66th Annual
National Association of Student Affairs Professionals Conference
“Breaking Boundaries: Building A Culture of Community in Higher Education”
February 20-22, 2020 | Charlotte, North Carolina | Renaissance Charlotte SouthPark Hotel

Thursday, February 20, 2020

10:00 a.m. – 6:00 p.m.  REGISTRATION OPEN  (COTILLION Foyer)

9:00 a.m. – 4:00 p.m.  NASAP EXECUTIVE BOARD MEETING  (Monarch Room)
(Executive Board Members Only)

5:00 p.m. – 6:15 p.m.  CONCURRENT SESSIONS

NASAP MEMBERS & FIRST TIME ATTENDEES SESSION  (Cotillion, Section A)
MARCUS A. CHANAY, LINCOLN UNIVERSITY OF MISSOURI
VANESSA MCKINNEY, ALBANY STATE UNIVERSITY

The new member orientation session will give an overview of the National Association of Student Affairs Professional (NASAP). The overview will give the history of the organization, values and principles and the vision of the organization. The session will introduce to new members how to get involved in the organization through a number of committees.

UNDERSTANDING THE BASICS OF CAS IN ASSESSING THE EFFECTIVENESS OF YOUR PROGRAM  (Cotillion, Section B)
RENARDO HALL, MILLERSVILLE UNIVERSITY OF PENNSYLVANIA

The program will address the basics about assessment. Participants will learn how to utilize a self-assessment in evaluating their department and/or unit within student affairs and enrollment management. Participants will understand how to evaluate their mission, learning outcomes and program development. They will explore the use of the Council for the Advancement of Standards in Higher Education (CAS) in establishing best practices within their specific field. Examples will be provided in some of the areas for participants to utilize.

IT TAKES A VILLAGE TO MENTOR & ENHANCE GREEK LIFE  (Cotillion; Section C)
E. NEWTON JACKSON, UNIVERSITY OF NORTH FLORIDA; CHAZMEN GEAMES, FLORIDA A&M UNIVERSITY; AND DOUGLAS WADDELL, LOUISIANA STATE UNIVERSITY

This interactive session shall identify proven successful examples of mentorship for campus NPHC fraternities & sororities. Strategies to enhance the current state of Greek Life activity on the campus, while developing quality leadership opportunities for students shall be presented. The presenters have mentored and directed undergraduates with unmatched recognition and organizational/chapter success.
LEARNING COMMUNITIES – ARE YOU READY FOR THE RACE?  (COTILLION; SECTION E)
DILLION BECKFORD, CLAFLIN UNIVERSITY

Although students may have varying individual motivations for attending a university, there is no question that learning is and should remain the primary activity. All students share in the learning process and in the frustrations of coping with a university environment. The very nature of the residence hall setting suggests a common purpose: to succeed to attaining personal, social and educational goals. The department’s interest in a student’s “education beyond the classroom” derives from understanding the potential for the living environment to positively impact learning.

6:30 p.m.  OPENING PLENARY SESSION (QUEEN’S COURT BALLROOM)
DR. CLARENCE D. ARMBRISTER, 14TH PRESIDENT
JOHNSON C. SMITH UNIVERSITY, CHARLOTTE, NORTH CAROLINA

7:30 p.m.  WELCOME RECEPTION (COTILLION BALLROOM)

9:00 p.m.  PROFESSIONAL NETWORKING (THE ROYAL SUITE)
STUDENT NETWORKING (QUEEN VICTORIA)

Friday, February 21, 2020

8:30 a.m. – 5:00 p.m.  REGISTRATION OPEN (COTILLION FOYER)

8:00 a.m. – 9:00 p.m.  CONTINENTAL BREAKFAST (QUEEN’S COURT BALLROOM)

9:00 a.m. – 10:30 a.m.  MORNING PLENARY (QUEEN’S COURT BALLROOM)
JAHMAD CANLEY, PRESIDENT & CHIEF EXECUTIVE OFFICER
LAUNCH STUDENT SUCCESS
11:00 a.m. – 12:00 p.m.  CONCURRENT SESSIONS

BEING RESILIENT IN A JUNGLE INSTITUTION: TAKING LEARNING TO TASK IN NEW STUDENT ORIENTATION  (COTILLION; SECTION A)
JONATHAN SMALLS, JOHNSON C. SMITH UNIVERSITY

To navigate a higher education climate with scarce resources and highly political is like surviving in a jungle. Institutions that function as a “jungle” has implications for new students. Traditionally, new student orientation is a gateway course to introduce and prepare new students for college life. What does this course looks like for today’s student? Considering academic, financial, and support service challenges are commonplace in higher education, it is critical to train 21st century students how to be resilient in the academy. This session will challenge higher education practitioners who focus on new student orientation/services to move beyond the conventional “chalk and talk” pedagogical approach to learning tasks and metacognitive strengths that facilitate student success in and outside of the classroom.

CONNECTING APPRENTICESHIP TO HIGHER EDUCATION TO FILL WORKFORCE GAPS  (COTILLION; SECTION B)
JARROD D. BENJAMIN, FLORIDA INTERNATIONAL UNIVERSITY

Growing our national apprenticeship system has been a goal of American policymakers on both sides of the aisle for a number of years. Apprenticeship’s appeal is not hard to understand. It is highly effective at equipping individuals with valuable knowledge, skills, and work experience. In supporting this national goal, are we impacting the enrollment efforts of Minority Serving Institutions and Historical Black College Universities? In connecting apprenticeship with higher education, institutions are producing skilled and educated individual prepare to enter the industry. Seeking out registered apprenticeship companies, prepared to use institution accredited curriculum as related training instruction, would benefit the industry need and institution enrollment. This session will prepare you to explore this a solution that increases enrollment while developing workforce ready scholars.

THE SAVIOR, THE SCAPEGOAT AND THE TOKEN: UNPACKING THE IMPACT OF DEI-BASED INAUGURAL POSITIONS AND ROLES IN HIGHER EDUCATION  (COTILLION; SECTION C)
JASMINE WHITLOW, MILLERSVILLE UNIVERSITY OF PENNSYLVANIA

As institutions examine efforts as it relates to diversity, equity and inclusion, many positions have been created across the nation with various purposes to align with the institutions mission and values. With the influx of new positions, the impact of the creation of these positions have not been fully examined. This session will talk about the various approached to DEI work and the impact has particularly on individuals in newly created/inaugural roles within higher education institutions.
**BECOMING A CHAMPION FOR EXCELLENCE: SETTING LIFE GOALS FOR BALANCE**  
(COTILLION; SECTION E)  
BRIDGET DEWEES, CLAFLIN UNIVERSITY

We all want a well-lived, balanced life with excellence, but how do we get there? The first step is being intentional. In this interactive session, you will engage in personal assessment and reflection activities to develop a personal plan for becoming a champion excellence. Attend this session, as the presenter shares real life strategies that have made her a successful champion of excellence in both her personal and professional life.

12:10 p.m. – 1:45 p.m.  
**CONFERENCE LUNCHEON** (QUEEN’S COURT BALLROOM)  
AMELIA PARNELL, VICE PRESIDENT FOR RESEARCH AND POLICY  
NASPA

2:00 p.m. – 3:00 p.m.  
**CONCURRENT SESSIONS**

**OFFICE OF STUDENT CONDUCT: AN INTEGRAL PIECE OF THE STUDENT DEVELOPMENT PUZZLE** (COTILLION; SECTION A)  
CHEWAN EVANS, FORT VALLEY STATE UNIVERSITY

This workshop will provide insight and advice on how student conduct data can be used to assist other areas within the student development process.

**ENROLLMENT MANAGEMENT: CLAFLIN UNIVERSITY’S APPROACH TO ENSURING STUDENT SUCCESS** (COTILLION; SECTION B)  
TERRIA C. WILLIAMS, CLAFLIN UNIVERSITY; REYNALDO BROWN, CLAFLIN UNIVERSITY

This session will discuss and share how Claflin University constructs its goals and objectives and the strong relationships within the enrollment management team and with other divisions to ensure students are successful.

**STUDENT HEALTH AND WELL-BEING: THE IMPACT ON ACADEMIC SUCCESS** (COTILLION; SECTION C)  
YOLANDA JONES, MISSISSIPPI VALLEY STATE UNIVERSITY

Student health and well-being are becoming buzz words on campuses, but what do we really mean when we say we want to help students flourish? More importantly, how do we help our students focus on their well-being and wellness when we aren’t even sure we know what well-being and wellness means ourselves? The presenter will discuss the difference between well-being, the dimensions of wellness, some emerging trends, and an example of innovative strategy to teach students and employees skills to flourish. Easy to replicate activities will be shared and discussed.
Do people really leave jobs because of a manager? According to Dr. McPherson, Chief Scientist at Culture Amp, in a study of 175 teams that consisted of at least 8 people, he found that 12% of people do leave their jobs because of a manager, but an astonishing 28% decided to move on because of leadership. This workplace study along with other studies reveal to us the impact that effective leadership can have on the engagement and retention of employees.

In this eye-opening and enlightening program on organizational excellence, Dr. Fredenburg not only provides emerging and seasoned leaders with a clear definition of his newest leadership concept entitled, RED (Retention, Engagement, and Development of Great Leaders) Leadership, but he shares three applicable and researched-based principles that can help leaders within higher education increase the retention, engagement, and development of emerging leaders within their campus community.

3:10 p.m. – 4:10 p.m.       CONCURRENT SESSIONS

GETTING MENTAL WITH MENTAL HEALTH   (COTILLION; SECTION A)
SUZANNE WILLIAMS, VOORHEES COLLEGE

This presentation will initiate an open dialogue for sharing individual institute’s experiences and procedures with mental health issues in college students. It’s main focus is helping each other break the stigma related to mental health by learning from others and possibly being able to take this information and implement it.

ACCELERATING STUDENT SUCCESS PROGRESS BY INTEGRATING SOLUTIONS AND STRENGTHENING CAPACITY   (COTILLION; SECTION B)
DENVER MALCOM KEY, CLAFLIN UNIVERSITY; MELVIN FOSTER, MOREHOUSE COLLEGE; AND ANTONIO HENLEY, JOHNSON C. SMITH UNIVERSITY

Student Success continues to be a priority on many college campuses today and in the higher education community. This panel discussion will highlight six (6) Historically Black Colleges and Universities (HBCUs) part of a larger Frontier Set Network, funded by the Bill and Melinda GATES Foundation, and how they have transformed student success on their perspective campuses. Three of the six institutions will share experienced successes, lessons learned, and challenges to developing solutions and strengthen capacity that will increase completion rates, close equity gaps, and identify promising practices for transforming student success in higher education. The intended outcome is for each institution to serve as model institution and at the same time improve Key Performance Indicators (KPI) such as retention, persistence, graduation, etc.

SURVIVING THE SHAKE UP: NAVIGATING LEADERSHIP TRANSITIONS IN HIGHER EDUCATION   (COTILLION; SECTION C)
MIRON BILLINGSLEY, LINCOLN UNIVERSITY OF MISSOURI
For years, historically black colleges and universities, or HBCUs, as they are commonly known, have occupied a special space in the pantheon of American higher education. Founded during a period of hostile, entrenched and legally enforced segregation, these extraordinary institutions have exceeded expectations in unforeseen ways. Today, black colleges are iconic institutions, considerably more than centers of higher learning. Whether rural or urban, public or independent, they are repositories of history, art, culture and politics. Now is the time for candor and self-assessment. Many people, even ardent HBCU supporters, find it difficult to face the hard truth: How do we navigate leadership transitions in higher education.

**Veteran Affairs Partnerships and Their Impact to Enrollment**  
*(Cotillion, Section E)*  
Jarrod D. Benjamin, Florida International University

This session will equip the attendees with information on Federal Education Benefits (FEBs) and how to market your institutions’ ability to matriculate veterans. Understanding the various benefits and how to certify their enrollment is essential. This understanding ensures there is no interruption of benefits to the veteran, dependent or beneficiaries. During this session, the facilitator will explain how to apply for the yellow ribbon program and what platforms you should consider when marketing the institution's affiliation with the program. Each attendee will be given suggestive programming ideas and a sample strategic communication plan to establish, increase or enhance the veteran population in their respective campus community.

4:00 p.m.  
**Afternoon Networking Break/Refreshments**  
*(Cotillion Foyer)*

4:30 p.m. – 5:30 p.m.  
**Concurrent Sessions**

**Through A Different Lens: Institutional Retention, Progression, & Graduation Rates and Their Correlation to Industry Workforce Needs**  
*(Cotillion; Section A)*  
Stevie L. Lawrence, II, Southern Regional Education Board

This session will highlight how colleges and universities should prioritize their institutional student success frameworks to complement industry workforce needs. As workforce needs change, institutions must develop new methods in how they develop their students to meet industry and workforce demands. Participants in this session will be informed about new careers on the horizon, the skillsets necessary for those careers and how institutions can work to prepare students for careers of the future. Essentially, this session will allow student affairs and student success practitioners to observe their role in student development from a different perspective.

**A Divine Intervention: Promoting an Aware, Knowledgeable, and Responsible Greek Community**  
*(Cotillion; Section B)*  
Jonas Vanderbilt, Wiley College and Shaquille Dillon, Wiley College
This discussion and interactive session will explore ways in which departments can promote the positivity of Greek life as well as to connect young collegians with the basics. The session will also include ways in which departments can not only get NPHC, or divine nine, Greeks involved and recognized yet, it will give suggestions on how to promote all facets of Greek letter organizations on the college or university’s campus. In sharing this program that has been implemented on over five HBCU campuses, attendees will also discuss how the events assist their campuses with education on risk management, anti-hazing, and liability reduction.

**TITLE IX COMPLIANCE VS. HBCU CULTURE AND SOCIAL CONTRACTS**  
(COTILLION; SECTION C)  
ZAKIYA BROWN, LINCOLN UNIVERSITY OF MISSOURI

In November 2018, the U.S. Department of Education introduced newly proposed rulemaking for Title IX. The implementation of the regulations does not account for the challenges HBCUs experience, but the standards are the same. This interactive workshop will engage participants in identifying the barriers in the implementation while creating and sustaining a healthy culture of reporting.

**PROGRAMMING FOR OFF-CAMPUS UNIVERSITY ASSIGNED HOUSING: HOW TO INCREASE RESIDENCE INVOLVEMENT IN CAMPUS ACTIVITIES**  
(COTILLION; SECTION E)  
SHANNON WATTY, GRAMBLING STATE UNIVERSITY

How can we get the off-campus students to be more involved? These are questions raised by many institutions with decreased attendance in programs for such students. However, through diverse outreach methods, student involvement in program planning and advertising through popular social media platforms, we can engage off-campus community.

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| 5:30 p.m. – 7:00 p.m. | SGA PRESIDENTS’ CONSORTIUM ROUNDTABLE (SGA PRESIDENTS ONLY) (COTILLION, SECTION D)  
ORLANDO MITCHELL, FACILITATOR, WINSTON SALEM UNIVERSITY |
| 5:30 p.m.  | Dinner On Your Own - Enjoy the Queen City of Charlotte, NC          |
| 9:00 p.m.  | PROFESSIONAL NETWORKING (THE ROYAL SUITE)                           |
| 9:30 p.m.  | STUDENT NETWORKING (QUEEN VICTORIA)                                |

**Saturday, February 22, 2020**

*University/College Paraphernalia Day/Wear Your School Colors*

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<tr>
<td>9:00 a.m. – 12:00 noon</td>
<td>REGISTRATION OPEN (COTILLION FOYER)</td>
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<td>8:30 a.m.</td>
<td>MORNING CONTINENTAL BREAKFAST</td>
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<td>9:00 a.m. – 10:15 a.m.</td>
<td>CONCURRENT SESSIONS</td>
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NASAP BUSINESS MEETING *(All Registered Conference Attendees are requested to Attend)*
(QUEEN’S COURT BALLROOM)

9:00 a.m. – 12:15 p.m.
NATIONAL CONSORTIUM OF HBCU SGA PRESIDENTS AND STUDENT LEADERS TRAINING AND WORKSHOPS *(COTILLION; SECTION D)*
ORLANDO MITCHELL, FACILITATOR

10:30 a.m. – 11:45 a.m.  NASAP/NASPA PARTNERSHIP MEETING | NASAP EXECUTIVE BOARD - Members and NASPA Representatives Only – (QUEEN VICTORIA)

10:30 a.m. – 11:30 a.m.  CONCURRENT SESSIONS

BEYOND TEACHING: MANAGING BEHAVIORS THAT STUDENTS PRESENT IN THE CLASSROOM *(COTILLION; SECTION A)*
CHEWAN EVANS, FORT VALLEY STATE UNIVERSITY
This presentation will provide insight and advice on student conduct for students conduct for student affairs practitioners and faculty in academic settings.

CAREER PLANNING OR NAVIGATING HIGHER EDUCATION AS A NEW EMPLOYEE *(COTILLION; SECTION B)*
TIERNEY BATES, UNIVERSITY OF NORTH CAROLINA – CHAPEL HILL
The goal is to educate members of our profession on being more engaged with their financial, mental, and health acumen and realistic outcomes around being in a student affairs role and things not taught in the classroom. No class in higher education, student affairs, or college student personal programs teaches our students or practitioners about how to handle interviews, making career financial decisions, healthcare decisions or what to look for outside of a salary for a job.

EMPOWERING BLACK MALE PRE-MED STUDENTS *(COTILLION; SECTION C)*
DONOVAN ROY, UNIVERSITY OF SOUTHERN CALIFORNIA
This presentation focuses on the social capital and networks of Black male students’ matriculation into medical school. According to the Associating of American Medical Colleges (AAMC, 2015), the enrollment of Black males in medical school has been declining since 1978. This presentation will provide strategies to cure this epidemic.

WE ALL HAVE WORK TO DO: EXPLORING DEI WOK AT VARIOUS INSTITUTION TYPES *(COTILLION; SECTION E)*
JASMINE WHITLOW, MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
While the Historically/Prominently White Institutions (HPWI) narrative around diversity, equity and inclusion tends to be the driver of many conversation as when it comes to inclusions within higher education, all institutions of higher education have work to do around inclusion, equity
and social justice. This program will explore various DEI topics and what barriers various institutions may face, based on institutional type and context.

11:40 a.m. – 12:40 p.m.    CONCURRENT SESSIONS

BLACK MASCULINE IDENTITY DEVELOPMENT BEYOND PHYSICAL SPACES
(COTILLION; SECTION A)
MICHAEL WILLIAMS, VIRGINIA TECH UNIVERSITY

Black masculinity is anchored in the hollowness of undefined language but defined performance. Historically, Black men have explored innumerable routes to define their maleness and masculine identity, despite that Black men still are not afforded the opportunity to be authentic. Findings from five interviews with Black men from varying sexual orientation, socioeconomic status, and geographical locations indicate that Black men are showing up in their authentic self but on Twitter.

DEVELOPING A STUDENT SUCCESS FRAMEWORK TO IMPROVE PERFORMANCE BASED FUNDING METRICS AT A PUBLIC HBCU (COTILLION; SECTION B)
LEWIS JOHNSON, FLORIDA A&M UNIVERSITY; MAURICE D. EDINGTON, FLORIDA A&M UNIVERSITY; WILLIAM E. HUDSON, JR., FLORIDA A&M UNIVERSITY; TERI LITTLE-BERRY, FLORIDA A&M UNIVERSITY

Florida Agricultural and Mechanical University (FAMU), located in Tallahassee, Florida, is part of the 12-Member Florida State University System (SUS). With its designations as a Historically Black College and University (HBCU) and 1890 land-grant institution, FAMU has a strong legacy and tradition of providing access and opportunity to a diverse population. In recent years the University has taken aggressive steps to improve its student success outcomes by adopting a more strategic and focused approach. This effort has been driven in large part by the implementation of a Performance-Based Funding (PBF) Model within the Florida SUS in 2014. The PBF Model incorporates 10 metrics to annually evaluate institutional performance with respect to student success in areas that include retention rates, four-year graduation rates, degree production, and post-graduate employment. The overall PBF scores and relative rankings of the institutions are used to determine how funding from the PBF allocation provided by the state legislature is distributed each year.

This presentation will provide an overview of the Student Success Framework that FAMU is implementing to improve retention and graduation rates, and the institution’s overall performance on the PBF model. Through this approach, we have: 1) evaluated institutional data and historical trends to determine where strategic intervention is most needed; 2) identified and implemented proven best practices for increasing student success; and 3) significantly increased resource allocations towards areas and initiatives that have the greatest potential for impacting the targeted outcomes.

EXCUSE ME, BUT DO I KNOW YOU? (COTILLION; SECTION C)
CHONDRA JACOBS, CLAFLIN UNIVERSITY

Students often enter the collegiate level from a variation of geographical locations. Diverse political, pedagogical and social opinions consistently fill the academic atmosphere. Students
often have issues with finding familiarity, while being welcomed and accepted. There are few who actually take time to find out who is actually standing in front of them. Being able to relate, accept, and appreciate difference are vital towards offering a learning environment dedicated to inclusion. This workshop will identify ways faculty, staff and students can integrate diversity within and outside of the classroom, while building an inclusive environment.

WHAT WORKS, MANAGING CAMPUS LIVING AND HOUSING ON A LIMITED BUDGET
TANISHA COUSBY, GRAMBLING STATE UNIVERSITY (COTILLION; SECTION E)

Budgetary restraints continue to be a prevalent issue faced by many higher education institutions. Therefore, through advanced planning, low-cost alternatives to existing plans and prioritizing the needs of the department, limited budget becomes inconsequential.

12:40 p.m. – 1:50 p.m. CONFEREN CE NETWORKING LUNC H
(QUEEN’S COURT BALLROOM)

2:00 p.m. – 5:00 p.m. NATIONAL CONSORTIUM OF HBCU SGA PRESIDENTS AND
STUDENT LEADERS TRAINING AND WORKSHOPS (COTILLION;
SECTION D) Orlando Mitchell, Facilitator

2:00 p.m. - 3:00 p.m. CONCURRENT SESSIONS

DRIVING DIVISIONAL AND INSTITUTIONAL EFFECTIVENESS TOWARDS STUDENTS,
COMMUNITY, AND CULTURAL CAPITAL (COTILLION; SECTION A)
ADRIEL A. HILTON, SETON HILL UNIVERSITY AND MICHAEL WILLIAMS, VIRGINIA TECH
UNIVERSITY

Evaluation and assessment forces practitioners to engage in evidence-based thinking, but the nature of evidence we gather depends on the questions we ask (Volkwein, 2010). As institutions of higher learning continue to grow increasingly diverse, scholar-practitioners must review and update policies and address organization culture issues that impede institutional effectiveness for marginalized students. As it pertains to diversity, equity, and inclusion at Seton Hill University, we strategically implemented a series of diversity trainings in collaboration with various departments that centered students’ identity, community and cultural capital.

As a framework, we utilized the College Student Education International (ACPA) and Student Affairs Administration in Higher Education (NASPA) Social Justice and Inclusion rubric to engage in social justice practices designed to increase cultural competence to better serve all students. This session examines the various best practice techniques and programs developed to educate and advocate on issues of social justice, oppression, privilege, and power that affect people based on local, country, and global interconnections.

TAKING UP SPACE: FACILITATING THE CREATION OF COMMUNITIES OF EMPOWERMENT
SUPPORT FOR YOUNG WOMEN OF COLOR (COTILLION; SECTION B)
VENESSA MCKINNEY, ALBANY STATE UNIVERSITY AND GWINETTA TRICE, GLT GROUP
This workshop will share successful foundational strategies and cultural frameworks for creating a women’s center designed specifically for women of color to develop and prepare students academically, socially, culturally and spiritually as global leaders in today’s diverse society.

**Maximizing Programming for Off Campus Housing to Impact Student Outcomes**  
(Cotillion, Section C)  
Willie Young, Ohio State University

A Duty; well an obligation or a nice thing to do; is to provide information and resources for students who are allowed and wanting to move off campus. Whether you are a school of 500 or 50,000 or somewhere in between, information should be available for those seeking housing in the community. This session will explore the bare minimum of services to the more comprehensive programs.

**Understanding the Basics of CAS in Assessing the Effectiveness of Fraternity Life**  
(Cotillion; Section E)  
Renardo Hall, Millersville University of Pennsylvania

The program will address the basics about assessment. Participants will learn how to utilize a self-assessment in evaluating fraternity and sorority life within student affairs and enrollment management. Participants will understand how to evaluate the mission, learning outcomes and program development. They will explore the use of the Council for the Advancement of Standards in Higher Education (CAS) in establishing best practices within their specific field. Examples will be provided in some of the areas for participants to utilize.

3:10 p.m. – 4:00 p.m.  
**Facilitated Community Training & Discussion**

**Publishing As A Student Affairs Professional**  
(Cotillion; Section A)  
Facilitators: Adriel Hilton, Journal of Negro Education, Editorial Board Member and College of Student Affairs Journal, Editorial Board Member; Michael Williams, Scholar in Residence Men & Masculinity Knowledge of Community, NASPA

Are you interested in publishing an article about some of the great outcomes you have experienced in Student Affairs? The Publishing As A Student Affairs Professional chat will highlight opportunities and steps to publish in the NASAP Journal and other higher education student affairs journal. This chat and training will focus on journal requirements and how to get started with your first or next publication.

**Leadership Through Image**  
(Cotillion; Section B)  
Facilitators: Jonas Vanderbilt, Wiley College and Shaquille Dillion, Wiley College

With today’s society, the art of looking the part gets lost in individualism and trends. When taking on the roles of leadership, one must be able to distinguish what’s appropriate for different scenarios, occasions and when to individualize. While showcasing the importance of leadership and accentuating the “time and place for everything” mantra, the explanation of the different types and styles of dress codes as well as the explanation of seasons, patterns, and the usage of university colors and traditions will be explained. The engaging and interactive workshop will
focus on how to assist with empowerment and self-esteem for your student leaders.

MENTAL HEALTH AND HIGHER EDUCATION  (COTILLION; SECTION C)
FACILITATORS: STEPHANIE HARRIS-JOLLY, ALBANY STATE UNIVERSITY; VELSENNA KING, ALBANY STATE UNIVERSITY; PATRICK, ALBANY STATE UNIVERSITY

Mental Health is important at every stage of life, from childhood and adolescence through adulthood. This session will focus on Mental Health the fiction and stigmas; facts and awareness. Today, mental health concerns have been on the rise in higher education and on college campuses. Join this team of professionals to learn how they implemented an innovative strategy to improve and address mental health issues on one college campus.

5:30 p.m.  CLOSING DINNER (QUEEN’S COURT BALLROOM)
DR. DWAUN WARMACK, PRESIDENT
CLAFLIN UNIVERSITY, ORANGEBURG, SOUTH CAROLINA

9:00 p.m.  PROFESSIONAL NETWORKING (THE ROYAL SUITE)
STUDENT NETWORKING (QUEEN VICTORIA)

Sunday, February 23, 2020
11:00 a.m.  Checkout and Travel Safely Back Home