A Day in the Life

In our work in Student Affairs, it is always important to maintain regular, personal contact with all members of the GW community—constituencies as varied as students, university leaders, trustees, academic and administrative units, parents, alumni, and employers.

For that reason, this fall, the Division of Student Affairs decided to launch our “Dean for a Day” Program to build in another layer of openness and transparency for our undergraduate and graduate students, and to facilitate an even greater exchange between students and staff. This program demonstrates our commitment to being as open and transparent with our student stakeholders, giving students insight into the roles we play and work we do on their behalf as student affairs professionals. We were pleased to select six outstanding and eager students to participate in this inaugural kick-off. It is one way that we honor our responsibility to develop the next generation of higher education leaders.

Likewise, during my tenure as Dean of Student Affairs, we have initiated a number of similar strategies to foster stakeholder engagement, including launching two advisory groups within the past year. The DSA Faculty/Staff Advisory Council brings together academic and administrative colleagues and has met to discuss the DSA assessment program and efforts to enhance the student experience. The Student Leadership Council brings together student leaders, to discuss key topics like housing, student space, and access to health services.

Many of my connections with students come through meetings and events with student leaders in the Student Association, Greek life, the Residence Hall Association, Program Board, Presidential Administrative Fellows, GW House Staff, CI Staff, and Admissions VIPs. These regular meetings are a way for me to stay current on issues important to our students.

That same spirit of speaking directly with our stakeholders has emphasized the importance of regular meetings with the Parents’ Association Advisory Committee, the Parents Campaign Philanthropy Board, and the GW Alumni Association, all who provide us with exceptional insight into the perspective of the important partners they represent and critical feedback on our programs and services. They have brought up topics as varied as housing, counseling, student-alumni engagement, and career services as critical issues that we need to keep on the front burner during an always busy year.

I am also fortunate to work closely with President Knapp during our monthly Student Office Hours. The topics in these meetings can run the gamut, but most students simply want to meet the President, share some insights into their experience, or invite him to participate in and understand more about what they are involved with, either as a student or student leader. Other interactions with the President come during his regular leadership meetings when presentations or reports are made, in ongoing dialogue via e-mail exchanges when issues arise, or in briefings before events, such as at Midnight Breakfast, where we often host President Knapp or other senior leaders to provide them with an opportunity to see the student experience and interact with students.

(Cont. on pg. 2)
We are also grateful for the exceptional support from our Board of Trustees Committee on Student Affairs. For instance, I have regular contact with our Committee Chair, Mr. Allan From, to share occasional updates on policy or program elements. As a GW alumnus and former GW parent and Parents’ Association President, Mr. From is keenly interested in the student experience and wants to get a pulse of what is happening on campus.

I also like to use Twitter and e-mail to keep an open door to the GW community. I find that many of my most rewarding interactions come from my ongoing communication with students, parents, staff, faculty, and alumni, both via Twitter and e-mail, and as they seek out meetings to come talk about issues on their mind pertaining to the student experience. Often I find that an exchange online might lead to a meeting or a simple Tweet can generate a flurry of comments, which require some additional attention and focus.

All these exchanges provide me a way to hear directly from our stakeholder groups across the university—both programmed and scheduled and unplanned and occurring around the clock. Any time there is an issue or concern about GW, I am committed to being available to listen and respond. I know, too, that all members of the Student Affairs team are also similarly available, each in his or her own way.
The CARE Network exists as a net to support students, connecting the dots and providing appropriate care. Launched in 2011, CARE Network responds to a wide range of reports of concern about students—from academic performance to substance abuse and depression. Tracy Arwari started as the network’s case manager in summer 2013. For the 2012-2013 academic year, there were 576 cases submitted to CARE; in the current academic year, there have been more than 500 cases already. This represents a more than 50% increase in the number of reports submitted over the previous academic year.

The increased submission of CARE forms can be partially explained by Dr. Arwari’s campus-wide educational efforts. To ensure that CARE functions as a university-wide network and to increase general awareness of its availability, Dr. Arwari gave presentations to each school’s academic advising team, new faculty, and new academic leaders on how to use the system and its utility in identifying and helping students of concern. Additional presentations were made to Faculty-in-Residence and Faculty Guides while adjunct and full-time faculty received emails with pertinent information on how to best use the CARE network.

CARE cases represent more than just mental health issues; they reflect a wide variety of concerns such as academic progress, homesickness, social/adjustment, and general stress. Analyzing CARE network case data informs programs and initiatives provided by the university. However, while the data the CARE network has collected over the past two years can reveal trends, Dr. Arwari emphasized that “context is everything” when understanding the causes and outcomes of CARE cases.

The CARE Network exhibits a strong display of teamwork and community through cross-departmental partnerships and communication. The group includes academic advisors and representatives from the Center for Alcohol and other Drug Education, the Center for Student Engagement, Student Health Service, University Counseling Center and the Multicultural Student Support Center, among others. Dr. Arwari explained that the vast assortment of partnerships within the CARE Network allows for a diversity of perspectives: “The CARE network assembles a variety of perspectives to allow us to better understand the story [of a student].”

Through a web of relationships and interactions, the CARE Network enhances the ability to piece together what issues a student may be facing and better equip each student with the most appropriate resources. Leveraging these relationships is essential to connecting with students. This allows students to hear from those they already know and trust and reinforces existing relationships to cast a wider support system. Ultimately, according to Dr. Arwari, the goal is to “give students a voice” into that discourse of finding solutions.

Undoubtedly, the CARE Network reinforces the value of community at GW.

If you are concerned about a student, please use the CARE Network Form.

**DSA Staff Updates**

**Spring Semester Military Leave – Gabriel Slifka**

“For many years, I have been thinking about serving my country. Collectively with my family, I have decided that now is the appropriate time to join an exemplary part of our nation’s armed forces which is why I have chosen to enlist in the US Army Reserves. With this decision, I will be taking a temporary leave from my position within the Office of Student Rights & Responsibilities at the end of January 2014 and anticipate on returning to the university at the beginning of June 2014. In the coming weeks, members of the Office of Student Rights & Responsibilities will be working with our campus colleagues about this temporary transition within our department. I want to thank each of you in advance for your well wishes as I take this next step towards fulfilling one of my life goals.”

- Gabriel Slifka, Director, Student Rights and Responsibilities
New Hires

Renee Kashawlic (rkashawlic@gwu.edu)
Assistant Director, First Year Experience,
Center for Student Engagement
BA, Organizational Communication, Western Michigan University
MS, Student Affairs Administration in Higher Education, Texas A&M University

What is your favorite book, movie, or TV show?
Game of Thrones (the show, not the books)

What is the best vacation or trip you have taken?
Trekking through the Amazon Jungle with nine remarkable students while in Brazil. We slept in hammocks, swam with pink dolphins, fished for piranha, held sloths, and caught cainman (mini-gators).

If you could meet anyone from history, who would you meet and why?
Steve Prefontaine, world’s greatest long distance runner. I have always admired his story and attitude. He is said to have had a steadfast belief that the only limits that exist in our lives are self-imposed. We have a responsibility to others and most importantly to ourselves to give our best, period. “To give anything less than your best, is to sacrifice the gift.” - Steve Prefontaine

Can you tell us about any hidden talents or hobbies?
Although not all that hidden, I have won a work-sponsored "Chili Cook Off" in every state I have lived in thus far; Michigan, Colorado, Texas, North Carolina, and Virginia.

Is there anything else you want to share about yourself?
On October 12, 2012 I became an Emerald Shellback having crossed the Equator by sea at the Prime Meridian. I participated in an initiation rite at which time I elected to shave my head as an offering to King Neptune and Queen Minerva.

Tara Duprey (tduprey@gwu.edu)
Employer Development Consultant,
Center for Career Services
BA, Psychology, University of Northern Colorado
MA, Liberal Studies, Georgetown University

What is your favorite book, movie, or TV show?
Game of Thrones (the show, not the books)

What is the best vacation or trip you have taken?
Quebec with my son

What was one of your most memorable meals?
On the last day of a cruise to the Bahamas, my mother, sister and I had a lovely four-course meal. It was our first cruise, it was just the girls and it was WAY too much food, but it was wonderful!

What’s your favorite dessert?
McCall’s Perfect Chocolate Cake

Staff Departures

We wish this former DSA staff member well in his future endeavors:

• Carl Mojta, UCC
Be Wiser Day 2013
By Alexis Janda, Associate Director, Center for Alcohol and Other Drug Education (ajanda@gwu.edu)

CADE’s 4th Annual BeWiser Day, held on October 25th, was a huge success! The day started off with tabling in five residence halls: Thurston, South, Ivory, Amsterdam, and Somers, where we created ‘The Wall that Alcohol Built’, a visual representation of student’s positive and negative experiences with alcohol. From 2-6pm, we held our main event in Kogan Plaza, attracting hundreds of students and many administrators, including Provost and Executive Vice President for Academic Affairs Steven Lerman. Everyone was invited to spin the prize wheel, grab a cup of hot cider, and sign the BeWiser pledge. Over 240 students signed the BeWiser pledge, which states that they will use alcohol responsibly, as well as take care of friends who may not have been so careful. Our office is thrilled with how BeWiser Day turned out, and we are already planning for next year!

Staff Spotlight
Tracy Boswell (boz@gwu.edu)
Administrator
Student Health Service

DSA: What is your role here at GW? What does that entail? How long have you been with GW?
TB: I work as the Administrator at the Student Health Service. This role involves anything administrative from scheduling providers, budgeting, insurance claims, responding to patient concerns, managing staff, tracking licensing requirements, etc. I was an undergraduate student and stayed for a few years after graduating and started a graduate program. I have been with GW most recently for the past 6 years.

DSA: What have you enjoyed about working here at GW?
TB: Everything I can ask for is here; lectures, research, sports, great minds, innovation. I especially enjoy the months leading up to and including graduation. There is such an excitement in the air and sense of great expectation and renewal!

DSA: How did you get interested in working in healthcare administration?
TB: I always knew that I wanted to work in the healthcare industry but I was not quite sure in what capacity. I grew to like the administrative side of healthcare after working on several research projects at Children’s National Medical Center. I found it to be a good balance of patient interaction and administration.

DSA: If you weren’t working in the healthcare field, what do you think you’d be doing instead?
TB: I think I would either own a daycare center or work as a middle school teacher and coach.

DSA: What do you do for fun outside of the office?
TB: I enjoy hanging with friends and family anywhere. You can always find me at a live sporting event at all times of the year.

DSA: Do you have any regular hobbies? How did you get into those?
TB: I like to knit at home or with “Meetup” groups. I took a knitting class and a sign language class at the MLK Library downtown a few years back one summer when I was bored and I ended up loving it. I have not made it past anything fancy but it is a good thing to do in the winter while you are cozy watching a movie.

DSA: Do you have any favorite places in and around the DC area that you like to visit?
TB: I love food so I am always interested in trying the latest and greatest restaurants around the DC area.

DSA: Do you have any great Thanksgiving memories from growing up or recently that you could share?
TB: Every year on Thanksgiving, my father would cook a big family meal and the house would smell so good and was warm from the oven being on all day and night. While he was putting the finishing touches on our meal for the day I would sit in the next room and watch the Macy’s Thanksgiving day parade. It was a routine that I found so comforting growing up.

DSA: How do you usually celebrate Thanksgiving?
TB: I have a large family so it never seems to be in the same place from year to year! It is mainly in DC, New York, or Chicago.

Around DSA

Provost Lerman participates in a game of “Beer Goggle” cornhole.
Faculty Guide/FIR Structure

Staffing:
- 10 Faculty Guides work with our first-year residence halls.
- Seven FIRs live in class-based residence halls.

Training and Support:
- August Training Day
- House Staff and CI Cabinet Training
- Monthly Meetings
- On-Going Contact – individual meetings, email correspondence

Faculty-In-Residence Spotlight

Kathryn Kleppinger, Assistant Professor of French and Francophone Studies, is a member of the Faculty-in-Residence (FIR) team at GW. The Faculty in Residence and Faculty Guides program is designed to enhance the life of residents in the residence halls and to support the academic mission of the university by facilitating educationally meaningful interactions among residents and faculty outside of the classroom.

DSA: How did you hear about the FIR program and why did you want to get involved?
KK: I work as a Faculty-in-Residence, and I originally heard about the program through new faculty orientation, where I met one of the faculty who was living in a residence hall at that time. I decided to get involved because I wanted to facilitate greater interaction between students and faculty and this seemed like an effective way to do so. I attended a small liberal arts college (Bryn Mawr College) for my own undergraduate education and loved the close relationships I developed with many of my professors there. It seemed like the faculty-in-residence program would allow me to bring that aspect of smaller colleges to the larger setting of GW.

DSA: How do Faculty Guides/FIRs work together?
KK: In Thurston, where I live, I work very closely with the Faculty Guides. We often attend each other’s events and have co-organized several events as well. I see the Faculty Guides as crucial to the success of the program, as they allow us to provide richer and more frequent programming.

DSA: What programs or initiatives have you overseen this year?
KK: With the Faculty Guides I held a pizza party open house to introduce ourselves as well as a special session on how to develop relationships with faculty. I have also attended several smaller gatherings organized by the House Staff, including sessions on study skills and stress relief. I have also taken a group of residents to the Newseum in order to introduce them to more of DC.

DSA: What is the most surprising thing you think people wouldn’t expect about the experience of a FIR?
KK: It’s a lot of fun to interact with students outside of classes. Faculty tend to think Thurston must be very crazy, which has not been my experience at all, and students tend to think that faculty must be aloof or uninvolved. I try to break down those boundaries on both sides, to show students that faculty can be very engaged and to show my colleagues that the residence halls are a great place to meet and interact with a wide range of students.

DSA: How does your work as a FIR enhance your work in the classroom, and vice versa?
KK: My students love that I live in Thurston! For me, the most important thing I’ve learned is just to have a better understanding of what student life is like outside the classroom. That helps me understand what kinds of pressures they’re facing in their daily lives and how that can impact on their performance in class. I still think class is the most important aspect of a college education, but I can at least understand what other activities students are involved in at the same time.

DSA: How does the FIR program enhance the student experience?
KK: While it is difficult for me to answer this question definitively, I would assume that students who take advantage of faculty programming have a wider range of experiences and will hopefully take advantage of the opportunity to develop relationships with a wider range of people on campus.
Dean for a Day

In honor of National Careers in Student Affairs Month (October), the Division of Student Affairs piloted a new opportunity for GW students to experience various leadership roles in student life. Dean of Student Affairs Peter Konwerski said that the program could be considered the formal re-launch of one created by former Dean of Students Gail Short Hanson.

As an undergraduate, Dr. Konwerski took advantage of the opportunity to shadow Dean Hanson. He explained, “I did that and had a terrific experience learning what her day was like, attending meetings, and meeting with staff and other students […] While the Division of Student Affairs re-launched this program this year in honor of Career in Student Affairs Month to accomplish many of the same goals, it is actually mirrored in many ways on [this] model Gail launched that I was fortunate enough to experience myself and it helped me see the value of a career in student affairs.”

This year, students learned from, shadowed, and served side-by-side with the senior leadership team managing various units that support the GW student experience. Six students shadowed six members of the leadership team (Rachel Brown, Mark Levine, Danielle Lico, Tim Miller, Robert Snyder, and Andy Sonn). The GW Division of Student Affairs hopes this experience will provide interested GW students with an optimal learning opportunity to explore careers in higher education and to have an open, transparent view into how university leaders make decisions and manage operations in support of the GW student experience.

“As a student, my interaction with the administration is limited, and I often don’t see how much work they put in to making GW what it is, so to be able to sit in on meetings and see how much care went into every decision was a very rewarding experience.”
- Quincy Miller, shadowing Tim Miller

“As a first year graduate student in the Higher Education Administration program, I hold a great passion for student affairs. Dr. Sonn has turned the "Dean for a Day" experience into more of a "Dean for the Semester" opportunity, encouraging me to take advantage of as many programs as possible to expand my knowledge of the field and get me one step closer to reaching my goal. It is much more than a one-day opportunity, but a learning experience that has introduced me to a life-long mentor and guided me on a path to success in the field of my dreams.”
- Michelle Dubow, shadowing Andy Sonn

“[Robert’s] schedule kept me on my feet. One of the most interesting experiences of the day was sitting in on the DSA Assessment Committee meeting. […] I was even able to contribute my insights and propose solutions in the meeting - it was an engaging experience!”
- Zinhle Essamuah, shadowing Robert Snyder

“I really enjoyed learning the inner workings of the career services component within [DSA], and meeting those who contribute to the success of the mission of this vital and important area of the university. “
- Antwain Thomas, shadowing Rachel Brown

“My experience with Dean for Day was a day full of education […] I was able to apply my experiences from my undergrad and my classes to the conversations we had in the meetings. I am a master’s student in Higher Education and would like to work at a university one day.”
- Shelby McKay, shadowing Danielle Lico

“I learned how a Dean interacts with other Deans, parents, campus partners, students, and staff. Mark makes important decisions that impact such a large community. His relationship with his staff is vital, as Mark puts a big amount of trust in their processes […] I’m thankful I had the chance to be a part of the Dean for a Day.”
- Joey Maman, shadowing Mark Levine
### Around DSA (cont.)

**Save the Date! Upcoming DSA Forums**
- December 12, 2013—DSA Trip to Ashburn
- January 20, 2014—DSA Service Project with MLK Day of Service

Please watch your e-mail for more information about these great events!

### Colonial Inauguration 2014 Dates—Mark Your Calendar!
CI 1: Thursday, June 12-Saturday, June 14
CI 2: Wednesday, June 18-Friday, June 20
CI 3: Tuesday, June 24-Thursday, June 26
CI 4: Sunday, June 29-Tuesday, July 1
Fall CI: Wednesday, August 20-Friday, August 22

### Professional Development

**Tip of the Month:**
Reflect on your values. Read this [article](source: https://ode.hr.gwu.edu/self-knowledge) to identify what is most important to you. List your values and beliefs. Decide how you will act in the future to create align your values with the way you accomplish your tasks. Repeat this exercise monthly to help you align the way you work with your values.

**Webinar Watch:**
Networking: How to do it online and live
Tuesday, December 17, 3pm
Sponsored by [higheredjobs.com](http://higheredjobs.com)
This virtual roundtable will feature experienced search committee veterans. Come and hear how best to ask questions in an interview, how to find out important information, and how to access the culture of a department. Learn how to get the information you need.

Register online and learn more about this and other upcoming webinars!

How to (be) Supervise(d) [Investing Webinar]
Wednesday, January 15, 4pm
Sponsored by [NASPA](http://www.naspa.org)
Many new professionals in student affairs don’t know what to expect from supervisory relationships and how to negotiate those relationships for their own professional development. This webinar will discuss supervisory models, including the transition from graduate to professional supervision. Additional topics include elements of supervision, giving and receiving feedback, and how to advocate for continued development in your professional experience. Part of the 2013-2014 Investing in our Future Webinar Series covering the Human and Organizational Resources Competency.

Register online!

If you are interested in advertising future webinars to the DSA in the monthly Webinar Watch section of the newsletter, email [Anne Moore](mailto:jmoore@gwu.edu) or [Kristen Franklin](mailto:kfranklin@gwu.edu).

### Professional Development @ GW

Don’t forget to recognize your colleagues by submitting a [positive vibe](http://positivevibe.gwu.edu)! Positive vibes are a quick, convenient, and effective way to appreciate a staff member near you! Visit the [positive vibe page](http://positivevibe.gwu.edu) to check out some of the DSA staff members who have recently been recognized. Great job!

### Fall Recipes

**Butternut Squash and Apple Soup**
I large butternut squash, peeled, de-seeded and cubed
I large white onion, medium dice
1 granny smith apple peeled, cored, small dice
Sage
2 tbsp vegetable oil
Salt
Pepper
1 tbsp lemon juice

Directions
1) Put cubed butternut squash, onion, and 1 tbsp of salt into a pot, cover with water. Bring to a boil and set to simmer, when butternut squash is falling apart, take off of heat and blend with a stick blender.
2) Fry sage leaves in oil until crispy
3) Salt and pepper the soup to your desired taste.
4) Garnish soup with tbsp. of apple and 1 chopped up fried sage leaf.

*Should make 6-8 servings.

**Pumpkin Cheesecake**
Original recipe makes 2 - 8 inch cakes
2 (8 ounce) packages cream cheese
3/4 cup white sugar
1 (15 ounce) can pumpkin puree
1 1/4 teaspoons ground cinnamon
1/2 teaspoon ground ginger
1/2 teaspoon ground nutmeg
2 eggs
1/4 teaspoon salt
2 prepared 8 inch pastry shells

Directions
1) Preheat oven to 350 degrees F (175 degrees C).
2) Beat together the cream cheese and the sugar, add the pumpkin and the spices. Beat in eggs one at a time. Add salt. Beat until creamy. Pour the batter evenly into the two crusts.
3) Bake at 350 degrees F (175 degrees C) for 50 minutes or until the knife inserted in the center comes out clean. Let cool then top with whipped topping, if desired.
Free Career Webinars for Student Affairs
Student Affairs comes together to sponsor The Placement Exchange and to advance your career. Facilitated by subject matter experts, these sessions present a great opportunity to give you the tools to take your career track into your own hands.

These roundtables are presented at no cost courtesy of HigherEdJobs and TPE sponsoring organizations: NASPA, ACUHO-I, NACA, NODA, ASCA, and AFA.
Finding your Fit: How to Ask Good Questions to Understand Institutional Culture and Climate
Thursday, December 12 @ 3 p.m. EST
Register online to reserve your spot.
This virtual roundtable will feature experienced search committee veterans. Come and hear how best to ask questions in an interview, how to find out important information, and how to access the culture of a department. Learn how to get the information you need!

The Teaching & Learning Collaborative (TLC) Teaching Workshop
Registration is now open for TLC’s fall teaching workshop on Tuesday, December 10 on engaging students using peer instruction and clickers. Facilitated by a sociologist and a physicist from the University of Colorado, Stef Mollborn and Stephanie Chasteen, the workshop will be cross-disciplinary and feature examples from the arts, humanities, social sciences, engineering, and physical sciences

Location: Monroe Hall, 2115 G St. NW, Room 111

Part I: Workshop (1:00 - 4:00 pm)
The workshop will focus on:
Overview: Why would you want to use clickers in your classroom? What are the benefits of this tool, and what would be required to implement it effectively?
Effective use: What is the right number of questions to ask? What are some common hurdles and challenges? How do we get students to buy-in?
Writing questions: We will split into disciplinary groups to examine question-strategies. How do we write effective questions that hit various levels of Bloom’s Taxonomy; that engage students, spark their curiosity, and help them learn the material?

Part II: Advanced topics (4:00 - 5:00 pm)
This session delves deeper into question writing and effective facilitation.

For more information about the workshop, and registration, please visit the TLC website. If you have further questions, please e-mail the TLC at: tlc@gwu.edu.

Conference Announcements
Registration is now open for the following national conferences:
• NASPA (March 15-19, 2014; Baltimore, MD): Early Bird Deadline—January 10, 2014
• ACPA (March 30—April 2, 2014; Indianapolis, IN): Early Bird Deadline—February 18, 2014

If you are interested in attending a professional conference, remember to speak with your supervisor and fill out the appropriate request form.

Journal of Student Affairs Research and Practice Editorial Board Applications
The Journal of Student Affairs Research and Practice is currently accepting applications for the 2014-2017 Editorial Board. Applications must be received by December 15, 2013.
Click Here to Apply
Interested applicants are invited to apply and should have expertise in research, practice, or a combination of both. All applicants must complete and submit an Editorial Board Application and send a curriculum vita to Jay Larson, JSARP Editorial Assistant. The application will not be complete without a vita. Editorial board membership will be balanced based on the following criteria:
· Areas of expertise
· Diversity
· Evidence of juried publications
· Experience (years in the field)
· Regional representation
· Terminal degree

If selected, an Editorial Board Meeting will be held on Tuesday morning at the 2014 NASPA Annual Conference.
In Case You Missed It: DSA in GW Today

University Finalizes Smoke-Free Policy

Survey to Assess International Students’ Experiences

The Power and Promise of a GW Education

Service Members Honored at Veterans Memorial Park Dedication

University Celebrates Faculty and Staff Excellence

University Holds Hunger & Homelessness Awareness Week

Students Become ‘Dean for a Day’

Coping With Final Exams Stress
News and Tips from Higher Education and Beyond

THE CHRONICLE OF HIGHER EDUCATION

The Chronicle of Higher Education made predictions on the starting salaries and job prospects for graduates with bachelor and master’s degrees in “New Graduates Will Enter a Slowly Improving Job Market.”

Meningitis, mumps, pneumonia, and the dreaded stomach flu: All have struck college campuses at some point as discussed in “When Campuses Confront Infectious Disease.”

“On End of Term Distractions” balances the importance of mental breaks while avoiding mental energy time-wasters.

HUFF POST COLLEGE

The Huffington Post’s “The Meaning of (Student) Life” emphasizes the importance of student life outside of the classroom.

INSIDE HIGHER ED

Inside Higher Ed’s “Experts of Engagement” explores the attempts of universities to keep up with the latest social media trends such as Instagram.

Education Advisory Board Insight Centers

Looking for ways to enhance the impact of your behavioral intervention team? Wondering how to integrate career exploration into the college experience? Education Advisory Board (EAB) has your solution.

EAB’s new Insight Centers consolidate our most relevant and progressive research and resources on to-day’s key topics to save time and keep you ahead of the curve. Get connected to the resources that will help you:

- Better manage mental health services on campus
- Target support services and programming for special populations
- Integrate career exploration at every level of the college experience
- Support academically and financially challenged students and improve time-to-completion

Any member of the GW community can sign-up for an account on the EAB website, which provides access to EAB’s Insight Centers, vast library of best practice studies and custom research reports, webinars and other training resources, all of which are included in DSA’s membership. To create your account, visit Register for Education Advisory Board and complete and submit the form.

For more information about accessing EAB’s programs and services, e-mail Robert Snyder.

Requests for Contributions/Feedback

Interested in contributing to the DSA Newsletter? Have feedback to offer? E-mail students@gwu.edu with story ideas, events, etc.