

Forum I: Aging is an Asset for Higher Education

Intergenerational Initiative Policy Report: 2007- 1

I. Executive Summary

According to the National Conference of State Legislatures, “the demand for higher education in the 21st Century will be far different than it was 20 or even 10 years ago. In fact, the world of higher education already is rapidly changing and, in many instances, state policy has not kept pace¹. College presidents, legislators, and corporate executives would agree. A theme from national research is that education must do something about the 3 A’s, affordability, accessibility, and accountability. A solution may be found in our retirees but unfortunately we are gradually losing their wisdom and experience as their connections with education and work end. Illinois retirees represent a population that hasn’t been duly recognized as a resource for education, the workforce, and economic development, and most universities and community colleges don’t have a plan on how to keep older citizens in the mainstream of campus and community life.

When considering a future where 1 out of 4 people will be over 60, the response is often “What will we do with all these old people?” The Aging is an Asset Series poses a better question, “What will we do with all these resources?” Therein lies the blessing for higher education, new relationships with retirees that will help stabilize the academy, foster access and diversity, shore up a declining workforce, stimulate an innovative vision, and model the true mission of the academy; learning, leadership, and the public good.

Consider the integration of retirees into the educational system as enrichers, supporters, and mentors. Think about technology with links between students who are struggling and elders who are homebound but still have much to offer. Picture campuses with retiree housing nestled in currently vacant spaces. Consider a new market for courses — young retirees who want to try a different job but who need additional education. Envision an active infrastructure of retiree involvement organized by universities and community colleges, serving all levels of education. The force behind the Aging is an Asset Series is the view that retirees are a sleeping giant for education as volunteers, lifelong learners, as an economic resource, and in ways we haven’t discovered.

Aging is an Asset is a series of policy papers stemming from group discussions about the impact of aging on all aspects of life. The series is a work in progress with the goal of stimulating dialogue about the needs of education and how we can find opportunities in the aging world.

Rather than ask the question, what will we do with all these old people, the right question is what will we do with all these resources? Therein lies the blessing for higher education, new relationships with retirees that will help stabilize the academy, foster access and diversity, shore up a declining workforce, stimulate an innovative vision, and model the true mission of the academy; learning, leadership, and the public good.

II. Recommendations: Aging is an Asset for Higher Education

The first Aging is an Asset focus group was held in Bloomington on October 11, 2006. The meeting was chaired by Professor Elmer Washington, a member of the Illinois Board of Higher Education. The speakers included Senator Ed Maloney, chair, Senate Higher Education Committee, Charles Johnson, director, Illinois Department on Aging, and Marilyn Hennessy, president, the Retirement Research Foundation. Thirty-six participants were invited representing a cross section of education, aging, retirement, and the media.

The recommendations resulted from considering the needs of higher education and the aging population and how they intersect. The participants found that the opportunities abound. The purpose of this policy paper is to stimulate dialogue on how higher education can grow and prosper in the aging world. We are entering new territory and the best navigational device is information. The following are beginning recommendations. We hope you will add your ideas.

Conduct brainstorming sessions

Higher education is known as the center of innovation and new ideas. When students and older adults put their heads together about the needs of the aging population and those of education, meaningful new solutions will be found.

Information Systems and Connectivity

Universities and community colleges can help social service agencies provide connectivity and information systems for their region to help residents with access to the information they need.

Support a Volunteer Network

Higher education should support a volunteer network in every community that is a partnership between education, business, social services, aging agencies, and retirement communities and that links all generations in doing the work of the community

Involve Retirees before Retirement

Pre-retirement assessments of retiree interests and talents should be part of the retirement process.

Advocate for education

Explore the potential for a retirees group to advocate for education.

Inventory of Retiree Interests

Engage all stakeholders (retirees, schools, community members, business & educational organizations) in identifying what the retired community can contribute to the public good.

“An estimated 40% of four-year college students and 63% of two-year college students end up taking at least one remedial course.”
Governance Divide^{3a}

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and Jane Angelis, Director, Intergenerational Initiative
Office of the Associate Chancellor (Diversity), SIU Carbondale**

**sponsored by
Illinois Board of Higher Education
Illinois Department on Aging
Illinois State Board of Education**

**in cooperation with the
Illinois Senate Higher Education Committee
Illinois Community College Board
Council of Illinois University Presidents
Illinois Community College Presidents Council
State Universities Annuitants Association**

III. The World is Aging

The graying world is an event without precedent in the history of humanity. The UN Department of Economic and Social Affairs predicts that “By 2050 the number of older persons in the world will exceed the number of young for the first time in history.”² The Center for International and Strategic Studies (CISS) calls this global aging, which is the result of two sweeping forces: fewer births and longer lives.

“Not only has the lifespan gone up,” says Richard Jackson, director of the CISS Global Aging Initiative, “but the retirement age has gone down. One of the most crucial responses to the aging challenge is to reintegrate older citizens into the productive mainstream of society. We need to redefine retirement.”³

IV. Reinventing Aging and Retirement

Since the 1960s, the policy agenda around aging has focused almost exclusively on the dependency needs of elders, not on their potential as a community resource according to a Harvard report called *Reinventing Aging*.⁴

Charles Johnson, director of the Illinois Department on Aging, said that the media are beginning to ask questions about the impact of a growing retiree population. The tone of the articles is more “Who will take care of them? and less, “What could they contribute?” Marilyn Hennessy, president, Retirement Research Foundation refers to the image of aging as changing from one of deficit to one of productivity. “The boomers are changing everything.” She said the Purpose Prize, funded by Atlantic Philanthropies is a good example of rewarding retirees who have developed outstanding service projects with the aim of changing the perception of retirement.

Retirees and Degrees: A New Direction for Higher Education

In a November 2005 Chronicle of Higher Education article, Daniel Yankelovich described five trends for the future. The first trend is “Changing life cycles as our nation’s population ages.” He refers to the extra 40 years that people today will live in comparison to those in the 1900s.⁵

Yankelovich writes that higher education has a new market in retirees that he calls mana from heaven. “Retirement — and especially early retirement — no longer means total withdrawal from work but rather an opportunity

In Illinois, the number of people over age 60 is projected to increase by 87% by 2030, 1 in every 5 Illinoisans. Elders belonging to minority groups will increase by 220% and the number of persons over 85 in Illinois is projected to increase by 109%.⁶

to find forms of fulfillment that one's job did not provide. Colleges have a strong economic incentive to be more creative over the next decade in matching the needs of older adults with more-suitable materials and more convenient timetables. If they don't seize the opportunity, they risk losing a significant new source of revenues."

The American Association of Community Colleges has received a \$3.2 million grant from The Atlantic Philanthropies to create or expand programs for 50-plus learners. "Our foundation focuses on bringing lasting improvements to people's lives, so we're proud to support community colleges, which already have a strong track record in responding to the educational needs of Americans over 50," says Laura Robbins, programme executive for Atlantic's U.S. Ageing Programme. "Whether they're embarking on new careers, discovering new talents and interests or finding new ways to support their communities, these individuals are turning to community colleges as the first step."⁸

Harvard management guru Rosabeth Kantor predicts, "Someday soon, going to a university at 50 or 60 could be the norm. Someday, every major university will have graduate schools designed specifically for accomplished professionals who want to make the transition from their primary income-earning careers to their years of flexible service." Most universities and community colleges haven't focused on this potential, it is beyond their traditional mission. But more attention will be received in the coming years as a result of a growing new market for higher education.⁹

"The public postsecondary system overall risks falling behind its counterparts in many other nations around the world—places where there have been massive efforts to link postsecondary education to the specific innovation needs of industries and regions."⁷

National Governor's Conference Compact for Innovation

Last, higher education can provide new opportunities for young retirees in the workforce. "Young retirees may want to do something different," says Doug Whitley executive director, Illinois Chamber of Commerce. In Illinois, the graying population is a critical part of long-term planning for education and the workforce."

V. Older Learners and Higher Education

Predictions in a new American Council on Aging report, *Framing New Terrain: Older Adults and Higher Education*, are that "a majority of adults (age 55 to 79) plan to stay engaged in some form of work, community service, or learning activity." The question to higher education is, "How are colleges and universities adapting their policies and practices to meet these potential post-secondary needs for one-fifth of our nation?"¹⁰

With the dramatic increase in young retirees resulting from the aging boomers, the Illinois Board of Higher Education projects an increase of older students, those ages 50 to 64, by 40% and those 65+, 29% by the year 2030. Those figures may fall short of the actual number. In 1998, a survey of community colleges and universities resulted in an estimate of 60,000 older learners. Today that estimate may be closer to 250,000.¹¹

The old adage, "It isn't over 'til its over," is the basis for the widespread interest of retirees in education as a way of growing, mentally, socially, and physically. Retirees try different courses and discover new interests that enrich their lives. "Research has demonstrated the remarkable and enduring capacity of the aged brain to make new connections, absorb new information, and acquire new skills."¹²

The Joys of Retirement Survey, a random sample of 3,000 State University Retirement System pensioners, examined the activities of retirement. When asked how higher education could enrich their lives, they cited easy, doable activities, such as periodic speakers on topics of interest, how-to workshops, opportunities for travel, wellness programs to foster good health, opportunities to connect with others who have similar interests, and information on pension and financial issues.¹³

Two studies on the Education Needs of Older Adults give a profile of older learners. A 1998 study of 1119 older adults was conducted by 21 community colleges and universities to identify their learning and service habits. The survey asked questions about the preference of courses, why individuals take courses, their volunteer habits, and their attitudes toward education. The three most desired courses by boomers and older generations were health, great books, and gardening.¹⁴ The motivation for taking courses is dependent on needs in life. For those with less economic resources, the need is for survival, whereas those with adequate economic resources "continue learning for personal development and self-understanding."¹⁵

Barriers

The American Council on Education report found that one of the barriers to taking courses was simply "Age, with its accompanying responsibilities, complicates decisions about lifelong learning participation, especially for people in their 50s and 60s, who often carry multiple family and work obligations."¹⁶ The Education Needs Study found that retirees were too busy. A common response was "I am busier now than when I was employed." Nearly 28% responded that being busy was the greatest barrier to taking courses.

"As higher education and other sectors increasingly consider older adults as resources to help address workforce shortages, solve community problems, and mentor the next generation, their demographics must be studied more closely to better understand who they are and the choices they make."
Framing New Terrain: Older Adults in Higher Education

When the survey instrument for the Educational Needs Study was originally constructed, the committee was curious about how comfortable older adults felt about taking courses, particularly on college and university campuses. Most of the respondents didn't see any barriers to taking courses, and of those who did, scheduling was the greatest barrier. Fewer than 4% said taking courses on a campus was a barrier.¹⁷

VI. Lifelong: A Statewide Organization¹⁸

Older learner programs throughout the state are doing an excellent job of connecting retirees with higher education. In Illinois, 38 universities and community colleges are members of Lifelong, a coalition of older learner program directors. Lifelong, a statewide coalition, was founded by the Illinois Community College Board (ICCB) and the Intergenerational Initiative in 1991, in recognition of the growing importance of the older population. In 1995, universities joined the coalition. Lifelong supports new programs for older learners, shares information about successful courses, and conducts research about the educational behaviors of older adults. It is currently sponsored by ICCB, the Illinois Board of Higher Education, and the Intergenerational Initiative, SIUC.

"Trees grow stronger over the years, rivers wider. Likewise, with age, human beings gain immeasurable depth and breadth of experience and wisdom. That is why older persons should be not only respected and revered; they should be utilized as the rich resource to society that they are." World Assembly on Aging, Madrid, Spain, 2002

Members of Lifelong

Black Hawk College, Bradley University, College of DuPage, College of Lake County, Danville Area Community College, DePaul University, Harper College, Harold Washington College, Highland Community College, Illinois Central College, Illinois State University, Kankakee Community College, Kaskaskia College, Kishwaukee College, Lincoln Land Community College, John A. Logan College, McHenry County College, Moraine Valley Community College, National Louis University, Northern Illinois University, Northwestern University, Oakton Community College, Parkland College, Prairie State College, Rend Lake College, Richland Community College, Rock Valley College, Roosevelt University, Carl Sandburg College, Southeastern Illinois College, SIU Carbondale, SIU Edwardsville, Southwestern Illinois College, Spoon River Community College, Triton College, University of Illinois at Urbana-Champaign, Waubonsee Community College, Western Illinois University. **Officers:** Anita Revelle, Illinois State, Margaret Plaskas, Waubonsee, Cheryl Barber, UIUC, John Allen, Lincoln Land, Mike Shore, Highland, Lana Campbell, SIU Carbondale, and Maria Malayter, National Louis. **Sponsors:** Preston Morgan, IL Community College Board and Jane Angelis, Intergenerational Initiative, SIUC.

VII. Retirees Taking on the Needs of Higher Education

As higher education confronts issues of retention and the quality of education, it is clear that we must reach for new and different solutions. Pat Callan, president of the National Center for Public Policy and Higher Education makes an urgent assessment, "If Illinois does nothing more to raise the education level of its residents, and particularly of its largest and least educated minority groups, it can expect to see a marked drop in coming years in the percentages of its work force with degrees of any kind — high school, associate's, bachelor's, or professional — and declines, as a result, in the prosperity of its economy."¹⁹

Can retirees make a difference? Students and faculty say yes. Involving older adults as tutors and mentors is not a tradition and certainly not a priority, but should it be? In a survey of public universities and community colleges, 140 deans, provosts, and faculty cited needs that aren't being met through traditional means. In the survey, *Involving Older Adults in Postsecondary Education, A New Solution for Retention*, they said they could envision roles for older adults on campus. Nearly 99% of academic officers supported the involvement of older adults, particularly in tutoring and mentoring roles.²⁰ They felt that older adults would enrich the lives of students and help with academic preparation. Though academic officers support the involvement of retirees, it hasn't been adopted as a way of addressing the needs of higher education.

One example is the SIU Carbondale Center for Academic Success that piloted an intergenerational program from 1989-1993. Students and retirees met once each week in a basic skills course to discuss topics related to studying, learning, and using time. They were unanimous in their support of the program. The students opened up with the mentors about their problems and concerns, such as housing, roommates, classes, and schedules, and they found solutions. Class attendance changed from 60 percent to 100 percent and completion of assignments improved. Just over 80 percent felt they had gained academically and 90 percent gained an understanding of aging. While these were not conclusive impact measures, they point to the great potential of elder mentor programs for at-risk students.²¹

Students want contact with the older generation. During the fall 2006 Generations Connect meetings, sponsored by 30 university and community college presidents and chancellors, a common comment was, "Let's do this again." "Older people understand the real world."

"Nearly 99% of academic officers supported the involvement of older adults, particularly in tutoring and mentoring roles."

Involving Older Adults in Postsecondary Education: A New Solution for Retention

VIII. Retirees in Service

Older Americans (65 and over) referred to as “Super Volunteers” by some volunteer coordinators are often the most reliable and committed of all volunteers. However, only 22 percent of older adults volunteer, which is less than any other segment of the American population and only 6.2% of those 65+ volunteer in schools or on campus (Bureau of Labor Statistics, 2005).²² The Joys of Retirement Survey, a 2006 study by the Intergenerational Initiative and State Universities Retirement System (SURS) found that 68.3% of retirees would volunteer if asked and 86.1% said they would volunteer if asked to do something that interests them. When asked how they learned about volunteer opportunities, retirees frequently responded, “Someone asked me.” A similar question, “What is the best way to inform you about volunteer opportunities?” The most common response was direct contact.²³

Retirees are contributing on every campus in a variety of programs. Some volunteer for freshman orientation, serve on advisory committees, assist with special events, and are the biggest fans for sports and the theatre. Some retirees leave endowments to higher education and most contribute to the economic stability of the area.

Only a few community colleges and universities have formal volunteer programs. For example, Senior Professionals at Illinois State University recruits retirees to mentor gifted students, provide mock interviews for career preparation, and respond to requests from faculty who want to involve retirees. The Community Volunteers at Chicago State University help with special events. Oakton Community College’s VITA (Volunteers in Teaching Adults) supports tutoring for foreign students. RSVP (Retired and Senior Volunteer Programs) involve retirees on 5 community college campuses: Highland, John Wood, Sandburg, Southeastern, and Triton.

“The reservoir of unused human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting tasks ahead for human kind.”

John W. Gardner

The Joys of Retirement study found the top seven reasons for volunteering, which were identified as important or most important reasons:²⁴

- * I can do something for a cause that is important to me 77.4%
- * I am concerned about those less fortunate 77.3%
- * Volunteering makes life more satisfying 74%
- * I feel a personal responsibility to help others when they need it 73.8%
- * Volunteering keeps people active and connected 72.4%
- * Volunteering is important to my community 68%
- * Volunteering allows me to gain a new perspective 63.7%

IX. Generativity

Erik H. Erikson called generativity the way that older generations give back to those younger. Generativity will “promote positive values in the lives of the next generation.”²⁵ George Vaillant, in his study of adult development calls generativity an underpinning of successful old age that involves taking care of the next generation.²⁶ It means serving the younger generation and sharing lessons learned. For example, Joe Arrigo, a scientist in Palatine, takes his love of science into the classroom and charms students with outlandish comparisons From Peanut Butter to Diamonds. In the Black Metropolis Program at DePaul University. Youngsters examine the changes in the Bronzeville neighborhood and then confirm them through oral history interviews with older Chicagoans.²⁷

Oral history is one of the most valuable teaching tools for academic success and workforce preparation. Oral history gives students a glimpse of the past and hones communication skills. Generativity comes alive when young students hear about survival after the depression, poverty, and loss of job. The result is that they can put their circumstances into a more healthy perspective.

X. Understanding Aging

It makes sense that if 25-30 percent of the population is 60 or older, the workforce should have an understanding of this clientele.

Gerontology and aging studies programs are training grounds for learning about aging and conducting research. Higher education has traditionally served elders and helped students learn more about aging through internships and experiential learning in cooperation with local agencies and retiree organizations. In light of the expanding older population it makes sense to include older people and aging concepts across the curriculum.

Fran Pratt, the famous aging educator said, “You can’t teach biology without plants, and you can’t learn about aging without older adults.” Bringing generations together on and off campus gets at the notion of intergenerational understanding. Another powerful strategy to unite generations and cultures is family history and oral history. Stories about our history bring to light who we are, and for students, “what we can accomplish.” Family history is the vehicle for learning about older generations of all cultures, the changes with time, and lessons we have learned.

It makes sense that if 25-30 percent of the population is 60 or older, the workforce should have an understanding of this clientele.

Further, oral history is a powerful learning tool, particularly for developing communication skills, so needed in the workforce. Oral history interviews help students learn about planning, speaking clearly and distinctly (because their interviewee might be a little hard of hearing), assimilating the stories told, paraphrasing to make sure the meaning is accurate, conducting research, writing, and then reporting through written and spoken communication. In the process, students often share their Ipods and new technology gadgets with older people that help generations come to a better understanding of different ways of communicating.

XI. Summary

Clearly older people want to be invited and welcomed in many different ways. Until we ask them what they would like to do or how they would like to help, we aren't addressing this wonderful resource.

The first Aging is an Asset Forum initiated momentum to consider the importance of the aging population to higher education. It is an effort to involve retirees as a part of every educational institution in Illinois. Higher education is awakening this sleeping giant.

Clearly older people want to be invited and welcomed in many different ways. Until we ask them what they would like to do or how they would like to help, we aren't addressing this wonderful resource. Higher education has much to gain from the involvement of retirees, from an academic perspective, a quality of life view, an economic impact, and in ways we haven't discovered. In a study reported in *Educational Gerontology*, retirees were queried about their loyalty to the institution. "Six out of nine respondents said they had never been asked to make a financial contribution."

One last thought, during a fall 2006 Generations Connect meeting, a retiree extolled the virtues of higher education and the importance of getting a good education. He held his group spellbound with stories and adventures of learning. Retirees are effective spokespeople for marketing higher education to new students and to the public. The older generation, regardless of their education, has a deep respect for learning and its importance to young people. As Senator Ed Maloney, chair of the Senate Higher Education Committee says, "We only need to listen."

XII. Acknowledgements to Participants

Forum One: Aging is an Asset for Higher Education
October 11, 2006: Held at Heartland Community College, Normal, Illinois

Thank you to the Speakers: Elmer Washington, IBHE Member and meeting chair; Ed Maloney, chair, Senate Higher Education Committee and representative Chicago 18th District; Marilyn Hennessy, president, Retirement Research Foundation; and Charles Johnson, director, Illinois Department on Aging.

Great appreciation to facilitators, academic and aging CEOs and officers: Tom Schmidt, president Carl Sandburg College; John Dunn, interim chancellor, SIUC; John Dunn, Interim Chancellor, Southern Illinois University; Jonathan Astroth, Heartland Community College; Bill Naegele, board member, IL Community College Board, Karen Hunter Anderson, Illinois Community College Board; Mary Bates, Dean of Community Education, Waubonsee Community College; and Terry Ludwig, interim vice president, Moraine Valley College, Al Harderson, vice president, Joliet Junior College; and Michael O'Donnell, executive director, East Central IL AAA

Three cheers for participants and their creativity and wisdom: Cheryl Barber, University of Illinois Urbana Champaign; Mary Beastall, University of Illinois; Nancy Burrows, Triton College; Keri Burton, Central Illinois Agency on Aging, Inc.; Meredith Byers, Illinois Education Association; Jana Edge, Illinois State University; Larry Frank, Illinois Education Association; Mabel Hayes, John A. Logan Community College; Tom Heinrich, College of Lake County; Kathleen Holden-Pecknold, UIUC; Judy Jozaitis, Triton College; Rowena R. Klein-Robarts, Joliet Junior College; Thomas Laue, LifeTimes, Chicago; Don Naylor, State Universities Annuitants Association; Russ Marineau, HURRAH, District 203, Naperville; Chad Murphy, Spoon River College; Alberta Newman, Illinois State University; Anita Revelle, Illinois State University; Margaret Plaskas, Waubonsee Community College; Susan Solberg, Prairie State College; Anthony Traxler, SIU Edwardsville; and Jolene Wiegard, Richland Community College
from Jane Angelis, director, Intergenerational Initiative
and editor, Continuance Magazine, SIU Carbondale

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XIV. History of Aging is an Asset

November 1, 2005

The idea for Aging is an Asset was suggested during the first Senate Forum on Intergenerational Leadership. Students and retirees found many ways to work together and recommended that connections between them should increase and could have a positive impact on education.

December 19, 2005

Meeting of -20 education and aging leaders was hosted by the Illinois Board of higher Education in cooperation with the Illinois Community College Board, the Illinois State Board of Education, education leaders, and the Intergenerational Initiative. Those who attended the meeting were: Richard Rook, Regional director (Service Corps of Retired Executives), Randy Dunn (State Superintendent), Karen Hunter Anderson (ICCB), John Erwin (President Illinois Central College) representing the Council of Community College Presidents, Walt Warfield (Illinois Association of School Administrators), Michael Johnson, Executive Director (Illinois Association of School Boards), Matt Wescott, (Illinois Dept. on Aging), Michael Monnohan, Executive Director, (Illinois Association of Community College Trustees), Don Naylor, Executive Director, (State University Annuitants Association), Judy Erwin, Executive Director, (Illinois Board of Higher Education), Chancellor Richard Ringeisen, University of Illinois at Springfield, (representing the University Presidents Council); Jo Anderson, Executive director, (Illinois Education Association); Raymond Mackey, executive director, (Illinois Federation of Teachers); Gail Weinrich, Illinois Director (SCORE); Kathleen Plesko SIUC (representing the Illinois Disabilities Advisory Group), Terry Nunn (Illinois Board of Higher Education), Seymour Bryson Diversifying Higher Education Faculty in Illinois (SIU Carbondale), Gary Alexander (Illinois Board of Higher Education), and Jane Angelis (Intergenerational Initiative, SIUC).

Results of meeting: Reinforced the importance of all levels of education working together and with the aging of the boomers, the necessity of involving retirees, . The Illinois Association of School Administrators agreed to conduct a survey of schools to gather baseline data on how volunteer programs are organized. The Illinois Board of Higher Education and the Illinois State Board of Education funded Aging is an Asset.

Forum I: Aging is an Asset for Higher Education - October 11, 2006

Forum II: Aging is an Asset for P-20 Education - February 26, 2007

Forum III: Aging is an Asset for the Community - June 2007

Forum IV: The Aging is an Asset for the Workforce - November 13, 2007

Coming in 2008

Forum V: Aging is an Asset for Civic Engagement and Civility - February 2008

Forum VI: Aging is an Asset for the Economy - June 2008

XV. The Intergenerational Initiative

The Intergenerational Initiative was founded in 1986 with funding from the Illinois Board of Higher Education. The goal is to foster communication and contact between generations thus enriching the educational experience for all ages. The Intergenerational Initiative is a partnership of 70+ organizations representing, retirees, students, service organizations, business, state agencies, and education at all levels.

Continuance magazine, a quarterly publication founded in 1987, highlights the importance of "Knowledge and understanding passing from generation to generation."

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