Harvey A. Friedman Center for Aging

We work to advance a global society where people of all ages have maximum opportunity for health, security and engagement.

The global population aged 65 and older is growing faster than all other age groups. Affecting nearly all sectors of society, population aging is one of the most significant social transformations of the twenty-first century.

How We Work

Through seminars, curriculum development and enhancement, and connecting students to career paths focused on aging, we expand education on issues relevant to individual and population aging.

By engaging a diverse network of researchers in dialogue, lectures, learning groups, and funding collaborations, we promote cross-disciplinary activities and translation of knowledge in the field of aging.

Through inter-university partnerships, service on advisory groups, the Age-Friendly University Global Network, project sponsorships and other connections, we are committed to supporting aging initiatives throughout St. Louis and around the world.

What We Do

**ISSUE**

*Today’s first-year college students have a fifty percent chance of living to see their 100th birthday.*

*There is a shortage of practitioners, researchers and educators focusing on older adults and our aging society.*

**OUR ROLE**

Our center created the WashU for Life initiative to help Washington University become a comprehensive age-integrated university.

Our center supports the next generation of leaders in the field of aging by offering introductory classes, educational programs and continuing education opportunities.
As part of the Age-Friendly University Global Network, our WashU for Life initiative increases age-diversity on campuses by promoting multigenerational environments. The initiative expands opportunities for people to participate in degree and certificate courses, encourages engagement in campus life for people of all ages, and facilitates transitions between jobs and retirement.

The WashU for Life initiative includes our Your Next Move seminars, which address the when, why and what of retirement, aside from the financial.

Rather than dreading retirement, this seminar showed me that giving, growing and enjoying this special time is an exciting proposition.

–Seminar participant

Through our When I’m Sixty-Four course, in which freshman students are joined by older adults to learn about aging from an interdisciplinary perspective, we prepare students for the new demographic realities, challenging them to consider the personal and professional implications of population aging.

I gained an understanding of how people view getting older, both from my age group and from older adults in the class. The combination of age groups is a truly unique and wonderful experience not found anywhere else.

–Class participant

Our center introduces students to experts and real-world research in the field of aging through our Summer Research Program — Aging and Neurological Diseases Track, funded by the National Institutes of Health. This program introduces undergraduate students to experts, experiences, research and academic careers in aging. Students gain experience in aging-related neurological conditions such as stroke, dementia and Parkinson’s disease.

I now understand how important research in aging can be and can translate what I learned into purpose-driven pursuits in the field of aging.

–Program participant