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VOL. 52 ▶ NO. 1 ▶ MAY/JUNE 2019



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- How many years you've been attending NACA events and why.
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Relive the
"wow factor"
of #NACA19.
Photos begin
on Page 20.

*Photography by
Robert Levy*



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There's No 'Wuss' in Self-Care



A FEW YEARS AGO, I began to follow actor Wentworth Miller (“Prison Break,” “Legends of Tomorrow”) on Facebook, not because I’d actually seen that many of his film or TV performances, but because of the nature of his posts. He introduced me to the concept of self-care, which instantly resonated with me, and I looked forward to his brief daily ruminations on the topic. He was also on my radar because he declined an invitation to the Saint Petersburg International Film Festival because of the Russian government’s treatment of its LGBT citizens. It was a courageous act on his part, for it also was the moment he came out as gay.

I don’t remember how many months he offered thoughts and tips on being your best self through his Facebook page, but I was very disappointed when he stopped posting them. Other aspects of his life and career reclaimed his time. I’d recommend you discover his posts for yourself, but apparently his page has disappeared. A search for it will yield a number of pages devoted to him, but they seem to be promotional pages helmed by TV studios and fans. His original page is either gone or so transformed it’s no longer recognizable as the one I looked forward to each day. It’s strange how everything lives forever on the internet, except when you want to find it.

Nevertheless, through this effort, he presented himself as an accessible human being who was in touch with his emotional, physical and spiritual needs and actively pursued healthy ways to meet them. I appreciated his authenticity and his courage

in putting his feelings out there for all to appreciate – or deride, which some did. I even took it as a personal affront when one troll, ridiculing the notion of self-care, told him to “man up” and “stop being a wuss.” Ah, the irony of someone in this era, which is likely to be remembered in part for its toxic masculinity, to miss the point. What Miller was doing – speaking ALL his truth and sharing the ways he was striving to be healthy and happy – took far more courage than “manning up.”

I remember Miller’s efforts now because this issue of Campus Activities Programming® focuses in part on self-care and because this calendar year has reminded me how much I’ve recently neglected the practice. For most of 2019, I’ve been negatively impacted by several illnesses or conditions, as well as by the drugs I’ve been given to treat them. It hasn’t been fun.

So, if I’m not eating well, I need to make healthier choices. If I’m not getting enough sleep, I need to turn off the iPad, the TV and the lamp. If I’m not exercising enough, I can start with 10 minutes of walking and build from there. If I’m overly stressed, I will take a break.

Many of life’s pursuits are stressful, even if we enjoy the work involved. Those of us who work or volunteer in campus activities know that better than anyone. So, if self-care isn’t on your to-do list, add it. If it is already on your list, move it to the top position. Most importantly, remember that there’s no “wuss” in self-care.

Let's Do This



THE NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES' NEW YEAR KICKED OFF MAY 1, marking the beginning of my term as chair of the Board of Directors. It's an honor and privilege to be the next person to helm the Association as our momentum of change and advancement continues. The past year's many new initiatives have set us up for an incredible future. I'm excited to continue improving our communication and transparency as a board and association to make sure we're continuing to provide what is important to you, our membership.

Access to entertainment and educational resources has increased exponentially as technology continues to become more portable and user friendly. It's our responsibility as the premier association for campus activities to be aware of what's happening on our campuses, as well as in high schools, so we can be ready for our next generation of college students and new professionals. We must continue our work of inclusion and accessibility.

With our Live Events Action Group (LEAG), we're reimagining how members will engage with our traditionally in-person events in an age of advanced technology and dwindling departmental budgets. LEAG is partnering with our 2020 convention team (now known as NACA® Live) to create a brand-new way to engage with artists, agents and peers while increasing access to education and networking. While technology is providing incredible opportunities, it cannot replace the value of in-person connections. I'm very excited to see their incredible ideas roll out during the next few years, as February 2020 in Denver is only the beginning.

In addition to celebrating what's to come, we're also remembering our past as we observe 60 years as an association. Founded on the principles of college talent buyers coming together to save money on campus entertainment, NACA has expanded exponentially to include resources for student programmers and professional and graduate staff. Recognizing the ever-evolving nature of our field and the multiple priorities we're asked to manage in our daily work, we continue to assess the value of the tools and information we provide our members.

My nearly 20 years as a higher education professional and NACA volunteer has been a gift I continue to pay forward. We will solidify our role as the premier association in campus activities by focusing on our principles and priorities, and all that makes us great. I can't wait for you to see coming changes and get your feedback on how we can continue to be and do better. Just as the demographics of the students we serve are changing, so must we. More students are coming to college with a rededication to coursework and a need to work while attending classes, which changes the way they view the co-curricular experience. What does this mean for NACA? Let's find out.

During my remarks at the recent 2019 NACA® National Convention, I proffered the idea of a legacy and shared a comment from former guest Board of Directors member Dr. Bertice Berry:

“Your legacy is not what you leave when you die; it's what you leave when you leave a room.”

My hope is when I leave every Board meeting, every virtual meeting with volunteers, every visit to a booth in a Campus Activities Marketplace, every reception at NACA® Live, and every conversation with a member, my legacy will be one of inclusion, transparency, open dialogue and a strong love for NACA and its membership. The people by whom I am surrounded at the Board table and the incredible network of volunteers, Office staff and associate members are ready to take us into the future; I can't be more humble or proud to be a part of it. Let's do this.

The Art of Navigating Power & Influence

Supporting Student Leaders as They Achieve Their Goals and Objectives

ROBERT SNYDER

The George Washington University (DC)



Student affairs experience and evidence, including findings from recent editions of the Cooperative Institutional Research Program (CIRP) Freshman Survey administered by UCLA, show we have the most civically and politically active student population – and the most likely to protest – in half a century. But unlike the 1960s and 1970s, when protests focused on the Vietnam War and civil rights, today’s protests target localized, institution-specific issues, including leadership action or inaction, investment policies, campus speakers, sexual assault and violence, and diversity and inclusion. Students are using their voices and power to participate in and influence institutional conversations on these important issues.

However, contemporary student protests often don’t result in the sustainable and substantive change student leaders seek. Therefore, how can they navigate power and influence to most effectively achieve their goals and objectives, and how can student affairs professionals support them?

Why student power and influence are important

Student leaders are speaking up and acting on issues they deem important to influence institutional decision-making. As many institutions focus on enhancing the student experience, we support student leaders in being an effective part of that conversation. Doing so has implications far beyond their leadership roles:

- Student leadership is a powerful tool to **enhance students’ self-knowledge**, which is critical to individual growth and helping them determine professional goals.
- Helping students find their voices in institutional decision-making makes them **feel welcome and included**, which supports retention and persistence to graduation.
- Educating students to be effectual student leaders now increases the likelihood they’ll **continue their leadership roles as citizen-leaders** in their communities beyond graduation.

My doctoral dissertation research included interviews with 20 student body presidents who served during the 2008-2009 and 2015-2016 academic years at 19 public and private colleges and universities, with Carnegie classifications of doctoral, four-year institutions, medium- or large-sized, and primarily or highly residential. My research was inspired by conversations with the Student Representative Councils (SRCs) at various South African universities, whose role – and therefore, power – is prescribed in the country’s constitution. My experience there, compared with my work with U.S. student leaders, led me to research how this happens in the States, where the role and power of student body presidents and student leaders, in general, is not defined by a governmental mandate.

How student leaders navigate power and influence

When asked about how they navigated power and influence to achieve goals and objectives of their student body presidencies, my research participants resoundingly cited these strategies:

1. Building and sustaining relationships with institutional leaders and their fellow students through:

- Being professional and trustworthy by arriving on time for meetings, following up on agreed-upon action items and maintaining confidence with sensitive information;
- Earning respect by showing an appropriate level of deference to the professional experience of institutional leaders and the lived experience of their fellow students;
- Aligning goals and objectives with those of institutional leaders and fellow students, rather than starting anew;
- Harnessing prior relationships built earlier in their time as students; and
- Identifying connections based on shared personal identities such as gender, race and ethnicity.

2. Understanding the perspectives of their fellow students through:

- Surveys, focus groups, benchmarking and other information-gathering tools to support ideas with data and proven best practices; and
- Being available to listen, including to those with different perspectives.

3. Using the information gained to drive and influence action by their institutions by being regarded as a credible voice of the student body. This credibility may come from presenting an informed perspective and reasoned approach in contrast to “activist” student leaders who focus on protest tactics.

The most effective student leaders used a combined strategy by building relationships with institutional leaders and fellow students before discussing goals and objectives. They gathered supporting information from fellow students and institutions similar to theirs, and then they were ready with concrete ideas to achieve the identified goals and objectives.

Conversely, participants clearly said it was much less effective to employ these strategies:

1. Using coercive or threatening tactics. Participants rated this strategy downright ineffective and detrimental to maintaining relationships in the long run.

2. Relying on their status as student body president to access or sustain power. Participants inherently understood or learned through experience that their title alone was meaningless in dealing with institutional leaders with more significant titles and experience.

3. Rewarding institutional leaders and their fellow students with funding to support achieving their goals and objectives. Funding controlled by student governments was often too negligible to make a significant difference in their institutions, especially when compared with institutional budgets.

My research also looked at how participants harnessed support and overcame challenges. Student body presidents most often found individual support from student affairs leaders and professionals, and from the institutional president, trustees and former student leaders. Participants also mentioned organizational and situational sources of support. Being at an institution that appeared to be student-centered and drawing from their past student leadership experience generated and inspired confidence in their work.

Sources of challenge at the organizational level included institutional structures and reputations, the nature of higher education decision-making processes, the short tenure of student leadership and student media.

And, on the individual sources of challenge, participants included individual faculty and staff members – especially those who did not frequently work with students – alumni and fellow students. Participants overcame these challenges by understanding institutional structures and processes (often with the help of student affairs professionals), persistence in the face of resistance, and being realistic and focused about goals.

What is the student affairs professional's role?

There are several ways that student affairs professionals can effectively help student leaders navigate power and influence to achieve goals and objectives:

1. Promote building and sustaining relationships. We should help student leaders develop relationships with institutional leaders and fellow students in a thoughtful, respectful and professional manner. This ensures they can rely on these relationships as sources of information and perspectives.

2. Advocate for the importance of student leadership. We should continue to do this with fellow institutional leaders by encouraging our colleagues to consider, welcome and value the voices of students when making decisions. This includes helping fellow institutional leaders who are less familiar with student development theory understand the positive influence involving students in institutional decision-making can have on retention, persistence to graduation and developing effective citizen-leaders.

3. Emphasize learning from past experiences. We should encourage student leaders to rely on the experiences of others – including institutional leaders and fellow students – to inform their goals and objectives and approaches to achieving them. In academia, this is commonly referred to as “standing on the shoulders of giants.”

4. Encourage and facilitate reflection. We must help student leaders reflect on and learn from their experiences as opportunities to support their own personal and professional development and to inform the next generation of student leaders. Looking ahead to the next generation is especially important as my research participants cited the efforts of former student leaders as sources of support.

This is as an opportunity for us as student affairs professionals to learn from recent research on student leadership and to put that research into practice by helping student leaders to be effective in navigating power and influence to achieve their goals and objectives. No matter our role, and no matter our responsibility, our work is about supporting our students. This is one important way we can do so.

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Robert Snyder currently directs leadership strategy and planning for Development and Alumni Relations at **The George Washington University (DC)**, where he oversees planning and execution for the engagement of the university's president, provost, and vice president with volunteers, prospects and donors to cultivate and steward relationships. A GW staff member since 2004, he previously held leadership positions in Student Affairs, the Office of the President, the Office of the Dean of Freshmen and Mount Vernon Campus Life. Snyder earned two degrees from The George Washington University, a bachelor's degree in business administration and a doctoral degree in education, where his dissertation was titled, “Student Body Presidents and Institutional Leaders: Navigating Power and Influence.” Snyder also worked for nine years in Admissions and Enrollment Services and in Development and Alumni Relations at the University of Delaware, where he earned master's degrees in education and business administration.

Author's Note: For more information on supporting students as they engage in protests, I encourage you to read “Advising Students Through Controversial Events” by Timothy Miller and Anne Graham, available in Campus Activities Programming®, Vol. 50, No. 4 (October 2017).



A Teacher's Tips for Effective Programming Leadership

By
JERALDYNE GERMAN
Florida Atlantic University

Effective teachers at all institutional levels set clear expectations, build relationships with students, are consistent, communicate effectively and practice self-care. Campus programmers can be effective by following the same methods:

1. Set Clear Expectations

Make sure everyone knows their role, mission and practice. Just like teachers, campus programming leaders should initially be firm in enforcing rules and procedures. As the term continues, they can gradually become more flexible. Humans appreciate structure, and when leaders are clear about expectations, members learn how to appropriately conduct themselves and carry out the organization's mission. I've learned that if I don't set and uphold clear expectations with my students, their learning will suffer and it takes time to get them back on track. Similarly, campus programming leaders will not be able to provide the best programming possible if they haven't set clear expectations for their fellow programmers.

2. Build Relationships

Effective teachers proactively build individual relationships with students from the first day of class. Evidently, children don't learn as much from teachers with whom they don't share a sense of connection. Students always pay attention to how engaged we are with them. For example, I made it a point to attend a Saturday football game of a student who was struggling academically and behaviorally. Instead of giving attention to his negative behaviors, I focused on the things he liked to do, one of which was football. Consequently, he felt he mattered to me and began to make positive behavioral and academic changes in the classroom. John Hattie, professor of education and director of the Visible Learning Labs at the University of Auckland, New Zealand, found that

positive relationships among students and teachers are powerful contributors to student learning, which is mentioned in his 2009 book, “Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.” Similarly, campus leaders will optimize their effectiveness by building trust-filled relationships with programming board members. Investment in these relationships will likely result in members being willing to do whatever it takes to complete tasks.

There are also benefits when schools build relationships among students across grade levels through cross-grade learning experiences. For example, when kindergarteners and intermediate students share social spaces like recess or educational clubs, it creates more opportunities for students to build relationships with one another across grade levels, according to the 2018 article “Teachers Empowering Students by Building Relationships and Fostering Agency” for California English by Marcia Russell, director of educator support and effectiveness at the Ventura County Office of Education. Campus programmers can intentionally create teams that include members with various experience levels. This provides younger students with opportunities to learn valuable lessons from more experienced peers.

3. Be Consistent

Children of all ages crave consistent, structured learning environments. My students know that as soon as the morning bell rings, they must sharpen their pencils, arrange their materials and begin their morning tasks. Consistency creates a stable and thriving environment. Campus programming professionals can establish routines and consistent patterns of expected behaviors to ensure the efficiency of their organizations. When people aren’t worried about what’s expected of them, they’re free to solve complex problems and deal with unexpected issues. To maintain consistency, be sure to teach, model and reinforce appropriate practices and procedures.

4. Communicate Effectively

Be transparent and ensure each member’s voice is heard. My students expect me to clearly communicate deadlines and work quality expectations. They want me to share the “why” behind everything from classroom assignments to occasional deadline changes. Similarly, campus programming leaders need to explain why duties are assigned as they are and how each individual’s piece of the project fits in the bigger picture.

Programming leaders also need to ensure everyone’s voice is heard and respected. In my classroom, I set equity of voice as a norm. This encourages students to share thoughts free of judgement. Equity of voice en-

ables teachable moments and rich conversations among many who otherwise might have been afraid to think aloud. The best ideas likely come from programming board members, but if they don’t feel safe sharing ideas, innovative programming may not happen.

CAMPUS PROGRAMMERS CAN INTENTIONALLY CREATE TEAMS THAT INCLUDE MEMBERS WITH VARIOUS EXPERIENCE LEVELS. THIS PROVIDES YOUNGER STUDENTS WITH OPPORTUNITIES TO LEARN VALUABLE LESSONS FROM MORE EXPERIENCED PEERS.

5. Practice Self-Care

Teaching can be an all-consuming profession with an overwhelming workload and responsibilities. Early in my career, I spent many late nights and early mornings grading papers and preparing lessons. My students commented that I often looked tired and I knew I needed to make a change. It’s been proven repeatedly that good work-life balance results in faculty wellness and improved student behavior, as noted in the 2013 article “Quality of Work-Life Balance Among Teachers in Higher Education Institutions” for Learning Community – An International Journal of Educational and Social Development by Vandana Punia (Department of Education, Chaudhary Devi Lal University) and research scholar Meenakshi Kamboj. Balance is equally important for campus programming leaders. Be sure to make time for you. What are the things you love to do? Are you getting enough sleep, exercising and eating well? Your sustained success as a student leader is dependent upon self-care.

Teaching and programming both involve helping students make the most of their educational experiences. I hope that in sharing these practices from my teaching career that I can help you feel empowered to provide outstanding leadership and programming to your peers.

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Value. Incentives. Trust.

Keeping Student Leaders Engaged and Involved

By
NATHAN HOFER
University of Sioux Falls (SD)



STUDENT LEADER SELECTION each spring is one of my favorite – and most difficult – times of the year. We have many highly capable student leaders at the University of Sioux Falls (SD) from which to choose each year and I eagerly contemplate the untapped potential they may offer. During this time, I also reflect on the quality students we've previously recruited and how we might keep them involved. Turning the focus away from them is a disservice and could result in their disillusionment and departure.

So, how can we keep team members engaged and involved?

Show Students You Value Them

The concept of "value" has become increasingly important over the last decade. While it's human nature to want to be valued, it may be especially true for student leaders. Showing we value them for WHO they are and not just WHAT they can do for the team is incredibly important. Students won't remain invested if leadership doesn't care about them as people.

Their position doesn't necessarily give them value, but it's a platform we can use to enter their lives and provide opportunities for growth. We can show student leaders we value them by:

- **Making time for them.** Set up one-on-one meetings, visit areas on campus outside your office between classes to talk to them, ask them how they are doing and, most importantly, listen to their answers. When things get hectic, rescheduling a meeting with a student may seem to be the easiest way to manage time, but it may lead the student to feel expendable.
- **Letting students be a part of your lives.** Professionals are real people with lives, and to appropriate degrees, we can let students in on that. I happen to live across the street from campus and I welcome student leaders there every week for meetings. They get to interact with my wife, daughter and pets. Our Campus Activities Board (CAB) members feel like they're part of my family and to us, they are. During my time at USF, many who've graduated have returned to reconnect. I attribute this to us showing them they mattered.

ABOUT THE AUTHOR



Nathan Hofer is director of Student Activities and Engagement at the **University of Sioux Falls (SD)**. He holds a bachelor's degree in psychology and a master's degree in student personnel counseling, both from South Dakota State University. Hofer recently completed his term as Chair of the NACA® Northern Plains Regional Conference Program Committee and previously served as the Northern Plains Regional Conference Showcase Production Assistant. He has held other NACA volunteer positions and has written a number of articles for Campus Activities Programming®.

Offer Incentives

Students get involved in leadership because they get something out of it. That "something" might be as simple as getting to do things they enjoy or as practical as a scholarship. No matter what students are getting from a position, I believe they're usually hungry for more.

I enjoy my involvement with the National Association for Campus Activities and share that passion with students, giving our CAB crew the opportunity to attend our Northern Plains Regional Conference every year, a unique incentive connected to their leadership roles. I also search for student internships for students in campus activities, as well as in areas related to their majors or career plans.

We provide student leaders with additional development opportunities through a series of colloquia to help them develop skills outside their normal roles, and we schedule spring and fall retreats to help them further develop as leaders.

Providing holiday parties or end-of-the-year celebrations gives students opportunities for fun with their peers and also helps them feel validated. Routinely sharing goodie bags and thank-you notes also go a long way in showing appreciation.

Show Trust

Trusting your students can be difficult, as their success or failure is reflective of your direction and leadership. However, when we micromanage them, they can quickly stop believing they are leaders, seeing themselves only as cogs in a machine. If we've invested in our students and see their potential as leaders, we need to trust our instincts. While it can be difficult, we must let students lead, allow them to succeed and, most importantly, let them struggle and even fail.

We may be conditioned to avoid failure, but that keeps us from thinking big and taking risks; resulting in the quashing of some incredible ideas. If we teach students to handle hardships and combat their fears with grace and understanding, we can direct them toward becoming the people who will shape our world for the better.



STARTING WITH THE ‘WHY’

Flipping the Script on Program Board Recruitment

JILLIAN VAN AUKEN
University of Dayton (OH)

Most businesses start with “what” they do and eventually get to “why” they do it. However, Apple has flipped the script on the standard marketing formula, starting with “why” they make their products, pulling back the curtain on their values, passions and what drives their work. “People don’t buy what you do: they buy why you do it. And what you do simply proves what you believe,” motivational speaker Simon Sinek wrote in his 2009 book, “Start with Why: How Great Leaders Inspire Everyone to Take Action.”

Well, the University of Dayton’s Campus Activities Board (CAB) took Sinek’s advice, and in 2017 it revised its recruitment strategy, leading with “why” instead of “what.” For years, CAB banked on what they did to recruit new members:

*The University of Dayton Campus Activities Board plans fun events.
Want to join?*

This strategy worked for a number of years, but by 2017 no one was showing up to information sessions and the number of new member applications had declined. CAB decided to lead with “why”:

*The University of Dayton Campus Activities Board strives to provide its members with opportunities to grow as leaders on campus, have an impact within the campus community and prepare members for the workplace through development of transferable skills.
Want to join?*

CAB used a three-prong approach to communicate their “why”:

1. Develop new marketing,
2. Align the interview and application questions with the organization’s why, and
3. Change the structure of their information session.

New marketing communicated to potential members the organization’s learning outcomes and how it lives out its

values, while previous recruitment marketing focused on the “what,” enticing students to join the organization to plan fun events and make new friends. Finding a sense of belonging through organization membership is important, but focusing on this aspect only skimmed the surface of membership benefits.

CAB’s new marketing communicates the transferable skills members learn and the type of student the organization seeks to recruit. We discovered students took the application and interview process more seriously and came prepared to talk about their existing skills and goals for membership. The results were immediate; new CAB recruits were different. No longer did they join simply to “have fun.” They wanted to become stronger leaders and attain workplace skills.

CAB wanted the interview and application process to communicate the type of member it sought – students who’d take membership seriously and work to move the organization’s mission forward. Instead of asking students why they wanted to join, new application and interview questions ascertained the student’s goals for joining and how those goals aligned with the organization’s mission:

1. What are your goals for joining the Campus Activities Board?
2. What are your strengths and weaknesses?
3. What do you know about CAB?
4. What do you think you can contribute to the organization?

Adjusting interview and application questions to support the organization’s values and learning outcomes provided CAB with the information needed to find students who believed in the organization’s mission and valued professional development.

Past information sessions for potential members focused on what the organization did. Executive board members reviewed the organization’s signature events, discussed organizational structure and answered questions. The new information session offered an organizational overview, but also shared information about professional development for members and skills the organization hoped to teach them. By communicating the type of leaders the organization hoped to develop, CAB attracted new members who approached membership as a learning opportunity instead of as a social activity.

Before this paradigm shift, members didn’t understand the intent of CAB professional development sessions and didn’t fully engage in opportunities to learn and grow as leaders. Members subsequently entered professional development with a different mindset, engaging in these opportunities as a way to connect classroom learning to

their future professions. They discovered transferable skills they learned through CAB provided them with hands-on experience they could use in internships and full-time positions.

CAB offers ongoing professional development through retreats once a semester, monthly professional development sessions and opportunities to attend regional and national conferences. Through these opportunities, the organization lives out its “why.” Semester retreats and monthly professional development sessions focus on one to two learning outcomes to assist members in developing knowledge and skills for their roles in CAB, as well as for the future.

Professional development sessions are aligned with the student leader competencies developed by the National Association for Campus Activities in 2009 to provide a map for learning for students involved in out-of-the-classroom activities:

1. Leadership Development
2. Event Management
3. Meaningful Interpersonal Relationships
4. Collaboration
5. Social Responsibility
6. Effective Communication
7. Realistic Self-appraisal
8. Multicultural Competency
9. Intellectual Growth
10. Clarified Values

To ensure that learning outcomes and the NACA® Competencies are met, students complete evaluations after professional development opportunities, and the same outcomes are used to evaluate the performance of the CAB executive board. In addition to professional development opportunities on campus, executive board and general members have opportunities to attend our NACA regional conference or the national convention for hands-on experience in event planning, facilitation, leadership, contracting and networking.

“All organizations start with WHY, but only the great ones keep their WHY clear year after year,” Sinek said. By starting with our “why,” we communicate our values and who we aspire to be, showing the world our authentic self and trust that those who join our organization believe in our vision. We build our foundation on our true passions and let the rest of the pieces fall into place. We invest in the development of our leaders and in turn achieve success. When we focus on “why,” we connect with members on a deeper level and inspire our members to contribute to our vision.

What is your “why?”

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Sinek, S. (2009). *Start with Why: How Great Leaders Inspire Everyone to Take Action*. New York: Penguin Group.

ABOUT THE AUTHOR



Jillian Van Auken is assistant director for Student Life at the **University of Dayton (OH)**.

She previously was coordinator for Student Activities at Indiana University Purdue University Indianapolis, where she was named Advisor of the Year for 2010-2011 and 2013-2014. Also, while a graduate assistant at Miami University (OH), she was named Outstanding Graduate Advisor. She’s held a number of volunteer positions in NACA® Mid America and currently serves as the region’s Volunteer Development Coordinator. She holds a bachelor’s degree from Otterbein University (OH) and a master’s degree from Miami University (OH).

DECOMPRESS *from* STRESS

10 SELF-CARE TIPS FOR CAMPUS ACTIVITIES STUDENTS & PROFESSIONALS

SHELLY MUMMA, Ph.D.

St. Norbert College (WI)

SELF-CARE. BALANCE. WELLNESS.

These terms are at the center of many conversations about self-care in higher education. However, when I served in my first professional position, as a hall director, self-care wasn't discussed in my workplace or at conferences. Consequently, I feel I've been learning about it along with my students. As we witness increasing numbers of students coming to campus experiencing anxiety and/or depression, self-care is becoming a central issue. To meet the needs of students, as well as my own, I've developed 10 self-care tips:

1. Listen to what your body is telling you.

When work is particularly stressful, my left eye twitches. Not just a twitch or two every few hours, but serious, continual twitching. If I've neglected the tension in my shoulders or the headache that precedes it, I've let too much stress accumulate. I need to do go home and relax for the evening to give myself a reset.

2. Learn which activities help you relax and practice them.

When I was an undergraduate, my daily relaxation consisted of watching that day's episode of "General Hospital" with a friend. Now, I pursue a variety of activities, including watching a television show or two when I get home. I also might pet my dog or spend time in my crafts room. Better yet, I occasionally take a day or two off for a long weekend with friends at a crafts event.

3. Get enough sleep.

Even as an undergraduate, I had difficulty pulling all-nighters. My body requires a minimum of six hours of sleep each night. But, even those six hours don't meet most healthy recommendations for sleep: seven to nine hours each night. Get the sleep you need. If you don't, your body is operating on a deficit

each day, which you can't make up on the weekend. Your body needs enough sleep every night.

4. Manage your time and tasks. If my Google calendar didn't beep at me 10 minutes before each meeting, I'd never be where I need to go. I sync it with my phone and include meetings, tasks, important professional and personal dates, and locations of future conferences, etc. I keep a bullet journal of to-do lists and meeting notes and I use Google Keep to track group tasks in my office.

5. Pay attention to your diet. Be aware of appropriate portion size. It's smaller than what we're served in most restaurants. It's important to listen to your stomach when it's telling you it's full. Also, pay attention to which foods make you feel less well. For example, I've learned I need to limit dairy. I have friends who need to limit gluten, not because they have a full-on allergy, but because they feel better when they consume less of it.

6. Eat lunch away from work. One of my first supervisors had a rule: if our staff ate lunch together, we weren't allowed to talk about work during those 45-60 minutes. I still follow this rule. My lunch mates and I discuss all sorts of things other than work and have much better relationships as a result.

7. Be active. I track how many steps I take each day. Most fitness programs recommend 10,000. I've also recently started to work out in our campus fitness center. It's free for staff and since it's open to accommodate students, it usually works with my schedule.

8. Ask for help. Remember that you have co-workers, family and friends who can help you get things done. Or, if you have the

means, hire help. Simply talking about your tasks with someone can help you determine what can be delegated, and to whom.

9. Review your day at its beginning and end.

In the morning, consider what your day will be like. As I do this, I often get new ideas to share at work. It also allows me to plan and consider potential issues awaiting my attention. At the end of the day, I reflect on how the day went, reviewing my calendar and conducting a mini self-assessment. Then, I look forward to what's on my calendar for the next day before choosing my clothes and getting my bag(s) ready for the morning.

10. Keep a file (digital or hard copy) of positive messages from others.

Sometimes, it may be difficult to stay upbeat and remember we can accomplish difficult things. I keep a drawer of notes and cards I've received over the years. I also maintain an electronic folder of complimentary emails. When I'm having a particularly bad day, I take 15 minutes to look at a few cards or emails to help get into a better mood.

I hope my tips help you achieve a higher level of self-care. Some days, I'm more successful in following my own advice than on others. And what works for me may not work as well for you. Always remember this bonus tip:

11. Know you are worth it. You are worthy of self care. You are important. If you can't take care of yourself, you'll find it difficult to get your job done (at work or at home). Make yourself a priority.

Remember to forgive yourself when you forget any of these tips. Let go of today's mistakes and begin again tomorrow.

ABOUT THE AUTHOR



Shelly Morris Mumma, Ph.D., is the director of Leadership, Student Engagement & First Year Experience and the Campus Center at **St. Norbert College (WI)**. Active in NACA for over 15 years, she currently serves as the NACA® Northern Plains Regional Business Networks Coordinator and will hold a position with NACA® Live, helping to plan the new national convention experience in Denver in 2020. She holds a bachelor's degree in communications from Washington State University, a master's degree in student affairs in higher education from Wright State University (OH), and a doctorate in leadership studies from the University of Nebraska-Lincoln.

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For qualifying information, application deadlines
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The NACA® Internship Program promotes experiential learning by connecting students with member institutions in higher education, business and the entertainment industry. Summer internships span up to 12 weeks, from mid-May to August. Postings and application acceptance begin in late November each year. There is a one-time \$25 application fee for students, and no cost for hosts to post a position.

Learn more: naca.org/internships



Increase Happiness & Well-Being Using the PERMA Model for Self-Care

By
BYRON KNIGHT
Florida Atlantic University

WE ALL DESIRE to be happy and well. Yet programming, academic and personal life responsibilities mean you sometimes neglect your own happiness and well-being. Psychologist and educator Dr. Martin Seligman created a well-being model called PERMA, an acronym representing five elements:

1. Positive emotion,
2. Engagement,
3. Relationships,
4. Meaning, and
5. Achievement.

No single element of the PERMA model defines well-being, yet each element contributes to it. While positive emotion is subjective and based on how someone may think and feel, engagement, relationships, meaning and achievement can be measured objectively and subjectively, according to Seligman's 2013 book, "Flourish: A Visionary New Understanding of Happiness and Well-Being." The PERMA model is a powerful framework for ensuring your well-being and happiness. Here's how you can use the model to take the first step toward self-care:

Positive Emotion

"Positive emotion is what we feel; rapture, warmth, ecstasy, and the like," Seligman writes. When was the last time you felt a positive emotion? What were you doing? Who were you with? Although it's tempting to put others' needs ahead of your own, it's equally important to consider what elicits positive emotions for you. It's easy to become disconnected from people and things that bring you joy. Whether you enjoy working out at the gym, listening to music or simply hanging out with friends, schedule time to do the things you love.

Engagement

As a by-product of engaging in activities you enjoy, you will contribute to your own positive emotions. Specifically, engagement involves being so immersed in an activity that time flies by quickly. Activities such as reading books, attending concerts and/or playing video games can all be examples of engagement. Immersing yourself in these activities can free your mind from other stressors you might be experiencing.

Relationships

Be intentional in building and maintaining relationships with other students, faculty, staff, family members and others outside of higher education. These relationships are crucial because you need a diverse network to support you through life's inevitable ups and downs. It's also important if you are dealing with anxiety, stress and/or suicidal thoughts to seek help from a counselor.

Meaning

We all want to make the world a better place and there are multiple ways we can contribute to the greater good of society. Why are you on this planet? How is the world going to be a better place because you spent time here? Effective ways to discover your meaning and purpose include volunteering at a local food pantry, animal shelter or retirement home. Helping others can elicit a sense of fulfillment, thereby enhancing your well-being.

Achievement

Setting and accomplishing goals increases your self-confidence. Your goals may include attaining a particular internship, making a certain grade on an upcoming exam or producing the best-attended campus event of the year. No matter the goal, you can enhance your own well-being by continually setting and attaining goals.

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ABOUT THE AUTHOR

Byron Knight is a Student Union Operations graduate assistant at **Florida Atlantic University**, where he has studied higher education leadership and earned a bachelor's degree in exercise science and health promotion.



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Witty and candid, Sailesh is an accomplished entertainer who continues to engage and astound audiences with his commanding stage presence. **His live show has been described as a concert and the best party ever.** Sailesh makes audience members the stars of the show, taking the entire audience on a journey using hypnosis, improv, music, and interactivity to create a whole lot of laughter and a ton of fun! **Each show is catered to your request from the family friendly PG rating to PG13, R, NC17 or anything in between!**

The **first performer to win both Campus Activities Magazine's and APCA's Entertainer of the Year Awards in the same year**, Sailesh also claiming **APCA's Hypnotist of the Year (2017)**. Past awards and nominations span the categories of Variety, Male, and Hypnotist of the Year. Dubbed by MTV Europe, "World's Best Hypnotist." **Book the Entertainer and Hypnotist everyone is excited about – Sailesh!**



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THE NACA® SPOTLIGHT

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#NACA19 in Columbus, OH

Feb. 16-19, 2019

Bringing the “wow factor” to the 2019 NACA® National Convention in Columbus, OH, meant designing pre-Convention learning workshops, an enhanced Convention Kick-Off experience and securing strategic partnerships. As evidenced by the photos in the following pages, the National Convention Program Committee, led by Chair Peter Pereira, delivered on that “wow.” Delegates also learned NACA will celebrate its 60th anniversary in Denver, CO, from Feb. 22-26 with a new convention experience called NACA® Live.



2019 NACA National Convention 
#NACA19
COLUMBUS, OH



@thenaca



@thenacasnaps

www.naca.org

Showcases kept delegates entertained and helped student programmers make booking choices.





When it comes to variety of talent, buyers had plenty to choose from.





The Campus Activities Marketplace, educational programs and stimulating lectures added to the depth and breadth of the #NACA19 experience.



Recognizing Outstanding Volunteers



Award recipients at the 2019 National Convention, from left: Rich Ramos, accepting the Patsy Morley award on behalf of Kari Stricklin; Frank Harris award recipient Jaime Ingrisano; Krystal Vielman accepting the University of Central Florida's Outstanding Diversity Achievement-Campus Program Award; Emily Dabau (graduate assistant for Inclusion and Engagement) and Dustin Evatt-Young accepting Appalachian State University's Outstanding Diversity Achievement-Campus Program Award; Gayle Spencer accepting the Founders Award on behalf of Cecilia Brinker; and C. Shaw Smith award recipient Michael Croal.

In ceremonies before and during the 2019 NACA® National Convention, held Feb. 16-19 in Columbus, OH, the Association honored individuals and programs for service and accomplishment during the past year.

C. Shaw Smith New Professional Award

The C. Shaw Smith New Professional Award honors a beloved NACA founder. C. Shaw Smith's influence, affection and support of new professionals entering campus activities is reflected in this award that recognizes an individual who demonstrates the potential and commitment for excellence in service to student leaders.

Michael Croal

Wake Forest University (NC)

Croal was described by nominators as a "go-to" person with a "positive attitude, great ability to motivate his students" and the ability to balance multiple commitments. He was also credited to be "innovative, hardworking and diligent, all while providing meaningful experiences for his team."

Frank Harris Outstanding Student Government Advisor Award

The Frank Harris Outstanding Student Government Advisor Award honors the first Chair of the NACA® Board of Directors. Harris served in 1968-1969 and advised student government associations throughout his career until retiring in 1997. This award recognizes individuals who have the commitment to challenge and advise student government.

Jaime Ingrisano

Arizona State University-Tempe

Ingrisano was credited with having an "open door policy, constantly ensuring everyone's voices are heard and validated" and teaching students what it means "to serve the public in a nonpartisan manner."



NACA Founders Award

The Association's highest honor, the Founders Award is presented to individuals who, over the years, have given their time and talents in such a way as to contribute significantly to NACA.

Cecilia Brinker

Eastern Illinois University

Brinker, a former member of the NACA® Board of Directors and currently a trustee for the NACA® Foundation, was credited as an individual with a "wealth of knowledge" who strives to push the Association towards continuing growth. A nominator credited Brinker with introducing NACA's emphasis on diversity to her, which made a significant difference to the former student.

Patsy Morley Outstanding Programmer Award

The Patsy Morley Outstanding Programmer Award recognizes the individual who best exemplifies outstanding achievement in campus activities advisement. It honors the late Patsy Morley, a former chair of the NACA® Board of Directors.

Kari Stricklin

Valley City State University (ND)

Stricklin "has a passion for working with students and ensuring they have the experience they expect when they choose to go to the university," a nominator wrote. "I first met [Stricklin] through her volunteer role in the Northern Plains Region," added another nominator. "She was one of the most positive and encouraging volunteers and her energy, passion and positive attitude are infectious."

Outstanding Diversity Achievement Award – Campus Program

The Outstanding Diversity Achievement Award – Campus Program recognizes programs at NACA member institutions that positively contribute to the development of a diverse culture on campus.

Festival Latino

University of Central Florida

This program was designed to celebrate Latin culture while allowing students who did not necessarily identify with the culture to engage with it and learn about it without feeling it was a deliberate learning opportunity. It also served to invalidate negative stereotypes about the culture. Students enjoyed it so much they'd like for it to be an annual event.

INTERSECT Social Justice Retreat

Appalachian State University (NC)

This collaborative retreat provided students with resources and tools to become change agents on campus and within their communities. It helped participants understand their own cultural backgrounds, listen to the experiences and stories of others and learn about the roots of specific forms of oppression and privilege.

"Learning to Be Chloe Again: A Survivor's Story"

Missouri Western State University

The campus community came together to focus on sexual assault awareness, creating a documentary with a question-and-answer session after screening it on campus. Based on an individual sharing her own story of being assaulted, the impactful program helped audience members know they are not alone. "It was extremely moving," wrote one nominator. "I was personally moved to tears."

Outstanding Diversity Achievement Award – Individual

The Outstanding Diversity Achievement Award – Individual recognizes professional staff who positively contribute to the development of a diverse culture on campus.

Anna Metzger

Southern New Hampshire University

Metzger was honored for fostering quality relationships with campus partners and creating a curriculum for the Legacy Leadership Fellows Program that fosters leadership skills for students from underrepresented populations. She was also credited with serving on various committees focused on diversity and striving to create awareness and understanding of stereotypes and how they create barriers.

Latoya Muhammad

Missouri Western State University

Muhammed was so successful in promoting multicultural education on her campus that she was asked to co-chair its Task Force on Diversity and Inclusion. Among her achievements was creation of the Students of Color Initiative, which connects new students from diverse backgrounds with faculty, staff and peers who can assist them in transitioning to college. She also challenges students to explore cultural difference and to enhance and embrace the inherent value of such exploration.



Peter Pereira,
Chair of the 2019
NACA® National
Convention
Program
Committee



Foundation Awards



NACA® Foundation award and research grant recipients who were present to receive awards during the 2019 NACA® National Convention are, from left: Courtney James, Erin Morrell, Adam Frank, Joseph Lizza, Joshua Brandfon, Rich Ramos, Edie McCracken, Chuck Simpson and Matthew Vetter.

Research and Scholarship Grant Recipients

The goal of NACA's Advancing Research in Campus Activities Grants is to advance the field of campus activities by encouraging development and dissemination of knowledge that has the potential to improve the experiences of college students through their involvement in campus activities.

Gold Award

Vincent Edward Bowhay

Missouri Western State University

Bowhay earned the Gold Award for "Student Employment as a Model for Workforce Readiness Skill Development."

Silver Awards

Ashley McMillan

North Carolina State University

McMillan earned the Silver Award for "The Role that Native Student Organizations Play for Native American Students."

Joseph Sammut

Gonzaga University (WA)

Sammut earned the Silver Award for "Roles and Expectations of Club Advisors."

Bronze Awards

Matthew K. Vetter

Denison University (OH)

Vetter earned the Bronze Award for "Is There Room for Conservative Students in Leadership Development Programs?"

Leslie Cothren

Cameron University (OK)

Cothren earned the Bronze Award for "Student Feelings of Psychological Ownership at a Mid-Sized Regional Public Institution."



Honorary Trustees and Other Recognition for Foundation Giving

The National Association for Campus Activities honors individuals and companies that have made lifetime contributions to the NACA® Foundation totaling at least \$1,000 and \$5,000 by inducting them, respectively, into elite groups of donors, the Honorary and Corporate Trustees. Honorary Trustees receive caricatures from Fun Enterprises (MA):

- Edie McCracken, Fort Hays State University (KS)
- Courtney James, DePaul University (IL)
- Samuel Frushour, Shippensburg University (PA)
- Joseph Lizza, Rowan University (NJ)
- Adam Frank, Westchester Community College (NY)
- Meagan Sage, Southern New Hampshire University
- Michael Daniels

Also recognized were those who reached new donation levels in Foundation giving:

Chair's Club

- Dorita Hatchett
- Matthew Marrin
- Erin Morrell, Albertus Magnus College (CT)
- Chuck Simpson, SUNY Upstate Medical University

Patron

- Paula Stuetgen
- Joshua Brandfon, University of Miami (FL)

Trustee's Circle

- Steve Westbrook, Stephen F. Austin State University
- Michelle Delaney, Eastern Connecticut State University

Foundation Legacy

- Rich Ramos, Simpson College (IA)



Your Best Campus Tradition™ Video Winners



Video Competition – Under 5,000 FTE

Longwood University – The G.A.M.E.

The G.A.M.E. is a campus party followed by a march to an athletics event. It begins on campus with a carnival-like event sponsored by the programming board and



the institution's fraternity and sorority life office. At the conclusion of this part of the event, students, faculty and staff march about a mile to an athletics event where students receive coveted scarves. Everyone is then able to enjoy a fun evening watching soccer or field hockey.

This event rotates between women's soccer, men's soccer and field hockey and is held on the first Friday of classes during the fall semester. In 2018, the event set an NCAA record for the largest attendance at a regular season field hockey game, and the third largest attendance ever.

Video Competition – Over 5,000 FTE

University of Wisconsin-Platteville – Torch Relay/"M" Lighting

UW-Platteville prides itself on six pillars representing critical and reflective thinking, intrapersonal development, practical competence, inclusivity, and



civic engagement and lifelong learning. Everyone makes a difference and the pillars represent everyone on campus.

The World's largest "M" was first lit for Homecoming on Oct. 16, 1937, and this event returned to campus in 2013. The torch traveled 4.6 miles in a style similar to this year, when a group of over 70 students ran torches from the pillars on campus to the "M," where over 4,000 students, faculty, staff, community members and alumni gathered. More than just a run, the tradition is about Pioneer pride. Graduates from UW-Platteville are scattered all over the world, but still make the journey back to town for Homecoming Weekend.

As runners make their way to the "M," cheered on by thousands more, it represents that Pioneers always have help and support from others in life. When the torch reaches its final destination, it represents the idea that when one succeeds, all succeed.



A team prepares to answer some tough questions during the NACA® Foundation Trivia Competition held just before the opening of the 2019 NACA® National Convention in Columbus, OH.

#NACA19 Foundation Fundraising Supports Scholarship, Grants

Thanks to all who participated in the National Association for Campus Activities Foundation fundraising events and activities at the 2019 National Convention, which collected a total of \$5,666.88 to support scholarships and research grants for NACA members:

- Trivia Competition – \$2,966
- Kickstarter Campaign – \$441
- Raffle Tickets – \$25
- Best Seat in the House – \$16
- Foundation Reception – \$1,542.88
- General Donations – \$575
- Other – \$101

NACA® HALL OF FAME AWARD

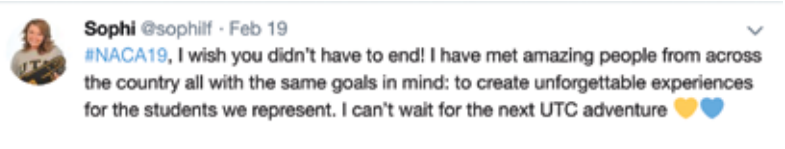
Loni Love

The NACA® Hall of Fame honors and recognizes individuals or groups who've appeared on national or regional showcases and have distinguished themselves in the arts. Nominations may be submitted by any member of the Association.

During her career, Loni Love has performed in the NACA® Central, Mid America, Northeast and West regions. She is currently a co-host of "The Real," a one-hour daily talk show that recently was renewed for its fifth and sixth seasons on FOX. The show was nominated for four Emmy Awards, including Outstanding Talk Show, and it won the Emmy for Outstanding Entertainment Talk Show Hosts. "The Real" also won a 2018 NAACP Image Award for Outstanding Talk Series.



What Members Have to Say about NACA



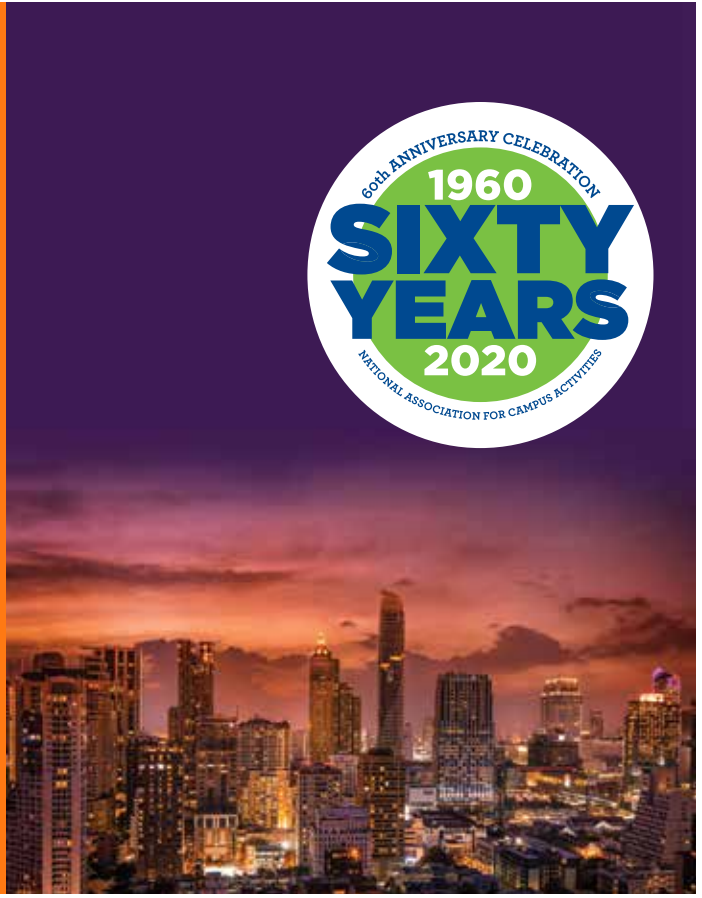
NACA® Live in Denver!

Exciting news: Not only will 2020 will have a reimagined convention experience called **NACA® Live**, it will be in a brand new location! Start making plans now to join us next February when we celebrate the NACA® Live kickoff and NACA's 60th anniversary in Denver.

We're currently gathering memories — written and digital — to share with our members throughout the year and leading up to NACA® Live. Tell us about:

- How many years you've been attending NACA events and why.*
- Experiences you have gained through NACA.*
- Your most memorable NACA story.*

Send your NACAversary Notes to Glenn Farr at glennf@naca.org.



NACA Leadership and Member News

Durham and White Elected to NACA® Board of Directors

Congratulations to the newest members of the National Association for Campus Activities Board of Directors:



Kendrick Durham
Assistant Dean, Director of Campus Activities
Centre College (KY)



Shontae White
Student Engagement Manager
Florida International University-Biscayne Bay

They began their three-year terms on May 1. Learn more about their vision for the Association at naca.org/VOTE.

Wymer Is New E&R Graduate Assistant



Lukas Wymer joins the **NACA® Department of Education and Research** as its graduate assistant for the 2019-2020 academic year. Beginning in August, he will help coordinate the eNGAGE program for graduate students, among other duties and responsibilities with the department.

A graduate of the **University of Wisconsin-Platteville**, he's currently enrolled at the **University of Wisconsin-La Crosse** in the Student Affairs Administration master's degree program. He served as the graduate assistant for the Pioneer Involvement Program at the University of Wisconsin-Platteville, through which helped develop new Greek programming, advised students who fell below the mandated GPA and educated students about involvement opportunities.

He also served as the NACA® Northern Plains Campus Activities Marketplace Graduate Intern, as well as in a number of activities and program capacities throughout his college career.

2018 Scholarships for Student Leaders Recipients Announced

Congratulations to the five recipients of the NACA® Foundation's Scholarships for Student Leaders for 2018!



Kali Barnhart, who is pursuing a bachelor's degree in recreation management at **Springfield College (MA)**, received the **NACA® Northeast Scholarship for Student Leaders**. Also a 2018 recipient of the Alan Davis Scholarship established by Riddle & Bloom, she's held a number of volunteer positions in the NACA® Northeast Region and participated in the

Programming Board Institute.

A Living Learning Community resident assistant at Springfield, she's also a lifeguard and swimming instructor in the campus recreation department and a student assistant in the Undergraduate Admissions Office. She's active in NASPA Region 1, having participated in its Student Affairs Leadership of Tomorrow (SALT) Institute.



Joshua Cantong, a magna cum laude student at **Azusa Pacific University (CA)**, is the 2018 recipient of the **NACA® Foundation's Silver Anniversary Scholarship for Student Leaders**. He's pursuing a bachelor's degree in sociology with a psychology minor and expects to graduate in 2020.

At Azusa, he's on the executive board of the Black Student Association and has served as an Alpha Leader for Transfer Students, providing weekly counseling to and extracurricular activities coordination for transfer students to create a sense of community and belonging.



Megan McLaughlin, a 2019 graduate of the **University of Richmond (VA)** who majored in health studies, received the **Public Media Inc./Films Inc. Scholarship for Student Leaders**. A Dean's List student and the recipient of several other scholarships during her academic career, she also studied abroad in India, Brazil and South Africa through the School for International Training.

In addition, she volunteered at the University of Richmond Student Health Center and Rubicon's H.O.P.E. Addiction Treatment Program, and was affiliated with NASPA and the Kappa Delta Sorority.



Keyari Page, who has been pursuing an associate's degree in liberal arts at **Richland Community College (IL)**, received the **NACA® Mid America Scholarship for Student Leaders**. She plans to pursue a bachelor's degree in journalism and broadcasting at Eastern Illinois University in the fall.

At RCC, she's been a social media ambassador and a Learning Resource Center employee. In addition, she served as a Rainbow Push Coalition Student Orator, president of the Media Club, a Black Student Association spokesperson, the Student Government Association vice president, a Judicial Board member and a Retention Committee member.

Karla Palmer, a 2019 graduate of the **American University, School of Public Affairs (DC)** with a bachelor's degree in political science, received the **NACA® Mid Atlantic Thomas E. Matthews Scholarship for Student Leaders**. She also received the Outstanding Leadership in the American University Honors Program award and was involved in the School of Public Affairs Leadership Program and the Management Leadership for Tomorrow program.

In addition, she was a Housing & Residence Life resident assistant and was a research assistant for Professor Sonya Grier in the Kogod School of Business.



McDowell Awarded Zagunis Scholarship



Kimberly Niona McDowell, who is employed by the **Wayne State University Work Study: TRiO Educational Program**, is the 2018 recipient of the **NACA® Foundation's John Zagunis Scholarship for Student Leaders**, presented to students in the NACA® Mid America and Mid Atlantic regions.

McDowell earned a bachelor's degree in psychology from Wayne State University (MI) in 2015. During her undergraduate career, she served as vice president of Phi Alpha National Honor Society: Omicron Omicron Chapter and was assistant advisor of the Wayne State University Black Student Union. In addition, she was a member of the Wayne Together Collaborative cohort and received the Alpha Kappa Alpha Educational Advancement Foundation Graduate Merit Scholarship, among other honors.

Wrobel Awarded Caldarelli Scholarship



Kelly Wrobel, who is pursuing a master's degree in college student affairs leadership at **Grand Valley State University (MI)**, is the NACA® Foundation's **2018 Tese Caldarelli Scholarship** recipient. The scholarship is open to students in NACA's Mid America Region.

As a graduate assistant for programming at Grand Valley State, Wrobel advises students participating in Spotlight Productions, in addition to other student organization responsibilities. As an undergraduate, she was president of the Activities Council of Bradley University (IL), as well as president of Chi Omega-Mu Delta. Active in NACA, she most recently served as the Campus Activities Marketplace Graduate Intern at the 2019 National Convention. She is a past Alan B. Davis Scholarship (established by Riddle & Bloom) recipient and received a number of additional leadership awards as an undergraduate.

What's Happening?

Tell us what's going on in your professional and personal lives? Have you been promoted? Have you gotten married? Had a child? Share your joy with your peers in Campus Activities Programming®. Send brief items to Glenn Farr at glennf@naca.org.

Letters to the Editor

Would you like to share your thoughts on an issue affecting student affairs, campus activities or NACA? Why not start a discussion by writing a letter to the editor? Send brief letters (150 words) to Glenn Farr at glennf@naca.org. Share your opinions, but please keep it civil.

Write for Publication

Ready to become a published author? NACA can help you make it happen:

Trotter Receives MAT Undergraduate Scholarship



Nicholas Trotter, a 2019 graduate with a degree in psychology from **Susquehanna University (PA)**, received the **2018 NACA® Mid Atlantic Undergraduate Scholarship**.

"My goal, after completing my bachelor's degree, is to pursue a master's degree in student affairs and higher education," Trotter said. "I hope to support students as they grow and develop as leaders, just as the incredible professionals on my campus have helped me become the leader I am today."

A former resident assistant, Trotter was a Perspectives Peer Mentor in his school's Office of First Year Experience and was Head Student Ambassador for the Office of Admission. He also was a Fellow in the NASPA Undergraduate Fellows Program, as well as a member of his school's Gender-Based Violence Student Advisory Committee.

Apply for these Scholarships by June 30

Each year, the NACA® Foundation awards 32 scholarships and six research grants to assist undergraduate students, graduate students, professional staff and associate members in pursuing educational interests and career development. The deadline to apply for the following opportunities is June 30:

- NACA® Graduate Scholarships (MAT, CEN, NST, MAM)
- NACA® Northern Plains Regional Student Leadership Scholarship
- Alan Davis Scholarship (All Regions)

For details on all open scholarships, visit naca.org/FOUNDATION.

Journal of Campus Activities Practice and Scholarship (JCAPS)

The Journal of Campus Activities Practice and Scholarship is a biannual social science peer-reviewed journal focusing on publishing rigorous, relevant and respected scholarship related to postsecondary education co-curricular campus activities and translating such scholarship to practice. Learn more at naca.org/JCAPS and plan your submissions.

Campus Activities Programming®

NACA's award-winning magazine, published six times a year, offers experiential articles designed to inspire collaboration in bringing educational and entertainment programming to college campuses. Contact Editor Glenn Farr at glennf@naca.org for more information.

FROM THE NACA® ARCHIVES

During our 60th anniversary year, we will dig into the archives to share facts about the National Association for Campus Activities from days gone by.

NACA began in 1960 as a cooperative booking project in North Carolina. The following year, six attractions were block booked in North Carolina and Virginia. On Feb. 28, 1964, a booking meeting was held at North Carolina State University with 28 colleges and universities from throughout the Southeast and 11 agencies in attendance.

It was at that meeting that the need for talent showcases and educational sessions was identified.

NACA's Regional Structure and Upcoming Events

2019 Regional Conferences

NACA® South
 Sept. 26-29
 Chattanooga, TN

NACA® Mid Atlantic
 Oct. 17-20
 Buffalo Niagara Convention Center
 Buffalo, NY

NACA® Northeast
 Nov. 7-11
 Connecticut Convention Center
 Hartford, CT

NACA® Central
 Oct. 3-6
 Arlington, TX

NACA® Mid America
 Oct. 24-27
 Northern Kentucky Convention
 Center
 Covington, KY

NACA® West
 Nov. 14-17
 Ontario, CA

NACA® Live - A New Convention Experience
 Denver, CO • Feb. 22-26



Associates: Got a Tale to Tell?

Then write for Curtain Call in NACA's Campus Activities Programming® magazine (<https://issuu.com/naca>), like Larry J. Tish, who appears on Page C3. Join him on our roster of associate member writers and fill that special page with up to 900 words of something that happened to you on the road that's bizarre, amusing or touching. (Just be sure to not directly promote your act or agency.) Interested? Contact Editor Glenn Farr today at glennf@naca.org.



Download the NACA® App!



Welcome, New NACA® Members!

These members joined Feb. 22–April 29, 2019.

SCHOOLS

- College of Southern Nevada (NV)
- CUNY Brooklyn College (NY)
- Pierpont Community & Technical College (WV)
- Pima Community College Student Life (AZ)
- SUNY Oswego (NY)
- Tabor Academy (MA)

ASSOCIATES

NATIONAL GENERAL

- INGENUITY (KS)

NATIONAL SELF-REPRESENTED OR SOLO ARTIST

- Guitaro 5000 (NJ)
- L.H. (IL)
- SpeakerNickScott.com (KS)
- Tawan Perry Unlimited (NC)

REGIONAL GENERAL

- Guerilla Publishing, INTL. (FL)

REGIONAL SELF-REPRESENTED OR SOLO ARTIST

- Vanilla Aardvark (AZ)
- Wendy Weber Music, LLC (AZ)

NACA® Member Benefits

Networking at regional and national events, professional development training and saving money through Block Booking have long been benefits of National Association for Campus Activities membership. Here are some additional benefits that enhance the value of your membership and help you reach your professional development and volunteer goals.

NACA® Connect

Have a question about leadership, two-year institutions, student government or volunteering? Why not ask others who share your interests and responsibilities? Visit naca.org and click on the NACA® Connect button to discover communities available to you as NACA members, including:

- Leadership Education
- NACA Volunteer Central
- Student Government (Staff/Grad)
- Two-Year Institutions

Join one (or more) of these communities today to share knowledge and resources to make your work and volunteer activities more rewarding.

Amplify Your Experience!

Help spread the word about the value of NACA membership to prospective school members and create a greater, stronger



Association. More members mean more resources, more Block Booking opportunities, expanded professional development and more professional networking. Plus, when you participate in the Amplify referral program, you have an opportunity to enjoy some great incentives. Visit naca.org/Amplify to learn more.

What's NEXT for Your Students?

NACA® NEXT (Navigating Employability and eXperience Tool)

helps students prepare for their next step after graduation – their careers. It was developed in response to a survey published annually by the National Association for Colleges and Employers (NACE), in which employers identify the skills they are seeking from recent college graduates.

This online tool allows students to evaluate themselves on the skills employers seek and provides them with suggestions for mastering these skills through their involvement in campus activities. As an added option, this tool allows them to have their advisors evaluate them on these same skills. For more information on this member benefit, visit naca.org/Members/Next and sign up your students today.



Webinars on Demand: ENCORE Is Ready for You!

Submit your resources associated with your officer retreat curriculum, officer training materials, and assessment plans to ENCORE at naca.org/encore and make your knowledge and experience available to other NACA members all year long. While you're there, find our webinars ready to watch on demand! ENCORE is a members-only benefit, so log in at naca.org, click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video by clicking the highlighted links or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan at kaylab@naca.org.



Job Opportunities from The Placement Exchange

NACA partners with The Placement Exchange to promote job opportunities within the higher education field. Sign in at naca.org, then look under the Member Resources tab to find Higher Ed Jobs. To learn more about an opportunity listed there, click on the job title. If you are interested in applying for the position, visit The Placement Exchange at theplacementexchange.org.



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. Just complete the Volunteer Information Request Form (<https://goo.gl/WJyXZg>). 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 Sosa** at 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? Log in to 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 important to you.



OUTGOING. MOTIVATED. PLUGGED IN. CURIOUS.

Riddle & Bloom is an IDEAS AND ACCESS COMPANY that builds meaningful relationships with Millennial and Gen Z consumers – and the brands that matter to them most.

Riddle & Bloom brings opportunities for both students and programming boards to integrate top brands into campus life. We recognize how special the college experience is and look to build upon this with internship opportunities and unique events on campus.

Proud to be the exclusive marketing partner for NACA.

www.riddleandbloom.com



RIDDLE & BLOOM

10 QUESTIONS WITH ...

Dante Jones

Assistant Director,
Student Center and Spotlight Programs

Georgia State University



1 Leadership/management book you are currently reading?

Brené Brown's "Dare To Lead: Brave Work. Tough Conversations. Whole Hearts."

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

We have a joint partnership with Ideas United, which provides equipment to students to create five-minute films to be entered into a national contest. We had about 40 submissions this year.

3 Favorite campus program in your entire career and why?

Panther Prowl, because we're able to provide Friday night programming that's always well attended. We also have themes for each event. The first half is centered on the theme while the second half is a dance party. Our last theme for the semester was "Wipeout Warrior."

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

- My small cactus,
- My #NACA18 National Convention Program Committee photo, and
- My iPhone charger.

5 Best teaching tool for your students?

I've learned my students respond best when they are supported first and then challenged. Building rapport is integral to the work we do. Once students know you're in their corner, you're able to assist them with holistic co-curricular growth.

6 Technology that most benefits you at work?

Email and Instagram. Being able to reach students on both platforms has seemed to work and that's where students tell us they find information about our Spotlight events.

7 Most challenging aspect of your job?

Finding ways to engage our students. We're a commuter institution in the heart of downtown Atlanta and don't have a traditional campus setup. So, it's a bit tricky to catch students because they may not ever step foot in our programming spaces.

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

Being able to identify times when you can take time off or even taking time for yourself at lunch is important. Don't be afraid to let your supervisor know when you need "a day." Only you know when you're beginning to feel worn down so let someone know.

9 Best programming advice you've ever received?

Never be afraid to make mistakes. Just don't make the same mistake twice.

10 Something unique about your programming board?

Our Spotlight Programs Board pays all 12 of our directors.

"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 Editor Glenn Farr at glennf@naca.org.

CURTAIN CALL

Enjoy the Moment

I'M NOT DYING. Well, yes, I am; we all are. Just not right now. (I think.)

I realize mentioning death can seem morbid, but I've come to realize contemplating death and grappling with the reality of mortality only adds to one's felicity while still alive.

For much of my life, I had a terrifying fear of death. The thought of nothingness, of "no Larry," gave me the creeps. On my journey to relieve myself of this fear, I was introduced to Buddhism in 1985. It was then I read the words of the true Buddha, Nichiren Daishonin:

The life of a human being is fleeting. The exhaled breath never waits for the inhaled one. Even dew before the wind is hardly a sufficient metaphor. It is the way of the world that whether one is wise or foolish, old or young, one never knows what will happen to one from one moment to the next. Therefore, I should first of all learn about death, and then about other things.

That stayed with me like a Manhattan Villa Meat Lover's Pizza at midnight when I went to Arizona State University. More recently, a friend turned me on to a new app called WeCroak. It sends me five quotes a day on death and is based on the idea that in Bhutan, they say contemplating death five times daily brings happiness. (Who knew the Bhutanese were such a happy bunch of Buddhists?)

I have no idea of dying any time soon. However, the WeCroak quotes inspired me to start what I am calling "Larry's Hospice Playlist," a collection of songs I want my wife to play as I continue my journey from life to death. (This is predicated on the idea I go before my wife does, so she can play it.) These tunes inspire memories and bring me joy, comfort and, most importantly, a smile. First up: "Stairway to Heaven" by Led Zeppelin, followed by Bob Marley's "Three Little Birds." And on it goes: memorable tunes from Billy Joel, Cat Stevens, The Eagles, Queen, The Doobie Brothers, Phil Collins, AC/DC, The Pretenders – you get the picture. I'm making it long enough so it doesn't have to loop!

But here's my mortal take on why understanding death makes for a happier life. None of us knows when the Grim Reaper will appear. Most likely, it's not going to happen on the evening of your frat house's big homecoming party or the night of your first date with sorority President Brittany Sullivan* (but you never know!). The awareness of your mortality, even at age 19, may be the very encouragement you need to ask Brittany out. (Let's face it: she's way out of your league, anyway, so what do you have to lose?) All we really have is this moment and we don't know how many exhales we have left. (Besides, once you graduate, your opportunities for asking a sorority president out diminish considerably. Trust me.)

Whether you have one day, one year, one century or one date with Brittany, why not live as fully as possible? Take risks. Smell the roses. Be good to yourself – while you still have a self to be good to!

Another side effect of embracing mortality is developing an attitude of gratitude. As my Buddhist teacher Daisaku Ikeda has said, "Those who always have a sense of appreciation and gratitude never reach an impasse in life." Appreciate what you have while you have it. In our culture of extreme want and desire, expressing gratitude is often overlooked. Understanding the fleeting nature of life, and even our possessions, provides us the opportunity to appreciate what we have rather than begrudging what we don't have.

I'll leave you with one of my favorite WeCroak quotes by Milan Kundera: "The man hunched over his motorcycle can focus only on the present. He is caught in a fragment of time cut off from both the past and the future. He has no fear, because the source of fear is in the future, and a person freed of the future has nothing to fear."

And, yes, Brittany is so on that motorcycle with you!

Enjoy the moment!

**Brittany Sullivan is not a real person.*



**LARRY
JAY TISH**

LARRY JAY TISH is managing director with *Dialogues On Diversity (MA)* and an Associate Member of the National Association for Campus Activities. Learn more: www.dialoguesondiversity.com.

"Curtain Call" is a regular feature of *Campus Activities Programming** (<https://issuu.com/naca>) 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.



NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

13 Harbison Way
Columbia, SC 29212
naca.org

You are invited ...
... to help us celebrate
NACA's 60th birthday!

Next year will be a big year for the National Association for Campus Activities. Not only are we celebrating our 60th anniversary but we've already started planning for the 2020 National Convention in Denver!

We are currently gathering memories - written and digital - to share with our members throughout the year and leading up to Denver. We'd love to hear about:

- Your most memorable NACA story.
- How many years you've been attending NACA events and why.
- Vintage photos or NACA keepsakes.
- Birthday wishes for the organization.

Please send your NACAversary Notes to Glenn Farr at glennf@naca.org.

