

# Promoting Positive Ageing: University Campuses as a Model

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## Abstract:

Population ageing combined with the increasing urbanisation present challenges for Australian cities. In response government policy has shifted towards supporting seniors to remain independent and in good health for as long as possible in the attempt to reduce welfare demand as the number of seniors eligible for aged care is set to increase. Modifying the city to enable this adjustment is critical if the benefits promised by this shift in policy are to be delivered.

This paper presents the interim findings of a study investigating senior persons' engagement with Australian universities. It reveals how, through engaging with a university, seniors are implementing a form of pro-active coping helping them to age positively. Ageing positively being the ability to maintain a low risk of disease and disease-related disability, high level of physical and mental functioning, and importantly, active engagement with life. Using mixed methods including an audit of Australian university websites and multiple case studies, the types of activities attracting seniors to participate with a university are identified. Participant interviews provide insight into seniors' motivations and their patterns of engagement within the campus setting. The findings suggest that recreation and volunteering preferences of older persons may be changing. The qualities of the campus environment are also emerging as an important attraction encouraging senior participation. In contrast to settings more typically associated with older persons, the campus is markedly different and again challenges assumptions about the types of environments seniors prefer.

## Introduction

This paper presents the interim findings of a study into senior persons' engagement with Australian universities. The paper provides a tangible example of how older persons within Australian cities and regional centres are being supported to age positively. Rowe and Kahn (1987, 1998) define positive ageing as the ability of individuals as they grow older, to maintain three characteristics. A low risk of disease and disease-related disability, a high level of physical and mental function, and thirdly, the ability to remain actively engaged in community life. It is this third dimension of the positive ageing equation that is the focus of this research.

Before outlining the approach taken in the study and the findings to date, the paper discusses why supporting older Australians to age positively is critically important to the future planning of our cities. It will then illustrate how and why universities are attracting older persons to participate in their activities and how this engagement activity is supporting seniors to age positively.

### ***The combined impact of population ageing and increasing urbanisation***

Australia's population is ageing. The percentage of older people within the demographic profile is increasing as fertility and mortality rates decline, and life expectancy significantly increases (Gavrilov & Heuveline 2003, pp. 32-7). The pace of population ageing is also about to accelerate in Australia, with the Baby Boomer generation entering the ranks of the senior cohort. Today around thirteen percent of Australia's population is aged sixty-five or older. By 2056 this percentage is predicted to almost double to be close to a quarter of the population. The number of people aged eighty-five or older is also forecast to significantly increase (ABS 2009; Commonwealth of Australia 2010).

This dramatic shift in the demographic profile will have social, economic and political ramifications for Australian society (Banks 1999). There are legitimate reasons for concern about this emerging trend. The number of working to non-working persons is projected to decrease at the same time as demand for age-related services and welfare will rise as the percentage of older persons in the population increases. The significance of this was brought to the attention of Australians by the first of the Intergenerational Reports (2002). Population ageing is now acknowledged as a significant social and economic issue for Australia (Gruen & Spender 2012; Phillipson 1991).

While acknowledging the debate over the magnitude of the fiscal impact of population ageing on Australia's economy; and the nation's ability to pay for it (Badham 1998; Cooper & Hagan 1999; Coory 2004; Healy 2004; Richardson & Roberson 1999), without action to curb demand, the cost to support an increasing number of older persons will continue to rise (Gruen & Spender 2012). This has created the need for cost cutting, either through reducing demand and/or improved efficiency in the delivery of publically funded aged care, if the fiscal and flow-on social impacts of population ageing are to be ameliorated. Healy (2004) highlights how Australia has been successful in this cost cutting through

various measures, though such efforts have tended to redistribute the cost from the public to the private purse rather than actually reducing the demand for health and aged care services (Brownie 2011; Commonwealth of Australia 2002; Productivity Commission 2008, 2011).

Acknowledging this problem, Australian policymakers have looked to strategies supporting positive ageing as a potential solution. This has led to a re-think about how to support older persons as evident in the National Strategy for an Ageing Australia: An Older Australia, Challenging and Opportunities for All or NSAA (Commonwealth of Australia 2002). At its core, this new approach seeks to harness the capacity of older persons to continue to contribute and participate in society (Andrews 2000; Zelenev 2008). It also looks to promote the health and wellbeing of seniors in the attempt to reduce future welfare expenditure. However re-engineering a welfare and health system geared to older persons becoming increasingly frail and dependent, to one now aimed at supporting them to remain healthy and independent is a daunting task.

The NSAA identified that a major challenge to achieving this shift from a welfare approach to one harnessing the potential of an ageing population was “the absence of research into the motivational factors in healthy or positive ageing” (Commonwealth of Australia 2002, pp. 5-6). This conclusion was supported by an earlier review into ageing research in Australia (Kendig et al. 2000). Kendig’s review highlighted the overwhelming focus on the pathology of ageing and care for a minority of the senior cohort who were frail and dependent. It also suggested this bias reinforced the misplaced and persistent view of older age as a time of dependency. What is missing is research into how the vast majority of seniors in Australia continue to live independently and how they can be supported to maintain their health and level of participation within their community.

However, it is not only population ageing that needs to be considered, but also a second trend occurring simultaneously – increasing urbanisation. Around eighty per cent of older persons in developed nations, including Australia, now live in a city or major regional centre (UNFPA 2007). In terms of supporting positive ageing as part of a public health strategy, it must be recognised that people will be growing old in cities and urban settings. But just how effective are our cities and urban neighbourhoods in supporting older persons to age positively? Considerable focus has been given to understanding the detrimental impacts of urban settings on senior’s health and wellbeing. The causes of social isolation, crime and health risks are now well documented (AMNRC 1998; Cunningham & Michael 2004; Rosso, Achincloss & Micheal 2011; Victor et al. 2005; Zimmer & Chappell 1997). Less is known about the potential of urban environment to promote the health and wellbeing of older persons. It is from this perspective or a salutogenic lens (Antonovsky 1979, 1987, 1996), that this study evaluates senior engagement with universities.

### ***Why investigate senior engagement with universities?***

The idea that seniors would choose to engage with a university challenges the community’s perceptions of what older persons are doing in retirement and the social settings older persons’ might prefer (AMNRC 1998; Phillipson 1991; Schaie & Abeles 2008). As discussed later in this paper, this researcher has found that once people learn what seniors are actually doing on campuses, their reaction to this trend changed. While initially bemused or sceptical, the idea of attending classes, volunteering with students or a university museum, for example, had appeal when they considered themselves in retirement. The campus also contrasts dramatically with settings purposefully designed for older persons. Compare, for example, the qualities and pattern of occupation of a university campus with that of a retirement village or nursing home. In fact, because this trend causes people to question their perceptions about older persons, is the very reason why it is so important for the trend to be brought to the community’s attention.

Another reason prompting this study was the author’s observation, while working within the university sector, that campus-based activities were sustaining participant numbers. This seemed significant given volunteer agencies and community organisations across Australia report struggles with declining membership (Baxter-Tombins & Wallace 2006; Bowls Australia 2010; Productivity Commission 2010; Warburton & Cordingley 2004). This suggested the type of activities or perhaps the campus setting was offering something unique in terms of attraction, but also was successful in enticing seniors to participate. Therefore identifying the attraction for older persons of campus-based activities had the potential to highlight how seniors’ preferences in terms of recreation and volunteering are changing.

In terms of existing research into this trend, seniors’ engagement with universities has been the subject of investigation overseas, both in the United States (ACE 2007, 2008; Anderson & Darkenwald 1979; Carle 2006; Perkins & Robertson-Tchabo 2006; Pritchard & Tomb 1981) and Europe (Hart & Mark 2012; Hauer et al. 2008; Phillipson & Ogg 2010). However, there has been very little enquiry into

the phenomena in Australia. Literature focusing on the growth of adult learning as a recreational pursuit in Australia has emerged as evident in Cook (2010) and Swindell (1993, 2012). However the significance of senior engagement with universities in Australia or how it compares to the overseas experience is unknown. The attraction of the campus environment or its role in supporting senior engagement has also been largely ignored in the existing body of literature. It is these gaps this research aims to address.

## **Methodology**

The study addressed four key questions regarding engagement by older persons with Australian universities.

1. What opportunities for community engagement do universities offer and were older persons being encouraged to participate?
2. What types of activities are attracting seniors to participate, and was this reliant on physical proximity to a campus?
3. Why are seniors participating in these types of activities and for what benefit?
4. What part does the campus environment play in encouraging seniors to participate?

For the purposes of the study, seniors are defined as persons aged sixty-five or older. It is also important to clarify which institutions were included. In 2011 the university sector in Australia comprised forty-one institutions under the provisions of the Australian Higher Educational Support Act 2003. These are listed by name as either a public or private educational provider in Table A (Sect 16.15) or Table B (Sect 16.20) of the Act. However, both the Melbourne University of Divinity and the Bachelor Institute of Indigenous Tertiary Education were excluded from this study's scope. While recognised as universities, their specialised curriculum and narrow research focus set them apart from the other thirty-nine mainstream universities investigated.

The research was undertaken in two discrete and consecutive phases. Phase 1 comprised a remote audit of Australian university websites using the technique of web context mining. Web mining emerged as a recognised research method in 1997 during the 9<sup>th</sup> International Conference on Tools with Artificial Intelligence (ICTAI), and despite its short history, has rapidly grown in popularity (Agarwal, Khan & Dhall 2010; Lui 2007; Srivastava, Desikan & Kumar 2005). Web mining applies traditional data mining techniques to extract knowledge from web data. Based on the source of information used, data mining is also categorised into three types: 'Web Content Mining', which was used in this study, 'Web Structure Mining' and 'Web Usage Mining'.

Srivastava et al (2005, p. 277) define Web Content Mining as "the process of extracting useful information from the contents of web documents. Content data corresponds to the collection of facts a web page was designed to convey to the users, and includes text, images, audio, video or structured records such as lists and tables". This study manually applied the method and systematically interrogated a university's website to retrieve pre-determined information about a university, including the opportunities the institution promoted to the general public to become engaged in its activities. All thirty-nine mainstream university websites were audited.

The audit had two aims. First, in the absence of research into this trend in Australia, to provide evidence the trend was occurring, and to determine the extent of involvement of universities across the nation. In this way the significance of the trend within Australia could be uncovered. Second, to identify the types of engagement opportunities being afforded by Australian universities, and the extent to which institutions were targeting seniors to participate in their activities.

Phase 2 of the research, which is ongoing, used case studies to examine how and why older persons were choosing to participate in activities with a local university, including seniors' perceptions of the campus environment. Based on the results of the Phase 1 audit, an individual campus from five Australian universities was purposefully selected for detailed study. Mixed methods were used to discover the nature of senior engagement within each subject campus. These included site surveying and descriptive analysis of the campus setting, quantitative data collection using university records, direct observation, and interviews with a sample of seniors currently participating within each campus.

The cases were selected on the basis of two criteria. First, all five campuses represent information-rich cases. The Phase 1 audit identified that these universities and each campus was supporting a

variety of engagement opportunities attracting seniors to participate. The second criteria was to achieve what Patton (1990) describes as a maximum variation sample reflecting the discernable differences in the physical character of university campuses found within Australia. These differences were linked to the combined influence of six attributes including the university's age and evolutionary history, size, breadth of academic activity, location and the campus model adopted. The five campuses selected for detailed study were:

- St. Lucia Campus of the University of Queensland;
- Acton Campus of the Australian National University;
- Northfields Campus of the University of Wollongong;
- Gold Coast Campus of Griffith University; and
- Smithfield Campus of James Cook University.

### Findings of the Phase 1 Audit

The audit confirmed the existence of the trend for seniors engaging with a local university, and that all thirty-nine university across Australia were participating. Universities were found to be offering similar types of opportunities, and there was evidence of a direct link between the breadth of a university's research focus and opportunities afforded for community engagement. The more comprehensive a university in terms of academic disciplines and research effort, the more engagement activities it offered.

Based on how members of the public were participating with an academic community, the various activities identified by the audit were grouped into nine distinct categories allowing a typology of engagement activities to be generated by the author. This typology is outlined in Table 1.

**Table 1: Typology of Engagement Activities with Universities**

Type	Description of the Engagement Activity
Recreational Education	Pursuing a programme of regular study or learning activities for personal interest and accomplishment rather than for career training or progression (Cook 2010).
Volunteering	Active participation in teaching or research activities with members of the academic community. It also includes working in a service capacity supporting the university's administration or operation of campus facilities. Participation may voluntary or reward basis.
Student Practicum	Passive participation allowing students under expert supervision to learn and practice skills or being an audience for student performance and/or exhibition of their work.
Cultural Programmes	Attending schedules and regular events organised by the university and open to the general public and being of cultural, social or political interest.
Accessing Campus Amenities	Opportunities to access infrastructure or services provided within a campus provided to support staff and students to work and/or live on campus.
Alumni & Emeritus Programmes	Opportunities and privileges extended to alumni or former academic and general staff of the university.
Philanthropy	Activities and rewards linked to bequests to the institution including financial as well as in-kind donations of items of value supporting teaching and/or research effort of the university.
Student Housing	Provision of accommodation to the university students – domestic and international
Community Outreach / Partnering	Projects and affiliations between the university and organisations within the community supporting or delivering services or involving older persons.

The audit found that all universities were recruiting seniors to support specific teaching and research activities. Seniors were also being encouraged to access campus-based infrastructure and amenities. The audit identified that universities were offering programmes and events specifically for, and promoted to, older persons. They were also offering free or discounted admission and membership deals to seniors allowing them to access a range of venues and services. A summary of the audit findings illustrating the extent of participation across the university sector is provided in Table 2.

This support for senior involvement appears to parallel the investment Australian universities are making to build the teaching and research capacity needed to capitalise on the demands generated by population ageing. The audit identified two hundred and eight-two university-based institutes, centres or specific groups within faculties focused on age-related research. The majority were attached to allied health disciplines, followed by the medical sciences, with ten percent being cross faculty and multi-disciplinary in nature. Eighty-two percent of universities also had age-related research being conducted by other discipline areas. Particularly common was age-related research in economics, information technology and law. The built environment disciplines were the least likely to be conducting research into ageing, with only five universities found to be supporting entities within the built environment researching in the area relative to ageing.

Similar patterns were observed in the teaching activities of Australian universities. All universities offered units of study relating to ageing or age-related topics, with seventy percent of universities offering degree courses or specialisations in gerontology, geriatrics or aged care. Eight universities had dedicated schools or departments of gerontology, geriatrics or ageing within a particular school or faculty. Again the dominance of allied health disciplines was evident. This is likely a response to the skills shortage in age care and health and as such, a growth area for employment of future graduates (Access Economics 2010a; Productivity Commission 2008). The significance of this investment is that universities will continue to need seniors to participate in activities in order to support teaching and research relevant to ageing into the future.

Four conclusions were made from the audit's findings. These are discussed below.

### **1) *Mutual benefits***

Engagement opportunities delivered mutual benefits to both the institution and those participating. This conclusion is supported by university advertising of opportunities for the public to participate. Not only did universities promote the benefits gained by individuals if they participated, they also showed how public involvement supported the institution's teaching and research efforts.

In providing the public with access to campus-based facilities and services, universities also demonstrated commitment to their public service obligation as a publically sponsored and funded institution (Clark 1998; Duderstadt 2003; Knox & Corry 1996). As an example, universities typically sought only to recover costs rather than to profit from practicum-based clinics. This often meant that the costs to participate or the service available within campuses were more affordable.

Interviews with seniors during Phase 2 of the research confirmed that university promotion of the mutual benefits of engagement activities, together with displays of altruism in providing services to the public, was influential in encouraging participation. Promotion also made seniors feel that the institution needed and valued their involvement in its activities, legitimising their presence on campus. The importance of being needed and valued as an encouragement for positive ageing is highlighted in the literature (Hoban et al. 2013; Menee et al. 2011; Tureotte & Schellenberg 2007).

### **2) *One site – multiple opportunities***

Campuses offered a wide and diverse range of engagement opportunities. In some instances pre-requests were set restricting the opportunity to participate, such as having a certain level of education, recognised affiliation with the university or sufficient financial resources. Involvement in other activities was open without restriction. It was extremely uncommon for a senior's age to be a barrier to participation. This suggested that campus-based activities were accessible and might appeal to a much larger audience than initially anticipated.

Another advantage of this concentration and range of engagement opportunities was how the campus setting supported seniors to remain engaged. The patterns and length of involvement of seniors interviewed in Phase 2 confirmed this. The case studies demonstrated that once a senior became familiar with a campus, the setting afforded them the opportunity to expand or change the nature of engagement activities over time. This overcame the problem of becoming bored with an activity, and importantly, allowed seniors to find new or more challenging activities as their confidence and capacity to participate increased. Seniors could maintain friendships and networks of social support within the campus even though they might change the nature of their involvement. It did appear that the more familiar and comfortable a senior felt within a campus, the more likely it was that their involvement would expand and diversify.

### **3) Catering to a growing demand**

The Group of Eight (2008, p. 6), in reporting on the demographic impacts of higher education enrolments in Australia, highlighted “the potential for increasing study for interest, including non-ward courses in older years as people approach or pass retirement from full time employment”. The audit revealed that universities were responding to this predicted demand. It was found that all universities offered alternative enrolment pathways encouraging mature-age students, and no university set an upper age limit on enrolment into degree programmes. All universities permitted enrolment in single units of study on a non-award and full fee basis, although this type of enrolment in language courses was typically restricted. In the case of languages, there was sufficient demand within the community to warrant universities offering separate programmes or short courses. These are operated on a commercial basis and are open to the general public with more relaxed enrolment procedures.

Seventeen universities offered auditing of undergraduate classes. Auditing is an American concept. The name derived from the word’s Latin origin - ‘*auditus*’ meaning ‘hearing’ (Oxford English Dictionary 2013). These types of programmes allow members of the general public to participate in an individual unit of study without the need to sit examinations or formally enrol. While most audit programmes identified in Australia were fee based, seven universities had established a memorandum of understanding with a local U3A (University of the Third Age) organisation and allowed their members to audit classes for free in exchange for volunteering for research and their participation in other types of activities with the university.

Overseas experience offers insight into the potential of auditing programmes to cater to seniors’ demand for recreational education. A good example is the auditing programme offered by Princeton University in the United States. Operating since 1999, the program allows members of the community aged sixty-five and older to audit over two hundred selected classes each semester for a fixed cost of US Dollars 125 per course. There is no restriction on the number of courses seniors can enrol in, however due to the programmes popularity, the percentage of audit students is now capped at ten percent of the total undergraduate enrolment within a course. It was reported that on average between six and seven hundred seniors enrol to audit each semester, with the University now giving preference to Princeton Alumni and town residents (Foxhall 2011; Office of Community and Regional Affairs 2010). The American Council on Education (2008, p. 27) identified that around sixty-percent of all accredited degree granting educational institutions across the United States offered tuition waivers for older persons allowing them to audit classes either at minimum cost or for free.

The Phase 1 audit also found universities were capitalising on increasing interest by seniors in health and exercise programmes, and particularly those catering specifically to older participants. In addition to offering the community access to university-based sporting and fitness facilities, fifteen universities ran seniors-only exercise programmes. Ten percent of all practicum-based services also catered specifically to the needs of older persons.

### **4) Political motivation**

Both the investment being made by universities in building capacity to capitalise on the needs of an ageing population, and the institution’s encouragement of seniors to become involved in their activities, are likely to be politically motivated. Australia’s universities are primarily funded by Government (Access Economics 2010b) and therefore the institution competes for funding with other demands on the public purse. Taylor et al (1999) suggest that while population ageing does not justify a reduction in funding support for tertiary education given current demand projections for student enrolments, it may generate pressures for funding to be redirected away from education into other areas. While Australian universities have always been in this position, what is changing is that older persons will increasingly influence public policy through sheer weight of numbers. At the most recent Federal election, seniors aged sixty-five and older comprised twenty-one percent of registered voters, not to mention the additional number of voters approaching retirement age (Australian Electoral Commission 2013). There is a danger that an older electorate could see greater and more direct benefit in bolstering social security and health budgets over tertiary education. The challenge for universities is maintaining relevance to older persons and for them to appreciate the contribution the institution makes to their society. In this way making engagement opportunities accessible to seniors and encouraging them to participate in their activities is a value way of achieving this goal.

## **Preliminary findings from the Case Studies**

Phase 2 of the study is ongoing and will be the subject of a future paper. However, for the purposes of this discussion, two important findings from this second phase will be briefly discussed. First, the

cases are revealing that seniors are displaying pro-active coping behaviour in choosing to participate in activities with a university, assisting them to age positively. The second is the attraction of the campus environment.

A sample of seniors participating regularly in campus-based activities was identified for each of the five campuses selected as the case studies. Seniors were interviewed about their involvement with the subject university. In addition to their engagements on campus, involvement in activities occurring elsewhere was also identified. The interviews revealed the following about seniors' patterns of engagement.

The seniors interviewed ranged in age from 65 to 86 years. In the samples interviewed for each of the subject campuses, it was more common for women in the younger age bands (65 to 74) to be participating in campus-based activities, but reversed with progressive age, with men dominating the gender split in the older age bands (75+). Seniors across all cases were found to be routinely engaging in a mix of recreational education and volunteering activities as well as cultural programmes, although not all of this activity took place within a campus. Their involvement on campus complemented activities within the community setting, and depended on the types of opportunities afforded by a subject university. For example, a senior might be volunteering and attending public lectures on campus but taking classes with a local U3A group. Interviews revealed that seniors placed greater importance on the quality of the engagement and the benefits delivered over convenience or where an activity took place. As a result seniors were prepared to engage in several locations, including some who were participating in activities on several campuses operated by different universities. The one exception was where these seniors liked to exercise. The vast majority of these seniors engaged in regular exercise, and displayed a preference for this activity to occur close to home. Seniors involvement in the other types of engagement afforded by universities was less frequent and often demand driven. Seniors use of practicum-based services at a public clinic within a campus, as an example, occurred when they needed treatment or expert advice.

### ***Pro-active coping***

Seniors displayed pro-active coping behaviour in choosing to participate in activities with a university. Pro-active coping is a contemporary view of the coping mechanism proposed by Lazarus (1966, 1991). It suggests that coping responses are not only reactionary when a change in personal circumstances occurs, but also happens in anticipation of events or demand arising in the future (Aspinwall & Taylor 1997; Schwarzer 2000; Schwarzer & Taubert 2002). In this way pro-active coping provides a tangible link to other concepts in psychology including the idea of self-efficacy (Bandura 1977), personal control (Cohen et al. 1986) and hardiness (Kobasa 1979). The seniors interviewed anticipated changes likely to affect them as they grew older, for example concerns of progressive loss of physical or cognitive function, and were choosing to participate in engagement activities as a way of gaining an advantage, delaying the on-set or to ameliorate the impact of these changes.

It's wonderful for the memory, and that is exactly why I like it and I love it so much here.... It's making me use the grey matter now. (F19-UOW: 80-84)

I have diabetes, but am able to manage it through diet and exercise... so that's the whole point. Me having to go across the campus to a lecture is physically, and well, mentally so good for me. It's also why my blood sugar is below seven. (M26-ANU:75-79)

### ***Attraction of the campus setting***

The interviews with seniors also suggested that their decisions to participate with a university were influenced by the qualities of the campus environment. In addition to the physical attraction typically linked to the campus' landscape qualities (greenery and spaciousness) and to a lesser extent the built form, it was the fact that the campus was vibrant (visually and mentally stimulating) and the heterogeneity of the occupants that was most appealing to the seniors interviewed. The opportunity for intergenerational contact and purposeful interaction with younger people was a particular characteristic attributed to activities afforded by universities.

It's being involved with young people, and I find that very beneficial. When you retire you tend to get surrounded by people who are the same age, so the conversation is about the same things – the issues of retirement or illness. So it is nice to meet people starting off with life. (M27-ANU:65-69)

It is the different environment. It's dealing with younger people and also the opportunity to keep you brain active. There is no doubt that you're going to go downhill fast if you don't. It's dealing with the cross generation things. (M11-UQ: 80-84)

## **Conclusion**

This paper presents the interim findings of a study investigating senior persons engagement with Australian universities. The audit of university websites provides evidence of this trend. It confirmed that all universities across Australia were participating by affording engagement opportunities to the general public and were recruiting older persons to support their teaching and research activities.

University campuses afforded a range of engagement opportunities for seniors Universities promoted the mutual benefits participating in activities afforded both participants and the institution. This made seniors feel wanted and legitimised their presence within the campus. The concentration of activities within campuses also encouraged seniors to remain engaged. Once they became familiar and comfortable with the physical setting, they could expand and diversify their involvement while maintaining friendships and social support networks within the campus. Universities were also capitalising on seniors' interest in recreational education and preventative health programmes.

Phase 2 of the research sheds light on how and why older persons are engaging with universities. Seniors display pro-active coping by participating in university based activities. Their decisions to engage allow them to delay the on-set and ameliorate the impact of changes anticipated in later life. The qualities of the campus setting also emerge as an important influence encouraging seniors to participate. The opportunity to engage in a purposeful way with young people, together with the perceived vibrancy of the campus setting - attributed to the heterogeneity of its occupants - were identified by seniors as major attractions.

**TABLE 2 - SUMMARY OF AUDIT RESULTS**

Types of Engagement Opportunities identified.	% Universities (No. Institutions)
<b>RECREATIONAL EDUCATION</b>	
<ul style="list-style-type: none"> <li>Mature-aged enrolment in degree courses – full fee</li> </ul>	100% (39)
<ul style="list-style-type: none"> <li>Non-award, single subject enrolment – full fee <i>(All Faculties, prerequisite study generally applied – subject to examination).</i></li> </ul>	97% (38)
<ul style="list-style-type: none"> <li>Enrolment to Audit Classes - discounted fee <i>(Prerequisite study not generally required- no examination applied).</i></li> </ul>	26% (10)
<ul style="list-style-type: none"> <li>Enrolment to Audit Classes – free of cost to U3A members <i>(Memorandum of understanding or formal agreement in place between the university and U3A).</i></li> </ul>	18% (7)
<ul style="list-style-type: none"> <li>Supporting a local U3A Group to access the campus – use of classrooms and/or administrative space, discounted or free library membership <u>but not allowing</u> members to audit classes.</li> </ul>	26% (10)
<ul style="list-style-type: none"> <li>Offers opportunities for lifelong learning, personal development and/or special interest short courses to the general public (as opposed to ongoing professional development) – fee basis</li> </ul>	90% (35)
<ul style="list-style-type: none"> <li>Lifestyle or courses for person development or interest specifically tailored for an older public audience (not directly linked to practicum or research) – fee basis</li> </ul>	21% (8)
<ul style="list-style-type: none"> <li>International Study Tours open to the general public – fee based.</li> </ul>	15% (6)
<ul style="list-style-type: none"> <li>Universities signed-up to iTunes U providing 24/7 access to free, downloadable educational content including podcasting of undergraduate lectures.  <i>(Additional 5 universities in the progress of developing this capacity).</i></li> </ul>	36% (14)
<ul style="list-style-type: none"> <li>University offering access to free educational programming via Community Radio or Television Broadcasting.</li> </ul>	21% (8)
<b>STUDENT PRACTICUM</b>	
<ul style="list-style-type: none"> <li>Access to clinical health services (medical, dental or allied health) training students under the supervision of qualified practitioners for fee or at a substantially reduced cost.  <i>(On average, universities offer the public access to 4 campus-based clinical services of which 84% offer an allied health service (Psychology, Podiatry, Optometry, Physiotherapy, etc)).</i></li> </ul>	100% (39)
<ul style="list-style-type: none"> <li>Student Performances and/or Exhibitions – general public providing an audience allowing students to practice their artist skills.</li> </ul>	92% (36)
<ul style="list-style-type: none"> <li>Access to other forms of student practicum – including Legal Services, Veterinary Clinics, and participation in Conversational Language Classes.</li> </ul>	49% (19)
<p>10% of all practicum activity specifically targeted or limited participation by older persons. This targeted practicum was afforded by almost half of the universities (19 institutions) audited.</p>	
<b>VOLUNTEERING</b>	
<ul style="list-style-type: none"> <li>Advertised for seniors to volunteer to participate in clinical trials or research projects.  <i>(Several institutions maintain a register of senior volunteers willing to participate. In all cases those registered receive a monthly newsletter, invitations to public talks on relevant to research about ageing as well as social events).</i></li> </ul>	74% (29)
<ul style="list-style-type: none"> <li>Mentoring - Although peer or alumni-based programmes are favoured in Australian universities, some institutions did encourage members of the public to register to mentor students.</li> </ul>	31% (12)
<ul style="list-style-type: none"> <li>Volunteer Patient Programmes – medicine, dentistry and across allied health.  <i>(In all cases volunteers receiving training. Reimbursement dependant on the role. Generally refreshment/ lunch is provided and travel expenses will be reimbursed. Some offer gift or movie vouchers. Some role where physical examination is conducted, volunteers will be paid on an hourly basis for their involvement).</i></li> </ul>	41% (16)
<ul style="list-style-type: none"> <li>Advertises other volunteering opportunities allowing the public direct interaction with students and academic staff through tutoring or involvement in teaching activities (excluding volunteer patient programmes).</li> </ul>	21% (8)

<b>CULTURAL PROGRAMMES</b>	
<ul style="list-style-type: none"> <li>Offers a regular programme of public lectures, talks, cultural events that are open, generally free of cost to the general public.</li> </ul>	100% (39)
<b>CAMPUS AMENITIES</b>	
<ul style="list-style-type: none"> <li>Provides and offers the community access to a post office, retail banking or ATM, retail including coffee shops, bookstore, news agency, pharmacy and food outlets.</li> </ul>	100% (39)
<ul style="list-style-type: none"> <li>Offers community membership with borrowing rights and access to services to the general public for an annual fee. 12 universities (31%) also offered a concession or discount to seniors on this annual membership fee.</li> </ul>	92% (36)
<ul style="list-style-type: none"> <li>Offers community membership and/or casual rate allowing the public to access campus-based sport and recreational facilities or to attend a fitness class.</li> </ul> <p>15 universities (38%) offer regular seniors or over 50's exercise programmes with special membership deals via their sports centres. 5 of these institutions also offered seniors access to specialist exercise classes through one of their practicum clinics targeting the management of chronic disease or disability.</p> <p>Another 10 institutions, while not offering regular seniors classes also provided specialist exercise classes through a clinic targeting management of chronic disease or disability.</p>	100% (39)
<ul style="list-style-type: none"> <li>Provides health centre / private general practice (medical services) on campus catering to the health needs of staff and students.</li> </ul> <p>34 universities (34%) allowed the general public to access their health centres. Most offered a bulk billing service.</p>	95% (37)
<ul style="list-style-type: none"> <li>Regular Craft or Farmer's Market held on-campus.</li> </ul>	41% (16)
<ul style="list-style-type: none"> <li>Movie Nights – University or university-affiliated film club or society offering a regular programme of free or low cost movie nights open to the general public. Typically utilising the institution's lecture theatres, auditorium or performing art centres. Often linked to a pre-discussion or talk related to the movie or subject of the movie.</li> </ul>	36% (14)
<ul style="list-style-type: none"> <li>Campus-based Community Gardening or bush regeneration area, nursery or the like. General public invited to participate in gardening activities with students and staff. Strong link with sustainability programmes running on the campus.</li> </ul> <p><i>(Another 5 universities were planning or in the process of establishing this type of attraction).</i></p>	33% (13)
<b>ALUMNI &amp; EMERITUS PROGRAMMES</b>	
<ul style="list-style-type: none"> <li>Alumni programme and benefits including discounts on further study, memberships, etc, encouraging Alumni to remain engaged with the University.</li> </ul>	100% (39)
<ul style="list-style-type: none"> <li>Student Mentoring – restricted to Alumni only.</li> </ul>	62% (24)
<ul style="list-style-type: none"> <li>Emeritus Faculty - allowing retired academic and professor staff to remain engaged with the university.</li> </ul>	(1)
<b>PHILANTHROPY</b>	
<ul style="list-style-type: none"> <li>University promotes and assists the community to make a donation or bequest via a dedicated webpage on their website.</li> </ul>	97% (38)
<ul style="list-style-type: none"> <li>University offers opportunity to make an on-line financial donation.</li> </ul>	
<ul style="list-style-type: none"> <li>Donor Society or Club for major individual donors and those who have demonstrated their intention to make a sizeable bequest to the university.</li> </ul> <p><i>1 university was in the planning of establishing a Donor Society as a new initiative supporting its fundraising efforts. This was a response to the university attracting its first major bequest donation.</i></p>	28% (11)
<ul style="list-style-type: none"> <li>Body Donation Programmes – institution covers all experiences including cremation. Most offer a Memorial Services for the Family and many maintain a Remembrance Book.</li> </ul> <p><i>Note: South Australia operates a central donation programme coordinated via the Ray Last Anatomy Laboratories at the University of Adelaide and services all universities in South Australia. In 2011 reported 6,500 registered donors, which equated to around 80 bodies being available per year. The programme reported a shortage of donations in relation to demand and were looking at ways to boost donation numbers.</i></p>	36% (14)
<b>STUDENT HOUSING</b>	

<ul style="list-style-type: none"> <li>University provides students with access to an in-house housing service assist them with securing accommodation and with any problems or concerns that might arise during their tenancy.</li> </ul>	100% (39)
<ul style="list-style-type: none"> <li>University provides a secure database of off-campus rentals including home stay (room and meals) or straight rental. Service allow public to register the availability of a bedroom for rent and restricts view ing of the offering to students only.</li> </ul>	90% (35)
<ul style="list-style-type: none"> <li>University arranges home stay for international or country students or is affiliated with National Home Stay organisations.</li> </ul>	51% (20)
<ul style="list-style-type: none"> <li>University housing website advertises or is affiliated with a senior home share organisation</li> </ul>	18% (7)
<b>COMMUNITY OUTREACH &amp; PARTNERSHIPS</b>	
<ul style="list-style-type: none"> <li>Partnership arrangements with aged care providers and their respective retirement or aged care communities allow ing for student placement as well as opportunities for research collaborations.</li> </ul>	85% (33)
<ul style="list-style-type: none"> <li>University has partnered in a University-based Retirement Community or UBRC (located on campus or within close proximity).</li> </ul>	(1)
<ul style="list-style-type: none"> <li>University operated or involved in an outreach project which specifically involved the engagement with and delivered a benefit to older persons / seniors within the local community.</li> </ul>	85% (33)

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