

CAMPUS ACTIVITIES

PROGRAMMING

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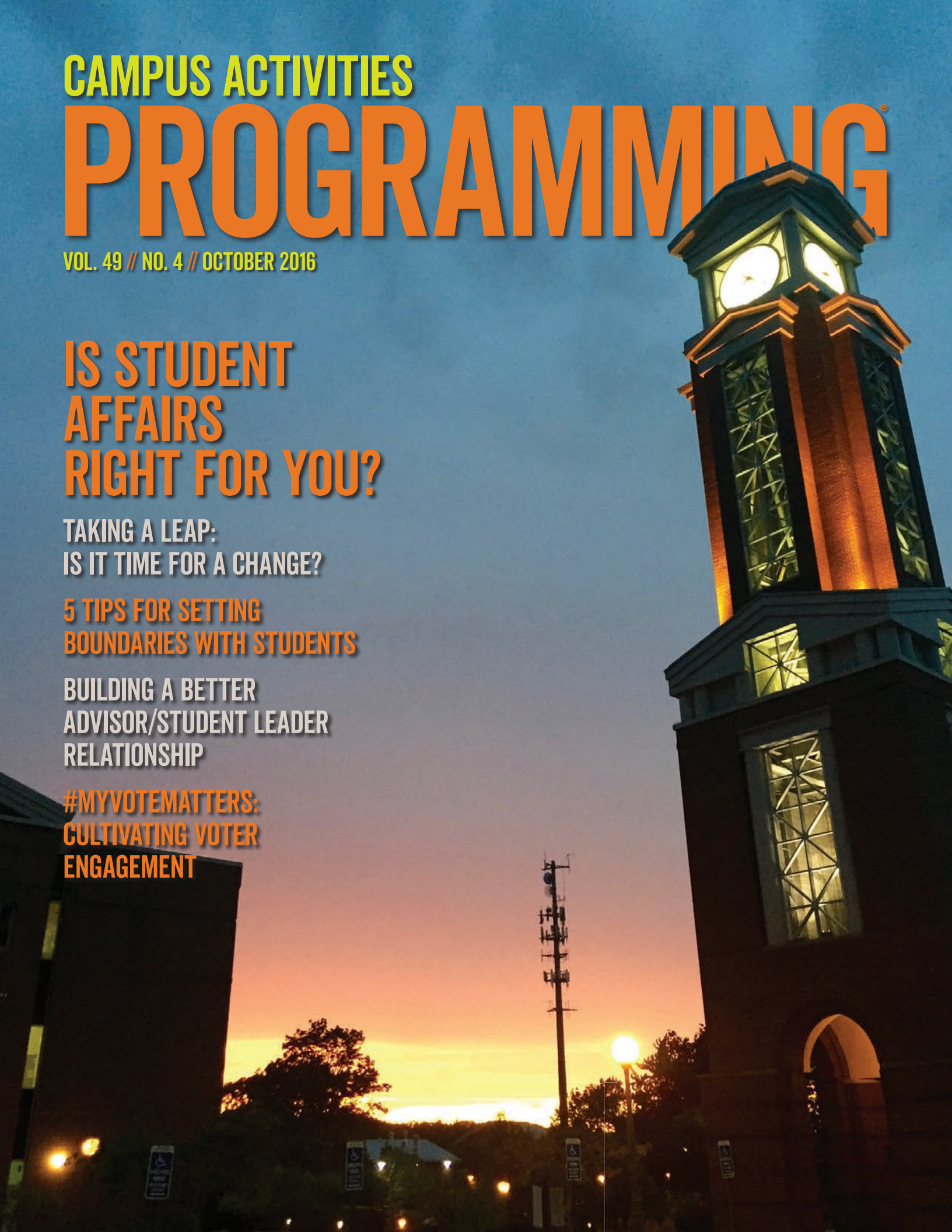
IS STUDENT AFFAIRS RIGHT FOR YOU?

TAKING A LEAP:
IS IT TIME FOR A CHANGE?

5 TIPS FOR SETTING
BOUNDARIES WITH STUDENTS

BUILDING A BETTER
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Taylor Herold, a student at Eastern Connecticut State University and the NACA® Northeast Foundation Fundraiser Coordinator, captured the institution's clock tower at sunset.



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THE PROFESSIONALISM OF STRANGERS



A PHRASE THAT HAS STUCK WITH ME OVER THE DECADES is, "... I have always depended upon the kindness of strangers," which Blanche DuBois says near the end of Tennessee Williams' tragic play "A Streetcar Named Desire." There have been times in my life when I could have said the same thing and meant it. However, as time passes, for me, it has morphed into, "... I have always depended upon the professionalism of strangers."

When I began my position with NACA 27 years ago, I was more than a little surprised to learn volunteers who aren't monetarily compensated generate this magazine's content. If you've been one of these volunteers, you've done it for many reasons – personal growth and development and, yes, professionalism. You've wanted to enhance your skills and have your work published, which can have a positive impact on your career.

Sometimes, though, you've written articles because I was in a pinch for copy and you stepped forward to fill an unexpected gap in content. That's just what happened this week as I reviewed deadlines and checked on articles planned for a future issue. A couple of writers had needed extensions, but ultimately were not able to complete their assignments. I contacted a few volunteers with track records for producing good copy quickly and within an hour, an enthusiastic volunteer had agreed to develop a replacement article. As I write this, I may yet hear from a couple more of you.

This isn't the first time a "copy collapse" has happened to an issue of Campus Activities Programming®. Each time it has, though, I've been impressed by the professionalism of those of you who've stepped up to fill a need. In many cases, I didn't know you personally, and that's where the "stranger" part of the equation has come into play.

Another instance of the professionalism of strangers involved a play I directed early this fall, a modern reinterpretation of the Sherlock Holmes mystery, "The Hound of the Baskerville."

Due to the continuing popularity of the famous sleuth, auditions yielded an enviable slate of local actors, most of whom I had worked with before and who were very talented. However, just as rehearsals were to begin, one of the younger men had to quit due to a career change. A young man I had directed once before, but did not know well, volunteered to be considered for the role. I auditioned him and another young man of the same age who had been recommended to me by a cast member. Ultimately, due to some crucial details of the show involving a character's height, I had to choose the latter actor.

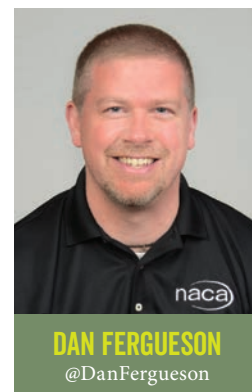
The first actor impressed me by graciously accepting not being cast and further volunteering to assist with the show however he could. So, there he was several times, standing in for actors who had rehearsal conflicts and following the script as actors learned their lines, as well as being on stage in crowd scenes and serving as crew for the show when it went into production. While he really wasn't a stranger, I did not know him well. Above all, his attitude was very professional.

Several of our articles this month focus on careers and professional relationships. With that in mind, I find I am often reminded of the value of professional attitudes in all areas of endeavor.

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.

BECOMING THE PROFESSIONAL YOU WANT TO BE



THIS ISSUE OF CAMPUS ACTIVITIES PROGRAMMING® focuses on topics that are relevant to us who work in student affairs and campus activities, not only at this time of year, but also all year round. Our writers discuss boundaries and expectations, creating your career path in student affairs, and building better student/advisor relationships. If you happen to be a student reading this, I hope you're considering a career in student affairs. It's never too early to become engaged in the professional sense.

As I reviewed this issue's topics, I began to reflect on the beginnings of my own career. After 15 years at Linfield College (OR), it's become second nature for me to mentor student leaders, challenge them to think about their experiences in the context of learning, and talk to them about when it's appropriate to reach out to me via email, text, or phone call. I do have vivid memories of trying to figure all that out as a young professional, and the good news is, if you're a young professional, you'll figure it out, too. However, it may take some time to find your mentoring style and for it to become second nature to you. It's an exercise in patience, perseverance and understanding to discover the professional you want to be, but it's worth all the effort in the end.

Two of the biggest changes I experienced with respect to my mentoring style happened at about the same time a few years ago, when we were in the early stages of initiating our current assessment practices at Linfield. The changes we made have helped shaped me as a professional.

The first change occurred when we in student affairs entered into a serious conversation about those of our students who were involved in everything offered by the division and how that was impacting their time at school. After lively discussion, we decided we'd limit student involvement in key leadership positions in our various student organizations and strive to ensure any given student would hold only one key leadership position.

Even now, I can't believe we'd make a choice to limit what our student leaders could accomplish, but I know our decision has helped individual student leaders, as well our available leadership positions, thrive by broadening the pool of applicants and enabling key leaders to focus fully on one task, as opposed to

trying to split their time among many. We've found this practice has caused less student leader burnout in subsequent years and has helped our programs be more sustainable from year to year.

The second change is one I hope you've pursued on your campus – focusing on the student as a learner and maintaining a set of student learning outcomes for all student leaders. We've intentionally made this part of all student training and leadership reflections, and have given students the vocabulary to describe their out-of-classroom experiences as learning opportunities. This simple switch from viewing what we do as something in addition to, but not a part of, the classroom to being something that's learning focused and critical to a student's time on campus has changed how I perceive myself professionally. While this shift in perception can be a huge change on your campus if you're not currently focused on learning, you can start small with a select group of students. NACA offers a number of helpful assessment tools, such as our Student Leader Competency Guide and NACA® NEXT, to help you get started.

Another significant aspect of my professional development has been my involvement in committees, both on campus and in associations. The easiest way to become a trusted partner on campus is to volunteer to be part of a campus-wide committee. I began by serving on our administrative social committee, which seemed a good fit for a person who worked with the campus programming board, and worked my way up to become chair of our administrative leadership team, serving for multiple years as the administrative representative to our college budget committee.

Also, I've volunteered for NACA for most of my 15 years at Linfield and I've been challenged and have grown due to this involvement. I encourage you to make NACA a place for you to grow into the professional you want to become.

I hope this issue of Campus Activities Programming® helps you reflect on the professional you are and the professional you want to be. I hope your fall term is going well and I hope to see many of you at our fall regional conferences continue!

FINDING A CAREER WITH IMPACT:

IS STUDENT AFFAIRS RIGHT FOR YOU?

BY

CANDACE D'ANGELIS

EASTERN CONNECTICUT STATE UNIVERSITY

When the sun goes down, a student affairs professional may not yet be going home. Photo is of the Eastern Connecticut State University clock tower. Photo by Eastern Connecticut State University student Taylor Herold.

STUDENT AFFAIRS IS A MYSTERY TO MOST PEOPLE OUTSIDE THE PROFESSION. Virtually no one enters college thinking they will choose a career in student affairs and once they've chosen it, they spend far too much time explaining to others exactly what it is they do. If you're in the field already, you've probably told your story about the experience(s) in college that led you to choose it. If you're considering a student affairs career, you're probably currently in the midst of those experiences. Either way, it takes soul searching to decide if student affairs is right for you, and some hard work to land the job you want in today's job market.

Once the student affairs bug bites and you've made your choice, finding a job or graduate school program where you can study higher education is no easy task for even the most experienced candidates. It can be difficult to articulate all your experiences and explain how your skills match the positions you're seeking. Many job descriptions seem daunting and leave you wondering if you're qualified for entry-level positions in your area of interest, or even prepared to enter the student affairs field at all.

So, how do you decide if student affairs is right for you? There is no magic pill or easy button to help you be sure. One thing to remember is the reasons other people make this career choice vary greatly. You might enjoy managing projects, providing services to others and helping students get the support they need. You might appreciate the flexibility of the academic schedule and the challenge of new student leaders each year. You may even want to offer a better college experience to students than the one you had as an undergraduate.

Whatever your reasons, all the passion in the world for student development and all the desire to help others will not get you where you need to go without self-reflection. You need to determine what really makes you tick. Careful consideration is necessary and extremely beneficial when it comes to making career choices.

After many years supporting graduate students and new professionals in navigating the job search process, I've discovered how to determine which jobs and areas within student affairs might be right for you. Student leaders often spend more time on their roles and responsibilities outside the classroom than with any academic project or paper. Reflect on the leadership roles you've held. Make a list of all your co-curricular experiences – program board, student government association, tour guide, peer mentor or student worker. Have you held jobs off campus? Have you held internships? All these are important in helping you identify your skills and make decisions about your future.

SLOW DOWN AND EVALUATE

Regardless of whether you're in search of a campus position or a graduate assistantship, if you can't articulate your

experiences, you may be in for a long search. It may sound simple, but you need to evaluate what you spend your time doing. What roles have you held? What programs are you responsible for? What are the specific tasks you've performed? Is your list of roles a mile long? You were president of your program board, a resident assistant, a tour guide, and an orientation leader, and you've probably held one or two internships, too! Unfortunately, that's also the case for everyone else vying for the position you're seeking.

Find a way to stand out. Did you study abroad or with a student exchange program? Did you develop any new programs or initiatives while in your leadership roles? Were you asked to serve on any committees with staff or faculty? Have you written articles to cover events or managed an office or organization's social media site? Were you recognized or rewarded for your work? These specific experiences make your résumé pop. List as many of these things as possible so you can reflect on the lessons you learned from those positions.

REVIEW YOUR TASK LISTS AND TO-DOS

Many undergraduate and graduate students begin their search with a very general résumé very similar to those of many other candidates seeking the same positions. Review your list of leadership positions and consider what tasks you performed in those roles. They may not seem important, but your skill set stems from those experiences, and articulating them is the only way you can stand out. Perhaps you managed a small budget, ran meetings, called agents to book entertainment, or even created event posters. List everything.

REALIZE YOU'VE GOT SKILLS

At first glance, some of the tasks you identified might not look all that impressive. However, consider the skills you developed from doing these simple tasks. Until now, you might not even realize what you've learned. Managing a budget is not something everyone can do. Planning ahead and dividing funds for expenditures shows budget planning and management skills. Running meetings shows public speaking, prioritization and delegation skills. Calling agents gives you experience in negotiation and operational event planning, and making posters exhibits creativity, as well as computer software and marketing skills.

Don't underestimate your level of expertise or your supervisory ability. Your student leadership experiences are teaching you many skills every day. Don't forget to identify them and build upon them through the job or program selection process.

TAILOR YOUR RÉSUMÉ

Don't create a broad résumé that you submit to every job posting and think tailoring the cover letter to each position will suffice. Search committee members are skimming that cover letter and spending more time (and by more time, I mean maybe 30 seconds) reviewing the first page of your résumé. Include interesting, specific accomplishments in your résumé that apply to the requirements for the position you're seeking to make search committee members want to turn to page two and re-read your cover letter. It's not enough to say you advise the program board or served as the lead orientation leader. Think about the tasks you performed, what you accomplished and why the organization was better for it.

KNOW WHAT YOU'RE GETTING INTO

Student affairs is a field with many unique expectations of its professionals. If you're going to apply for a graduate program or full-time position, you should know what's expected of you. If the program or position doesn't meet your needs, don't apply.

Other things to consider:

- Understand that you need to be comfortable with and prepared to work nights and weekends.
- Be honest about what you want. Don't apply for a job in a city where you wouldn't be comfortable. While you need a job, before you submit that résumé, you should be completely comfortable with the prospect of living in that location. If not, you're wasting everyone's time.
- Answer these questions: What is the best institutional fit for you? Is school size important? Do you prefer a public or private institution? Do you have a particular student type you prefer and know where might you find that type of student? Are you looking for a specialized position or would you like the opportunity to work with many different programs on campus?
- Consider what you're seeking in a supervisor and the supervisory style you prefer. If you're a procrastinator

Employers want to hire people who . . .

- Understand their own path.
- Know what they want in their career.
- Can point to successes at work or elsewhere.
- Know their strengths.
- Think Independently.
- Like to problem-solve.
- Have ambition.
- Are proactive.
- Are happy to learn new things.
- Are goal oriented.
- Work well on a team.
- Are responsible.

Ryan, L. (2016, March 2). 12 Qualities Employers Look For When They're Hiring. Retrieved July 25, 2016, from <http://bit.ly/2aWelkG>

who prefers working under deadline pressure, you may not do well working for someone who prefers to plan well in advance. Do you need a hands-on supervisor who likes to check in and receive periodic updates on your work, or do you work better independently without much collaboration or support? Do you prefer to be recognized or is that less important than the impact you have on others? Your work style and supervisory needs are of the utmost importance and taking a job that isn't the right fit

for you will mean you may be starting the search process all over again sooner than you think.

There are many things to consider when applying for a position in student affairs, but if you can sort out your preferences and really think about your experiences and how they relate to the positions for which you apply, it will be easier to articulate why you're the best person for the position. Student affairs isn't for everyone, but if you're one of the lucky ones, you'll never work a day in your life!



ABOUT THE AUTHOR

Candace DeAngelis is the director of New Student & Family Programs at **Eastern Connecticut State University**. An active NACA® volunteer for over 15 years, she currently serves as the NACA® Northeast Regional Conference Program Chair and has previously served in many positions in the region, most recently as the Business Networks Coordinator, Logistics Coordinator, Volunteer Development Coordinator and Education & Professional Development Coordinator. She holds a bachelor's degree in sociology from Eastern Connecticut State University and a master's degree in human development and family studies with a concentration in college student personnel from the University of Rhode Island.



*Remaining on campus for night-time events is often a fact of life for campus activities professionals.
Photo by Eastern Connecticut State University photographer Tom Hurlbut.*

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Nov. 10-13, Ontario, California

NACA® NORTHERN PLAINS:

March 30-April 2, 2017,
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TAKING A LEAP: IS IT TIME FOR A CHANGE?

By
SUNDI MUSNICKI
EASTERN WASHINGTON UNIVERSITY

DO YOU KNOW HOW YOU ENDED UP HERE? No, not sitting at your desk right now. I mean in your current job. Or better yet, working in student affairs. Chances are you didn't begin your college career yearning to work in student activities, or even knowing it was an option. Maybe there was a moment, a conversation, a role model – someone or something that impacted you so greatly it altered the course of your academic studies or professional goals. Whether it's been two years or 20, you probably still remember it clearly – the moment you realized you could plan events, counsel or advise young people, or have an impact on college students *for a living*.

For me, it was a late night during my senior year. I was in our student union doing homework and reminiscing with a roommate about the past four years. Suddenly, I realized I'd spent significantly more time working with and advocating for my peers than I ever had on any assignment, and the excitement and joy I got from doing that was so fulfilling I couldn't imagine doing anything else! Also, the people who had the most impact on my undergraduate career were advisors and supervisors who guided, challenged and molded me into who I'd become. I wanted to be that person for others. While I didn't know exactly how I was

going to get there, I knew what I wanted to do with my life.

However, I did not expect my professional journey to include such an assortment of experiences: two gap years, work at a community college and in privatized housing, part-time jobs during grad school, and several years at four-year public institutions. But, I hope it speaks to my openness to new possibilities and my willingness to take risks. While each position has been different, they've all allowed me to grow, giving me a chance to do what I love.

So, what happens when you start contemplating a change? What happens when you want to continue in higher education, but perhaps explore a new aspect of it? Over the years, I, along with a number of my colleagues, have struggled with this, going back and forth before admitting we wanted to explore other areas within the field. Two years ago, I came to that realization. Until then, the sole focus of my professional career had been residence life. I learned that restructuring in my department meant the elimination of my position, and I would be jobless in six months. As I planned for transition, I decided to take a leap and look outside of housing.

For as long as I can remember, I'd seen myself as a career "res lifer." It was how I got my start as an undergrad, and with the exception of a few other experiences in college, it was all I'd ever known. I worked with great colleagues and amazing students. I traded sleep for unforgettable memories and stories I could not make up if I tried. But, it was not without its challenges. I had free time that wasn't always mine. I sacrificed privacy in the name of relationships and team building. I sometimes suffered from sleepless nights waiting for my phone to ring. I knew the toll this work had taken on my ability to have a life outside of work, something I hoped would improve with a change of professional pace.

So, I embarked on a journey of self-reflection, hoping it would help guide the search for my next professional home. With some unique experience under my belt and a newfound openness to what lay ahead, I considered my options.

CONSIDER THE PROS AND CONS

If you're like me, the first time you considered leaving your current functional area, you had no idea what you would or could do. You've counseled students, so maybe academic advising could be a good fit? You have a solid understanding of budgets and money, so perhaps financial aid makes sense? What I found most helpful initially was to "wipe the slate clean" and consider the parts of my current job I loved, or the things I wish I could do (more of). On the other hand, if given an opportunity, what parts of my work would I be happy to let go?

Write down the "pros" and "cons" and consider them fairly. In my case, I really

enjoyed advising student groups and planning events and wanted to continue to develop student leaders, so student activities seemed like an option I wanted to explore further.

TAKE STOCK OF YOUR EXPERIENCES AND RESOURCES

Who you know can make a difference, just not necessarily in the way you think. Consider what you've done in your professional career thus far and those you know who can help you explore possible areas of interest. What experiences have you had that would benefit you in a new role? Are there projects you've worked on, or committees you've been part of? More importantly, to whom can you speak to learn more about this type of work? Thankfully, my previous job allowed me to spend a considerable amount of time with colleagues in our activities office working on events such as homecoming and late-night programming. This not only gave me a glimpse into their work, it also provided me with experiences that helped me stand out from other candidates.

During this process, it's important to be as open and honest with yourself as

possible. Fairly assess your experiences and qualifications and don't let modesty limit what could ultimately be great selling points for you as an applicant. Conversely, don't let pride or ego convince you you've nothing left to learn. You may have done similar work in your current role, but there is always something to be gained from seeing things from a different perspective. Use your people resources and market your experiences wisely to set yourself apart from the competition.

decision to leave your current position or area of work can be scary – terrifying even. While there's comfort in the familiar, there's also something exhilarating and life-changing about taking a risk. After you've done your homework, applied and interviewed, and been offered a new position, ask yourself what you really have to lose? Does the new position offer the possibility of a good, better, or perfect fit? If so, perhaps it's worth taking a chance. For me, there isn't a day I regret the choice I made to move over to student activities. I've been able to continue doing the best parts of my last job and have found new opportunities that challenge me every single day. I've also been able to improve and maintain better work/life balance. While I don't know what the future holds for me, I think the choice I made two years ago was well worth it.

For many of us in the field, job searching feels like a way of life – changing positions, institutions and area codes every few years. Add to that the desire to establish or maintain a personal life, the need to balance finances, and a whole host of other factors, and our careers can become very stressful. But, in moments of uncertainty

IN MOMENTS OF UNCERTAINTY AND UNLIMITED POSSIBILITY, TRY TO FOCUS ON THE ASPECTS OF YOUR WORK THAT TRULY MAKE YOU COME ALIVE, AND LOOK FOR OPPORTUNITIES THAT WILL CONTINUE TO DO JUST THAT.

and unlimited possibility, try to focus on the aspects of your work that truly make you come alive, and look for opportunities that will continue to do just that.

ABOUT THE AUTHOR



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has also accumulated 10 years' event planning experience and eight years advising a number of student organizations. She currently serves as the NACA® West Regional Conference Program Committee's Social Media Coordinator and Educational Program Reviewer. She is also affiliated with NASPA, the National Association of Student Personnel Administrators. She holds a bachelor's degree in education from Pacific University (OR) and a master's degree in post-secondary, adult and continuing education (PACE) from Portland State University (OR).

ARE YOU READY TO TAKE A LEAP?

What if you fail? What if you don't like the new area you pursue? Whatever your situation might be, the last question you should ask yourself is if you're truly ready to take a leap. There are numerous factors you must consider – family commitments, finances, etc. You must determine for yourself what flexibility or limitations you have as you navigate your search. The



UTILIZING THE INTERSECTION: THE POWER OF A COMMON PURPOSE IN COLLABORATION AND PROBLEM SOLVING FOR STUDENT AFFAIRS PROFESSIONALS

By

JIVANTO P. VAN HEMERT

Ohio University

THIS WORLD OF STUDENT AFFAIRS IS A SPECIAL ONE. Professionals in the field experience this in countless ways, from intense human connections to varied and intellectually stimulating professional expectations. However, the most exciting manifestation, I believe, is the core intersection of our work. Regardless of functional area, specific assignments, or time of year, we are all in the business of supporting, engaging and promoting the learning of our students – with the hope of conferring degrees on individuals who are more fully developed than when we first met them.

This common purpose, or intersection, is one through which we personally, professionally, departmentally and institutionally agree that student success is our ultimate goal. Our common purposes is to support, engage and promote the learning of our students in an effort to enable them to go forth, armed with degrees and countless “soft” skills to become successful in their chosen endeavors.

It has been this intersection that I have relied upon to develop some of my most effective campus collaborations and solve the most vexing problems I faced as a young professional. Anyone who has experienced a truly effective collaborative partnership or faced a challenging problem understands the benefits of this collaborative effort. Aside from defusing cost and/or work among additional people/offices/organizations and often solving otherwise impenetrable challenges, a collaborative effort can also distribute a message to greater audiences, develop a stronger team, attract a more diverse set

of students, create a better end product, and strengthen cross-functional understandings and culture. Success inevitably further strengthens these cross-functional relationships for future projects. But these benefits are, alas, not without additional requirements.

In his book “How Colleges Work: The Cybernetics of Academic Organization and Leadership,” Robert Birnbaum identifies the Collegial Model as one with consensus or shared power (Birnbaum, 1991, p. 88) and goes on to establish that it requires (among other things) three overarching components of collegiality:

- The opportunity to participate in institutional matters,
- A community of scholars with open membership, and
- An appreciation of the various forms of knowledge (he establishes this for faculty across disciplines specifically, but I would argue it extends to staff and administration, as well) (Birnbaum, 1991, p. 92).

The intersection or, in his words, “Shared sentiments and values on such matters as the general purposes of the organization” (Birnbaum, 1991, p. 90), is a critical component of a successful collegial model environment. Encapsulating this

model within its namesake is the foundation for effective campus collaborations.

Having this effective collegial experience and truly reaping the benefits of cross-functional collaborations requires that we all speak a common language. We need to move beyond the age-old “residence hall” versus “dorm” debate, learn the ever-elusive forms of alumni, and appreciate (at least at the most basic level) the various “actions,” “decisions,” and application statuses in admissions. These are just a few common examples of terms and concepts that seem to continuously mystify other functional areas. To this end, it is important to take advantage of and participate in university-sponsored workshops, diversity trainings, and otherwise labeled learning opportunities that can provide an overview of and insight into words and behaviors that can improve communication across various dimensions of influence. Nothing encourages someone to return to (or create) their silo faster than telling them their area, passions or effort matter less. Be it consciously or otherwise, when we refuse (or don’t take the effort) to use and learn the “proper” terminology of another functional area, we send a signal that their work is not really all that important to us. In this way, a common language is a critical component to building effective collaborations.

In the Leadership Fellow team-written article, “Building Effective Campus Collaborations,” which appeared in the January/February 2016 issue of *Campus Activities Programming*[®] (<http://bit.ly/2ch7dpX>), I shared a specific example that relied on this intersection-focused collaborative effort: Salve Regina University’s (RI) Fall Festival Weekend – a campus-wide effort I had the opportunity to spearhead while working in our Office of Alumni and Parent Programs. This series of events serves as a prime example of a complex cooperative effort, the likes of which Holden Thorp and Buck Goldstein, in the Aug. 29, 2010 *Chronicle of Higher Education* article “How to Create a Problem-Solving Institution,” assert requires a multidisciplinary team in the problem-solving approach. They believe colleges and universities should “focus on culture, not structure. Colleges should create a culture that values solving problems over organizational self-interest.” (para. 13). It is in this way that we develop a collaborative community that solves

problems almost by default.

In the case of Salve Regina’s Fall Festival Weekend, the series of events involved would simply not be possible without engagement from numerous areas of the campus community. The countless pieces that fit together perfectly and the inevitable challenges that arose all required high levels of collaboration and cooperative problem solving. Effective cross-functional collaboration is critical to our ability to provide the best possible experience to our students, and any form of silo mentality in these endeavors renders successful and efficient completion nearly impossible.

As we begin to become more comfortable collaborating across campus, we unlock the ability to extend this experience into our interpersonal relationships. I once had a conversation with a student affairs professional in which she proudly told me she bought a lot of coffee despite never drinking it herself. As an avid coffee lover, I was baffled, but listened as she described the power of inviting people to join her for a cup of coffee and simply listening to them. She made connectedness a priority and was a better professional for it. She clearly attributed some of her success working within and beyond her functional area to these connections. This interaction was the first time as a young undergraduate that I consciously thought about making connectedness a priority.

However, in adjusting to a new institution this year, I began to see the effects everywhere. I previously worked within a community where I was very fortunate in that I could pick up the phone, dial almost any department or functional area, and know the person who would pick up on the other end. I could ask about their families, their hobbies, and (re)connect with them before jumping into the work-related reason for my call. Initially, I didn’t know the impact of this friendly conversation on my tangible work product, but I am increasingly realizing its value – the positive implications on my ability to problem solve and effectively collaborate across functional areas

are unbounded. I’ve been able to develop some of these relationships at my new institution, but also take this article as a reminder to reinvigorate those efforts.

I may, in part, be blinded by jovial excitement for our work. Indeed, as a young professional, I’ve had more than one conversation with a more seasoned (dare I say, jaded) colleague who lamented as much. However, in each conversation, when investigating why the weary pro had joined, and continues to work in, the field, this intersection still inevitably comes up. At the heart of the matter, there remains a desire to support, engage and promote the learning of students. This intersection is what makes the challenging days, the on-call weekends, and continuing work-life integration struggles worthwhile. I can’t help but believe that if we remind ourselves of this intersection before engaging in passionate discussion, the dialogues of our Facebook group would often be more productive and cordial.

We, as student affairs professionals, are empowered to guide the future through the students we influence and it is our duty to do so as effectively as possible. Cross-campus collaborations are critical to our success, the power of a common purpose in problem solving cannot be overstated, and taking advantage of the intersection in these collaborations must be seen as an efficient and effective way to proceed.

ABOUT THE AUTHOR



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On Wednesdays, We Say
“NO”
to Students

By

COLLEEN LUBIN

Southern New Hampshire University

COLLEEN KERRIGAN

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CONSIDER A SITUATION in which you learned something that remained with you over time. How did you learn that lesson? Why did it stick with you? Chances are, the lessons we remember are those that were difficult, that challenged us, and simply weren't easy. We don't often remember the times when we skated by and everything was a piece of cake.

In student affairs, we are educators. We work every day with students who are still trying to find their way, still learning some very important lessons. We know from experience how much learning takes place through co-curricular involvement, so our goal is to teach students outside the classroom to complement what they learn in the classroom. We challenge our students and help them develop skills that will ultimately prepare them for life after college.

Sometimes, for our students to truly grow, we need to teach the hard lessons. Students may not always get what they want, or they may need to jump a few hurdles before accomplishing a goal. These situations can be difficult for students (and administrators!), but these are the lessons that are important and prove valuable after the college experience. As educators, it's our responsibility to make the difficult decisions and have intentional conversations with students about the best way to approach a challenge. And sometimes, we simply must say, "no."

WHAT YOU WOULD DO IN THIS SITUATION?

A student on your campus, Brad, is motivated, actively involved, and an overall great person. He is president of the student government association, a well-known face on campus, and is also a student employee in your office. In his role as a student employee, there is the expectation that he meets a minimum GPA requirement each semester. At the end of the term, you check grades and discover Brad has failed a course and his GPA has fallen below your office requirement. You also discover he failed a course in a previous semester, but never communicated that to you. What would you do? Would you fire Brad? Would you let it slide?

While we want students to be involved, we also need them to prioritize their responsibilities. For Brad, class needed to come first. Ultimately, we removed Brad from his position as a student employee. We connected him with various academic resources and he re-enrolled in the class the following semester. We acknowledged that a job was imperative for Brad to support himself, so we helped coordinate alternative employment on campus.

There are many students like Brad on our campuses – students who love being involved, who are very driven, and who *get it!* We love our jobs because of these students. However, these situations also make our jobs difficult; we don't like it when our students disappoint us because we must play the bad guy. In any case, it's important to remain fair and consistent when facing these situations,

and not make an exception simply because the student is a high-profile leader and well liked.

Today's students have grown up in a world where information is easily accessible. In our experience, they often expect responses and decisions to be immediate, and to work in their favor. This need for instant gratification can translate to the way our students form organizations and the way they plan events. Have you ever had a situation in which a student's expectations were not immediately met, and it became your job to drop everything, fix their mistakes, and get the ball rolling again? We've all had a few of those over time.

We appreciate when students are persistent because it shows they care about the work they're doing. But if the students are the ones falling short, why do we so often feel the need to come to the rescue? There are circumstances in which we may consider jumping in to support the student, but overall, where does the student development or learning take place when exceptions are made? In reality, we can't always give them what they *want* in that moment, because we must give them what they *need*; they need to learn something. Sometimes, students need to wait. This doesn't mean their concerns are invalid, or that their issues aren't important. We may need to say "no" to our students. Or, we may need to say, "Not right now."

We've learned that some of our students have grown up in an environment in which they've received glowing reviews, mostly A's, and trophies for

participation, so college might be the first time these students hear the word "no." However, hearing "no" will be a reality check and will certainly prepare them for life after college.

In any given situation in which we say "no," we should be willing to provide reasoning that will make the student comfortable with our decision and help them learn as they move forward. A few responses to help our students gain clarity might include:

NOT THIS, BUT THAT ...

Often, our students come back to campus after summer break with big, exciting event ideas. We all know September is a hectic month, and now the programming board wants to host a paint party during the first week of classes. You know it's just not going to happen as quickly as they hope. Encourage your students to develop the idea, get more input and support, and facilitate the program as a spring semester welcome back program. By offering alternate days, venues or times of the year to host a program, we're not destroying their event ideas, simply adjusting them to better fit the ebb and flow of an already busy office while also developing their ability to plan in an appropriate timeline.

IF YOU CAN DO THIS, BY THIS TIME, THEN IT'S POSSIBLE...

Set a clear expectation that your students must complete A, B and C before you can consider their request. If they fall short, then hold to your original answer. If they exceed your expectations, you can further discuss the topic. This gives your

students something to strive for and provides an opportunity for them to prove they're committed to an idea.

Ideally, with regard to forming clubs and planning events, we try to be proactive. We teach students about policy, procedure and expectations, and hope we're not in the position to come down with the "no" we've referenced above. Some of the ways we prepare our students include:

- Officer training,
- Transition retreats,
- Online manuals,
- Forms,
- Tutorials, and
- Working with campus partners to hold students to the same standards.

We spend a lot of time covering the bases so our students are prepared and have the resources necessary to be successful.

Even with all the training and prevention in the world, students will still make mistakes, and it's our job to teach them to learn from them. We really aren't in the dream-crushing business (although that may sometimes happen).

We're in the student development business, and that requires thoughtful intervention when things go awry. While it may be difficult in the moment, it will certainly lead to our students becoming resilient and adaptable.

We can always use a reminder that while we are often in a get-stuff-done mode, the student development component of our work is paramount. We certainly need to use our judgement as professionals, but take opportunities to teach our students important lessons when they arise. The takeaways from such experiences are the ones that will stay with our students as they move through their college careers and beyond. We certainly don't want to be "Mean Girls," as our article title might suggest. However, we do want to teach students about accountability, planning, persistence, honesty, integrity and a whole slew of important values they will gain from their involvement experience.

And sometimes, a thoughtful "no" can do just that.

ABOUT THE AUTHORS



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EVEN WITH ALL THE TRAINING AND PREVENTION IN THE WORLD, STUDENTS WILL STILL MAKE MISTAKES, AND IT'S OUR JOB TO TEACH THEM TO LEARN FROM THEM.

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BLURRED LINES

DISCOVERING BOUNDARIES AND MAINTAINING BALANCE

By
LOREAL E. ROBERTSON
TEXAS A&M UNIVERSITY-KINGSVILLE



WHAT IS LIFE without boundaries and balance? When one is dieting or working to improve eating habits, setting limits and having balanced meals are two important facets. So, why aren't setting boundaries and creating balance equally important to many of us when it comes to our careers in student affairs?

The nature of our jobs often keeps us busy; we're usually expected to see projects through to completion. The hours we work in this field can be extensive. Depending on the functional area in which we work or the time of year, workdays frequently extend well into evenings and weekends. Life can become overwhelming, leaving little time for outside commitments and leisure activities.

Boundaries and balance are two separate but related concepts, particularly in student affairs. While establishing boundaries and maintaining balance are important, we must be mindful of our priorities, responsibilities and personal values in order to successfully achieve goals. Implementing these two components within your day-to-day life will involve continuous effort, but learning to establish this behavior will afford opportunity in your career as you experience life transitions in a healthier way. With

that in mind, let's look at some possible guidelines on how to discover boundaries and maintain balance within the field.

UNDERSTANDING AND SETTING BOUNDARIES

"Setting boundaries effectively is an internal process, but as humans we are vulnerable to the influence of compelling external factors" (Linder, 2013, p. 441). It is important that we identify the need for establishing and maintaining healthy professional and personal boundaries. However, we first must have a clear understanding of what boundaries mean in the context of being student affairs professionals.

"A boundary is a limit that protects 'the integrity of your day, your energy and spirit, the health of your relationships, the pursuits of your heart ... Boundaries provide a clear moral compass. They keep us on track. They protect the important, tender parts of ourselves'"

(Linder, 2013, p. 436).

Making students and colleagues aware of personal and professional boundaries allows reciprocal understanding of expectations. Creating a professional philosophy that includes your values and priorities in the workplace is an example of making your intentions transparent. In other words, they know what to expect from you, and you know what you can expect from them.

Another example may involve socializing with colleagues outside the office. Can you keep work-related discussions brief? Can you not talk about work at all? Very often, new professionals struggle with the concept of setting boundaries in environments that neither encourage nor advocate balance. Such environments can lead to employee burnout, frustration and an overall decline in performance level. While our jobs are very much part of who we are,

they do not define us completely.

Separating personal feelings and relationships from professional judgment is another way to set boundaries within the workplace. Ethical decision-making and equity are essential elements of the positions we hold, but sometimes our judgment can be clouded by the personal relationships we have with colleagues, particularly with students. Ironically, empathy and concern for others often prevent us from making decisions that are in the best interest of the student(s).

For example, a student who will serve as a member of the campus activities board this fall currently does not meet the GPA requirements of this position. In an effort to qualify, he has enrolled in summer coursework to improve his grades. This individual previously served as a board member during a time of transition and did an excellent job displaying diligence, hard work, and team leadership. Depending on the progress of the summer coursework, a decision must be made to allow him to remain a board member with limited board status or require his resignation, despite anticipated hardships that may be endured by him, as well as by the organization. Ultimately, this decision will fall to the group's advisor.

Other factors that play a part in setting boundaries involve social media communication. What is and isn't ethical, permissible and/or professional? When transitioning from the role of student to professional, especially at the same institution, while working with students very close to your age, it's crucial to determine what information to disclose and when such disclosure is appropriate. The lines in this case can easily become blurred, making them difficult to differentiate, but all too easy to cross.

CREATING BALANCE FOR SELF

Student affairs is a helping profession; we are constantly concerned with the well-being of others and often forget about ourselves in the process. Maintaining physical and mental wellness must remain a priority if a student affairs professional is to remain healthy and true to their institution or their students. Something as simple as taking a few days' leave from work, especially after busy times of the year, is one way to re-energize. Taking a lunch break away from the office, in

which you actually use your lunch hour to eat, can also recharge you. Incorporating exercise and other types of physical activity keeps the blood circulating, which allows you to alleviate stress and enables you to feel refreshed and better able to complete tasks and other duties.

Strategies for managing balance can include shutting off work at home and choosing how to spend free time, as well as with whom and where to spend it. For example, engaging in hobbies or other pastimes can be a great way to keep you stimulated.

MAKING STUDENTS AND COLLEAGUES AWARE OF PERSONAL AND PROFESSIONAL BOUNDARIES ALLOWS RECIPROCAL UNDERSTANDING OF EXPECTATIONS. CREATING A PROFESSIONAL PHILOSOPHY THAT INCLUDES YOUR VALUES AND PRIORITIES IN THE WORKPLACE IS AN EXAMPLE OF MAKING YOUR INTENTIONS TRANSPARENT. IN OTHER WORDS, THEY KNOW WHAT TO EXPECT FROM YOU, AND YOU KNOW WHAT YOU CAN EXPECT FROM THEM.

Choosing whether or not to respond to email after the workday has ended, on weekends and when on vacation is another way to eliminate stress and seek balance. Remember, work will always be waiting for you, but life and health are invaluable. No one is going to look out for you more than you will; you are essentially responsible for how well balanced your life remains, as well as how you're best able to manage "A satisfying, healthy, and productive life that includes work, play, and love; that integrates a range of life activities with attention to self and to personal and spiritual development; and that expresses

a person's unique wishes, interests, and values" (Kofodimos, 1993, p. xiii).

Self-reflection is a very personal practice and essential when setting boundaries and maintaining balance. Spending more time reflecting on our day, our passions and our goals is well worth its weight in gold. There are various ways to reflect, and discovering your preferred method of doing so can be exceptionally beneficial.

As you get increasingly comfortable with taking time for yourself and identifying boundaries, your healthy balance in life can truly emerge.

ABOUT THE AUTHOR



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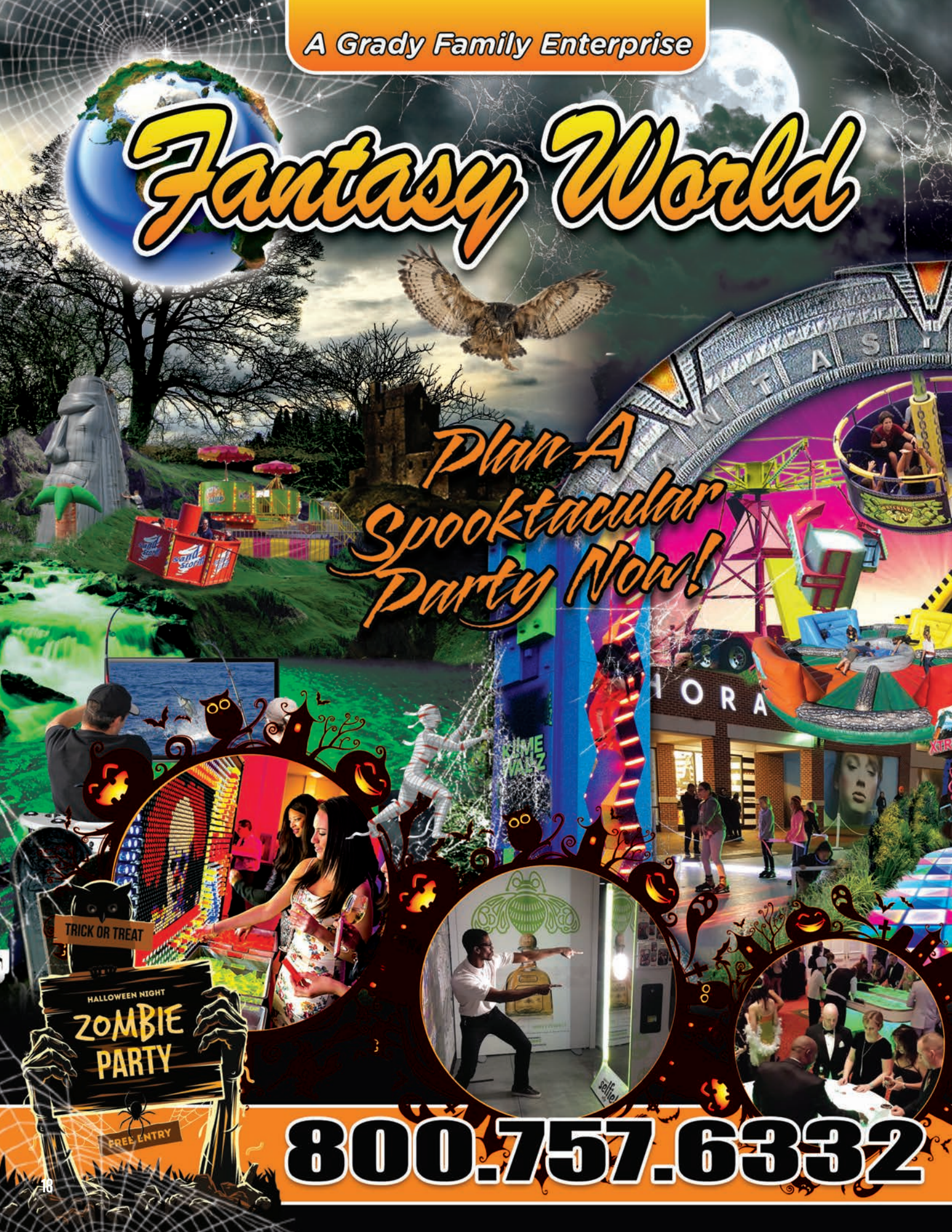
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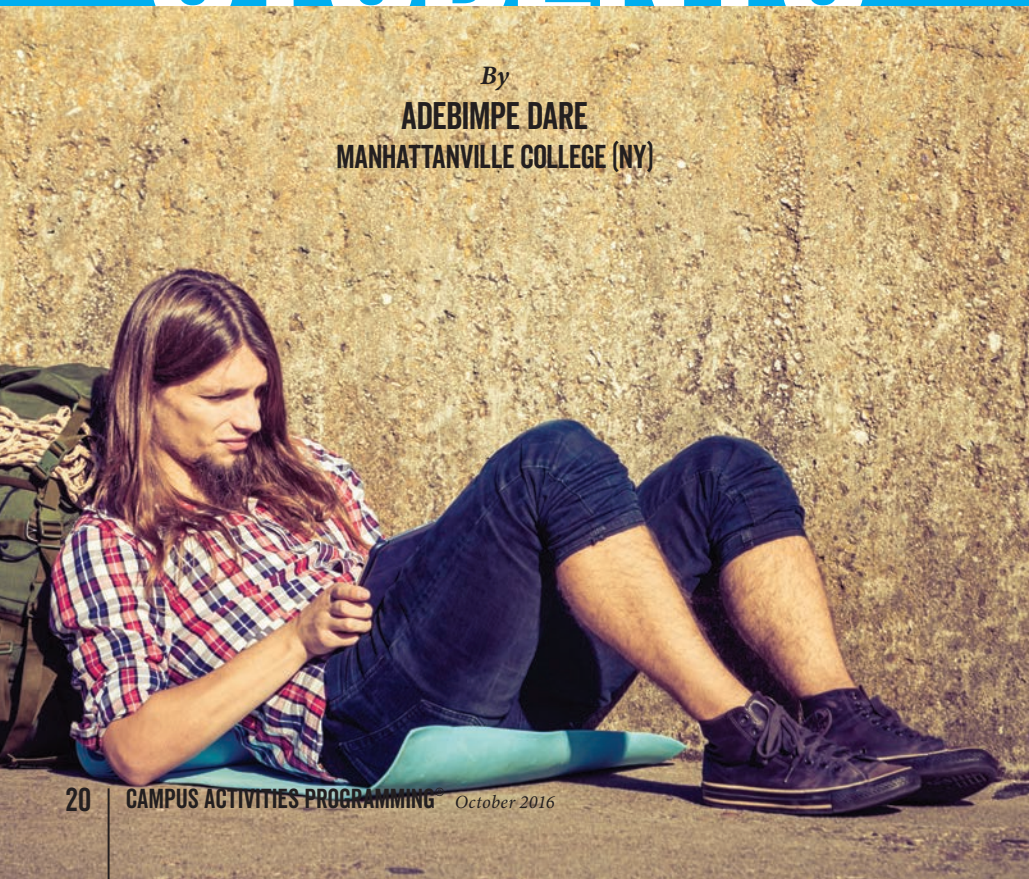
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5 TIPS FOR SETTING BOUNDARIES WITH STUDENTS

By
ADEBIMPE DARE
MANHATTANVILLE COLLEGE (NY)



IT WAS 2 A.M. ON A SATURDAY MORNING and I found myself trying to quietly drive through the campus entrance to return to my on-campus apartment before anyone saw me. Just as I passed the campus safety gatehouse, I locked eyes with one of the student government representatives with whom I worked closely. The student jokingly made suggestive faces at me, nonverbally inquiring, “Oh, Addie, where are YOU coming from?” I stared back, beads of sweat down my face, my hair lying flat against my forehead, and my makeup completely gone (from a fun night of dancing) and chuckled to myself.

When living on campus, either in residence halls or in a separate on-campus housing facility, it can be difficult to balance both professional and friendly interactions with students. Setting boundaries for yourself and your students is important to getting the job done and maintaining your sanity. Here are five tips I’ve found helpful in balancing my work and personal life.

1. MAINTAIN YOUR FRIEND NETWORK

I’ve found, particularly within my work in the student activities field, that it becomes increasingly difficult to make time for friends, as well as for myself. The demanding hours of my particular field create a unique set of challenges. I spend so much time making sure students get the most out of their social lives that I’m left with little time for my own! I balance the stress of my job by finding pleasure in the little things – chatting with coworkers in other departments, scheduling lunch meetings with friends, and socializing with colleagues in similar fields at other institutions.

2. REMEMBER STUDENTS ARE NOT YOUR FRIENDS

It's pretty easy for students to confuse the boundaries of your relationship with them if you do not draw the line marking what is and is not appropriate. At my previous institution, I lived in a residence hall and clearly recall times when I would bring in my groceries and students would playfully call my name and ask, "What are you making me for dinner?" Of course, these students meant no harm, and occasionally I'd laugh along with them, but I also knew I had to be sure the comments didn't become inappropriate. I love working with students; that's why I do the work I do. But, as I do with my own children, I continuously remind myself I can be friendly with students without being their friend.

Living on campus also presents the opportunity for awkward encounters with students at off-campus establishments. I have run into students while grocery shopping, dining out, and even at a local bar. I tend to take the approach of acknowledging the student, but not engaging, especially not for a prolonged period of time. Running simple errands or socializing with friends or colleagues is a rare occurrence, so when interrupted by student interaction, I do my best to draw the line. It's not a matter of ignoring or being rude to the student(s), but politely speaking to them and then continuing with my own plans. Not all students will respond well to being "brushed off," but as professionals, we navigate challenging situations with students on a daily basis. This is no different. The key is to be as polite as possible and prevent the encounter from dragging out too long.

3. UNDERSTAND WHEN YOU ARE "ON" AND "OFF" THE CLOCK

It's important to also know when to turn the phone off or ignore messages from students. Just because they're up and have questions at 3 a.m. and want a response does not mean you need to immediately answer those questions. It's perfectly acceptable for students not to have 24/7 access to you.

Being so close to where I work, it's easy to bring my work home with me. Now, in moderation, this can be beneficial. But in any job, it's important to remain aware of when you're on duty and when you're not (particularly for those of us who are on

more than we are off!). It's easy to bring something back from the office to finish at home, but it shouldn't become a habit. For most of us who reside on campus, we rarely have moments of down time; so when we do, we must cherish them.

With today's technology, we can check emails at the press of a button, and as attached as most of us are to our smartphones, we send and receive work-related emails instantaneously. It can wait! There's no harm in waiting until the beginning of the next business day, rather than replying while you're in the restroom or trying to fall asleep at night!

IT'S PRETTY EASY FOR STUDENTS TO CONFUSE THE BOUNDARIES OF YOUR RELATIONSHIP WITH THEM IF YOU DO NOT DRAW THE LINE MARKING WHAT IS AND IS NOT APPROPRIATE.

4. TREAT YOUR HOME AS YOUR SAFE HAVEN

Students may assume that if you live on campus, especially in a residence hall, it's okay visit you at home or invite themselves inside if they're having a bad day/situation. It's important to maintain that personal/professional line and keep students out of your living quarters. If a student really needs to talk about a tragedy that just occurred in their lives, find a nearby office or religious space that's private but outside your home. Sometimes, students just need to talk and you can offer to meet in the dining hall for ice cream or in your office for coffee, but again, these are places that maintain the separation.

Your home is your sanctuary. Keep it that way. We all need a place to which we can retreat, and regardless of how close to the office you live, your home is the closest you'll have to a getaway! Make your living space your own; decorate it and fill it with things that make you happy to be there. If you live in a residence hall, do your best to tune out the foot traffic of rambunctious students and know that if you're not expecting someone, it's okay to ignore the knock at your door (unless it happens to be campus security/police)!

Remember to reserve your home for you to spend time by yourself or with loved ones. Use the space to explore new

interests, such as baking or crafting, and recharge with your favorite Netflix show or "Real Housewives of New York" episode when you have the time to do so. I have developed a passion for reupholstering furniture and have the scars to prove it!

5. UNDERSTAND YOU SIMPLY WIN SOME AND YOU LOSE SOME

All of these tips can help set and maintain boundaries for professionals in higher education who live with/near the students you serve. But like with all things, you win some and you lose some. Sometimes, you must bail on plans with friends; a student misinterprets the nature of your "friendship" and shares a little too much information; there's a deadline you must meet but can't finish during your office hours; or a student comes crying at your door and overstays their welcome. These things happen. Don't get so caught up in those moments that you allow them to blur the boundaries you set.

Most importantly, don't be too serious and know when to laugh at yourself. As we all know, especially those of us who work in student affairs, higher education provides the unique opportunity to bond with students on a personal level. It's possible to maintain certain boundaries and still be enjoyable and easygoing. We're bound to get stressed, and we all have bad days. However, it's helpful to find time to be with friends, manage your workload, and occasionally go off the grid for some much needed and deserved R&R. The best way to do this is to remind yourself you can't be of much help to your students if you don't take care of yourself. Continue to develop your interests and find time to support your students by attending athletic games or other events on campus.

ABOUT THE AUTHOR



Adebimpe Dare is director of student activities at **Manhattanville College (NY)** and has spent more than 10 years working in the student activities field at various institutions. She holds a bachelor's degree in history from the University of Massachusetts-Dartmouth and a master's degree in intercultural relations from Lesley University (MA).



BUILDING A BETTER ADVISOR/ STUDENT LEADER RELATIONSHIP

BY
ELIZABETH RAPOPORT
CARNEGIE MELLON UNIVERSITY (PA)

THERE ARE MANY FACTORS that influence a student organization's development, and specifically that of a programming board, including individuals' event-planning skills, investment of members, organization leadership, and access to resources. A dynamic that can quickly become overlooked is the relationship between the student leader and the organization advisor. If tended properly, this relationship can help push the boundaries of individuals and an organization, create new opportunities, and can evolve into mentorship and a lifelong connection between the student leader and advisor. But there are many factors that influence this relationship's development and maintenance, which can often prevent it from reaching its potential.

WHAT PREVENTS US FROM ATTAINING THE IDEAL RELATIONSHIP?

It sounds simple: create a good advisor/student relationship and you can be successful. But thinking through our own experiences would most likely indicate the equation is much more complex. Exploring some of the factors that have potential to influence this relationship can put a name to some of the stressors involved.

Turnover and Transition: Turnover of both student leaders and advisors can have an effect on the development of relationships as it does not allow time for the connection to mature. Students progress through their organizations rapidly and, each year (or even each semester), an advisor must learn new individuals, dynamics and styles. Additionally, there is no set rule for who at a college or university advises a programming board. This can potentially mean rapid turnover when the role is held by a graduate student or a by a coordinator who moves to another institution after a few years.

Time Constraints: The ever-evolving out-of-classroom demands on students during their time in higher education, combined with their academic course work, consume their available hours. Both traditional and non-traditional students are calculating how to balance work, extracurricular commitments, commuting, family, friends, significant others, meetings, internships and jobs, in addition to personal wellbeing. Meanwhile, graduate students and full-time professionals contemplate a very similar list. Given these competing demands, finding time for meetings can be extraordinary challenging.

Technology and Boundaries: The evidence surrounds us; technology has influenced our everyday lives in ways making it almost impossible to accomplish our work without it. But with this utility comes added distractions, differing levels of reliance on certain technologies and ambivalence about others, and a perceived disconnect between genera-

tions about how to find balance in work and life when you're always "available" via devices and apps.

Communication Problems: While communication can be a contributing factor in other challenges, it's also worth considering on its own. There are many ways communication can affect a relationship – from how we communicate to when and how often we communicate. Often, the breakdown occurs because each party doesn't take the opportunity to really listen and understand what the other is saying.

Pride and the "Desire to Do It on My Own": An advisory relationship can be greatly influenced by the role pride and ego play for each party. A determination to do something on one's own without asking for help or a fear of being seen as incapable can erect a wall between a student and advisor.

Differing Expectations: Advisors and students come to the table with unique experiences, thoughts and assumptions. This leads to the development of expectations placed upon each party by the other, many times without anyone realizing it. When students and advisors hold each other to differing expectations, especially if they have not been communicated, frustration can result when those expectations aren't met.

STRATEGIES FOR BUILDING A STRONG RELATIONSHIP

It's important for both the advisor and the student leader to take responsibility for their relationship's development and not allow some of the above factors to derail it. Both parties should commit to communicate and listen. Each party should have the opportunity to openly and honestly talk about what experiences they bring, their expectations, and questions that still remain, while truly hearing what the other is saying.

Have conversations in places where you can be uninterrupted, where distractions are at a minimum, so you can focus on the conversation's content. During these conversations, it may be helpful to write down expectations so there's no confusion about what was decided, and then promise to hold each other accountable to what you discussed. Finally, when expectations aren't met, both advisors and students should acknowledge each other's feelings, apologize when appropriate.

WHAT ELSE CAN THE ADVISOR DO?

1. Stay up to date: Read about changing technologies and ask students about applications and technologies that are new and shaping their work.

2. Create good transition materials: Set the next advisor up to be successful by documenting processes, agendas, or even potentially doing a SWOT (strengths/weaknesses/opportunities/threats) analysis of the organization from your perspective.

3. Model the behavior you expect: Set an example for your student advisees in meetings, at events, and across campus

WHAT ELSE CAN STUDENTS DO?

1. Discuss relationship building as an organization: Your members should be on the same page about how you'll work together and interact with the advisor and other campus stakeholders

2. Accept new expectations and boundaries from new advisors: Just because your previous advisors allowed students to friend them on social media doesn't mean your next advisor will. Continue to have these conversations every year.

3. Understand that, while you go to school 24/7, your advisor is not working 24/7: Respect boundaries, allowing for reasonable expectations regarding communication.

MOVING FORWARD: HAVING THE CONVERSATION

Starting this conversation can be daunting. To begin, early in the year, create a list of questions you'd want to have answered in order to feel confident in the development of your relationship. Here are some examples you may want to consider:

QUESTIONS FOR ADVISORS:

- What do you expect from your students for the year?
- What is your advising style?

QUESTIONS FOR STUDENTS:

- What do you expect from your advisor for the year?
- How would you like your advisor to help when you're planning or marketing an event?

QUESTIONS FOR BOTH:

- How will we give each other feedback?
- How will we know when the other person is stressed?

- Is it appropriate to be friends on social media? (Facebook/Twitter/Snapchat/Instagram)
- Is it appropriate to text your advisor? If so, what times are okay?
- What is our etiquette regarding email? How quickly should responses be expected? What's the appropriate email format?
- Is it okay to discuss things other than work? If so, what topics are off limits?

You may ask the questions openly or complete them together in a worksheet format. After you've had this conversation, share what it was like to answer these questions together. Was there anything you learned that surprised you? Finally, how will you keep each other accountable to what you decided during this conversation?

Relationships take work. The maintenance of important ones, such as that of the student leader and the organization advisor, should be a yearly priority for both parties in order to build a strong connection that will allow them the opportunity to be successful.

RELATED ARTICLES

Perrin, A. (2015). Social Media Usage: 2005-2015. Pew Research Center. Retrieved from <http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/>

Ferris, S., Johnson, C., Lovitz, A., Stroud, S., & Rudisille, J. (2011). Assuming the role: The successful advisor-student relationship. *The Bulletin*, 79(5), 37-43. Retrieved from <http://www.acui.org/publications/bulletin/article.aspx?issue=28137&id=15676>

ABOUT THE AUTHOR



Elizabeth Rapoport is the associate director of Student Activities in the Office of Student Leadership, Involvement, and Civic Engagement at **Carnegie Mellon University (PA)**. She has served as a volunteer

with NACA since 2011 and is currently the Volunteer Development Coordinator for NACA® Mid Atlantic. She holds a bachelor's degree in industrial and labor relations from Cornell University (NY) and a master's degree in higher education and student affairs from the University of Connecticut.

#MYVOTEMATTERS: CULTIVATE VOTER ENGAGEMENT ON YOUR CAMPUS

BY

KRISTIN HAGEN AND
COURTNEY JAMES,
DEPAUL UNIVERSITY (IL)



AS THE ACADEMIC YEAR PROCEEDS, we all have much on our minds. We may still be adjusting to new students, a new school year, new programs and events and a new curriculum. In the midst of all this, let's not forget about a major event happening in November – the presidential election!

Fall term can be hectic, but elections matter and it's important to engage students in the political process. Here are some tips and ideas you can easily incorporate into voter engagement programming right now.

- **Focus your time on the people who want to help you:** You can waste a good amount of time trying to get students, faculty and staff on board because you think they should be. Whether it's because of their job, student organization, etc., there will always be those who aren't interested or are too busy. That's okay. For every 30 people to whom you reach out, you might get three to five responses. So focus on those students, faculty and staff who want to join in and help. You might have a small group, but it can be mighty.
- **Offer varying levels of involvement and investment:** It's important to give people options as to how they can get involved in your efforts. Create a menu of options reflecting varying levels of time, participation, commitment and even financial support. For instance, we work with interested student organizations and give them options to post on social media, table in the student center on whatever date they choose, or participate in our weeklong voter registration drive. They can choose one, two or all three – it's completely up to them.
- **Give them a starter pack:** Sometimes campus partners and students are very excited and have many great ideas they're ready to run with. Other times, they don't. We suggest creating ready-made starter packs to help the people who are helping you. These might consist of a print/electronic marketing pack, a student center tabling pack full of decorations, supplies and information, residence hall bulletin board packs, and much more.
 - **Integrate your efforts into already established programs:** This can be really easy – work with campus partners to see how you can integrate voter engagement into involvement fairs, welcome week programs, orientation, first-year seminars, campus activities and more. Does your activities board offer late-night programming? Why not plan a patriotically themed program? The benefit is you can be really creative while not needing to create an entire program from scratch.
- **Remember that students are your greatest allies:** Students have the greatest influence on their peers. Leverage your relationships with students you advise and supervise and with whom you interact. They can be extremely powerful!
- **Celebrate your helpers:** Voter engagement can be tough work, so make sure to celebrate your volunteers! Give them a pizza party, a thank-you card, a T-shirt or just about anything to show your appreciation.

Voter registration and engagement can be confusing and complex, but there are many opportunities for teachable moments and great conversations.

TIPS FOR HOSTING AN ELECTION NIGHT WATCH PARTY

While there is no perfect formula for hosting an election night watch party, consider these factors and ideas as you plan your event:

- **Realize how your institutional location may affect your event:** Consider your time zone. Polls close at 8 p.m. or later on some parts of the West Coast, so if election results will be determined by counts in those areas, it could be a late night if you are in another area of the country.
- **Set the length of your event:** As you plan, realize that your event may last four or more hours. With polls closing at a variety of times and time required tallying votes, the new president may not be named until 11 p.m. EST or later. Additionally, consider if your event will end at the naming of a new president or if you will stop the watch at a specific time. Your facility closing time may dictate this, but be sure to have the conversation with the venue before the start of the event if you want to keep students on site until the president is named.
- **Choose a broadcast network:** The network you choose to watch during your party may display an unconscious bias or might not connect with all of the students who wish to attend. When possible, turn on a variety of networks on different TVs so students can choose which network from which they receive their information. If you want to choose one main network, search for a public access station or other outlet that may be billed as non-partisan.
- **Plan for snacks:** In an event that might last four or more hours, snacks and food are important to keep students on site. While this type of event offers opportunities to feature patriotically themed food and drinks, it also offers a chance to educate students. Consider having “Swing State Snacks” – foods from swing states. For example, if Illinois were a swing state,

you could serve its official state snack – popcorn. In this way, snacks serve a dual role – feeding and educating participants. While enjoying snacks, they will learn about which states should get their attention, as those states’ electoral votes might have a large impact in determining the next president.

- **Offer interactive stations:** As we said before, election night coverage can take a while. To keep your students engaged, consider offering different interactive stations. These can be traditional interactive stations at which students guess which party will receive the electoral votes for individual states, presidential trivia, and more. Planning interactive stations also provides an opportunity to be creative and put a political twist on things you may have done in the past. For example, you can set up a photo booth featuring cardboard cutouts of the presidential candidates, or a paint-and-canvas station with a patriotic theme. Whatever you decide, though, be sure to offer a variety of different options to engage students for the entirety of the event.

BE PREPARED FOR STUDENT REACTION TO ELECTION RESULTS

For many of our students, this election season has been more divisive than ever before. Just as you must plan what you will do at your election party, you also need to consider whether your students might have any sort of emotional reaction to the announcement of the elected president. While we always hope for positive discourse, the rhetoric and platforms of some of this year’s candidates might serve as triggers for students and the election results may invoke intense reactions.

ABOUT #MYVOTEMATTERS

#MyVoteMatters is a voter engagement program offered exclusively to NACA®

member institutions. This initiative gives schools access to training on how to implement a voter engagement program on campus, marketing materials, and more. Institutions also have access to an electronic download pack and can watch a webinar available via ENCORE (naca.org/ENCORE) to learn about how to foster voter engagement. Additionally, this campaign continues at the NACA® regional level through interactive stations at each of the fall conference sites.

#MyVoteMatters was created through the NACA® Innovation Grant (naca.ws/1W7yoHG). NACA® Innovation Grants support compelling projects and programs designed to enhance NACA® member value and promote member engagement. The grants are available for new programs or projects that address timely issues that NACA can implement to promote student learning through engagement in campus life.

ABOUT THE AUTHORS



Kristin Hagen is coordinator for leadership programs at **DePaul University (IL)**, where she has also served as coordinator for educational programs and communications. She holds a bachelor’s degree in communications from Northern Illinois University and a master’s degree in counseling from DePaul University.



Courtney James is assistant director of Student Involvement at **DePaul University (IL)**. 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.

FOR MANY OF OUR STUDENTS, THIS ELECTION SEASON HAS BEEN MORE DIVISIVE THAN EVER BEFORE. JUST AS YOU MUST PLAN WHAT YOU WILL DO AT YOUR ELECTION PARTY, YOU ALSO NEED TO CONSIDER WHETHER YOUR STUDENTS MIGHT HAVE ANY SORT OF EMOTIONAL REACTION TO THE ANNOUNCEMENT OF THE ELECTED PRESIDENT.

THE NACA® SPOTLIGHT

MEMBER NEWS EVENTS SCHOLARSHIPS LEADERSHIP INSTITUTES VOLUNTEER OPPORTUNITIES

SAVE \$\$ WITH REGIONAL CONFERENCE EARLY REGISTRATION DEADLINES!

One of the reasons you attend NACA® regional conferences is to save money through Block Booking. While you're in the money-saving mode, why not save on delegate registration fees by beating early registration deadlines? NACA® saver rates still apply to these regional conferences:

- **NACA® Mid America:** Registration for member schools is \$205 through **Oct. 6**, but \$235 after that date. The fee is \$295 for non-member schools through **Oct. 6**, but \$340 after that date.
- **NACA® Northeast:** Registration for member schools is \$225 through **Oct. 13**, but \$260 after that date. The fee is \$325 for non-member schools through **Oct. 13**, but \$375 after that date.
- **NACA® West:** Registration for member schools is \$205 through **Oct. 20**, but \$235 after that date. The fee is \$295 for non-member schools through **Oct. 20**, but \$340 after that date.



SCHOTT AWARDED DAVIS SCHOLARSHIP

Kelsey Schott, who is pursuing a degree in religion at **Simpson College (IA)**, is the 2016 recipient of the Alan Davis Scholarship (<http://bit.ly/2cz5yQw>). President of the campus activities board, she has also been involved in the Simpson College Student Government Association and serves on the residence life staff.

"I am honored to receive the NACA® Alan Davis Scholarship for 2016," she said. "[It] will help me further my undergraduate career at Simpson College the next two years. ... and help me further my education through graduate school."

The Alan Davis Scholarship was established by Fluent (fluent-grp.com) in 2014 to honor former NACA® Executive Director Alan Davis' commitment to leadership and innovation throughout his tenure. He was instrumental in the creation of Fluent, NACA's exclusive marketing partner.



GIVE OUTSTANDING PEERS AND PROGRAMS SOME WELL-DESERVED RECOGNITION!

Now's the time to recognize outstanding campus activities professionals and programs. Nominate them by **Oct. 14** for the NACA® Achievement Awards (<http://bit.ly/2cUITzV>) to be presented at the 2017 NACA® National Convention:

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

Questions? Contact Laura Jeffcoat at lauraj@naca.org.



Peter Pereira
Texas State University
2016 NACA® Legacy Award



thenaca

FEATURED SPEAKERS BRING EXPERTISE, TIMELY TOPICS TO NACA® REGIONAL CONFERENCES

NACA's 2016 regional conferences are hosting nationally known featured speakers sharing expertise and knowledge about current issues and practices in the student affairs field. While at your regional conference, plan to attend their outstanding presentations.

NACA® CENTRAL

OCT. 20-23, 2016 // ARLINGTON, TX

Featured Speakers:

- **Teri Bump**, vice president of University Relations & Student Affairs for American Campus Communities (TX), will address career advancement during the Professional Development Luncheon. 
- **Maureen McKenney**, assistant director for lesbian, gay, bisexual, transgender and questioning student initiatives in the Gender Relations Center at the University of Notre Dame (IN), will discuss diversity and a "reality check" for the student affairs field. 
- **Sarah Schoper**, an assistant professor of college student personnel in the Department of Educational Studies at Western Illinois University, will present on creating and using learning outcomes. 

NACA® NORTHEAST

NOV. 3-6, 2016 // HARTFORD, CT




Featured Speakers:

- **Jennifer Blackwell**, career services counselor at Delaware Technical Community College, will speak on incorporating play into your work during the Professional Development Breakfast. 
- **Mallory Bower**, associate director of career services at SUNY-Oswego, will speak on why you don't have to love what you do. 
- **Dawn J. Fraser**, a storyteller, educator and speaker, will discuss the role of storytelling in leadership during the Professional Development Luncheon. 

NACA® WEST

NOV. 10-13, 2016 // ONTARIO, CA

Featured Speakers

- **Dr. Vijay Pendakur**, associate vice president of Student Affairs at California State University-Fullerton, will speak on critical race theory and counter-narrative storytelling during the Professional Development Luncheon. 
- **Debra Hammond**, executive director of the Division of Student Affairs at California State University-Northridge, will address advocating for minority student populations. 
- **Raymond "Chip" West**, assistant vice president for Capital Planning, Facilities & Space Management at the University of La Verne (CA), will discuss "managing up." 

NACA® MID AMERICA

OCT. 27-30, 2016 // COVINGTON, KY

Featured Speakers:

- **Dr. Amanda Latz**, assistant professor of adult, higher and community education at Ball State University (IN), will address being an advocate for all students. 
- **Jeff McGoy**, assistant dean of students at Southern Illinois University Carbondale, will speak on inclusivity during the Professional Development Luncheon. 
- **Maureen McKenney**, assistant director for lesbian, gay, bisexual, transgender and questioning student initiatives in the Gender Relations Center at the University of Notre Dame (IN), will discuss serving as an ally for the LGBTQ population.

BOOK WITH DELTA AND SAVE!



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

BOOK ONLINE

- Not a Delta Skymiles Member? Visit 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.

"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 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 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 and sign up your students today!

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/ITKFJcS>) – 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, 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).



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, 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.



WELCOME NEW NACA® MEMBERS

NACA welcomes these new members, for the period July 26 to Sept. 6, 2016.

SCHOOL MEMBERS

California State University-Bakersfield/
Antelope Valley Campus
Diné College Main Campus (AZ)
New York University Abu Dhabi
Notre Dame College (OH)
Reading Area Community College (PA)
Salem College (NC)
South Central College (MN)
Southern Vermont College (VT)
Syracuse University (NY)
University of Rio Grande (OH)

ASSOCIATE MEMBERS

National General
Big Time Wrestling (MA)
Ed Keane Associates (MA)
Intercept Group (MA)
Urban Talk USA (NJ)

**National Self-Represented
or Solo Artist**
JL Management & Booking (NY)
Johnnie Mikel (TN)
Mark Brennan Rosenberg (NY)
Southern City Band (MA)
Stuart Dennison (OH)
Terbor Attenborough (FL)

Regional Self-Represented or Solo Artist

Break Free Entertainment (ON)
Clint Pardoe (CA)
Eskimo Wave (PA)
Healthy Humor Productions (AZ)
Holidae (MN)
Honky-Tonk Boombox (CA)
JaneliaSoul Ent. (MD)
Jonas Cain (MA)
Lisa Lindsley Trio (CA)
Madeline Smith Entertainment, LLC
(NJ)
Mobile-MiniGolf (MA)

Raven Cliff (TN)
Rayburn Music LLC (LA)
Ryan Cassata (NY)
The Brown Sugar Bettys (TX)
The Curb Institute/HBCU Records (FL)
Urban Law89 (PA)

BULLOCK MOVES TO WAKE FOREST UNIVERSITY

Melanie Bullock, previously assistant director of Leadership & Student Organizations at the University of South Florida-St. Petersburg, is now associate director for Leadership & Engagement at **Wake Forest University (NC)**. She currently serves as the Diversity Initiatives Coordinator for the 2017 NACA® National Convention Program Committee. She previously served as NACA's Leadership Fellows Coordinator and has written for Campus Activities Programming® (<https://issuu.com/naca>).



WASHINGTON NOW AT USF-ST. PETERSBURG

Jerrica Washington, previously program coordinator for Student Involvement at Duke University (NC), is now assistant director for Activities & Programs at the **University of South Florida-St. Petersburg**. An active NACA® volunteer, she currently is the Associate Networks Coordinator for NACA® South. She has held other volunteer positions and has written for Campus Activities Programming® (<https://issuu.com/naca>).



HARRIS NOW WITH DUKE UNIVERSITY

Gerald Harris recently became director of Student Involvement at **Duke University (NC)**, after having served in departmental development and student development positions at Texas A&M University. During his time at Texas A&M, he was recognized for outstanding service by the institution and its Division of Student Affairs.



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 WITH YOUR LATEST NEWS!

MAGICIAN, STAGE HYPNOTIST KEVIN HURLEY DIES

Kevin Hurley, 34, an associate member of NACA, died July 30, 2016. He was a member of the Society of American Magicians (S.A.M.) and the International Brotherhood of Magicians (I.B.M.). He is survived by his parents, sister and a number of aunts, uncles, cousins and friends. Funeral services were held Friday, Aug. 5. More information is available online (<http://bit.ly/2cyAFf2>).



"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.



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, 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!

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 or call 469-420-2629 and request a media kit.



ARE YOU A NEW NACA® VOLUNTEER?

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

Questions? Contact Laura Jeffcoat at lauraj@naca.org.



2017 MATFEST SUSPENDED PENDING REVIEW

As part of a comprehensive program review (CPR), the 2017 NACA® Mid Atlantic Festival (MATFest) has been suspended to further assess with key stakeholders its value and desired outcomes. In becoming a more strategic and operationally sound organization in allocation of resources and services, the NACA® leadership has implemented a CPR process for all of NACA's offerings.



If you're interested in participating in the process or would like to review the initial CPR for understanding behind the suspension of MATFest, contact Director of Education and Research Dr. Telesia Davis at telesiad@naca.org or call her at 803-217-3485.

RESERVE PREMIUM SPACE IN NACA® PUBLICATIONS

Keep your agency's attractions, brand and message in front of thousands of eyes in each issue of **Campus Activities Programming®** and the **2017 NACA® National Convention Program!** Take advantage of premium space by reserving the inside front cover, inside back cover, back cover and two page spreads. Review **2016-2017 NACA® Advertising Opportunities** (<http://naca.ws/1FMqKq6>) and contact **Bill Spilman** at advertising@naca.org or call 803-217-3469 to find the promotional package that's right for you!

DOWNLOAD FREE FLSA DISCUSSION AND IMPLEMENTATION GUIDE

Need guidelines for pursuing important conversations about implementation of the new Fair Standards Labor Act (FLSA) Overtime Rule, which goes into effect Dec. 1, 2016?

NACA is making "Framing Conversations," a resource guide containing pertinent questions and helpful strategies, available to NACA® members and non-members. Its questions and strategies are grouped into various categories and are based on discussions from the NACA® 212° F Webinar on June 10, 2016, the NACA® co-sponsored webinar presented by NASPA on June 9, 2016, the NACA® Connect Community for 212° F, and the United States Department of Labor.

Download this guide for free at <http://naca.ws/2cC3x40!>



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!

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.



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.



COMING IN THE NOVEMBER/DECEMBER 2016 *CAMPUS ACTIVITIES PROGRAMMING*®

Would you like to demystify assessment? Then you'll find useful tips in the November/December issue of *Campus Activities Programming*® (<https://issuu.com/naca>). Also, you'll learn more about how to tell your story through numbers.

In addition, you'll learn how to get the most out of your budget, no matter whether you're considering your salary or how to save money on a large concert.

In the November/December issue, it's all about the numbers.

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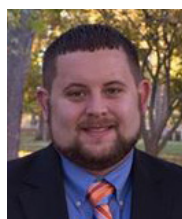


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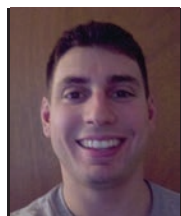
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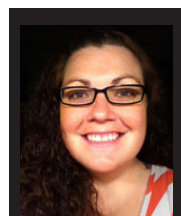


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1 LEADERSHIP/MANAGEMENT BOOK YOU ARE CURRENTLY READING?

I am currently reading "Leaders Eat Last" by Simon Sinek.

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

Our Breakfast Bingo on the last of day of class. The planning stages went well and there was great collaboration with our food service vendor, Chartwells. In addition, the president of the university greeted all the students who walked into the cafeteria.

3 FAVORITE CAMPUS PROGRAM IN YOUR ENTIRE CAREER AND WHY?

My favorite program was recent. We offered an Etiquette Dinner and Food Pairing event. The environment in the room was awesome and students got a chance to try some great food and learn about skills that will aid them in future business settings.

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

- Pictures of my family to keep me grounded,
- My activities calendar that shows upcoming programs, and
- My two-monitor-screen computer so I can work more efficiently.

5 BEST TEACHING TOOL FOR YOUR STUDENTS?

AN OPEN DOOR THAT THEY KNOW THEY CAN USE WHEN THEY NEED TO TALK THROUGH VARIOUS SITUATIONS AND LIFE ISSUES.

6 TECHNOLOGY THAT MOST BENEFITS YOU AT WORK?

My computer with its Outlook calendar.

7 MOST CHALLENGING ASPECT OF YOUR JOB?

Not having enough time.

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

Utilize your vacation days and personal days effectively and know when you get to a point when you need to take off work. Try not to take work home with you.

9 BEST PROGRAMMING ADVICE YOU'VE EVER RECEIVED?

I have received several bits of programming advice that have been beneficial to me. My best friend, who is the current Union director at Sam Houston State University (TX), would always say, "The Devil is in the details and atmosphere is everything." One of my mentors would also remind me that it's okay to say "no" when it comes to programming.

10 SOMETHING UNIQUE ABOUT YOUR PROGRAMMING BOARD?

The program board here through the years has consisted of many students who truly cared about trying different ideas that pushed the envelope. Additionally, I have to say I have worked with some dressed-to-impress program planners.

"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.

SCHOOL SPIRIT: EMBRACE IT!

“NOTHING GREAT WAS EVER ACHIEVED WITHOUT ENTHUSIASM.”

—Ralph Waldo Emerson

I haven’t thought about school spirit for a long time. Maybe that’s because it’s been a really long time since I graduated from college, so there’s no reason for me to think about it. However, two things happened recently that brought school spirit back to mind.

First off, I was at my local deli and the guy behind the counter was telling a lady he was attending an Army school in Vermont. I chimed in and said, “Norwich?” He couldn’t believe I knew that (seeing that we were standing a block away from the beach in Florida!). But, I graduated from the US Coast Guard Academy in Connecticut, and he was attending Norwich University. The Coast Guard Academy’s annual football game with Norwich was dubbed, “The Little Army/Navy Game,” and is a legendary rivalry. When I was a senior, we raided their campus.

OK, here’s a little background:

The symbol of the Coast Guard is a “racing stripe” – red and blue diagonal stripes painted on the side of every Coast Guard cutter (ship). The pride of Norwich University is an Army tank sitting in front of the campus on the parade ground. I was part of the “Stripe Force” that traveled to Norwich to paint the Coast Guard stripe on their beloved tank. The caper came off perfectly.

We jump ahead 40 years, and here’s what my new deli buddy had to say: “Wow, dude ... you guys are legacy. We still talk about it!”

The second thing that brought my thoughts back to school spirit happened as I attended an event representing my entertainment agency. It was at a Florida college gathering and I was asked to judge a school spirit competition. I thought, “OK – no big deal.” But then I watched mascots, costumes and school cheers and witnessed bonding, enthusiasm and spirit.

Here’s the deal: you’re in college and you’re in a unique position to embrace school spirit. It doesn’t happen so much after graduation in the workplace or in the corporate world, so enjoy

Goodreads.com. Emerson quote retrieved from <http://www.goodreads.com/quotes/14785-nothing-great-was-ever-achieved-without-enthusiasm>.



WILLIAM FRYE

it now! Embrace your college mascot. Mine was a bear, which I always thought was a little odd, being that I attended a maritime academy, until I learned that the Coast Guard Cutter Bear made the greatest Coast Guard rescue in history. I was pretty proud of our little bear after that.

Think of the legacies colleges create. “We are Marshall,” the University of Florida’s “chomp,” Texas A&M’s 12th man, the Florida State Seminole chant, or Clemson University (SC) students rubbing the rock. Joyce Kilmer’s “Tree” is on the Rutgers University (NJ) campus; there are famous Banana Slugs in California; Billikins in St. Louis; Gorillas in Kansas; Boilermakers in Indiana; Catamounts in Vermont; Chanticleers in South Carolina; Hatters in FL; Horned Frogs in Texas; and Hard Rockers in North Dakota!

No matter what your school legacy or mascot is, EMBRACE YOUR SCHOOL SPIRIT! I did. I just forgot about it for a while.

Here’s what you do:

Support your spirit squads. Respect your cheerleaders and your bands. Proudly wear your school colors. Learn unique, specific cheers and school songs. High-five your mascot. Create special traditions at your school. One of my favorites is to create a “Victory Flag” and fly it whenever any team on your campus wins an event – your campus will be talking about who won when they see that flag!

“We’re always ready for the call,
We place our trust in thee.
Through surf and storm and howling gale,
High shall our purpose be.
Semper Paratus is our guide,
Our fame, our glory, too.
To fight to save, or fight and die,
Aye, Coast Guard we’re all for you.”
—Chorus from “Semper Paratus”

Go, CGA!

Van Boskerck, Capt. F.S. (1927). “Semper Paratus.”
© Sam Fox Publishing Co., Inc.

William Frye is your “typical” ex-Coast Guard officer, law school dropout, and retired professional comedian/juggler who is now greatly enjoying his return to local community theatre. He and partner Carol Studer continue close involvement in the college market with Everything But the Mime (www.everythingbutthemime.com). He may be reached at Jugglefry@aol.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.

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