

# catalysts *for* **change**



*GEORGETOWN*  
**UNIVERSITY**

School of Continuing Studies

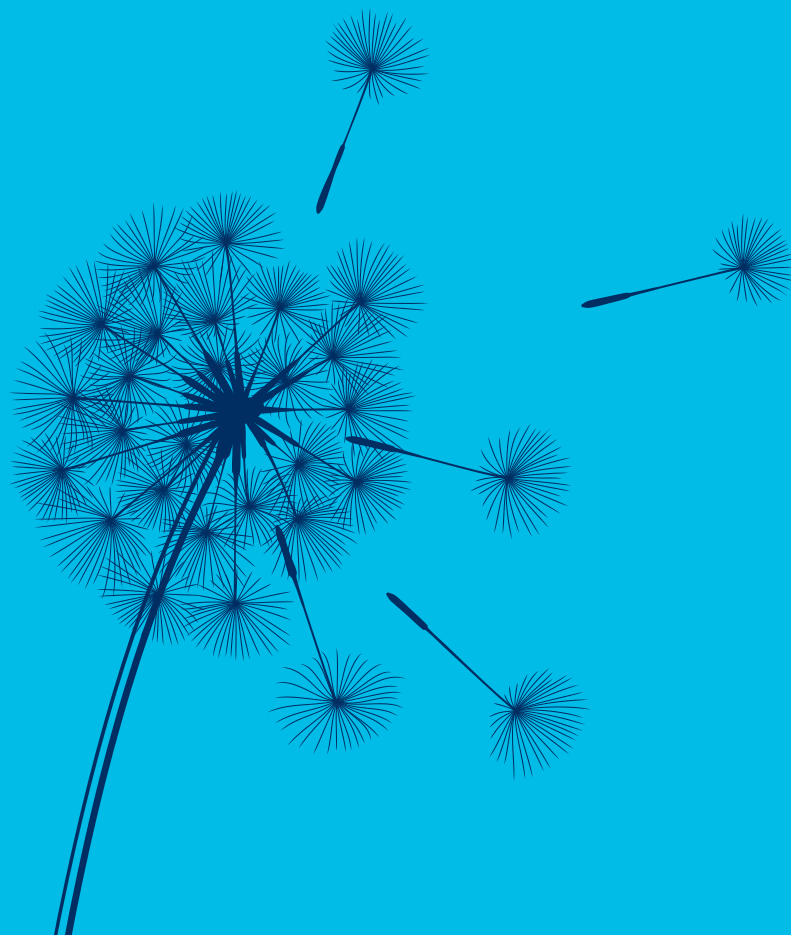
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*2022-2023 Dean's Report*

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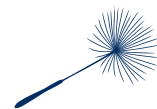
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# a reflection

## *from Dean Otter*



**Kelly J. Otter, Ph.D.**  
*Dean*  
*School of Continuing Studies*

Dear SCS Community,

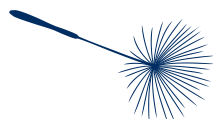
Since its official founding in 1970, Georgetown's School of Continuing Studies (SCS) has empowered students to meet the demands of our rapidly changing economy and society. Through our extensive portfolio, the School prepares our students not only to compete in the 21st century job market with in-demand skills and industry expertise, but also to lead.

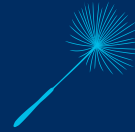
As complex, interrelated challenges escalate worldwide, leaders are needed now more than ever—and SCS members are more than ready to meet the call. A testament to the School's unique learner-practitioner approach, this Dean's Report captures the real-world impact of our diverse community of more than 3,500 degree-seeking students; 4,000 non-degree students; more than 800 faculty; and 129 full-time faculty, staff, and administrative professionals.

Spotlighting the 2022–2023 academic year, this report embodies our School's entrepreneurial, innovative spirit—one that is deeply rooted in our Georgetown and Jesuit values throughout all our endeavors. A few inspiring stories include:

- **student and alumni trailblazers**, who are leading groundbreaking public health campaigns, pioneering new industry frameworks, and developing culturally inclusive emergency and disaster management training;
- **the English Language Center's collaboration with the Jesuit Refugee Service** in Amman, Jordan, to provide English language skills and certification to refugees in the Middle East;
- **and the Summer High School program's partnership with Kaplan**, the global educational services provider, to offer year-round online programs that foster high school students' career aspirations.

In light of our community's global impact, it is fitting that our motif this year is a dandelion: a humble, resilient plant whose seeds are far-reaching. I hope you're as proud as I am to be part of such an inspiring community of changemakers.





# SCS *by the* numbers

Data on SCS students enrolled in Summer 2022, Fall 2022, and Spring 2023

## Degree Programs

**19-79**

Age Range  
(Average Age: 32)

**3,660**

Total Registered  
Degree Students

Full-Time vs.  
Part-Time

● **81%** Part-Time  
● **18%** Full-Time

Gender

● **52.28%** Male  
● **47.67%** Female  
● **0.05%** Prefer to self-identify

Students  
of Color\*

**35%**  
Self-Identified as  
Students of Color

Online vs.  
On Campus

● **61%** Students in  
Online Programs  
● **38%** Students in On-  
Campus Programs

Total Military Students\*\*

**532 MPS**

**18 EMPS**

**20 BLS**

**2 MALS**

**18 DLS**

**17 Non-Degree (Other)**

**13 Non-Degree (Certificate)**

**620**

17% of Total Degree Students

MPS: Master of Professional Studies; EMPS: Executive Master of Professional Studies; BLS: B.A. in Liberal Studies; GC: Graduate Certificate; MALS: M.A. in Liberal Studies; DLS: Doctor of Liberal Studies

\*This data is based on degree students who self-reported their race and/or ethnicity, excluding those who reported Other or Unknown.

\*\*This data is based on students who both self-identified on their applications and received military benefits.

## Non-Degree Programs

**5,526**

*Total Registered  
Non-Degree Students*

### Professional & Executive Programs



### Summer Students



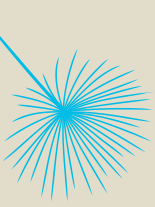
PDC: Professional Development Certificates; ITL: Institute for Transformational Leadership; Custom Certificates;  
GGEI: Georgetown Global Education Institute; ELC: English Language Center

## SCS Around the World

*SCS students come from more than 100 countries\**



*\*This international population includes only degree and ELC students.*



# Catalysts *for* Change: in the classroom *and beyond*

At Georgetown's School of Continuing Studies (SCS), students not only study the real-world applications of their coursework, but also apply them. Through both internships and their Capstone projects, they often collaborate with businesses, governments, and nonprofits to address some of the most critical issues of the day.

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*Karson Stevenson*

## **Taking on the Big Issues**

There is no "Communal Intern" position at the Department of Homeland Security (DHS), but that is how Karson Stevenson jokingly refers to herself during her first days there in 2021.

"I was the only intern at the time," says Stevenson, a 2022 graduate of the Master's in Applied Intelligence program and now a data scientist at ECS, a technology consulting company in Northern Virginia. "I was given a lot of different assignments from different departments."

During her four-month internship at DHS, Stevenson contributed to major reports on some of the nation's most pressing issues, such as: human trafficking, the fentanyl epidemic, and the resettlement of Afghan refugees. The reports go to the DHS secretary and, sometimes, to the White House.





For a report on the critical need to diversify a cybersecurity workforce that is predominantly white and male, Stevenson worked closely with Sharon Wong, the department's executive director of Strategic Talent Recruitment, Inclusive Diversity & Engagement (STRIDE).

"Getting to talk to people like [Sharon] is invaluable," Stevenson says. "And that's really the biggest takeaway from the internship: the exposure. If you had questions, you could go not only to your Georgetown professors, many of whom have worked in similar fields, or are still actively involved, but also to mentors through your internship."

## Fostering a Culture of Trust

When students in the Master's in Human Resources Management (HRM) program partner with a client for their Capstone, they often work with a small business or an organization that lacks the resources to do the kind of in-depth research that the bigger players typically perform. This arrangement makes sense: the smaller entities need the help; the students value the opportunity to practice their skills in a real-world setting.

*"Having a psychologically safe culture where people are free to give and take good intention feedback for the sake of helping individuals grow—that only helps the organization."*

— Katie Freakley

Katie Freakley's Capstone was quite different. When she entered the HRM program in 2020, she already had years of experience as head of human resources for a prominent air traffic management company. Furthermore, the organization she and her two student colleagues assisted was not a mom-and-pop operation, or even a medium-sized player.



Katie Freakley

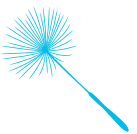
For their Capstone, Freakley and her "two awesome partners," John Tully and Yiran Yao, worked with the HR Certification Institute (HRCI), a leading credentialing and learning organization for the human resources profession.

"So, here we were, trying to teach the experts something new," says Freakley, now the executive director of human resources for Frederick County (Va.) Public Schools. "It was definitely a different challenge."

But even organizations like HRCI can use help researching subjects that demand more extensive review. Freakley and her teammates examined a timely topic, given the COVID-19 pandemic: how to manage employees in a hybrid work environment.

The pandemic and the resultant shift to hybrid work produced, in some cases, what researchers call "productivity paranoia," i.e., the fear that employees will not be as productive when they are not in sight of their supervisors. On the flip side, there is also an increased risk of employee burnout from being seemingly available 24/7 online. The antidote to this work environment is something good companies have been doing long before the pandemic: building a culture of trust.

"Having a psychologically safe culture where people are free to give and take good intention feedback for the sake of helping individuals grow—that only helps the organization," Freakley says. »





Silvia Bianchin



Maria Conner

## Pioneering a New Industry Framework

The prompt was straightforward enough, but, this being project management, a lot more complicated than it first appeared: help a financial department at Airbus, which has a longstanding partnership with Georgetown, choose the cloud-based project portfolio management tool (PPM) that would best meet its evolving needs.

Silvia Bianchin and Maria Conner, both 2023 graduates of the Master's in Project Management program, met in their strategic management class. "We knew that we had shared some recent knowledge together," Bianchin says, and could "apply those strategic principles to this new business need that Airbus had."

The next step in their Capstone was to examine the many cloud-based PPM tools out there. According to their now-published paper, by 2024 "50 percent of all PPM leaders will use integrated tools such as cloud computing and collaboration, and cloud spending on such tools will make up 14.2 percent of the IT spending market."

The final step was to choose a system, not based on the "bells and whistles" attached to various products (and the inherent biases of the selector), but on a framework that must have already been developed for this important decision.

But there was one problem: There were no prior frameworks.

Reviewing the literature, "We thought, 'Well, there's just nothing like this,'" Conner says. "I guess we're the ones who have to make it."

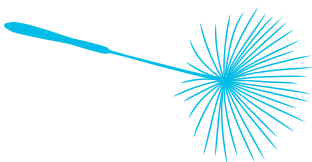
Their novel work, they wrote, both "fills the lack of research on the topic and provides a framework for tool selection that is applicable to multiple industries." Their research was published in the *International Journal of Smart Education and Urban Society*, which Bianchin and Conner presented at a Project Management Institute symposium for the Washington, D.C., chapter.

As for Airbus, Bianchin and Conner presented the Airbus Americas financial department with several options, befitting the importance and complexity of its decision.

"We spent many interviews, and probably a couple of months, talking with them and trying to understand" the company's decision-making process, Conner says. Bianchin adds, "We proved that this new framework would become a vital tool for Airbus and be applicable to any industry seeking adaptability and a competitive edge."

*"We proved that this new framework would become a vital tool for Airbus and be applicable to any industry seeking adaptability and a competitive edge."*

— Silvia Bianchin







## Raising Awareness for a Persistent Global Disease

In many ways, Capstone projects are meant to enable students to build bridges to the next phase of their professional lives. For students in the Master's in Integrated Marketing Communications program, a key focus area of their Capstones is strategically identifying and mapping intended audiences of partner organizations.

For her Capstone, 2023 graduate Amanda Frattarelli spearheaded the development of the “Malaria-Free Dreams” campaign for the United Nations Foundation’s United to Beat Malaria initiative, which specifically targets Generation Z (i.e., those born between 1997 and 2012). Despite many in the Global North believing malaria to be a conquered disease, it still affects approximately 247 million people annually, resulting in roughly 619,000 deaths each year. There are also increasing concerns that current donors are aging out, since supporters of this UN initiative are typically millennials and older.

Frattarelli recognized that Generation Z often sees malaria as an obscure issue, yet their engagement is critical for the campaign’s long-term success. Her Capstone aimed to bridge this gap by increasing advocacy by 30 percent by the end of 2024. She identified three major concerns among Gen Z: climate change, poverty, and world hunger. Only 46 percent felt they could make a difference in global health, with malaria being a rarely discussed topic.

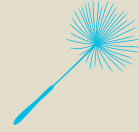
Frattarelli proposed several innovative initiatives. She suggested a “Dream Big and Sleepout for Malaria” event on World Malaria Day (April 25) to provide young people with a glimpse of the challenges faced by those in malaria-prone regions. She also proposed a “Virtual Dream Wall,” where children worldwide could share their dreams, potentially evolving into an immersive museum experience. Furthermore, she envisioned a comprehensive social media campaign highlighting communities that had successfully battled malaria and videos of children sharing their aspirations.



*Amanda Frattarelli*

One of her key challenges was creating a unified campaign that addressed fundraising, communications, and advocacy across three distinct areas. “They all had different things they wanted out of [the campaign],” she says. “And it was challenging to pull together all the needs of the departments to create one plan that would satisfy everybody.”

Frattarelli’s successful integration of these aspects garnered praise from the United Nations Foundation’s United to Beat Malaria team, who were eager to implement her findings and campaign ideas in the upcoming year. Her Capstone exemplifies her commitment to addressing a critical global health issue by engaging younger generations, and creating an innovative campaign that is set to make a difference in the ongoing fight against malaria.



# Commencement 2023: *affirming* mental health

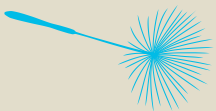
**Last May, the School of Continuing Studies (SCS) celebrated the achievements of more than 1,200 graduates at the 2023 Commencement ceremony. The ceremony focused on the utmost importance of mental health and wellness, encouraging graduates to utilize self-care as a tool to ignite positive change.**

Over Commencement weekend, Georgetown conferred degrees to more than 6,000 students in the Class of 2023. Out of Georgetown's 10 schools, SCS had the largest graduating class of 1,268 students. The Hilltop was packed with families and loved ones cheering on their graduates.

In the course of students' busy lives—juggling work and personal obligations, with everything in between—sometimes it is all too easy to forget to tend to one's mental health. Speaker Jason Kander (L'05), who received an honorary Doctor of Humane Letters, centered his Commencement speech on the importance of actively pursuing self-care, especially when it means relying on the support of mental health professionals.

"I am not here today to inspire you to think of others, I'm actually here today to inspire you to think of yourself," said Kander.

A military veteran and accomplished politician, Kander surprised constituents when he abruptly paused his accelerating political career in 2018 in order to receive mental health treatment for his post-traumatic stress disorder (PTSD). After years of relentlessly achieving his post-military political ambitions, he was compelled to acknowledge







*Speaker Jason Kander addresses SCS students at Commencement.*

the damaging impact of his PTSD on himself and his family when he found himself on the phone with the Veterans Affairs Crisis Line.

In his address, Kander emphasized that taking care of oneself is not selfish, but rather essential to making a difference in the world. Now an executive at the Veterans Community Project and a leading advocate for mental health, especially among the military, he encouraged graduates to pursue their passions, take care of themselves, and work toward creating positive change in their communities.

“My message to you today is one that I learned the hard way: [There] is nothing selfish about self-care, because if you don’t take care of yourself, you won’t change the world—but if you do, you just might.”



### Class of 2023



### SCS Alumni



*MPS: Master of Professional Studies; EMPS: Executive Master of Professional Studies; BLS: B.A. in Liberal Studies; DLS: Doctor of Liberal Studies; MALS: M.A. in Liberal Studies*

# SCS Trailblazers:

## stories of impact

### Preparing for Tsunamis and Volcanoes in Tonga

Lavinia Taumoepeau-Latu's work is making its mark in Tonga, the island kingdom in Polynesia. A Fulbright scholar, as well as a 2023 graduate of the International Executive Master's in Emergency & Disaster Management (IEDM) program, she is developing a groundbreaking curriculum in emergency and disaster management that is uniquely tailored to the local language and Tongan concepts to train district and town officers. Unlike more typical, Western-based training, Taumoepeau-Latu's curriculum aims to provide a culturally relevant approach to their roles and responsibilities.



Taumoepeau-Latu, a first-generation college student, subsequently enrolled in the IEDM program. She also successfully applied for the Fulbright Program, originally intending to create a curriculum for disaster management in areas affected by volcanic eruptions and tsunamis in Tonga.

She is part of the record number of 49 Georgetown undergraduate, graduate, doctoral students, and alumni who were selected for the Fulbright, the world's largest international educational exchange program. According to the State Department, Georgetown had the largest cohort out of any other college or university in the U.S. for the 2022–2023 academic year.

*“I really found my passion for policy and helping people in need during those times.”*

— Lavinia Taumoepeau-Latu

Her Fulbright project stemmed from an unexpected turn of events. While visiting Tonga in 2018—where her parents were from before emigrating to the U.S.—she witnessed the devastating tropical cyclone Gita, which prompted her to stay and work as the safety and protection cluster coordinator for the Tongan government. During this experience, she identified gaps in disaster management policies and procedures.

“It was eye-opening for me,” she said. “I really found my passion for policy and helping people in need during those times.”

Beginning her Fulbright in January, Taumoepeau-Latu quickly realized the need for a broader training approach covering all district and town officers across the islands. Her IEDM courses have provided invaluable real-time insights into disaster management, further shaping her research.

This endeavor holds profound personal significance for Taumoepeau-Latu, as one of her ancestors played a role in establishing the first men's college of 'Atele in Tonga. She views her Fulbright and her graduate education as a means to give back to her roots: laying a foundation for her family and setting a powerful example for others seeking to connect with their heritage and make meaningful contributions.

Addressing critical gaps in disaster management, Taumoepeau-Latu's Fulbright journey and graduate education will leave a lasting legacy for future generations.

*Editor's Note: This profile has been updated from a Georgetown.edu article.*



## Transforming an Industrial Area with a Bold, Sustainable Vision

In the intense finale of The 2023 CASE Competition, hosted in Toronto by the MIT Center for Real Estate, real estate students faced a unique mission: to transform Villiers Island, a former industrial area in Toronto, into a thriving destination with housing and a profit-generating attraction. Participants, including students in the Master's in Real Estate program, had to tackle this challenge independently—without faculty guidance.

*“To get the best ideas, you need to bring people with different viewpoints to the table.”*

— Daniel Sechtin

SCS has an enviable track record in this prestigious competition for real estate graduate students, having won previous competitions in London, Miami, and San Francisco—the most victories of any school. Amidst tough competition from institutions like the Massachusetts Institute of Technology and New York University, this year's team felt the pressure as they awaited their turn to present their proposal. The team members included 2023 graduates Malachy Burke, JB Gough, and Paul Whitford; the last member, Daniel Sechtin, will graduate in 2024.

Their mission was to craft a profitable plan in a challenging economic climate marked by rising interest rates and construction costs. Furthermore, their plans had to include a compelling incentive that would draw enough visitors to help offset the costs of 250 housing units—up to 20 percent of them deemed “affordable”—while allowing the developer to make a profit.

The SCS team crafted a bold vision called “The Hive at Keating Channel.” Their winning proposal comprised a 1.75-acre mixed-use

development with 250 housing units, including 20 percent designated as affordable housing. It featured a waterfront promenade, sculpture garden, retail spaces, rooftop, ground-level restaurants, and a groundbreaking 4,000-capacity state-of-the-art concert hall. To make this plan economically viable, they proposed selling the property to the developer below market rates and recouping the difference from project revenues.

Their commitment to innovation did not stop there. The SCS team incorporated Toronto's Pollinator Protection Strategy, integrating native plants into roof gardens and the park-like promenade in order to foster a diverse population of pollinators such as bees, butterflies, and birds. This dynamic team, with members from various professional backgrounds, exemplified the power of fresh perspectives.

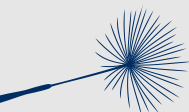
“Sometimes, to get the best ideas, you need to bring people with different viewpoints to the table,” said teammate Daniel Sechtin. “Paul is an investment sales broker. Malachy and JB own their own private equity real estate firm, and I'm a former news anchor turned multifamily real estate underwriter.”

The team presented their impressive proposal as one of three finalists. Responding cogently to the judges' grilling, the team ultimately won the acclaimed Kent Roberts Trophy. This feat is a victory celebrating their ingenuity—further reinforcing Georgetown's reputation as a hub for visionary professionals with a knack for innovation.

*Editor's Note: This article has been updated from an SCS website article.*



(L-R) JB Gough, Paul Whitford, Malachy Burke, and Daniel Sechtin.



# Empowering Bright Futures:

## SCS and the Jesuit Refugee Service *increase educational access*



Refugees in the Middle East need education, relocation, and employment services due to increasing conflict in the region, as well as forced migration from countries such as Syria, Iraq, and Somalia. Upholding and advancing the Catholic and Jesuit mission of Georgetown University to educate and serve, the English Language Center (ELC) in the School of Continuing

Studies (SCS) is collaborating with the Jesuit Refugee Service (JRS) Pathfinder Project to provide critical services for refugees.

The Pathfinder Project has four main objectives: on-site general English courses; online education access from partner universities; scholarship and community events; and connecting students to legal employment or business.

### **Broadening Opportunities Through On-Site English Courses**

In 2019, the On-Site General English Program in Amman, Jordan, first approached ELC to request an external validation of its English language programs in order to ensure that the JRS curriculum is consistent

with that of the Georgetown certificate program. The aim was to review program outcomes, teaching materials, and assessments so that students who successfully complete the JRS program can be awarded official Georgetown University certificates of language proficiency. This credential is crucial to help students demonstrate skill and knowledge achievement, which will further enable them to obtain employment and additional educational opportunities.

In August 2019 and February 2023, a contingent from SCS, including Dean Kelly Otter, visited the JRS Amman site to study the English language program that was being offered. In addition to conducting interviews with dedicated JRS staff and faculty, and observing classes, the team collected evidence documents pertaining to existing curriculum, assessment, materials, and position descriptions.

“This has been an exciting opportunity to work with the Amman-based faculty and staff to refine a multi-level English language program that meets the unique challenges and needs of their students,” says Suzanne Matula, ELC’s director of programs, “while also being grounded in best practices in student-centered, communicative language teaching for adult learners.”

As a whole, JRS English language programs and courses in Amman were well-attended and met the general needs of program participants—as evident in





*Dean Otter and the SCS team visit JRS in Amman, Jordan; graduates of the inaugural cohort pose with their certificates.*

strong attendance records and high completion rates. Instructors demonstrated passion and dedication to their work, and the staff were equally driven and determined by their mission to serve this population of migrants and forcibly displaced persons. Facilities were conducive to adequate teaching and learning. There were clearly defined class schedules, assigned instructors, class rosters, and a comprehensive registration system that includes pre-placement testing.

“The English courses of JRS are very important to the beneficiaries that took it. There are a lot of success stories of students who improved their language skills, and now they are fluent in English,” says Abbas from Iraq. “[When] you say that you have a certificate from Georgetown, that’s a big thing.”

### **The Inaugural Cohort Graduates**

The SCS and JRS partnership marked a significant milestone this past summer: The inaugural cohort of 182 students received their first-ever Georgetown University certificate of English language proficiency. The ceremony was a testament to the students’ hard work, as well as to their resilience and determination to better their lives.

“We have learned many new words and structures, as well as the right pronunciation. We hope that JRS will open classes higher than B2 level, especially for conversation,” says Reham from Iraq. “My journey in JRS was one of the most successful trips in my life. I got to know new people and friends who became a

second family for me. We were all one heart and one home despite [our] different cultures.”

Nasreddin, another graduate, fled from Sudan and arrived alone in Jordan in 2019. At JRS, Nasreddin started studying English, improving his language skills to such an extent that now he can speak confidently and proficiently.

“I want to take a moment to express my sincere appreciation and gratitude for the education I have received at JRS through my time here,” says Nasreddin. “I have had the opportunities to study a variety of courses, and I am really grateful for the enriching experience and knowledge I have gained from JRS.”

The ELC stands ready to support JRS Amman in implementing recommendations, monitoring student progress, and collaborating with JRS faculty and staff through synchronous virtual training. Furthermore, opportunities for future collaboration are being discussed.

“The partnership between JRS and Georgetown University is a testament to our deep commitment to the Jesuit values of being People for Others and academic excellence,” says Marcel Bolintiam, associate dean of executive and language education. “In coming together to address the needs of the JRS English language students, we have demonstrated that a commitment to faith and scholarship can and will continue to enhance the lives of those on the margins seeking a brighter future for themselves and their families.”

*Editor’s Note: This article has been updated from an ELC blog post.*

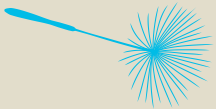
# SCS Cares *for the* **Whole Person:** *restorative* spiritual retreats

**The Spirit of Georgetown comes to life in so many ways at the School of Continuing Studies (SCS). The School is committed to animating the University's Jesuit mission and values with approaches that meet the unique needs of our community, particularly our adult and professional learners. At the heart of these mission integration efforts is a commitment to inclusively present the richness of the Jesuit spiritual tradition in ways that honor the significant diversity of the SCS community.**

Of the many gifts of Ignatian spirituality—a set of ideas and practices arising from the contributions of the Jesuit founder St. Ignatius of Loyola—one of the most enduring is the guided retreat. Jesuits have made retreat-giving a signature focus in the modern period, offering a range of flexible and creative opportunities to directly experience the fruits of the *Spiritual Exercises*. Ignatius devised the Exercises in the 16th Century, but the transformative potential of his framework endures today. This developmental model of cultivating interior awareness, with the assistance

of a spiritual guide, for the sake of discerning choices that more generously serve others, God, and the world lives on in a range of retreat options.

Retreats have become the most significant spiritual accompaniment resource at SCS in recent years. The SCS Mission and Ministry team annually offers dedicated day and overnight retreats for students as well as faculty and staff members. These are voluntary opportunities, but the invitations continue to draw much interest. Georgetown's Calcagnini Contemplative Center, the University's spiritual home away from home in the picturesque Blue Ridge Mountains of Virginia, hosts these dedicated retreats. In the last year, sponsored retreats at Calcagnini helped the community lean more deeply into Contemplation in Action, one of the core Spirit of Georgetown values emphasizing the need for reflective rest in the midst of a busy life.







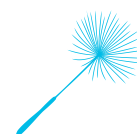
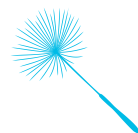
*Rabbi Rachel Gartner speaking  
to retreatants at Georgetown's  
Calcagnini Contemplative Center.*

In December 2022, SCS faculty and staff enjoyed “A Day of Reconnection, Relaxation, and Reflection,” a contemplative experience co-led by myself and Rabbi Rachel Gartner, who joined SCS in Fall 2022 as senior adviser for spiritual care. The day-long experience featured group reflection, community building exercises, time for personal meditation, prayer, and rest, as well as fellowship over meals. The group enjoyed the Ignatian Examen (a reflective practice in the Jesuit tradition that invites prayerful encounters with the meaning of daily life experience), and then grew in greater understanding, empathy, and kinship with colleagues over delicious food in a majestic natural setting.

“My favorite part of the retreat was getting to know my colleagues from various parts of SCS,” said Angel Gonzalez, director of student affairs for summer and special programs. “There are many wonderful people at SCS, and it’s tough meeting everyone when teams can be scattered with varying work mode designations.” »

*“I am returning home more  
connected to the Spirit of  
Georgetown, and thankful  
I could strengthen my own  
path through the diversity  
of others.”*

*— SCS retreat participant*



## Meet Rabbi Rachel Gartner

After serving as director for Georgetown's Office of Jewish Life for more than a decade, Rabbi Rachel Gartner transitioned to a new role as senior advisor for spiritual care at SCS in

2022. An experienced dialogue trainer and facilitator, and chaplain for those impacted by the U.S. carceral system, she also serves as associate director for In Your Shoes at The Laboratory for Global Performance and Politics.



### What has been most gratifying about working with the SCS community for the past year?

One might assume that given the diversity of its programs, proliferation of online courses, and part-time nature of an SCS education that there would be a distinct lack of community spirit. In my experience, nothing has been further from the truth. It has been deeply gratifying to witness and experience for myself the sense of care for, investment in, and pride about the SCS community. They have a strong sense of itself as a special place for people pursuing excellence, empathy, and ethics in their lives and in their work. Administration, faculty, students, and staff share a commitment to programs that continue to deepen the sense of belonging and to invite others to join this unique community.

### What do you hope for in terms of future engagement?

I hope the retreats that Jamie Kralovec and I will provide in the coming year contribute significantly to deepening the experience of meaning, belonging, and shared purpose in our work together at SCS and beyond. I look forward to a time when every student, staff, and faculty member has experienced, can articulate for themselves, and is energized to share with others the unique gifts that an education guided by The Spirit of Georgetown brings. I am enthusiastically devoted to finding increasingly diverse and creative ways to make that vision real.

The following spring, more than 20 SCS students from 13 different degree and non-degree programs made their way to Calcagnini for an overnight experience, "Stepping Outside of the Ordinary." Rabbi Rachel and I presented opportunities for reflection arising from both the Ignatian and Jewish traditions. Retreatants were invited to take a "Long, Loving, Look at the Real" in their lives by using Ignatian practices that necessitate slowing down and savoring the nitty gritty details of daily life. Rabbi Rachel shared about the Jewish tradition of Shabbat, a built-in spiritual habit that invites pausing one's life of external engagement in order to attend to interior practices and the gift of rest.

These themes were welcome, as the busy students prepared to return refreshed to their daily lives, work, and study. Students expressed gratitude in these ways:

- "I feel that I have resources now to help take a step back in my day-to-day routine to ground myself in my life."
- "I am returning home more connected to the Spirit of Georgetown, and thankful I could strengthen my own path through the diversity of others."
- "I feel called to continue my spiritual journey at Georgetown."
- "I feel peace and happiness as I return and I desire to share this experience with others."

As for future retreats, more are planned that are open to all graduate, professional, and law students at Georgetown. It aims to provide a rich space for such students to connect in an interdisciplinary context, learning more about what they hold in common as adult students. Given



Georgetown's future plans to build a Capitol Campus downtown, which will include SCS, this forthcoming retreat harnesses such collaborative energy and presents an encouraging model for more cross-campus connections in the years to come.

In between retreats, the spirit of the *Exercises* is adapted in a variety of ongoing spiritual programs, including daily meditations, community listening circles, and seminars, among other activities. SCS Mission and Ministry will continue to innovate retreat options that address the deeper spiritual needs of the entire community. Inspired by a 500-year Jesuit tradition, SCS retreats help realize the University's mission-driven commitment to Educating the Whole Person in the spirit of *Cura Personalis*.



*SCS staff retreatants exploring nature trails at the Calcagnini Contemplative Center.*



*Student retreatants in front of The Hohenheim House at the Calcagnini Contemplative Center.*



*Anthony Arend, Ph.D., professor of Government and Foreign Service and chair of the Department of Government at Georgetown.*

# SCS and Kaplan:

## *igniting* career path discovery

Embracing the Jesuit principle of *Cura Personalis*, “care for the whole person,” SCS realizes this ethos through the creation of opportunities that foster comprehensive educational experiences. This endeavor not only extends to the School’s adult and professional student body, but also its pre-college, high school population. SCS partnered with Kaplan, a leading global educational services company, to offer year-round, online pre-college courses for high school students ages 13 and older.





Officially launched in 2021, this transformative partnership was forged in 2020 during the challenging COVID-19 lockdowns, when the School was compelled to swiftly transform its summer programs from residential to virtual modalities. To do so, SCS found an invaluable collaborator in Kaplan: This program expands educational access for high school students, and facilitates their meaningful engagement with real-world changemakers.

Leveraging Kaplan's cutting-edge technology, SCS was able to seamlessly continue these programs remotely, upholding the hallmark experiential quality ingrained in the curriculum. Fast forward three years later, and the impact is evident: To date, 6,066 students have actively engaged in a diverse array of courses offered through the partnership.

"Kaplan was such a great partner from the beginning," says Caitlin Cochran, Ed.D., senior associate dean for summer and program development. "They were professional, reliable, creative, and highly skilled."

### **College-Prep Courses Anywhere, Anytime**

The Georgetown University Pre-College Online Program caters to high school students eager to explore careers and/or potential majors in a wide range of industries, from international relations to medicine to finance. Each course offers dynamic video lessons delivered by distinguished Georgetown faculty and renowned thought leaders worldwide. Accessible year-round, the online format provides flexibility, allowing students to study anywhere, anytime, at their own pace.

In an era where global connectivity is more pronounced than ever, students curious about international relations, politics, law, and economics are especially drawn to the four-week course led by Anthony Arend, Ph.D., professor of Government and Foreign Service and chair of the Department of Government at Georgetown.

Titled "International Relations: How the World Works," the course immerses students in thought-provoking conversations with leaders ranging from ambassadors and members of Congress to political reporters. Dr. Arend underscores the course's impact, attributing it to Kaplan's creative direction, which amplifies the opportunity for students worldwide to connect and learn from real-world changemakers.

Clayton Smith, a high school senior from California, hopes to pursue his dream career in foreign service and international law. Although he had taken several similar community college courses in the past, he did not feel that they were as hands-on as the International Law course he took through the Kaplan platform last summer.

"Every video, assignment, and further reading selection was perfectly tailored to create the most comprehensive learning experience I've ever had," Smith says. »

## *Hoya Summer High School Sessions*

### **Non-Credit Academies**

American Politics  
Artificial Intelligence  
Biotechnology for Science & Health  
Bridges to Social Justice  
Business  
Creative Writing  
Economics Policy  
Entrepreneurship  
Forensic Science  
Foreign Policy  
International Relations  
Law  
Medical Academy  
National Security & Intelligence  
Sports Industry Management  
Washington & the World  
U.S. Campaigns & Elections

### **Pre-College Online (Year-Round)**

Cybersecurity  
Entrepreneurship  
International Law  
International Relations  
Investing  
Journalism & Media  
Law  
Medical Research  
Psychology  
Surgery  
Treating Patients  
U.S. Politics & Government

### **Credit Programs**

College Prep  
Summer College

### **Special Programs**

Civics Unplugged  
Summer College Immersion Program  
Summer and Junior Discovery



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*“Every video, assignment, and further reading selection was perfectly tailored to create the most comprehensive learning experience I’ve ever had.”*

— Clayton Smith, a high school senior from California

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Not only did this immersive opportunity reaffirm what he would like to pursue in the future, it also solidified his goal to attend Georgetown. “I would love to take an in-person class taught by Dr. Arend. I have read two of his books and am fortunate enough to have had him provide instruction for the International Law course, but to take an in-person class with him as my professor would be beyond incredible.”

“Investing,” the most popular course in this program at the moment, teaches young students how to become investors. Students have the opportunity to analyze various companies to determine their value and learn how their value affects the price of their stock, as well as create investment portfolios.

James J. Angel, Ph.D., academic director and FINRA-certified regulatory and compliance professional, teaches the course. Though he normally teaches university students, he says he is impressed by the high school students’ curiosity and determination.

“I am blessed with students who really want to learn the material, and that makes it fun to teach whether they’re high school students or postgraduates,” he says.

### **From Research to Revelation**

In the wake of the far-reaching impacts of COVID-19 on high school students, many have found themselves re-evaluating their perspectives on the world and contemplating their future paths. Among them is Shraddha Guha, a senior high school student from Texas, whose journey took an unexpected turn when she examined the enduring effects of the pandemic on high school students and their sleep cycles for a research paper.

In the course of her research, Guha found herself captivated by the intricate world of psychology. She decided to delve deeper into her growing interest by

enrolling in the “Psychology: How the Brain Influences Behavior” course offered over the summer.

Guha reflects, “It was really engaging with the videos and the multiple activities that we had to do ourselves, and the discussion board where we got to see different perspectives of other people in the class.” The course not only broadened her understanding of psychology but also kindled a profound passion for the subject, ultimately serving as the catalyst for her decision to apply to Georgetown.

*“I am blessed with students who really want to learn the material, and that makes it fun to teach whether they’re high school students or postgraduates.”*

—James J. Angel, Ph.D.

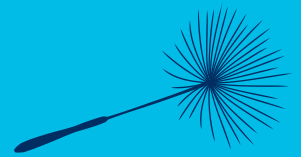
Guha’s transformative journey from researching the effects of COVID-19 to discovering her passion for psychology through Georgetown’s pre-college online program highlights the resilience and adaptability of students in navigating the challenges of a rapidly changing world.

### **A Bright New Generation**

With thousands of students immersed in a diverse array of courses, the future of this thriving partnership is promising. Exciting courses are on the horizon, spanning leadership, medicine, biology, and marketing.

Having taught at Georgetown since the late ’80s, Dr. Arend is excited by the potential of this bright new generation of students, who are exploring not only their professional interests but also experiencing all that Georgetown has to offer. “Each generation is a new hope.”

# academic opportunities



## *Master of Professional Studies Degrees*

### **Business & Management**

Higher Education Administration  
Human Resources Management  
Project Management  
Sports Industry Management  
Supply Chain Management

### **Marketing & Communications**

Design Management & Communications  
Integrated Marketing Communications  
Journalism  
Public Relations & Corporate Communications

### **Real Estate & Urban Planning**

Real Estate  
Urban & Regional Planning

### **Technology & Security**

Applied Intelligence  
Cybersecurity Risk Management  
Emergency & Disaster Management (MPS & EMPS)  
Information Technology Management

## *Liberal Studies Degrees*

Bachelor of Arts in Liberal Studies  
Master of Arts in Liberal Studies  
Doctor of Liberal Studies

## *Graduate Certificates*

Competitive Business Intelligence  
Cybersecurity Risk Management  
Lean & Agile Practices

## *Non-Degree Programs, Centers, & Institutes*

### **Professional Certificates**

Business, Finance, & Management (10)  
Education, Health, & Policy (7)  
Marketing & Communications (2)  
Social Impact (4), including the Center  
for Social Impact Communication  
Technology & Security (4)

### **Executive Leadership Programs**

Diversity, Equity, & Inclusion  
Facilitation  
Health & Wellness  
Leadership Coaching  
Organization Development Consulting  
& Change Leadership

### **Summer & Special Programs**

Hoya Summer Sessions  
Hoya Summer High School Sessions  
Special Programs

### **English Language Education**

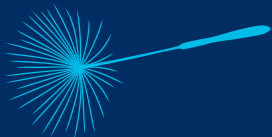
American Conversational English  
Customized English & Teacher Training  
English for Heritage Language Speakers  
English Skills for Graduate Students  
Evening & Weekend English  
Intensive English Programs  
Teaching English as a Foreign Language



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