

CAMPUS ACTIVITIES

# Programming®

VOL. 50 > NO. 4 > OCTOBER 2017



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**Oct. 5-8, 2017**  
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 Convention Center  
 Chattanooga, TN



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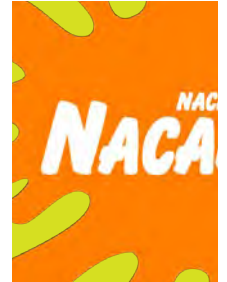
**NACA<sup>®</sup> Mid Atlantic**  
**Oct. 19-22, 2017**  
 Buffalo Niagara  
 Conference Center  
 Buffalo, NY



**NACA<sup>®</sup> Mid America**  
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 Northern Kentucky  
 Convention Center  
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**Nov. 2-5, 2017**  
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Coker College (SC) Office of Institutional Identity

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**Stewardship • Innovation • Communication • Respect • Learning • Inclusivity**

These core values are the fundamental beliefs that guide our behaviors and decision-making process. As a recognized leader in higher education, we believe our professional values are vital to the advancement of the Association and the campus activities profession.



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**Programming®**  
VOL. 50 ▶ NO. 4 ▶ OCTOBER 2017

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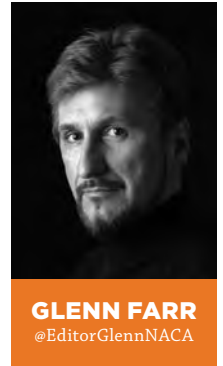
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### ON THE COVER

A student protest at The George Washington University (DC).  
Photo by Logan Werlinger/  
The George Washington University.

# I Wasn't Supposed to Be Doing This ... Or Was I?



**THIS PAST SEPT. 4**, I marked 28 years as editor of Campus Activities Programming®. That's a remarkable run, especially considering I wasn't supposed to be doing this. I was supposed to be a professor of fine art at a big university somewhere. All along, though, all I really wanted to be was an actor. The path taking us from our passions to the professional capacities in which we ultimately find ourselves can be serpentine, as mine certainly was.

As I kid, I first wanted to be a fireman. But after my talent for drawing emerged at around age four and I became fascinated by comic strips at age eight, I changed that to cartoonist. When, at 17, that talent was discovered and mentored by a professor through a college credit program for high school students, my ambition became "artist and college professor." The college professor part wasn't really my ambition – that's what my mentor told me I'd have to do make a dependable living as an artist.

I tried to follow the path he laid out for me. However, at the time, the notion of one day teaching college students terrified me and, at the end of my freshman year, I changed my major from studio art to broadcast journalism. That degree would not make me an actor, either, but it would likely get me on TV, which I considered a decent compromise considering I found the insecurity of the acting life even more daunting than teaching.

My decision shocked my parents and stunned my mentor, but I stuck with it, graduating with a bachelor's degree in broadcast journalism – a degree I soon learned was good for several types of low-paying, entry-level jobs. Having turned down a part-time deejay gig at a highly rated radio station and a TV reporting internship in my college town, I ended up as one of those voices on emergency weather radio. I learned that recording forecast updates and emergency bulletins can keep you hopping during severe weather, but severe weather doesn't happen every day. I quickly became bored.

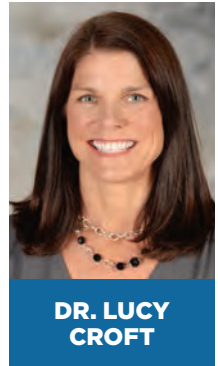
When a newspaper feature writing/reporting job came open in my home county, I took it. I had no idea it would be one of the best educations in writing and editing I could ever have. Covering local government meetings, traffic accidents, fires and agriculture, and digesting those and other topics of which I knew little so I could explain them to our readership trained me to listen to, analyze and communicate facts and ideas under the crunch of a deadline. The job's demands were nearly soul killing, but it provided invaluable training.

After a subsequent brief stint in state government public relations, I came to NACA to edit Campus Activities Programming®. My newspaper training came in handy, the parameters of the job fit my degree and its demands suited my temperament. So, here I've remained.

Guess what? I ended up teaching, after all. Many NACA® members who write for Campus Activities Programming® have never written before, and it's up to me to guide you through the process of organizing your thoughts and communicating your ideas and experiences. Coincidentally, at about the time I began this job, a friend said to me, "You have all the makings of a teacher, yet you refuse to teach." I no longer refuse. Sometimes, your destiny finds you, no matter how hard you try to escape it.

If you're a student still trying to figure out what you want to be when you "grow up," I encourage you to be less naïve than I. Instead, research your interests so you can make career plans based on your passions, your talents and your skills. Don't let yourself be intimidated if those talents and skills lead you to something that frightens you. In time, if my story is any indication, those talents and skills will ultimately lead you to use them, anyway.

# NACA® Member Resources: Tailored to Current Concerns



**WITH THE FALL SEASON SETTling INTO A ROUTINE**, the time seems right to reflect on the value of student involvement and the importance of providing sound advisement. For me, the most valuable student involvement is active, committed engagement. This active engagement occurs outside the classroom through community service, leadership, campus activities, event planning and so much more.

When speaking with parents, prospective students and community members, I use the phrase “living laboratory,” where student affairs administrators provide the vessels to put classroom theories into practice. It’s important to remember that what we do is an indispensable part of a student’s total campus experience, fostering commitment and engagement, enriching lives campus-wide.

As we provide such opportunities, it’s also important to keep an ear to the ground regarding current trends and insights, so we can respond accordingly. The Chronicle of Higher Education recently released a report citing a new survey conducted by the Huron Consulting Group, in which campus administrators reveal the top two major concerns outside the classroom are student mental health (66%), followed by diversity and multicultural issues (40%). Following these two concerns are campus safety (26%) and career services (24%). The study surveyed over 100 presidents and vice presidents of student affairs at two- and four-year public and private institutions and found broad agreement concerning these four areas.

Which brings us to NACA. Now, more than ever, NACA’s focus is tailored to address these four areas of concern. We are here to help our members succeed and, given this recent insight, it seems our efforts are a great match to address such concerns and more. NACA offers member-exclusive materials and resources that help address these areas of concern, and I encourage all members to access them:

**Mental Health Issues:** The evidence is clear that student involvement and engagement is a factor in combating mental health problems, particularly those relative to isolation and depression. At its core, NACA offers members ways to expand opportunities for students to become involved, serve their campus communities, volunteer and engage. A vibrant and active campus environment enhances the well-being of all students, in particular those who take part actively.

This environmental philosophy is reiterated by Kuh (2002, p. 59) as shared in “Linking Engaged Learning, Student Mental Health and Well-Being, and Civic Development” (Swaner, L. 2007, p. 21), wherein colleges create “small, human-scale environments [that] encourage responsible, health-enhancing behavior,” and emphasizes that where faculty and student contact is frequent and classes are small, “a college or university encourages its members to know each other, a precursor to caring for one another.”

**Multicultural and Diversity Issues:** NACA has recently released a new resource, “Competencies for Diversity and Inclusion,” which addresses this area of concern directly. This comprehensive, practical guide is a terrific tool for any institution needing perspective on implementing diversity and inclusion initiatives. It’s exclusively distributed to NACA® members and I encourage everyone to access it to help structure on-campus programs and efforts.

**Campus Safety Issues:** Did you realize Campus Activities Programming® magazine shares a wealth of articles dealing with campus safety? Through the NACA® website, members have exclusive access to find past issues, articles, reports and features about campus safety that will help all campus activities professionals deal with this increasingly significant issue.

**Career Services Issues:** I was honored to participate in the NACA/NIRSA report “Considering the Impact of Participation and Employment of Students in Campus Activities” (Peck, A. & Team, 2015), a thorough assessment of the ways in which co-curricular programs match up with employer-preferred skillsets. For any of you who need to build a case for the value of student involvement relative to career preparation, this is the report you need.

These resources, and so much more, are available to you as a member – use them! Here’s to a great fall season.

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# ADVISING STUDENTS THROUGH CONTROVERSIAL EVENTS







By

**TIMOTHY M. MILLER**

and

**ANNE GRAHAM**

**The George Washington University (DC)**

*All photos courtesy of The George Washington University (DC).*

**P**ROTESTS, CONTROVERSIAL SPEECH AND CONTENTIOUS EVENTS are not new to college campuses, and students are now entering college with an increased willingness and eagerness to engage in activism. In the 2016 Cooperative Institutional Research Program's (CIRP) American Freshman Survey, the percentage of freshmen who stated they have a very good chance of participating in a protest in college increased from 5.6 percent in 2014 to 8.5 percent (New, 2016). Activism can take many forms, but in this age of hashtag activism, online petitions, and Facebook events for protests, controversy surrounding a student organization's event or activity can escalate remarkably fast. This presents unique and difficult challenges to an organization's leaders and members, the general student population, and university administrators.

Historically, universities have been open communities, which have been described by Ernest Boyer (1990) as places "where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed" (p. 17). As this notion has diminished on many of our campuses, administrators are put in the position of keeping students safe from harm while also ensuring they are exposed to different ideas.

In many cases, opponents of an event or advocates for a cause have increasingly bypassed an effort to find common ground and have instead leapt to more visible, vocal, and sometimes violent action. Students in these cases are beginning their dissent with escalated protest tactics, including threats of violence on social media, blockades, riots and acts of violence. We have seen this escalation on campuses in recent months and these instances do not seem to be slowing down. These threats can force administrators to respond to controversial events in ways that eliminate the opportunity to create the exchange of knowledge and ideas that is intrinsic to the missions and values of our institutions. It's important to have a protocol for response in place before it is needed, since the timing and pressure of a controversy rarely allows for the creation of a plan in the moment.

### **The Role of University Administrators**

It's critical for student activities practitioners to manage the balancing act of maintaining free speech, sharing differing viewpoints, ensuring student safety, and upholding and meeting institutional values and needs. Freedom of expression is core to the purpose of higher education and it's the administration's responsibility to protect and foster diverse perspectives and open dialogue. This may entail helping students to grasp the distinct difference between unsafe and uncomfortable. An important aspect of a university's open community is that all voices matter and are welcomed in the discussion, and no one is silenced just because what they express is contrary to the beliefs of others. In the context of campus programming, that means supporting students on all sides, welcoming perspectives that are different, and creating safe and quality events through which students can participate in the exchange of ideas.

### **Responding and Advising through Controversy**

In a significant number of the controversial campus events that made news over the past year, student organizations were the driving force behind the events involved. Noting the ease with which non-student members of the public can become engaged in campus

controversy and the simmering racial and political tensions in our country, administrators must be prepared to recognize the potential for controversy early, advise student organizations effectively, and manage campus partners accordingly.

Student organizations at The George Washington University have hosted events that created significant controversy, events featuring presenters ranging from conservative commentators Ben Shapiro and Milo Yiannopoulos to provocative hip-hop artist Action Bronson. Through these experiences, we've developed a series of strategies to identify events, plan ahead, and respond accordingly. The multifaceted roles of student activities administrators managing potentially controversial events will fall into three primary areas of response:

1. Advising,
2. Managing up and across, and
3. Communication.

#### **1. Advising**

Advising is the perhaps the most critical role a student activities administrator will play in responding to controversial events. It is the advisor who is most likely to notice an organization's event holds the potential for controversy, giving the institution the ability to prepare. The advisor will also be critical to support the organization and ensure the wellness of the members and the safety and quality of the event.

All advisors strive to connect with organizations in a way that allows for open and frequent communication, but advisors may struggle to get complete information from their organizations, let alone details about upcoming events. Here are a few tactics advisors can utilize to identify and manage controversial events:

- Utilize a required student organization training program to deliver essential policy information related to booking events and contracting.
- Establish policies for how, when and where protests can occur on campus.
- Require student organizations to include advisors on all communications related to a contract.

**“FREEDOM OF EXPRESSION IS CORE TO THE PURPOSE OF HIGHER EDUCATION AND IT'S THE ADMINISTRATION'S RESPONSIBILITY TO PROTECT AND FOSTER DIVERSE PERSPECTIVES AND OPEN DIALOGUE.”**



- Monitor social media, as most organizations create announcements on Facebook and other platforms for their events, and monitoring those feeds, along with institutionally popular threads and pages, can provide insight about events and the reactions to them.
- Conduct research to get a better idea of the speaker's background, ideals, prior engagements, and overall potential for controversy.
- Implement advisor training that covers early indicators of potential controversy.
- Consider which student populations may be affected by events, proactively develop tactics to engage those populations in the conversation, and notify the advisors of organizations that may be impacted.

In general, advisors should not discourage student organizations from creating events that may cause controversy, but should guide them in doing so in a manner that allows for the execution of a safe and quality event.

## 2. Managing Up and Across

The student activities staff directly involved with the event are responsible for representing the best interests of students on all sides of the controversy in what can become a frantic and public relations-driven institutional response. The need to manage up and across will likely involve working in conjunction with senior administrators to relay information and needs to work with partners such as general counsel, campus police, and external relations.

Having a baseline response and management plan with all of these partners before an event is an important step in managing controversies effectively. This will include coordinating logistics, safety and security plans, and messaging with key campus officials. Positive relationships with campus partners are essential, as is the ability to clearly and convincingly advocate for the needs of students in the context of the institution's values. Staff will need to establish common ground with partners to maintain an open community that protects free speech and affirms civility through diverse perspectives.

## 3. Communication

Clear communication is essential from the initial notification sent to campus partners to the execution of a safety plan and the coordination of university messaging. A detailed event briefing can help ensure that all necessary stakeholders have accurate and comprehensive details related to the event. Creating a template for

such a briefing ensures that advisors and administrators provide consistent and thorough information in a manner that is clear and effective.

Although the template will vary based upon the needs and values of an institution, in general, the briefing should provide an overview of the event's content, purpose and logistics, including venue details, the security and ticketing plan, the run of show, and the potential risk associated with the event. This should include the potential for protest, any triggering content, concerns expressed by students and community members, any negative social media activity, research on previous events, media interest and attendance, VIP attendees, and concerns about crowd control. Much of the information will be developed on an ongoing basis as the event evolves and in conjunction with campus partners, but having a standard outline ensures that the necessary components are included.

Here is one example of how our plans worked this spring:

- On a Friday, an advisor notified us their organization was hosting an anti-abortion display on Monday.
- We knew from previous years that organizations would want to protest the event, but there was not enough time for them to book space per university policy.
- We worked with the student union to hold space for them and contacted campus police to make them aware.
- The protesting organization learned of the event and wrote to their advisor to access space.
- They were given space, which ensured that both sides had an opportunity to be heard.
- The host organization encountered issues of students and non-students damaging their display and our campus police and staff assisted the host organization.
- Advisors checked in with both parties throughout the day to ensure they felt supported.

## An Undeniable Challenge

It is an undeniable challenge for an institution to be equipped and prepared to host a controversial event safely. That said, universities must take measures to remain places where differences in ideas and opinions are considered, debated and argued. We have a responsibility to our students, ourselves and the future that requires us to find ways to ensure students hear new and different perspectives so they can find out who they are and who they want to become. These are the moments when the greatest learning and growth occur.

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# Invest in Your Students: A Year-round Student Development Model

By  
**MEGAN McHUGH, MELISSA ULMER** and **CARLY SAMUELS**  
Rowan University (NJ)

Quality  
Collaboration  
Fun  
Innovation  
Student Development

These core values of Rowan University's Office of Student Activities (OSA) are at the heart of what we do and who we are. If you spent time in our department, we believe you'd experience each of these values. Although each is important to us, we find that student development resonates more than the rest.

## Sharing Our History

OSA has three professional staff members – a director and two assistant directors – and four graduate coordinators and an administrative assistant on our team. One assistant director and two graduate coordinators work with our late-night program, Rowan After Hours, supervising four student coordinators and 20 student employees. The other assistant director supervises our student programming board and our student-marketing suite with the help of a graduate coordinator in each area. Our student programming board includes 12 executive board members and works with 70-100 student volunteers throughout the year. The marketing suite employs seven students who oversee graphic design, videography and photography.

Without these student employees and volunteers, our department couldn't function. And we've learned that by investing time in their development, they invest time in us.

When we consider why it's important to have a student development model that achieves students' buy-in and can be implemented effectively – recruitment and retention top the list. Through our model, we've found a correlation between the learning our students receive through on-the-job experiences, as well as training, on both their academic and post-graduate success. In the 2015-2016 academic year, 86% of our student leaders received a 3.0 GPA or higher – above the institutional average. Similarly, 73% of our graduating students had secured jobs or continuing education opportunities by graduation. We use their experiences as a recruitment and retention tool. However, it doesn't start here. Our student development model pursues a 360-degree approach and starts with recruitment.

While we use various practices to fill student employee positions, one thing remains constant: the presence of our development model throughout our conversations. When we introduce students to our department, we share our core values and our belief that student development is just as critical as the actual work they do. Accordingly, our hiring practices allow students to be original in applying by submitting creative pieces explaining their personalized connections to the positions they're seeking. This provides qualitative information we use in future trainings.

Furthermore, we facilitate the introduction of new team members through staff shadowing, meet-and-greets, inviting incoming staff to end-of-the-year celebrations, and hosting "passing-the-torch" ceremonies. For our model to work, we must give it a strong introduction and make sure new staff members feel comfortable.

## Bonding and Training

At the end of the spring semester, we hold a summer retreat. This tradition allows full-time staff, graduate coordinators, and top student leaders to travel seven hours from campus to Ohiopyle, PA, for four days in the woods. Students stay together in one cabin, with limited cellular service, and engage in various camping activities, including whitewater rafting and caving. The retreat strengthens trust levels among team members, pushes everyone beyond their comfort levels, and allows time to bond and discover group dynamics. We don't discuss



*Above: Students and staff from the Rowan University Office of Student Activities share time together and give back to the community by preparing meals for a local facility serving patients who receive transplants.*

*Bottom left: Students have an opportunity to dress up and be recognized for accomplishments during OSA's end-of-the-year banquet.*

*Bottom right: Students involved with the Rowan University Office of Student Activities bond and socialize through fun activities.*

*Photos courtesy of the Rowan University Office of Student Activities.*



work, as the retreat serves as a bonding opportunity setting the tone for the year ahead.

In August, we invite all student leaders to return early for a five-day training incorporating everything from positional training to team development, fun, and student and departmental presentations. This comprehensive, extensive training marks where our development model begins to take shape. During the 2015-2016 academic year, 92% of our student leaders said they felt OSA fall training prepared them for their positions.

Training all year, we host mandatory, monthly all-staff meetings. At these two-hour meetings, we share dinner to encourage bonding and personal conversations before we discuss important office matters. Also, guest speakers present on personal or professional development topics – stress management, résumé basics, or how to be an involved alumni. Afterwards, we cover office updates, answer questions and discuss relevant topics. Also, we recognize staff – everything from staff member of the month to individual birthdays.

At each meeting's conclusion, we host an "OSA Game" to promote team building and friendly competition. At fall training, our staff divides into teams and, throughout the year, we engage in minute-to-win-it-style games to earn points. Teams of multiple students work together to complete tasks. It's a great outlet for competitive students and fosters community within teams. Ultimately, the team with the most points wins bragging rights.

### Focusing on Recognition and Fun

We've realized having a student leader in a position focused on staff and committee member recognition and fun ensures recognition remains a priority. Our programming board's director of social activities leads our office's involvement with a homecoming team, intramural sports, fun outings and recognition, and makes sure our team has fun through weekly Facebook challenges and impromptu movie nights.

We publically recognize students throughout the year. Our biggest form of recognition is our "FISH of the Week" award, which is determined by peer nominations for students who embody the "FISH Philosophy" (based on John Christensen's work on organizational culture). Each week, we distribute an email to our team featuring a picture of the new "FISH of the Week" and the reasons they were nominated. We also present Student of the Month honors to a student who exceeds job expectations. Professional staff members vote on the award, presented at each all-staff meeting.

Additionally, we distribute birthday cards signed by the entire staff, mailing cards to students who have summer birthdays! Students value these types of recognition, which motivate them to work harder.

### Attending and Presenting at Conferences

During the 2015-2016 academic year, 16 undergraduate student leaders, four graduate students, and three professional staff attended six conferences and facilitated five presentations. We encourage students to present at regional and national conferences to develop professionalism and public speaking skills. We also require students attending conferences to volunteer so they understand conferences' inner workings and can strengthen networking skills. When students return to campus, we require them to write reflective papers on their experiences, from which we gain insight into what they considered valuable, what they learned, and what they want to bring back to campus.

### Sharing Time Away from Work

We host multiple staff bonding initiatives to get to know each other – hosting movie nights in our offices after work, having dinner before shifts start, or hosting weekend potlucks. We go off campus for activities like paintball or apple picking. Time we spend outside the office creates endless memories.

Time together also includes volunteering, which is an important value for students to incorporate into their lives. Throughout the year, we participate in community service projects, including cooking dinner for patients at a local transplant house and campus clean-ups. Times spent volunteering to help others are often highlights of our students' experiences.

### Getting Student Buy-in for Development

At the end of each semester, our staff members complete self-evaluations requiring them to thoughtfully reflect on their work ethic and development throughout the semester. They then meet individually with supervisors to discuss their evaluations and progress and set goals. We also ensure students articulate their strengths and areas of improvement, something they need to know and will need to articulate in future job interviews.

We hold staff accountable throughout the year by using a point system. Points are distributed to staff members when they don't perform expected job responsibilities and are meant to hold them



*Pictured are staff and volunteers with the Rowan University Office of Student Activities.*

accountable while creating a developmental learning experience. Any time a staff member receives points, they meet with a supervisor to discuss the incident and create a plan for improvement. These meetings are designed to be educational and helpful.

### Including Student Development in Assessment

We're intentional in including student development in annual assessment goals. We not only document our efforts, but also track our progress to ensure we're continuing to improve our methods. We track service projects completed, staff résumés reviewed by professional staff members, and students engaging in learning opportunities outside our mandatory trainings. Setting goals early in the year as a team is important for us to hold each other accountable and work toward shared goals.

It's also important to provide targeted development opportunities for specific groups in our office, such as graduating seniors and graduate students. For graduating seniors, we bring in other professionals and local businesses to present on topics that will provide them with skills and knowledge to prepare them for post-college life. Topics have included building a credit score, what to expect as a new employee, understanding the basics of investing, and graduate school interest meetings.

Graduate students working in our office get specialized training throughout the year. They meet monthly with other graduate students from other areas of campus to discuss relevant topics and to learn skills to help them be successful professionals after graduation. They get the opportunity to have their résumés reviewed, participate in mock interviews, and network with alumni currently working in the field. Most importantly, these opportunities build relationships among graduate coordinators and provide them with a support group throughout their experience.

### Celebrating Our Students and Our Successes

It's important to celebrate our team's big accomplishments and to thank everyone who worked hard for the office's success. We love highlighting our team members through "student spotlight" videos we post on social media to introduce our team to the Rowan community, highlighting what they're doing to make a difference on

campus. Staff members love to share these videos with friends and family.

We celebrate graduating seniors through special events such as a senior breakfast cooked by our director and a reception during graduation week. We invite seniors to bring their families to our office for this reception, during which they enjoy refreshments, photos and a video highlighting all of them. It's a great opportunity for our graduating seniors to show what they've accomplished.

At the end of the fall semester, we host a holiday banquet for all staff members and volunteers. We share dinner, create funny jingles, wear ugly sweaters, and celebrate our fall successes. For our end-of-the-year banquet in April, everyone dresses up for dinner, seniors receive thank-you gifts, and a select group of students who've exceeded expectations for the year receive awards. Some awards are peer nominated, while many are nominated by our professional team to recognize our students' hard work. We conclude with an hour-long video highlighting the year through photos, videos, homemade commercials, and senior goodbyes. Created by a student videographer on our team, it's something everyone anticipates all year.

### Keeping Student Development in Mind

Our full-circle approach to recruiting, retaining and educating our students always originates with student development in mind. We believe our investment in students can be matched by their investment in us if we show them they are our first priority. Our diverse approaches to hiring, training and bonding are intentional from the start. With student development as our focus, our students know we want to support them and ensure their growth.

“  
WHEN WE  
CONSIDER WHY  
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RECRUITMENT  
AND  
RETENTION  
TOP THE LIST.  
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### ABOUT THE AUTHORS



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east (programming for charities). She wrote an article on programming for charities for Campus Activities Programming®'s October 2015 issue. She holds bachelor's degrees in business management and entrepreneurship, both from Rowan University.

# WHY GET INVOLVED?

## A Guide for Student Leaders

By

**ADAM PECK, Ph.D.,**

Stephen F. Austin State University (TX)

and

**MICHAEL PRESTON, Ed.D.**

Florida Consortium of  
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A constant refrain rings out on campuses all over the country, scrawled on banners hanging over campus quadrangles and yelled through bullhorns as students pass by the campus involvement fair on their way to class: Get Involved! It sounds so urgent, so imperative. That's why it so often has an exclamation point after it. The implication is, if you don't get involved, you'll be missing out on something important.

Since you're reading this article, it's likely you answered this seductive call, joining your campus activities board or student government. Maybe you've even become a campus leader. Yet, it's possible you've not yet asked yourself a critical follow-up question to the "get involved" imperative: "Why should I get involved?"



Many of us in our field deeply loved our time in college, and the student leaders we select to help us attract other students to our programs are often pretty pumped about it, too. Therefore, we may occasionally be thrown by the question. In fact, if you ask us, we may shoot you a look that says, "Why on Earth would you NOT want to be involved?" Perhaps it's for this reason we don't always have a ready answer for this very important question.

However, we need to have an answer. While advisors and student leaders should be prepared to tell a student who's considering involvement in their programs, there are many others who need this question answered (although it may be asked in different ways). We need to be ready to answer:

- When parents ask students, "Why are you spending so much time planning all those events?"
- When campus administrators ask, "Why are we giving so much money to the student programming board?"

We also need to be ready when, at the end of the college experience, someone asks the ultimate "why get involved" questions:

- Why should I hire you?
- What sets you apart from other candidates?

We hope to help you find YOUR answer to the primary question, to help you discover what you can gain from getting involved in campus activities and explain that involvement to others, as well! We've each been involved in student affairs for more than 20 years and have worked closely with hundreds, if not thousands, of student leaders. We've also both been deeply involved in something called Project CEO, a national research study on skills students gain from campus activities participation. And, we both co-authored a recent book, "Engagement & Employability: Integrating Career Learning through Cocurricular Experiences in Postsecondary Education." We'd like to share with you what we've learned through our experiences.

### Skills You Can Gain from Campus Activities

Clearly, students get involved in campus activities for myriad reasons. Some have a desire to make new friends, some are attracted by their passion for serving others or improving their campuses, and some likely join because they see others doing it and assume it's the right thing to do. With so many compelling reasons, it may take longer than you'd think for someone to realize all they gain from these experiences.

At least for a while, we may see our classes as the primary place we learn and our involvement in campus activities as just fun. Harvard Professor of Teaching and Learning Dr. Richard Light (2001) conducted a study that made him think differently about learning outside the classroom. In "Making the Most of College: Students Speak Their Minds," he wrote:

"I assumed the most important and memorable academic learning goes on inside the classroom, while outside activities provide a useful but modest supplement. The evidence shows the opposite is true: learning outside of classes, especially in residential settings and extracurricular activities such as the arts, is vital. When we asked students to think of a specific, critical incident or moment that had changed them profoundly, four-fifths of them chose a situation or event outside the classroom" (p. 8).

Clearly, important learning takes place everywhere on campus.

In our recent book, we report on our research drawing a connection between the skills students indicate they're gaining from participating in co-curricular experiences (like campus programming boards, fraternities and sororities, student government, community service or other programs) and the skills employers tell us they want when they hire college graduates. Our research included data from more than 15,000 college students on 40 campuses of various sizes and structures (Peck, 2017).

Students were most likely to indicate they gained these five skills from participation in campus activities:

- Teamwork,
- Decision making,
- Problem solving,
- Workflow planning (organizing and prioritizing your life), and
- Verbal communication skills.

Employers highly prize these skills. We also found the more deeply involved a student was, the higher they rated their skills in each of these areas (Peck, 2017).

So, how do students gain these skills? Consider the work you do as a student leader. How has it helped you develop the ability to work as a team member? Many student groups participate in teambuilding activities. What have you learned from these experiences? How have you learned to make decisions and solve problems? Can you remember a time you worked with others to solve a problem? Students participating on campus activities boards often have many great examples of solving problems. From improvising to keep a crowd entertained during a performance delay to a last-second decision to move an event because of poor weather, you likely have many stories to draw upon.

Once you've considered what you've learned, it might be wise to identify any gaps. In which of these skills do you have the most room for growth? What sort of experiences might help you acquire and refine these skills? NACA has an excellent resource to assist you: NACA® NEXT (Navigating Employability and eXperience Tool). It's an online assessment to benchmark your skills against other NACA® members who've completed this assessment. You can use it to identify strengths and growth opportunities. You can use it to assess yourself, or ask your advisor to conduct an assessment of you. The tool is free for all NACA® member schools (even areas outside of the student activities office).

To sign up, your advisor can simply go to the "resources" link on the NACA® homepage and find NACA® NEXT under Professional Development on the left side of the pop-up window. Many schools are using this program to assess their entire student organizations.



### Selling Your Skills to Employers

The ability to interview well and land the job is the goal of almost every student. A 2015 Gallup survey found that 86 percent of college students ranked "getting a good job" as the primary reason they were attending college in the first place (Gallup, 2015).

However, securing a good job after graduation can be a daunting task. A report prepared by the Economic Policy Institute in 2016 indicated that last year, 5.6% of recent college graduates were unemployed and 12.6% were underemployed (doing work not requiring a college

when someone next asks you why you got involved in college, we hope you'll be ready with a great answer. who knows? it might just lead to the job of your dreams!

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degree) (Kroeger, Cooke, and Gould, 2016). Sometimes, these students may feel their institutions have let them down, based on the false assumption a diploma practically guaranteed a job after college. This is likely disheartening news and may have you wondering how to make sure you're in the group that finds work in your chosen field. It's likely that developing a few critical skills could help.

Students often face a well-known dilemma when searching for their first job after college. You cannot get a job without experience and you cannot get experience without a job. However, student leaders can address this by drawing upon examples from your student leadership experience. At the University of Central Florida, advisers in the Office of Student Involvement lead students in an exercise where they practice interview skills through storytelling. These short vignettes on topics such as leadership, collaboration and decision making give students opportunities to show how they apply newly developed skills. This is a great way to sell your skills to employers. By practicing storytelling, students can build a narrative of who they are and what they do well, and also show off their personality. By the time you're interviewing for a job, you've already been screened for the appropriate education, skills and experience. The interview is the time to show off who you are as a person and as a leader and how you can bring value to the company or firm.

## Be Ready with a Great Answer

Involvement in college offers many rewards. It's fun and a great way to make friends and create some of your best memories. But it's more than that; student leaders also benefit greatly from these experiences.

To get the best results from your student leadership experience, it's wise to consider not only specific skills you've gained, but also how you gained them. Additionally, you can benefit from identifying skills that could be useful to you in accomplishing your personal and professional goals and to map out ways you can gain these skills.

So, when someone next asks you why you got involved in college, we hope you'll be ready with a great answer. Who knows? It might just lead to the job of your dreams!

## ABOUT THE AUTHORS



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SCHOLARSHIP AND  
FOR HELPING ME GET  
ONE STEP CLOSER  
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**Erika Bell**  
The Ohio State University

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HELP SOMEONE ACHIEVE THEIR  
GOALS, AS THIS SCHOLARSHIP  
WILL DO FOR ME.”**

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# Guidelines for Professionals in Supporting Our Students

By

**ADLER MARCHAND**

Lynn University (FL)

Often during a job search, when invited to an on-campus job interview, you meet with a student panel. One of the main questions such a panel invariably asks is, “How are you going to support me as a student?” Although this question may seem very easy to answer, it’s at that very moment when you begin to earn the trust and make the connection required for you to lead and support students in ways that matter to them.

## **Set Boundaries and Expectations**

Starting a new position and experiencing the orientation phases of meeting students is the perfect time to outline the “do’s and don’t’s” of your professional relationships. You should never leave students unsure of who you are and what you expect of them. You should also encourage them to share their expectations of you.

During the early phases of your new position, ascertain what your students’ goals and aspirations are and how you can best support them as they strive to reach their objectives. This gives you the opportunity to establish authentic relationships students will feel comfortable maintaining and through which they will feel supported, even if they stumble, as they begin to achieve goals in their personal lives or through their campus involvement. Although our intentions as professionals are to have genuine relationships with students, there is still a level of respect to be maintained and boundaries to be introduced when sharing expectations with students. Doing so helps prevent surprises or issues along the way.

## **Create Advising Styles that Work**

Your experience with students or student groups will change from year to year. Advisors must learn and adapt and accommodate to the diverse student populations we serve. For this reason, when it comes to advising students, there is no cookie cutter format to pursue. An approach I like to use involves understanding my various advising styles first and deciding which style works best depending on the students I’m working with at the moment. Once you identify your advising styles, you can apply or cater them to accommodate diverse populations of students. You will also be able to determine how effective or positive your style is based on students’ feedback or on their perceived development.

## **Pursue Impactful Mentoring Relationships**

If being involved in higher education so far has taught me anything, it is that strong mentorship is an extremely important component

of student success. However, mentors and mentees both must realize that factors such as knowing where mentees are in their individual evolution (first-year transitioning student, struggling college student or senior, etc.), availability, commitment, and trust are essential tools needed to foster these relationships. Both parties should be able to identify what they have to offer in the relationship, as well as what's needed from the mentorship.

Although most of the time mentees may be in need of support, they may not take advantage of what their mentor offers because of a lack of commitment. Poor mentee commitment can also be caused by a lack of investment or support from the mentor. However, it's not necessarily the case the mentor isn't interested in assisting the mentee; the mentor may have other obligations, such as another group of mentees, family, work, and personal involvement.

Mentees also often make the mistake of choosing the wrong mentors because of similar interests, identities and/or professional goals. These attributes can be essential to a stronger bond, but an impactful relationship truly occurs when both parties capitalize on what each has to offer the other.

Also, both parties need to put into perspective the timing of the mentorship, which may not need to exceed its season. Just because a particular mentor may have offered valuable assistance through a particular period in life doesn't mean the mentee must stay with that mentor. It's perfectly fine, and should be encouraged, to have more than one mentor or to choose the best mentor based on where one is in life with respect to the kind of support needed at any given time.

### Help Students Avoid Involvement Burnout

Along with applying student development theories and practices, we should care for our students' personal wellbeing. Many times, we see overcommitted students who are very involved with everything on campus. As advisors, it's important that we speak to them. Students may be unaware they have too much on their plates. It may take someone – an advisor – to bring this to their attention before they become overly stressed or reach the point of complete burnout.

An advisor can relieve the overburdened student's workload by delegating tasks to others, or can limit how much a student takes on by decreasing their work hours. The scheduling of programs, meetings and work hours should be considered carefully, especially in busy times in higher education, such as during finals, homecoming, or welcome weeks.

The last thing we want for our students is for them to experience burnout, which may have further negative

ramifications upon student success and satisfaction. Paying close attention and reassigning duties accordingly will go a long way towards sustaining a healthy group of students.

### Support Student Activism

Student Activism is not new – it's been commonplace at institutions of higher education throughout history. Today, college campuses are central to new movements evolving with regard to race and multicultural relations in the United States. For example, in October 2014, St. Louis University (MO) was a central location for community response to incidents in Ferguson, MO. Students used the idea of "occupying" the campus as a strategy to have not only the university, but the city as well, to respond to incidents in Ferguson and beyond.

More than ever, colleges and universities are seeing a resurgence of student activism and student response to national social justice issues. How we envision and perceive student activism will largely dictate how we put into place guidelines or structures at our institutions for working with student activism.

What comes to your mind when you think of student activism? Do you perceive it as a threat – whether verbal, physical or emotional? Could it, instead, be a possibility for challenging traditional institutional norms that may prove unjust? A discussion centered on one's approach to student activism needs to happen for all professionals who are tasked with working with student activism. Since we will likely continue to witness student activism at colleges and universities, it's crucial to provide our students with the resources, safety precautions and guidelines needed to achieve positive and purposeful outcomes from their activism.

### Encourage Experiential Learning

College is truly a time when students are provided various learning opportunities that can benefit them in the future. While it's expected that much of this is to be accomplished within the classroom, outside learning truly helps students gain important skillsets. Getting to know your students' strengths and areas of growth is an essential way of guiding them toward opportunities that can help them advance in life. These experiences can include public speaking, hosting a talent show, traveling abroad to learn about other cultures and interact with diverse populations, and much more. An advisor should ensure students are thinking about the purpose behind everything they do and how that can help them in the future. Therein lies the difference between hands-on learning and experiential learning, the latter of which involves students reflecting on their learning and its outcomes.

“  
YOU SHOULD NEVER LEAVE STUDENTS UNSURE OF WHO YOU ARE AND WHAT YOU EXPECT OF THEM. YOU ALSO SHOULD ALSO ENCOURAGE THEM TO SHARE WHAT THEY EXPECT OF YOU.  
”



#### ABOUT THE AUTHOR

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Editor's Note: Articles written for the NACA® Leadership Fellows Series are crafted by participants in the NACA® Leadership Fellows Program, which serves as an opportunity for NACA® members of diverse backgrounds to become familiar with Association programs and professional development opportunities. For more information on the NACA® Leadership Fellows Program, visit <http://naca.ws/2sQCi06>.

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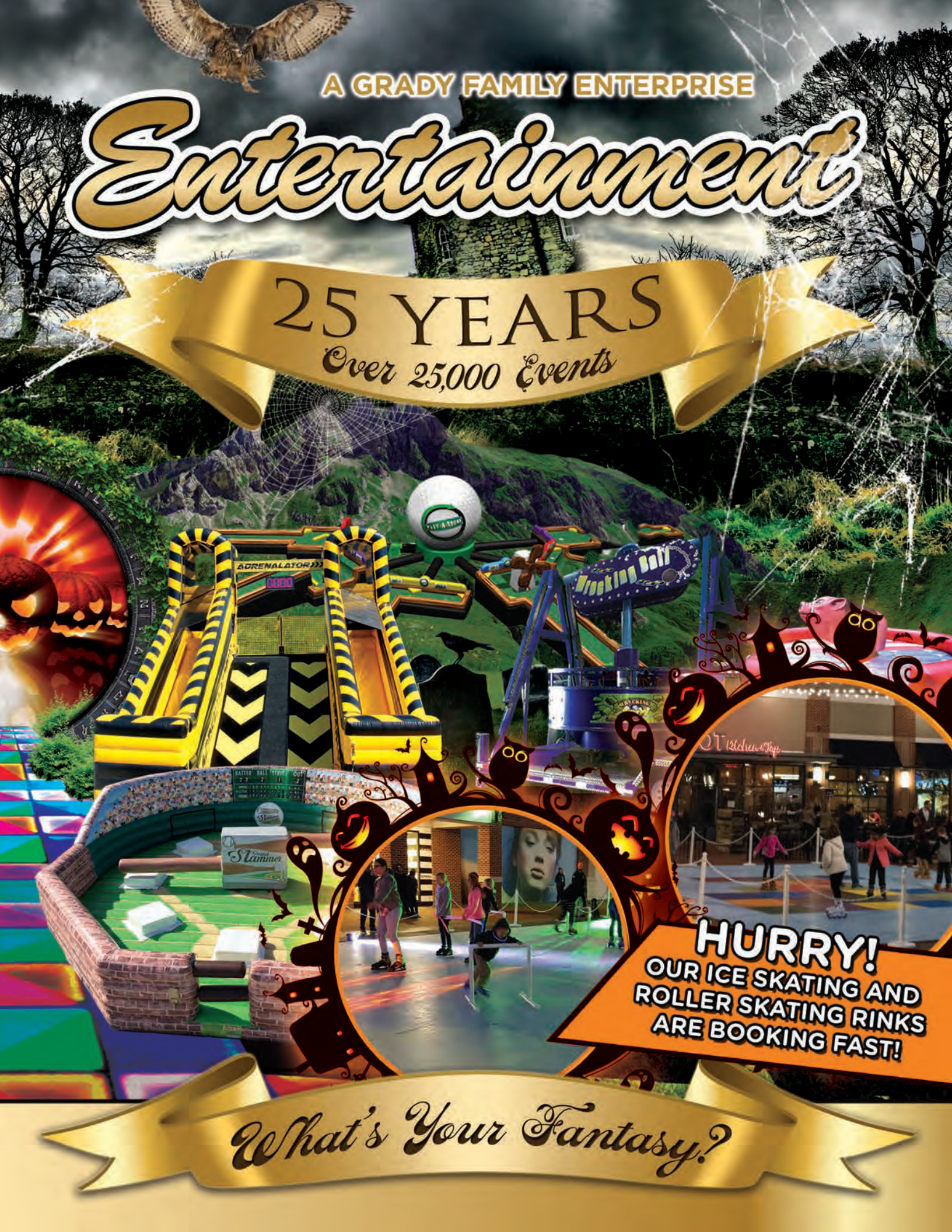
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What's Your Fantasy?

# First Steps in Pursuing a Career in Student Affairs

By  
**ANNA RANDOLPH LEHNNEN**  
James Madison University (VA),  
and  
**LAMAR WALKER**  
Virginia Tech

**D**O YOU LOVE SERVING ON A PROGRAMMING BOARD? Are you excited to see others grow from the experiences you provide? If so, maybe you should consider a student affairs career! We interviewed student affairs professionals and graduate assistants to get a picture of what a career in this field can look like, as well as determine the first steps to pursue such a career.

## Is Student Affairs Right for You?

Each of our interviewees had an “a-ha” moment when it became clear student affairs was right for them. What’s really at the root of that moment? What’s the deeper connection?

“I had every intention of becoming a high school guidance counselor until I started getting involved in student organizations,” said Tyger Glauser of the University of Tennessee-Knoxville. “I began speaking with the graduate advisor for one of my organizations and learned you can work with college students for a career?!”

“I had made so much meaning through my involvement that it was almost a natural fit to make a career out of what I had come to love and appreciate about my undergraduate experience,” said Meredith Hassenrik of Carnegie Mellon University (PA).

Perhaps Mike Baumhardt of the University of Miami (FL) summed it up best, though, as he described the opportunity to “... build a career impacting hundreds of students toward successful outcomes in their own lives.”

While there are multiple paths people take to pursue student affairs careers, if you love seeing others grow as a result of your support and are energized by creating new things, the field could be a good fit for you!

## Undergraduate Involvement vs. a Career?

How is student affairs as a career different than your undergraduate involvement? Obviously, what used to be an extracurricular activity is now your primary focus. Professional staff members all serve in roles to support and enhance the student experience, which looks different based on the area of campus in which you’re working. However, most student affairs roles involve building relationships with students while also handling the school’s business.





One of the biggest differences is you're no longer trying to implement your ideas. Instead, you're supporting those of your students.

"Our job as advisors is to support students' ideas and make their dreams a reality," Glauser said. "Sometimes those ideas are a little too crazy and we have to be the voice of reason, but the key for me is always trying to find another way to make it happen."

"The worst part about my job is the bureaucracy of working at the second largest university in the country," said Eric Smith of the University of Central Florida, pointing out that students usually aren't very aware of this job component.

It's also important to note that expectations involving your time, commitment, behavior and professionalism will be higher for a full-time professional. This includes the type of relationships you build with students. As an undergrad, you often work with some of your best friends. But, as a professional staff member, you supervise students and must be mindful of the unequal power dynamic at play.

"The best part of my day is seeing firsthand all the amazing work our students do through their student organizations," added Dorsey Spencer, associate director of Student Activities at Florida State University. "The worst part of my job can be some of the more administrative responsibilities. While important, they can be very tedious."

### What Are the Basics?

Your introduction to student affairs likely comes through a student activities office on your campus, but it's important to know there are many other types of roles, or functional areas, within the field:

- Academic and career advising,
- Health and wellness,
- Civic engagement,
- Leadership programs,
- Fraternity and sorority life,
- Residential life,
- Education abroad,
- Disability services,
- Multicultural and LGBTQ programs,
- Orientation,
- Conduct, and
- Recreation.

The functional area in which you work will significantly impact your daily tasks, but ultimately, you'll still be working to help students be successful in college.

Another factor affecting your responsibilities and scope of your work is the type of institution that employs you. At a smaller school, you're more likely to do many different types of tasks, whereas at a larger school, you'll be more focused on one specific area. Also, public and private colleges differ in many ways, depending on the religious affiliation/mission of the school, flexibility of policies, reporting structure, etc. All this can impact your daily work.

"Most days, I have to be ready for anything," said Ebony Ramsey, executive director of Student Engagement at Prairie View A&M University (TX). "I usually begin my day catching up on emails or

messages from events that happened the day or night before. I usually have several meetings with students or student groups. I may attend an event or program that is happening on campus or on one of our multiple campuses."

Traveling to multiple campuses may be expected if you work at a school that's part of a larger system. Overall, it's good to know what's important to you in a work environment and ascertain whether that exists at the institution that interests you.

### Where Do You Begin?

Many administrators can share how they became interested in student affairs and are frequently asked, "You went to school for this?" Most who work in the field actually did complete a master's degree in higher education. When choosing a graduate program, you must be sure to choose the school that's the best fit for you.

The National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA) each host online databases of graduate programs throughout the country. These directories allow you to define your search by location, institution type and size and program offerings, as well as funding opportunities. These databases are available free of charge and contain information for most of the programs in the country. Using these tools is a great way to streamline your search process and make it more manageable. Find NASPA's at <http://apps.naspa.org/gradprograms/search.cfm> and ACPA's at <http://gradprograms.myacpa.org>.)

Everyone's search looks like a little different because we all value different aspects within a program. You must choose one that's right for you.

"The most important item for me was selecting a program that provided a theoretical framework, while also allowing an immediate practical application to be pursued," Baumhardt said.

"I was looking for a program in an urban environment at a mid-size to large public institution," Smith said, explaining he sought a completely new and different experience. "I had plenty of private school experience and wanted to see the other side."

As you learn about programs and institutions, it may be helpful to use a spreadsheet or coded organization system to keep track of which institutions will be the best fit, what they require, and what important dates and deadlines are. Be sure to pay close attention to the deadlines for applications, as well as those for interview dates.

### After You've Chosen Your Program, What's Next?

The timeline for applying to graduate programs aligns generally with the undergraduate admissions timeline, meaning you are already prepared to get started. Application due dates will vary by institution and the best thing you can do to make sure you get everything completed on time is to create your personal timelines based on application deadlines set by the institutions in which you're interested. This will help ensure you have

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DYNAMIC AT  
PLAY.”

## REFERENCES ►

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Glauser, T. (personal communication, June 12, 2017)

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Ramsey, E. (personal communication, June 15, 2017)

Smith, E. (personal communication, June 10, 2017)

Spencer, D. (personal communication, June 14, 2017)

all exam scores, letters of recommendation and personal statements ready to go.

Some programs require a standardized entrance exam, which usually comes in the form of the Graduate Record Examination or GRE. As you research prospective programs, be sure to take note if a GRE score is required, as you will need to know to which schools to send your scores when you take the exam. It's recommended you take the GRE a few months before your application due date so that if you're not satisfied with your scores, you have an opportunity to retake the exam before program/institution deadlines.

As you are invited to interview, keep in mind many interview days or weekends will overlap and you may need to travel long distances in short periods of time. Also, you may be interviewing for both the graduate program and a graduate assistantship during the same weekend.

### What's Next after Graduate School?

Most higher education programs are completed in one to two years, during which time you're expected to learn about history, theories and functional areas, while also getting practical experience. You will, at some point, hear, "Don't worry, you will graduate," and the truth is, you will. It will take hard work, discipline and effort on your part, but you'll get there.

You may find yourself working in a graduate assistantship, whether to ease financial burdens or because it's required by your degree program. Regardless, having an assistantship will require more demands managing your time to maintain work/life balance. Finding balance looks different for everyone; if you can identify what you want and need, it's much easier.

"Balancing an assistantship and classes came with time," said Smith. "I tried to always make sure I had one day off from my assistantship each week that was pretty much devoted to academics. This worked pretty well for me. I found that I still got work done and had some semblance of free time."

You must remember to take time for yourself to decompress. The habits you build as a graduate student will likely translate into your professional career.

"I made a plan for my own personal and physical wellness," said Hassenrik. "This included meal prepping on the weekend and working out most days. Many graduate students think they don't have time for wellness, but taking time for an activity that brings you joy can make you more efficient in your job and schoolwork."

As you pursue your career path, continue to remind yourself what made a difference for you during your undergraduate involvement. Use that as your motivation as you continue to make an impact on the students you serve.

## ABOUT THE AUTHORS



**Anna Randolph Lehnen** is coordinator of the University Program Board at **James Madison University (VA)**. Previously, she was a graduate assistant for Major Events at Bowling Green State University (OH) and an area coordinator in Residence Life at Bard College (NY). She holds a bachelor's degree from Goucher College (MD) and a master's degree in college student personnel from Bowling Green State University (OH). She has presented educational sessions at NACA® South on multiple occasions since 2013 and has also been a returning presenter for the American College Personnel Association National Conference.



**Lamar Walker** is assistant director of Student Programming at **Virginia Tech**. He previously served as a program coordinator at the University of Central Florida. He holds a bachelor's degree in foreign languages and a master's degree in counseling psychology, both from James Madison University (VA). He is a 2016 NACA® Leadership Fellow and is the incoming Education & Professional Development Coordinator for NACA® South. He previously served the region as its Advisor Networks Coordinator and Social Media Coordinator. In 2013 and 2016, the region awarded him Outstanding Educational Session honors.

# WHO WANTS TO VOLUNTEER?

Volunteer with NACA! Opportunities are available in every region, throughout the year. Visit [www.naca.org](http://www.naca.org) or contact Laura Jeffcoat at [lauraj@naca.org](mailto:lauraj@naca.org).

# Want a Job in the Entertainment Industry?

## Here Are 9 Things You Need to Do

By

**JOLENE CHEVALIER**

How To Concerts LLC (WI)



**M**ANY OF THE PEOPLE you meet who work in the entertainment industry ended up there almost accidentally. Not many of them, at age 18, said, “I want to be an agent at a large New York City entertainment agency and have a roster of 27 killer artists.” But low and behold, that’s where they ended up.

Everyone has a different story for how they got to where they are today, and if you want to work in the entertainment industry, you should start asking everyone you meet how they got there.

With that in mind, here are nine tips I recommend for getting a job in the entertainment industry:

## 1. Network.

This industry is all about who you know. A random connection. A “friend of a friend.” Many people get into the industry seemingly by accident because they knew the right people and jumped on opportunities as they became available. Some tour managers got their job because they just happened to be best friends with the singer of a band. One agent I know got their job by going to a networking event in college and meeting a few agents there. Another agent was working in the corporate world when their friend convinced them to come work for an agency. I got my initial job as a middle agent because I spoke with a middle agency owner while working as a hospitality coordinator for a festival. Everyone has a unique story, but so many of them began with networking.

## 2. Work hard.

Yes, this industry is fun, but it also requires many hours of hard work. Don't expect a 9-5 a.m., 40-hours-per-week job. Whether you're a production manager on the road for months at a time, an agent who not only works 50-60 hours per week in the office but also goes out five of seven nights per week to see live entertainment, or an event planner who works mostly nights and weekends, you will be busy.

Often, the harder you work, and the more time and effort you put in during your entry level positions, the bigger the payoff will be later. Assistants at major agencies are often expected to start in the mailroom, put in longer hours than their superiors, and do menial tasks to show their dedication, but it pays off eventually.

## 3. Ask questions.

Being inquisitive means you want to learn. The entertainment industry wants to hire people who are teachable, as well as passionate. The perfect candidate for an entry-level position is someone who is always thirsty to learn more. Remember that those positions make excellent steppingstones, so don't underestimate them.

## 4. Get experience.

Say “yes” to learning opportunities. If asked to do something remotely related to the entertainment industry, grab the opportunity. Not only will you gather experience, but you will also increase your network.

Someone asks you to help hang lights in your college theater before a play? YES!

A fellow programming board member asks you to help market their event on campus? SURE!

## 5. Be nice.

To everyone. You never know who is watching. Once upon a time, I got stuck in an airport in New York City for several hours due to canceled/delayed flights. I had been volunteering at a performing arts conference. I was bored, so I introduced myself to some people I recognized from the conference and chatted with them to pass the time.

A month later I started interviewing for jobs. Those same airport dwellers ended up in one of my job interviews for a performing arts center, and they hired me as the event coordinator because of my positive attitude in the airport.

Even if you are not the most outgoing person in the world, practice striking up a conversation. When people are engaged in good conversation, relationships form. And once again, this industry is all about relationships.

## 6. Write well.

Communication is key in this industry. How do you get the most amount of work done in the least amount of time? Effective, succinct communication. You may need to work hard on your written and verbal communication skills. If your résumé, cover letter or inquiry email contains spelling and grammatical mistakes, it will distract people and count against you. Re-read all your materials, have others look them over, and fix any mistakes before sending.

## 7. Be confident.

This does not necessarily mean bragging about successes. This means you need to be comfortable in your own skin. Don't underestimate your experiences. Be okay with the fact that you are young, not an expert yet, but are growing! Enjoy your journey and be confident in it.

## 8. Own your successes and failures.

Sometimes, we totally rock at life. Sometimes, we miss something. You forgot to line up the photographer and it's 10 minutes before your meet and greet? You forgot to order backline and now the artist is angry because it isn't there when they arrive? Acknowledge your mistake, apologize, and fix it as quickly as possible. This will give you a great story to tell when someone asks you about a challenge you faced and how you conquered it.

## 9. Keep calm and carry on.

Don't let rejection affect you. If it's any comfort, I once received a standard rejection letter from a major agency, but I had never applied. After simply emailing an inquiry about what positions they had available, I was mailed a hard copy of a standardized rejection letter. That was humbling. If I had let that turn me away from this industry, it would have been a shame. No one brags about their rejection letters, so forget about them quickly and keep moving forward.

While writing this article, I asked an agent what she would like to go back to tell her younger self. She replied simply, “Be patient.”

In other words, don't compare your successes and failures to someone else's. Everyone's journey in this industry is different, and most people didn't set out to be exactly where they landed. This industry is fun and exciting, so enjoy the journey every step of the way!

### ABOUT THE AUTHOR



**Jolene Chevalier** is the owner of **How To Concerts LLC (WI)** ([howtoconcerts.com](http://howtoconcerts.com)) and serves as a middle buyer and entertainment consultant for colleges, theaters, arenas and festivals across the country. She previously served as vice president of talent buying at Event Resources, Inc. (WI). She has been a frequent contributor to Campus Activities Programming® and has presented educational sessions for NACA on the regional and national levels.

# THE NACA® SPOTLIGHT

MEMBER NEWS EVENTS SCHOLARSHIPS LEADERSHIP INSTITUTES VOLUNTEER OPPORTUNITIES

## 2018 National Convention Update

Greetings, NACA® Members!

In this Convention Update, I'd like you to meet several key volunteers from the National Convention Program Committee, who share what they and other volunteers will be bringing to #NACA18 through the Volunteer Center, Advisor Networks, the Graduate Intern Program and a new, special initiative, Wellness/Self-Care.

### Volunteer Center

Your 2017 NACA Volunteer Center Coordinator is Trista Shideler, assistant director of the Office of Alcohol Policy and Education and director of the Cardinal Nights program at Stanford University (CA). She assists with day-to-day operations of the Alcohol Policy Office, including training, advising and working with colleagues to provide education, information and assistance to the greater student community. She's in charge of overseeing 20 student staff for Cardinal Nights, a program focusing on fun, alcohol-free premium social programming three nights a week throughout the academic year.

Trista applied to the National Convention Program Committee because she loves planning and working collaboratively with colleagues to produce a high-energy and fun environment all can enjoy. Becoming Volunteer Center Coordinator lets her engage with new students, advisors and vendors so everyone feels included and a part of the larger NACA® community.

She's very excited to get started on the Volunteer Center at Boston for the 2018 NACA® National Convention, and is seeking others who are just as excited! The center will be open throughout the Convention, welcoming anyone who wishes to give back to our colleagues and NACA. From checking badges to reviewing educational sessions, we have something for everyone and we'd love for you to join up!

Trista is developing new ideas to make sure everyone has a place to volunteer if needed! Her most exciting idea is a point system for volunteers, with points redeemed for prizes at the end of the Convention! If you're looking for ways to help out with the Convention, just ask! Ideas and feedback are always welcome!

### Advisor Networks

Our NCPC Advisor Network Coordinator is Kyonna Henry, director of Multicultural Affairs at Ripon College (WI). She manages the institution's Center for Diversity and Inclusion, advises all seven of its multicultural organizations, and plans diversity events and international initiatives.

She applied for her NCPC position because she likes to work with her peers on the national level through networking sessions, focus groups and more so they can spark change at their home institutions. She also loves the programming opportunities that come with the position. Serving the advisor community motivates her to inspire others to make a difference.

For the 2018 Convention, there are new things in store for advisors! One of the newest will be the Advisor Welcome on Day 1 in the Advisor Lounge, a one-hour networking soiree to officially welcome advisors to the Convention. Other things to look forward to include a job board for colleagues looking to transition to other institutions

or to help spread the word about available positions (listings will be sought in December via e-blast), free Wi-Fi (to make it easier to check on things back home) and numerous health and wellness activities so we stay centered on site. Kyonna looks forward to meeting everyone and assures you there will be ample signage to find the lounge so you can network with your fellow advisors.

### Graduate Intern and Graduate Initiatives

The Graduate Intern Program is being revamped this year following some great feedback received last year. Previously, Graduate Interns had the opportunity to work on a focus area all throughout the planning period and during their time at the Convention. Past interns expressed that, while they enjoyed their experience and gained some great knowledge, they didn't have a complete picture of the true planning and execution of an NACA® Convention. This year, Interns will still be assigned a focus area, but it will be a bit smaller and not their only area of focus throughout the Convention.

There will also be some new Intern roles, including sustainability, marketing, graduate student initiatives, wellness/self-care initiatives and marketing. Interns will continue to work with Block Booking and Educational Programs.

With the creation of the Graduate Student Initiatives role, there will also be a focus on creating more programming and opportunities to engage graduate students who do not have a formal role with the Program Committee. We hope to bring back some successful programs for all graduate students, such as the networking breakfast with the Convention's featured speakers and a job search panel. We also plan to implement new initiatives and events for all graduate students to come together and engage with their peers and other professionals in both formal and informal settings.

### Wellness/Self-Care

We're extremely excited to announce we are adding a new initiative, Wellness/Self-Care, to the Convention. It will provide not only programming, but also resources to help attendees be their best selves during the Convention. We know the Convention is an exciting time for all attendees, but we understand it can be taxing. Therefore, we hope to bring opportunities for attendees to participate in morning fitness programs along with a quiet space for relaxation. We're also working to provide a list to connect attendees to local places of worship.

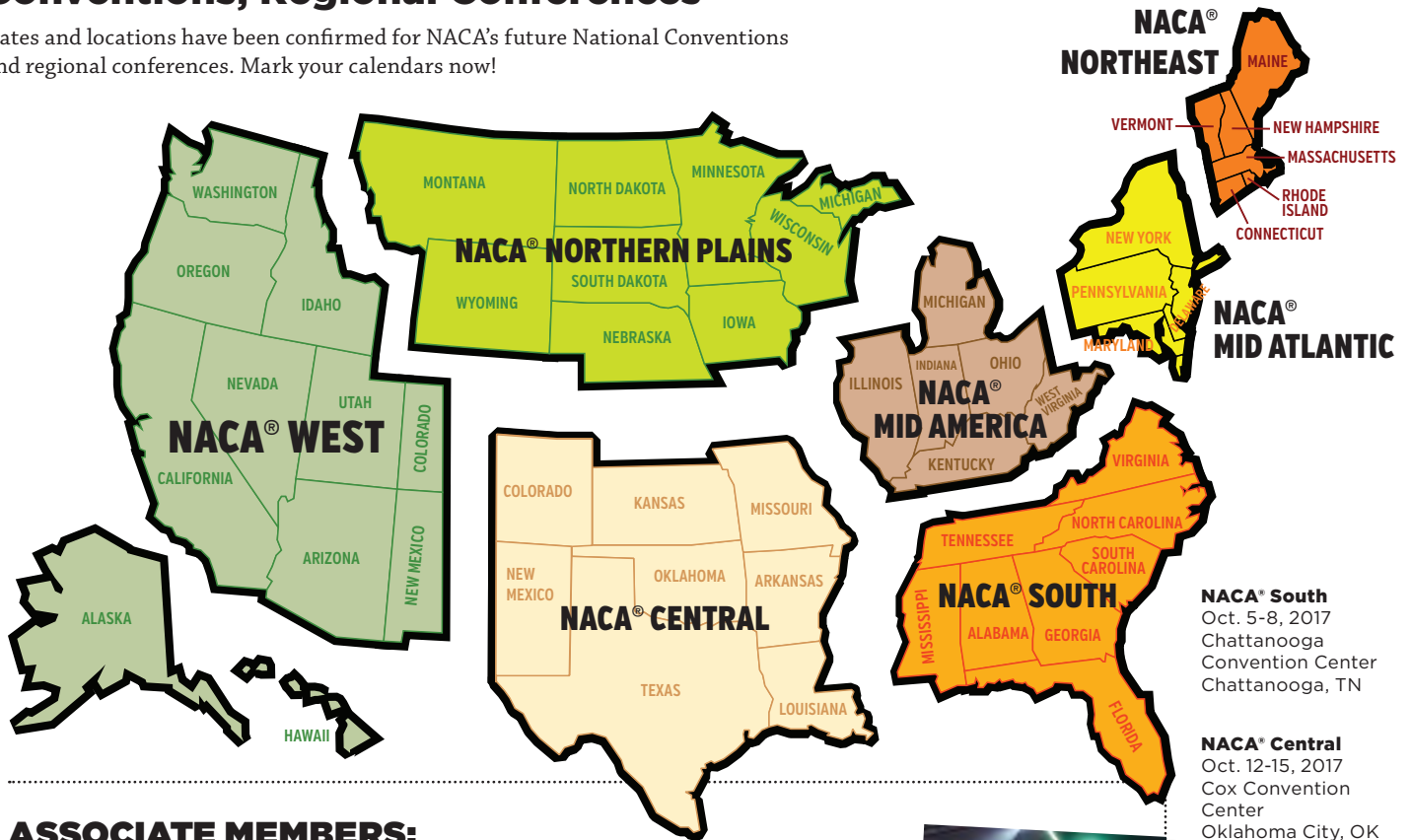
Graduate Intern Pierrie Jefferson is assisting in developing this initiative. Pierrie is pursuing an online student affairs degree at the University of Nebraska at Kearney and is employed at The Ohio State University as a Greek house director. He is also an intern for the Ohio Union Activities Board, where he coordinates the organization's diversity and inclusion efforts. Pierrie is examining how we can create safe/brave spaces at the Convention and hopes to implement trigger warnings.

### Courtney James

2018 National Convention Chair  
courtney.james@depaul.edu  
773-325-7361

# Dates, Locations for 2017-2018 Conventions, Regional Conferences

Dates and locations have been confirmed for NACA's future National Conventions and regional conferences. Mark your calendars now!

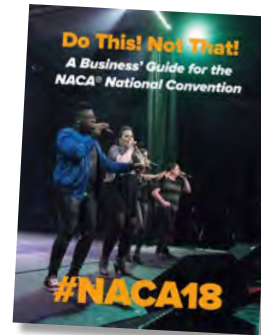


## ASSOCIATE MEMBERS: Check "Do This! Not That!" Guide for All You Need to Know!

Planning to attend the 2018 NACA® National Convention Feb. 17-21 in Boston, MA? Be sure to check out "Do This! Not That! A Business Guide for the NACA® National Convention" (<http://naca.ws/1NT0TrQ>).

If you're interested in performing and/or exhibiting at the Convention, it's essential you download this guide! It contains all policies, procedures, rules, deadlines, instructions and costs associated with participation.

Questions? Contact Courtney Buzan ([courtneyb@naca.org](mailto:courtneyb@naca.org)) today!



**NACA® South**  
Oct. 5-8, 2017  
Chattanooga  
Convention Center  
Chattanooga, TN

**NACA® Central**  
Oct. 12-15, 2017  
Cox Convention  
Center  
Oklahoma City, OK

**NACA® Mid Atlantic**  
Oct. 19-22, 2017  
Buffalo Niagara  
Convention Center  
Buffalo, NY

**NACA® Mid America**  
Oct. 26-29, 2017  
Northern Kentucky  
Convention Center  
Covington, KY

**NACA® Northeast**  
Nov. 2-5, 2017  
Connecticut  
Convention Center  
Hartford, CT

**NACA® West**  
Nov. 9-12, 2017  
Reno-Sparks  
Convention Center  
Reno, NV

**NACA® Northern Plains**  
April 5-8, 2018  
Saint Paul  
RiverCentre  
St. Paul, MN

**NACA® National Convention**  
Feb. 17-21, 2018  
Boston, MA



## ASSOCIATE MEMBERS: Advertise in NACA® Publications

The 2017-2018 publication cycle is well under way for *Campus Activities Programming*®, so make sure you keep your agency's attractions, brand and message in front of thousands of eyes in upcoming issue of NACA's flagship publication, as well as in the 2018 NACA® National Convention and 2017 regional conference programs.

Advertising deadlines are set, so review 2017-2018 NACA® Advertising Opportunities (<http://naca.ws/2qJ6NAr>) and contact Bill Spilman ([advertising@naca.org](mailto:advertising@naca.org)) today to get premium space! It's waiting for you on the inside front cover, inside back cover, back cover and in two-page spreads in the magazine and event programs.

## Beware of bogus NACA® email solicitations

If you receive email solicitations from an unknown party offering to sell you an NACA® membership list, buyer beware! As an NACA® member, you already have access to our online directory. Per our privacy policy, NACA does not sell its list to any third parties for resale. If you have any questions as to whether or not an e-mail solicitation is a verified NACA® communication, contact Penny D. Cothran at [pennyc@naca.org](mailto:pennyc@naca.org) or call 803-217-3488.

# Featured Speakers Bring Expertise, Timely Topics to NACA® Regional Conferences

NACA's 2017 regional conferences are hosting nationally known featured speakers sharing expertise and knowledge about current issues and practices in the student affairs field. While at your regional conference, plan to attend their outstanding presentations.

## **NACA® SOUTH** Oct. 5-8 Chattanooga, TN



**Dee Dee Anderson, Ed.D.**, interim vice chancellor of Student Development at the University of Tennessee at Chattanooga, will serve as the featured speaker for the NACA® South Regional Conference, addressing the Professional Development Luncheon on Saturday, Oct. 7, at 12:45 p.m.

Anderson supervises all areas within the division at the UT-Chattanooga, including Residential Life, the Disability Resource Center and the Dean of Students Office, which includes Greek Life, Student Engagement, Student Advocacy, Student Conduct, Veterans Services, Leadership Programming, the Women's Center and Multicultural Affairs. She is a member of the National Association of Student Personnel Administrators and currently serves on NASPA's Associate Vice President Steering Committee.

## **NACA® MID ATLANTIC** Oct. 19-22 Buffalo, NY



**Bill Smedick, Ed.D.**, is a senior lecturer and director of the Master's in Engineering Management Internship Program in the Center for Leadership Education within the Whiting School of Engineering at Johns Hopkins University (MD). He will address the Professional Development Luncheon on Friday, Oct. 20, at 12:30 p.m.

Smedick teaches undergraduate and graduate level courses at Johns Hopkins University and has been involved in leadership education at the university since 1989. He has served in various community and professional association leadership roles, including Chair of the NACA® Board of Directors and member of the board of directors for the Counsel for the Advancement of Standards in Higher Education (CAS).

## **NACA® NORTHEAST** Nov. 2-5 Hartford, CT



**Joe Ginese**, the New and First Year Student Experience specialist at Borough of Manhattan Community College (NY), will address the Professional Development Luncheon on Saturday, Nov. 5, at 12:45 p.m. He serves over 10,000 students each year through a variety of programs designed to improve student success and experience. He advocates for the reinvention of learning experiences and innovation within education.

Ginese has been a keynote speaker and has facilitated workshops for over 25 institutions and organizations such as TEDx, ACPA, NASPA, and NEACUHO, as well as on HigherEdLive. His first higher education conference experience was NACA® Northeast during his freshmen year at Nichols College (MA). Follow him on Twitter: @JoeGinese.

## **NACA® CENTRAL** Oct. 12-15 Oklahoma City, OK



**Jason W. Umfress, Ph.D.**, vice president for Student Affairs & Enrollment Management at the College of Coastal Georgia, will help you "Unmask Your Opportunities" during NACA® Central's Professional Development Luncheon on Friday, Oct. 3, at 12:20 p.m. Umfress is responsible for managing the CCGA student experience outside the classroom, from recruitment through graduation. Umfress also holds a faculty appointment at The University of Georgia.

A fervent advocate for students, Umfress has received service awards and teaching excellence awards from four institutions. He holds a bachelor's degree in mathematics, with honors, from Delta State University (MS), a master's degree in college student affairs administration from The University of Georgia, and a doctorate in higher education leadership from Clemson University (SC).

## **NACA® MID AMERICA** Oct. 26-29 Covington, KY



**Kristen A. Renn, Ph.D.**, professor of Higher, Adult & Lifelong Education and associate dean of Undergraduate Studies for Student Success Research at Michigan State University, will address the Professional Development Breakfast on Friday, Oct. 27, at 8:30 a.m. Her research focuses on the intersection of student success with issues of identity in higher education, including race, ethnicity, sexual orientation, gender, and gender identity.

She is co-lead investigator of the National Study of LGBTQ Student Success, a mixed-methods study that combines survey data with an ongoing longitudinal study. She is co-author of the books "Student Development in College: Theory, Research, and Practice" (second and third editions) and "College Students in the United States," and author of "Women's Colleges and Universities in a Global Context" and "Mixed Race College Students: The Ecology of Race, Identity, and Community."

## **NACA® WEST** Nov. 9-12 Reno, NV



**Blane Harding**, director of Advising, Recruitment, and Retention for the College of Science at the University of Nevada-Reno, will address the Professional Development Luncheon on Saturday, Nov. 11, at 12:45 p.m. He previously served as director of Multicultural Affairs at the University of Kansas. Harding has taught courses in African-American history and ethnic studies for the past 25 years and has served as a retention faculty member with the Council for Opportunity in Education, which oversees the national TRIO programs.

He has published several articles and book chapters on diversity, multicultural advising, and advisor training and has presented at national conferences on various topics focusing on African-American, Latino(a), bi-racial, Native American, and Asian/Pacific Island students in higher education. His most recent publication, co-authored with Marsha Miller, is titled "Cultivating the Potential in At-Risk Students," NACADA Pocket Guide Series, Spring 2013.



# NACA® Fall Regional Conference Fast Facts

## NACA® South

**Oct. 5-8, 2017**

**Chattanooga Convention Center  
Chattanooga, TN**

### Headquarters Hotel

**Chattanooga Marriott Downtown**

2 Carter Plaza  
Chattanooga, TN 37402

**Phone:** 423-756-0002

**Fax:** 423-308-1010

**Single/Double:** \$140 plus 17.25% tax

**Triple/Quad:** \$150 plus 17.25% tax

**Book Online:** <http://naca.ws/2t08IEY>

**NACA® Rate Deadline:** Sept. 17, 2017

**Nearest Airport:** Chattanooga Metropolitan Airport (CHA), 15 miles away

**Hotel Shuttle:** No

**Estimated Cab Fare:** \$28 one way

**Transportation within Host City:** Uber, Lyft

**Hotel Parking:** On-site parking for \$3 per hour, \$11 per day; valet parking for \$15 per day

### On-Site and Nearby Dining:

- Breakfast—Buffet, \$14; Continental, \$12; Full American, \$16; Grab-n-Go, \$10; and Hot \$14
- Table South Kitchen—open for breakfast, lunch and dinner
- Lookout Café—open for breakfast

### On-Site Amenities:

- Fitness Room—24-hour access
- Pool—seasonal access
- Room Service—6 AM-11 PM
- Gift Shop and Business Services Area

### Additional Hotel

**Days Inn Rivergate**

901 Carter St.  
Chattanooga, TN 37402

**Phone:** 423-266-7331

**Fax:** 423-266-8611

**Single/Double/Triple/Quad:**

\$119 plus 17.24% tax

*(Call this hotel directly to receive the discounted NACA® conference rate.)*

**NACA® Rate Deadline:** Sept. 14, 2017



## NACA® Central

**Oct. 12-15, 2017**

**Cox Convention Center  
Oklahoma City, OK**

### Headquarters Hotel

**Renaissance**

10 North Broadway Ave.  
Oklahoma City, OK 73102

**Phone:** 405-228-8000

**Fax:** 405-228-2575

**Single/Double/Triple/Quad:** \$168

**Book Online:** <http://naca.ws/2sv1QhJ>

**NACA® Rate Deadline:** Sept. 19, 2017

**Nearest Airport:** Will Rogers World Airport (OKC), 10 miles away

**Hotel Shuttle:** No

**Estimated Cab Fare:** \$25 one way

**Transportation within Host City:** Uber, Lyft, various airport transportation services, EMBARK buses (\$1.75 for single trip, \$4 for unlimited pass).

**Hotel Parking:** Valet parking for \$27 per day; off-site parking for \$12 per day

### On-Site and Nearby Dining:

- Breakfast—Buffet, \$16.95; Full American, \$16.95; Grab-n-Go, \$9; and Hot \$16.95
- 10 North Grille—open for breakfast, lunch and dinner
- Caffeina's Marketplace—open for breakfast, lunch and dinner
- The Bar at 10 North—open for dinner
- Bourbon Street Café—Creole/New Orleans-style food ([www.bourbonstreetcafe.com](http://www.bourbonstreetcafe.com))
- Bricktown Brewery—comfort food and elevated bar food ([www.bricktownbrewery.com](http://www.bricktownbrewery.com))
- Dekora!—Asian fusion ([www.extremeyum.com](http://www.extremeyum.com))
- Earl's Rib Palace—ribs and barbeque ([earlsribpalace.com](http://earlsribpalace.com))
- Fuzzy's Taco Shop—Tex-Mex food ([www.fuzzystacoshop.com](http://www.fuzzystacoshop.com))
- Knucks Wheelhouse—pizza ([knuckswheelhouse.com](http://knuckswheelhouse.com))
- Texadelphia—cheesesteak and comfort food ([www.texadelphia.com](http://www.texadelphia.com))
- Yucatan Taco Stand—tequila bar and grill ([www.yucatanacostand.com/bricktown](http://www.yucatanacostand.com/bricktown))
- Zio's Italian Kitchen—Italian Cuisine ([zios.com](http://zios.com))

### On-Site Amenities:

- Fitness Room
- Indoor Pool
- Sauna
- Gift Shop and Business Services Area



## NACA® Mid Atlantic

**Oct. 19-22, 2017**

**Buffalo Niagara Conference Center  
Buffalo, NY**

### Headquarters Hotel

**Hyatt Regency Buffalo**

Two Fountain Plaza  
Buffalo, NY 14202

**Phone:** 716-856-1234

**Fax:** 716-852-6157

**Single/Double/Triple/Quad:** \$169 plus 13.75% tax

**Book Online:** <http://naca.ws/2s0ipyH>

**NACA® Rate Deadline:** Sept. 28, 2017

**Nearest Airport:** Buffalo Niagara International Airport (BUF), 13 miles away

**Hotel Shuttle:** No

**Estimated Cab Fare:** \$35 one way

**Transportation within Host City:** N/A

**Hotel Parking:** Overnight valet parking for \$25 per day, including guest in and out privileges; self parking at the Augspurger Parking Ramp across the street or at the open lot across the street—rates vary at both locations.

### On-Site and Nearby Dining:

- Atrium Bar and Bistro Open Breakfast—with specific hours for breakfast, lunch and dinner, beginning at 6:30 AM for breakfast and ending at 10 PM for dinner
- Late-night menu from 10 PM until midnight
- Room service from 6 AM-9 PM
- Starbucks—6 AM-7 PM daily

### On-Site Amenities:

- 24-Hour Fitness Center
- Free Shuttle to Downtown Restaurants and Offices
- 24-Hour Business Center
- Lobby Level Gift Shop



### Want to Know More?

Find more information, including a conference schedule, awards, volunteer opportunities and more at each region's home page:

[naca.org/south](http://naca.org/south)

[naca.org/central](http://naca.org/central)

[naca.org/midatlantic](http://naca.org/midatlantic)

[naca.org/midamerica](http://naca.org/midamerica)

[naca.org/northeast](http://naca.org/northeast)

[naca.org/west](http://naca.org/west)





### NACA® Mid America

Oct. 26-29, 2017

Northern Kentucky Convention Center  
Covington, KY

#### Headquarters Hotel

##### Cincinnati Marriott at RiverCenter

10 West RiverCenter Boulevard  
Covington, KY 41011

Phone: 859-261-2900

Fax: 859-261-0900

Single/Double: \$170 plus 11.06% tax

Triple/Quad: \$175 plus 11.06% tax

Book Online: <http://naca.ws/2t071R7>

NACA® Rate Deadline: Oct. 5, 2017

**Nearest Airport:** Cincinnati/Northern Kentucky International Airport (CVG), 12 miles away

**Hotel Shuttle:** No

**Estimated Cab Fare:** \$25 one way

**Transportation with Host City:** Uber, Lyft and local taxi service

**Hotel Parking:** On-site parking for \$2 per hour, \$10 per day; valet parking for \$28 per day; off-site parking for \$1.50 per hour, \$8 per day. Attached parking garage is not owned/managed by Marriott. Self parking has no in and out privileges.

#### On-Site and Nearby Dining:

- 10 West—breakfast, lunch and dinner
- Café at 10 West—breakfast, lunch and dinner
- Patio at 10 West—seasonal dining, open for breakfast, lunch and dinner
- Bar at 10 West—dinner
- Breakfast—Buffet, \$19.95; Full American, \$11.95

#### On-Site Amenities:

- Lap Pool and Health Center
- Business Services Area
- Gift Shop

#### Additional Hotel

##### Embassy Suites Cincinnati RiverCenter

10 East RiverCenter Boulevard  
Covington, KY 42011

Phone: 859-261-8400

Fax: 859-261-3828

King Suite: \$170 plus 11.06% tax

Double/Double Suite: \$180 plus 11.06% tax

Book Online: <http://naca.ws/2tBRjQC>

NACA® Rate Deadline: Oct. 5, 2017



### NACA® Northeast

Nov. 2-5, 2017

Hartford Convention Center  
Hartford, CT

#### Headquarters Hotel

##### Marriott Hartford Downtown

200 Columbus Blvd.  
Hartford, CT 06103

Phone: 860-249-8000

Fax: 860-249-8181

Single/Double/Triple/Quad: \$182 plus 15% tax

Book Online: <http://naca.ws/2rWcuQf>

NACA® Rate Deadline: Oct. 12, 2017

**Nearest Airport:** Bradley International Airport (BDL), 15 miles away

**Hotel Shuttle:** No

**Estimated Cab Fare:** \$44 one way

**Transportation within Host City:** Free downtown shuttle circulates every 15 minutes to downtown hotels, restaurants and more.

**Hotel Parking:** On-site parking for \$3 per hour, \$19 per day; valet parking for \$23 per day; one complimentary electric car charging station.

#### On-Site and Nearby Dining:

- Breakfast—Buffet, \$18; Continental, \$10.95; Full American, \$12; Hot Breakfast, \$12
- Vivo—breakfast, lunch and dinner
- L Bar—lunch and dinner
- Starbucks—breakfast, lunch and dinner

#### On-Site Amenities:

- Pool and Fitness Center
- Gift Shop

#### Additional Hotel

##### Hilton Hartford Hotel

315 Trumbell St.  
Hartford, CT 06103

Phone: 860-728-5151

Fax: 860-240-7247

Single/Double/Triple/Quad: \$156 plus 15% tax

Book Online: <http://naca.ws/2sGmBpf>

NACA® Rate Deadline: Oct. 12, 2017



### NACA® West

Nov. 9-12, 2017

Reno-Sparks Convention Center  
Reno, NV

#### Headquarters Hotel

##### Atlantis

3800 South Virginia St.  
Reno, NV 89502

Phone: 775-825-4700

Single/Double/Triple/Quad: \$169 plus 13% tax, \$2 tourism tax, \$10 resort fee

Book Online: <http://naca.ws/2t0j4ES>

NACA® Rate Deadline: Oct. 19, 2017

*\*This hotel allows smoking in parts of the casino and some hotel rooms. NACA rooms will be blocked together on non-smoking floors unless otherwise requested.*

**Nearest Airport:** Reno Tahoe International Airport (RNO), 3 miles away

**Hotel Shuttle:** Yes

**Estimated Cab Fare:** \$10 one way

**Transportation within Host City:** Uber, bus

**Hotel Parking:** Information not available

#### On-Site and Nearby Dining:

- Atlantis Steakhouse—Wed-Sun, 5-10 PM
- Bistro Napa—Sun-Thurs, 5-9 PM and Fri-Sat, 5-10 PM
- Oyster Bar on the Sky Terrace—lunch (11 AM) and dinner daily
- Sushi Bar on the Sky Terrace—lunch (11 AM) and dinner daily
- Manhattan Deli—lunch (11 AM) and dinner daily
- Toucan Charlie's Buffet and Grill—Wed-Sun, 5-10 PM
- Café Alfresco—lunch (11 AM) and dinner daily
- Purple Parrott—open 24 hours
- Gourmet Grind—opens daily at 6 AM
- Java Etc.—Sun-Thurs 6 AM-Midnight; Fri-Sat 6 AM-2 AM
- Chicago Dogs!—lunch (10 AM) and dinner daily
- Daily Happy Hour—Sports Bar and Lounge, 3-6 PM
- Daily Social Hour—Bistro Napa Lounge, 4-6 PM
- Outback Steakhouse—Sun-Thurs, 11 AM-9 PM; Fri-Sat, 11 AM-10 PM
- Roundtable Pizza—Sun-Thurs, 11 AM-10 PM; Fri-Sat, 11 AM-11 PM
- Hong Kong Diner—Daily, 11 AM-3:30 PM
- Ijji 2 Sushi & Japanese Steakhouse—Daily, 11 AM-10 PM
- King Buffet—Sun-Thurs, 11 AM-10 PM; Fri-Sat, 11-10:30 PM
- Claim Jumper—Sun-Thurs, 11 AM-9:30 PM; Fri-Sat, 11 AM-10:30 PM
- Jimboy's Tacos—Daily, 7:30-3 AM
- Applebee's—Daily, 11-12 AM
- Olive Garden—Sun-Thurs, 11 AM-10 PM; Fri-Sat, 11 AM-11 PM
- La Cucina Italian Eatery—Daily, 11 AM-9 PM
- Lili's—Daily, 6 AM-3 PM



#### On-Site Amenities:

- Business Center
- Fitness Center
- Pool
- Casino, Spa and Multiple Entertainment Options

#### Additional Hotel

##### Courtyard Reno

6855 South Virginia St.

Reno, NV 89511

Phone: 775-851-8300

Fax: 775-851-8311

Single/Double: \$109 plus 13% tax, \$2 tourism tax

Triple: \$119 plus 13% tax, \$2 tourism tax

Quad: \$129 plus 13% tax, \$2 tourism tax

Book Online: <http://naca.ws/2sZjMm8>

NACA® Rate Deadline: Oct. 19, 2017

*\*This hotel is approximately two miles from the Reno-Sparks Convention Center and does not offer shuttle service. Delegates are responsible for transportation between the hotel and convention center.*

### Book with Delta and save!

NACA continues its partnership with Delta Air Lines to offer discounted fares (<http://naca.ws/1PnhTnW>) for the 2017 NACA® fall regional conferences.

#### Book online

- **Not a Delta Skymiles Member?** Visit <http://naca.ws/1PnhTnW> to be directed to Book Your Flight online. Once on the Book a Flight page, enter your flight information along with meeting event code **NMQAN** to purchase tickets and so the negotiated discount may be applied.
- **You are a Delta Skymiles Member?** Log into your account, click on **Advanced Search** at the bottom of the Book a Trip tab, enter your flight information, along with meeting event

code **NMQAN**, to purchase tickets and so your negotiated discount may be applied.

#### Book by phone

Reservations and ticketing are also available by calling the **Delta Meeting Network Reservations** at **800-328-1111**. Note that a Direct Ticketing Charge will apply for booking by phone.



# What Was the Most Important Event of 1982?

Was it the first use of the word “Internet?” The introduction of compact discs? That TIME Magazine named the personal computer its Man of the Year?

Or, was it the creation of the NACA® Foundation?

The Foundation is 35 years old this year, so celebrate this milestone by donating \$35 to the 35 for 35 Campaign (<http://naca.ws/2p6nLre>). Thirty-five dollars was a lot of money in 1982, and it’s still very helpful today in funding the Foundation’s 29 scholarships and six research grants. Donate today!



## Advertise in the NACA® Spotlight Electronic Newsletter

Would you like the opportunity to reach your core customers through the NACA® Spotlight electronic newsletter? If you have questions or are interested in learning more about how to feature your company in this weekly electronic publication, produced in partnership with MultiView, contact **Grant Connell**, Director of MultiBrief Advertising, at [salesinquiries@multiview.com](mailto:salesinquiries@multiview.com) or call **469-420-2629** and request a media kit.

## Are You a New NACA® Volunteer?

If so, we’re going to need a little information about you, including your contact information, headshot, a brief professional/volunteer bio, and any special accommodations you might require while participating in NACA® events. What’s the best way to share this info with us? Just complete the Volunteer Information Request Form (<http://naca.ws/1WIsxYF>)! It’s easy, takes only a few minutes and we won’t have to pester you later when we need your bio, headshot or other information.

Questions? Contact **Laura Jeffcoat** at [lauraj@naca.org](mailto:lauraj@naca.org).



## Update Your NACA® Profile Today!

Do you have a new job title? Have you moved to a new institution? Do you have new professional responsibilities or interests? Then log into [naca.org](http://naca.org), click on your name in the upper right of the page and make any needed changes. Doing so not only keeps our records up to date, it also helps make sure you get the information, communications and connections that are so important to you as an NACA® member. Update today!

## Upcoming Foundation Scholarship Deadlines

The NACA® Foundation offers 29 scholarships and six research grants, with application deadlines occurring throughout the year. The next scholarship deadline is Dec. 31 and applies to these scholarships:

- **Scholarships for Students Leaders** (All Regions)
- **Zagunis Student Leader Scholarship** (NACA® Mid Atlantic, NACA® Mid America)
- **Tese Caldarelli Memorial Scholarship** (NACA® Mid Atlantic, NACA® Mid America)

Find more information online at <http://naca.ws/1LtDAge>. Questions? Contact **Kayla Brennan** at [kaylab@naca.org](mailto:kaylab@naca.org).



## MEMBER NEWS

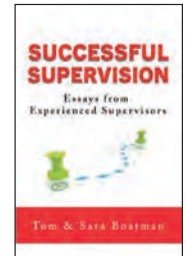
### Arias Becomes Director at William Peace University

Austin Arias recently became director of Student Involvement at William Peace University (NC), where he oversees student activities, new student orientation, leadership programming and civic engagement. Arias previously served as assistant dean of students at The University of Tennessee at Chattanooga, where, for four years, he oversaw student engagement. Arias currently serves as the NACA® South Communications Coordinator and has served as an active NACA® regional and national volunteer since 2010.



### Boatmans Publish “Successful Supervision”

Former NACA® Board Chair Sara Boatman and her husband, Tom Boatman, have published “Successful Supervision: Essays from Experienced Supervisors.” Sara Boatman is former director of Campus Activities and Programs at the University of Nebraska-Lincoln and former vice president for student life at Nebraska Wesleyan University. Tom Boatman was former president and chief operating officer of Cabela’s World’s Foremost Bank.



The Boatmans have drawn on their collective 70 years of supervisory experience in a series of essays offering practical suggestions and hands-on advice, especially for beginning supervisors. The essays cover the basics of supervision, motivating employees, communicating supportively, organizing staff, building a team, developing credibility and facilitating success. Learn more at amazon.com (<http://naca.ws/2uvox8i>) or barnesandnoble.com (<http://naca.ws/2uvtC0n>).

### Do You Have News to Share?

Got a promotion? Won an award? Got married? Had a child? Tell us all about it!

Contact Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org) with your latest news!

## Welcome New NACA® Members

NACA welcomes these new members, for the period July 25 to Aug. 22, 2017.

### SCHOOL MEMBERS

Collin College (TX)  
Harvard College (MA)  
Otterbein University (OH)  
Stetson University (FL)  
SUNY Delhi (NY)  
The Hotchkiss School (CT)  
Transylvania University (KY)  
William Peace University (NC)

### ASSOCIATE MEMBERS NATIONAL GENERAL

Small World International (LA)  
Words of Wisdom (NY)

### NATIONAL SELF- REPRESENTED OR SOLO ARTIST

Joseph Webb & Beautiful Fire (MD)  
The Jehanian Group LLC (PA)

### REGIONAL GENERAL

In Depth Events (TX)

### REGIONAL SELF- REPRESENTED OR SOLO ARTIST

Ashley DuBose Entertainment,  
LLC (MN)  
Bike Zoo (TX)  
Brother Smith (KY)

Clyde Kelly Music (PA)  
Eric Gray (AZ)  
Esteem Builders Productions, Inc.  
(MI)  
Jerod Ward (FL)  
Sea Tea Improv (CT)  
Soundtracks Production Services  
LLC (NJ)  
the BGP (WA)

## Find Recent Webinars in ENCORE

Have you missed recent webinars offered through the NACA® Foundation, such as Marissa Robledo’s “Train the Trainer: How to Breathe Life Back into E-Board Trainings?” Or, how about Joe Lizza’s “Train the Trainer: Emergency Planning & Response for Campus Activities?” You can find these and more in ENCORE. Just visit [naca.org](http://naca.org), look under the Resources tab, select ENCORE, and then search for the webinar you’d like to see. It’s that easy – and it will be almost like watching it live!

## Give Outstanding Peers and Programs Some Well-deserved Recognition!

Now’s the time to recognize outstanding campus activities professionals and programs. Nominate them by Oct. 14 for the NACA® Achievement Awards (<http://bit.ly/2cUITzV>) to be presented at the 2018 NACA® National Convention:

- C. Shaw Smith New Professional Award
- Frank Harris Outstanding Student Government Advisor Award
- Legacy Award
- NACA® Founders Award
- NACA® Lifetime Membership
- Outstanding Diversity Achievement Award—Campus Program
- Outstanding Diversity Achievement Award—Individual
- Patsy Morley Outstanding Programmer Award



Questions? Contact **Laura Jeffcoat** at [lauraj@naca.org](mailto:lauraj@naca.org).

## 10 QUESTIONS WITH ...

# Teneshia Arnold

Advisor to the  
Ohio Union Activities Board  
**The Ohio State University**



### **1 Leadership/management book you are currently reading?**

I am not currently reading any books. However, I do have a desire to set aside time to devote to reading again.

### **2 What recent campus program most exceeded your expectations and why?**

A couple of years ago, our programming board hosted a haunted house. The company the board worked with was awesome, and the student actors/actresses were stellar. Something that I thought would be simple really gave me a scare and lots of laughter throughout the entire evening. I went through the haunted house at least five times because I had so much fun and was proud of the hard work of our students.

### **3 Favorite campus program in your entire career and why?**

That would be when Judy Smith [on whom "Scandal" is based] came to campus to give a lecture to our students. As a faithful "Scandal" watcher and original gladiator, this was ultimately my dream event. I was excited that our campus programming board was able to bring to Judy to campus.

### **4 Three things on your desk right now you couldn't live without for work?**

- Post-it® Notes
  - Ink pens
  - Laptop
- (I have a slight obsession with Post-it® Notes.)

### **5 Best teaching tool for your students?**

Experience. Most of the students I currently work with, and have worked with in the past, have learned the best lessons by experience and having the ability to take control of the tasks and responsibilities within their respective positions.

### **6 Technology that most benefits you at work?**

My work laptop and email.

### **7 Most challenging aspect of your job?**

Ensuring that I am spending adequate time with each of the students I directly advise. Often, I feel as though I may spend more time with some than others or become too focused on one committee than the other. However, I always want my students to know I fully support them regardless of the amount of time spent with them.

### **8 Tip you can share for balancing work with a personal life?**

Create time for yourself; take ownership of your calendar. Give yourself permission to devote time to do the things in which you have interest.

### **9 Best programming advice you've ever received?**

ALWAYS have multiple backup plans and expect the unexpected.

### **10 Something unique about your programming board?**

The Ohio Union Activities Board (OUAB) is one of the few programming boards that programs for graduate and professional students. OUAB has a committee specifically devoted to planning events and programs for this community of students.

"10 Questions with ..." recognizes individual campus activities professionals for their outstanding work, letting readers know more about them. If you'd like to recommend a professional staff member to answer "10 Questions," contact Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org).

## CURTAIN CALL

# Career Sticktoitiveness!



Dear Mom,

*Thanks for the great advice you gave me when I graduated from college: "Your first job is not your dream job." That was very helpful as I struggled through the challenges of being the intern, the grunt, the roadie, the gopher, and the lowest person on the team. It's been awhile since I graduated and I'm now in a career I truly love doing work I enjoy every day.*

*Yes, there were times when I would've quit were it not for your sage advice. In the first few years, there were days I felt "more important" than the work I was doing, that I was somehow better than the job and deserved more. Well, with perseverance and commitment, I now have the "better" and the "more."*

*Thanks for helping me realize that attaining my dream job was going to actually require hard work and dedication and a whole bunch of tough days on the job.*

*Thanks for teaching me how to stick to it!*

Love, Jason

This is the letter all parents, advisors, mentors and teachers want to read. We want our children, advisees and students to discover and pursue a career that best utilizes their strengths and allows them to grow. We want them to enjoy their work and find fulfillment. But we also need them to know their first post-college job is not their "dream job." Their first, second and third jobs are more often steppingstones to achieving their goals.

When you get phone calls and emails from recent graduates who, just months ago, were club presidents and organizational leaders and are now completely mystified that they are making copies, fetching sandwiches, and doing data entry, encourage them to hang in there! This is what **must** be done in entry-level jobs. Even though they were top dogs last year, they now need to work hard and stick to it to achieve their career goals!

Let's consider Abby's story. I met her when she was a first-year student at an Indiana school. She always wanted to get involved in radio. As a first-year student, she joined the campus radio club. She eventually got her own show and chose to major in broadcasting and communications. By her senior year, she was the head music programmer at her campus radio station and president of the radio club. She was a well-known, popular student leader. In the spring of her senior year, she secured a coveted paid internship at a major Top 40 radio station in Chicago. Amazing!

Abby started her internship in June, but quit it two months later! In a Facebook post on the day she left the radio station, she wrote, "They did not utilize my talent." Seven years later, Abby is no longer working towards her chosen career. She has a "job" in a field that doesn't interest her. What if she had stayed at the radio station? What would her job be now? We'll never know because she lacked "career sticktoitiveness."

Now, let's consider Kasey's story. I met her when she was a senior and president of the student programming board at a rural Pennsylvania school. She was a hard-working, popular student leader. Her dream was to be the tour manager for a major music act. Upon graduation, she moved to Charlotte, NC, and worked as a waitress. After a few months of knocking on doors and showing up to interviews, she secured an unpaid internship at a major outdoor music venue. Her first "job" was being the assistant to the backstage production manager. She performed this role an entire year! But during that year, she met bands and tour managers, building a network of contacts.

Kasey made it a point to meet every single band and its management team. She let each of them know her dream of becoming a tour manager. In the 14th month of her internship, she was asked to be assistant to the stage manager for the upcoming Dave Matthews tour. She said, "YES!"

To date, Kasey has toured the world with The Dave Matthews Band, NSYNC, Madonna, Guns & Roses and Justin Bieber. We last saw each other backstage in Nashville, when she was Imagine Dragons' tour manager! She's living proof of the great value of "sticktoitiveness." Kasey is living her career dream.

What will you tell your students? How will you instill in them the value of perseverance and hard work? It's never too soon to share your own stories of how you achieved your current position on campus.

"Your first job is not your dream job." That's great advice! Thanks, Mom!

Perhaps you're currently in your first post-college job. Congrats! It's probably not your dream job, but you're moving in your chosen direction. Don't quit! Persevere, work hard, and show the world the value of "career sticktoitiveness!"

**JASON LEVASSEUR** lives in Nashville, TN, and is one of the most awarded music performers in campus entertainment. He's also a keynote speaker, workshop facilitator, summer camp counselor, husband, father, and the creator of "The Rock Star Project." Visit [www.jasonlevasseur.com](http://www.jasonlevasseur.com). He is represented in NACA by Bass-Schuler Entertainment in Chicago, IL

"Curtain Call" is a regular feature of *Campus Activities Programming*® in which performers or agents who are members of NACA share anecdotes that help illuminate their perspectives and experiences in the college market. Entertainers and agencies wishing to submit a prospective column should contact Editor Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org).



**NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES**

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naca.org

