

**Forging Ahead:**  
**The 2021-2022**  
**Academic Year at SCS**

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# A Reflection from Dean Otter



Dear SCS Community,

A year ago last fall, Georgetown's School of Continuing Studies (SCS) marked a milestone: after months of remote operations due to the pandemic, students, faculty, and staff finally returned to the building at 640 Massachusetts Avenue NW. Despite shifting public health guidelines—and numerous other disruptions—it was gratifying to be back together again. In the past year, our campus has slowly but surely come back to life, hosting an increasing number of in-person classes, meetings, and events. At the same time, with many still working remotely or in a hybrid mode, we have continued to navigate new ways of teaching, learning, and working together.

This Dean's Report is a testament to our community's resilience and innovative spirit. Throughout a period of new and ongoing challenges, we have continued to forge ahead as a School. At a glance, we have achieved much during the 2021-2022 academic year, including:

- welcoming more than 8,000 degree and non-degree students;
- launching flexible, multi-modal programs;
- managing global programs with GU-Qatar and other overseas partners;
- and hosting two separate Commencement ceremonies for the Class of 2022 and the Class of 2020, respectively.

The Dean's Report is only a snapshot of achievements across our varied portfolio, and the diverse stories herein capture our community's perseverance, and also our profound commitment to enacting our Georgetown and Jesuit values. Whether in classrooms or in conference rooms, it is our perennial aim to demonstrate a commitment to excellence and a deep care for one another in every facet of our School.

I am grateful to be part of such a dedicated community, and I know that no matter what hurdles may lie ahead, we will overcome them together.

A handwritten signature in black ink, appearing to read "Kelly J. Otter". The signature is fluid and cursive, written over a white background.

Kelly J. Otter, PhD  
Dean

# SCS by the Numbers

Data on the SCS student body from Summer 2021, Fall 2021, and Spring 2022

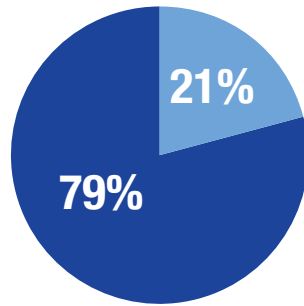
## Degree Programs

Total Registered Degree Students  
**3,987**

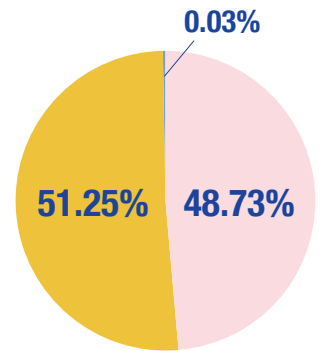
**18-79**      **32**

Age Range

Average Age

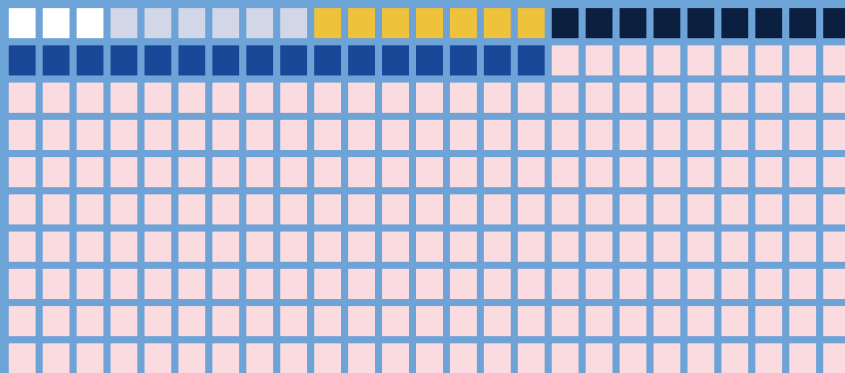


● Part-time ● Full-time



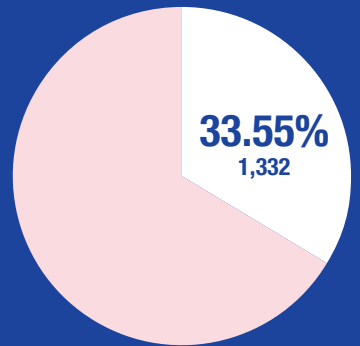
● Male ● Female ● Prefer to self-identify

Total Military Students  
**250**

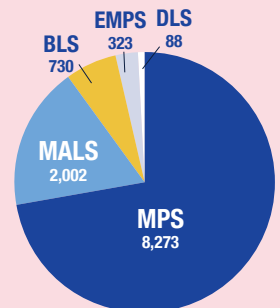


MPS GC BLS DLS EMPS MALS

Students of Color\*



Degree Alumni To Date

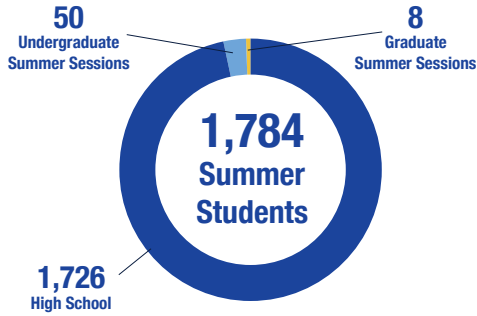


Degree programs include: B.A. in Liberal Studies (BLS), Graduate Certificate (GC), Master of Professional Studies (MPS), Executive Master of Professional Studies (EMPS), M.A. in Liberal Studies (MALS), and Doctor of Liberal Studies (DLS).

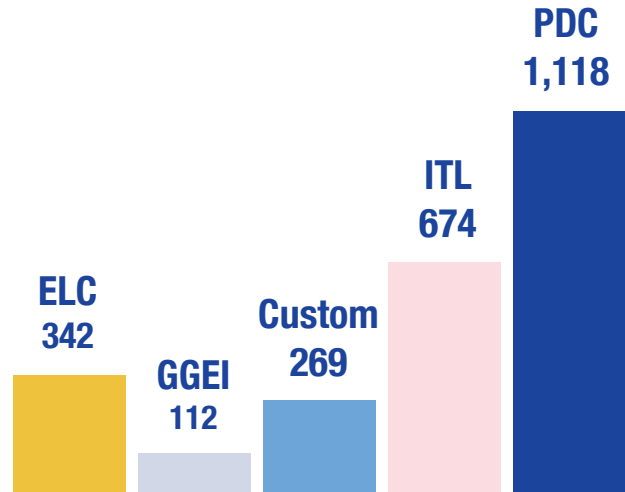
\* This data is based on the degree students who self-reported their race and/or ethnicity, and excludes those who reported Other or Unknown.

# Non-Degree Programs

Total Students  
**4,299**



## Professional & Executive Programs



*Non-degree programs include: Custom Certificates; English Language Center (ELC); Georgetown Global Executive Education Institute (GGEI); Institute for Transformational Leadership (ITL); and Professional Development Certificates (PDC).*

# SCS Around the World

Degree program students come from more than 60 countries



# Forging Ahead: Three Master's Programs Redefine Experiential Learning

by Frances Bajet, Sr. Director of Communications & Events

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The COVID-19 pandemic triggered a number of momentous changes at the School of Continuing Studies (SCS).

SCS's graduate degree programs have undergone rapid transformation to respond to the School's needs. Throughout constant challenges, many programs have adapted by offering a wider range of modality to students, and by integrating virtual and digital tools.

SCS has offered online programs since 2015, but such a fundamental shift goes further than simply offering multi-modal programs. Three master's programs in particular—Integrated Marketing Communications (IMC), Urban & Regional Planning (URP), and Higher Education Administration (HEA)—demonstrate how SCS is redefining experiential learning to encompass a spectrum of virtual and in-person experiences that empower students to be future leaders of their rapidly changing industries.

## Mirroring the Realities of Working for a Global Brand

The Master's in Integrated Marketing Communications (IMC) program's Cartier Pitch Competition was possible because of its virtual format. The intense, six-week challenge in Fall 2021 provided a unique opportunity for SCS and other Georgetown students to both understand the complexities of the luxury market, and to provide best-in-class marketing and branding ideas to meet the needs of Cartier's customers. A collaboration involving SCS, the Georgetown Retail & Luxury Association, the

McDonough School of Business Global Business Initiative and the Undergraduate Program Office, the competition also marks the first time that Cartier has partnered with a U.S. university.

More than 70 students across Georgetown applied to join the competition, and a final cohort of 20 students—including four from SCS—were invited to participate. The selection committee ensured that each team consisted of a mix not only of different Georgetown schools, but also of graduate and undergraduate students, thereby encouraging near-peer mentoring within teams.

According to Wendy Zajack, faculty director and associate professor of the practice, conducting the competition largely on virtual platforms enabled greater collaboration both within Georgetown and with Cartier. Thanks to Zoom, Cartier executives briefed students and offered feedback from offices in New York City, Paris, and Geneva; meanwhile, students and faculty advisors met with their teams online on a regular basis to develop, iterate, and finalize their pitches.

"I'm a huge believer that marketing is a teachable skill, but what makes a person a fantastic marketer is having real-life experiences to work on," Zajack says. "An educational environment like this is the perfect opportunity to learn both the nuances and constraints a company is facing—while also having a supportive community to do so. It's the ultimate apprenticeship."

Elizabeth Zonarich, who graduated from the Master's in Design Management & Communications (DMC) online program in August 2022, participated as a graphic designer on the winning team. She affirms that the flexible, online format built a strong sense of solidarity within her team, all of whom experienced long hours balancing school and work—on top of Zoom fatigue.

"[The virtual format] provided all of us with a lesson in having intentional and organized communication," Zonarich says. "It was such a rewarding experience to see a unique group of people bring their talents and perspectives to create something magical."

**"[The virtual format] provided all of us with a lesson in having intentional and organized communication."**  
**- Elizabeth Zonarich**

In addition to impactful virtual learning opportunities, Zonarich also notes that an unforgettable highlight was touring the Cartier store at Tysons Galleria in northern Virginia. She was able to meet her team members in person, and the visit also gave them the chance to speak directly to brand representatives about the Cartier legacy. “The visit to the store added another dimension of understanding the brand in order to create a meaningful campaign,” she says.

Ultimately, for Zonarich and other participants, the Cartier Pitch Competition was an invaluable, interactive lesson in terms of what it takes to be an effective marketer today: an agile, strategic thinker who seamlessly integrates physical and virtual experiences to enhance a brand.

## Understanding Cities by Walking Them

The Cartier Pitch Competition was largely possible through a virtual format; in contrast, for the Master’s in Urban & Regional Planning (URP) program, there can be no substitute for place-based experiential learning.

In recent years the URP program has innovated new ways of delivering virtual pedagogy and fostering student-centered community through digital tools—especially when public health mandates necessitated remote learning. However, since the lifting of emergency restrictions, the program has returned to its in-person modality on SCS’s campus strategically located in the heart of downtown Washington, D.C. According to Uwe Brandes, faculty director and professor of the practice, students in the URP program best acquire the core professional knowledge and skills through practical in-person learning experiences, including the extensive integration of field study in the urban planning curriculum.

This hands-on approach is especially evident in the Pacific Cities Sustainability course, which requires travel to a city in East Asia in order to explore unprecedented urban development trends across the Pacific Rim. Before the pandemic, the program had organized the course around travel to Manila, Shanghai, or Wuhan; however, due to ongoing travel restrictions, students traveled to Vancouver, Canada instead last summer. With its strong professional and financial ties to Hong Kong, as well as the fact that in many of its new neighborhoods the majority of citizens are foreign-born, Vancouver provided a real-life case study of how interrelated factors like immigration, global financial markets, housing, and cultural

development shape a city’s local politics and plans for growth.

During an intense week last June, URP students toured existing and emerging neighborhoods and met with diverse local leaders, ranging from urban development officials, real estate professionals, and nonprofits dedicated to immigrant services. Drawing upon their field study insights as well as independent academic research, at the end of the term students produced a final presentation that was shared with local collaborators.

“We are preparing students to become the professionals who shape future communities and cities, and you cannot do that by relying solely on classroom instruction,” says Brandes. “Students must learn how to diagnose and understand urban places, and the ways in which multiple systems work together to support urban communities.”

Hannah Pos, a current URP student who will graduate from the program this coming May, participated in the trip. She shares how engaging with local practitioners in Vancouver enabled her to understand the specific needs and priorities of the local community, such as the particular role of feng shui in real estate development.

“A major takeaway for me is the idea of being conscientious of your own constituency, and how best to accommodate the communities we are serving in planning,” says Pos. “These regional specifics have really deepened my understanding of how growth mirrors the greatest concerns of the communities driving the growth.”

According to Brandes, the Vancouver trip enabled students to develop core professional skills, such as interpreting the metrics of the built environment and learning how to communicate complex planning ideas by engaging with local community stakeholders. A signature course of the URP program since its inception, Brandes says that over the years, many students have shared that traveling to Asian cities “has changed their lives” as well as transformed their professional development goals.

Looking ahead, Brandes is planning to return to Asia next summer with a trip to Tokyo, the largest city in the world. He also anticipates that the course, as well as the URP program as a whole, will continue to explore and teach urgent topics, such as community-based public health, city climate change strategies, and

**“The practice of planning cities is being revolutionized by waves of digital data, but there is no substitute for professionals being able to walk a city street and confidently assess what is actually happening on the ground.”**

**- Uwe Brandes**

cultural sustainability. With the recent launch of the Geospatial Analysis Lab, a critical resource for students, as well as its key role in the Georgetown Global Cities Initiative, the program will also continue to innovate: integrating virtual and digital tools yet without losing sight of core professional skills that cannot be replicated in a virtual setting.

As Brandes puts it: “The practice of planning cities is being revolutionized by waves of digital data, but there is no substitute for professionals being able to walk a city street and confidently assess what is actually happening on the ground.”

## Gaining Hands-On Work Experience Through a Hybrid Approach

The third program, the Master’s in Higher Education Administration (HEA), sheds light on the expanded opportunities of a hybrid approach.

Offered both on-campus and online since its founding in 2018, the HEA program has always made job training and experiential learning a priority for students—a core focus that is essential to SCS’s approach to graduate education. As many students starting the program are either transitioning from different roles, or are relatively new to the field, the HEA program empowers them with hands-on knowledge and



*Top: URP students on a walking tour of Gastown in Vancouver, British Columbia. Bottom: The Civic Center in Surrey, British Columbia.*





# **“Completing a practicum remotely requires self-motivation, accountability, clear and frequent communication, and collaboration with the practicum supervisor and department team.”**

## **- Samantha Mazzuca**

skills to achieve their career goals in higher education.

To that end, the HEA practicum was born: a cross-university program designed to provide students with hands-on work experience in a focus area of their choice. After submitting an application, admitted students are placed into a host site at Georgetown; depending on the host site’s needs for either a remote, in-person, or hybrid staff member, as well as the student’s own preferences, students trained in a specific department under the guidance of a practicum supervisor, while also gaining course credit toward their degree.

The HEA practicum officially launched in Fall 2021. According to Stephanie Kim, faculty director and associate professor of the practice, at first the practicum was structured to be on campus. However, offering flexible, multi-modal options has turned out beneficial for students and participating offices alike. After a lengthy approval process, to date 15 different departments and program offices across Georgetown are official partners of the HEA practicum, such as the Office of the Provost, the Military and Veterans Resource Center, and the Office of Global Education, to name a few.

“When everything changed because of the pandemic, by default the practicum opportunities were offered remotely or in a hybrid fash-

ion,” says Kim. “Additionally, units that had not previously considered those options were now suddenly open to having a remote practicum placement.”

As Samantha Mazzuca puts it, the practicum experience was invaluable. Based in Nashville, Tenn., she worked remotely in the Security Studies Program at Georgetown’s Walsh School of Foreign Service; a self-described mature student looking to change careers, she gained an immersive experience in admissions, recruitment, and alumni engagement through her remote practicum.

“Completing a practicum remotely requires self-motivation, accountability, clear and frequent communication, and collaboration with the practicum supervisor and department team,” says Mazzuca, who graduated from the online HEA program last August. “I would not have been able to [gain this] experience while attending school and working part-time without this modality.”

For Jake Hewins, a current student and relative newcomer to the field, his in-person placement in the Georgetown University Law Center’s Office of Student Life enabled him to have professional experience even before his expected graduation next May. “At the Office of Student Life, I learned how vital the division is at ensuring the overall success of the student

body through engagement and support outside the classroom,” Hewins reflects.

He adds that his team was often on the front lines of navigating shifting public health policies and procedures, which impacted not only the Office’s programming but also what various student organizations could offer. “As the Office of Student Life transitioned back to a primarily in-person mode of operation, I learned the importance of being flexible as well as being adaptable to change,” he says.

Looking ahead, Kim hopes to structure the practicum program so that future participants will leverage their practicum experiences to form the basis of their capstone projects. In addition, a future ambition for the program is expanding to external partners in higher education, such as relevant nonprofit organizations on K Street in Washington, D.C.

By providing a mix of in-person, hybrid, and remote options, the HEA practicum speaks to the reality of work today—not only in higher education but also in many industries impacted by the pandemic.

As these three master’s programs demonstrate, these are only a handful of ways that SCS programs are redefining experiential learning in order to position their students to be at the forefront of their changing industries.

# Fostering Student-Entrepreneurs at SCS

by Miranda Mahmud, Manager of Communications

With its diverse array of programs, the School of Continuing Studies (SCS) equips its students with resources and opportunities to transform their start-up ideas into reality. Meet three emerging student-entrepreneurs who are making moves to create a better future with their ventures.

## First-Response With the Touch of a Button: Charles Hinnant

Charles Hinnant, a student in the Master's in Integrated Marketing Communications (IMC) program, is a music festival fan who attended the Astroworld Festival in Houston, Texas, in 2021, where 10 people were killed in a crowd crush and more than 300 were injured. Witnessing that tragic accident inspired him to make other festivals safer. He rolled up his sleeves and went to work right away at the SCS Library, inventing Rave Me Away, a wrist-band device that uses geo-tracking to show first responders exactly where someone needs help.

His invention is all the more urgent in light of the recent Halloween tragedy in South Korea, where 154 people lost their lives due to a stampede during a traditional street festival in the Itaewon district of Seoul.

"This recent tragedy is another reminder of how Rave Me Away could be applied, not only to music festivals, but any large-scale event or festival to help staff, medical teams, and police locate individuals and groups of people that are in danger and need medical attention," he says. "I want to continue working on Rave Me Away and making it a successful company so

tragedies like that in Itaewon and Astroworld never happen again."

Hinnant says that taking IMC courses greatly empowered him in his entrepreneurial endeavors. "I've learned a lot of the communication and marketing skills that have helped me launch my company and my products," he says. "Without Georgetown resources I wouldn't be where I am today."

He credits his professors and mentors, who encouraged him to enter his idea in the 2022 Georgetown Entrepreneurship Challenge.



Charles Hinnant

Hinnant was then accepted in the Georgetown Entrepreneurship Summer Launch Incubator (SLI) Pitch Competition, where he was one of four finalists who won \$1,000, allowing him to further develop his start-up.

## Supporting Servicemembers Across the Country: Carolyn Nice

Carolyn Nice, a U.S. Army reservist, is no stranger to moving every couple of years: that is simply part of military life. After moving more than 10 times during her 16 years in the Army—when packing up the whole house every few years became the norm, but not necessarily easier—she knew she had to make the process more efficient. Her solution: put a QR code on every box and use a GPS system to keep track.

Thanks to SCS resources as a student in the Master's in Supply Chain Management (SCM) program, Nice invented a digital tracking system called Nice Move. She ultimately submitted her start-up idea to Georgetown Entrepreneurship's Rocket Pitch Competition.

Nice had to sell her idea to a panel of nine expert judges in just two carefully timed minutes, hence the name "rocket pitch." Though she found the strict time limit daunting, the judges



Carolyn Nice

were clearly impressed: Nice took home the top prize of \$1,500, beating out 30 contestants. Her next step is to launch a new pilot this year.

As Nice puts it, the pandemic created many challenges that forced her to realize how much she experienced going from a full-time active duty soldier to a civilian. "Being in-person allows me to see other people since I work remotely and my husband is currently serving a year in Jordan on Army orders. The Georgetown community is getting me through a lot of internal struggles. I am so grateful," Nice says.

Nice says becoming an entrepreneur and graduate student gave her the confidence to grow into who she wanted to become.

"I am still humbled and honored to be in this program at this school. I am so proud to tell people I go to Georgetown University," she says. "My future goal is to come back as an alumna through Georgetown Entrepreneurship Alliance and win the best tech award!"

### **Building a Better Community: S. Lovey Parker**

S. Lovey Parker, a current student in the Master's in Global Hospitality Leadership (GHL) program, goes above and beyond to ensure an equitable future for people of color by investing in luxury real estate, such as branded residences and resorts. She is developing "EVOLVED homes," a groundbreaking start-up that aims to

democratize ownership access and to empower newly accredited investors of color to invest in premium-appreciating collections of luxury real estate.

"I wanted to create an opportunity that mixed a little bit of business and pleasure, and leans into my sphere right now as a better community builder," says Parker, who also serves as the current president of the SCS Entrepreneurship Club.

Parker says the pandemic was especially tough for the hospitality industry. She had to re-evaluate the shifting approaches to safety procedures and protocols. "It was daunting," she says. "And also a time for me to be still and open to all of the features that could be included in the venture, all of the benefits that would lead to a successful ROI, for this investment opportunity for accredited investors of color."

Parker was able to transform her pandemic apprehensions into inspiration by officially establishing "EVOLVED homes." Returning from quarantine allowed her the opportunity to be in-person: interacting with investors and mentors and receiving hands-on feedback and validation for her business model.

"It's one thing to be on a Zoom call and receive information, but it's another to actually be with somebody in person and see how they activate and engage with an idea intrinsically," she says. "It was really good for me to be back in 'real life.'"

S. Lovey Parker



**"I wanted to create an opportunity that mixed a little bit of business and pleasure, and leans into my sphere right now as a better community builder."  
- S. Lovey Parker**

# Celebrating Two Milestone Commencements

by Miranda Mahmud, Manager of Communications

Last May, Georgetown hosted two milestone Commencements: one each for the Class of 2022 and the Class of 2020. These were the first in-person ceremonies to take place on the Hilltop since 2019.

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On May 20, 2022, the School of Continuing Studies (SCS) celebrated its largest graduating class to date: a total of 1,622 graduates in the Class of 2022, of which nearly 800 attended in person. For the 2020 ceremony a week later, which included graduates from all Georgetown schools, nearly 200 SCS graduates attended out of a total of 924 in the Class of 2020. Both ceremonies were livestreamed and recorded for those who could not attend, a hybrid format which reflects the “new normal” to which students have adapted.

From navigating a pandemic to starting families to learning new languages, these were just some of the many challenges graduates of both classes experienced as they entered the next chapter of their lives. Both ceremonies recognized the extraordinary resilience of graduates. Among both the Class of 2022 and the Class of 2020 there are Fulbright scholars, Rhodes finalists, veterans, first-generation college students, and students from more than 50 nations, many of whom spent time away from the Hilltop during the COVID-19 pandemic.

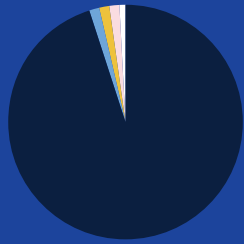
The themes of determination and grit were further amplified by the 2022 Commencement speaker, Provost Professor Shaun Harper, PhD, from the University of Southern California's Rossier School of Education and the Marshall School of Business.

Harper, a globally recognized diversity, equity, and inclusion expert, called on graduates to initiate acts of change and take on leadership roles as they enter the next chapter of their careers. “We need leaders in every profession, in every industry, in every facet of our society, who will discontinue anything and everything that undermines social justice,” he said. “You are those leaders.”

As Georgetown University President John J. DeGioia conferred degrees on the graduates, he congratulated them not only for their hard work and dedication, but also for their care and compassion for one another during the pandemic.

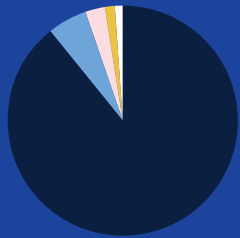
“Your class will be remembered for the responsibility that you accepted for one class another, and for all those around you,” DeGioia said.

2020  
Total Graduates: 924



- Master of Professional Studies
- Executive Master of Professional Studies
- Master of Arts in Liberal Studies
- Bachelor of Arts in Liberal Studies
- Doctor of Liberal Studies

2022  
Total Graduates: 1,622



**“We need leaders  
in every profession,  
in every industry,  
in every facet of  
our society, who  
will discontinue  
anything and  
everything that  
undermines social  
justice.”  
- Dr. Shaun Harper**



# Georgetown and Nakilat Team Up To Promote Leadership Development

by Lawrence Hardy, Writer

For the executives at Nakilat, the world's largest transporter of liquefied natural gas, it was a meeting unlike any other.

In 2016, the company's Human Resources department assembled a dozen of its top leaders in a large conference room at its headquarters in Doha, Qatar. They were there to talk about the future of the company.

Well, not exactly "talk."

"We don't want words," says Human Resources Manager Hana Al-Obaidly. "We want you to draw."

Then she showed them the large papers and brightly colored markers. The idea was for them to illustrate where they wanted the company to be in five years, and from those pictures, and subsequent discussions, arrive at seven competencies that they felt their leaders ought to have.

And how did they respond?

"They started laughing...and getting excited about it," Al-Obaidly recalls. "Actually, they were really good at drawing."

The executives arrived at seven competencies that they felt leaders—and, indeed,

everyone at Nakilat—should have: Empower & Nurture Talent; Solution Oriented; Drive, Vision; Collaboration & Teamwork; Customer Centricity; Achievement Oriented; and Interactive Communication. And the next year, the company began a series of meetings with representatives from Georgetown's campuses in Doha and Washington, D.C., to create a leadership program that could help its leaders to achieve them.

"They were very impressive, because organizations aren't always so facile in identifying what problems they need to solve," says Kelly Otter, PhD, dean of the School of Continuing Studies, which collaborated with the company and Georgetown University in Qatar to create the program. "But Nakilat has a very sophisticated approach to talent cultivation and de-

**"Employees—specifically those who are holding leadership roles or who have the potential to become leaders—they are our greatest resource and asset."**

**- Hana Al-Obaidly**

velopment, and they realized that they needed a partner to help them co-design a new approach for multiple levels of leadership.”

## Creating a Partnership

Shortly after that initial meeting, where the executives literally “sketched out” the company’s future, Nakilat approached Georgetown University in Qatar about working together to create a leadership development program potentially serving all its executives. Otter traveled to Doha in 2018 and initiated the first of several discussions with company leaders about how the School of Continuing Studies’ expertise in talent development, management coaching through its Institute for Transformational Leadership, and professional executive education could help Nakilat reach its goals.

The first cohort started in September 2021, and 18 executives had completed the program by Fall 2022. The second and third cohorts are expected to conclude in January 2023, and a fourth is in progress.

Each cohort program comprises six courses and 10 one-on-one leadership coaching

sessions. Nakilat’s leaders explore topics such as values-based leadership coaching, communications in organizations, change initiatives and innovation, negotiation, and strategic thinking and decision-making. For their final Capstone course, participants reflect on their learning and development as leaders and present plans for the company’s continued growth.

Indeed, growth is a given when it comes to Nakilat, which has about 70 vessels. Consequences of the war in Ukraine have largely disrupted Russian shipments of natural gas to Europe, and the continent is looking to the Middle East, and Qatar in particular, to help fill that gap within the next several years.

“The whole energy industry has been thrown on its head by Russia, the invasion of Ukraine, and the need for Western Europe to uncouple itself from its dependence on natural gas from Russia,” says Peter Erwin, PhD, who teaches Leading Change and Leading Innovation in the program. “And so, this shipping company and these managers find themselves in the center of a company that is going to be asked to do more than it’s ever had to do.”

And to do that—to do “more than it’s ever had to do,” or to simply stay competitive,

day-by-day, in a constantly changing, global industry—the company needs leaders at every level who have the skills to bring out the best in themselves and those around them.

“I think the most important thing is emphasizing that they can all be change leaders, no matter their individual roles or level in the company,” Erwin says. “That they have an obligation as leaders to work across departments, work across organizations, work across the silos to help Nakilat and its staff successfully manage and execute this change.”

Whatever the future holds for the industry, Nakilat is more focused on what it can do to make the growing and profitable company stronger now, in 2023. It’s all about “resources,” Al-Obaidly says, but not in the way we usually think of them.

“Employees—specifically those who are holding leadership roles or who have the potential to become leaders—they are our greatest resource and asset,” she says. Growth and change “is not done through systems. It is not done through process,” she says. “It is done through people.”

## ISDE Certificate Program Resumes

Its programs are rigorous, relevant, and tied to the needs of the workforce.

This could describe the School of Continuing Studies, but it also refers to ISDE, a Spanish graduate institution that is partnering with SCS to offer law students a Certificate in Privacy and Data Security.

The program started in 2018, with 35 students coming to Washington, D.C., for four days of intense instruction. After another session the next summer—and a two-year hiatus because of the pandemic—it resumed in July 2022, where it was directed by Frederic Lemieux, PhD, faculty director and professor of the practice for the Master of Professional Studies programs in Applied Intelligence, Cybersecurity Risk Management, and Information Technology Management.

“We are intentionally focusing on establishing this global connection for our custom programs,” says Senior Assistant Dean Qi Chen. “In terms of global engagement, we’re committed to bringing Georgetown’s excellence to other universities.”



# SCS Celebrates Ignatian Year 500

by Jamie Kralovec, Associate Director for Mission Integration

From May 2021 to July 2022, Jesuit schools around the world celebrated the 500-year anniversary of the conversion of St. Ignatius of Loyola, the order's founder, who profoundly transformed the world with a dynamic spirituality and an innovative model of education that continues to benefit so many across the globe.

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At Georgetown, this milestone was marked by a series of programs and activities organized by an inter-campus committee led by the Superior of the Georgetown Jesuit Community, Fr. Ron Anton, S.J., and SCS Dean Kelly Otter.

This year provided SCS a rich opportunity to reflect on the distinctive manner in which it animates Jesuit mission and values, with particular emphasis on how technologically mediated learning can be infused with mission and values. The School already does so in a number of ways, such as offering faculty and instructional designers practical approaches to operationalize each of the Spirit of Georgetown values in course design and learning activities; required and elective courses engaging with Jesuit tradition and Georgetown values; and finally, regular retreats for students, faculty, and staff. Celebrating the Ignatian Year further deepened the School's commitment to translating Ignatian mission and values in ways that deeply resonate with its community of diverse lifelong learners.



*Left to right: Jamie Kralovec, Amelia Uelmen, Fr. Greg Schenden, S.J., Michelle Obnona, Dawn Carpenter, Dean Kelly Otter, Fr. Ron Anton, S.J.*





Left to right: Fr. Ron Anton, S.J., President John J. DeGioia, Dean Kelly Otter, Fr. Mark Bosco, S.J.

## Discernment in Jesuit Education

President John J. DeGioia incorporated similar ideas into the 2022 Dahlgren Chapel Sacred Lecture that he delivered in March: “Formation and the Practice of Discernment.” In his presentation, DeGioia focused on the practice of Ignatian discernment as a way of making meaning of our affective experiences. The lecture cited the ideas of St. Pierre Favre, early Jesuit and spiritual

master, who emphasized the important role of *sentire* (“felt understanding”) in discerning interior movements.

The Ignatian Year Sacred Lecture helped amplify the central place of interiority in the tradition of Jesuit education and spirituality, an emphasis that is universally appealing across religious and humanistic traditions. DeGioia also reminded that interior discernment is not individualistic, but always connected to larger societal and global concerns.

The Sacred Lecture provided inspiring reflections about the need for continued innovation in Jesuit education. At SCS, such innovation is ongoing: it has continued to adapt its approach to mission integration. This is evident through increased virtual and in-person programs, such as a daily virtual meditation offered for all community members, that meet the spiritual needs of its dispersed community.

## The Enduring Significance of Ignatian Year

To conclude the year’s observance, Georgetown embarked on a series of separate summer pilgrimage trips for students, faculty and staff, and alumni, to the sacred sites of St. Ignatius in Spain, which were facilitated by Jesuits from Georgetown. SCS alumna Karim Trueblood, who graduated from the Master’s in Emergency & Disaster Management program, made the alumni pilgrimage. Trueblood, who is pursuing doctoral studies as a result of her transformative experience of Jesuit mission and values at SCS, reflects on her gratitude for Georgetown and its approach to education that emphasizes continual self-discovery.

Reflecting on her trip, Trueblood offers

this advice for SCS students: “In order to grow, it is imperative to experience new things, engage different people, and visit new places... Seek more from the values of the Spirit of Georgetown, regardless of your career path or religious background; you might surprise yourself, just like I continue to do even after graduation.”

**“Seek more from the values of the Spirit of Georgetown, regardless of your career path or religious background.”**

**- Karim Trueblood**

SCS Dean Otter participated in the faculty and staff immersion trip along with other Georgetown and SCS colleagues. For her, the experience in Spain was a fitting opportunity to reflect on the enduring significance of the Ignatian Year, as well as to leverage its learnings in the years ahead.

“Personally, I was inspired by the parallel between the transformative movement 500 years ago and the need to reinvent higher education, founded on mission and purpose, for the learners of today and tomorrow,” she says. “This trip, along with other engagements from the past year, has made many members of our community, including myself, only more committed to our ongoing learning journey of discerning how best to realize Georgetown’s Jesuit mission at SCS.”

## The Power of Storytelling

Signature university-wide events marked Georgetown’s Ignatian Year and brought the campuses together for conversation. In the fall, a panel discussion called “What’s Your Cannonball Story? Storytelling in Georgetown’s Ignatian Year” featured talented storytellers offering narratives, inspired by the life of St. Ignatius, about how personal adversity led to their own profound transformation. The SCS community was well-represented among the speakers, which included Dawn Carpenter, 2020 graduate of the Doctor of Liberal Studies program and practitioner fellow at the Kalmannovitz Initiative for Labor and the Working Poor; Michelle Ohnona, PhD, faculty director and assistant professor of the practice for the Bachelor of Arts in Liberal Studies program (BLS); and Father Greg Schenden, S.J., director of Campus Ministry.

Having previously served at Georgetown’s Center for New Designs in Learning and Scholarship (CNDLS), Ohnona brings to the leadership of the BLS program a values-based, mission-driven vision that unites the best of the humanistic and professional education traditions. Reflecting on the meaning of the Ignatian transformation story, Ohnona calls attention to the important role that stories play in helping SCS students live out their fullest potential.

“The power of narrative can help us transcend challenges, celebrate perseverance, and catalyze change,” she says. “When students are empowered to craft their own stories of transformation, they become active participants in shaping their lives, the lives of those around them, and the collective futures that we imagine for our world.”

# Summer High School Programs Return to the Hilltop

by Miranda Mahmud, Manager of Communications

The SCS Summer team celebrated a major milestone this year: they welcomed students to campus for the first in-person Summer High School programs since 2019.

## Summer College Immersion Program

For the first time in three years, SCS hosted its Summer College Immersion Program (SCIP) in person to provide college prep support for rising high school seniors who are the first in their families to attend college.

SCIP guides students who are applying to the most selective colleges and universities, and may not have the resources to assist them through the entire college application process. This past summer, 42 students traveled to the Hilltop from around the country for the three-week, intensive college prep program. The students were selected out of a competitive pool of more than 90 applicants from the Cristo Rey Network and KIPP Foundation school systems.

Haroot Hakopian, PhD, the curriculum adviser for SCS High School Programs, says that one of the most important takeaways from the program was conveying to each student that they are all worthy and capable of going to college.

Mia Cox, a former SCIP student, now works as a mentor for the program. When she participated in 2020, her SCIP experience was completely virtual due to COVID-19 lock-

downs. Years after completing the program, she is now a sophomore at Swarthmore College in Pennsylvania and is finally able to visit the Hilltop.

"This program has actually been one of the most impactful things I've ever done in my life," Cox says.

Students said the in-person experience enhanced their learning and also gave them an opportunity to make lifelong connections, which can be challenging during the pandemic.

**"This program has actually been one of the most impactful things I've ever done in my life."  
- Mia Cox**

"We have seen each other grow," says Regina Evans, a rising high school senior from Dallas, Texas. "These people will help you become a better person."

Evans says that before participating in the program, she was nervous as to how to navigate applying for college. However, now that she has had hands-on learning experience with SCIP, she said she feels ahead of the game.

Students left the Hilltop learning everything from how to complete FAFSA forms to understanding the holistic admissions process to land a seat at their dream school. For many of the students, that dream school lives on the Hilltop.

## HOYA Medical Academy

The Summer programs not only equip high school students with the tools they need to apply to college but also help them explore different career interests, such as healthcare. The Summer Medical Academy is a Georgetown-wide collaborative effort to expose high school students to various fields in health and medicine. Students are introduced to the field of medicine and get a glimpse into the Georgetown University Medical Center, which includes the nationally ranked School of Medicine, the School of

## Summer High School Programs

### Academies

- American Politics
  - Biotechnology for Science & Health
  - Business
  - Community Impact & Leadership
  - Creative Writing
  - Economics Policy
  - Entrepreneurship
  - Experiences in Biotechnology
  - Forensic Science
  - Foreign Policy
  - Introduction to Data Science\*
  - International Relations
  - Law
  - Medical Academy
  - National Security & Intelligence
  - Social Justice & Public Policy
  - Sports Industry Management
  - Washington & the World
  - U.S. Campaigns & Elections
- \*not currently offered*

## Credit Programs

- College Prep
- Summer College

## Special Programs

- Pre-College Online Program (Year-Round)
- Summer College Immersion Program

Nursing & Health Studies, and the world-renowned Lombardi Cancer Center. A cohort of 16 students was selected from a competitive pool for the Medical Academy.

From engaging with the Department of Health to health insurance companies, students learn that healthcare requires a collaborative approach. Brian Floyd, assistant dean of academic affairs, helped design the program and says understanding all of these elements of healthcare is essential for students who are considering pursuing this field.

“It’s important because it provides another opportunity to think about other options and to think about where they see themselves as it relates to health,” Floyd says.

Students have the opportunity to learn about biomedical ethics, epidemiology, and ac-



*High school students return to the Hilltop for the Summer College Prep Program.*

cess hands-on field experience, allowing them to discover which realm of medicine they want to pursue throughout the program and in the future. After being fully online during the pandemic, different Georgetown schools, including SCS, redesigned the program to adapt to in-person learning and teach students how to navigate the pandemic.

Students worked together in groups, alongside doctors and other medical professionals across the university. Additionally, students experienced a first-year medical school curriculum while learning from Georgetown University School of Medicine faculty and medical students. Reflecting on their time in the program, some of the Medical Academy students were inspired to apply to Georgetown to continue their academic and professional journey in healthcare.

## Summer HOYA Office

Summer 2022 was busy especially for the Summer HOYA Office team: its staff members are integral to SCS’s Summer programs, taking the lead on students’ safety and programming. The Summer HOYA office works to ensure students feel comfortable on-campus, and help parents

feel confident about their teenage student’s stay on the Hilltop.

The students’ return to main campus in Summer 2022 was a milestone moment, showcasing the team’s outstanding capabilities to overcome and adapt from the pandemic. After nearly three years of remote operations, the past summer served as an important opportunity for the team to evolve and grow, especially in terms of their planning strategies. Summer HOYA staff guided students on team building trips to historic landmarks across the Washington, D.C., area, immersing themselves in the community.

A graduate of SCS’s Master’s in Higher Education Administration program, Tigist Tadesse, began her role as Director of Summer Programs with the Summer HOYA team in April. She says her SCS education allowed her to apply her expertise and Georgetown values while helping students.

“The development of relationships, the self-confidence evolving in the students academically, mentally, and everything else is very rewarding to see,” says Tadesse.

# People for Others: Supporting Afghan Refugees Awaiting Resettlement

by Sherry Steeley, PhD, Associate Teaching Professor

Georgetown's Jesuit values include a commitment to protecting those most vulnerable, as well as justice and service to others. Enacting this mission in response to the crisis in Afghanistan and ensuing migration of refugees, the SCS Teaching English as a Foreign Language (TEFL) Certificate Program within the English Language Center (ELC) collaborated with Georgetown's Institute for Women, Peace and Security (GIWPS) this past year to support a group of Afghan refugees in isolated, transitional sites awaiting resettlement in the U.S. or Canada.

## Establishing an Institutional Partnership

At SCS, the mission of the ELC is to promote global understanding and education, and the TEFL Certificate Program prepares reflective educators to serve language learners in the U.S. and globally. At the same time, on the Hilltop, GIWPS engages in projects to promote a more stable, peaceful, and just world by focusing on the important role women play in preventing conflict and building peace.

Seeing a natural linkage, last fall a TEFL Certificate alumna connected with GIWPS and TEFL Certificate faculty on ways to support

the group of 500 Afghan refugees evacuated by the Institute and a coalition of partners. Soon thereafter, a partnership emerged, developing a framework to provide virtual English language tutoring, conversation practice, cultural exchange, and professional mentoring for this vulnerable group. The need was clear: the refugees, in their remote locations, eagerly sought to engage in cultural and linguistic preparation for their new lives in North America. Many were highly educated professionals who would benefit from conversation to practice professional English. Others were just beginning to work on basic language skills in the hopes of a better life in a new land.

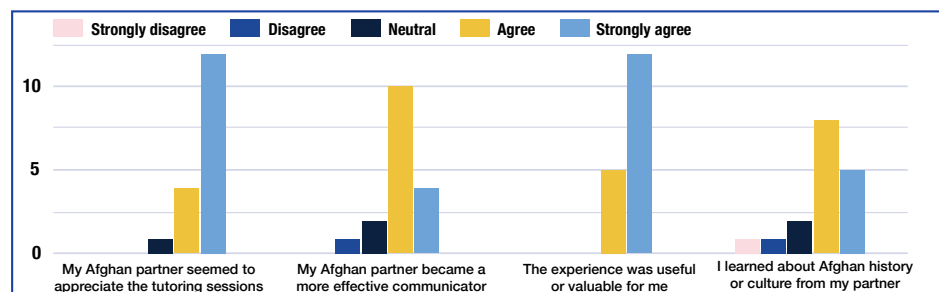
SCS faculty, staff, and alumni had the spirit and talent to meet this need; the TEFL Cer-

tificate Program had the expertise and resources to train tutors and mentors in the skills needed to ensure project success; and last but not least, GIWPS had the on-the-ground staff to ensure appropriate "matching" of refugees and Georgetown partners, and to provide logistical support.

Volunteers emerged from a wide variety of SCS programs. Some signed up to provide professional mentoring for highly educated refugees whose careers had been upended by the return of the Taliban. Others indicated a preference for working with those who were starting to learn English, learning basic skills for life in North America.

Following an orientation with the Institute and training in tutoring and distance

Survey Results of Georgetown Volunteers



learning with the English Language Center, volunteers were matched with Afghan partners based on background, interest, and level of tutoring requested.

After launching the initial cohort of SCS volunteers, the Institute and ELC worked with the Georgetown School of Foreign Service and the Center for Social Justice to cultivate interest among additional volunteers, launching further rounds of partnership. Overall, 53 volunteers served 60 Afghan partners throughout the spring and summer to meet the growing needs of the Afghan partners.

## Overcoming Obstacles To Create Meaningful Relationships

Significant resilience was needed on both sides to overcome logistical hurdles and establish the relationships critical to successful exchanges. Since most Afghan partners remained in temporary overseas housing in Albania, Wi-Fi and access to computers was difficult, so traditional “distance learning” platforms such as LMS space or Zoom were impossible due to limited device and connectivity issues. Volunteers and Afghan partners faced time zone and schedule constraints, issues with health and child care, and other barriers.

Nonetheless, U.S. and Afghan partners persevered, yielding a wealth of meaningful learning and relationships. A survey indicated that the experience was highly meaningful and impactful; all of the U.S. partners said they would like to remain in touch with their Afghan partners, with three-quarters indicating concrete plans to do so. On the Afghan side, all who responded were eager for more work with their partners.

Learning was perhaps most meaningful at a deeper level, as U.S. tutors and Afghan partners have forged strong ties across cultural, linguistic, geographic, and circumstantial divides. The impact on tutors has been deeply emotional—moving, humbling, and inspiring.

English Language Center faculty member Kathleen Kearney (TEFL Certificate Program, 2013) shares that she and her partner have been working together since February 2022. “Despite everything she has experienced in the last year, she is committed to learning English and understanding American life and culture. She came to the United States with several members of her family in August 2021, first living in Wisconsin and then settling in Michigan. During a recent Sunday meeting, she described for me how she had (that very morning!) driv-

en a car for the first time,” Kearney says. “We began our work together on WhatsApp, using her Afghan phone number, and moved our meetings to Zoom in April, when she and her family received a computer. In our meetings, we discuss life in America: school, home, shopping, holidays, and history, but we also have many conversations about Afghanistan, her faith and prayers, and how life has changed for her family members since August 2021.”

**“They are so focused on being the best versions of themselves that they can be. They don't focus on their struggles; they focus on moving forward. They are truly inspiring.”**  
- Bridget Flanagan

Alumna Bridget Flanagan (TEFL Certificate Program, 2012) was struck by the Afghan partners’ positivity, their passion, their resilience. “They are so focused on being the best versions of themselves that they can be. They don’t focus on their struggles; they focus on moving forward,” she says. “They are truly inspiring. And when we click on a subject (such as practicing interviews), the sense of worth it inspires is almost unexplainable.”

Tutoring partner Jeannine Alter (TEFL Certificate Program, 2021) says she felt inspired to work with an Afghan couple who were already living in the U.S. “[They] have spent the past three months scurrying to find jobs and pushing themselves to learn English in order to adapt to life in the U.S. Every time they address me, they say, ‘Dear teacher,’ and it melts my heart,” Alter comments. “They are

so grateful to be my students and to be here in the U.S. And we are so lucky to have them: the husband was a journalist in Kabul; the wife was an artist. Eventually, they want to get their master’s degrees here, and they want to do so much: to support the families that they had to leave behind and to integrate into life in the U.S. as much as possible.”

Capturing the Spirit of Georgetown, Wendy Zajack, faculty director and associate professor of the practice of the Integrated Marketing Communications and Design Management & Communications programs, tutored a young couple who fled Afghanistan and were in Albania awaiting transport to Canada. “I feel so fortunate that being part of the Georgetown community has given me the opportunity to meet, serve, and offer a tiny bit of help to those who are experiencing displacement,” she reflects. Zajack found herself inspired by the couple’s desire and determination to continue their education, and quickly bonded with them. “I was at times an English teacher but many times a friend, a cheerleader, and fellow human supporting them on their new journey. It was completely inspiring and gave me a renewed faith in the world and in our ability to survive and thrive.”

## Inspiring Commitment to Service

What both ELC and GIWPS have learned for ongoing expansion of this work is to prepare for flexibility in working through technological and logistical challenges—scheduling across time zones, rescheduling when other life demands arise—and to avoid becoming discouraged. Above all, bringing and holding a spirit of openness and mutual respect that lies at the heart of this work is critical.

ELC and GWIPS are profoundly grateful for the opportunity to engage in this partnership and to interact with this resilient community. Working with Afghan partners has inspired and renewed many members’ passion for and commitment to education as the key to creating global dialogue, understandings, and opportunity—the core values that support Georgetown’s mission. Although formal tutoring concluded this summer as the Afghan partners resettled in North America, many tutors remain available as needed, assisting with information, and remaining a partner in their transition. This model is hopefully one that SCS can draw from as it continuously seeks to enact Georgetown’s core values and serve the global community.

# Academic Opportunities

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## MASTER OF PROFESSIONAL STUDIES DEGREES

### **Business & Management**

Global Hospitality Leadership  
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  
*(formerly 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 (8)**  
**Education, Health, & Policy (9)**  
**Marketing & Communications (1)**  
**Technology & Security (4)**

### **EXECUTIVE LEADERSHIP PROGRAMS**

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

### **PROFESSIONAL BOOTCAMPS**

**Business Essentials for Successful  
Managers**  
**Data Analytics**  
**Digital Marketing Strategy**  
**Finance for Non-Financial Managers**

## **SUMMER & SPECIAL PROGRAMS**

**Georgetown Summer Sessions**  
**Summer Programs for High School  
Students**  
**Visiting Non-Degree Programs**

### **CENTER FOR SOCIAL IMPACT COMMUNICATION**

**Social Impact Storytelling**  
**Social Impact Consulting**  
**Social Impact Partnerships**  
**Social Impact Branding**

### **ENGLISH LANGUAGE EDUCATION**

**Conversational & Intensive English  
Programs**  
**English Skills for Graduate Students**  
**Teaching English as a Foreign Language**  
**Customized English and Teacher Training**  
**English for Heritage Language Speakers**



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