiatives aimed at promoting health and well-being in our community with environmental sustainability targets. For example, UBCO is actively partnering with the City of Kelowna to create a more usable transportation corridor to better connect the community with the campus. Applying an age-friendly perspective in this project will ensure that the corridor is accessible and allow those with limited transportation options, including older adults, to participate in campus events and activities.

UBCO retirees feel under engaged and potentially undervalued. Expanding communications efforts with retirees not only acknowledges the dedication and contributions of this group, but also taps into an invaluable resource for the university. Retirees have watched UBCO evolve through the years and are potentially an important connection point with the greater Okanagan community. By strengthening the line of communication between the university and its retirees, UBCO also strengthens its relationship with the community, and especially with other older adults in the community.

Finally, since its foundation, UBCO has emphasized partnership and collaboration with local Indigenous peoples, for example the Syilx Okanagan Nation. Elders have played and continue to play an important role in sharing knowledge and participating in efforts at UBCO toward Truth and Reconciliation. Strengthening these important relationships with Elders of the Okanagan Nation, and other Nations across BC, will allow for continued growth and action towards decolonization and reconciliation, as well as engagement and inclusion in campus life.
Improvements to campus accessibility

Campus accessibility is not only important for older learners and visitors to campus, but also for improving the experience of students, faculty and staff of all ages and abilities. Consultation with the Disability Resource Centre, shed light on additional strengths and areas of improvement for accessibility on campus. The natural environment of the campus, which is located on a hillside, presents challenges for accessibility despite efforts to build accessible routes and buildings on campus. One way to improve knowledge of the existing accessible routes would be to provide wayfinding, both in the form of physical maps strategically placed on campus (e.g. next to the main bus stop outside of the Administration building) and in the form of a PDF map or even a dynamic mobile application. Similarly, signage within buildings could be improved to ensure that accessible routes, including elevators, are easier to locate.

Aside from physical accessibility, UBCO has taken important steps in ensuring accessibility in courses, including sound systems in classrooms and by providing ALLY, a tool that integrates with Canvas so that instructors can assess the accessibility of their course files before upload onto course websites. Unfortunately, these available tools are not well utilized by faculty, indicating greater incentive is needed to ensure accessibility of course materials for students who use screen readers or are hearing impaired.
Acknowledgements

Over the past year the Aging In Place research cluster has worked to better understand the age friendliness of our campus on many levels and from many lenses. In doing so we have received assistance and insight from countless individuals and groups. We would like to acknowledge the hard work of the team at the Planning and Institutional Research Office, especially Brent Harris and Irene McKechnie, who aided heavily in the creation and distribution of the AFU surveys. We would like to thank Kate Crosby, an undergraduate research assistant whose thorough background research helped get this initiative off the ground and contributed significantly to the development of surveys. We are appreciative of the information and ideas on campus accessibility shared by Earlene Roberts, manager of the campus Disability Resource Centre. We would also like to thank the insightful feedback and institutional support provided by Deputy Vice-Chancellor and Principal Executive Committee and the Okanagan Leadership Council during different stages of this initiative. The Aging In Place research cluster is supported by funds from the UBC Okanagan VPRI Eminence program.
## Preliminary assessment of AFU principles

Table 2. Abridged list of faculty across UBC Okanagan conducting age-related research

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Department</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Vicki Komisar</td>
<td>Engineering</td>
<td>Applied Science</td>
</tr>
<tr>
<td>Dr. Abbas Milani</td>
<td>Engineering</td>
<td>Applied Science</td>
</tr>
<tr>
<td>Dr. Jennifer Jakobi</td>
<td>Health and Exercise Science</td>
<td>Health and Social Development</td>
</tr>
<tr>
<td>Dr. Brian Dalton</td>
<td>Health and Exercise Science</td>
<td>Health and Social Development</td>
</tr>
<tr>
<td>Dr. Joan Bottorff</td>
<td>Nursing</td>
<td>Health and Social Development</td>
</tr>
<tr>
<td>Dr. Nelly Oelke</td>
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</tr>
<tr>
<td>Dr. Barb Pesut</td>
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<tr>
<td>Dr. Kathy Rush</td>
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<tr>
<td>Dr. Mary Ann Murphy</td>
<td>Social Work, Sociology</td>
<td>Health and Social Development</td>
</tr>
<tr>
<td>Dr. Jennifer Davis</td>
<td>Management</td>
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</tr>
<tr>
<td>Dr. Charlotte Jones</td>
<td>Medicine</td>
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<tr>
<td>Dr. Brodie Sakakibara</td>
<td>Occupational Science &amp; Occupational Therapy</td>
<td>Medicine</td>
</tr>
<tr>
<td>Dr. Mohammad Khalad Hasan</td>
<td>Computer Science, Mathematics, Physics and Statistics</td>
<td>Science</td>
</tr>
<tr>
<td>Dr. Apurva Narayan</td>
<td>Computer Science, Mathematics, Physics and Statistics</td>
<td>Science</td>
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Table 3. Courses on age-related topics offered in the UBC Okanagan course catalogue (excludes the Southern Medical Program)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Course #</th>
<th>Course Name</th>
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<td>FASS</td>
<td>GER 200</td>
<td>Gerontology</td>
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<td>FHSD</td>
<td>HES 203</td>
<td>Lifespan Physical and Motor Development</td>
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<td>HES 383</td>
<td>Physical Dimensions of Aging</td>
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<td>Sociocultural Aspects of Healthy Aging</td>
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<td>FHSD</td>
<td>HINT 524</td>
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<td>HMKN 331</td>
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<td>Exercise Rehabilitation for Clinical Disorders of Aging</td>
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<td>FHSD</td>
<td>NRSG 426</td>
<td>Advanced Gerontology</td>
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<td>FHSD</td>
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<td>Gerontology Preceptorship</td>
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<td>FASS</td>
<td>PSYO 220</td>
<td>Lifespan Development</td>
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<td>PSYO 323</td>
<td>Adult Development and Aging</td>
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<td>FASS</td>
<td>SOCI 280</td>
<td>Sociology of Aging</td>
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<td>FASS</td>
<td>SOCI 480</td>
<td>Aging, Diversity, and Inequality: Global &amp; Comparative Perspectives</td>
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AFU campus and community surveys

Four different surveys were administered: one for current UBCO students, one for current UBCO faculty/staff, and one for UBCO retirees/emeritus, and an open survey for Okanagan community members.

Survey Preamble:
The purpose of this survey is to understand the perspectives within and outside of the campus community on the age friendliness of UBC Okanagan. This survey is the first step in a comprehensive audit conducted by the Aging In Place Research Cluster aimed at identifying areas of improvement and establishing UBCO as the first university in British Columbia to join the worldwide Age Friendly University (AFU) Network. The results of this survey will be used to identify weaknesses and make recommendations for improvements and may be published as part of a public report. We appreciate you taking the time to contribute to this initiative through your participation in our survey.

By completing the questionnaire, you are consenting to participate in this survey. By responding to this survey you agree to researchers in the UBC Okanagan Aging In Place cluster using the information gathered to inform a report on how to make UBCO a more age friendly institution. YOUR SURVEY RESULTS WILL BE KEPT CONFIDENTIAL. They are collected, and will be protected, in accordance with the terms of the Freedom of Information and Protection of Privacy Act. Results of the survey will be reported in statistically aggregated form only, without identifying individuals. If you have any questions or concerns about this survey, please contact the Okanagan Planning and Institutional Research team.

Questions common for all 4 surveys:
Please rate your level of agreement with the following statements:
For the purposes of this survey, “older adults” are defined as individuals aged 60 and older. “Department” refers to whatever administrative or academic unit to which you belong.

*for community/retiree surveys we would not include the wording “my department” and instead would just ask about the university as a whole.

Scale: Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, Strongly Disagree, Don’t know/Not applicable
1. My department (or the University as a whole) encourages older adults to participate in core activities at the university, such as research and educational Programs.
2. My department (or the University as a whole) promotes career development for older adults, including those looking for career change later in life.
3. My department (or the University as a whole) provides educational opportunities for older adults with varying interests and needs at the University, including those who left school at a young age to those seeking degree qualifications.
4. My department (or the University as a whole) promotes learning across generations to support reciprocal sharing of expertise between and among people of all ages.
5. My department (or the University as a whole) offers older adults educational opportunities through online platforms.
6. My department (or the University as a whole) thinks about research topics and supports research that will address the needs of an aging society.
7. My department (or the University as a whole) participates in public conversations about how universities can support the interests and needs of older people.
8. My department (or the University as a whole) promotes an understanding among students that living longer in good health brings social, economic and health benefits to society.
9. My department (or the University as a whole) provides access to its health and wellness programs, arts and cultural activities to older adults.
10. My department (or the University as a whole) actively engages with its retirees.
11. My department (or the University as a whole) engages with organizations that represent the interests of older adults.

Do you feel that the UBCO campus is accessible* for older adults?
*Accessible is defined as “Ensuring that persons with differing abilities have access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas” (definition adapted from the United Nations Development Coordination Office)

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree,
- Don’t know/Unsure

What do you perceive to be the biggest barrier for older adults in participating in the campus community? (choose best answer)
- Access to information about available programming or opportunities
- Location and/or transportation
- Campus built environment (ramps, railings, elevators, campus navigation)
- Lack of relevant programming
- Other: (short answer box)

Demographic/general questions for all 4 surveys:

Have you resided in the Okanagan at any time in the past 5 years?
- Yes
- No

What is your age?
- 60 and over
- 30-44
- 45-59
- Under 30
• Prefer not to say

Questions specific to current UBCO Student survey:
Have you had older adults or second career learners in your classes at UBCO?
• Yes
• No
• Unsure

Please rate your level of agreement with the following statements:
Scale: Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, Strongly Disagree, Don’t know/Unsure
1. Having second career learners/retirees seeking knowledge in your class would add value/context for you in educational learning
2. Having second career learners/retirees seeking knowledge in your class would add value/context for you in life experiences
3. Having second career learners/retirees seeking knowledge in your class would add value/context for you in cultural value
4. Having second career learners/retirees seeking knowledge in your class would add minimal value for you

Questions specific to current UBCO faculty/staff survey:
Are you:
• UBCO staff
• UBCO faculty

Which UBCO department do you belong to?
Drop-down menu of UBCO departments.

Approximately how close do you feel you are from retirement?
• Under 5 years
• 5-10 years
• 11-15 years
• Over 15 years

Have you taught older adults or second career learners in your classes at UBCO?
[Asked only to those who indicated above that they are faculty members]
• Yes
• No
• Unsure
• N/A - I do not teach

Please rate your level of agreement with the following statements:
Scale: Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, Strongly Disagree, Don’t know/Unsure, N/A - I do not teach
1. Having second career learners/retirees seeking knowledge in the classes you teach would add value/context for you in educational learning
2. Having second career learners/retirees seeking knowledge in the classes you teach would add value/context for you in life experiences
3. Having second career learners/retirees seeking knowledge in the classes you teach would add value/context for you in cultural value
4. Having second career learners/retirees seeking knowledge in the classes you teach would add minimal value for you

**Questions specific to UBCO retiree/emeritus survey:**
How frequently do you engage with the university and campus community since your retirement?
- Often
- Occasionally
- Rarely
- Never

Since your retirement, how have you engaged with the university and campus community?
Check all that apply:
[Asked to those who indicated any choice other than “never” above]
- Formal education opportunities (e.g. enrolling in a degree program, taking a university course)
- Informal education opportunities (e.g. UBC Academic Explorations or One Hour @ UBC)
- I have been a research participant
- I conduct scholarly activity or research
- I use recreational facilities (e.g. the fitness centre)
- I attend off-campus university events in person (e.g. art shows, public speakers)
- I attend on-campus university events in person (e.g. art shows, public speakers)
- I attend university events virtually or remotely. (e.g. public speakers, seminar series)
- Other (please specify):

In what ways *would* you most enjoy engaging with the university and campus community?
Choose all that apply:
- Being a research participant
- Conducting scholarly activity or research
- Formal education opportunities (e.g. enrolling in a degree program, taking a university course)
- Informal education opportunities (e.g. UBC Academic Explorations or One Hour @ UBC)
- Attending university events in person (e.g. art shows, public speakers)
- Attending university events virtually or remotely. (e.g. public speakers, seminar series)
- Use of recreational or cultural facilities (e.g. the fitness centre)
- Other (please specify):
- None of the above

Would you be more likely to participate in university events located in downtown Kelowna or on the UBCO campus?
• Downtown Kelowna  
• UBCO campus  
• No preference

Questions specific to Community survey:  
Because the community survey will be an open link, it will start with this question:  
Are you:  
• Current UBCO student  
• Current UBCO faculty/staff over 50 years of age  
• UBCO retiree/emertitus  
• None of the above

Any respondent who chose one of the first three options was redirected to the appropriate targeted survey. All others continued with the community survey.

How frequently do you engage with the university and campus community?  
• Often  
• Occasionally  
• Rarely  
• Never

How do you engage with the university and campus community?  
Choose all that apply:  
[Asked to those who indicated any choice other than “never” above]  
• Formal education opportunities (e.g. enrolling in a degree program, taking a university course)  
• Informal education opportunities (e.g. UBC Academic Explorations or One Hour @ UBC)  
• I have been a research participant  
• I conduct scholarly activity or research  
• I use recreational facilities (e.g. the fitness centre)  
• I attend off-campus university events in person (e.g. art shows, public speakers)  
• I attend on-campus university events in person (e.g. art shows, public speakers)  
• I attend university events virtually or remotely. (e.g. public speakers, seminar series)  
• I work there  
• Other (please specify):

In what ways would you most enjoy engaging with the university and campus community? Choose all that apply:  
• Being a research participant  
• Conducting scholarly activity or research  
• Formal education opportunities (e.g. enrolling in a degree program, taking a university course)  
• Informal education opportunities (e.g. UBC Academic Explorations or One Hour @ UBC)  
• Attending university events in person (e.g. art shows, public speakers)  
• Attending university events virtually or remotely. (e.g. public speakers, seminar series)  
• Use of recreational or cultural facilities (e.g. the fitness centre)
• Other (please specify):
• None of the above

Would you be more likely to participate in university events located in downtown Kelowna or on the UBCO campus?
• Downtown Kelowna
• UBCO Campus
• No preference