EDUCATION SESSIONS: 10:15- 11:05

Coaching for Career - Equipping the Next Generation of Global Leaders

There's a new generation taking the world by storm, GenZ, also known as Digital Natives. This session will provide best practices in coaching GenZ for early career excellence through education, awareness, and action-planning. Through an employer and entrepreneurial lens, the session will provide best practices for incorporating career readiness into the collegiate student experience with a lens towards diversity, equity and inclusion.

Funger Hall, Rm 103
Chelsea Williams | College Code

"Here We Go Again": Supporting Transfer Students Moving In, Through, and Out of Transition

Supporting transfer students is not simply the responsibility of the institution a student is transferring from or transferring into. Institutions need to work together to provide their students the necessary data and tools needed to successfully transition to and from another institution in order to promote student success and an equitable system. The facilitators will provide information and data on Transfer Shock, then lead a discussion about how various types of institutions can support transfer students throughout the stages of transition.

Funger Hall, Rm 207
Jacqui Rogers | College of Southern Maryland

How to Design a Culturally Responsible and Effective Campus Climate Assessment

The purpose of this facilitated discussion is to outline points of considering when initiating a climate assessment and strategies for implementation. Both considerations and strategies will be guided by culturally responsible practices. Specifically, the discussion will include best practices to recruit students, staff, and faculty; design culturally appropriate instruments; and reporting of findings in an accessible manner.

Funger Hall, Rm 209
Chad Kee | Morgan State University
Jamie Washington | Washington Consulting

No More Meetings That Could've Been Emails

In an effort to enhance the employee experience, the 2018-2019 Professional Development, Training, and Onboarding Committee in Georgetown's Office of Residential Living offered opportunities to create campus collaborations, strengthen working relationships, and support local-, family-, women-, and poc-owned businesses. By informally gauging and formally assessing past learning and development offerings, the committee shifted away from using time to provide refreshers for one's current role to focus on new information that could prepare staff for future roles. With a new vision and by empowering entry-level staff with an interest in this work, professional staff across the department were able to engage in new, exciting ways. This session will focus on revamping professional development opportunities for Housing and Student Affairs professionals, empowering all staff to take the lead, and truly embracing change.

Funger Hall, Rm 222
Jaime Brown | Georgetown University

How Thematic Programing Creates a Streamlined Experience for Students and Staff

When it comes to student development, both professional and student staff members influence a students experience during their first six weeks on campus, a time of great change. To support students through this sometimes overwhelming transition, staff must identify areas related to student development, which can be addressed through thematic programming. In order to do this, staff must also

understand the uniqueness of each student(s) as well as how student development theory supports their important role. This presentation will provide insight on the importance of using a theme to enhance the student experience during the first six weeks, while emphasizing areas in which students need to develop through the support of staff as well as how successful programming can guide students through this developmental process. Participants will also have the opportunity to engage with the material presented by brainstorming different themes they would implement in various departments during the first six weeks of the semester.

Funger Hall, Rm 223
Maddy Quidzinski | George Washington University

EDUCATION SESSIONS: 11:15-12:05

Positive Restlessness - Creating a Data-Informed Culture in Student Affairs

In the ever changing landscape of higher education, practitioners need to be increasingly reliant of data and evidence-based work. This session will include our experiences of creating a data-informed culture at Georgetown University including the development of sustainable data practices, building capacity for collection and analysis among staff, and our challenge to keep students centered in work. This workshop will walk through our process for creating this culture and include documents, materials, and best practices we've picked up along the way.

Funger Hall, Rm 103
Danielle Melidona | Georgetown University
Jordan Bolte | Georgetown University

Engaging Students in Academic and Professional Development: Designing a Graduate Student Success Series

Research shows that graduate level students benefit from transitional programming as they adjust to post-baccalaureate life. George Mason University's Schar School uses an innovative design to create a two part academic and professional series aimed at giving students the tools they need to be successful first, in graduate school, and then in their chosen professions. The seminar is a partnership between Academic and Career Services. Program design and implementation will be discussed.

Funger Hall, Rm 207
Paul Nooney | George Mason University
Brian Bar | George Mason University

Self-Care, External Obligations, and Burnout - How are we holistically supporting student and professional staff during August?

George Mason University is the both the largest and most diverse institution in the state of Virginia, and is becoming more representative of the kind of student population pursuing higher education. Our student body needs have challenged us to reconsider several aspects of the student staff we work with in Housing and Residence Life. One of the biggest considerations we have gone through is focusing on our students' well-being and how we are being as inclusive as possible to respect their time, mental health, financial situations, and personal identities and observations. This was particularly true as we began to plan our August training in 2019 where we worked as a team to start the culture of focusing on our staff members' well-being during the busiest time of the year for student affairs. This session will review our beginning stages of August reconsiderations, but will primarily allow attendees to discuss these topics and how they have come up at home institutions, and how we can work as a field to lead the change for inclusion and self-care in the area of semester training and preparation.

Funger Hall, Rm 209
Brad Teague | George Mason University
Kristi Manwill | George Mason University

Hip-Hop & Higher Education

This session aims to inform attendees about the impact that hip-hop culture has on students and to share programming ideas that will support retention efforts for students that identify with hip-hop. Presenters will connect the research to Chickering's and Erickson's widely known identity development theories. After completing quantitative research we found that 65% of the students surveyed reported that campus should offer more events that are supportive of hip-hop culture. We also found that 53% of students agreed that they were able to connect with other students through talking about hip-hop. Students may find the college they selected does not meet their cultural needs. Learning more about hip-hop culture could add to the tools already being used to support students that attend college. This thesis research has been downloaded over 1000 times at 270 institutions and 70 countries. The research could provide educators and administrators a deeper understanding of the impact that hip-hop culture has on students.

Funger Hall, Rm 222
David Shanks | University of Maryland Baltimore County
Aaron Smith

International Student Partnership Programs: Lessons Learned in the Evolution of Two Graduate School Programs
Gain insights from GW's two peer mentoring programs for international graduate students to create or improve a peer mentoring program at your institution. We will identify benefits, compare strategies, and discuss lessons learned as the key to creating a successful peer mentoring program. Anyone interested in improving recruitment, matriculation, student experience, graduation rates, and diversity at your institution should attend.
Funger Hall, Rm 223
Rebecca Burns | George Washington University
Andrew McGeoch | George Washington University

EDUCATION SESSIONS: 1:15-2:05

Cultivating a Resilient Mind
This round table discussion will encourage participants to share best practices on how yourself or team learn to tolerate ambiguity in the workplace. In the higher education landscape, leadership priorities can shift drastically and it is easy to feel consumed by the fear of the unknown. As change is inevitable, how do we learn to let go, embrace the discomfort and be aware of our reaction. We will discuss what can we do as leaders to address and move forward from the pain of change. Learning from your colleagues, we will speak about the steps can we take to create a psychologically safe space, foster communication and curiosity within your team to ultimately create a resilient culture.
Funger Hall Rm 207
Alison Schmierer | George Washington University

Alternative Identities & Lifestyles, HBCUs & PBIs: Future Considerations for Growing Communities
Alternative identities and lifestyles are a constantly expanding and intersecting subject flooding the media and academia. Though growing in popularity, within higher education there are still voids. The experiences of HBCU and PBI students that populate the various non-binary identities and lifestyles are still relatively unknown. Research concerning LGBT HBCU and PBI students already indicate these universities have displayed an inability to properly handle a particular diversity. With this precedent set, more awareness and consideration of the non-binary student communities' experiences at these universities may be needed. This program seeks to educate on the various non-binary identities and lifestyles that exist, their intersections, and provide considerations on how HBCUs and PBIs can prepare for and facilitate this diversity.
Funger Hall, Rm 208
Christopher Smith | Howard University

Mastering the Hidden Curriculum
Exploring promising practices in scholarship support programs illuminates the ways students are best served and supported holistically. With well-developed partnerships and collaborative approaches, students have a stronger sense of belonging, well-being, and emotional safety providing a solid foundation on which to grow. This is especially true for first-gen and low-income college students who often experience cultural shock and imposter syndrome during college.
Funger Hall, Rm 210
Corey Stewart | Georgetown University

Peer Accountability; A Higher Standard
Do you ever feel like there is not enough time in a day, find yourself distracted by multiple tasks and not know where to start? In roles with competing priorities, multiple deadlines, and various partners we can get lost in our daily to do, forgetting about the goals we have for ourselves. Join us to find out how we have navigated competing priorities, including the ones we set for ourselves, through upholding peer accountability.
Funger Hall, Rm 222
Kendall Valente| Georgetown University
Betsy Milarcik| Georgetown University

How to Move Forward: A Case Study of Greek Students tackling Diversity, Equity, and Inclusion from Within
Greek chapters across the country have been suspended or completely removed due to racially intolerant actions and words from within their entire chapter or individual members. We examine the impact and effectiveness of Diversity, Equity, & Inclusion committees implemented by Greek chapters at the University of Alabama and the positive or negative influence and change they've had over their specific organization. In response to racial tensions on campus, the committees were created by students at the University with initiatives focused on partnerships with on campus organizations, interactions with other Greek councils, and awareness/involvement with off campus programming as well.
Funger Hall, Rm 223
Stella Buckner | George Washington University
Sarah Grace Houy | University of Alabama

KEYNOTE ADDRESS: 2:15, FUNGER 103