



## **FAMILY ENGAGEMENT IN HIGHER EDUCATION**

**2021 NATIONAL VIRTUAL CONFERENCE**

**NOVEMBER 8-10, 2021**

### **Educational Programs (Alphabetical)**

#### **A Crash Course in Podcasting for College Parents (Educational Breakout)**

*Kayla Albano, University of California, Los Angeles*

The UCLA Parent & Family Association recently transitioned its successful YouTube Live discussion series to a homegrown podcast. Doing so opened the doors to a new way to communicate with families, eased administrative challenges, and created a more streamlined production process. Session attendees will explore the benefits and challenges of producing a podcast and learn tangible steps and resources for making it happen.

#### **Ask Your CAS Reps: What is CAS and how can it help me develop and improve my program? (Educational Breakout)**

*Christine Self, Ph.D., Texas Tech University*

*Amy Swank, Bowling Green State University*

The AHEPPP CAS Reps will present on the importance of using CAS Standards to develop and improve Parent/Family Programs and to demonstrate the program's worth to administrators and other constituents. If you have been considering a CAS review, you can get all of your questions answered in this interactive session.

#### **Breaking Down University Barriers to Build Family Support (On-Demand)**

*Meaghan Miller Thul, University of Minnesota*

*Lisa Gruszka, University of Minnesota*

At the University of Minnesota, preparing families for their student's first year is a partnership between the Parent & Family Program, Orientation & Transition Experiences, and several other staff teams. Learn how various units at a decentralized campus work together to help families understand our community of care and how the University works.

## **Building a Communication Plan on a Budget: Maximizing your resources and partnerships (On-Demand)**

*Lindsey Bray, University of Memphis*

*Chelsea Petree Ph.D., Rochester Institute of Technology*

Parent and family communications are a primary component of our work, but using external platforms can be beyond our small budgets. Hear how two different institutions have successfully built communication plans using campus and AHEPPP resources while maximizing our budgets and enhancing the family engagement experience.

## **Engaging Parent and Family Volunteers/Boards (General Session)**

*Libby Dagers, Texas A&M University*

*Whitney White, University of Cincinnati*

*Meaghan Davidson, University of Delaware*

This session will feature a panel of Family Board Members/Volunteers from a variety of AHEPPP institutions. Panelists will share their first-hand experience serving in volunteer roles and share their perspectives on their motivations to volunteer. Professionals will learn how best to engage volunteers and overcome challenges to implementing volunteer positions in their offices.

## **Experiences of low-income student-parents seeking a postsecondary credential at a community college (On-Demand)**

*Marlena Jarboe, Blue Ridge Community College - Virginia*

*Colleen Pendry, Blue Ridge Community College - Virginia*

Learn about the family, financial, and educational experiences of 23 low-income community college students, who are also parents, during the COVID-19 Pandemic. This session includes recommendations for instructors, college leaders, and legislators to best support low-income student-parents as they persist toward a postsecondary credential.

## **Family Financial Literacy (Educational Breakout)**

*Maureen Hurley, Emerson College*

*Sharon Duffy, Emerson College*

Family members enter the college experience with a wide variety of experience with financing education, ranging anywhere from absolute beginner to sophisticated borrower, and everything in between. Emerson College is expanding on financial literacy for families by presenting a virtual class for families. The series, held over the summer months, consists of presentations that build upon each other to give families a common language to discuss and understand the implications of college loans for students and parents.

## **Family Matters: Engaging families in college student development (General Session)**

*Jodi Dworkin, Ph.D., University of Minnesota*

A college parent shared, “I realize a lot is on (my student), but it is on us all to show up...” This presentation will discuss the role of family in college student development and how professionals might use, apply, and talk about family development with families and colleagues.

## **Finding Grounding in Your Work Day (On-Demand)**

*Diane Eshelman, Carnegie Mellon University*

We often talk about engaging families in supporting their students’ mental health. How often do we talk about our own mental health? During this session, we will discuss ways to incorporate self-care moments during our workday. Participants will be guided through a grounding moment that can be practiced in an office space.

## **Getting Real: The Changing in Family Dynamic Related to Social Justice (General Session)**

*Tasha Talton, University of Texas - Arlington*

*Melanie Johnson-Sheppard, University of Texas - Arlington*

*Andrea Mitchen, University of Houston*

Parents and family members play an integral role in the lives of college students of today. This generation of students and families has experienced innumerable crises in their lifetime. All within one year, we’ve experienced a global pandemic, the continuous murders of unarmed black people by the police, the January 6th insurrection, and a record-breaking winter storm for the ages. These events have changed us as a country, changed us as individuals, and it is time to “get real” with parents and families about the effects of these monumental shifts in perspectives, perceptions, and realities. In this presentation, we will share practical applications for implementing opportunities for open dialogue and understanding of the changing dynamics of the parent/student dynamic as it relates to social justice. Parent & Family Programs Professionals will learn effective ways to integrate intentional partnerships and programming related to the events of this past year and beyond.

## **“I’m so proud of you!” Measuring the impact of family programs on student retention (Educational Breakout)**

*Heather Rappaport, University of Nevada, Las Vegas*

We know from our day-to-day work that family programs and outreach build connections to our universities, but how do we measure it? This session will discuss what metrics you can use to connect your work with student retention, building from theory to

practice. Participants will leave the session with specific examples of how to collect qualitative and quantitative data to strengthen their end-of-year reports and evaluations.

### **Leverage Technology to Engage Families Throughout the Student Lifecycle**

*Meaghan Davidson, University of Delaware*

*Nassim Nosartash, UNC Charlotte*

*Chris Ferguson, Ed.D., University of the Pacific*

*Chelsea Craig, Sales Engineer*

*Leslie Gale, Director of Customer Success*

Family engagement has the potential to positively impact institutional goals throughout the student lifecycle. From providing an individualized experience during the admission process to supporting the transition to campus and student success to encouraging parent giving, the right technology can help you at every stage. CampusESP's all-in-one family engagement platform helps you break down silos to work together across campus departments. This session will take a look at the innovative initiatives the University of Delaware, University of the Pacific, and UNC Charlotte took to meet their student enrollment and success goals through family engagement.

### **Managing Change for Parent and Family Programs (Educational Breakout)**

*Emily Parker, Torch Star Education*

*Serena Matsunaga, Torch Star Education*

This program will present a change management model and apply it to the work of parent and family professionals in higher education. Participants will learn how to make decisive plans that are consistent with institutional values while focusing on the role partnerships play in impacting a clear vision.

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### **More than a friend-raiser: Partnering with development on your campus (Educational Breakout)**

*Ryan Lovell, Ohio State University*

*Mark Pontious, Ph.D., Miami University*

*Laci Weeden, Georgia Institute of Technology*

*Lynne Deshier, Ohio State University*

*Caroleigh McCloy, Miami University*

Parents, families and supporters rarely understand the division of duties on our campus and see us as one college or university. Therefore, it is critical to create a seamless, holistic approach to family engagement on our campuses. This is best done by building relationships across the institution. This session discusses how internal relationships and institutional data can be used to enhance your communications, events and fundraising efforts.

## **No money? No problem. Leveraging Assessment and Engaging Volunteers to Meet your Program and Institutional goals (On-Demand)**

*Lexie McCarthy, West Chester University*

*Cyndy Hill, Penn State University*

Family engagement is not always considered a funding priority, but families and university leadership continue to expect high-quality programming that intentionally connects families to their students and the institution. This presentation will discuss funding issues and the opportunity to leverage assessment and volunteers to fill the resource gap and present two case studies in volunteering and fundraising to exceed institutional and family expectations.

## **Parental Support in the Success of First-generation College Students (Educational Breakout)**

*Ray Grant, Ph.D., Colby College*

Parents of first-generation college students are unable to assist with information on navigating college. This presentation will highlight findings from a research study that showed that students and parents understood the college experience from different points of view, resulting in family tension and a “push and pull” dynamic. Although both students and their parents faced barriers to understanding the college experience, the support provided by parents was instrumental in helping first-generation students persist during their first year in college.

## **Role of Family Support and Latinidad in Latino College Students (Educational Breakout)**

*Bertita Barrientos, University of Central Arkansas*

This qualitative study focuses on exploring first- and second-generation in the U.S. Latino college students transition to a four-year institution of higher education to help institutions assist students and their families better.

## **Speak for Yourself: Tips from five professionals on self-advocacy and self-care (Educational Breakout)**

*Chelsea Petree Ph.D., Rochester Institute of Technology*

*Marjorie Savage, University of Minnesota*

*Amy Swank, Bowling Green State University*

Many who work in parent & family programs do a lot with little to no staffing or budgets. We struggle to advocate for ourselves and our offices. Using data and real-life experiences of five professionals who've been through it all, this presentation provides tips on self-advocacy and self-care.

**Thank You, COVID-19: A tribute to the pandemic that shut down our world and opened the door for parent program professionals (On-Demand)**

*Kerri Fowler, NC State University*

Highlighting the benefits of COVID-19 feels counterintuitive, but as parent professionals, it's important to highlight the positive impact COVID-19 has had on our programs. Join us to reflect on challenges, share resources and identify strategies that champion efforts to maximize momentum and solidify PFPs as critical stakeholders in higher education.

**The Challenge of Supervision: A panel session (General Session)**

*Kimberly Sterritt, The University of Alabama*

Supervision is a difficult skill to learn and develop, and yet bad supervision is easy to identify. The panelists have been identified as "Great" supervisors by their supervisees, and will share their philosophies, strategies, and tips regarding how they supervise. The session welcomes those who currently supervise and those who aspire to positions in which they will supervise.

**The Magic of Inclusive Communication: How do institutions lower the drawbridge allowing for equitable access and communication to all (On-Demand)**

*Annamarie Tellez, The University of Arizona*

*Raquel Bermejo, Ruffalo Noel Levitz*

*Roxanna Cruz, Barry University*

Ruffalo Noel Levitz (RNL) conducted the largest research study of prospective college parents-nearly 6,000 parents across more than 35 different institutions. Learn how the University of Arizona and Barry University are planning to utilize the results of their survey to improve communication and engagement with prospective parents and family members, and continue to work with campus leadership to assist in these efforts.

**Together, Apart: Creating and sustaining online community for families (On-Demand)**

*Kayla Albano, University of California, Los Angeles*

*Alexandra Brown, University of California, Los Angeles*

As remote learning continued throughout 2020, UCLA parents and families increasingly expressed a desire to connect in real-time. This session will outline how the UCLA Parent & Family Association (PFA) team responded by launching Coffee Chats, drop-in virtual conversations to connect with fellow Bruin families and UCLA staff.

**Using restorative practices to manage difficult conversations with parent and family members (Educational Breakout)**

*Julie Schultz, Carnegie Mellon University*

Restorative practices are a scientific approach to building strong relationships between individuals and communities. This session will introduce restorative practices; how they are used to enhance communication, address conflict, and repair emotional harm; and how to apply these practices to our work with parents and family members.

**“Virtually” everyone is like me! (Educational Breakout)**

*Laurin Gierman, Michigan State University*

*Allyn Shaw, Ph.D., Michigan State University*

*Morgan Doherty, Michigan State University*

Affinity group (noun) - a group of people having a common interest or goal or acting together for a specific purpose. Affinity groups provide opportunities to connect people who identify in similar ways, facilitated by professionals who offer critical support services to students and families in the affinity group. These affinity groups provide a safe space to ask questions and learn about additional resources to support success. Come learn how Michigan State University created these spaces, with a focus on LGBTQA+ identity for this presentation.

**Where do we go from here? Building an anti-racist community in family education (Educational Breakout)**

*Rebecca McCrory, George Mason University*

*Daylen Orlick, George Mason University*

In this presentation, we explore the strategies George Mason University has adopted for educating and working against racism. From the university’s strategic proposals to our Family Programs initiatives, we will demonstrate how we strive for inclusivity, equity and a sense of belonging within our Mason Family community.