



Educational Programs 2023

Tuesday, November 7, 2023

Opening Session | 9:00 - 10:00 a.m.

Proactively Engaging Parents & Families in Supporting Student Mental Health

Location: Whitehall

Student mental health concerns continue to rise at colleges and universities across the country. While we often talk about crisis communication and intervention, another critical aspect of supporting student mental health is how we proactively engage and partner with families. During this session four panelists will share how they engaged parents and families in supporting student mental health at their institutions. The panelists will share insight from their experiences as well as answer questions from the audience.

Presenters:

Caitlin Borges, University of Cincinnati
Marshall Greenleaf, University of Massachusetts Lowell
Ahmed Hosni, The Ohio State University
Samantha Jeffries, LMFT, Rochester Institute of Technology

Educational Block I | 10:15 - 11:00 a.m.

Expanding the Family: Growing Family Engagement in and Beyond the College Years

Location: Westminster

Arizona State University launched ASU Family, an independent unit dedicated to family resource development and engagement, in Fall 2019. Functioning collaboratively between Student Services and the ASU Foundation, the unit supports ongoing family engagement with ASU-- from Pk-12 experiences to university family experiences and lifelong learning opportunities. Through enhanced family communications to university-wide collaborations and diverse programming and involvement opportunities, ASU Family has increased Arizona State University family engagement by over 250% in four years and developed systems for connecting families of university pipeline program participants, students in our K-12 schools, alumni and local community members to university resources and experiences.

Presenters:

Kellyn Johnson, Arizona State University
Martha Byrd, Arizona State University

Family Philanthropy: How Parents and Families Can Make an Impact Across Campus

Location: Hamptons

As you are aware, institutional funding has been shrinking nationally across campuses when it comes to supporting student success and programming. We also know that families who give philanthropically want to invest in initiatives that help promote student success. Through this presentation, we want to share how East Carolina University Parent and Family Programs is bringing the two together. We have made this possible through a relatively new giving initiative, called the ECU Parents Fund Grant Program. The Parents Fund Grant Program connects family philanthropy with programs, initiatives, colleges, departments, and student organizations across campus. We do this by taking Captain's Society gifts (ECU's parents association equivalent) and allocating funding to the Grant Program. A panel of parent volunteers reviews the grant applications and decides where funding would be most beneficial to students and the university.

Presenters:

Carter Fenwick, East Carolina University

Will Williams, East Carolina University

Going Global: A Dynamic Initiative to Engage Parents and Families of Admitted International Students

Location: Brightons

Deciding to send a student abroad for college is a major choice that involves years of preparation, family involvement, and investment of time and resources. The families of international students play a crucial role in ensuring their admission and continued success on campus. To support these families, NC State has joined forces to create a four-part webinar series called "Going Global." This program provides admitted international students and their families with valuable resources and opportunities to help them navigate the enrollment process and prepare for the upcoming year. By participating in this program, families can gain a better understanding of what to expect and feel welcomed by our inclusive community.

Presenters:

Valerie Oti, North Carolina State University

Kerri Fowler, North Carolina State University

Lauren Ball, North Carolina State University

Navigating the Storm: Addressing the Assault on Equity, Belonging, and Inclusion (EBI) in Higher Education

Location: Whitehall

In the face of evolving legislative landscapes, the need to foster a welcoming and inclusive environment for students and families on campuses has never been more critical. This hot topic session invites conference attendees to explore the challenges and strategies, and to share potential solutions to safeguarding the principles of EBI. A panel comprised of AHEPPP EBI Council members will guide participants through an examination of current legislative developments. We will explore the national, state, and local policies that impact EBI initiatives within higher education institutions; and we will unravel the implications of these legislations on students and their families.

Presenters:

Maureen Hurley, Emerson College

Tasha Talton, University of Texas-Austin

Educational Block II | 11:15 a.m. - Noon

Balancing Act: Parents' Council Accessibility and Accountability

Location: Brightons

Each year UCLA's 130-member Parents' Council (PC) typically has between 30-40 open spots, with an annual yield of 100+ council applicants. The team often finds itself challenged to identify "top" candidates to accept, and walking the line between wanting the organization to be accessible to all Bruin families while acknowledging the limited resources to support such a group.

Over the last two years, as the University has returned to in-person operations and navigated the "new normal" following the pandemic, the team has been challenged by council members showing up in very different ways than pre-2020, and in some cases not showing up at all. Following this trend, the staff began enacting a number of onboarding protocols and enlisting PC leadership in an effort to clarify (and reclarify) expectations with general members of service requirements to retain membership. Even with the aforementioned efforts the team is still finding its footing on how to best hold members accountable to member engagement expectations and rethinking how to do so in a way that maximizes ROI, both for council member participation and staff planning efforts. In this session, the team will discuss the challenges that led to the focus on accountability efforts, and share strategies implemented (and planned for implementation) to help address such challenges and strengthen the Parents' Council.

Presenters:

Kayla Albano, University of California, Los Angeles

Designing a Hands-on Parent Orientation: Engaging New College Parents Through Education, Networking, and Critical Conversations

Location: Hamptons

Our presentation will showcase how to design interactive parent and family orientation sessions. Learning outcomes include directing family engagement professionals to design a hands-on parent orientation that engages new parents through education, critical conversations, and networking with fellow parents. Using The University of Memphis as a case study, we will discuss how to educate first-year parents on transitioning their role from high school to college parent through the lens of adolescent psychology and trend studies. Participants will leave the session with tools to design an interactive parent orientation session centered around parent networking, discussion prompts for meaningful student/parent conversations, and tips for their important transition ahead.

Presenters:

Kayla Hubbard, University of Memphis

Andrea Malkin Brenner

Mentoring and Supporting Families of First-Gen Students

Location: Whitehall

How ARE we supporting families of first-gen students at Penn State? How SHOULD we be supporting families of first-gen students? We know that mentoring and supporting a parent or family member of a college student can help that student succeed, but does that support look different for family members of first-gen students? The presentation will begin with a review of current trends in family engagement for families of first-gen

students followed by an interactive discussion highlighting and sharing current efforts at Penn State and how we might work together to improve support of first-gen families and ultimately their students.

Presenters:

Cyndy Hill, Penn State

Chris Walters, Penn State Abington

AHEPPP Awards 2023 | 2:00 - 2:50 p.m.

Celebrating and Learning from AHEPPP Colleagues

Location: Whitehall

Details coming soon!

Educational Block III | 3:00 - 3:45 p.m.

Creating Connections: The Journey to Establish Sustainable Campus Partnerships

Location: Whitehall

Details coming soon!

Presenters:

Lisa Gaskin, University of North Carolina at Charlotte

Leena Holt, University of South Carolina

How Much is Too Much Communication? Supporting Student's Transition Through Family Communication

Location: Westminster

Over the past year, our New Student & Family Programs team has developed a content map for communicating with families of first-time-in-college students. Focusing on the summer before the Fall semester and based on the feedback of the Parent and Family Advisory Council, we have found that the communication we provide to families is crucial in their ability to support their student's success through their transition into college. This session will share recommended timely topics to add to your communication plan with families, logistics of the email communication, and show the results and improvement areas from Summer 2022 and Summer 2023. This session aligns with AHEPPP's values by sharing best practices through a collaborative environment and continually utilizing research and assessment to improve programmatic offerings. This presentation can be relevant to any institution type. Participants will be encouraged to reflect on their own program's communication methods and topics with families to determine the relevant application.

Presenters:

Alex Hersperger, Texas A&M University

Chapman Cooper, Texas A&M University

VZO Sponsored Session

Location: Brightons

Details and presenter information coming soon!

What's That Theory: Development Theories Related to Family Engagement

Location: Hamptons

Theories are a foundational component of higher education and how we evaluate student learning and development. Understanding and exploring “the why” will give attendees the foundation to support their families better while their student is away. We will review common theories that have helped shape Family Relations and the programming we have cultivated today. In our overview of relevant theories, the presenters will provide attendees with the knowledge and resources to understand the theories and help to use them in talking with their campus partners. Attendees will also be able to use the theories in their programmatic efforts to improve student recruitment, retention, and graduation.

Presenters:

Lindsey Bray, Cornell University

Kei Lara Bermea, Tarleton State University

Educational Block IV | 4:15 - 5:00 p.m.

From Imposter Syndrome to Published Author: Navigating the Writing Process as a Family Engagement Professional

Location: Hamptons

Writing is a valuable skill that helps family engagement professionals share important information with families as well as discuss the importance of family engagement with stakeholders like administration and faculty. The problem is that many of us, as practitioners, do not always feel empowered to share our expertise and knowledge through writing. Imposter syndrome, doubts, and not knowing where to start are often barriers to our success in writing. In this session, editors and contributors to resources written by family engagement professionals, *College Ready: Expert Advice for Parents to Simplify the College Transition*, and *Engaging Families in Higher Education: Best Practices and Lessons Learned*, will share their experiences in writing for various audiences, including family members, other family engagement professionals, faculty, and administrators. They will share how they learned to trust their own experiences and expertise, deal with imposter syndrome, collaborate with other writers inside and outside the family engagement field, and how to stay organized in these projects all the while doing the work of family engagement. Presenters will discuss how writing can enhance family engagement, how writers can find their voice and build confidence, how to recognize and move beyond imposter syndrome, how to modify the tone of their writing depending on the audience, and how to bring in theory and research when and if needed. Participants in the session will take away ideas for their own writing, from posts for blogs such as AHEPPPs Insights Blog, to longer-form newsletter articles for college families, position papers for administrators that advocate for family engagement, pieces for other publications, or their own ideas for a new book. This session would be of use to anyone who is interested in learning more about writing and overcoming barriers to writing in order to share the great stories of family engagement.

Presenters:

Christine Self, Texas Tech University

Chelsea Petree, Rochester Institute of Technology (RIT)

Intent vs. Impact: A Case Study of When Parent Expectations are out of Alignment with Institutional Capacity

Location: Westminster

When the expectations of parents surpass your capacity and responsibility, a unique dynamic emerges. Coupled with vocal complaints to the office, social media, or institution leadership, parent and family relations professionals may find themselves in a sticky situation when balancing these expectations. Join representatives from the University of Akron to hear how using early alert data to inform parent and family communication was both successful and unintentionally challenging. This program will include an interactive case study where participants will be able to share how they would respond and will offer recommendations for other campuses who may find themselves in this circumstance. The program will conclude with tips for participants to consider if looking to duplicate this data-informed model.

Presenter:

Anna Ball, University of Akron

Speaking the Language: Creating and Using Learning Outcomes

Location: Whitehall

For many, family engagement efforts can feel out of place when working with others who have direct student contact. How does one equate student learning outcomes to their families? The session will provide information on developing learning outcomes for family engagement programming to allow offices to better speak the language of their colleagues. Presenters will discuss the importance of learning outcomes and how they can help to define their unit's objectives and fit into the larger divisional and institutional goals. By tying learning outcomes to larger divisional and institutional goals, family engagement units can ensure that their programs and courses are aligned with their overall mission and objectives and that parents and families and their students are equipped with the skills and knowledge they need to be successful. As institutions continue to be evaluated on retention and graduation rates, it's important to regularly review and evaluate the effectiveness of the learning outcomes in achieving the larger goals and objectives. Collecting and analyzing data on student performance, program outcomes, and other relevant metrics can help evaluate the effectiveness of the learning outcomes. Based on this evaluation, adjustments can be made to the learning outcomes and instructional strategies to ensure that they align with the institution or division's broader goals and objectives. Participants will engage in an interactive activity to develop learning outcomes for a program and learn how to use the available data to evaluate them.

Presenters:

Lindsey Bray, Cornell University

Shana Lee, Kent State University

Training Student Staff to Work With Families

Location: Brightons

It's normal to be nervous about working with the families of new students. Whether it's the age gap, the life experience of family members, or cultural norms, preparing for these interactions can be intimidating. However, taking care of families has distinct benefits for not just the family members themselves but also their students, your institution, and you. Join us to explore the reasons why working with families matters, what families are looking for, and how best to approach this important work, including lessons learned from conducting orientation for families in a remote environment during a crisis.

Presenter:

Ryan Darling, University of California, Los Angeles

Wednesday, November 8, 2023

Educational Block V | 9:30 - 10:15 a.m.

Scaling Your Strategy: Getting Buy-in, Setting-up, and Seeing Results with Family Engagement Tech

Location: Hamptons

Deciding to scale your institution's family engagement strategy can be an easy decision; determining how to find the resources to do it can be overwhelming. For many, investing in technology is the solution, allowing small teams to increase communications, reduce phone calls, and improve relationships. Our panel will candidly share their experiences purchasing and implementing a family engagement solution, and how their new capabilities have allowed them to hit goals and improve the student and family experience. Topics will include finding on-campus supporters and budget, what the onboarding process really involves, early wins and learnings, and each school's results.

Presenters:

Chelsea Craig, CampusESP

Marshall Greenleaf, Ed.D., University of Massachusetts at Lowell

Leena Holt, University of South Carolina

Missy Mathis-Hanlon, Syracuse University

Encouraging Family Connections to Campus Through the Student Experience

Location: Westminster

Affinity to an institution is key to a family's connection to their student's campus experience and plays a fundamental role in communicating that they are a valued partner in the college experience. During our presentation, we will discuss ways we have fostered connections with families and the institution through a set of shared learning outcomes, specifically between student activities and parent programming. We will also discuss how our office structure and unique campus partnerships have influenced these connections and led to an increase in shared resources.

Presenters:

Hannah Turcotte, University of Tennessee at Chattanooga

Chris Bridgers, University of Tennessee at Chattanooga

The Family Experience of the "Sophomore Slump"

Location: Brightons

The idea of the "sophomore slump" is not new. Professionals in higher education have long known that second-year students return to campus and experience something unique and often challenging. Classes become harder, they have a new living situation to adjust to, and there is no fanfare like there was during new student orientation and welcome week festivities. Second-year students face real challenges and their experience during this year can cause them to transfer out or become the university's biggest supporters. Understanding the sophomore slump is necessary as universities constantly think about student retention and graduation rates.

Presenter:

Chelsea Petree, Rochester Institute of Technology

We Are First: A First-Gen Empowerment Series for Family Supporters

Location: Whitehall

A robust presentation on an adaptable series of workshops that institutions can adopt discussing what it means to be a supporter of a first-generation student(s), how the relationship dynamic evolves over time, and the important part families and supporters play in their student's success both inside and outside the classroom.

This educational program aims to provide a possible framework for other institutions as they consider ways to reach first-generation families by collaborating with campus partners to empower and educate families on their role as partners in their student's success. Institutions have begun and continue to show increasing support for first-generation students and their families as the population of first-generation students seeking higher education rises. This program is one way to support this population and advance equity and inclusion efforts at the higher education level.

Presenter:

Elizabeth Sanchez, Chapman University

Educational Block VI | 10:30 - 11:15 a.m.

Engagement of Families to and Through Their Student's Time in College

Location: Brightons

Higher education professionals continually adapt to the changing needs of students and ways to prepare, communicate, and engage family members along the lifecycle of the student experience. Communication and engagement between a family member and the institution have evolved, information moves quicker, and demands are high. As professionals, we must prepare to engage our families through multiple methods, including social media, emails, webinars, or in-person programs. This presentation will dive into how two institutions developed and implemented a framework for families at multiple stages of their student's experience.

Additionally, we'll discuss collaboration with campus partners and including them in developing and delivering information. Finally, utilizing best practices and assessment results, we'll examine various family engagement opportunities, including webinars, newsletters, social media, in-person events, and publications. From pre-orientation to graduation, family programs professionals will leave with tangible concepts to enhance family engagement based on the lifecycle of a student.

Presenters:

Alex Hersperger, Texas A&M University

Emily Ivey, Texas Christian University

Moving Away from Traditional Parent Descriptions

Location: Hamptons

In psychology, there are four generally accepted models to describe parents. Currently, students arrive at college with varying degrees of parental interactions as well as various levels of preparation. As professionals, our goal is to help guide parents in their role as supporters of college students. Arriving at college is an

adjustment for the students, but it is also an adjustment for parents who have been expected to manage their child's grades, absences, and various other components of their academic life using the platform provided by their K-12 school district. Some student populations are also coming to college with a better understanding of their disabilities and may find they need more parental support as they transition to college. This past year, the Undergraduate Family Ambassador and I, after consulting our Disability Services Office, have updated orientation leader (OL) training materials and presentations to the families modifying the information presented to utilize more inclusive language. For OLs, we continued to use the traditional parenting models, but added information about what may motivate a parent to act in a way that could characterize them into these models. For the parent presentations, we have adopted the Hersey-Blanchard Situational Leadership Styles based Situational Leadership II developed by Kenneth Blanchard to identify how parents can support their student through their college journey. As a result of attending this presentation, conference attendees will learn ways to present parenting traits to orientation leaders so they are prepared to interact with various parents, yet understand some of what may motivate parents to react in different ways. Additionally, they will learn how to utilize leadership styles as a way to present parents with a path to guide their student from more guidance to more independence through their college journey. Lastly, change the rhetoric so all parents in the room feel less judged and more supported and as they support their student through their college journey.

Presenter:

Kirsten Holles, New Mexico State University

Orientation 101 and Family Involvement

Location: Westminster

Leaders from the Association of Orientation, Transition, and Retention in Higher Education (NODA) will walk participants through the definitions and research behind the process, programs, and fields of orientation, transition, and retention. The different types of orientation programs and their connection to family programming will be reviewed to draw connections between OTR programming and parent/family programming. Additionally, NODA provides a wealth of information, community, and educational resources to practitioners in these fields and those will be highlighted throughout the session.

Presenters:

Katie Murray, Towson University, NODA President

Kelli Murray, University of Delaware, NODA Region 8 Coordinator

Sembrando la Semillita Hacia la Universidad: Pathway to College Through Family & Community Engagement

Location: Whitehall

The purpose of this session is to discuss ways of serving marginalized families and the community in all stages of a student's college journey through family and community engagement. During this presentation, we will focus on Metropolitan State University of Denver, a Hispanic Serving Institution, Bilingual Family and Community Programming: Orientación Familiar, Información en Español, Intró al Colegio, Facebook programming and share testimonios of families and community members. During this session, I will be presenting on programming MSU Denver is currently doing focused on family and community engagement. Throughout the presentation the expected audience will participate in small and large group discussion regarding stereotypes and stigma of family engagement, and ideas on bilingual programming to support student's retention.

Through all our programming, our hope is that institutional perspectives on family engagement move away from the stereotype of damaging helicopter parents who contact academic advisors or complaining to

professors regarding grades (Kiyama & Harper, 2018; Ward-Roof 2008). Instead, we hope that institutions create programming that embraces familismo, working alongside families to encourage students to ask for help, find resources, get involved and to complete their degree. With this presentation, we will provide our data, examples of our presentations, engage in dialogue about breaking the stigma and deficit mindset about family engagement, the importance of partnering with community organizations (ex. Denver Public Schools, Community Hubs, Mexican Consulate, and EDUCA) and campus partners in programming for Latinx-Spanish Speaking families.

Presenter:

Carina Hernandez Solis, Metropolitan State University of Denver

Educational Block VII | 11:30 a.m. - 12:15 p.m.

Establishing Credibility with Families: Tips for New Parent/Family Program Professionals

Location: Westminster

As longtime parent/family program professionals, our credibility as subject matter experts comes primarily from our career longevity, but it is still not uncommon to get feedback from families that they want to hear from those who have parented college students. What are parent/family program professionals supposed to do if they are not parents themselves or are parents of younger kids? What if they are closer in age to their college students than to the families of those students? How do they offer parenting advice without that personal lived experience? Over the years, we have employed different methods of gaining credibility with parents and families and educating them on supporting their students. We'll offer tips and advice based on our experiences in the field from graduate school to becoming parents ourselves to parenting pre-college teens. This session will be helpful for those newer to parent/family programs and those wanting to share and receive tips on how to establish credibility as subject matter experts with your families.

Presenters:

Nancy Stephens, University of Kentucky

Laci Weeden, Ed.D., George Washington University

UK Invests: Supporting Holistic Student Wellness with Innovative Financial Education

Location: Hamptons

This presentation explores a new holistic wellness initiative, anchored by financial education, that the University of Kentucky introduced for students during the 2022-2023 academic year. Under the banner of UK Invests, and in partnership with Fidelity Investments and iGrad, this initiative seeks to give every student at the university a personal investment account that will be used to incentivize or reward behaviors beginning with financial education and expanding to other healthy activities. Healthy behaviors and educational activities that will serve as the basis for the program include financial, community and belonging, mental and physical wellbeing, and intellectual and skill development.

This session will engage participants in unique conversations that promote new ways to think about the role of financial education and financial stability for college students. A crucial part of this narrative includes the role that parents and families play in encouraging their students to participate in this unique program. Participants will leave the session with ideas about how they could begin similar conversations on their campuses. Furthermore, the themes covered in this presentation are very timely as institutions of higher education are

seeking to articulate new ways prospective families and students can understand a return on investment of attending their institution.

Presenters:

Nicki Jenkins, University of Kentucky

Marianne Young, University of Kentucky

When Institutional Values Intersect: Exploring Belonging and Free Speech on a College Campus

Location: Whitehall

UW-Madison strives to create a campus community where all students feel a sense of belonging. As a matter of law and institutional value, the university also supports free speech and the First Amendment. This presentation will overview how the UW-Madison Parent and Family Program is approaching the tension that can sometimes arise when free speech and belonging intersect. Specifically, we will examine:

- social media moderation as a public institution, including our philosophy and approach;
- public relations issues, including student protests and controversial speakers;
- proactive family education through communications and events, including our metrics;
- campus partnerships with the Office of Legal Affairs, University Communications, Student Affairs colleagues

Presenters:

Stephanie Benson-Gonzales, University of Wisconsin-Madison

Christina Olstad, University of Wisconsin-Madison

Closing Lunch & Session | 12:30 - 2:30 p.m.

Celebrating Parents as Partners and Looking Toward the Future of Family Engagement

Location: Whitehall

From engagement efforts to strategic initiatives, today's college family drives every aspect of the work we do on our campuses. Join us for a special closing session to hear first-hand perspectives from a panel of current family members served by AHEPPP member institutions, and the institutional staff working alongside them, to learn what has made the biggest difference in their family's university experience and what they believe today's families need from their institutions. Attendees will have the opportunity to engage with panelists as they provide insight into successfully working together to build structures of support and positive partnerships.

Leading into this session, AHEPPP Executive Director Jennifer Wood will provide updates regarding AHEPPP's 2023 priorities and what organizational developments you can expect in 2024.

Presenter and panelist details to be announced.