

Professors Emeriti Network

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Professors Emeriti Network. We walk what we talk.

Why and How Some Retirees from Colleges and Universities Create Continued Involvement in these settings: Some Global Experiential Evidence

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Emeriti and Retirees are Still Useful to Our Society. Collection of Experiences.

An Endless Book Written by the Community over all the World.

Brainstorming to celebrate October 1, [International Day of Older Persons 2024](#)

Contribution for Zoom Meeting on 25.09.2024

During my last two years of employment at the University, I created several plans prior to what I considered a “non-desired” retirement date. These plans were created primarily on my own because colleagues who had retired already mentioned primarily their goal of travelling and attendance at various non-campus events. In today’s discussion session, I will focus primarily on:

- (1) Strategies to remain involved with the University, particularly with both undergraduate and graduate students, and relatively new faculty, including teaching/learning and research activities with many of my ex-doctoral students. The importance of expanding intergenerational teaching/learning activities, as well as wanting to enhance both Later Life Learning & Later Life Earning, are two examples of the underlying reasons for wanting continued involvement with the University (or related post-secondary education setting).
- (2) Being an informal ambassador for the University to promote Community Engagement (CE)—or collaboration between the University and their larger communities—local, regional, national and global for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. The focus will include illustrative examples from both (a) CE on Campus and (b) CE with the larger communities.

In the subtitle of my presentation, I use the term experiential evidence, as opposed to evidence based on scientific research, to emphasize that the knowledge and stories of Retirees from Post-secondary institutions are based on many years of experience in a teaching/learning setting (see below the formal definition) This approach helps promote a more collaborative connection some retired professors

and those professors who are non-retired. Hence, I hope more of us will not label this type of evidence as anecdotal.

The two reports that I will be using as references both focus on the importance of not only Later Life Learning but also Later Life Earning AND the importance of promoting more INTERGENERATIONAL collaboration that involves teaching/learning/scholarly writing/mentoring and research:

(1) [We Have 30 Extra Years: A New Way of Thinking About Aging](#). Alexander Gelfand. Insights by Stanford Business, April 27, 2023. He emphasizes how multigenerational teams perform better and create stronger talent pipelines.

(2) [Promoting and Encouraging Intergenerational Volunteerism](#). Report of the Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities. Robert Morrissey, Chair. House of Commons, Canada, June 2024. Recommendations: pp. 13-14.