

**CAMPUS ACTIVITIES**

# **PROGRAMMING®**

**VOL. 49 // NO. 5 // NOVEMBER/DECEMBER 2016**

## **IT'S ALL ABOUT THE NUMBERS!**

**BEYOND PROGRAMS:  
DEMONSTRATING STUDENT  
LEARNING IN CAMPUS  
ACTIVITIES**

**ASSESSMENT:  
THE BASICS YOU NEED**

**MILKING A DOLLAR  
OUT OF A DIME**

**20 WAYS TO SAVE  
ON YOUR LARGE CONCERT!**



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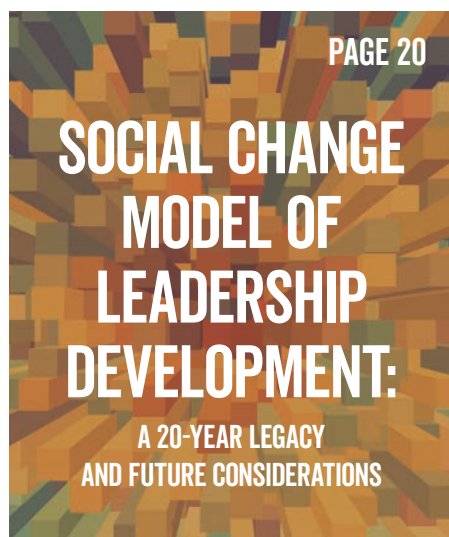
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# YOUR MAGIC NUMBERS



**I DON'T THINK I HAD ANY PROBLEM WITH MATH UNTIL THE EIGHTH GRADE,** when I had a teacher who, to put it charitably, wasn't a gifted instructor. I left that math course a bit confused and disillusioned with numbers, but I was forced to move on to ninth grade algebra, which led to trigonometry and the only C's I was ever to make in my entire academic life. And, after eighth grade, on standardized tests, my math scores usually came in about 200 points lower than my verbal scores.

But that was a very long time ago and I've had plenty of time since to reacquaint myself with the magic of numbers. These days, in fact, numbers are pretty important to me.

A few years ago, I experienced what I considered to be a cardiac health scare based on a preliminary test to which I voluntarily submitted, based on expectations from family medical history. Consequently, I was referred to a cardiologist for further testing to determine whether I might have an arterial blockage near my heart. It turned out everything was fine, but I knew then math and I would never be parting ways. To ensure I'd remain healthy, I would need to monitor dietary intake, weight, blood pressure, blood sugar, cholesterol and a few other health categories – for the rest of my life.

Every morning, I weigh myself and check my blood pressure. I measure the components of my meals, listing nutritional elements in six categories: sodium, carbohydrates, saturated fat, cholesterol, fiber and calories. I daily record a numerical value for each category in its own column in a spiral steno pad. Old school, yes, but that's what works for me. When the bad numbers are high, my periodic lab results verify that I've been cheating. When the bad numbers are low, the lab results are far more appealing.

It's all about the numbers.

Yes, I have numbers – data – to give me a picture of where my health is, and where it's heading. Lately, my numbers are up in bad ways and I'm not pleased with myself. Nevertheless, my general practitioner told me I might not be in *perfect* health, but I'm also nowhere near disaster health-wise – and that's a win in his book. And mine.

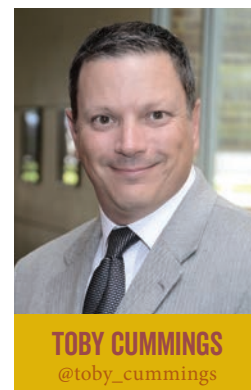
Numbers can tell you much – from your state of health to attendance at a program, or from funds left in your budget to the expected temperatures at that outdoor program you're planning soon. Our writers this month explore numbers, particularly as they pertain to assessment and managing costs and other budgetary matters. Please take advantage of their advice, so you can find your magic numbers.

**NACA® CORE VALUES: 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.*



# HOW ABOUT A LITTLE USEFUL “LIGHT READING?”



## BUDGETING AND ASSESSMENT IN THE SAME ISSUE OF CAMPUS ACTIVITIES

**PROGRAMMING®?** Not exactly the light reading you may have been seeking as we head into the holiday season. However, as the calendar year draws to a close, these two topics make perfect sense to me. We will be asking the NACA® Board of Directors to adopt an Association budget for fiscal year 2018 at their December 2016 meeting. NACA staff and regional volunteer leaders will be reviewing feedback and data from six regional conferences to assess our efforts and make changes for improvement going forward.

“If your outgo exceeds your income, your upkeep will be your downfall.” – Bill Earle

This quote has circulated in the accounting and management worlds for a long time. It’s often repeated in jest when crunch time comes during budget preparations. However, it rings true when, at some point in the process, there are more red numbers than black in the spreadsheet. To avoid that color disparity, we here at NACA annually engage in the pseudoscience of developing a budget. Budgeting is that wonderful part of an organization’s cycle that leads many of us to wish we were as talented as some of the performers we bring to campus or see on the NACA® showcase stages. You know the talent of which I speak – those performers who are able to accurately predict the future! Wouldn’t it be wonderful to know without a doubt how many people will register and attend each of your events 14 months from now? To know the anticipated cost of exhibit hall carpet per yard and fuel costs for the production team to travel across the country? Or perhaps better yet, to know what the Wi-Fi costs may or may not be in a facilities contract you are signing for 2020 when the facility itself can’t even start to tell you what that technology may look like then?

While we may not have the fantastic prognosticating abilities of many of our noted NACA® performers, there are various aspects of better budgeting that can be pursued, and as long as we have historical and accurate data, we can get to a starting point. I’m hopeful the information contained in this issue will help you accurately predict that your outgo will not exceed your income.

Throughout my 20 years in association management, I’ve watched countless volunteer-led organizations change direction or program offerings based on the whims of the current committee or volunteer leadership – leadership that typically turns over completely every three years. Many times, I compared these changes to plucking noodles out of a boiling pot of spaghetti and tossing them on the wall to see which ones would stick.

With regard to assessment, Jim Collins, author of best sellers “Built to Last” and “Good to Great,” worked in 2006 with the American Society of Association Executives and The Center for Association Leadership to publish “7 Measures of Success: What Remarkable Associations Do That Others Don’t.” This book took a hard look at various associations that had staying power in the marketplace and the factors that helped them consistently perform better than others. One of the key factors identified was the use of data-driven strategies, data primarily obtained from assessment. While we know it takes time, resources and energy to complete assessment, the thought of wasting precious assets is almost too much to bear. I’m sure our writers this month offer helpful advice to help prevent you from resorting to tossing noodles on the wall.

“Insanity: doing the same thing over and over again and expecting different results.” – Albert Einstein

“Stupidity: making changes to something in an effort to make it better without assessing what you have done in the past.” – Toby Cummings

So, as the end of the calendar year draws near, I encourage you to turn the page and dig into some “light reading.” Budgeting and assessment are two keys to success for you and your organization. They both require brainpower and effort, but I’m sure the rewards will be greater than you imagine.

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# 20 WAYS TO SAVE MONEY ON YOUR LARGE CONCERT

BY  
JOLENE CHEVALIER  
HOW TO CONCERTS LLC (WI)



**BUDGETS ARE TIGHT AND YOU'RE PINCHING PENNIES WHEREVER POSSIBLE.** But how can you trim the budget without insulting the performer or compromising the quality of your large concert? With a little strategic thought and planning, you can trim small amounts of money from many different areas, adding up to big savings:

1. **BOOK A ROUTED ARTIST TO SAVE MONEY ON THE ARTIST GUARANTEE.** When routed, artists save money on travel and you reap the benefits of that savings. They also often carry their own backline band gear on tour with them. Some may even carry production elements such as special lighting.
2. **HOST YOUR CONCERT ON A SUNDAY THROUGH WEDNESDAY.** Artists typically don't have as many weekday offers, so they may come down in price to fill an otherwise open date.
3. **RESEARCH ARTIST PRICES.** An agent's job is to make money for their artist. Do your homework and find out what other buyers are paying the artist. A middle agent can gather that info.
4. **USE A MIDDLE AGENT.** Yes, you have to pay a middle agent for their services, but you will make up for their fee in savings. They will help you trim the budget, ensure a fair artist price, and avoid unnecessary expenses.
5. **ACT FAST WHEN A DISCOUNTED, ROUTED, OR UP-AND-COMING ARTIST OPPORTUNITY PRESENTS ITSELF.** If you think you've found a great deal, chances are someone else is thinking the same thing. The longer you wait or deliberate in committee, the more likely you are to miss out. The early bird gets the worm – or in this case, the booking.
6. **UTILIZE FREE MARKETING TOOLS.** Sidewalk chalk, community and campus calendars, and word-of-mouth campaigns are all basically free. Run contests on social media based on shares and retweets. Committee members should turn their Facebook cover photos into an event banner.
7. **GET THE ARTIST TO INTERACT ON SOCIAL MEDIA.** Tag them in tweets, photos, etc. Ask the artist management team to assist if you aren't getting a response.
8. **CREATE YOUR OWN POSTERS AND FLIERS.** Having students design marketing materials is both a learning opportunity and a way to save money. As long as you get the materials approved before distributing them, many performers will allow you to use student-made marketing assets.
9. **UNDERSTAND THAT TICKET TRADES ARE A WAY TO "PAY" FOR ADDITIONAL MARKETING.** If you have extra inventory or don't plan to sell out, offer the extra tickets for radio contests, giveaways, and creative promotions.
10. **FIND SPONSORS FOR YOUR EVENT.** Some schools have large sponsorship agreements for their events, but even small sponsors can help offset some costs. For example, a local restaurant may agree to feed your volunteers in exchange for marketing exposure.
11. **ASK THREE PRODUCTION COMPANIES TO SUBMIT BIDS FOR YOUR SHOW IN ORDER TO FIND THE LOWEST PRODUCTION PRICE.** Just make sure they are all planning to provide similar high-quality equipment that meets the artist's standards. Ask the artist's production manager to assist, but let them know you are trying to save money while still creating the best show possible.
12. **IF YOU ARE LOYAL TO ONE PRODUCTION COMPANY, ASK THEM TO COME UP WITH AN ALTERNATIVE, LESS EXPENSIVE PRODUCTION PLAN THAT STILL MEETS THE ARTIST'S NEEDS.** Make sure the artist's team approves of the new plan, as it may not be exactly what is listed on the artist's rider.
13. **IF YOU ARE WORKING IN A SEATED THEATER VENUE, FIND OUT IF ANY IN-HOUSE EQUIPMENT CAN BE USED INSTEAD OF RENTING ADDITIONAL EQUIPMENT.**
14. **IF YOU ARE ALLOWED TO USE AN OUTSIDE TICKETING SERVICE, TRY COMPANIES THAT ARE LESS EXPENSIVE THAN THE BIG-NAME TICKET SERVICE COMPANIES.** This translates into lower fees for your ticket buyers, as well.
15. **WHEN ADVANCING HOSPITALITY AND CATERING, ASK THE TOUR MANAGER IF ANYTHING CAN BE CUT FROM THEIR LISTS FOR THE SAKE OF ELIMINATING FOOD WASTE.** You may be surprised at how many items their tour members can do without.
16. **IF YOU ARE NOT REQUIRED TO USE CAMPUS CATERING FOR MEALS, YOU CAN OFTEN SAVE MONEY BY HAVING EVERYONE ORDER FROM A FEW LOCAL RESTAURANT MENUS AND SENDING STUDENT VOLUNTEERS TO PICK UP THE FOOD.** Choose a variety of reasonably priced quality options.
17. **USE STUDENT VOLUNTEERS TO SCAN TICKETS AT THE DOOR INSTEAD OF HIRING HOUSE STAFF.**
18. **USE STUDENT VOLUNTEERS AS LABOR WHENEVER ALLOWED.** Just make sure they wear real shoes and can safely carry production equipment. Many schools use a mix of professional and student labor.
19. **HAVE YOUR STUDENT WORKERS OR VOLUNTEERS CLEAN UP AFTER THE SHOW.** This will save you money if you would otherwise have to pay for venue cleanup staff. Paying a professional to clean up confetti or streamers can be expensive.
20. **ASK QUESTIONS.** Ask your production company, catering department, and venue for ideas on how to cut costs without compromising the show or safety of patrons. Staff at all of these organizations can help you minimize costs and stay within budget.



#### 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®.

# MILKING A DOLLAR OUT OF A DIME:

## MAKING THE MOST OF YOUR SALARY OR STIPEND

By

**SEAN GOHEEN**

University of Kentucky

**IN STUDENT ACTIVITIES**, our salaries and stipends can have a huge effect on our ability to have a work-life balance. Our profession is a skilled one, and we have a right and duty to make the most of what we earn as educators. We can also take the ideas I offer here, as well as any of your own, and share them with our students, using them to more successfully overcome the socio-economic barriers we all might face. But there are also practical benefits.

Saving money is green – and it's also green. It's first green because money is often referred to as green (as in greenbacks) and saving helps money grow. But did you realize saving money and maximizing a budget could also be environmentally friendly? When you make better choices through wise budgeting, you waste less – in both cash and goods that you likely didn't need to buy in the first place. Less consumption ultimately means less that goes into a landfill.

In addition, many of us in our field carry some form of debt, be it a student loan, a car payment, or maybe even a home mortgage. Frugality now can help us achieve our goals in paying off student loan debt or saving for that new car more quickly.

Finally, we talk a lot in our field about work-life balance. Much of the balance on the life side requires some funds, and the tips I share here should help you have more of that cash for both the necessities and fun things in life, if you're fortunate enough to be able to pursue those interests.





## DEVELOP A STRATEGY

To manage money effectively, you need a strategy. Begin by developing a monthly budget based on your needs (rent, insurance, groceries) and your wants (streaming services, lattes at the campus coffee house). There are plenty of great resources available for developing a budget, so I won't rehash those here. Just search online and you will find what you need. Nevertheless, a budget is a great strategic place to begin your salary-maximizing journey. I prefer to think of budgeting as a game, and I try to win in all my financial transactions. As a competitive person, this mindset helps me make budgeting fun and it augments my saving strengths.

Here are some creative tips for making the most of your purchasing power:

### SHOPPING

#### GENERAL STRATEGIES

- Go shopping right after work! You're already out and about, so make the most of your time and gas. While you're at it, handle several errands at once!
- If you can wait to buy something, wait! Almost everything ultimately goes on sale, so if you can wait, wait. Holiday decorations and candy, in particular, are always marked down immediately after a holiday. Many unwise shopping experiences are the result of impulse buys; resist those impulses!
- Conversely, if you find something you know you'll need later, and it's on sale now, go ahead and get it if you can (unless it will expire before you need to use it).
- Ask if a business offers you a discount for being an employee of your university. The worst they can say is "no," and you could end up saving a few dollars!

#### COUPONS AND DISCOUNT CARDS

- Use coupons! General ones come in the Sunday paper, and if you're lucky, some useful ones even come in your mail. Also, there are plenty of general and store-specific coupons available online and via e-mail.

**I PREFER TO THINK OF BUDGETING AS A GAME, AND I TRY TO WIN IN ALL MY FINANCIAL TRANSACTIONS. AS A COMPETITIVE PERSON, THIS MINDSET HELPS ME MAKE BUDGETING FUN AND IT AUGMENTS MY SAVING STRENGTHS.**

- Many stores offer apps providing digital coupons that can add to your savings.
- Find out if a store has a rewards program, card and/or app. If you're already shopping there, make the most of it and get rewarded for something you were already going to do. (Just be sure to redeem your rewards when you earn them!) In 2015, I saved over \$400 in groceries alone with only my reward card and coupons. (I am now tracking my gas savings, too, for 2016.)
- Some stores offer bonus rewards on certain items. Kroger, for example, offers double and occasionally quadruple reward points on gift cards. If I'm planning on making purchases as Target or Amazon, I buy gift cards first to get the extra gas points! Starbucks gift cards are also a great way to refill your cup and earn stars for those purchases if you can't break away from the caffeinated mermaid (but more on that later).

#### CREDIT CARDS

- Find a credit card offering the rewards that best suit you and get it. Common options include store vouchers, cash back, and airline miles. Like the reward program cards, get the most out of what you're already doing.
- Be sure to pay these off, or as much as you can, every month. Racking up interest undoes all the great rewards you earn.

#### ALTERNATIVE SHOPPING

- Look into off or generic brands. Most are the same as the real thing! Aldi is an example of a store that sells off or generic items.
- "Scratch & dent" stores sell perfectly

good products at steep discounts just because a product may be a little less than perfect visually. This is a great way to find personal care and household items for less.

- Check out secondhand stores, such as Goodwill, Habitat Re-Store, and local consignment shops, as well as yard sales and flea markets for furniture, clothes, housewares, and the makings for your next DIY project.

### AT HOME

- Always pay your bills on time. Late fees and interest add up.
- Stay organized. Don't waste money on food you forget to consume because your pantry is a mess or buy something you already had because you couldn't find it.
- Invest in reusable containers for leftovers. Advanced meal preparation goes a long way in saving time in a busy week. It also has a lower impact on your utility costs if you're using kitchen appliances less frequently and more strategically. Just be sure to know how long your prepared meals will be safe to eat!
- If you have the space and the know-how, grow your own vegetables and even fruit.
- We all work on college campuses and many of us live in college towns. There are plenty of free things to do around town that are not geared toward undergraduate students.
- Are you an iced tea drinker? Brew your own for pennies a gallon instead of dollars. Flavor and sweeten it to taste.
- If you have a Keurig-style brewer, invest in reusable K-Cups. They're easy to clean, eco-friendly, and your wallet will thank you.
- Invest in a travel mug (or two) and

a reusable water bottle. As with iced tea, brew your morning cup of coffee for pennies instead of paying tens of dollars every week at a coffee shop.

#### AT WORK

- Are you a coffee or tea drinker? Bring a single cup brewer or an electric kettle to the office. If you need creamer (as I do), keep that in the fridge. It lasts much longer than milk, is much cheaper and doing this is much quicker than going to the nearest coffee shop. Plus, it's also much more convenient during those busy periods when you're on campus way earlier or way later than a coffee shop's serving hours.
- If you're aiming for a specialty drink, again, get a rewards card for the coffee shop if it offers one.
- Pack a lunch! It'll save time and money, especially on those particularly hectic days.
- Keep some plastic containers in your desk for when there's leftover food at an event.
- If you have multiple errands to run,

block off time and do them all at once.

- Many grocery stores now offer curbside pickup for large orders and they can be a major money and time saver. If you purchase a lot of materials and supplies for events, an Amazon Prime membership can be a time and money saver for you and your students/office, especially if you've been using your personal vehicle to handle these tasks.
- Finally, if your college or university offers a matching retirement contribution, match it. For example, if the university offers a 2.5% match if you contribute 5%, contribute 5%! This money is a small sacrifice now that can return much greater rewards in the future.

This is by no means a comprehensive list of ways to stretch your dollars, and not every idea may work for each of you. However, I hope they inspire you to reflect on your own financial habits and decisions and discover ways to do more with your budget, and perhaps your programming board's budget, too!

*Editor's Note: Mention of specific companies and vendors is for illustrative purposes, only, and does not imply an endorsement on the part of the writer or NACA and/or its employees.*

#### ABOUT THE AUTHOR



**Sean Goheen** is an assistant director of the Office of Student Organizations and Activities at the **University of Kentucky**. He presented two sessions at the 2015 NACA® Mid America Regional Conference and also served as the conference's Diversity Initiatives Coordinator. He is currently pursuing a master's degree in business administration at the University of Kentucky. He holds a master's degree in student personnel administration in higher education from the University of North Carolina-Greensboro, where he served as a graduate assistant, and bachelor's degrees in political science and history from Penn State University.

## BOOK THE BEST ENTERTAINMENT FOR YOUR CAMPUS THROUGH NACA... ANYTIME, ANYWHERE.

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WITH NACA

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it's all about the

# VOLUNTEERS

# 2,000

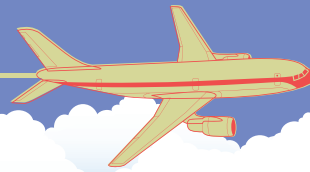
Average number of volunteer hours it takes to plan a NACA® event

(That works out to about 90 hours per volunteer—over 2 full work weeks!)



# 200 MILES

Average distance traveled by volunteers to events



# 30

Average number of volunteers it takes to plan a NACA® regional conference



# 100+

Average number of volunteers working on site at a NACA® regional conference

**WHY VOLUNTEER?**  
EXPERIENCE IT'S FUN!  
IDEA SHARING  
NETWORKING  
SERVICE  
PLANNING  
PROFESSIONAL DEVELOPMENT  
EVENT

# A DECADE

Longstanding NACA® volunteers average 10 years of service to the association!



# 25%

Percentage of NACA® member schools with active volunteers  
#notenough #wecandobetter

**Want to Volunteer?**

Visit [www.naca.org](http://www.naca.org) 24/7 for opportunities or contact Laura Jeffcoat at [lauraj@naca.org](mailto:lauraj@naca.org).

# BEYOND THE PROGRAMS

## Demonstrating Student Learning and Impact in Campus Activities

By

**ASHLEIGH MOYER**

The University of Tennessee-Knoxville



### **YOU KNOW YOUR STUDENTS ARE LEARNING.**

Sometimes you are lucky enough to get that rewarding phone call or email from a graduate happy to share how their experience as a student leader is benefiting them in their new job. You watch students grinning ear to ear on graduation day and remember how different they were when you met them their sophomore year and how much they've grown and developed along the way. While you know your students are learning, anecdotes like these are not enough to demonstrate the true value added as a result of the student involvement and leadership opportunities being offered through your department.

In a time of growing demands for measuring instructional effectiveness and increasing calls for accountability, demonstrating that student learning is occurring through your programs will reinforce your credibility and exhibit the value campus activities adds to an institution.

When I started my journey in campus activities, “assessment” was THE buzzword of the time. Those of us coming into the field then were assessing everything. Every program, volunteer experience, student retreat – everything had an associated survey and we were proud of it. We tucked away hundreds of pages of data into the back end of an annual report, and, at the end of the year, we had a mountain of data on our hands, very little of which was useful.

I was fortunate to be at an institution where I sat on an assessment team with colleagues much more knowledgeable about the subject than I. The team consisted of new, mid-level, and seasoned professionals working to review, enhance

and sometimes streamline the assessment efforts occurring within our division. The team served the division in a number of ways, such as drafting standardized demographic questions, linking learning goals to survey instruments, and reviewing NSEE (National Society for Experiential Education) data to determine ways to enhance our programs and services. It was in one of these meetings that our chair asked, “Do we really care if the students enjoyed their lunch at the Day of Service event?” It was a vivid example to help us see what we were doing wrong.

Of course, we wanted our students to have positive experiences with our programs, but that's not the type of question we needed answered. We were asking the wrong questions, as well as too many questions, and we weren't getting the information we needed. Once we realized we could make assessment easier, quicker and more interesting by asking the right questions, the “A-word” became less burdensome and, conversely, more exciting.

## EFFECTIVELY CAPTURING DATA

One of the key pieces in our journey to being able to assess our campus activities efforts has been the ability to effectively capture student data. Through the creation of a homegrown university identification card swipe system, built in partnership with the campus IT department, we have been able to identify the students we're reaching. This became important as it allowed us to process demographic data on these students and get a clearer picture of this population.

An important data point is whether or not those students involved in campus activities are performing better academically. A simple report on the average GPAs of our involved students helped us demonstrate that students involved in campus activities are performing well, with 83% of these students carrying a GPA of 3.0 or higher. We found students involved in campus activities carry a higher overall GPA (3.3) than the all-student body GPA.

We have also been able to see how well we reach special populations, such as transfer students or underrepresented students. We learned we needed to target male students when we discovered only 41% of our involved students identify as male.

## TELLING OUR STORY TO THE UNIVERSITY

Our assessment also helps us tell our story to the university community. Last year's total event attendance came to 28,135 people, with 6,996 of those attendees being unique users, which means the campus programming board reached 36% of the full-time student body. Numbers talk and being able to quantify the impact of your department is a great tool in demonstrating the value added to the university.

Proper data collection has residual benefits in that it can be used to help identify the students who are not utilizing your opportunities and help give you knowledge to best reach them. Our university's office for institutional data is able to provide a sample of students who are not our involved student users based on the card swipe data we supply them. This creates the opportunity to survey these students through a campus activities needs assessment. Asking question such

## EXAMPLE IMPACT QUESTIONS FOR A CAMPUS ACTIVITIES NEEDS ASSESSMENT

- As a result of participating in campus activities, I feel a stronger sense of belonging at the University of Tennessee. (78% Agree/Strongly Agree)
- Involvement in campus activities contributes to a student's success at the University of Tennessee. (75% Agree/Strongly Agree)
- As a result of participating in campus activities, I have had increased exposure to diverse populations and experiences. (80% Agree/Strongly Agree)
- I have chosen to attend a Vol Night Long event instead of an event with alcohol. (70%)
- When making your decision of which college to attend, how important were the following factors? - Campus activities offered by the college/university (72% Very/Moderately Important)

as, "What are the most common ways you learn about campus events?" along with, "How do you prefer to learn about campus events?" yields feedback to help the department better serve and reach these student non-users.

Our department has found it particularly beneficial and rewarding to share the results of campus activities needs assessments with the student leaders on our programming boards. These students have utilized the data to help reinforce the need to diversify membership, to justify the need to expand weekend programming, and to give the board useful data to help them guide programming and budget allocation decisions. They better understand the importance of data-based decision making in their roles of being responsible stewards of their peers' student fees. Most recently, they have enjoyed being involved in helping build the survey instrument.

## DEMONSTRATING LEARNING THROUGH PRE-TESTS/POST-TESTS

One of the most beneficial tools for demonstrating student learning can be a pre-test/post-test of student leaders on the programming board. Analyzing these results at the end of each academic year yields strong data points for annual reports and helps identify areas of improvement for our training and for advisors. While learning goals are measured, it is often the data on other factors that contribute to retention and persistence to graduation that are of most interest to decision makers. Therefore, we also give focus to questions surrounding a sense of belonging and connectedness.

Institutional effectiveness is increasingly being measured not only by graduation rates, but also by a rapidly growing focus on employment rates and career placement. As such, there has been a trend of

## EXAMPLE QUESTIONS FOR A LEADER POST TEST

### Evidence of Student Learning

- 100% of student leaders can list at least three transferrable skills that they have gained from their leadership position within the board. The most common skills listed are communication, leadership, time management and organization.
- 81% strongly agree or agree that their involvement has helped expose them to diverse populations and experiences.

### Retention/Engagement Findings

- 100% of student leaders strongly agree or agree that their involvement on the board has had a positive effect on their collegiate experience.
- 100% of student leaders strongly agree or agree that their involvement on the board has made them feel more connected to campus.
- 100% of student leaders strongly agree or agree that involvement in campus activities contributes to a student's success at the university.



measuring whether students are gaining important skills inside or outside the classroom. Each year, the National Association of Colleges and Employers (NACE) conducts a “Job Outlook Survey” asking employers to rank the 10 skills they find most desirable when hiring college graduates. One of the most recent and effective tools in demonstrating student learning is to utilize the student leader post-test to ask student leaders where they gained these 10 skills (see charts representing our data at right).

When surveyed if their leadership skills were gained primarily through classes or through their campus activities leadership experience, the majority of our student leaders reported gaining the skills of problem solving, teamwork, communication, ability to influence and planning/prioritizing work primarily through their campus involvement roles rather than in the classroom. This data provides evidence that our campus activities departments are indeed contributing to students’ intellectual development and that there is a measureable impact of the value of student leadership experiences.

### ASKING THE RIGHT QUESTIONS

Yes, you know your students are learning and your programs add significant value to the institution and student experience. When building the next assessment project, take into consideration what is of value and a priority to your institution. Then ask the right questions to demonstrate the impact of and value added by student activities on your campus.

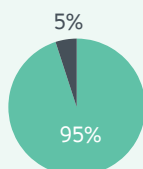
### ABOUT THE AUTHOR



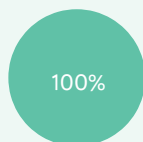
**Ashleigh Moyer** is the director of the Center for Student Engagement at the **University of Tennessee-Knoxville**, where she previously served as assistant director of the Office of Student Activities and as a hall director. She has been active in NACA® South as a presenter and educational session reviewer and was named the region’s Outstanding Campus Activities Professional in 2014. She is also active with NASPA and the Southern Association for College Student Affairs (SACSA). She holds a master’s degree in public administration and a bachelor’s degree in business, both from the University of Tennessee-Knoxville.

## THE TOP 10 CANDIDATE SKILLS/QUALITIES EMPLOYERS SEEK

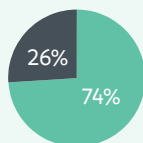
■ My Campus Involvement  
■ My Classes  
■ Not At All



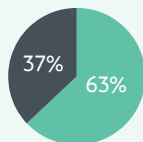
1. Ability to verbally communicate with persons inside and outside the organization



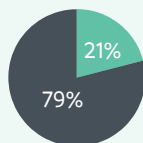
2. Ability to work in a team structure



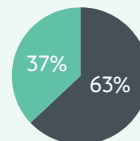
3. Ability to make decisions and solve problems



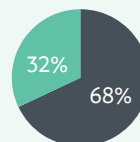
4. Ability to plan, organize and prioritize work



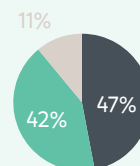
5. Ability to obtain and process information



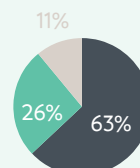
6. Ability to analyze quantitative data



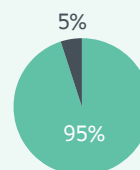
7. Technical knowledge related to the job



8. Proficiency with computer software programs



9. Ability to create and/or edit written reports



10. Ability to sell or influence others

Source: NACE, 2013

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**WHEN BUILDING THE NEXT ASSESSMENT PROJECT, TAKE INTO CONSIDERATION WHAT IS OF VALUE AND A PRIORITY TO YOUR INSTITUTION. THEN ASK THE RIGHT QUESTIONS TO DEMONSTRATE THE IMPACT OF AND VALUE ADDED BY STUDENT ACTIVITIES ON YOUR CAMPUS.**

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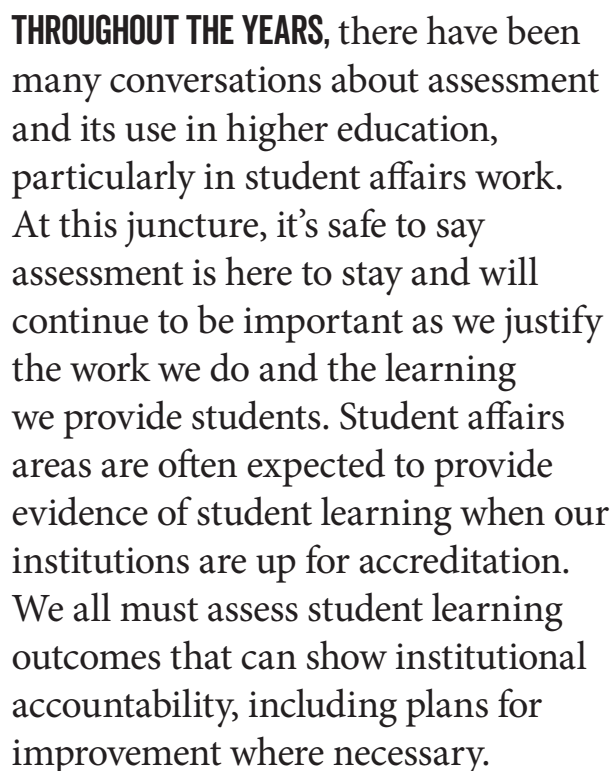
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# ASSESSMENT: BASICS YOU NEED TO BEGIN

BY

**GAYLE SPENCER, PH.D.**

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



**THROUGHOUT THE YEARS**, there have been many conversations about assessment and its use in higher education, particularly in student affairs work. At this juncture, it's safe to say assessment is here to stay and will continue to be important as we justify the work we do and the learning we provide students. Student affairs areas are often expected to provide evidence of student learning when our institutions are up for accreditation. We all must assess student learning outcomes that can show institutional accountability, including plans for improvement where necessary.



According to Upcraft and Schuh, “Assessment is any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness” (1996, P. 18). Schuh, Biddix, Dean and Kinzie (2016) now suggest that program or initiative effectiveness also be added to this definition. It’s not enough, however, to just assess effectiveness. The next step is to evaluate the assessment data collected, with the definition of evaluation being “...the use of assessment data to determine organizational effectiveness” (Schuh et al, 2016, p. 5).

Although we sometimes end up with results that are unexpected, that allows us to decide how to proceed from that point. In my opinion, assessment is like conducting an experiment. We’ll have a hypothesis, conduct the experiment, view the results, and make a determination as to whether our assumptions were correct. If they weren’t, then we’ll need to adjust to make our programs and activities more useful so students can learn from them.

## TOOLS AND STRATEGIES

To be effective at assessment, we must use multiple, diverse approaches. We are measuring student learning, and some methods are better at telling the story than others. There are two ways to measure student learning – through direct or indirect evidence. Direct evidence is preferred and is described as “evidence that a skeptic would accept” (Suskie, 2009, p. 20).

Indirect evidence is less clear and indicates student learning is most likely taking place. Kirkpatrick and Kirkpatrick (2006) offer a framework for understanding four levels of indirect evidence:

- **Reaction:** Students’ satisfaction with their learning experience.
- **Learning:** What students gained as a result of their learning experience.
- **Transfer:** How students have used what they learned in later endeavors.
- **Results:** How what students learned helped them achieve their goals and/or our goals for them.

When it comes to assessing a department, there are already existing standards for many of the functional areas in student affairs. The Council for the Advancement of Standards in Higher Education

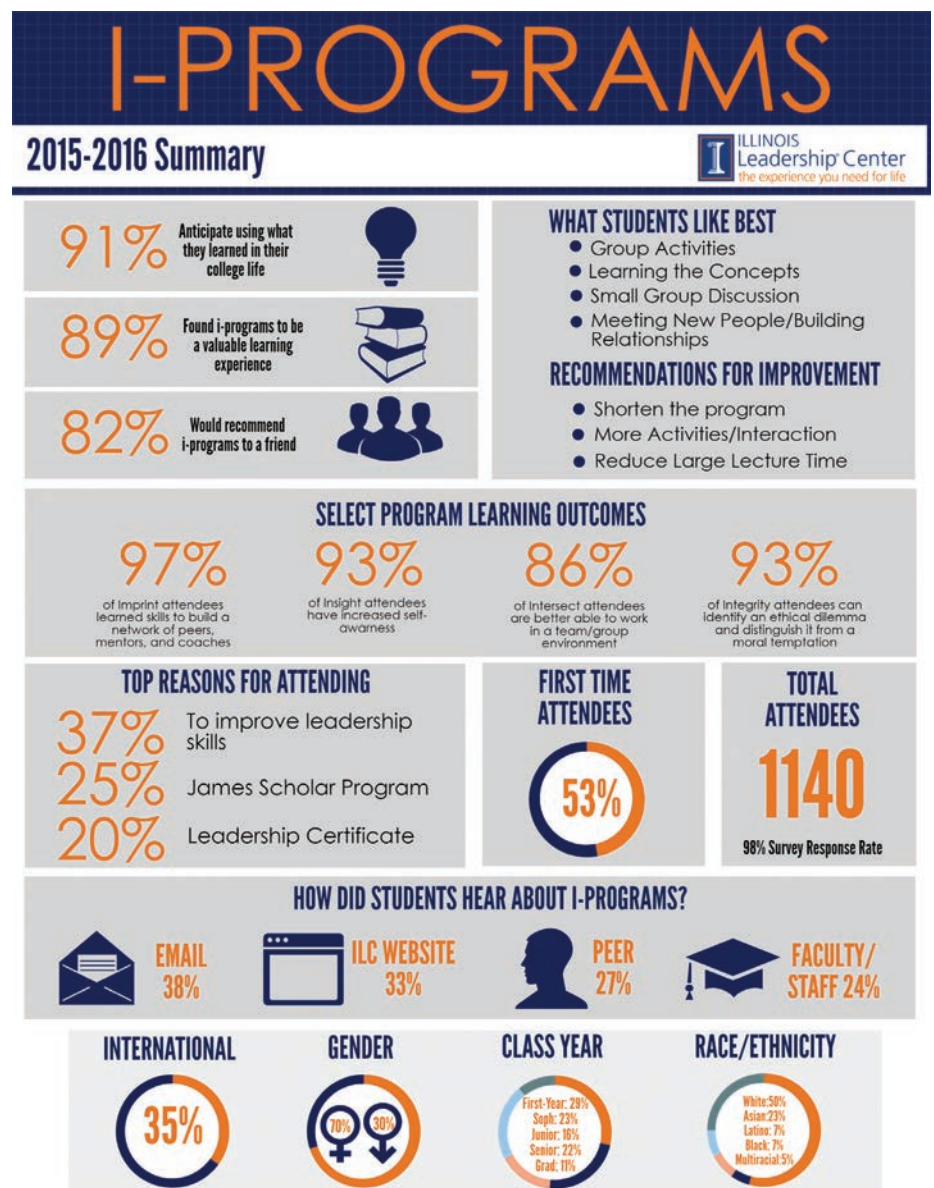
(CAS) currently has 45 sets of standards, including Campus Activities Programming, College Unions, Parent and Family Programs, Multicultural Student Programs and Services, and Student Leadership Programs, to name a few (CAS, 2015).

CAS has a wonderful tool called the Self-Assessment Guide (SAG) that helps you develop a continuous assessment plan for your department or program. In addition to having standards you can review, the CAS SAG also outlines the process to use:

1. Plan the Process
2. Assemble and Educate the Self-Assessment Team

3. Identify, Collect and Review Evidence
4. Conduct and Interpret Ratings Using Evaluative Evidence
5. Develop an Action Plan
6. Prepare a Report
7. Close the Loop (What will you do differently? When will you self-assess again?)

When assessing a program or service, there are many ways to proceed. It’s up to you to choose the method that will provide you with the best data to make informed decisions in your work. Measuring student learning is no longer an option; we all must do it, and do it well.



A pictograph from the Illinois Leadership Center showing a programming assessment summary.

## REASONS TO ASSESS

Why do we even need assessment in the first place? Simply put, accountability and improvement (Ewell, 2009). Reasons to conduct assessment can range from determining if the program or service is needed by students, staying accountable to the stakeholders, seeking continuous improvement in programs and services, maintaining financial accountability, maintaining organizational transparency, striving for student satisfaction, enhancing student learning, determining time spent on tasks, or determining whether programs or services are meeting educational goals.

Often, we have multiple stakeholders who have an interest in what we are doing. Stakeholders can include students, student funding organizations that decide how much money we'll be allocated, faculty, the student affairs division, and the campus, to name a few. To be able to provide evidence of the value of what we do is crucial on many levels. In reality, the simplest and most important reason to assess is simply to be better at what we do.

## EXAMPLES OF ASSESSMENT

There are many ways to assess programs and services. The following list of suggestions, while not exhaustive, provides examples of the many possibilities:

- **Usage Numbers:** track participation in programs or services (existing data, tracking system, calendar, key performance indicator [KPI]).
- **Needs Assessment:** find out current needs of entire student body or specific population (survey, focus group, visual methods).
- **Program Effectiveness:** determine level of satisfaction, involvement, effectiveness, correlation (existing data, comparative data, KPI, longitudinal studies).
- **Cost Effectiveness:** determine cost per student ratio.
- **Campus Climate or Environment:** assess behaviors/attitudes on campus (focus group, document analysis, survey, existing data, observation, case study).
- **Comparative (Benchmarking):** compare a program/service against a comparison group (rubric, existing data, survey).
- **National Standards or Norms:**

compare a program/service with pre-established standards (CAS) or normative data (e.g., Multi-institutional Study of Leadership [MSL], Cooperative Institutional Research Program [CIRP] Freshman Survey).

- **Learning Outcomes:** assess knowledge, skills or attitudes that people gain as a result of an experience (pre/post test, portfolio, rubric, content analysis, interviews/focus groups).

It's also important to find ways to display your assessment results, to tell your story in a simple and compelling way. At the Illinois Leadership Center, we display pictographs for each completed program in our conference room. There are many benefits to this, including resulting discussions of the information, showing visitors to our center how we're doing in the current year, and to teach the student staff the value of assessment. At the end of the academic year, we compile an Outcomes Report that is distributed to university administration, donors and other key stakeholders.

## ASSESSMENT IS HERE TO STAY

Assessment is very critical to the work we do today. We will always need to be able to show data that tells our story, and shows how we contribute to student learning. While getting started may seem overwhelming, starting simple is key.

Develop learning outcomes and decide how to assess them. More than ever, there are people on most campuses, even in your own division, who can help you begin. If the resources you need aren't available on your campus, there are

professional associations like NACA, NASPA, and ACPA that offer webinars and educational sessions at their conferences and conventions.

Regardless of how you feel about it, assessment is here to stay. If you have not done so already, get in the game and see how you can make assessment happen. The results you get will inform your work, and your students' learning will be documented. The reason most of us got into this profession was because of the transformative experiences we had in college. We know they exist; let's prove it with the data!

## ABOUT THE AUTHOR



**Gayle Spencer, PhD**, is currently director of the Illinois Leadership Center at the **University of Illinois at Urbana-Champaign**.

Previously, she served as an associate dean of student life and adjunct faculty member for the School of Leadership Studies at Kansas State University and as assistant director of Student Activities/Programming at the University of Notre Dame, among other positions at other institutions. She earned a doctorate in student counseling and personnel services from Kansas State University, a master's degree in college student personnel from Western Illinois University, and a bachelor's degree in business administration from the University of Nebraska at Omaha. Spencer was a member of the NACA® Board of Directors from 1999-2004 and served as its chair in 2002-2003. She served as the 1999 NACA® National Convention Program Committee Chair and also chaired the NACA® Diversity Task Force. Spencer currently represents NACA on the Council for Advancement of Standards (CAS) for Higher Education National Board of Directors.

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# USING DATA TO TELL YOUR STORY

By

**ELIZABETH BRANDON**

Western Michigan University

## THERE ARE MANY WAYS TO TELL A STORY.

It can be quiet or loud, long or short, descriptive or plain. A story can also be told through numbers and this is especially true for campus activities programming boards. Numbers, or data, can help activities boards tell their current story or write a new one.

### TELLING THE CURRENT STORY

Recorded event data allows programming board students to better understand their impact on campus. It allows them to see whom their events are reaching, which type of event is the most popular, or if a new form of advertising has made a difference.

For example, data from Western Michigan University for 2015-2016 showed that the highest attended events were those that students had advertised for several weeks. This may seem obvious, but when students are producing weekly programming, they're likely not going to make this connection. Yet, reflecting on the compiled data helped this connection emerge. Additionally, data can help activities board leaders share their success with the campus. Instead of just saying, "Many students come to our events," the data gives them a clear and solid number to share.

Data can help write a story of growth and triumph, but it can also help students begin to work on areas in need of improvement and reflect on possible changes. Changes can be immediate, like stopping an annual event due to low attendance; or, they may be more complex, such as recognizing their programming efforts are not reaching a specific campus demographic.

## WRITING A FUTURE STORY

Data collected over several years is helpful in many ways, such as enhancing understanding of an activities board's past and helping set attainable goals. My supervisor and I both came into our positions after a year of transition for WMU's activities board. Examining recent data showed us that, although the previous year had a low average attendance of 137 students per week, the 2013-2014 academic year had a solid average attendance of 198. Instead of presenting just the previous year's data, we presented the last two years to the leaders of the activities board.

These findings helped them create achievable, yet worthy goals by having them focus on getting back on track. They wanted their future story to be one of rejuvenation. By the end of the fall semester, they were able to match the 2013-2014 overall average attendance with 200 students attending weekly. By the end of the year, the students had met or surpassed most of the goals they had set for themselves.

### TELLING A STORY SUPPORTING ADVISORS

Seeing the difference between the 2013-2014 and 2014-2015 years had me wondering what might have caused the difference from one year to the next. After compiling the data from the 2015-2016 year, the answer became increasingly clear. The more successful years before and after the 2014-2015 academic year had one major commonality: the activities board was fully staffed with one advisor and one graduate assistant for the entire year.

By providing a consistent source of advice and leadership development, my supervisor and I were able to help provide the support the activities board needed to achieve its goals. Then, we asked col-

leagues for help in finding and compiling more data. Reviewing data from the last six years suggested similar findings. Every year there was transition on the advisement team, average attendance declined. Therefore, having a stable and secured advisor and graduate assistant has an impact on the activities board's attendance success.

### HELPING STUDENTS TELL THEIR STORY

Encouraging students to collect event data will help them see where they are currently, and challenge them to ask where they want to go in the future. While an advisor's job is not to write the story for their activities board, they should focus on taking the role of the publisher. The students essentially will write the story. It is our job, as advisors, to inspire the edits, and to inspire the students to want to create a better story that will reach a wider audience. As an advisor, you can help students learn how to use data to understand the story of their activities board, and then inspire them to share that story and write an even better one.

*Editor's note: Brianne Rogers, assistant director of campus engagement at Western Michigan University, also contributed to this article.*

### ABOUT THE AUTHOR



**Elizabeth Brandon** is a graduate assistant for Campus Programming, Student Activities and Leadership Programs at **Western Michigan University**, where she is pursuing a master's degree in higher education and student affairs. She also holds a bachelor's degree in anthropology from Western Michigan University.

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# SOCIAL CHANGE MODEL OF LEADERSHIP DEVELOPMENT:

## A 20-YEAR LEGACY AND FUTURE CONSIDERATIONS

*By*

JON DOOLEY,  
ELON UNIVERSITY (NC),

*and*

KATHY SHELLOGG,  
RENSSELAER POLYTECHNIC UNIVERSITY (NY)

**T**WENTY YEARS AGO, the third guidebook for the emerging “Social Change Model for Leadership Development” (HERI, 1996) was published. In the preamble, the ensemble of authors described their belief in the importance of reimagining leadership for the 21st century and their desire to create a framework for college student leadership development designed to emphasize “clarification of values, the development of self-awareness, trust, and the capacity to listen and serve others, and through collaborative work to bring about change for the common good” (HERI, 1996, p. 11).

As the Social Change Model was being refined and published in 1995 and 1996, the political leadership climate in the United States was marked by confrontation and strife, resulting in the longest shutdown of American government since the modern form of congressional budgeting was established in 1976. When considering the relevance of the Social Change Model 20 years after its publication, one need look no further than the nation’s current political climate and the leadership example of the 2016 presidential election to understand the pertinence of the Model’s call to a more noble leadership process, marked by shared values, a commitment to civility in discourse, and the ability to constructively engage others in creating change.



The Social Change Model was specifically developed for use with college and university students, recognizing that curricular and co-curricular college experiences provide substantial opportunities for encouraging and shaping leadership potential. This is especially true in campus activities – not just in formal leadership development programs, but also in experiences with student organizations, service and community engagement, program boards, student governance and diversity education. When the Model was being developed, early versions were shared at NACA® events, including the 1995 National Convention and 1995 National Leadership Symposium, to seek campus activities professionals’ and students’ feedback to help shape the 1996 version. Since then, the Social Change Model has become nearly ubiquitous as a primary framework for educators in campus activities and other student affairs areas to facilitate leadership development in college students.

In her 2012 study of college student leadership programs, Julie Owen discovered 82% of the institutions in her study used the Social Change Model often or very often as a theoretical framework for leadership programs (p. 11). The largest ongoing study of college student leadership development, the Multi-Institutional Study of Leadership uses the Social Change Model as one of its original and primary theoretical frameworks and has generated scores of national reports, research articles, and theses or dissertations. (For a partial list, visit: [www.leadershipstudy.net](http://www.leadershipstudy.net).) Although the Model is now used widely, the 20th anniversary of its publication provides opportunities for reflection on its impact and consideration of its future use in campus activities.

#### ABOUT THE SOCIAL CHANGE MODEL

The Model was framed on a set of key assumptions and research on effective leaders and the influence of student peer groups. “Women of Influence, Women of Vision: A Cross-Generational Study of Leadership and Social Change” by Helen Astin and Carole Leland (1991) and “What Matters In College?” by Alexander Astin (1993) grounded the conceptual perspective of leadership development reflected in the Model. The framework views leadership as inclusive and values-

based, as a process rather than a position, and as directed toward the promotion of equity, social justice, self-understanding, collaboration and citizenship, which the authors described as the social responsibility of all. Finally, the Model depicted service as a powerful tool for developing leadership capabilities as students learn, reflect and make meaning of their experience. Primarily, the Model was designed to promote deeper self-knowledge of one’s values, talents and interests, helping students answer questions about who they are, what they stand for, and the depth of their capacity to engage with others collaboratively to facilitate positive social change.

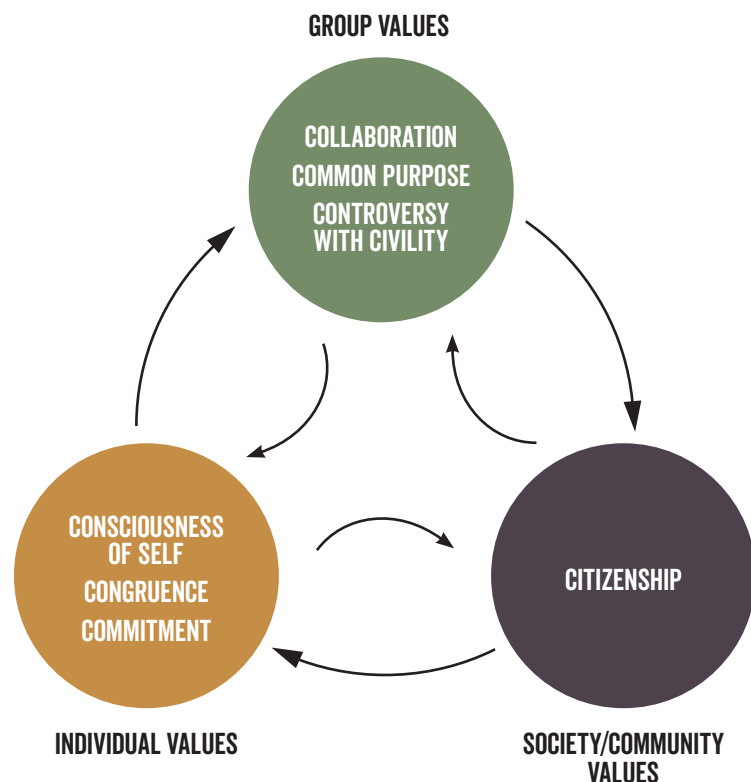
The Model forms three domains of leadership development: individual values, group values, and societal/community values. Within each are a series of distinct values often referred to collectively as the “seven C’s.” The individual values are **consciousness of self, congruence, and commitment. Collaboration, common purpose, and controversy**

**with civility** are essential values in the group process domain. The community/societal value is citizenship, active and caring engagement of an individual to the community providing the experience of citizenship in action.

Development within each domain of the Model informs and enhances the next, providing feedback, reflection and learning in the other domains. For instance, as individuals join groups, they often discover more about their personal values, identify the group’s goals, and individually define a personal commitment to the group. In turn, individual group members’ values, commitment, and congruence shape the ability of that group to work effectively together, define the shared goals of group members, and address conflict and controversy in a constructive manner.

The Model is often used to prepare students to engage with others in collaborative leadership efforts, and students who participate in a facilitated experience of the individual domain are more

**FIGURE 1**  
**SOCIAL CHANGE MODEL**



*Adapted from “A Social Change Model of Leadership Development” (HERI, 1996).  
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readily able to work hard engaging in difficult discussions through collaboration in constructing a clearer picture of a group's common goals. The group then is strengthened in its members' commitment to the shared purpose of the leadership effort to impact positive social change (that which is more effective and humane) in and with a community. One need only to consider campus unrest to recognize what happens when a group not built on the foundational group values engages in competition and incivility until the ability to articulate a common purpose is lost. The activist group may not understand how and why fear, mistrust and disrespect make it even more difficult to lead a successful, well-intended change process. The Model was not formed with conflict as a win/lose construct, but with an aim to engage in an authentic discussion of differences of opinion (controversy with civility). We ultimately may learn more from a dialogue of diverse perspectives. Although it may be difficult, it can bring clarity to the leadership process.

#### LEGACY AND FUTURE CONSIDERATIONS

The 2016 National Leadership Symposium, sponsored through a collaborative partnership between NACA and the National Clearinghouse for Leadership Programs, explored the Social Change Model of Leadership Development while celebrating its 20th anniversary. Participants were reminded the Model was never intended to be a static framework; it would be informed by research, application and further insights. The insight report from the 2012 Multi-Institutional Study of Leadership (Dugan, Kodama, Correia & Associates, 2013) helped shape the Symposium experience, with its articulation of the following high-impact practices for developing socially responsible leadership:

- Socio-cultural conversations with peers,
- Mentoring relationships,
- Community service,
- Membership in off-campus organizations, and
- Increased self-efficacy for women participating in leadership roles.

Symposium participants examined future considerations for implementation of the Model, specifically the intersec-

tions of socio-cultural conversations and intergroup dialogue (Nagda, Maxwell, & Thompson, 2011), addressing the reflective responsibility and underside of service-learning (Jones, 2002), and the power of mindful engagement or learning to learn from a leadership experience (Hoyt, Goethals, & Forsyth, 2011). Symposium scholars Susan Komives, Susan Jones, Ratnesh Nagda, Crystal Hoyt and Alexander Astin helped participants consider campus leadership program redesign, mindful of these insights in the reconstruction of their work.

The 1996 publication of the Social Change Model was listed as "Version III" and the authors encouraged readers to consider it a "living document that can change and improve as it is being used and tested with various groups of students" (HERI, 1996, p. 2). Many institutions have adopted the Model as a primary theoretical framework for their leadership programs, while others use it as one framework among several that are similar in approach. Some, like Marquette University (WI), have adapted the model to fit a particular context and to include values fitting the institutional mission and goals (Dooley, as cited in Dugan & Komives, 2011). In Marquette's case, the revisions added emphasis on diversity and inclusion, commitment to justice and focus on faith, as well as ethics and values, as the student affairs staff developed an institution-specific version of the Social Change Model supporting the university's Catholic, Jesuit mission.

Komives (2016) cites additional examples, such as Franklin & Marshall College (PA), Villanova University (PA), and the Hugh O'Brien Youth Leadership Program, as exemplars for the Model's adoption and adaptation. In their ongoing work, ensemble authors have encouraged campuses to continue to experiment with the Model and shape it to fit their particular context and mission.

With the recent rise in social activism on college and university campuses nationally, there are numerous opportunities for student affairs educators to use these real-life experiences and examples to reinforce the change-oriented collective action described in the values of the Model. The students involved in these movements are involved in social

change projects that were described by the original ensemble authors as participatory experiences dedicated to the common good, experiences that would serve as powerful learning opportunities to reinforce commitment, collaboration, common purpose, and controversy with civility. While students involved may not view their activism as a leadership learning experience, the campus activities staff often on the front lines as mentors, advisors and advocates with these students are encouraged to use the Model to help students reflect on what they're learning about the leadership process and what's required for effective social change.

The Model must continue to be dynamic with respect to the college student population's generational shifts and changing demographics. The Model was developed just before the influx of Millennial students on college campuses and the next generation, dubbed Generation Z, is replacing them. What will make this new generation unique is still being determined, but early research suggests they're entrepreneurial innovators with a keen interest in social change (Seemiller & Grace, 2016). Approaches for teaching the Social Change Model, and perhaps even the Model itself, may need to evolve to meet the new generation's learning needs. Campus activities professionals and leadership educators should be encouraged to continue to experiment with the Model and share what they're learning to be most effective through conference presentations and research-in-practice articles.

As the 2016 elections unfold and today's college and university students observe the leadership process and social change on a national stage, the 20-year-old Social Change Model of Leadership Development should continue to be a guiding framework for engaging them in reflection on core values that remain relevant – consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship.

WITH THE RECENT RISE IN SOCIAL ACTIVISM ON COLLEGE AND UNIVERSITY CAMPUSES NATIONALLY, THERE ARE NUMEROUS OPPORTUNITIES FOR STUDENT AFFAIRS EDUCATORS TO USE THESE REAL-LIFE EXPERIENCES AND EXAMPLES TO REINFORCE THE CHANGE-ORIENTED COLLECTIVE ACTION DESCRIBED IN THE VALUES OF THE MODEL.

#### ABOUT THE AUTHORS



**Jon Dooley** is the assistant vice president for student life and dean of campus life at **Elon University (NC)** and is a former chair of the NACA® Board of Directors. **Kathy Shellogg** is the interim dean of student living and learning at **Rensselaer Polytechnic University (NY)**, is the co-chair for the 2017 National Leadership Symposium, and is a member of the original ensemble that authored the Social Change Model for Leadership Development. Dooley and Shellogg worked together on a 1995 grant project from the US Department of Education to create one of the first application programs designed to teach the Model.

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# GUIDING NEW PROFESSIONALS AS THEY NAVIGATE TRANSITION

By  
**COURTNEY JAMES**  
DePaul University (IL)

**IN MY FIRST JOB OUT OF GRADUATE SCHOOL** at the University of Central Oklahoma, my supervisor, Kay Robinson, consistently said the hardest aspect of her job was supervision. At the time, I thought that to be an interesting comment considering that, as the director for campus activities, her main responsibilities included the supervision of four functional areas. As I moved beyond my first year at UCO and began supervising professional, graduate and student staff, though, I came to realize why she considered supervision to be the most challenging part of our work. For a period of time in our office (as many can likely relate), we experienced what felt like a revolving door of new professionals and grads coming and going, all trying to learn as much as they could while still leaving their imprint on the programs and activities with which they worked.

I have since left UCO and moved to DePaul University, where my job is very different. Instead of being functional-area based with a bit of supervision laced in, my main responsibilities lie in supervision of two areas – campus activities and fraternity and sorority life – with a little functional area work thrown in. With my new responsibilities, there isn't a week that goes by that Kay's words don't ring true. Don't get me wrong – the staffs with which I work consist of amazingly innovative new professionals who are changing lives each day through the work they do. However, I must acknowledge it takes a lot of work to get them there.

When I reflect on Kay's words about the challenges of supervision, I find myself analyzing just why it is that way and I've come to this conclusion: so much of our time – particularly with new professionals – is spent helping them navigate through transition that it often feels once we've truly hit our stride and developed a routine, the new professional is ready to move on to their next role. In fact, statistics show that, at any given time, it's estimated that 15% to 20% of the student affairs workforce is made up of new professionals, most having come directly from earning master's degrees in higher education, student affairs, or college student personnel administration (Renn & Jessup-Anger, 2008). That means if you and a team of four additional people make up your staff, one of the people in your group will be a new professional. In student activities, though, that number is often higher and may result in you assisting multiple professionals navigate transition periods.

It's important to point out, though, that change and transition are two different things. As William Bridges notes in his 1979 introduction of transition theory, "Change is situational. Transition, on the other hand, is psychological ... . Without a transition, a change is just a rearrangement of the furniture. Unless transition happens, the change won't work, because it doesn't 'take'" (Mind Tools, 2016).

Bridges also describe a three-phase transition process that includes:

- Navigating an ending,
- Moving through neutral space, and

- Starting a new beginning (Bridges, 1979).

While this concept may seem simple, the reality is that when we student affairs professionals learn one of our staff members is leaving, we sometimes get caught up in the personnel change that's about to happen, focusing on celebrating the time the individual spent in our office and then determining how we're going to manage the time we're short-staffed. However, we need to consider how we're going to transition the position and the work associated with it instead of just the professionals coming and leaving.

## NAVIGATING AN ENDING

Outside of navigating the exit experiences of the outgoing professional, supervisors also need to consider what a staff member's departure may mean for students, university members, and the programs or services involved. To truly facilitate a productive ending experience, it's important to collect documentation from the outgoing professional so that, as you engage in conversations about the future, you truly understand the scope of the work that was done. It's imperative to leverage the time you have left with your outgoing professional to collect information. Means of collection may include:

- **Would, Could, Should List** – In this list, your outgoing staff member outlines things a new person "would do" (things that are mandatory for the work), "could do" (things that are good additions but not absolutely essential), and "should do" (things the



outgoing professional sees as potential growth areas).

- **Month-by-Month Calendar** – Ask your outgoing professional to take a look at the ebbs and flows of their annual calendar, marking specific deadlines, and taking note of other time frames of which a new staff member should be aware.
- **Informational Videos** – While this idea may seem a little out there, if you have an event or service that's best represented visually, consider recording an informal informational video. When a staff member is on camera in the stream of conversation, they'll anecdotally add things they've learned through their experience that they may not have written in a wrap-up report.

### MOVING THROUGH NEUTRAL SPACE

For supervisors, the “neutral zone” can be either a scary or exciting place. It can be scary if you have a high level of high-quality work to maintain while being a staff person down, but can also be exciting if you've been waiting for a staff vacancy to launch a new idea or initiative moving forward. While supervisors often spend time considering the scary and exciting moments, our external constituents may also be processing the new transition.

Mind Tools, a company that focuses on giving professionals new career skills, shares that, in neutral space, supervisors have the potential to face resentment towards change initiatives, low morale or productivity, and overall skepticism towards the transition (Mind Tools, 2016). However, it's especially crucial that as a supervisor, you navigate these potentially uncomfortable times by providing a solid sense of direction rooted in your team goals. This, in conjunction with an open space allowing for people to share their feelings and feedback, will create an environment that helps you successfully navigate through the neutral space.

### STARTING A NEW BEGINNING

Upon the successful completion of navigating an ending and moving through a neutral zone, Bridges' transition model focuses on starting a new beginning that includes a time of high energy, an openness to learning, and a new or renewed commitment to the group or their role

(Mind Tools, 2016). This time for us as professionals includes our onboarding process, introductory meetings, teaching campus norms, and so much more\*. As your new professional learns about their position, though, you might find that their head is swarming with things to do, change or maintain. To help them navigate through this, consider:

- **Creating an Urgent and Important Matrix based on Eisenhower's Decision Making Principle.** In this, a new professional has the opportunity to process and prioritize tasks and responsibilities. Generally, it asks an individual to place things in four areas:

	Urgent	Not Urgent
Important	Urgent and Important: Needs to be addressed immediately or is a consistent priority; will always be at the top of your to-do list	Important but not urgent: Things that are planning oriented that may take some time to complete that would benefit if they're not rushed
Not Important	Urgent but not important: Things that “get in the way” of important activities; may be able to be delegated to students	Not urgent and not important: Things that do not add value; should either be dropped from your list or be done as summer projects

- **Creating a functional-area learning curriculum.** When I recently hired a new programming board advisor who had previous experience in residential education, we both quickly realized there were areas in which he had to do a bit of learning. To proactively plan for those, we focused weekly on topics that explained part of the functional area. Some were more concrete, like redlining contracts, understanding space limitations, city ordinances, and power needs; while others were more abstract, like understanding the difference in urban and regional campus programming, idea generation, and creating a festive and memorable event experience. Each topic you select will be help you better prepare

your staff professional for their new line of work.

### ENJOYING SMOOTHER TRANSITIONS

As Kay taught me all those years ago, supervising staff members can be the most challenging part of our jobs. However, if you appropriately prepare your staff members through the transition of navigating an ending, moving through neutral space, and starting a new beginning, you can enjoy a more effective and efficient work environment.

*\*To learn more about the onboarding process, I recommend participating in dr. beth triplett's “How to Be a STAR*

*Supervisor” seminar, as it follows the onboarding process from the moment of candidate selection through their first weeks on the job.*

### ABOUT THE AUTHOR



**Courtney James** is assistant director of Student Involvement at **DePaul University**. She previously served as assistant director of Student Engagement at the University of Central Oklahoma. She currently serves as treasurer for NACA® Mid America and received NACA's Legacy Award in 2015. She was named NACA® Central's Outstanding New Professional in 2012. She holds a bachelor's degree in English, social welfare and gender studies from Augustana College (IL) and a master's degree in college student personnel from Western Illinois University.

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# "BEGINNING YOUR JOURNEY: A GUIDE FOR NEW PROFESSIONALS"

## EDITORS:

MARILYN J. AMEY AND LORI M. REESOR

Reviewed by

**ALEXANDER MARTIN**

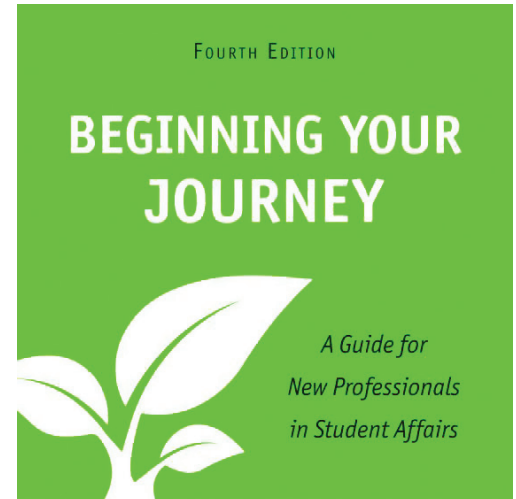
University of Miami (FL)

**IN THE WORLD OF HIGHER EDUCATION**, transition can be a tricky matter, especially for new professionals. It can be one of the most exciting, yet scary times of our lives. We're excited to move on and stretch beyond our current comfort zones, but are not yet entirely sure what lies ahead. We're excited about finally finishing school, but may still be in suspense about whether we will land that job or pursue an advanced degree.

After reading "Beginning Your Journey: A Guide for New Professionals in Student Affairs," I finally found myself in a position where I could not only adjust to being a full-time professional, but also keep some key insights from seasoned professionals in the back of my mind as I continue to make my way in the profession.

## VOICES OF EXPERIENCE

One of the main points offered by editors Amey and Reesor is that new professionals should listen to those who've come before them. Often, when we get excited about something, we tend to jump in right away without taking the time to learn the layout first. In Chapter 2, readers get a chance to listen in on the conversations of nine colleagues who've been involved in the field from eight months to five years as they share their experiences on traditional issues new professionals face, ranging from seeking career advancement and maintaining work/life balance to collaborating with faculty, handling crises and more.



MARILYN J. AMEY & LORI M. REESOR  
EDITORS



"Beginning Your Journey: A Guide for New Professionals"  
(ISBN-10: 0931654610 and ISBN-13: 978-0931654619),  
edited by Marilyn J. Amey and Lori M. Reesor,  
is published by the National Association of  
Student Personnel Administrators.

## UNWRITTEN RULES

Understanding the unwritten rules and organizational politics of an institution is something that will undoubtedly make the transition for new professionals a rocky experience. We enter the field of higher education with a textbook idea of how things are supposed to run. This mindset presents a problem, however, because the issues our new home institutions face can be vastly different than what we learned in our graduate courses. In Chapter 2, new professionals are encouraged to become effective organizational analysts. As such, we can make better sense of what's happening in the environment around us. This allows us to become culturally competent and make better decisions based on what we pay attention to in terms of who we interact with, the agreed-upon values and beliefs of our unit, the key people we should know, and how decisions are made.

## PROFESSIONAL ETHICS

Chapter 3 digs into a topic extremely important to many higher education professionals, both seasoned and new – professional ethics. This chapter helps create a framework new professionals can use when faced with the ethical challenges that arise in our profession. The interaction between the new professional and the institution's ethical culture is the main point of this chapter, as it aims to assist us in creating a plan for ethical practice incorporating the gathering of cultural data, examining our institutions' ethical histories, and selecting the appropriate strategies necessary to match the values of the institution.

## SUPERVISORY STYLES

If working in campus activities so far has taught me anything, it's that supervision, advising, and mentoring can all work hand in hand if done correctly. Although there is no one correct way to supervise our students, or no one fool-proof method of advising our programming boards, the importance of understanding our own supervisory style is critical. Chapter 4 presents a unique method of adapting and identifying a supervisory style that can help new professionals engage their students to the best of their ability in their own unique way. The authors use Bolman and Deal's four-frame organizational model to set the framework of four different styles – supervisors as:

- Architects
- Catalysts
- Advocates
- Interpreters

## TECHNOLOGY AND SOCIAL MEDIA

In a world where unlimited amounts of information are literally available at our fingertips, and mobile communication has taken over the lives of our students, technology and social media are at the heart of our campuses. Chapter 8 details how important it is for new professionals to be knowledgeable about not only how students engage each other, but also how students are engaged across campus. It has become quite the norm on campuses to see students walking to class with their heads in their phones viewing SnapChat stories, scrolling through Instagram posts, tweeting, and



*Reviewer Alexander Martin networks with a fellow young professional at NACA® South.*

recording live videos via Facebook. New professionals can utilize these new tech and social media outlets as innovative ways to engage with the student population and campus communities.

## PROFESSIONAL CONNECTIONS

As a graduate student, and eventually as a full-time professional, two of the most important concepts you will hear about both inside and outside the classroom are network and connect! Over the past year as a new professional, I've experienced multiple times when I've had to reach out to a personal connection I made at a conference, during an internship, or through a mutual friendship to seek help, guidance, and mentorship. Those connections would not have been possible if I had not put myself in a position to succeed at creating those opportunities.

The authors of Chapter 9 stress that building a personal and professional network is key for any new professional, whether coming straight out of graduate school or entering higher education from another field. Seeking out colleagues, attending conferences, and becoming active in professional associations are all great ways to establish relationships with some of higher education's most notable change makers!

## THINGS TO REMEMBER

Those of us entering the field as newcomers must always remember we are the future of our profession. As new profes-

sionals, we bring the energy, creativity, flare and content needed to sustain the field and grow it to its maximum potential. We are needed to bridge the gaps between how things are now and how they used to be.

Coming fresh out of graduate school, sometimes we tend to feel closer to our students than we do our colleagues. This is all part of the adjustment to being a full-time professional. My mentor always told me, "Don't rush the process, trust the process."

Enjoy being a new professional. Take in all of the experience and knowledge you can now, so that as you continue on your career path, you can build on those experiences and that knowledge and turn them into marketable skillsets.

## ABOUT THE REVIEWER

**Alexander Martin** is assistant director of Student Activities & Student Organizations at the **University of Miami (FL)**. His involvement in NACA includes serving as the current Assistant CAMP Coordinator for NACA® South. He also served as the 2014 NACA® Mid America Campus Activities Marketplace Intern, as well as a member of the region's 2014 Ed Session Review Committee. He earned a bachelor's degree in computer science and a master's degree in education administration and higher education at Southern Illinois University, where he served as a graduate advisor for the Student Programming Council and as a graduate assistant in the University Programming Office.



# THE NACA® SPOTLIGHT

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## NATIONAL CONVENTION UPDATE

### BE MORE!

The theme for the 2017 NACA National Convention is meant to inspire us to Be More. We want you to be Be More Inspired, Engaged, and Present at #NACA17. The National Convention Program Committee has been working hard since the summer to make sure this Convention can BE MORE amazing than ever before. We are in the process of finalizing details on some new and returning initiatives and cannot wait to share the details with you. In the meantime, we wanted to highlight some aspects of the Convention schedule.

- Pre-Convention Educational Sessions will be offered for students and professionals on Saturday, Feb. 18.
- StandUp NBC will take place in the afternoon on Sunday, Feb. 19.
- One educational block and one professional development block will feature Pecha Kucha presentations.
- A business-only CAMP will be offered this year.
- Diversity & Deserts will be featured on both Saturday and Sunday evenings, Feb. 18 and 19.
- The Diversity Breakfast will be held on the morning of Tuesday, Feb. 21.
- CAMP will feature the “secret shopper” program through which delegates will be able to review CAMP Booths.
- Eight Graduate Interns have been selected and will be working on the National Convention Program Committee.
- Dr. Laura Keup, Director of The National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, will be the Professional Development Luncheon Speaker.
- NACA’s Facebook, Twitter, Instagram and Snapchat accounts will engage delegates before and during the Convention.

Look for highlights and more information about the Convention in the January/February issue of the Campus Activities Programming®, on the NACA® website and through our social media accounts.

Be More at the NACA® National Convention in Baltimore, MD, Feb. 18-21, 2017!



**CRISSY FABISZAK**

*The Community College of Baltimore County (MD)*  
2017 National Convention Program Committee Chair  
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### 2017 NATIONAL CONVENTION PORTAL ONLINE: PLAN NOW TO BE MORE IN BALTIMORE!

The 2017 NACA® National Convention Portal ([naca.ws/1l4o7Hu](http://naca.ws/1l4o7Hu)) features information you can use to begin planning your time at NACA’s annual major event.

#### Associates can:

- Download the 2017 Associate Member Business Guide
- Purchase exhibit space at the Convention

#### Schools and Associates can:

- Register for the Convention and review fees
- Reserve rooms at Convention hotels

The Convention will be held Feb. 18-21, 2017, in Baltimore, MD. Typically attracting more than 2,000 delegates from more than 400 colleges and universities across the country, the National Convention is NACA’s greatest opportunity for school and associate members to connect. Check the portal often for continuing updates. More information will be added as the event nears.

### CONVENTION PREVIEW COMING IN JANUARY/FEBRUARY CAMPUS ACTIVITIES PROGRAMMING®

Get a sneak peak of photos and bios of artists and other attractions appearing in the 2017 NACA® National Convention showcases in the January/February issue of Campus Activities Programming®. Also, review a preliminary listing of educational sessions and get tips for how your delegation can successfully Be More in Baltimore, MD.



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*Wake Forest University (NC)*



Lecture Showcase Selection  
Coordinator  
**TIFFANY CLAYTON**  
*Albright College (PA)*

## NOW IS THE TIME TO FINALIZE YOUR NACA® CONVENTION MARKETING EFFORTS!

Associate members, if you've been selected to showcase or will be exhibiting at the 2017 NACA® National Convention in Baltimore, MD, your next step is to bring buyers to your booth. Finalize your Convention marketing efforts and be sure to not miss these important deadlines.

### National Convention Program

This key publication will be distributed to each of the more than 2,000 students and advisors on site at the Convention. The program features detailed descriptions of the Convention schedule, showcasing artists' bios, educational sessions and other events, as well as a complete Exhibitors Guide. Premium space is waiting for you, including two-page spreads! Exhibitors who advertise in the Program will receive a complimentary highlight and reference to their ads in the Exhibitors Guide.

- Contract/Reservation deadline: **Dec. 28, 2016**
- Ad material deadline: **Jan. 11, 2017**

If you are not showcasing or exhibiting, advertising is still beneficial. Review our 2016-17 media kit available online at <http://naca.ws/1FMqKq6> and let us assist you in identifying the best opportunity for you. Contact Bill Spilman at [advertising@naca.org](mailto:advertising@naca.org).

## 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 **Geoffrey Forneret**, Director of MultiBrief Advertising, at [gforneret@multiview.com](mailto:gforneret@multiview.com) or call **469-420-2629** and request a media kit.



**Missed the Program Deadline? There's still time to advertise on the Convention Web Portal if you contact Bill Spilman by Jan. 15.**

## BOOK WITH DELTA AND SAVE!



NACA continues its partnership with Delta Air Lines to offer discounted fares ([naca.ws/1PnhTnW](http://naca.ws/1PnhTnW)) for the upcoming 2016-17 Regional Conferences and National Convention.

### BOOK ONLINE

- Not a Delta Skymiles Member? Visit [naca.ws/1PnhTnW](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 NMNNK 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 NMNNK, 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.

## DOWNLOAD FREE FLSA DISCUSSION AND IMPLEMENTATION GUIDE

Are you totally confused by the new Fair Standards Labor Act (FLSA) Overtime Rule, which goes into effect Dec. 1, 2016? You're likely not alone.

What does it mean for your department and its employees, including your student employees? If you're an associate member, how will it affect your agency and staff?

To help you wade through the Rule's requirements, NACA is making available as a free download a special guide that can help you understand how the FLSA Overtime Rule affects you and determine what action you might need to take. It's available at <http://naca.ws/2cC3x40>. Download it today and share it with your colleagues!





## "CONNECT" THROUGH THESE NACA® MEMBER BENEFITS

Networking at regional and national events, professional development training and saving money through Block Booking have long been benefits of NACA® membership. Now, you have 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](http://naca.org) and click on the NACA® connect button in the upper right corner of the page to discover four communities available to you as NACA® members:

- 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. It's your Association, your community: NACA® Connect today!

### AMPLIFY YOUR EXPERIENCE!

You know the value of NACA® membership. Help spread the word 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 will have an opportunity to enjoy some great incentives. Visit [naca.org/Amplify](http://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 has been 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](http://naca.org/Members/Next) and sign up your students today!

### JOB OPPORTUNITIES FROM THE PLACEMENT EXCHANGE

NACA® partners with The Placement Exchange to promote job opportunities within the higher education field that are relevant to NACA® membership. Sign in at [naca.org](http://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](http://theplacementexchange.org).



### OUTSTANDING PERFORMANCE? ENCORE IS READY FOR YOU!

Submit your resources associated with your officer retreat curriculum, officer training materials, and assessment plans to ENCORE (<http://naca.ws/1TKFJcS>) – make your knowledge and experience available to other NACA® members all year long. While you're there, find all of our spring webinars ready to watch on demand! ENCORE is a members-only benefit, so log in at [naca.org](http://naca.org), click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video (<http://naca.ws/20E7kOd>) or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan ([kaylab@naca.org](mailto:kaylab@naca.org)).



encore

## WELCOME NEW NACA® MEMBERS

NACA welcomes these new members, for the period Sept. 6 to Oct. 12, 2016.

### SCHOOL MEMBERS

Alfred University (NY)  
College of New Rochelle (NY)  
Juniata College (PA)  
Mount Holyoke College (MA)  
Saginaw Valley State University (MI)  
Saint Louis University (MO)  
Spalding University (KY)  
Sul Ross State University (TX)  
University of Houston-Victoria (TX)

### ASSOCIATE MEMBERS

#### National General

BluZealot Entertainment, Inc. (OH)  
Firebrand Records (CA)  
five40 (GA)  
FundRacer Event Management (UT)  
Greeting from Beijing-Shanghai (Shanghai, China)  
Karma Darwin LLC (CT)  
Passion River Films (NJ)  
Photoboxx (WA)  
Starstruck Management (TN)  
The Bodega Agency (NY)

#### National Self-Represented or Solo Artist

Amer Zahr (MI)  
Ayanna Gregory (DC)  
Bets Records LLC (NY)  
Ireland's Great Writers (Drogheda, Ireland)  
Jared Hanrahan (MA)  
Jon Cabrera (FL)  
Keedar Whittle (CA)  
Stacy Stone's Music LLC (TN)  
University of Montana Entertainment Management (MT)  
Voice of Pizza, LLC (NC)

#### Regional General

FlingGolf (MA)  
Varano Super Jump Inflatable Party Rentals (NY)

#### Regional Self-Represented or Solo Artist

@Lewdo2much (CA)  
Euphoric Rebel Productions LLC:  
DBA The Dana Gaynor Band (PA)  
fulks (GA)  
Fun Corporate Magic (NY)  
Judge Frank Szymanski (MI)  
NORT Productions (NY)  
Pare Booking LLC (NV)  
Pearl Odyssey (CT)  
Selector1 (NY)  
Sha Davis & The 1990s (TX)  
Sporting the Right Attitude (CA)  
TJ3 (TX)  
Voxking LLC (NJ)  
X LOVERS (CA)

## TELL US ABOUT YOUR NACA® VOLUNTEER EXPERIENCE

Did you serve in a position on a Regional Conference Program Committee in 2016? Did you participate in planning and implementing this year's NACA® Institutes? Did you hold any other volunteer position that concluded during 2016?

Then, tell us about your volunteer experience by completing the Volunteer Transition Report, available at <http://naca.ws/1GfINbT>. Please submit this form by Dec. 15 and upload any documents, handouts, forms, etc. that would be helpful for next year's volunteers. Your feedback will assist us as we seek new ways to develop and improve the volunteer experience!

Questions? Contact Laura Jeffcoat, Coordinator of Volunteer Leadership Services, at [lauraj@naca.org](mailto:lauraj@naca.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. 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).

### MEMBER NEWS

#### SETORIE NOW AT JOHNS HOPKINS



**Annalise Setorie** has left the University of Arkansas to become assistant director of programming in the Office of Multicultural Affairs at **The Johns Hopkins University (MD)**.

#### 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!

#### 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 visit [naca.org](http://naca.org), click on the My Profile button 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!



**thenaca**



**"NOT ONLY WILL THIS SCHOLARSHIP HELP PAY FOR MY EDUCATION, BUT IT ALSO GIVES ME MOTIVATION BECAUSE MY HARD WORK HAS BEEN ACKNOWLEDGED."**

**SHELBY KLICK**  
St. Vincent College (PA)

#### YOU CAN SUPPORT THE NACA® FOUNDATION AT ANY TIME!

If you believe assisting students in professional and leadership development is important, offer your support to future professionals and leaders through the NACA® Foundation. At your convenience, contribute directly (<http://naca.ws/1k4P9CB>) to the NACA® Foundation online, where you can find a complete list (<http://naca.ws/1k4P9CB>) of scholarship support opportunities.



# WRITE FOR **CAMPUS ACTIVITIES PROGRAMMING®!**

## SPRING 2017 EDITIONS ARE STILL OPEN!

No matter whether you're a novice or a seasoned writer, "Campus Activities Programming®" has a place for you. Review the suggested topics for our spring 2017 issues and see where your experience or expertise will lead you in contributing during the coming year.

These topics are starting points for content and are not meant to be all-inclusive. Have additional ideas of your own? Contact editor Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org)!

### MARCH 2017

Article deadline: Nov. 18, 2016

#### And Now for Something Completely Different ... (embracing change)

- How small changes can have a big impact, putting theory to practice in leading change, updating campus traditions, implementing staff transition guides, managing transitions for professional positions, and returning to student affairs after working in other areas.

#### Uncommon Commonalities (diversity)

- Leading a multicultural organization, cultural programming, impact of class, power and privilege on leadership, addressing gender identity through programming, leading events – and leaders – to become more inclusive, balancing between the First Amendment and political correctness, working with students who are veterans and building teams that celebrate diversity at community colleges.



## SUBMIT YOUR CONTENT IDEAS FOR **CAMPUS ACTIVITIES PROGRAMMING®** TODAY!

Planning for the 2017-2018 production cycle of NACA's Campus Activities Programming® begins now! Do you have a theme or article idea you'd like to see in the magazine? Is there a particular topic you'd like to see explored in its pages?

Then share your ideas with us now. Contact Glenn Farr, editor, at [glennf@naca.org](mailto:glennf@naca.org) today!

### APRIL 2017

Article deadline: Dec. 12, 2016

#### Cooler Heads Can Prevail (conflict, controversy, risk management)

- Managing conflict, controversial conversations and events, censorship and freedom of speech in programming, empowering students to lead in crises, and understanding risk in a legal context.

#### Getting Along to Get Ahead (collaboration)

- Collaboration vs. co-sponsorship, cross-campus collaboration, credit-bearing co-curricular collaboration models and engaging faculty as part of a co-curricular leadership program

### MAY 2017

Article deadline: Jan. 12, 2017

#### Follow the Leader ... Or Lead the Followers (leadership development)

- Leading your friends, guiding members to greater heights, avoiding common leadership mistakes, reframing task delegation, and recruitment and retention.

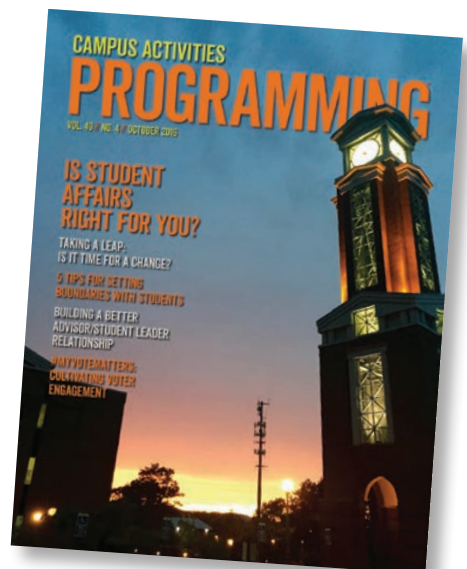
#### What Matters Most? (values, mission, wellness/balance)

- Living and leading with integrity, discovering your own values and/or mission, leading with facts and intuition, discovering passion and purpose, refocusing to rejuvenate, managing family in the midst of student activities chaos, and how to work, love and play when you don't have time.



### CURTAIN CALL – EACH ISSUE

Are you an entertainer or agent who is an NACA® member? Why not share your stories from the road? Did something outrageous happen that still amazes you or keeps you laughing years later? Did you learn a valuable life lesson? Share your "road warrior" stories with *Campus Activities Programming®*'s readers! Contact editor Glenn Farr today at [glennf@naca.org](mailto:glennf@naca.org).





# THANK YOU TO THE CAMPUS ACTIVITIES PROGRAMMING® CONTRIBUTORS FOR 2016

Writing for Campus Activities Programming® is a significant volunteer opportunity that serves both the Association and individual contributors. As a result of our writers' work, NACA's flagship publication is able to share topical and timely information with other members, while writers achieve personal and professional development goals as they research topics important to the student affairs field and communicate their knowledge in print.

As we come to the close of the 2016 calendar year, we'd like to recognize all – school and associate members – who contributed articles to Campus Activities Programming® this year. Writers are listed by name and school/agency at time of article publication.

## JANUARY/FEBRUARY

1. Matt Miller, Bridgewater State University (MA)
2. Casey Mulcare, Bridgewater State University (MA)
3. Riley Fickett, Mount Holyoke College (MA)
4. Steph Lanza, University of South Carolina
5. Katharine Curles, Whitman College (WA)
6. Sharmay M. Wood, MPS, MA, Lake Superior State University (MI)
7. Rich Ramos, Simpson College (IA)
8. Kristen Wagner, Simpson College (IA)
9. Hilary Corna, Corna Productions, LLC (TX)
10. Mic Brunner, Newman University (KS)
11. Zuri L. Thurman, Illinois State University
12. Jivanto P. van Hemert, Ohio University
13. Aeryel "Sunshine" Williams, Dillard University (LA)
14. Torrez M. Wilson, Georgia Gwinnett College
15. Kaitlyn Schmitt, College of William and Mary (VA)
16. Brian Gardner, Maryville University of Saint Louis (MO)
17. Jason LeVasseur, Bass-Schuler Entertainment (IL)
18. Cara White, University of Delaware

## MARCH

1. Kathryn Kuczaj, University of Nebraska-Lincoln
2. Veronica Riepe, University of Nebraska-Lincoln
3. Alexandria Gurley, MA, Quincy University (IL)
4. Rebecca Goldstein, University of South Carolina
5. Katie Miller, Purdue University (IN)
6. Jillian Van Auken, University of Dayton (OH)
7. Raton Remickie, Florida Atlantic University
8. Michael C. Baumhardt, University of Miami (FL)
9. Joshua Luce, Sarah Lawrence College (NY)
10. Jourdan Harmon, University of South Carolina
11. Stacey Malaret, The University of Central Florida
12. Courtney Buzan, The University of Central Florida
13. Michael Preston, Florida Consortium of Metropolitan Research Universities
14. Kate Piper, Illinois State University
15. Tearria Beck-Scott, Duke University (NC)
16. Jerrica Washington, Duke University (NC)
17. Lexi Hinson, University of South Carolina
18. Emily Loudon, King University (TN)
19. Mark Nizer, DCA Productions (NY)
20. Torrez Wilson, M.P.A., Georgia Gwinnett College

## APRIL

1. Jolene Chevalier, Event Resources Presents (WI)
2. Alexandria Gurley, Quincy University (IL)
3. Emily Teitelbaum, University of West Georgia
4. Kimberley Clarksen, University of Wisconsin-Whitewater
5. Jillian Van Auken, University of Dayton (OH)
6. Arielle Norment, M.H.S.E.
7. Brian Bourke, Ph.D., Murray State University (KY)

8. Amanda Mintz, Florida State University
9. Ashley Crisp, Clemson University (SC)
10. Kaitlyn Schmitt, George Washington University (DC)
11. Brian Gardner, Maryville University of Saint Louis (MO)
12. William Fry, Everything But The Mime (FL)
13. Courtney Buzan, The University of Central Florida

## MAY

1. Ryan M. Patterson, University of Nebraska-Lincoln
2. Stefan Napier, Florida Atlantic University
3. Anthony J. Ward Jr., Florida Atlantic University
4. Patrick Ramsay, University of South Carolina
5. Patrick L. Nobrega, University of South Carolina
6. Allison Stewart, University of South Carolina
7. Kyle Johann, University of Central Missouri
8. Sylvia Reyes, University of Miami (FL)
9. Alexander Martin, University of Miami (FL)
10. Ashley Maturan, University of Sioux Falls (SD)
11. Nathan Hofer, University of Sioux Falls (SD)
12. Vincent "Vinny" Justiniano, The University of North Carolina at Greensboro
13. Dan Ferguson, Linfield College (OR)
14. Mark Nizer, DCA Productions (NY)
15. Alexandria Gurley, Quincy University (IL)

## BACK TO SCHOOL

1. Dan Ferguson, Linfield College (OR)
2. Jason LeVasseur, Bass-Schuler Entertainment (IL)
3. Alex Carlson, Illinois Institute of Technology
4. Steve Pagios, Brandeis University (MA)
5. Elizabeth Gionfriddo, Nichols College (MA)
6. Bob Kramarik Jr., Bobby K Entertainment (NY)
7. Bobby Dutton, GrooveBoston (MA)
8. Melissa Boyle Aronson, Babco Entertainment (VA)
9. Jerrica Washington, Duke University (NC)
10. Sheri Kettula, Everything But The Mime (FL)
11. Scott Lyons, Ed.D., Johnson & Wales University (RI)
12. Marci Reisman, M.Ed., Eastern Connecticut State University
13. Nathan Hofer, University of Sioux Falls (SD)
14. Jessica Bennett, Western Michigan University
15. Courtney Bennett, Western Michigan University
16. Dr. Adam Peck, Stephen F. Austin State University (TX)
17. Dr. Cindy Kane, Bridgewater State University (MA)
18. Torrez M. Wilson, Georgia Gwinnett College
19. Amanda Fischer, Georgia Gwinnett College
20. Alexander Martin, University of Miami (FL)

## SEPTEMBER

1. William Fry, Everything But The Mime
2. Shawna Blair, California State University Fresno
3. Marie Squyres, Utah Valley University
4. Bryanna Manning, Cabrini University (PA)
5. Robert N. Cooper, Frostburg State University (MD)
6. Kyrie Kirn, Frostburg State University (MD)
7. Taylor Bradley, Murray State University (MD)
8. Rich Hurley, New York University
9. Julie Broskey, M.Ed., Illinois State University
10. Jackie Lanier, Dr.P.H., Illinois State University
11. Christy N. Bazan, M.P.H., MCHES, Illinois State University
12. Amanda Papinchock, M.S., CHES, Illinois State University
13. Kernysa L. Rowe, Georgia State University
14. Michael Preston, Florida Consortium of Metropolitan Research Universities
15. Cara D. White, West Chester University of Pennsylvania
16. Alex Carlson, Illinois Institute of Technology

## OCTOBER

1. Dan Ferguson, Linfield College (OR)
2. William Fry, Everything But The Mime (FL)
3. Candace DeAngelis, Eastern Connecticut State University
4. Sundi Musnicki, Eastern Washington University
5. Jivanto P. van Hemert, Ohio University
6. Colleen Lubin, Southern New Hampshire University
7. Colleen Kerrigan, University of New Haven (CT)
8. Loreal E. Robertson, Texas A&M University Kingsville
9. Adebimpe Dare, Manhattanville College (NY)
10. Elizabeth Rapoport, Carnegie Mellon University (PA)
11. Kristin Hagen, DePaul University (IL)
12. Courtney James, DePaul University (IL)
13. Robert N. Cooper, Frostburg State University (MD)

## NOVEMBER/DECEMBER

1. John Dooley, Elon University (NC)
2. Kathy Shellog, Rensselaer Polytechnic University (NY)
3. Gayle Spencer, Ph.D., University of Illinois at Urbana-Champaign
4. Jolene Chevalier, How To Concerts LLC (WI)
5. Ashleigh Moyer, The University of Tennessee-Knoxville
6. Elizabeth Brandon, Western Michigan University
7. Brianne Rogers, Western Michigan University
8. Courtney James, DePaul University (IL)
9. Alexander Martin, University of Miami (FL)
10. Sean Goheen, University of Kentucky
11. Loreal E. Robertson, Texas A&M University-Kingsville
12. Mark Nizer, DCA Productions (NY)

## HENRY AND PRADIA AWARDED MULTICULTURAL GRANTS



**Kyonna W. Henry** and **Marquette “Mia” Pradia** have each been awarded a Multicultural Professional Development Grant through the NACA® Foundation. To encourage attendance at NACA® events by campus activities professionals from under-represented backgrounds, the grants cover a portion of the expenses for an event of the recipient’s choosing.

**Henry**, director of Multicultural Affairs at **Ripon College (WI)**, holds a master’s degree in educational leadership from Old Dominion University (VA), has made a number of presentations for NACA on the national and regional levels and has written articles for Campus Activities Programming®. She is also a past Leadership Fellow and Leadership Fellows Mentor.

“As a woman of color and the only African American staff member at my college, these funds will help me to broaden my scope of diversity relations, network with colleagues that are in my same position and [allow me to] help the Association with the various diversity activities at the National Convention,” said Henry, who plans to use the grant to attend the 2017 NACA® National Convention in Baltimore, MD.



**Pradia**, who is pursuing a bachelor’s degree in health and kinesiology from **Texas A&M University-College Station**, is chair of the institution’s Woodson Black Awareness Committee (WBAC) and is community service director of the iVision program, which aims to train pre-service teachers to be effective educators in urban environments. She hopes to earn a Ph.D. in East Asian medicine and establish her own holistic healing center with an emphasis on community education.

“I am beyond grateful to have received [this grant] because it gives me the opportunity to obtain the growth I need to bridge the gap between my current position and my ideal ... occupation as a holistic health doctor and community educator,” Pradia said. “I believe the training I will obtain through NACA and my active participation as chair in the WBAC will help me [develop] economic literacy and [learn about] the politics of nonprofit organizations.”

## DANIELS-OSAZE AWARDED MCCULLOUGH MEMORIAL SCHOLARSHIP



**Anika Daniels-Osaze, M.A.**, has been awarded NACA’s 2016 McCullough Memorial Graduate Student Scholarship. Currently pursuing a doctorate in higher education administration at **Northeastern University (MA)**, she also holds a master’s degree in higher education administration from New York University and a bachelor’s degree in linguistics and cognitive studies from Cornell University (NY). She is director of the Office of Diversity Educational and Research at the State University of New York Downstate Medical Center-College of Medicine.

Daniels-Osaze is affiliated with the National Association of Medical Minority Educators, Inc., and the Association of American Medical Colleges, among other organizations, and is the recipient of the SUNY Chancellor’s award for Professional Service.

“As a first generation college student, I am the only member of my family to have attained this level of education,” she said. “I am truly passionate about working in student affairs. Earning my Ed.D. will allow me to advance in the field so I can continue to create policies and provide services that will continue to improve student affairs for all students.”

## HOROWITZ PRESENTED NACA’S 2016 DAUGHERTY SCHOLARSHIP



**Heather Horowitz** is the recipient of NACA’s 2016 Hayward M. “Skip” Daugherty Jr. Graduate Scholarship. Director of Engagement & New Student Programs at **Arcadia University (PA)**, Horowitz is pursuing a doctorate in education at Wilmington University (DE).

“As a student affairs administrator, I was looking to continue my own education at an institution that is driven by student-centeredness. Financial support from NACA would allow me to pursue my Ed.D. at an institution that best fits my goals and interests,” Horowitz said. “I am excited to return to the classroom and apply that learning to my work.”

Active in NACA, Horowitz has served on the NACA® Mid Atlantic Regional Conference Program Committee since 2009. She is also a member of NACA’s Research and Scholarship Group. In addition, she is affiliated with the American College Personnel Association, the National Association of Student Personnel Administrators and the Association of Leadership Educators.

## LEHNHOFF RECEIVES BRATTAIN SCHOLARSHIP



Amy Lehnhoff is the recipient of NACA's 2016 William E. Brattain Graduate Scholarship. Lehnhoff recently earned a master's degree in student personnel administration from Saint Louis University (MO) and is now beginning her professional career in student affairs.

During her graduate career, she was a graduate fellow working in residence life at Washington University in St. Louis (MO) and an academic intern with Three Fourteen Institute (MO). She was also a student advisor at Truman State University (MO) while an undergraduate.

"The award reflects the diligence and care I poured into two recent graduate internships in higher education," Lehnhoff said. "I believe the award will be a shining star on my résumé [and] the honor will help me begin my professional journey in student affairs with a high level of confidence."

## WEIMER AWARDED MCCULLOUGH SCHOLARSHIP



Cidnye Weimer, who is pursuing a master's degree in college student personnel at Ohio University, has been awarded the NACA® Foundation's Donald L. McCullough Memorial Graduate Scholarship.

Weimer, a graduate assistant for her school's Campus Involvement Center, previously completed a practicum in the school's Office for Multicultural Student Access and Retention. She has received the Ohio University Incentive Award, a Public Relations Student Society of America National Conference Grant and a LeaderShape Conference Scholarship, among others.

"Receiving this Scholarship is a tremendous help during my second and final year of graduate school," Weimer said. "It will allow me to partake in more professional development opportunities including conferences, webinars and more, as well as help me during the job search for my first entry level position. Thank you, NACA, for helping me get one step closer to my goals!"



Does your school have a tradition that highlights school spirit, showcases a signature program, or highlights best practices in programming efforts that could prove helpful for other campuses? Enter this year's **Your Best Campus Tradition™** and engage other campuses in a friendly video competition!

### PRIZES INCLUDE:

- Complimentary registration to the 2018 NACA® National Convention, where you will present an educational session about your winning campus tradition
- Opportunity to submit an article to *Campus Activities Programming®* magazine
- Monetary award of \$1,000 for use at your next campus tradition

Deadline to enter is Jan. 31, 2017.

**NEW THIS YEAR! Voting will take place on site using NACA® ALL ACCESS on your device.**



## NACA® LEADERSHIP

### 2016–2017 NACA® BOARD OF DIRECTORS



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Immediate  
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**BETH TRIPLETT**



Guest to Board  
of Directors  
**WILLIAM SMEDICK**

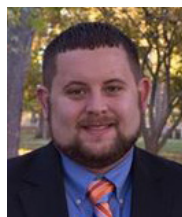
*The Johns Hopkins  
University (MD)*



Executive Director  
**TOBY CUMMINGS,**  
**CAE**

*NACA® Office*

### 2016–2017 NACA® PROGRAM LEADERS



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**RANDY FLOWERS**

*Baker University (KS)*



NACA®  
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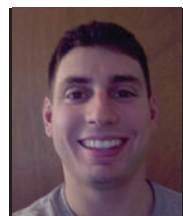
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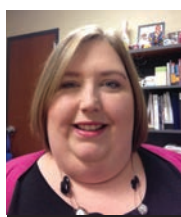
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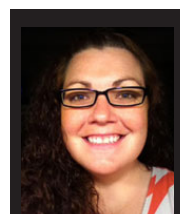


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# LOREAL ROBERTSON

COORDINATOR OF CAMPUS ACTIVITIES  
TEXAS A&M UNIVERSITY-KINGSVILLE



## 1 LEADERSHIP/MANAGEMENT BOOK YOU ARE CURRENTLY READING?

"Innovation Is Everybody's Business" by Robert B. Tucker.

## 2 WHAT RECENT CAMPUS PROGRAM MOST EXCEEDED YOUR EXPECTATIONS AND WHY?

Our campus recently hosted a Black Lives Matter panelist discussion event to talk about the purpose behind the movement, decode myths associated with it and answer any questions participants had. The turnout was amazing and included a variety of engaged students, faculty and upper-level administrators. It was a great event bringing matters of injustice to the forefront and allowed a safe space to have these sometimes uncomfortable conversations.

## 3 FAVORITE CAMPUS PROGRAM IN YOUR ENTIRE CAREER AND WHY?

The Fall Carnival event during Homecoming Week is one of my favorite events and one of the most well attended by the campus and community. About 100 student organizations sell food or beverages, have an activity/game or provide information about their organizations and their purpose to attract interest in them. There are also musical entertainment and bounce houses – it's a great event for the entire family, including pets.

## 4 THREE THINGS ON YOUR DESK RIGHT NOW YOU COULDN'T LIVE WITHOUT FOR WORK?

- Pop-up sticky notes for those urgent reminders,
- A legal pad to keep me organized with all my tasks, and
- A water bottle to stay hydrated throughout the day.

## 5 BEST TEACHING TOOL FOR YOUR STUDENTS?

THE USE OF PROGRAM ASSESSMENT FORMS. IT ALLOWS STUDENTS TO THINK ABOUT THE EVENTS THEY'VE DONE, THE SKILLS THEY'VE GAINED FROM A PARTICULAR PROGRAM, SHOWS GROWTH WITHIN THE ORGANIZATION AND HELPS WHEN PLANNING PROGRAMS FOR THE FUTURE. IT ALSO MAKES THEM FEEL VALUED TO KNOW THE INFORMATION THEY PROVIDE ON THESE ASSESSMENT FORMS ARE INCLUDED ON OTHER UNIVERSITY REPORTS THAT ARE REQUIRED BY THE ADMINISTRATION EACH YEAR.

## 6 TECHNOLOGY THAT MOST BENEFITS YOU AT WORK?

My Mac desktop computer (not everyone on campus has one) and Dropbox or OneDrive, which allow me to access files when I'm working remotely.

## 7 MOST CHALLENGING ASPECT OF YOUR JOB?

Chairing and managing large committees such as Welcome Week and Homecoming Week. I'm working with many different people and departments within the university as well as outside vendors to make the events scheduled during those weeks successful and enjoyable.

## 8 TIP YOU CAN SHARE FOR BALANCING WORK WITH A PERSONAL LIFE?

Maximize your time when you're in the office and completely shut off work at home. I do not like to be stressed out about work before I get there in the mornings, nor when I'm about to leave. I commute to work, so the ride to and from the office is my time and I don't respond to work during those times. Remember that work will always be there, but your life and well-being are invaluable.

## 9 BEST PROGRAMMING ADVICE YOU'VE EVER RECEIVED?

Never ask your students to do a task or fulfill a duty you aren't willing to do yourself.

## 10 SOMETHING UNIQUE ABOUT YOUR PROGRAMMING BOARD?

I have a total of six board members, three being returners and three being "newbies." I call the returners the "CAB Big Three" and the newbies the "CAB Little Three." I depend on the Big Three a lot to help mentor and guide the younger CAB leaders. They are very helpful.

"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).

# THE MOST DANGEROUS CITY IN THE WORLD



MARK NIZER

## DATELINE: AUGUST 2016

I was booked to do four 90-minute shows in two 4,000-seat venues in two days as part of the Chihuahua Festival of the Arts in Mexico. The theaters were in Juarez and Chihuahua, two cities located in the largest state of Mexico, also called Chihuahua. I was excited to experience a new culture and expose my wife and youngest daughter to it, as well.

We googled Juarez to get some leads on what we were getting into, learn some more about the area's culture and decide what we'd do when we got there.

We were dismayed to learn that, according to *The Express* (a British tabloid), the city had been deemed "THE MOST DANGEROUS CITY IN THE WORLD," largely due to the area's drug trade. Google it yourself and you'll see it's been noted for murders, kidnapping and more. Granted, *The Express* may tend to sensationalize things. However, its description was backed up by *National Geographic*, which, to me, is the bible of city reviews.

"It's the Mexican ghost town deemed so dangerous, even police don't dare enter," wrote *The Express*. "Run by criminal drug cartels, only 5,000 of the original 60,000 inhabitants have dared stay. The rest fled in fear of their lives or were brutally killed."

The *Express* went on to describe gruesome brutalities involving shootings, stabbings and burnings that led to the town being dubbed the "Valley of Death." In 2015, in fact, the town saw a shocking two murders per day.

Needless to say, my wife and daughter backed out of joining me. My mother offered to pay me what I was getting for my performances to NOT GO. I told the presenter I had concerns about my safety. He understood, but expressed his exasperation that this is a consistent problem and that the city and state of Juarez and Chihuahua were safe.

However, the information I learned online scared me pretty badly, so I replaced my wife and daughter as traveling companions with my friend "Kevin" (probably not his real name), who agreed to come along as my security guard. "Kevin" is the kind of person who can do anything. From woodworking to welding, rebuilding an engine to wrestling a gun-wielding attacker using only his toothbrush and some floss, he is the dude.

I once asked "Kevin" if he would be on my team in the coming apocalypse and he declined, saying he had other plans and I was not relevant in that timeline. True, all I could bring to the table would be a couple of laughs as we sat around the fire roasting a deer carcass and perhaps fix a weak Wi-Fi signal. But with "Kevin" along, I got permission from my family to embark on an adventure to "The Most Dangerous City in the World!"

We crossed into Juarez at the El Paso, TX, entry point. The first indication things might be dodgy came at the Mexican border checkpoint. No one was there. No need to stop; no one was around. Just come on in ... IF YOU DARE! However, the road coming out of Juarez was packed with people trying to get into the US. We then drove six hours into the belly of the beast to Chihuahua, where my first gig was booked for the next day.

As it turned out, the entire time we were there, I felt not only safe, but also welcomed. Everyone was kind and the massive audiences, which were close to capacity, were amazing. We went out afterwards and wandered the streets until the wee hours of the morning. The scariest thing that happened occurred when our taxi driver, while heading back to our hotel, suddenly pulled down a side street and stopped without consulting us to help jump-start a stranded motorist. Awesome!

But the night before I headed back home, I got a frantic phone call from my wife. Back in my quaint hamlet of Free Union, VA, at the little country store across the street from my house, at 5 a.m., there had been a shooting. My wife and middle daughter had witnessed the entire incident after being awakened by a screaming couple. The man ended up shooting the woman, who turned out to be his wife, as they were fighting. My wife and daughter were both traumatized and are still dealing with the event's aftermath.

So, in a sad and very twisted way, it turned out the most dangerous city in the world actually wasn't the one 3,000 miles away in a country I was afraid to visit, but right across the street from my very own home.

## REFERENCE

Romero, K. (Jan. 1, 2016). The dangerous ghost town even police don't enter: Welcome to Mexico's Murder Valley. *The Express*. Retrieved from: <http://naca.ws/2cZr9SI>

Mark Nizer, a long-time NACA® member, is an award-winning juggler and comedian who incorporates 3D technology into his performances. He is represented in NACA by DCA Productions ([www.dcaproductions.com](http://www.dcaproductions.com)). For more information, visit <http://nizer.com> or contact him at [mark@nizer.com](mailto:mark@nizer.com).

"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).



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