



VISION 2025:

**University and Senior Housing
and Care Symposium**

June 19-20, 2019 • Chicago, IL

DRAFT

WHITE PAPER: SYMPOSIUM PROCEEDINGS AND FOLLOW-UP RECOMMENDATIONS

AUTHORS

Douglas Olson, Ph.D., MBA, University of Wisconsin – Eau Claire

Ed Kenny, Chairman, LCS Foundation

Steve Chies, Program Manager, St. Joseph's College of Maine

KEY CONCLUSIONS

The initial VISION 2025: University and Senior Housing and Care Symposium held in Chicago in June of 2019 was an incredible success. The goal of the Symposium was clearly stated to have 25 University programs focused on senior care administration geographically spread across the country by the year 2025. A thoughtful process was used to raise awareness of the over 130 participants, have good conversation among the different stakeholders, develop a list of the key factors to consider when advancing the goal and begin to prioritize and suggest ideas to consider when building a framework and action plans. The steering committee reconvened shortly after the Symposium to review all the information collected and weigh in on the development of a reasonable and strategic plan to move forward focused on the goal of enhancing and expanding University programs. The executive leadership group met for a couple of days to further develop a set of recommendations for the steering committee to consider and adopt for the future.

The following set of recommendations are the basis and foundation for the next steps:

1. Development of an infrastructure and funding model for the effort.

Based on the universal support of the VISION 2025 participants and the premise that no one organization can solve this problem alone there is a commitment to move forward. Although, no formal structure is being advanced, two issues need to be addressed, the need for a position to be dedicated to this effort and a self-sustaining funding model.

2. Production of a directory of programs, including criteria and curriculum.

The assembly of a publicly available directory of programs recognized as strong, viable university programs in this profession is a product that the field is calling for today. The VISION 2025 steering committee can serve as an independent entity and both produce and share a descriptive, bi-annually updated report.

3. Assessment and promotion of paid, quality internships, or “fellowships/residencies.”

This was one of the hot topics of the Symposium. There are areas that require attention including, the need to evaluate the current state and to re-consider both the image and how we might brand and recognize these win-win relationships.

4. Support a focused study with partners to be able to report supply and demand.

The need to have information supporting the anecdotal evidence and related research that we are facing a leadership supply challenge and make the case that this profession is a growing opportunity for emerging professionals is necessary. The approach must have a broader focus across the continuum of care and services available, and engage the partners affiliated with this field.

5. Articulate the needs for greater clarity with career pathways.

Working with a wide range of stakeholders, we need to outline and categorize initiatives in place and make recommendations for strategies to highlight and promote career and talent development opportunities for emerging leaders.

6. Encourage intentional growth of partnerships between providers and universities.

To reach our goal of 25 robust and strong University and college programs that prepare and train our future leaders, we will adopt an annual, incremental strategy of building the portfolio of programs with strategic partnerships. This will be a focused and intentional strategy of the VISION 2025 steering committee.

7. Secure commitment of university leadership.

One of the assumptions and understandings of the VISION 2025 leadership group is that to grow programs we must have University leadership buy-in and support. Our focus for the first Symposium was to identify the Universities interested in this area, which was successful. A follow-up strategy is to engage the senior leadership of the targeted Universities to provide input and feedback at a gathering focused on their perspectives and serve as an overall progress check point for the VISION 2025 effort.

This set of recommendations have been developed based on the collective efforts and input from a variety of sources, including past projects focused on these challenges, a review of related initiatives in other disciplines and certainly driven in large part by the energy and perspectives of the VISION 2025: University and Senior Housing and Care Symposium. The steering committee and the endorsing organizations are committed to these recommendations and the commitment to see them through going forward. Furthermore, the energy and interest of a broader set of individuals and organizations will be both welcomed and solicited as the collective momentum of this effort continues to move forward.

In summary, we are excited about the spirit of optimism that surrounds this movement to do the right thing and are committed to our societal responsibility to find talented people for this noble profession to lead senior care organizations in the future. The elders that this profession serves depend on our efforts. The enhancement and expansion of University based programs across this country is an effort that requires a collaborative approach, and VISION 2025 was the right first step. We invite you to join us as we boldly and thoughtfully move forward.

BACKGROUND

The senior housing and care field is facing a challenge of not having enough talented leaders for the needs of their organizations compounded by the fact the profession of health and aging services administration does not have a strong portfolio of University based programs across the United States. This initiative builds on Dr. Olson's sabbatical project focused on exploring the challenges of a limited pool of strong university-based senior care administration programs, and the opportunities ahead of us with the growing need for a greater supply of emerging leadership. A thoughtful summary of this effort has been published this past fall in the Seniors Housing and Care Services Journal entitled, "A Framework for Expanding and Enhancing University-Based Health Administration and Aging Services Programs Across the United States", which shares both insights and themes, and provides recommendations for moving forward. The recommendations are certainly focused on some different approaches or paths, but the premise is the way we have been trying to do things has not worked. Furthermore, any effort will require new partnerships and new ways of thinking that are bigger than any one individual, organization or association.

As one of the first steps, VISION 2025 was planned, as the first-of-its-kind University and Senior Housing and Care Symposium that brought together academic and industry leaders from diverse and varying backgrounds in order to set an agenda for a new landscape of senior care administrative programs at universities across the country. Attendance exceeded expectations with over 130 people in attendance, including 30 Universities, 40 progressive providers and all the endorsing organizations, along with several other experts. The focus was on the need for talented people need to be developed at our universities. We will only be able to do this in partnership with progressive senior care and aging service providers, universities, associations, and vendors across the country. The goals of the Symposium were to ensure the health and continuity of our profession through the development of at least 25 robust university and college programs that train our future leaders, create 1,000 paid internships, develop 15 strong university, provider and association partnerships and do this all by the year 2025.

The University and Senior Housing and Care Symposium was an invitation only event focused on expanding Health Administration and Aging Service University Programs across the U.S. held June 19-20, 2019 in Chicago. This discussion help set the agenda for a new landscape of senior care administrative programs at universities across the country. This venue also provided an opportunity for conversation between progressive providers, representatives from Universities, and other interested parties from associations and entities interested in this agenda.

SUMMIT PROCEEDINGS

The VISION 2025: University and Senior Housing and Care Symposium was a two gathering of providers, university representatives, associations and other experts from across the country in the field of health and aging services administration. Participants heard from leaders to help set the context and framework for the Symposium, worked in groups with other leaders, discussed best practices following a diverse set of panel sessions, and explored solutions for developing a stronger talent pool for the future. All this information was shared and discussed with the goal of having 25 strong university-based health and aging services administration programs by the year 2025. This white paper reflects the information presented to participants, including insight from a diverse set of panel sessions, discussion with facilitators at each of the tables (purposely assigned with representatives from each of the stakeholder groups) and preliminary action ideas and plans formed as a result of participants' work during the Symposium.

During the first day of the Symposium participants were welcomed by **Dan Herman**, President and Chief Executive Officer for Ziegler who shared their history of being involved with collaborative efforts and commitment to this effort. Following his welcome, **Steve Chies and Ed Kenny**, gave some introductory comments. Ed shared that this is one of the first of its kind forum with individuals from universities, providers, and other key stakeholders. He highlighted the importance of participants' feedback to help us achieve our macro goal of building the strategy, forming coalitions and partnerships that will position senior living administration and business as a mainstream, highly respected career choice. He shared the importance of keeping our target audience of universities and schools in mind when considering the powerful impact, we have on people's lives. Steve reinforced the changing needs of the profession and how that has changed what it takes to be a leader in this field, and the importance of that role. He shared the critical context we must keep in mind with our efforts requiring awareness of all of the stakeholders. Steve encouraged us to think about the new knowledge and skills, and how that should drive the future education system needs to meet the needs of students. He closed with a call to action that we need to do the right thing with a passion to advance this agenda.

An overview of the current gaps, landscape of the field, and progress was then presented by **Dr. Doug Olson**. During his remarks, he highlighted the portfolio of programs across the country and outlined some conditions for success. He shared the current understanding of the demand and supply and how we understand the perception of the career trajectory. Dr. Olson explained the need for enhancing the professional image, and how we can use the opportunity with administrator-in-training and field experiences to advance this agenda. He reinforced the importance of partnerships between universities and organizations. During his remarks (see Appendix A for presentation background slides), he highlighted the following concepts and

noted some key pre-symposium perspectives of attendees that were gathered in advance with a brief survey.

- Clearly, not enough programs in the country and what we have tried in the past has not worked. No one group can solve this problem by themselves, and we need to have a roadmap that all groups can buy into as a collective.
- The average age of administrators is estimated at fifty-three, and speculation is we have more professionals leaving than entering the field. The need to find more talent is here.
- Reinforced the Vision 2025 goal to ensure the health and continuity of our profession through the developed of at least 25 robust university and college programs that train our future leaders, create 1,00 paid internships, develop 15 strong university, provider and association partnerships completed by the year 2025.
- Shared the findings from his sabbatical focused on trying to provide a framework and outline how to solve this problem, which included the findings from a study done reviewing NAB accreditation reports with Dr. Johs-Artisensi a colleague at UW-Eau Claire. This study highlighted the following strong characteristics of programs: a strong marketing approach; an internship and/or practicum/AIT; a formal advisory committee; connections with providers and associations; well qualified faculty; support by administration and adequate funding.

Dr. Olson then highlighted the key themes from his report, along with any VISION 2025 participant feedback.

- Enhance the professional image by developing a positive public relations strategy/rebranding of the profession. The key will be is how do we focus the resources to have a greater message.
- Ensure availability of AIT experiences and reinforce that these experiences need to be paid (a stipend is necessary). Feedback from participants included that 70% thought there were enough sites. Academics felt like less than half of AITs are paid and providers thought more than half of AITs were paid. It was also interesting to note that academics thought AITs could be shorter than professionals thought.
- Strong need for partnerships between universities and organizations, and Dr. Olson outlined the upside and downside to these partnerships. The vast majority of comments were positive from participants.
- Provide clarity with career paths, so we can help emerging leaders navigate where to go with their career journey.
- Expand programs across the country based on certain selection criteria, such as history, number of students, quality of the faculty, connections they have, and how much support they have from their administration. We also need to look at geographic needs of the country and arrive at a targeted list of universities.
- Move towards an aspirational model that considers the broader continuum of services, such as the Health Services Executive approach advanced by NAB. Participants

suggested that areas needing more focus include Home and Community Based Services and Senior Living/Housing.

- Advanced the idea that we need to update the current state of the profession and explore what is needed for future leaders. Participants encouraged looking at the spectrum (continuum of care) and not fall into the habit of a silo approach. Providers suggested in their pre-symposiums feedback that they could be hiring on average 20 new talented leaders every year.

Dr. Olson closed his remarks with pre-symposium positive comments about the need for greater support and better partnerships. He reinforced the need for the Symposium to serve as a platform to find commonality and the power of this group is stronger together than apart.

An inspirational message to consider thinking big with a view of this effort as an aspirational model of opportunity was delivered by **Robert Kramer**, Strategic Advisor for NIC. Mr. Kramer outlined four key steps:

- *Change the paradigm (perspective) on how we view the field* and our customers being crucial to success. He gave a few examples such as aging is a stage of life, not a disease or end of life or that health care and health are not always in alignment. He encouraged us to recreate our professional views and attitudes towards aging.
- *Broaden the focus* to one of not only dealing with serving people that have multiple difficulties with chronic conditions but rather to one of encouraging engagement, enjoyment, and enrichment for elders we meet and serve every day.
- *See the future as who and what are our customers are going to be and training leaders for a longevity economy.* We need to carefully consider our culture, so we can attract leaders.
- *Remove the barriers and identify career paths* starting with paid internship and AITs. We also need to start earlier in high schools and community colleges. He also encouraged us to find people who are interested in research in our sector.

Finally, he closed with his bottom line, we need to invest time, talent and resources to move the needle and solve this problem.

The keynote message was a “Call to Action” by **Freeman Hrabowski, III**, President and Chancellor of the University of Maryland – Baltimore County. Dr. Hrabowski challenged the attendees with a message of awareness, inquiry, perspective and future considerations.

Dr. Hrabowski discussed the importance of passion and culture for the profession. He shared the evolution of the college success formula in our country and encouraged the attendees to think about what drives students of all types today. The concept of ‘grit’ was shared as a key ingredient for success and challenged the group to consider this “grit” concept in our journey. He reinforced the need to provide leaders with a language to change other’s views will be

crucial to success. We should each be able to give our elevator speeches and we should be able to alter our language to appeal to everyone, including CNAs, a CEO, and prospective students.

Dr. Hrabowski suggested our efforts should be aware of the important role of technology in all areas of our lives and profession. He also shared the importance of connecting with Universities to discuss the right educational venues, career pathways and the need for a review of the language we use to share our story.

Dr. Hrabowski then shared a personal story how aging and the senior care field has impacted his family. He expressed how appreciative he is of the importance of this work and to remember that each person we touch is an individual with a life story. Lastly, he challenged us to continue to embrace the value of “grit” necessary for all stakeholders. He also suggested we should not fall short in our efforts to embrace the importance of diversity, because aging does not discriminate. His closing message was encouraging to consider our thoughts, words, actions, habits, character, and destiny in the important work ahead of us.

*Dr. Hrabowski’s cited references are included in Appendix B.

A panel of academic leaders followed Dr. Hrabowski’s inspirational message to discuss “Challenges and Opportunities for University Academic Programs” moderated by **Dr. Jennifer Johs-Artisensi** from UW-Eau Claire. The panel was comprised of **Dean Brewer Doran**, UW-Eau Claire, **Dean Dana Bradley**, UMBC, **Interim Dean Nancy Zwanger**, Washington State, and **Dr. Keith Knapp**, Chair, Bellarmine University.

Following a brief set of self-introductions, the panel was asked to share some highlights of their respective programs. Some of the most notable comments included qualified faculty, program breadth across a few different disciplines, history of programs, strong practicum or internship experiences, HSE accreditation and variety of levels of programming, e.g. undergraduate, graduate and certificates.

The panel was then asked to discuss their partners in terms of how they found each other and what are the mutual benefits. The responses focused on internships, donor support, and advisory roles. The win-win nature of the relationships was emphasized by the group.

The panel then shifted to the topic of challenges faced by their programs, colleges and universities. A few of the common themes noted by the panel, included public university issues, encouraging inclusivity, language barriers, pace of decisions, relevancy, and the notion of academic silos. It was also noted that albeit hard work the benefits of intergenerational programming is a huge asset.

Dr. Johs Artisensi then asked the panelists to share any advice on growing or starting a long-term care administration program. The panel responded with a free-flowing set of key ideas that included:

- Be fearless
- Don't assume
- Communicate
- Student funding/scholarships
- Change reaction to being old
- Require global experiences
- Raise cultural awareness, including different backgrounds/upbringing
- Meet the student where they are, not where you want them to be
- Think broadly and creatively
- Ask elders
- Keep everyone informed
- Make time to talk about important topics
- Curriculum development is critical
- Spanish in health care is a winning combination

Lastly, they all echoed the sentiments of one of the members when it was stated...it is rather simple just 'Run Forrest run!'

Following the panel, each of the tables were asked to brainstorm their ideas around a set of questions focused on opportunities, barriers, their thoughts on any key themes based on any information prior to the panel or based on the panel comments, and any ideas on specific actions. You can find a compilation of these ideas in Appendix C.

Following a short break, **Chris Mason** facilitated a panel of provider leaders to discuss "The Business Case for Expanding University Programs Panel." The panelists included **Joel Nelson**, CEO and President of LCS; **Morei Lingle**, Vice President, RD Merrill Company; **Mike Schanke**, President and Owner, Oakridge Gardens and **Loren Shook**, President/Chairman of the Board of Silverado.

After brief introductions, the panel was asked to discuss what needs to happen to build a strong partnership between business and universities. The range of responses included:

- "Take a little TLC" with T = time; L = leadership; and C = capital.
- Carefully consider the advantages vs. disadvantages and then move forward.
- It's simple all you have to do is "Just ask your university".
- This is a very good parallel track, students have traits you are looking for and they want experience.

The panel then was asked to discuss the challenges of attracting, training, and retraining leaders. The group focused their comments on the message of people serving people, emphasizing culture and a positive vision and that the profession in this industry is a hidden gem. They also recognized the need to rebrand the industry and be willing to make changes that will attract new talent. The importance of providing employees with growth opportunities was noted and it was suggested that often we fail at educating new staff about opportunities right off the bat and don't "hook" the new talent the way we should.

The panel also shared the importance of the following key areas: 1) commitment and perseverance when working with universities; 2) a proactive and thoughtful approach when hiring emerging leaders and 3) the need to be “all in’ when it comes to paid AITs or internships.

Following the panel, each of the tables were once again asked to brainstorm their ideas around a set of questions focused on opportunities, barriers, their thoughts on any key themes based on any information prior to the panel or based on the panel comments and any ideas on specific actions. You can find a compilation of these ideas in Appendix D.

The second day of the Symposium started with **Steve Chies** facilitating a panel of the endorsing organizations/associations. Panelists included **Randy Lindner**, CEO, NAB; **James Balda**, President & CEO, Argentum; **Susan Hildebrandt**, VP of Workforce Initiatives, LeadingAge; **Bill McGinley**, CEO, ACHCA; **Chuck Harry**, VP, NIC; **Lindsey Schwartz**, Associate Vice President of Workforce and Quality Improvement, AHCA; and **David Schless**, CEO, ASHA.

After a set of introductions, including explanations of their organizations and what they were doing in this area, e.g. mentorship and leadership development programs, the group was asked to respond to how collaborations with this effort between their associations and their representative organizations could be enhanced going forward. They shared their own initiatives and general support for collaboration was expressed by the panelists. They also encouraged the group to not reinvent the wheel, and that we don’t need to start from scratch. They also suggested any effort should also additionally focus on individuals prior to college. The panelist also discussed the gender issues that require attention that have not been addressed at the Symposium. Next, they talked about the challenges based on state rights and fifty-one different legislatures with senior living mandates, Lastly, they discussed the idea of a “blueprint” for the knowledge and skills required and the efforts of an upcoming practice analysis. They also committed to the importance of this effort.

The next set of participant discussions were facilitated by **Daniel Schwartz**, COO of Active day, Dr. **Robert Burke**, Professor Emeritus, The George Washington University focused on the discussion of the emerging themes pulled together from the Symposium feedback from the previous day. These themes are listed below and found in Appendix E:

- Language: Need positive rhetoric – rebranding and find influencers to support the sector
- University commitment from administrators to build programs
- University/Provider Relationships (start at high school) and expand the pipeline to exposure to younger students and second career
- Regulatory requirements
- Accreditation process: multiple bodies need to come to consensus
- Students want and are seeking paid internships
- Seeking to expand EDI efforts to the labor pool
- Develop curriculums that are applied against all sectors of the aging market

- Inform university about the skillsets needed so the providers would feel students are trained
- Continue collaborations of stakeholders
- Designing career paths
- Capital to invest in program and dedicated funding

The groups were charged with discussing any elaboration on the existing themes, potential opportunities or barriers and if something might be missing. The set of comments from various tables were collected and summarized for the last session of prioritizing and action planning (see Appendix F).

The last panel of the Symposium was comprised of “Emerging Leaders from Across the Continuum” and was moderated by Dr. **Kevin Hansen** from UW-Eau Claire. The panelists included **Christy Kramer** Director, LeadingAge DC; **Emily Rickman** Administrator, Alden Courts of Huntley; **Zane Bennett** Executive Director, LCS; and **Dovie Mauer** Regional Director of Operations, Eden Senior Care.

The panel started off talking about what they valued about their academic experience. Comments included paid internships or fellowship, university practicums, opportunity to make something of experience with family being in the business being a “safety net”, other experiential or experimental opportunities, including site visits and attending association conferences. They then shifted their conversation to what could be some improvements in their respective programs with several comments made about more about leadership, communication and people skills. They also shared the need for more information on advocacy and policy, along with emphasizing the more experiences the better for the students. They also talked candidly about the fact that “you get out what you put into it”.

Next, they discussed the skills/competencies students need to be successful. The focus of their responses was around taking initiative, including seeking exposure, get experience with the different types of care providers and spectrum of care, getting out of your comfort zone, think positively and be confident in your skills, speak up and voice your ideas and seek mentors. The panel was then asked for their opinion on how we recruit. The general theme was to not be bashful about breaking down the stigma and telling the story. They emphasized that we have a lot of good elements to emphasize with the audience that we must work harder to familiarize ourselves with. The group was then asked about their thoughts on retention and most of the focus was on education, coaches, mentors and the availability of entry level positions that can support your development.

Lastly, they were challenged to advance or cultivate the idea of paid internships with providers. They emphasized lifting up the value of the benefits of an intern staying in the company, building skills that work for the organization and adding contributions, perspective and value back to the community.

The next agenda for the Symposium was to take all the current themes and begin prioritizing the key strategies and was led by **Robyn Stone** and **Ed Kenny**. Based on the themes arrived at participants at the Symposium were asked to use stickers to indicate which of the themes that they felt were most important for the development of emerging leaders and ultimately the goals of expanding University based programs.

Following this process, the participants were led by Fred Benjamin and Steve Chies to pick one of the themes that elevated to a general collective consensus and spend time discussing possible actions steps or ideas. The consolidated results of these processes can be found in Appendix G. A follow-up document used by the steering committee post Symposium can be found in Appendix H.

The closing remarks for the Symposium were given by Ed Kenny, Steve Chies, and Doug Olson. The individuals shared their appreciation of the time and energy of the group, suggested the feedback and focus of the group would serve as a great platform to construct a realistic achievable strategy, committed to an ongoing communication strategy, shared that there would be a dialogue with the steering committee to consider next steps, welcomed individuals interest in participating going forward and shared the importance of patience, perseverance and passion for this effort.

NEXT STEPS

The VISION 2025 steering committee convened in October and is also meeting with the endorsing organizations. The VISION 2025 report will be publicly available in early November.

The other operational recommendations include the following:

1. Expand the steering committee to include invited endorsing organization representatives and a few other provider and university interested persons. This group will meet quarterly, and each assigned point person for recommendations will be responsible for committee and action plan development.
2. Work to secure funding/partnership to retain the services of a working managing project director for the effort that would report to Olson, the Co-chairs and the steering committee. Communicate intention and interest with CHAASE/UW-Eau Claire leadership to insure mutual understanding and agreement with any plans.
3. Plan to hold a second Symposium in 2021 and a focused University leadership forum in DC in 2020 potentially after NELS (which supports the last recommendation) and offers a progress check point.

These are the initial framework of operational plans supported by the steering committee and the endorsing organizations.

Please contact Dr. Douglas Olson (olsondou@uwec.edu) for more information or questions on the efforts of VISION 2025 this year and moving forward.

ACKNOWLEDGEMENTS

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2019 Vision 2025 Steering Committee Members:

Co-Chairs

Steve Chies^[L]_[SEP]
Program Manager
Long-term Care Administration St. Joseph's College

Ed Kenny^[L]_[SEP]
Chairman of the Board^[L]_[SEP] LCS

Committee Members

Don Hus^[L]_[SEP]
Managing Director^[L]_[SEP] Ziegler

Robert Kramer^[L]_[SEP]
Founder & Strategic Advisor National Investment Center

Chris Mason^[L]_[SEP]
President and CEO^[L]_[SEP]
Senior Housing Managers

Bill Pettit^[L]_[SEP]
President^[L]_[SEP] RD Merrill Company

Dr. Robyn Stone^[L]_[SEP]
Executive Director^[L]_[SEP] LeadingAge Center for Applied Research

Daniel Schwartz^[L]_[SEP]
Chief Operating Officer, Active Day

Ex-officio leadership representatives from all sponsoring organizations

The Center for Health Administration and Aging Services Excellence (CHAASE) at UW-Eau Claire is coordinating the Symposium

SPONSORS AND SUPPORTERS

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APPENDICES

APPENDIX A – Background slides used by Dr. Olson

APPENDIX B - Dr. Hrabowski's cited references

APPENDIX C – Feedback ideas from participants after 1st panel

APPENDIX D – Feedback ideas from participants after 2nd panel

APPENDIX E – Initial draft of key themes


APPENDIX F – Table discussions focused on initial key themes

APPENDIX G - Consolidated set of themes and action ideas

APPENDIX H – Combined themes by stakeholder for steering committee

APPENDIX I – List of Symposium participants

Appendix A: Background Slides



VISION 2025:
University and Senior Housing and Care Symposium

Understanding the Current State, Gaps, Progress,
and Your Perspectives

Douglas Olson | June 19, 2019

1

Introduction


- The field of health and aging services administration education
 - does not currently have a strong portfolio of educational programs.
 - no one group can solve this by themselves
- Exploring a road map that other groups would buy into as a collective




2

Background

- Senior population is growing
- Societal responsibility to find leadership talent
- Senior care organizations are transforming
- The average age of an administrator is over 50
- More professionals leave the health care administration field than enter it
- Few strong senior care administration programs
- Opportunity to make this an attractive profession
- Over 90% of you responded that we don't have enough emerging leadership talent



3



VISION 2025 Goal

Ensure the health and continuity of our profession through the development of at least 25 robust university and college programs that train our future leaders, create 1,000 paid internships, develop 15 strong university, provider and association partnerships, and do this all by the year 2025.

4

Sabbatical background

Expanding and Enhancing University Based Senior Care Administration Programs:
A Framework for Developing a National Dialogue and Strategy

- Methodology
 - Sabbatical steering committee
 - Initial study of NAB academic program accreditation reports
 - Numerous focus groups
 - Formal surveys
 - 30 technical experts
 - Our own expertise...

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Review of NAB Accreditation Reports

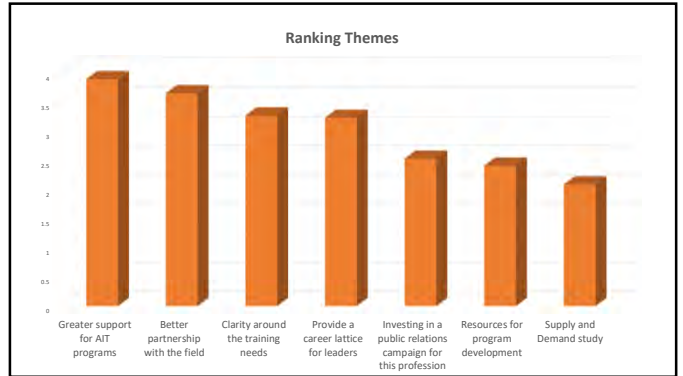
- A strong marketing/student recruitment approach
- The internship/practicum/AIT is a critical part of the education
- A formal advisory committee
- Connection with the profession
- Well qualified faculty
- Support by administration
- Adequate funding

6

Final Key Themes & Recommendations

1. Enhance the professional image
2. Ensure availability of administrator-in-training experiences
3. A strong need for partnerships between universities and organizations
4. Provide clarity with career paths
5. Expand academic programs across the country
6. Develop an aspirational model
7. Update applied research to both document the profile and explore the leadership impact on outcomes

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Theme #1: Enhance the Image of the Profession

- **Strategy.** Develop a positive public relations strategy and rebranding of the profession
- **Objectives/tasks.**
 - Engage endorsing organizations
 - Dialogue and potentially partner with other professional groups
 - Strong and well thought out voice
 - Capture the spirit of the field and the making a difference element

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Theme #2: Expand Availability & Support of Administrator-in-Training (AIT) and Field Experience

- **Strategy.** Ensure AIT field experiences are available, valuable, and funded, we have an ample supply
- **Objectives/tasks/ideas.**
 - Advance developed programs
 - Advance association efforts
 - Advance a strong recommendation of all experiences need to be paid
 - Share best practices
 - Publicize, publicize, publicize

10

What You Said:

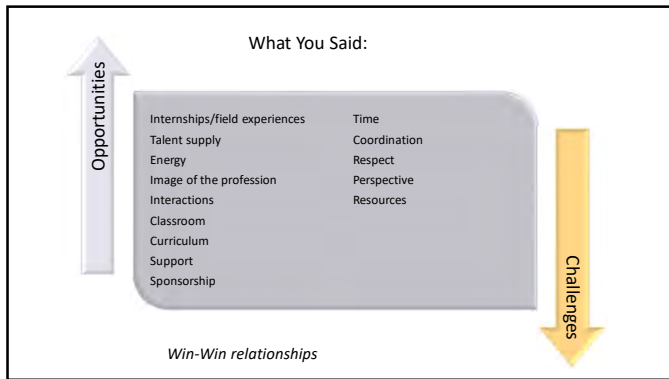
- 70% said there were enough sites
- Academics: approximately 1/3 of AITs are unpaid
- Providers: over 1/2 of AITs are paid
- Academics: internships could be shorter than professionals, lot of variability
- General comments: this is an area that needs attention

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Theme #3: Build Strong Partnerships

- **Strategy.** Identify needs of various partners and successful practices, including what it takes to ensure successful relationships.
- **Objectives/tasks**
 - Ensure various stakeholders understand the differences in language, agenda, and purposes of relationships.
 - Share high impact practices in this area and explore the business case for working together.

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Theme #4: Articulate and Make Clear Career Paths for Emerging Leaders.

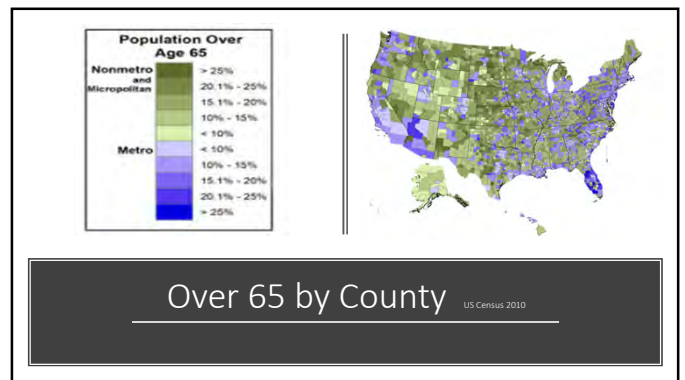
- **Strategy.** Outline & categorize initiatives in place and make recommendations for strategies to highlight career and talent development opportunities.
- **Objectives/tasks.** Using a consolidated approach or site, collect and describe the programs, such as association leadership and mentoring programs for individuals.

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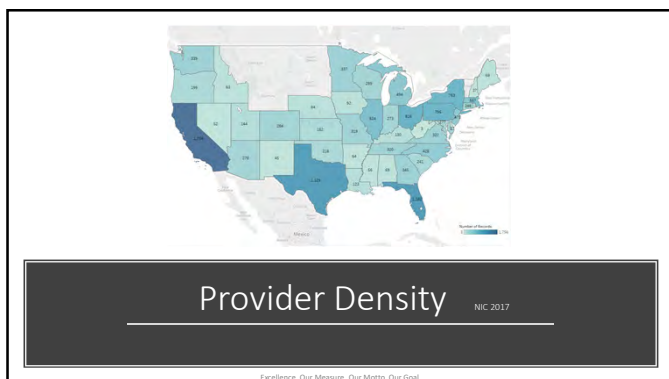
Theme #5: Expand Academic Programs across the U.S.

- **Strategy.** Develop a publicly available portfolio of strong programs located across the country.
- **Objectives/tasks.** This area requires a two-prong approach.
 - First, decide on promising university programs to focus efforts on this year.
 - Second, encourage a dialogue between the educational accrediting bodies to create both momentum to approach challenges

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EXPLORING A NEW VISION FOR THE PROFESSION

Health Services Executive

NHA RCAL HCBS

Long Term Care Administration Core Competencies

Theme #6: Develop an Aspirational Model for the Profession.

- **Strategy.** Encourage and facilitate a conversation among various stakeholders to build on existing curriculum that advances and considers incorporation of the observed needs of providers hiring emerging leaders.
- **Objectives/tasks.** Consider input from sabbatical focus groups and research findings to identify common leadership needs and other areas requiring more emphasis.

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Theme #7: Document the Current State of the Profession and Explore the Impact of Leadership On Outcomes

- **Strategy.** Research to update and document the **current demand and supply** of administrative leadership for this profession and examine the **leadership impact** on care and services.
- **Objectives/tasks.** Ensure that there is collaborative support for the project, stakeholders have weighed in on the proposal advanced by the authors and identified research team

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Discussion & Next Steps

- Endorsements of key stakeholders.
- Organize a symposium
- Research the state of the profession and the leadership impact
- Disseminate findings and follow-up reports to media
- Develop a model to guide the advancement of strategies

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Limitations & Challenges

- Variety of agendas and perspectives
- Developing consensus
- Role clarity
- Passion, patience and perseverance

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Going Forward

- You came to the symposium...
- We are an intentionally biased group
- Today and tomorrow
 - Messages
 - Panels
 - Facilitated table discussions
 - Prioritization and Consensus
 - Networking
- What is success?
- We need you!
-and have some fun

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Thanks to the following:

- Jennifer, Kevin, Lindsey and Libby
- CHAASE
- UW-Eau Claire/COB
- UW System
- NAB Foundation
- Endorsing Organizations
- Steering Committee
- Program participants
- Ed and Steve
- You!

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Appendix B: Dr. Freeman Hrabowski's cited and suggested references

- Essay: Your professional decline is coming sooner than you think
 - <https://www.theatlantic.com/magazine/archive/2019/07/work-peak-professional-decline/590650/>
- The Geography of Bliss
 - <https://www.ericweinerbooks.com/books/the-geography-of-bliss/description/>
- Four pillars of college success in science
 - https://www.ted.com/talks/freeman_hrabowski_4_pillars_of_college_success_in_science/up-next?language=en
- Who are we in our programs?
 - <http://www.greaterwashingtonpartnership.com/>
- Genius of the and vs. the tyranny of the or
 - <https://www.clustrix.com/bettersql/tyranny-vs-genius/>
- Thoughts, words, actions, habits, character, destiny
 - <https://www.potentialproject.com/books/the-mind-of-the-leader/>

Appendix C Feedback ideas from participants after 1st panel

What are some positive changes that could happen in the current environment to have 25 strong programs by the year 2025?

- Industry investment, academic programs, and displacement training
- Teaching leadership skills
- Reimbursement
- Better understanding of jobs security
- Scholarships from industry/government
- Portability and reciprocity
- Investment
- Displaced workers we can repurpose into the field
- Creative training programs – don't get so hung up on exactly which degree they have
- Have a list of known AIT (paid) opportunities available to students
- Have accurate data (starting salaries and openings)
- Support programs in areas with sustainable LTC populations
- Dialogue and lots of it!
- Have good programs mentor those wanting to do it
- Exposure to what our profession is (US news)
- Positive coverage of what our profession is
 - To combat what politicians are saying, the bad surveys, etc.
- Conversations like we're having here
- The pool of new individuals entering the field will not be sufficient
- Companies "stealing" talent from one another
- Students don't know how to access the industry and vice versa
- Need an intermediary person
- People don't know where to start
- Differences in recruitment techniques
- Have a "portal" for connecting individuals
- Promote the career of health/aging services administration with public media/commercials
- Need to be focused on marketing and outreach efforts for future students to enter programs
- Alignment among associations
- Aging is a field not a discipline
- Increase exposure to youth aging
- Alignment of licensure programs

What are a couple of the biggest barriers for advancing any agenda?

- Financial
- Fast-paced technology (replacing jobs)
- Executive sponsorship
- University bureaucracy
- Quality of positions (programs) and overall structure – finding the right fit for students
- Language that use to degrade industry need to change
- Hard to get universities to commit resources
- Inconsistencies in programs between states
- Language that we use – not attractive
- Capital (lack of) not enough paid internships
- Not enough exposure to our youth – not aware for job opportunities
- Student recruitment
- Need for career path (from graduation to AIT)
- Regulations (state to state, within LTC, higher education)
- Financial – AITs need to be paid
- Executive sponsorship/buy-in
- Quality/structured immersion experience
- Public perception of aging (“nursing homes”)
- Gaining support and the time required from administration/partner providers
- Gap between graduate skills and experience and the expectations and positions available at providers
- Getting past the ego of the faculty and the politics of the university
- Accreditation process
- Awareness at the top along with bottom up support along with public awareness
- Ageism – societal shift needs to happen related to growing older
- Politics within colleges/universities
 - Not “sexy” like STEM
- Facilities that are going into receivership are giving administrators a negative perception of the need of our field. Administrators see this news and worry that we won’t be relevant
- Making awareness a priority
- Diversity of curriculum
- “Caps” on credits at some universities to ensure timely graduation
- Meeting students where they are
- Making sure students have the academic ability/intellectual ability to learn the skills to be successful in the field
- Have senior housing individuals inform universities about the “ideal” set on skills and abilities desired
- Tuition and mentoring programs for high school students
- Lack of qualified faculty and bureaucracy
- Advisory board vision vs. university administration needs
- Narrow and unappealing view of aging services

- How do providers and academics “start” to connect/create relationships and partnerships
- Supply and demand of provider and university impacts needs of students and preceptors
 - No one model will work
- Lack of flexibility (AIT/licensure)
- Critical mass to support some academic programs
- Multi-state partnerships with academia in specific geographies
- Regulatory requirements on curriculum and licensure
- Placements (lack of ability – paid and lack of clearing house)

What are three key themes that emerged from any pre-panel and panel information specifically related to Universities and their needs?

- Language (appropriate terms)
- Academics – there is a need for more critical thinking
- Not being locked in to one career path based on major and/or experience interest throughout
- Longevity of the interest – how to better drive the industry
- TO attract students from grad programs develop management fellowships
- Similar to UWEC with internships – more clearly defined career paths
- Bringing more employees to the table – help spread the world
- Not enough schools with these programs
- Providers need to collaborate more
- Approach the universities, especially in underserved areas
- Successful programs all had a broad set of partners
- Start with our youth educating them on healthcare as a career option
- Not enough feeder programs to funnel into Administrative positions
- Structuring the curriculum to meet the broad needs of the field – including certificates continued for current employment
- Lack of prestige in academics and society of significance/importance of meeting needs of older adults and growing field
- Need for career path
- Need for innovative approaches for student recruitment
- Increase awareness of opportunity
- Rebranding – language
- Market on industry
- Critical thinking skills, motivation skills
 - Must be adaptable for changing environment
- Reinventing the product (be the driver of the longevity economy)
- Justification for investing in program – sustainability
- Placements – AIT and entry level positions
- Prestige and recognition for having a program
- Great diversity among programs, not a lot of competition

- This is both a strength and a weakness
- The real demand or need is hands on/feet on the street needs and not just students who want to come out and run companies
- Industry has many diverse needs and can be fragmented vs. the hotel industry which is increasingly consolidated
- Demand is not seasonal like hospitality industry and there needs to be a structure to figure out how to do this
- Recruitment of students – second career students and high school students
- Diversity – race, socioeconomic status
- HCBS and expanding our focus on the continuum of care
- Support – administrative, champions of the program, legislators/politicians
- Paid internships
- Industry-wide commitment to paid internships
- Having buy-in from the “top” industry leaders and dedicating funding for development of internships and/or curriculum
- Open communication lines
- “Aggregate” site/location/portal for communication
- Challenge with preceptor requirements
 - Number of years licensed/practicing
- When the industry comes to the table with a clear directive of where to go and be a partner in funding
- Rapid change in core competencies in the entrepreneurship skills key
- Strength in diversity of programs
- Four-year traditional programs along with working professionals looking to fast track credentials vis certificate programs
- We should quit focusing on the age of who we recruit – what matters is those with grit
- Need financial assistance model to present to providers for partnerships/relationships for both traditional and non-traditional students
- Providers and academics need a platform/venue to connect
- Students not invested in field – branding and unpaid internships
- Providers need to support programs
- Workforce and student recruitment
- Elevate the field so it’s not seen as a back-up choice
- Need to explore language use – administrator, industry, post-acute, LTC, LTSS, etc.

Do you have any specific action-oriented steps for any of the above thematic areas?

- Academics can promote their courses
- Work with NCHL and NCAF to develop guideline for several fellowships parallel with their current hospital programs
- Build and help finance and PhD program
- More videos to penetrate career day at schools

- Advocacy agenda
- Develop career path that doesn't stop at licensure
- Agreed upon core curriculum with sub-specialties
- Bring regulators to the table to change language barriers
 - Research on best language to use that attracts students and older adults
- Education around longevity – new age
- Meeting “students” where they're at
- Experience, education, vocation
- Craft the education they need for a job/career path
- Find and support a champion
- All programs are regional
- Identify those universities that can help others through mentorships
- Bring together programs and providers based on geographic locations
- Find a better way to identify, describe, and sell the needs of the industry as a career path
- Implement an age-friendly movement in universities, communities, and businesses
 - Look at WHO for guidance, helps with exposure for academic programs and in society
- Forward-thinking people like Freeman taking a national tour and sharing this message:
 - What's the benefit in investing small programs?
- Recruitment of students – need to get into the elementary schools to give young children exposure to the field (intergenerational activities like grandparent's day, volunteer, etc.) and have middle schoolers come to communities and teach the residents how to use newer technology devices
- Advertising of open positions (CNA, dietary, etc.) to high school students/first employment
 - Have scholarships available for this (ex. paying CNA courses)
- Education for HR employees about how to partner with universities/reach out to university programs
- Communication the mutual benefit to companies and to universities
- Learning who to communicate with at the university and/or provider and working to keep flowing lines of communication open
- “Standard” toolkit to help universities maintain good relationships and promote outreach
- Rebranding language
- Longevity economy
- Consider apprenticeship programs – community colleges
- Identify a promulgate best practices
- Identifying gaps in those programs
- Develop a narrative for governors and policy makers
- Nursing leadership program development
- Reframing exercise in formal way
- Develop catalogue of current programs and specific competencies/skills/knowledge

Appendix D - Feedback ideas from participants after 2nd panel

Attachment B

What are some positive changes that could happen in the current environment to have 25 strong programs by the year 2025?

- Assurance of paid AIT/internship opportunities
- Clear career paths with entry-level positions that have professional development and advancement opportunities
- Providers willing to share their experience with universities
- Expand portfolio of offering within healthcare administration program
 - Sales and marketing track, finance track, etc.
- Broader program offering to address other needs/disciplines
 - Core longevity content
 - Certificates for specific roles
- Enhanced communication between academic providers
- Leadership and soft skills are critical
- Identified career paths
- Different types of internships based on settings
- Paid internships as an investment
- Communication
- Better job of telling the story
- Explain better what they are looking for in a candidate
- Clarity around the intent of the internship
- Internship is the opportunity to “sell” them on this profession/field
- Bring universities together with providers to understand the demand on both sides
- Universities combine resources

What are a couple of the biggest opportunities for advancing agenda?

- Train so there are opportunities for students to gain experience
- Preceptor support
- Develop a broader description of opportunity for students
- “TLC” and passion
- Open communication – respectfully listening and setting clear expectations
- Innovation!
- Just do it! Have conversations
- Potential academic vision to build upon
- Story telling and career ladders in recruitment and retention in all positions/fields
- More paid internships, stipends, apprenticeships
- Reach down to a younger demographic

- Have a clear career path
- Attract more students by unifying our message
- Change perception and get more exposure to our industry
- Partnerships between academics and providers
- Advisory boards and internships
- National “matching” co-op for AIT
- Provider “adoption” of a school – regionally
- Provider resources on how to start an AIT program
- Rebrand the senior care sector and make it less intimidating and more appealing
- Do well by doing good – solid way to market the field
- Development of entry-level/internship programs
- Finding proper fits for the industry, designing career paths
 - Market as making a difference
- Opportunity to do well and do good – appeals to a new articulate value and find those who align
- Design career paths beyond ED/Admin
 - Not everyone wants/is cut out to be running a building
 - Finance, tech, marketing, sales, dietary
- Partnership
- Collaboration and communication
- Flexibility
- Be clear about competencies, expectations, providers
- Scholarship programs/loan buy down programs for qualifies candidates
- Support loan forgiveness in rural/underserved areas
- Build survey with providers and articulate the education and career path for students
- Mentality that an internship is a cost vs. an investment
- Value proposition to see the value of an intern
- Notion of pipeline of continuous talent
- Encouraging more providers to reach out to local university programs
- Teach providers what a university does
- Understand all the internships that are available across the country
- Regional connections between providers and universities
- Partner with other schools

What are three key themes that emerged from any pre-panel and panel information specifically related to what roles providers can and should play towards expanding and enhancing academic programs?

- Designing career paths
- Internships/fellowships need to be paid
- Start small and invest at local schools
- Facilitate field trips for students to get a feel

- Things take time
- Paid practicum/AIT opportunities
- Serve on advising boards/councils
- Advocate for education and training grants/loans (use of funds)
- More outreach in activities with young generation so they are open when the time comes
 - Take your kids to work
- Launch ambassador programs to go into high schools
- Seeking new programs
- Have present staff take non-credit courses
- Several ways to partner
- Advisory board is excellent way to partner with a provider and serve together
- Lack of awareness
 - Negative connotation for the industry
- Partnering with universities
- Gap between knowledge
 - Base for licenser and what employer wants
- Lack of awareness and bad image are huge barriers
- Rebrand!
- Partnering with universities is possible, but needs to be intentional and clear
- Gap between insurance requirements vs. what employers really want
- Collaboration on relevant content
- Rebranding
- TLC
- Outreach of providers to university programs
- Be able to articulate your needs for your organization
- Curriculum requires people and communication skills
- Be willing to be on an advisory board/curriculum committee
- We need to open the channels of communication on both ends. Providers don't know who to call to say they can help, but Universities often struggle to find the correct contact. We need to make that easier
- This can be a potential feeder for providers' future leadership, but neither party should expect that student will stay with the company
- More involvement from providers
- Advisory board structure
- Student opportunities beyond contract
- Establish internships abroad
- Rebrand to reflect career paths
- Bring providers into the classroom
- Engage associations in building internship repositories

Do you have any specific action-oriented steps for any of the above thematic areas?

- Active and early involvement (guest speakers, field trips, etc.)
- Focus on the student's success
- Identify communities close to our locations and work with them to build the programs similar to Eau Claire et al
- Outreach to post trade
- Universities work together for national matching program
- Value of the best – trained preceptor/mentor with a strong AIT experience is more important than being paid for an internship
- Provide community service by giving insight about field
- Observational interviews
 - See how people interact
- Specialty classes for those who want to work for specific type of nursing facility
 - Industry consolidation
- Need broader focus from running building to longevity focus that you can spin in all sorts of ways
 - Finance, design, analytics, marketing
- Establishment of collaborative groups
- Follow-up on next steps
 - Keep top of mind
- Affiliation agreements from the universities need to be simplified. They are too complicated for providers to navigate
- Associations could create or facilitate a point-of-contact list of help to facilitate these conversations
- Consider standardizing length of time of practicum and curriculum in academic programs
- Determine best practices for providers to reach out more to universities
- Consistency in structure
- Toolkit of ideas for providers

APPENDIX E – Initial draft of key themes

Key Themes from VISION 2025 Participants

- Rebranding - Language: Need positive rhetoric and to also find public influencers to support the sector
- University Commitment - commitment from Administrators to build programs
- University/Provider Relationships (start at high school) and expand the pipeline to exposure to younger students and second career
- Regulatory requirements being a deterrent for career selection
- Accreditation process: multiple bodies need to come to consensus
- Students want and are seeking paid internships
- Seeking to enhance EDI efforts to expand the labor pool
- Develop broader curriculums that are applied against all sectors of the aging market and market
- Inform university about the skillsets needed so the providers would feel students are trained
- Continue steadfast and ongoing collaborations of stakeholders and partners
- Designing career paths for new emerging leaders
- Capital to invest in program and dedicated funding

APPENDIX F – Table discussions focused on initial key themes

A compilation of notes written on the large sticky pads placed around tables. Blue headings correspond with the titles of notes on mentioned pages.

Language: Need positive rhetoric – rebranding and find influencers to support the sector

- University Commitment
 - Commitment from Administrators to build programs
- University/Provider Relationships (start at high school) and expand the pipeline to exposure to younger students and second career
- Regulatory requirements
- Accreditation process: multiple bodies need to come to consensus
- Students want and are seeking paid internships
- Seeking to expand EDI efforts to the labor pool
- Develop curriculums that are applied against all sectors of the aging market
- Inform university about the skillsets needed so the providers would feel students are trained
- Continue collaborations of stakeholders
- Designing career paths
- Capital to invest in program and dedicated funding

Missing Ingredients

- Flexibility in programs
 - Not just attracting young students, but continuing education
- Workforce issues include:
 - Lack of faculty and researchers
 - Post docs (doctorates?)
 - Scholarships
 - Grants
- Lack of quality paid internships

Why does this matter?

- Partnerships with providers and universities
- Millennials want an impact
- Maintain currency with contemporary practice with academics
- Faculty must be able to navigate the system
- Operations training vs. research training
- Common body of knowledge
- Ability to adapt, especially entrepreneurship skills and business leadership skills
- Lack of qualified faculty bureaucracy

- Advisory Board vision vs. University Administration needs
- Narrow and unappealing view of aging services
- When industry comes to the table with a clear direction of where to go, and be a partner in funding, this is helpful
 - How can the needs of universities and providers be addressed?
 - Rapid change in core competencies
 - Entrepreneurship
 - Strength in the diversity of programs (ex. hospitality vs. clinical programs)
 - Four-year traditional programs along with working professionals looking to fast track credentials in this field
 - Certificates programs
 - Military/veterans
 - 55+ workforce
 - Apprenticeship programs vs. academic requirements
 - Community colleges maybe key

Barriers

- Inability to be nimble in curricula changes
- Multi-state provider partnerships with academia in specific geographies
- Regulatory requirements on curriculum/licensure
- Diversity of programs and purposes
 - Leaders, licenses, etc.
- Placements – paid
 - Lack of availability
 - Lack of cleaning house
- Demand vs. interest
- Ageism
 - Reframing what we “sell”
- Key themes
 - Partnerships across all levels
 - \$\$\$
 - Glacial pace and appetite to work for change
 - Workforce and student recruitment
 - Elevate field so not back up choice
 - Language use
 - Need to explore
 - Administrator, facility, LTC, vs. LTSS industry and post-acute care

Curriculum/AITs

- Diversity of curriculum/program structure creates ambiguity of skills and knowledge
- Inconsistency of vocab
- New language needed to attract students

- New culture within the industry
- Melding the entire continuum of industry (HCBS, AL, SNF)
- Innovative approaches to student recruitment and outreach
- Financing internships/lead in training
- Recruitment broadly with focus on diversity
- Tollgates/barriers/regulations in LTC and education
- Career paths reciprocity of credentialing
- Regulators participation in academia
- Business panel
 - Opportunity for advancing?
 - Partnerships between academia and providers
 - Advisory boards, internships
 - National “matching” coop. for AIT
 - Provider “adoption” of a school – regionally
 - Provider resources to start an AIT program
 - Adoption of schools
 - Seeding new programs
 - Identify H/S workers to further their education in senior living
 - Qualifications to teach classes

Biggest Opportunities

- Vision 2025 meeting
 - More
- Potential academic vision to build upon
- Desire and willingness to partner
- Focus beyond regulatory frameworks
- Story telling and career ladders in recruitment and retention in all positions/fields
- Themes
 - Paid practicum/AIT/etc.
 - Serve on advisory boards/councils
 - Advocate for education and training grants/loans
 - CMP funds, etc.
 - Fund/support academic infrastructure
 - Applied research opportunities
 - Change the narrative of LTC
 - “sell” a value/valuable product/service
 - Widen/enlarge the tent
 - Utilizing consumers/users to share positive experience
 - Integrate/elevate “soft” personal skills int training
 - New teaching methodologies and pedagogies
 - Support preceptors/supervisors who work w/ AIT
 - Preceptor trainings

APPENDIX G - Consolidated set of themes and action ideas

The twelve agreed-upon key themes ranked in order from most voted to least, with vote counts included in theme title. Themes are bolded and followed by notes. A thirteen theme was created during brainstorming session and added to this list.

Key Themes

1. Paid Internships (56 votes)

- Also paid experiences/fellowships/internships/scholarships
- Quality of internship/fellowship
 - Structure
 - National center for HC leaders
 - NAB/AIT manual
 - Win/win
 - Clarify expectations of university, student, sponsor
 - Customization – SNF, AL, IL, etc.
- “Adopt a program”
- Mentor – with time and commitment
- Competencies development
- Different experiences for AL/IL/SNF etc. (insurance)
- Adjunct faculty appointments to prioritize and develop continuing relationships
- “An investment with an expected return” – needs definition
- Provider budget commitment
- Trade association involvement
- Professional association with faculty groups (APHA)
- Note: should be connected with recruitment and retention

2. Rebranding: Rhetoric & Optics (46 votes)

- Language across silos
- Develop agreement
- Groups in industry agree on value proposition
- Define the breadth of terms
- Value proposition – broad umbrella or tent?
- They “why” and social/personal impact
- Longevity economy
- Younger leader focus group

3. Designing career paths (36 votes)

- Support, including career transitions
- Cargill Foundation
- CMP \$ to fund?

- Standardization around the practicum
 - Train mentors
 - Recruit and retain
 - Template career lattice/ladder
 - Diversity of career in aging
 - Service-line specific vs. ladder within and growth
 - Emerging leader “portal” with toolkits/resources
 - Gender diversity (studies) of executive level positions (CEO, RDO, etc.)
 - Advance women to higher positions
 - A la Argentum women leadership group
 - Students: better understanding/education on what’s possible/where to go
 - E.g. clarity with accountants
 - More exposure to career/options before choosing (help with retention)
 - Personality/aptitude test to ensure “fit” with profession
 - Short-term internship/immersion earlier in education (high school/first year college)
 - Crash course/certification (?) for people in other industries coming to health/aging services
 - Resources for administrators who are contacted by interested persons for careers
 - Know here to direct them
 - 2nd career? Mid-life switch?
 - Opportunities for “executive education” or accelerated degree to get into a new position
 - Fast-track to licensure
 - Executive post-acute care coach for student
 - Bridge programs before graduation and start of jobs
- 4. Investing in programs (33 votes)**
- Providers/partners
 - Grants
 - Foundations
 - Support professional association membership for administrators, students, university programs
 - Center for excellence (regional)
 - CMP grants
 - Foundations
 - Leveraging
- 5. Comprehensive Curriculum (32 votes)**
- Across all sectors of the senior living cycle
 - Develop core curriculum with variety of specialties available
 - What is core? Mandatory/optional
 - Shared model courses
- 6. Collaboration of stakeholders (31 votes)**
- Including associations

- Collaborative will (regional leverage)
 - Shared risk/reward/responsibility
 - Paths/tactics/formalize sustain
 - Clearing house/portal
 - Research
- 7. Increasing exposure of the sector to younger and second career students (26 votes)**
- Share high impact practices
 - Build ambassador expectations into practicum/internships
 - Find ways to “systematize” connections and relationships
 - More and regular opportunities for providers and organizations (employers) to be on campus – increase awareness
 - Modify/be flexible for the 2nd career students and their barriers to “go back” to traditional school programs
 - Internships – expand/online?
 - Certificate programs?
 - Easy route back to working
- 8. Enhance and expand EDI efforts (23 votes)**
- More providers focused on culturally/ethnically diverse populations
 - i.e. Hmong specific, Korean specific
 - National association of health services executives
 - Conference
 - Lots of leaders of color
 - No older adult representative
 - Removing barriers
 - Find ways to have more leaders of color
 - “You can’t be what you can’t see”
 - Increase cultural competence of leaders
 - Not just about “diversity”
 - Have to have cultures of inclusion or diversity won’t stay/thrive
 - Need more diverse faculty
 - Show researchers – make more opportunities for people of color who are interested in research
 - HBCU health care programs – focus on more than the acute care option
 - Work with cultural liaisons and insiders to figure out effective strategies
- 9. Supply/Demand Study (14 votes)**
- Collaborative
- 10. University Leadership commitment (11 votes)**
- 11. Regulatory Requirements (4 votes)**
- 12. Accreditation Process (3 votes)**
- 13. Skill set communication from the field (2 votes)**
- Transparency/dialogue

APPENDIX H – Combined themes by stakeholder for steering committee

Vision 2025 Symposium Key Themes and Priorities

Key Themes:

Provider Initiatives:

- **Paid Internships**
- **Regulatory Requirements**
- **Designing career paths**
- **Increasing exposure of the sector to younger and second career students**
- **Enhance and expand EDI efforts**

Stakeholders Initiatives:

- **Collaboration**
- **Accreditation Process**
- **Investing in programs**
- **Rebranding**
- **Regulatory Requirements**

College and University Initiatives:

- **Leadership Commitment**
- **Comprehensive Curriculum**
- **Support for Instructors**
- **Supply/Demand Study**