Good afternoon and welcome to the Gerontological Society of America/Academy for Gerontology in Higher Education (GSA/AGHE) webinar series on the Age-Friendly University (AFU) initiative.

This series was made possible through a grant from the Retirement Research Foundation to the Academy for Gerontology in Higher Education (AGHE) for the Founders 3.0 Project.

This is the third and final webinar in the series and is titled, *A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help*.

I am Nina Silverstein, a professor of gerontology at the University of Massachusetts Boston and immediate past president of AGHE and former chair of the Social Research, Policy, and Practice section of GSA. I am joined by Marilyn Gugliucci, a professor and director of geriatrics education and research at the University of New England. Marilyn is also a former president of AGHE and a former chair of the Health Sciences section of GSA.

The webinar is being recorded and will be posted on the GSA website. A notice to all attendees will be distributed once the recording is available.

A Question & Answer session will immediately follow today’s live presentation. We will be accepting questions through the “questions” feature accessible on the GoToWebinar panel.
If the panel blocks your view of any of the slides, it may be helpful to click on the arrow in the top right to hide the panel until you wish to enter your questions.
Many of you may have participated in the previous two webinars. In Webinar 1, the faculty introduced the concept of Age-Friendly Universities and described the growth of this movement that began in Dublin, Ireland, in 2010. In Webinar 2, the faculty shared approaches various campuses have taken to apply to become a partner in the AFU Global Network.
Webinar 3 Goal & Objectives

- www.geron.org/webinar
  - Webinar 1: Becoming an Age-Friendly University (AFU) Partner
  - Webinar 2: One Vision, Many Paths: Making AFU Work for You

Goal: A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help
- Determine age-friendliness opportunities for your higher education institution (HEI) and provide guidance for advancing AFU implementation

Objectives:
- Provide an AFU stepwise process to adapt to your college/university
- Present ways in which Academy for Gerontology in Higher Education (AGHE) can assist you in AFU implementation

The previous webinars have been archived and are available to you on the GSA website at the URL noted on the current slide.

In Webinar 3, we address the “Now what?” Once you are recognized as a member of the Age-Friendly University Global Network, how do you continue your AFU efforts at your institution? We hope to offer tips for you to consider by sharing our own experiences and providing additional examples of making the vision of AFU into a reality.
To begin, what does it mean to be an Age-Friendly University and part of the AFU Global Network? It means that people on your campus are committed to working toward achieving the vision described in the 10 AFU principles listed in the handout attached to this and the previous webinars. Just like the World Health Organization and AARP domains of Age-Friendly Communities, where communities make a commitment to work toward demonstrating age-friendliness in each domain, a commitment to the AFU principles and joining the network means that your campus will commit to earnestly expanding its age-friendliness.
How do you begin to explore methods to expand age-friendliness at your institution?

- Don’t do it alone—find partners!
- Anywhere is a good place to start...

How do you begin to explore methods to expand age-friendliness at your institution? My advice is to first find partners—and then start anywhere...

This webinar will provide examples from three different institutions that are currently looking at this issue. We will provide time at the end of the webinar to discuss what was presented and field questions about methods for your institutions.
Who should care about AFU?

EVERYONE ON CAMPUS!
- Identify the leaders/change agents/best contacts?
- Who else might you add to this stakeholder list?
- Expand the conversation
  - “Did you know we are an AFU?”

Who should care about AFU? We believe that everyone on campus should care. This is a list of departments, programs, and constituencies on my campus that likely parallel what you might find on your own campus. Who else might you add to this list? Start a list of your own and identify the leaders, change agents, and best contacts for each group. Start informal conversations to introduce AFU. If your campus is like mine, aside from a small working group of faculty, students, staff, and a few administrators, no one else knew we are part of the AFU Global Network or what exactly that means.
Examples from Other Campuses

- University of Massachusetts Boston
- University of Manitoba
- University of New England

We are now going to share some specific examples on what campuses have done since becoming an AFU partner. I am going to talk about the University of Massachusetts Boston. Marilyn will share her experience at the University of New England and then relay the experience of our colleague, Michelle Porter, at the University of Manitoba.
The University of Massachusetts Boston endorsed the principles of Age-Friendly Universities in May 2017. By Fall 2017, I started talking to others about wanting to “operationalize” the principles and see where we were as a campus. I spoke at our state gerontology association in November 2017 about a project I had in mind for Spring 2018, specifically to develop an AFU audit. I was approached at that forum by a community leader who offered to work with us to achieve that aim. Andrea Weaver is the executive director of Bridges Together, an organization that focuses on intergenerational engagement. She became a welcomed partner in our efforts. Because this project was outside my faculty workload and did not have dedicated resources or funding, the first thing I did was to identify others who might want to work with me. I knew a project coordinator was critical and for that position, I recruited a gerontology PhD candidate, Meghan Hendricksen. I offered Meghan a 3-credit independent study. Beyond the academic credit, she was also a co-presenter at the GSA 2018 Annual Scientific Meeting and a co-author for an article on our experience that is in press for the *Gerontology & Geriatrics Education* special issue on Age-Friendly Universities.
Here is a timeline that breaks down steps you might consider. With Meghan and a community partner already on board, in our first month, we recruited two other primary faculty partners, Susan Krauss Whitbourne, an emeritus professor and past chair of GSA’s Behavioral and Social Sciences section; and Lauren Bowen, an English professor who was recommended to me. Lauren does work on narrative gerontology but was previously not connected to our department. We then invited a graduate student from the English department, an undergrad gerontology student, two lifelong learning members, an alum, and an older adult Gerontology Institute volunteer to join our core working group. This group met for two intensive sessions designed to: (1) learn about intergenerational engagement; (2) operationalize the 10 AFU principles by creating a series of quantifiable statements; (3) identify contacts for each of 20 stakeholder groups across campus that we described on a previous slide; and (4) receive interviewer training. This workgroup then conducted 19 in-depth interviews (one person refused) using customized interview schedules with statements most appropriate for the office they represented. For example, the director of facilities was asked about physical access and the built environment while the person from Career Services was asked about resources for students working on second careers.
Here is a sample of an audit protocol item that related to principle 4: to promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages. These are statements that emerged from our workgroup which we used as a quasi-focus group to generate to operationalize the principles. The structure was “agree/disagree/don’t know” with an opportunity to elaborate. We are already working on a new edition of the audit and are considering using a Likert scale for statements of perception on the degree to which some activities occur, such as how often faculty might integrate class projects or how often departments engage in intergenerational activities.

<table>
<thead>
<tr>
<th>Principle #4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.</th>
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<tbody>
<tr>
<td>1. Older adults are welcome to register for courses and programs, whether on campus or online.</td>
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<td>Agree</td>
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<td>Can you elaborate on that?</td>
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<td>2. Departments engage students in intergenerational service learning activities.</td>
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<td>Agree</td>
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<td>Can you elaborate on that?</td>
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<td>3. Faculty integrate class projects that involve older people (whether through family connections, UMass connections, or larger community).</td>
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<td>Agree</td>
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<td>Can you elaborate on that?</td>
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<td>4. Older people serve as mentors or tutors for traditional students.</td>
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<td>Agree</td>
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<td>Can you elaborate on that?</td>
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<td>5. Dedicated or shared space is available for intergenerational learning activities.</td>
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<td>Agree</td>
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<td>Can you elaborate on that?</td>
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WHO ARE UMASS BOSTON’S OLDER STUDENTS?

In Spring 2018 semester, 3.5% of the UMB Student population was 50+
• 544 total students
• 110 of those students were older learners 60+

This is a reduction since Fall 1998, when UMB had over 1000 older learners 50+^1


TIP: If not readily available, consider "years of service" as a proxy for determining data for faculty and staff.

There are a lot of data already available on your campus but may not be retrieved in a way that is meaningful for beginning your exploration to expand the institution’s effectiveness in operationalizing the AFU principles. We started by requesting data in a meaningful form from our Office of Institutional Research. We learned that in Spring 2018, 3.5% of the UMass Boston student population was age 50 plus, or 544 students of whom 110 were age 60 or older. As I had first looked at older learners on the UMass Boston campus in 1998, I was surprised to see that the current number was a reduction of what I had observed prior—but I also understood that there was a policy change on fee waivers in 2004 that likely explained the reduction, in part. So it is important to understand policies on tuition and fee waivers on your campus. Other data that should be available, which I encourage you to collect, are on older faculty and staff members. It is not just about the older learners on campus.
What Did We Learn?
Qualitative Themes

- 19 individual protocols analyzed
- Qualitative methods were used
- Biweekly meetings to ensure inter-coder reliability

So, what did we learn? Three major themes and 11 subthemes emerged from our analysis and clustered around: Educational Programming, Accessibility, and Inclusivity. Under Educational, we observed that the achievement of an environment that fully supported intergenerational learning fell short at UMB, though comments by stakeholders suggest future potential. Related to second career counseling, interviewees generally agreed that the campus has much to offer in resources and counseling on second careers, but where programs exist, the onus is on the individual to find them, and in other cases, the resources have not been packaged or designed to target this population.

In terms of Accessibility, beyond physical and built environment concerns, the opportunity for expanding digital access was mentioned particularly in terms of increased tech support for novice learners entering the online environment. Inclusivity brought up issues of Ageism and Tokenism—the later an interesting insight to those stakeholders who believe that if a lifelong learning institute exists on your campus, therefore you must be age-friendly—or, I once had an older person in my class...or there was that one time an older person came into the career office...
### Themes Coded by AFU Principle

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<tr>
<th>Principle</th>
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<td>Educational Programming</td>
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<td>Second Career</td>
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<td>Lifelong Learning</td>
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<td>Accessibility</td>
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<td>Learning Support</td>
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<td>Diversity</td>
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When we coded our themes by principle, you can see that our protocol statements weighed more heavily on principles 1, 3, 4, and 8. Interestingly most all interviewed were able to comment on Principle One, To encourage the participation of older adults in all the core activities of the university, including educational and research programs. The frequent response was “our core activities are open to anyone”—we called this an “open door”—you are not going to be turned away, but we are not doing any special targeted outreach to bring you in either...

In our work now, we are looking to identify protocol statements/items that would better capture the other principles as well such as those principles related to online educational opportunities, broadening research agendas, and understanding the longevity dividend and potential opportunities to higher education.
Next Steps

- Share short and long term recommendations with higher administration
- Refine audit to increase ease of use and replicability by other institutions
- Collect data from broader range of stakeholders using an e-survey format

Our next steps are to: (1) share short- and long-term recommendations with higher administration; (2) refine the audit to increase ease of use and replicability by other institutions; and (3) collect data from a broader range of stakeholders using an e-survey format.

For the next part of the webinar, Marilyn Gugliucci will be presenting information from both her institution and another AFU institution. Take it away Marilyn!
Hi everyone. Nina, thank you for providing such a fine example of stakeholder engagement and methods execution! Nina’s work as an AFU is truly quite advanced.

My title at the University of New England is Professor and Director of Geriatrics Education and Research within the College of Osteopathic Medicine. As it turns out, which may be true for you as well, when issues and opportunities related to aging come up, my name seems to be mentioned. I have been at UNE since I have had black hair and it is quite grey now. My longevity here and my passion in this field is known here.

The University of New England is a small private institution that is quite strong in health professions training. Currently, we have 16 programs dedicated to graduating health professionals.

You will note that we have three physical campuses—two in Maine and one in Morocco. We have recently expanded to include a new designation “UNE North” that has collaborators in Paris, France, Norway and in Iceland.

The three focal areas (where the energy and funding are going) for UNE are (1) inter-professional education, (2) expansion of UNE North with the University of the Arctic, and (3) aging.
Our most recent addition at UNE is our UNE Center for Excellence in Aging and Health, funded by a UNE board member. The Center founding director, Tom Meuser who came to UNE from Missouri, is traveling to Iceland to ensure pathways for aging with our UNE North affiliates. This is a great time to be at UNE!
To provide the backstory on our AFU designation, early on I created an underground group of faculty (50 strong) across our five colleges who expressed an interest in aging. We do not have a gerontology program at UNE, but this “group” was instrumental in establishing aging (geriatrics/gerontology curriculum development) as a priority in eight of our 16 health professions programs: physician assistant program, College of Osteopathic Medicine, College of Pharmacy, all three nursing programs, dental hygiene program, and School of Social Work.

We applied for AFU recognition in July 2017. With the help of this group of faculty, I conducted an assessment of what each program was doing in relation to the AFU principles and then drafted the letter for the UNE president. At that time, the president of 11 years was stepping down and the new president was just starting. It was the outgoing president who signed the letter with the endorsement of the incoming president. This in and of itself was instrumental in getting the incoming president on board to have aging be a UNE priority area.

In the summer of 2017, we were the fifth higher education institution in the United States and the eleventh higher education institution worldwide to be recognized in the Age Friendly University Global Network.
Our 2017 application for AFU status was impressive with 11 pages of initiatives across the institution. The initiatives were resented by college and then by education program.

You can see on this chart that presents the AFU principles and the UNE colleges that some address more of the AFU principles while other colleges clearly have gaps. The college that didn’t respond when the initial assessment was conducted is the College of Graduate and Professional Studies—this college offers only online programs. For example, Masters in Public Health is part of this college and we had no idea in 2017 what they were doing that aligns with the AFU principles. We suspected that they would be a natural partner and have begun to work more closely with this program and this college in order to assess and expand our knowledge of which AFU Principles apply across this colleges programs.

This chart reveals at a glance that we didn’t meet all 10 AFU principles. Once we were recognized as an AFU, it was incumbent upon us to do what we can to address those principles where we had little impact.

One major game changer for us is the implementation of the UNE Center for Excellence in Aging and Health in September 2019. This Center is focused on University-wide initiatives—and, thus far, many are aligned with the AFU principles.
In this slide, the UNE health professions programs are listed on the left and the 10 AFU principles are listed across the top. This is our next step in identifying strategically how to implement the AFU principles within each program. Not all programs will embrace all principles, but as the UNE president has prioritized aging at the University of New England, doing an analysis of the various initiatives is imperative.
UNE Wide
Take Aways

- The power of the few works providing there is a common goal.
- The AFU application is a static document- requiring ongoing review.
- The UNE AFU initiative and especially its expansion requires “the many” (the community) to be involved, UNE leadership commitment is one step.

The UNE “Takeaways” in regard to this webinar include the following:
We had a group of dedicated faculty who responded on a moment’s notice to a call for information. It is incredibly important to nurture relationships especially when there is a common cause and interest. Age-friendliness is a goal shared by enough of us to create change at UNE.

Although our AFU application was impressive and was endorsed by both the outgoing and incoming presidents, it is a static document that reflects aging-related initiatives that were in place in a period of time. The question is: “How do we ensure that good work continues, and how do we expand on our age-friendliness?” We cannot rest on our laurels, especially when there is more to do!

The UNE AFU initiative and especially its expansion requires “the many” to be involved; UNE leadership commitment is one step. We are now trying to figure out how to get others on board with the AFU Global Network designation. The older adults in our community are more excited about this than our fellow UNE community colleagues. Dissemination of projects, using the AFU logo, and consistently bringing the AFU designation forward is essential. There is no question that UNE community feels proud of its leadership globally!
The next example is the Photovoice Project led by Professor Michelle Porter at the University of Manitoba.
Photovoice Project


Photovoice is a qualitative method used for community-based participatory research to identify and represent an issue of importance by sharing photos and telling stories.
Methods

- Each participant asked to take pictures of barriers and facilitators (inside and outside, not limited to physical attributes)
- Focus group of participants to discuss all the pictures
- Summary report developed
- Report brought to whole committee

Professor Porter instructed participants to take pictures of barriers and facilitators (inside and outside, not limited to physical attributes). She then conducted a focus group where all the photos were discussed. That led to a summary report that was shared with the administration.
Here is an example where the University website is difficult to navigate and visually is not very age-friendly. The font is very small with little contrast. At Manitoba, classes are free for older adults and yet the one place this information is listed, the website, it is not older adult friendly.
Age of Buildings

- Newer buildings are improving accessibility
- Challenging retrofitting older buildings and infrastructure to make them age-friendly

Another example where photo voice captured a challenge is this elevator. It is clearly not wide enough to allow wheelchair access. There is a need for retrofitting in some of the older buildings at this university. Clearly this would be a high cost item to address, but knowledge of challenging areas could assist with where classes or meetings are held if older adults are participants.
Take Aways

- Manitoba assembled a diverse group of participants and empowered them to photograph barriers from their own perspectives
- A photo is worth 1000 words...effective in getting AFU message across
- Addressing some issues such as web design and public relations may yield greater initial buy-in.
- Physical plant items such as retrofitting and renovating require funding and work force that may be difficult to access.

Some takeaways from the Manitoba experience include:
Taking photographs is an empowering experience and quite informative. As they say a picture is worth a 1,000 words. Photos are effective in getting across the AFU message. Prioritize the suggestions from those that are more easily doable to those that are more challenging to address due to funding or other policy and infrastructure issues.

The suggestion here is to approach administrators with low-hanging fruit issues to get initial buy-in.
A number of GSA/AGHE resources are available to support the AFU process; I will present them in no particular order.

The mission of the AGHE Academic Program Development Committee (APDC) is to plan, implement, and facilitate mechanisms that assist academic institutions to develop, strengthen, and improve their gerontology, geriatrics, and aging studies instructional programs. This is an open committee—meaning that anyone who is a member of GSA/AGHE can join and participate. It was the APDC leadership that created the opportunities and support for GSA/AGHE programs to engage with the Age-Friendly University movement.

Within the APDC, there are two programs available to any academic program regardless of membership; although GSA/AGHE membership offers fee discounts and greater connection to related resources and colleagues.

The FIRST is the AGHE Program of Merit for Gerontology and Health Professions programs that provides a globally recognized voluntary external evaluation process in gerontology and health professions education. The Gerontology Program of Merit was established in the late 1990s and the Health Professions Program of Merit was established in 2017. The review processes are supportive, informative, and respected by institutional administrative
leadership along with program directors and coordinators. The review is based on the AGHE Standards and Guidelines Document that includes the AGHE Gerontology Competencies as well as American Geriatrics Society and Partnership for Health in Aging Competencies for health professions programs. The links to these resources are offered on the next slide.

The SECOND is the AGHE Consultation Program. This proactive service supports educational institutions with meeting the demographic aging imperative, which requires innovative and contemporary gerontology/geriatrics instruction and program development. The needs of the institutional program drives the consultation possibilities.

For example, if you receive grant funding to conduct an institutional review for age-friendliness, you could reach out to the AGHE Consultation Program for assistance in conducting this review. There is no limit to the AGHE Consultation Program in supporting gerontology and health professions education and evaluation.
AGHE Standards and Guidelines, 2015

- AGHE Gerontology Competencies
- Partnership for Health in Aging Competences for Health Professions Students
- American Geriatrics Society Competencies for Medical Students

As mentioned in the previous slide, here is the link to the AGHE Standards and Guidelines Document, 2015 edition that includes the AGHE gerontology competencies, Partnership for Health in Aging competencies for health professions students, and the American Geriatrics Society competencies for medical students.
Resources to Support AFU Process (continued)

- Connections to AFU members that are part of the AGHE Membership
- AFU Interest Group – Will meet at GSA/AGHE Annual Meeting in Austin 2019
- Templates and access to other HEI AFU processes
- *Gerontology & Geriatrics Education* special issue on Age-Friendly Universities

To continue with the GSA/AGHE resources available to support the AFU process.

The next area of support through AGHE is the camaraderie of AGHE members who are recognized members of the AFU Global Network. True to AGHE’s culture, we provide peer-to-peer support and assistance. Reaching out to any AGHE member who has already attained an AFU designation will offer you a variety of options for support, depending on whom you contact. For instance, I have offered to share our letter of application as a guide to those interested in applying for AFU status. Talking with those who have gone before you is always helpful in paving the way and picking up helpful tips.

New in 2019 is the establishment of the AFU Interest Group that will meet for the first time at the GSA Annual Meeting in Austin, Texas, November 2019. This interest group will meet the needs of those who attend by sharing ideas, opening up discussions, providing resources from other institutions to advance the AFU principles, and supporting AFU efforts. It will be a good way to meet those who are also interested in the AFU movement.
Gerontology and Geriatrics Education
AFU Special Edition Sample Articles


Lastly for AGHE resources, there is a special issue of *Gerontology & Geriatrics Education*, which is AGHE’s Official Journal, on Age-Friendly Universities. Here you see a sample of some articles that are currently available on line and will be in the special issue that will be available in April. Reaching out to any of the authors is encouraged.
This concludes our prepared comments.

Before we begin the question and answer portion of this webinar, Nina and I would like to acknowledge the support of the Retirement Research Foundation for funding the AFU Webinar Series. We also want to thank Joann Montepare from Lasell College, who is the Principal Investigator on this grant, and we DEFINITELY thank the GSA/AGHE staff—especially Judie Lieu for her technological expertise in making these webinars user friendly and support from Gena Schoen, AGHE Program Manager.

Our emails are listed on this slide, we hope to hear from you!
AGHE AFU Webinar Series on AFU
Question & Answer

- We will not be using the “raise hand” feature today
- Please use the “questions” feature accessible on the right side of your screen
- If we do not get to all of the questions, we will email responses after the webinar

GSA Webinars www.geron.org/webinar
Webinar Evaluation

- In an effort for continual improvement, we would like to hear your thoughts.
- Please provide feedback by clicking the survey link at the end of the webinar.

*Thank you, and we hope you enjoyed the program!*