

CAMPUS ACTIVITIES

PROGRAMMING

VOL. 49 // NO. 8 // APRIL 2017

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SUCCESS!

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with No "Divas"**

**Things to Know
about Partnerships**

**What's the Risk?
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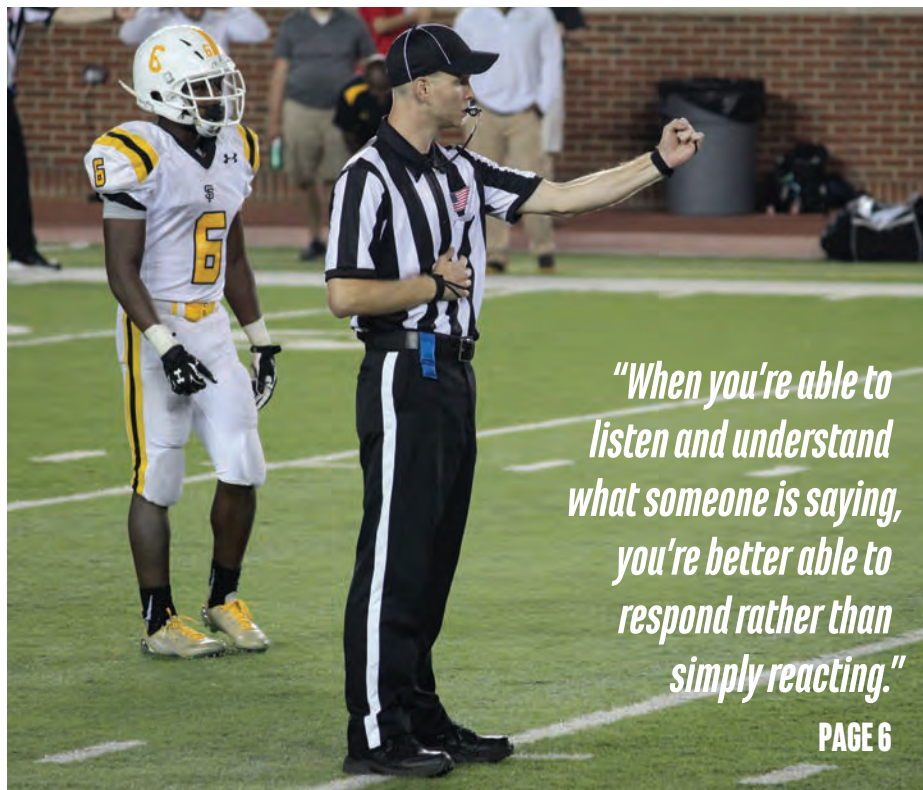
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CAMPUS ACTIVITIES PROGRAMMING®

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"When you're able to listen and understand what someone is saying, you're better able to respond rather than simply reacting."

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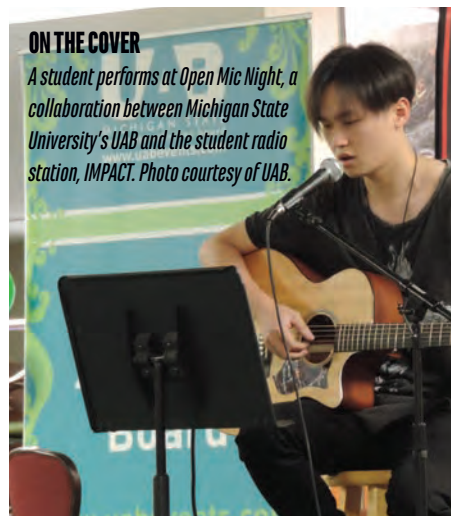
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A student performs at Open Mic Night, a collaboration between Michigan State University's UAB and the student radio station, IMPACT. Photo courtesy of UAB.

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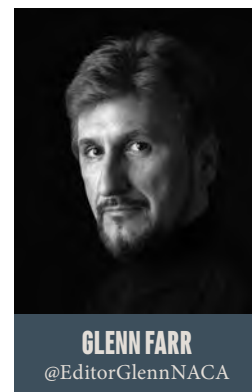
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Lessons Learned Early Are Lessons Learned Well



GLENN FARR

@EditorGlennNACA

CONFLICT, CONTROVERSY AND RISK MANAGEMENT are the central topics for our articles in this issue of Campus Activities Programming® and during the editing process, I considered some of the life lessons I've learned in each category.

I've never been comfortable with conflict, perhaps because I was raised in an environment in which those in power had absolute beliefs and opinions and dissent was decidedly not welcome. I learned that the hard way when I began to express my own opinions and beliefs as a teenager. So, for a number of years, I kept quiet and took the high road until my nose nearly bled from the "altitude."

Recently, though, social and political changes have made it clear to me that it's very important to take a stand for what you believe. Doing so not only clarifies your position for yourself and others, it can encourage others to speak up, as well. Not speaking up can have unintended negative consequences for us as individuals, as well as for larger groups.

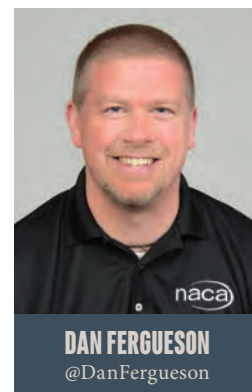
There have been times I've viewed controversy as a spectator sport – especially when I wasn't the center of it. I admit I've found controversy entertaining when it involved those I didn't know intimately, but when it hit close to home, my perspective was quite different. I've been the center of a few controversies at different times of my life, and it wasn't fun. I felt attacked and misunderstood and had to learn it's often difficult to emerge from controversy with your credibility intact. But, I came to understand we can learn from controversy, grow from it, and become stronger by having overcome it.

A friend and I who are the same age routinely chat on the phone on Thursday or Friday nights as we each, within the safety of our own homes, enjoy a glass or two of wine with conversation about life among our demographic. Recently, we shared a conversation about an aspect of risk management that's become increasingly important to us. Our attitudes about social behavior are changing as we age and our aversion to risking a DUI after leaving a party is far greater than it might have been 20 or 30 years ago. In addition to having a much clearer sense of the potentially fatal consequences of impaired driving (for ourselves as well as others), we also are much more cognizant of the humiliation and expense arising from the non-fatal consequences of a DUI arrest.

As I review my experiences with conflict, controversy and risk management, I am grateful to have learned a few lessons in how to manage them. However, I would agree it might have been wiser to learn those lessons earlier than I did. With that in mind, I encourage you to avail yourselves of what our writers share in this issue.

Lessons learned early are lessons learned well.

A Time of Transition



DAN FERGUSON
@DanFergusson

"APRIL SHOWERS BRING MAY FLOWERS."

How many of you have heard that phrase and dreaded the weather that was to come? If you are from the Pacific Northwest, like I am, it would more accurately be said that, "90-plus days of straight showers bring flowers sometime in July."

Regardless, April is a time of transition, which strikes a chord with me as I prepare this, my final message to you as the Chair of the NACA® Board of Directors. It seems like just the other day I was composing my first message to let you know it was a great day to be alive and to be a part of NACA. The good news is that's still true.

I would like to reflect on the year I served as your Chair of the Board of Directors and share some highlights the Association has experienced.

National Volunteer Development Team

At the Board level, we were able to focus on the things I had envisioned we would focus on this year. The National Volunteer Development Team, led by Jason Meier of Emerson College (MA), completed an amazing amount of work this year to accomplish the goals assigned to it in July of 2014 arising from the Volunteer Experience Summit. The Summit's outcomes led to the creation of the National Volunteer Development Team, hiring a full-time staff member to focus on volunteer development and started the process of making our volunteer experience the best in the association world. Our association is better for having the outstanding volunteers we have, and the NVDT has worked tirelessly to help make their volunteer experiences impactful.

New Strategic Plan

As of March 21, 2017, the Board of Directors approved a strategic plan that will shape the major focus of the Association for the next three years. A task force of eight volunteer and staff leaders were given a set of guiding principles to work on a vision for our goals for the next three to four years, with the Board intentionally directing it to focus on two to three major goals. While this may result in some members feeling some important things may not be included, I want to assure you that the strategic plan is developing nicely and will help shape the future in such a way that we can enhance all the programs and events we offer.

NACA® Foundation Board of Directors

Another major accomplishment this year was the formal establishment of an NACA® Foundation Board of Directors. This group will strategically focus on the work of the Foundation and ensure it's continued growth. If you haven't had a chance to donate to the 35 for 35 Campaign, I encourage you to do so! (Happy 35th year, NACA® Foundation!)

Best of luck to everyone as you wrap up your academic year in the weeks to come. It has been a pleasure and an honor to serve as Chair of the NACA® Board of Directors. Keep volunteering and doing everything you can to continue to make NACA the amazing association it has always been and will continue to be.

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.

Managing Your Show Day So No One Becomes a "Diva"

By
JOLENE CHEVALIER
How To Concerts LLC (WI)



WE'VE ALL HEARD THE HORROR STORIES. An artist showed up late with an angry look on their face, demanded a ton of hospitality but didn't touch anything that was provided, trashed the dressing room, skipped the meet-and-greet, and left the building practically with their middle finger in the air, leaving everyone working the show dumbfounded and upset. Bad experiences like that stick with you.

If you've worked in the entertainment industry a while, you may have had some of those experiences. But you'll probably agree they are rare. Most experienced entertainment planners have had many more *good* experiences than bad. It's the good experiences that keep us programming – that, and the post-show shining faces of audience members (regardless of how the backstage atmosphere was).

No matter whether you're having a great show day or find yourself dealing with a few divas, here are some survival tips:

Smile

It's the easiest thing you can do to make performers feel welcome and make your team feel encouraged. It sets the tone for the entire day. Smiles are contagious.

Caffeinate

On show day, never run out of coffee, tea and other caffeinated beverages. If you're a caffeine addict, you already understand how important this is, so please skip ahead. If you're not, congrats, but you should probably back away slowly and point the rest of us in the direction of the nearest coffee source for your own safety. From tech crew to performers, those who endure a life on the road often rely heavily on caffeine to keep them going. Think of it as a cheap way to keep spirits high.

Be Prepared, Organized and Confident

Cross your t's and dot your i's before show day so you can feel completely confident and prepared. Being organized will allow you to stay calm and cool-headed on show day, regardless of what comes up. There will likely be one or two things that occur that make you think, "How did I miss that?" Don't beat yourself up over it. Take notes and re-cap after your event

so you don't make the same mistake next time. Show day is not the time to dwell on it.

Also, keep a list of contacts you can call should something come up that you don't know how to handle. (If your middle buyer isn't present, they should be first on your list.)

Keep Calm

Have you ever been around someone who's constantly anxious and you feel uneasy just being near them? Don't be that person. Show day is nerve-racking enough. Remember that no matter what happens, you've prepared yourself to handle any situation that might come up. Side note: If you aren't a person who normally survives on caffeine, please don't drink seven Red Bulls on show day.

Know Your Contract

You likely haven't memorized every detail of the artist's contract, so keep a copy nearby for reference if needed. Ideally, you never get into an argument warranting taking out the contract to point something out, but at least you have it handy if it comes to that. The performer is likely not familiar with every single contract detail for every single show.

Within an hour or two of the performer's set, find a few minutes to touch base with the tour manager and remind them of any important contractual details unique to your show. You're not being annoying – you're being thorough and helping them get the details right.

An example of this conversation is, "How's your day going? Can we still plan to open doors on time at 7 p.m.? And your team is okay with a clean, 60-minute set, correct? Any questions for me before we start the show? Okay, great – I'm going to open the doors and get this party started, but don't hesitate to text or call me if you have any questions."

Pick Your Battles

No matter how well prepared you are for an event, unexpected things might happen. When they do, focus on the most important details and relax about the smaller issues.

For example, if the artist leaves the stage three minutes before their contracted time is up, it's not worth holding their check. If an artist asks for something not on their rider, it's a nice gesture to get it for them if it isn't too expensive instead of pointing out it wasn't on their rider.

The battles you need to fight are those that greatly affect the performance or the budget, and anything that jeopardizes the safety of anyone in the building. Any large breach of contract is going to be an issue for both sides.

Ask, "How Can We Fix It?"

For live shows, your top priority is giving the audience a good experience. That's also the artist's top priority. When something doesn't go quite as planned, don't be quick to point fingers. First, say, "Okay, how can we fix it?"

For example, if the band arrives to find no backline band gear (guitars, drum kit, etc.) and they don't have it with them either, your focus needs to be on figuring out how to get

backline. Instead of bickering over how the miscommunication happened, put your heads together and find the gear. Someone needs to immediately call local backline companies. Both the artist's team and your team should dive into this together.

When time is of the essence, find a solution as quickly as possible so the show is not delayed. Once you've found a potential solution, you can figure out whether your team or the artist's team is responsible for the mix-up and who should pay for the remedy.

Move On

Some people suck. There is no better way to put that. Some artists, tour managers, bus drivers, trumpet players, and even roadies – just suck. They are poison to be around, demand the world, make everyone feel terrible, and don't seem to care about anyone but themselves. Having those people involved in your show can make for a long day. But they are rare. Do your best, get through the day, and then move on. Don't let them poison you!

Your top priority is to give the audience a good experience. Your audience has no idea you had a rough day. After the show, take a deep breath, and move on. Look forward instead of backward and analyze only what you can control. Your next experience will likely be filled with amazing, wonderful, positive people. Strive to be one of those.

About the Author



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

WHO WANTS TO VOLUNTEER?

Volunteer with NACA! Opportunities are available in every region, throughout the year. Visit www.naca.org or contact Laura Jeffcoat at lauraj@naca.org.



"YOU'RE BLIND, REF!"

Dealing with Conflict on the Playing Field and Beyond

By

ANDY BOEHNLEIN

University of Michigan

"ARE YOU KIDDING ME, MY GRANDMA COULD DO BETTER THAN YOU?!"

Yelling at referees has become as much of a mainstay in sports as "the wave" or the seventh-inning stretch. Players and coaches demand that officials notice the exact spot of a football when someone was downed running full speed while fans get to watch the big screen and instant replay and watch it over and over.

While it certainly is the referee's goal to get every call correct, situations often arise that prevent that. Whether a football tackle is coming right at you or a basketball is going out of bounds right where you're standing, the slightest movement of your head or eyes can impact whether you see the ball go out of bounds off of the green team's leg or if you catch it deflecting off of the red team's foot afterwards.

As a former high school basketball official, current high school football official and coordinator of Intramural Sports at the University of Michigan responsible for training student referees, I've learned and taught different methods of dealing with conflicts that can arise on the sports field. I believe, though, that these methods are fairly universally applicable.

Let Cooler Heads Prevail

The first aspect of dealing with conflict during a game involves emotions and the importance of keeping them in check. We often teach new officials that behavior comes in three levels: child, adult and parent. According to Dr. Eric Berne's philosophy of transactional analysis, typically, most people are able to behave as adults, meaning they can have normal, productive conversations with a cool head. In sports, however, many people have the tendency to slip into the child state of mind, which comes with whining, emotional outbursts and temper tantrums. Human nature usually makes officials want to retaliate and respond to those behaviors, which also brings out the child in them. This doesn't often end well.

Instead, it's more helpful to rise to the parent level with the intention of bringing the child back to adult behavior. The adult speaks in a quiet, yet forceful voice, reminding the child they're willing to talk and have a normal conversation, but not one involving yelling and pettiness. It can be difficult to keep your emotions in check, especially when a coach is berating you for how terrible a call you just made, even though you know it was the correct one. But letting cooler heads prevail will always be a better option in the long run.

Understand the Importance of Timing

Dealing with conflict also involves understanding the timing, and potentially the correct timing, to have this type of conversation. A good friend of mine shared a story about the night her son finally received his driver's license. His curfew of 11:00 p.m. came and went, without a text as to where he might be. As worried moms do, she stayed up until he finally arrived home at 12:30 a.m. Her response of worry, anger and disappointment was met by him walking in the door with the biggest of smiles on his face after a great night he just had with his friends. She was able to quickly pull herself together and realize having a conversation right then would not have been productive and would have only strained their relationship. In the morning, they were able to understand each other more clearly with regard to each other's frame of reference about the curfew.

Something very similar can occur in officiating. A basketball game can be very quick, moving up and down the floor. A coach may yell about a foul that didn't get called and you may not be able to address her until five minutes later. And then, you may have time for only a quick chat because you need to inbound the ball. Understanding that there are occasions, such as during timeouts or in between quarters, to have a slightly longer conversation, gives you the time and space to process why you did or didn't make that call and explain it to the coach. If you had to stop the game every time a player or coach made a complaint, games might take three days to complete.

Be Sure to Listen to the Other Person

It's always important to truly listen to what the other person is saying. In "The 7 Habits of Highly Effective People," Dr. Stephen Covey explains the important habit of seeking first to understand and then be understood. It's only human nature

that, while listening to another person, you're already framing your response instead of trying to actually process what they're saying. This can quickly turn a conversation into a battle with each party trying to get a point across instead of actually understanding each other.

The "habit" of listening can be very beneficial to a referee later in a football season after a head coach has already experienced five different crews of officials making slightly different calls five different times. While there are rulebooks for officials to follow, there is also a philosophy as to how to best apply rules that others may apply slightly differently.

If, for example, the officiating crew from week three called pass interference on every play in which a wide receiver was touched and the officiating crew from week five didn't call a single pass interference penalty the entire game, the coach may understandably be upset with a call you do or don't make during a week six game. But listening to him and learning the source of his frustration can help you better explain to him your call on a certain play, rather than simply dismissing him as another coach complaining about every call.

Take Responsibility for Your Mistakes and Learn from Them

Finally, take responsibility for your own actions. It's okay to admit you made a mistake. People are generally more willing to forgive you if you own up to your mistakes and learn from them instead of making excuses. This is even true in officiating. An example of this occurred on June 2, 2010. Detroit Tiger pitcher Armando Galarraga was one out away from pitching a perfect game, allowing zero walks, hits or runs. On what should have been the final out, umpire Jim Joyce incorrectly ruled the runner safe at first. After the game, upon realizing the mistake, Joyce acknowledged it and apologized to Galarraga.

"I just cost that kid a perfect game," Joyce said (Associated Press).

Galarraga understood it was a mistake and forgave him.

The umpire owning the mistake and taking responsibility for it, rather than trying to hide it or pretend it didn't happen, allowed everyone to move on.

Turn Conflicts into Learning Opportunities

Conflicts happen everywhere – in the workplace, in relationships or on a football field. They can cause unpleasant feelings, but may actually play an important role in everyone's growth. Keeping emotions in check allows for a productive conversation instead of unproductive bickering and yelling. Understanding the importance timing plays in having a tough conversation can prevent other aspects of relationships to negatively impact conflict situations and allows cooler heads to prevail. When you're able to listen and understand what someone is saying, you're better able to respond rather than simply reacting. And owning up to your mistakes and accepting responsibility for them allows you to move on and learn from them.

Using these skills can empower you to turn a conflict into an opportunity to learn – no matter when or where conflict occurs.

Opposite page: Boehnlein in the umpire position, getting ready for a play to start. Photo by Jason Chaput.



IN SPORTS ... MANY PEOPLE HAVE THE TENDENCY TO SLIP INTO THE CHILD STATE OF MIND, WHICH COMES WITH WHINING, EMOTIONAL OUTBURSTS AND TEMPER TANTRUMS. HUMAN NATURE USUALLY MAKES OFFICIALS WANT TO RETALIATE AND RESPOND TO THOSE BEHAVIORS, WHICH ALSO BRINGS OUT THE CHILD IN THEM. THIS DOESN'T OFTEN END WELL.

Above: Boehnlein makes a signal that the offense has the correct number of players on the field. Photo by Jason Chaput.

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About the Author



Andy Boehnlein is coordinator of Intramural Sports at the **University of Michigan** and founder of The Average Unicorn Comedic Lectures. As a speaker, he is represented in NACA by **George Scott Baker – Demotivational Speaker (OH)**, and he participated in the 2016 NACA® Mid America Regional Conference. He holds a bachelor's degree in general studies from the University of Dayton (OH) and a master's degree in sports administration from The University of Akron (OH). He also completed a comedy studies program offered by Columbia College Chicago (IL) and The Second City. He is a blogger for Campus Rec Magazine.



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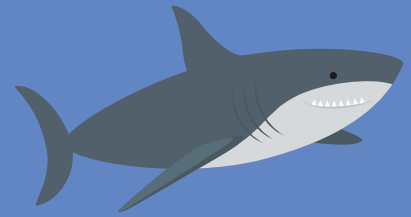
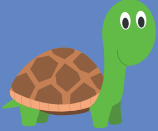
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Teach Me HOW TO Manage CONFLICT



By
ASHLEY R. LANG
Wartburg College (IA)

Conflict (*noun*) is a serious disagreement or argument, typically a protracted one. (Google.com, Retrieved 2016)

Manage (*verb*) to be in charge of (company, establishment, or undertaking); administer; run. (Google.com, Retrieved 2016)

Conflict can be a challenge to overcome or engage in, but if we have an understanding of our management style, how it's perceived, how others can better work with us and what others should know, we're on track to being able to effectively overcome it. It's my belief we must have a greater understanding of ourselves before we can begin to understand why others behave the way they do.

According to Falikowski (2013), there are five "animals" that help us more easily understand conflict management styles: avoiding turtle, accommodating teddy bear, compromising fox, collaborating owl and competing shark.

Avoiding Turtle (*No winners, no losers*)

According to the avoiding turtle, this isn't the right time or place to address this issue. They avoid conflict by withdrawing, sidestepping or postponing a conversation that may need to be had.

There are appropriate times, however, in which to use this tactic, such as when the conflict is small and relationships are at stake; when you need to cool off; other things are more pressing and there isn't enough time to deal with this particular issue; you're too emotionally involved and others around you are better equipped to solve the conflict; or when more information is needed.

Keep in mind there are some drawbacks to this approach because postponing may make matters worse, or important decisions may be made by default.

Accommodating Teddy Bear (*I lose, you win*)

The accommodating teddy bear works towards a common purpose, because that purpose is more important than any of the peripheral concerns and the trauma of confronting differences may damage fragile relationships. This "I lose, you win" mentality appeases others by downplaying conflict, thus protecting the relationship.

This mentality should be used when the issue isn't as important to you as it is to the other person; you realize you are wrong or harmony is extremely important; or you are willing to let others learn by mistake. Additionally, this can be used when you know you cannot win, it's not the right time and you would prefer to simply build credit for the future. The accommodating teddy bear also is helpful when what the parties have in common is a good deal more important than their differences.

This style does have some drawbacks because its practitioner's ideas don't get attention and credibility and influence can be lost.

Compromising Fox (*You bend, I bend*)

The basic idea behind the compromising fox is that winning something while losing a little is okay. This person wants to serve the "common good" while ensuring each person can maintain something of their original position. The compromising fox strategy is best used when people of equal status are equally committed to the goals at hand. Additionally, reaching an intermediate settlement on individual parts of the more complex issue can save time.

The downside is that important values and long-term objectives can be derailed in the process and may not work if initial demands are too great.

Collaborating Owl (*I win, you win*)

The idea here is that the process of working through differences will lead to creative solutions that will satisfy the concerns of both parties. This means that the teamwork and cooperation of the collaborating owl help everyone achieve their goals while also maintaining relationships. The collaborating owl is most effective when there is a high level of trust among involved parties and you don't want to have full responsibility, but want others to have "ownership" of solutions.

Sometimes you need to work through animosity and hard feelings and so the people involved need to be willing to change their thinking as more information is discovered and new options are suggested. The problem with this approach is the process takes much time and energy and some parties may take advantage of other people's trust and openness.

Competing Shark (*I win, you lose*)

The competing shark associates "winning" a conflict with competition. When goals are extremely important, one must sometimes use power to win. The "I win, you lose" style is used when you know you're right or a quick decision is needed.

Sometimes, a strong personality is trying to steamroll you and you don't want to be taken advantage of or you need to stand up for your rights. This style appears to have the most serious shortcomings because it can escalate conflict and losers may retaliate.

Which Style Works for You?

People tend to favor one conflict management style more than the others, depending upon their natural tendencies or reactions to conflict and their comfort levels. It's important to recognize that there is value in being able to use each style in the appropriate settings. It's helpful to understand each perspective, even if it's not one we tend to use, so we are better prepared to work with others.

Let's address some non-violent solutions for conflict management as put forward in Leah Wells' "Teaching Peace – A Guide for the Classroom and Everyday Life" (2003). Wells took a combination of Coleman McCarthy's work and Gandhi's principles of non-violent solution to create something for people to use today.

1. **Define the conflict.** Figure out what you're actually fighting over. Be sure you're on the same page because often people aren't, which is what causes the conflict in the first place.
2. **Work on what's doable.** If you focus on what you can actually accomplish, then resolving the conflict seems more realistic.
3. **Resolve the dispute in a neutral place.** Find common ground for all involved so there's no advantage to one over the other.
4. **Don't ask what happened.** Asking this brings out emotions and promotes blame. Ask, "What did you do?" to encourage "I" statements and a focus on the facts.
5. **List the shared elements of the relationship versus the one unshared separation.** People do have common ground, so the goal is to see that similarities outweigh differences.

6. **It's not you versus me, but you and me versus our problem.** Conflict is set up to be oppositional. What needs to be worked on is the shared conflict and not demonizing the other person.
7. **Work on your forgiveness skills.** This may be the hardest step. This means the conflict can no longer be a barrier to the relationship.
8. **Work on your listening skills.** This means hearing the words, underlying messages and intentions of the other person and really trying to grasp what they're saying.
9. **Purify your heart.** Everyone has a different way of doing this, whether it be journaling, meditating, sleeping or talking with friends.

WE MUST HAVE A GREATER
UNDERSTANDING OF OURSELVES BEFORE
WE CAN BEGIN TO UNDERSTAND WHY
OTHERS BEHAVE THE WAY THEY DO.

Listen and Respect

Remember that the importance of all this is to make positive use of individual personalities and turn conflict around. Using conflict management successfully requires a change of mindset from thinking about WHO is right or wrong to focusing on a SOLUTION in a fair manner. Often, people simply want to be acknowledged, even if the outcome isn't in their favor. Listen and respect each other as a part of the resolution process.

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8 Steps Toward Successful Collaboration

By

KIMBERLY GOLER-STUBBS

Kennesaw State University (GA)



WHETHER YOU'RE A MEMBER OF A STUDENT ORGANIZATION OR A DEPARTMENT, it can be difficult sometimes to determine which events are right for collaboration. It doesn't matter if you're at a small or large institution; creating a meaningful partnership and providing a successful event for students will enhance their overall college experience. I hope to help you gain a better understanding of why collaboration is important and offer some tips for creating successful collaborative programs or events.

Think of it as a grand opportunity to work together as a team. There is a familiar story called "The Allegory of the Long Spoon." In it, there are six people seated around a soup bowl trying to use their long spoons to eat the soup. However, they each learn their spoon is too long for them to feed themselves. After many of them struggle to get soup to their mouths and some of them break their own spoons, they begin to give up. Finally, one person decides to reach across and feed one of the others, along with another person jumping to help hold the spoon.

The story offers an excellent example of teamwork, in that it demonstrates that when we work together, we're able to accomplish more than we could ever dream. This is why collaboration is so important, not only for our departments, but also for our student organizations. There is a world full of useful opportunities for collaboration and as we come together, we can reveal that world with our students as we share it with them.

What does it take to ensure successful campus collaborations? Here are a few essentials.

1. Build Relationships

Building relationships helps facilitate the flow of communication and the opportunity to start conversations about working together on future events. Many institutions have a large number of student organizations and departments, alike. It can be challenging to reach out to all of them. There are many ways to build relationships on your campus, which include visiting offices, attending organization fairs or meetings and supporting other departments or student organization events.

When visiting offices, it's good to determine the office's culture before stopping by. Some offices have open-door policies while others require appointments first. Think outside the box and reach out to offices and departments that could offer unique collaboration opportunities.

A great way to get to know the different organizations on your campus is by attending organization fairs, which are like one-stop-shopping events. They allow you to get to know all the organizations with which you might be interested in collaborating for your next event. After you attend an organization fair or visit other offices, you'll have a better idea of events they have planned and whether you might want to attend them or volunteer to assist them. This helps you build relationships, possibly leading to future collaborations. Be strategic and make sure the relationships you build are intentional and meaningful.

2. Start the Conversation

Collaboration is more than just using the other department's

or organization's funds. When starting the conversation about collaborating, it's a good time to be clear about all expectations, concerns and financial obligations. Communication is key to ensuring everyone is on the same page. Also, make certain both parties agree and are providing input into the conversation. This will help prevent issues arising during the planning and execution stages of the event. Understanding each party's resources and financial obligations will help determine the overall cost of the event and if additional resources are necessary.

Also, share brainstorming sessions and benchmarking of ideas for collaborative events, which might include some you've seen duplicated by multiple organizations on campus or new initiatives that would enhance campus culture.

A few particular times of the year to note with regard to avoiding redundant events are during homecoming, welcome weeks, Breast Cancer Awareness Month, fall and spring carnivals and spring break-related events, just to name a few. These are times when collaboration can be beneficial to students if you can provide a well-rounded experience while maximizing resources.

3. Determine Purpose

Determining purpose will allow both parties to have full understanding of the event. When determining purpose, consider learning outcomes and objectives. Learning outcomes are not only important to support purpose, but also for assessment at the event's conclusion. Assessing learning outcomes also helps ensure all the event's objectives are met. A resource to

The Pumpkin Launch event pictured with this article was a collaborative event at Kennesaw State University involving Student Activities, the Marietta Activities Council and the institution's mechanical engineering school, food services, parking and transportation departments, foundations and book store. Photos courtesy of Kennesaw State University.

consider when developing learning outcomes is CAS (Council for the Advancement of Standards, available at cas.edu).

4. Create a Timeline and Guidelines

When collaborating on an event, consider four to six months for planning. However, the time frame truly depends on the event involved. For example, events including contracts would need more time than events not requiring them. Also, consider what resources you may need and how long it may take to secure them.

Creating a timeline gives all parties an idea of when tasks need to be completed to ensure success. Some items to include in a timeline are program logistics, marketing and vendors. A few guidelines to consider are whose logo goes on promotion, what organization or department is responsible for staffing the event, and whether it will be a requirement that the event is open to all students.

5. Plan the Event

After all prep work is complete, further planning should run smoothly and would include considering event details and delegation of responsibilities. It's important that all parties have an active role in planning the event unless it's been decided otherwise. All parties should meet frequently to ensure all tasks are being completed and learning outcomes are being met.

A few days before the event, hold a meeting during which all parties review expectations and complete a list of duty assignments for the day of the event, as well as its layout.

6. Assess and Reflect

Upon completion of your collaborative event, distribute a survey to participants to receive feedback and to make sure learning outcomes were met. Schedule a reflection meeting to review the surveys and evaluate the collaboration. Also evaluate overall teamwork, whether expectations and event purpose were met, and review overall planning. Make detailed notes on ways to improve future collaborations.

7. Create a Collaboration Request Form

It's beneficial to create a form for other departments and student organizations to complete should they be interested in future collaborations with your organization. If you receive a large number of collaboration requests, the form would make it easier to manage them. Questions to list on the form include:

- Is there a financial obligation?
- What will the expectations be?
- What is the time commitment?
- Why are you interested in collaborating?
- What resources will you be contributing?
- How would you describe the proposed event?

Some additional information to include would be name, date, phone number, email, organization name, desired date, desired location, estimated overall budget, president's name and signature, advisor's name and signature and any additional guidelines for collaborations your organization might choose to include.





8. Continue the Relationships

Continuing relationships with other organizations will allow for the open flow of communication and sharing of event ideas. Set up semester meetings with your collaborators so everyone can share their calendars. That's also a good time to identify any overlapping or duplicate events.

Having an outreach coordinator for your office or organization can be helpful so that when other parties are looking to collaborate, they have a contact. The person serving in this position can be responsible for opportunities for cross-promotion and additional advertisement of events.

As an experienced campus activities practitioner, I enjoy collaborative opportunities and have worked with many organizations and departments, including alumni, athletics, international student organizations, the campus library, campus food services, the university band and the academic affairs department.

Collaboration with other departments or student organizations is a great way to build connections across campus, as well as receive additional marketing for your specific area on campus. Sometimes, it can be challenging for us to go outside our comfort zones. However, the benefits our students receive outweigh the cons. Once you start building relationships, the other steps naturally follow. Whether you're interested in collaborating with other parties or they're interested in coming to you, the opportunities are endless!

THERE IS A WORLD FULL OF USEFUL OPPORTUNITIES FOR COLLABORATION AND AS WE COME TOGETHER, WE CAN REVEAL TO AND SHARE THAT WORLD WITH OUR STUDENTS.

About the Author



Kimberly Goler-Stubbs is assistant director for Student Activities at **Kennesaw State University (GA)**. She holds a master's degree in college student affairs and conflict analysis and resolution from Nova Southeastern University (FL) and a bachelor's degree in technology education from Georgia Southern University. Active in NACA® South, she currently serves as Special Events Coordinator on the Regional Conference Planning Committee. She previously served as the region's Professional Development Programs Coordinator, as one of its Graduate Intern Mentors, and as a Program Reviewer. She's also affiliated with the American College Personnel Association and the Georgia College Personnel Association.

Things to Know before You Jump Aboard the PARTNERship



By
DANIELLE FLOREY
Michigan State University

Open Mic Night is a joint effort of Michigan State University's student radio station, IMPACT, and the UAB, and is offered every other week. Photo courtesy of UAB.

PARTNERSHIPS ON CAMPUS OCCUR WHEN TWO OR MORE GROUPS JOIN FORCES TO PRODUCE AN EVENT. Every partnership looks different, but they all are comprised of two or more groups who agree to plan and work together toward a joint event. Each group does not need to provide funds, but they each do need to bring something to the table. A partnership is not achieved by writing a check or transferring money to another group's account. That is a sponsorship.

Partnerships can lead to the best of times – and the worst of times for those involved. These collaborations help bring in more funds and people to events, but they also demand more time and dedication behind the scenes and during the planning process. Although partnerships can be difficult, there are many ways to make them easier and more fruitful.

Find the Right Fit

Before a group can begin creating an event with a partner, it needs to find the right fit. At Michigan State University, the University Activities Board (UAB) uses a partnership form other organizations on campus can use to submit their request to program an event with us. The form asks questions such as:

- Is there a specific date you have in mind?
- Do you have an event idea?
- Do you simply just want to partner on any event?

The form also lays out UAB's guidelines and rules regarding partnering. This helps other groups understand what UAB is interested in doing and also allows UAB to understand the other group's plans. Our partnership form is online at <http://uabevents.com/partnerships>. A group only needs to complete the form if they want to begin the partnership process with us.

We often distribute forms at the beginning of the year during an event when multiple clubs are present. It's a great networking opportunity for UAB and can lead to partnerships. As event directors on our UAB, we're encouraged to seek out partnerships. If we approach another group to partner, it does not need to complete the form.

Agree on Expectations

Once you decide to partner with a group, it's wise to hold an initial meeting to discuss the event so both groups can determine expectations for the event and what each plans to bring to the table. It's very important that an agreement is signed by all partnering groups. This agreement should specify what each group will do during the planning process, how much money each group provides, and when meetings and check-ins will be held. If you're unsure of the budget at this point, you can add that information later.

Hold Each Other Accountable

The sooner everything is in writing, the more accountable everyone can be. Accountability is important for all parties, and you should discuss consequences for any partner that doesn't follow through on their responsibilities. For example, you might decide to no longer partner with any group showing a history of not upholding their end of a partnership.

Play to Everyone's Strengths

When determining each group's responsibilities, play to each group's strengths. For example, when partnering with a marketing group, allow them to provide marketing for the event while you handle contracts and venue details. It's up to you and your partner(s) how to share responsibilities, but make sure each group has a major role to play so everyone will be motivated to do their best and make the event successful. The buy-in from all groups is incredibly important during this part of the process. If any group isn't invested in planning the event, it's unlikely they will attend or tell their friends to attend.

Determine the Weight of Contributions in Decision Making

The sooner everything is in writing, the more accountable everyone can be. Accountability is important for all parties,

and you should discuss consequences for any partner that doesn't follow through on their responsibilities. If you don't have a concrete budget, you can't go forward with planning or booking since you don't know how much you can spend. It's always been important to me to remember that even if UAB contributed more funds to an event or was the only group providing funds, we didn't have the majority or sole say in how the event would run. Groups often want to partner because they are smaller and don't have enough funds to produce an event on their own. They want to get their name out to campus and show what they're passionate about. So, while they might not have the same financial resources as your group, they're still equally invested in the event.

However, if only one group is providing funding, it might decide it wants final say in how money is spent. During your initial meeting, you should discuss who would give final approval on all event elements and whether money will be the reason a group gets final approval. It's often best to let expertise about event components be the deciding factor in final say, and not who provides the most money.

Perhaps your groups would rather vote on every decision so each person's input carries the same weight. In the end, it doesn't matter how you make decisions; you just need to clearly spell out the process.

Maintain Open Communication

It's always important to have open and honest communication. You might be the type of person who'd rather avoid confronting an issue, but it's important to remember that avoidance doesn't lead to resolution. If a partner isn't following through on their responsibilities, remind them you signed an agreement. Hold your partner accountable and follow through on the consequences you discussed.

In the week leading up to the event, make sure all partners know what's happening in the next few days. I always make a list of needed supplies, as well as when everyone should arrive. It's helpful to email this to all parties so everyone is on the same page. All partners need to have a role in the day/night of the event, no matter how big or small, and this list, which I call a "run of show" list, can ensure everyone knows their role.

Evaluate Your Event and Partnership

After the event, meet again so everyone can give their feedback on the event and how well the partnership worked. It's important that everyone is able to freely express constructive and positive feedback so you can improve future partnerships.

Although partnerships require much effort, they can become increasingly easier. UAB often partners with the same group. This results in an amazing relationship between the two groups because they know each other well. However, sometimes those partnerships have not always worked well when new leadership has become involved. That's okay! We should not expect partnerships to always be perfect or easy.

UAB's goals include continuing to add partnerships. This holds all our event directors responsible for creating new partnerships and continuing to work with existing partners. In the past, UAB has partnered with:

Our student radio station, IMPACT, to host Open Mic Nights every other week. UAB books the space and promotes the event. IMPACT hosts the night and helps promote it, as well. This partnership began years ago and is ever evolving.

The resident assistants in our West Circle Neighborhood to host our Masquerade Ball. We entered into this partnership because the resident assistants lived close to the event venue and were able to help UAB target and market to students who would likely attend. The resident assistants also provide activities at the event.

Our MSU's Paranormal Society for Ghosts of Spartans Past, which was a unique partnership. This event took place at several locations on campus that are purported to be haunted. With ghost hunting equipment, the Paranormal Society led groups of students throughout these locations. Without the Paranormal Society, UAB would not have had the means to offer this event since we don't have the skills or equipment to hunt ghosts. UAB did much behind-the-scenes work for this event, but on the night of the event, the Paranormal Society had its time to shine.

Speed Dating with LIGHT. UAB has a recently developed tradition of offering Speed Dating. To make the event more inclusive, we partnered with LIGHT, a LGBTIQQA+ group located in our Brody Neighborhood on campus. This partnership required many meetings beforehand to make sure the event ran smoothly. LIGHT helped with all the planning, as well as helping students create nametags, which included each student's name, gender pronouns, and whether they attended the event to make friends, pursue a relationship or both. UAB helped with the marketing, booking the space, and other night-of details.

Foster Inclusion through Partnerships

Through these partnerships, UAB has been able to provide more inclusive events for all our students at Michigan State University. UAB is able to work with other groups to make our events successful and to help other student groups get their names out to the campus population. Partnerships can be a win-win for everyone involved as long as you're all willing to work for it!

About the Author



Danielle Florey is a former Spirit & Traditions Director and a former Events Director for the University Activities Board at **Michigan State University**, where she is pursuing a degree in special education-learning disabilities. She has participated in the NACA® National Convention and the NACA® Mid America Regional Conference, for which she has made three presentations.



Michigan State University's UAB partnered with the school's Paranormal Society for Ghosts of Spartans Past, which allowed students the unique opportunity to go ghost hunting at allegedly haunted sites on campus. Photo courtesy of UAB.

**THE SOONER EVERYTHING
IS IN WRITING, THE MORE
ACCOUNTABLE EVERYONE
CAN BE. ACCOUNTABILITY IS
IMPORTANT FOR ALL PARTIES,
AND YOU SHOULD DISCUSS
CONSEQUENCES FOR ANY
PARTNER THAT DOESN'T
FOLLOW THROUGH ON THEIR
RESPONSIBILITIES.**

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Artist:
Venue:
Location:

Contact:

Date(s): 11/03/2014 (Mon)
Interest: CR
Times: Night

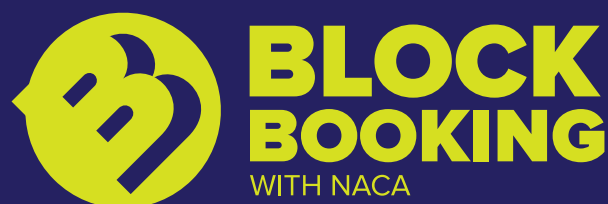
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	S	M	T	W	T	F	S
44	26	27	28	29	30	31	1
45	2	3	4	5	6	7	8
46	9	10	11	12	13	14	15
47	16	17	18	19	20	21	22
48	23	24	25	26	27	28	29
49	30	1	2	3	4	5	6

Mat Letter	Interest	Date Range	School / Venue	Dist From Pretend University	Distance from Prev
C	CR	11/05/2014 (Wed) Night	Test University Columbia, SC	73	84
D	CR	11/06/2014 (Thu) Day	Pretend Junior College Charleston, SC	102	118
E	CR	11/07/2014 (Fri) Day	Pretend Community College Mt Pleasant, SC	190	9
F	CB	11/08/2014 (Sat) Day	Pretend Tech School Georgetown, SC	181	58

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A photograph of students playing Twister in a large, open-plan space. Two students are in the foreground, crouching on colorful circular mats on the floor. The background shows other students and tables, suggesting a social event.

SHARING THE VALUE OF CO-SPONSORSHIP WITH YOUR STUDENT LEADERS

By
REBECCA BOROVSKY
University of South Carolina

Above: Students play Twister at the Attic, a programming space at Gettysburg College (PA), during a Purim Party, a collaborative event sponsored by the Campus Activities Board and Hillel, a Jewish student group on campus.

WE'VE ALL ATTENDED OR PLANNED AN EVENT for which resources were scarce, attendance was low and student morale was down. For a student leader, this can be frustrating, but it's a realization better to reach early on.

I learned this lesson as a sophomore while managing a multi-functional space on my undergraduate campus. Responsible for weekly Thursday night programming that experienced low attendance (sometimes totaling zero), I knew something had to change and decided to pursue co-sponsorship.

What, other than desperation, prompted me to reach out to other campus organizations? Encouragement from my advisor. I had no idea of the potential of co-sponsorships for campus programming. I was subject to a perception common among student leaders – that we must try to do everything ourselves. Fortunately, that's not true. Help is often just a question away.

So, how do we effectively communicate that to student leaders? How do we help them realize that partnering with other organizations often leads to even more successful events?

Make Introductions

While we might like to think our students are willing to step outside their bubbles to create cross-campus relationships, that's not always the case. Making an introduction via e-mail and connecting two students in person can make all the difference. While restructuring the weeknight programming at my undergraduate institution, we pursued co-sponsorships through introductions to various student groups on campus manifested by attending Student Senate meetings, one-on-one meetings with other student organizations' leadership and lots of email communication.

Financial Support

Many campuses across the country are facing budget cuts. Increasingly, student affairs professionals, but particularly campus union employees and student activities personnel, must advocate to keep their funding (Schroer & Johnson, 2003). Faced with this dilemma, co-sponsoring presents the perfect opportunity to pool resources. In the case of weeknight programming at my undergraduate institution, we, as a larger organization on campus, had a bigger budget. Therefore, we were fortunate to be able to use our funding as a tactic to entice other organizations to co-sponsor events with us.

One of our most successful events included Halloween Bingo, a co-sponsorship between the programming board and the Black Student Union (BSU). The BSU approached the programming board with the idea. They realized they would not be able to fund the event themselves and felt, therefore, that co-sponsorship was the key to success.

I learned very quickly in my undergraduate career that students love free food, but large quantities of food can be expensive, especially when navigating college and university guidelines regarding food purchases for events. Colleges and universities may be reluctant to increase student activities fees or allocate existing money for food when campus programming can be viewed as an "extra" (Schroer & Johnson, 2003).

Having two sources of funding can make food purchases a little easier and shows campus administrators the event is serving a large portion of the campus population. A larger budget and additional funding create the opportunity for creativity in food selections, entertainment, prizes and more.

Two Heads Are Better than One (and They Help Increase Attendance)

What student does not want a successful event, where attendance reaches new heights? When it comes to co-sponsorships, two "heads" truly are better than one and there is often an increase in attendance, as a result of those "heads" coming together. Research shows that word of mouth, or friends, and flyers/posters are the primary ways students learn about campus programming (Lubbers & Joyce, 2014). Having two campus organizations with stakes in an event spreading the word about it can lead to exceptional results.

On campuses where Greek life presence is strong, encourage your chapters to co-sponsor and build relationships with non-Greek organizations. At my undergraduate institution, we co-sponsored a billiards tournament with the Interfraternity Council. By bringing in extra pool tables, we attracted and captured 50 fraternity members' attention. This event, held at

the multi-functional space on campus, opened new lines of communication between the programming board and Greek community. Two heads can spark new creativity, attract larger attendance, and enjoy more overall success.

Co-sponsorship Encourages Diversity

At a time when campuses are striving to create more inclusive environments, co-sponsoring and encouraging collaboration presents the perfect platform to engage students in topics surrounding diversity, equity and inclusion. During the expansion of weeknight programming at my undergraduate institution, some of the highest-attended events that sparked dialogue and discussion were those we co-hosted with International Student Services, Hillel, and the Asian Student Alliance. Our "Celebrations for the Lunar New Year" and "Purim" programs were just as educational as they were fun social events.

By connecting various student subgroups, you are opening lines of communication on campus as classmates share their cultures, backgrounds and identities. I built new friendships with the student leaders of those various organizations, while also helping create events that addressed existing needs in our campus community.

Student leaders are at the heart of campus programming. It is our role as advisors to provide learning opportunities and foster new skills for our students throughout their college experience. Encouraging and assisting students in co-sponsored events does just that. Teaching them the value of building and establishing relationships across campus is the first step to creating that successful event. From there, students realize the financial benefits of these partnerships and see an increase in attendance.

Simultaneously, the opportunity for education occurs as campus subgroups that may not normally interact engage in the planning and implementation of events. We need to constantly remind and encourage our student leaders to think creatively and look at the entire campus for new opportunities and ways to plan successful campus programming.

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About the Author



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Be Prepared to Answer that Question

By **SAMUEL FRUSHOUR**
Shippensburg University (PA)

Trigger Warning: This article delves into the topics of risk management and emergency planning. Although it does not go into detail about specific tragedies, readers should be aware of their personal histories with emergencies and how this article may affect them.

UNFORESEEN TRAGEDIES. We see them on the news. We hear about them on the radio. We think, “That can’t happen here,” or “It’s just a matter of time until that happens here, too.” It’s our duty as event planners to spend some of our valuable time preparing for these incidents from the perspective of what we can do (if anything) to limit the possibility of one occurring, as well as how to react when one does occur.

First, when I say “event planners,” please don’t cringe (relax the shoulders now). I understand our roles as student affairs practitioners are comprised of more than just planning and executing events. We hold a plethora of invisible titles in addition to our university-designated position – educator, therapist, cheerleader and more. I use the term “event planners” here to speak specifically to the bullet point in our job descriptions about planning events, whether we are a professional staff member, graduate assistant, or student volunteer. I value all other bullet points, but there’s much that goes into planning events outside of performer relations, food and beverage considerations, and decorations.

What comes to mind when I speak of an “emergency” occurring at an event? I’m not talking about running out of pizza in the first five minutes (although I know the savagery of sophomores when this occurs). I mean a real emergency – where risk of injury or loss of life is high. In the times in which we live, many of us might think of an active shooter. This is a definite emergency; but we should also prepare for fires, power outages, medical emergencies and natural disasters such as hurricanes, earthquakes, tornados and flash floods. Although the university or off-campus venue may have specific plans for these types of emergencies, your attendees may understandably look to you for direction – and you, the event planner, truly may only have seconds to make the right decision.

To be candid, risk management is comprised largely of planning, most of which will go unneeded at your events,

hopefully for years at a time. However, if having those plans in place for each event means the event planner was prepared to make the right decisions and take action that saved one life or prevented one injury – doesn’t that make it all worth it?

In my short time as a student affairs practitioner, I’ve encountered all the aforementioned emergencies on campus or during a trip – with the exception of an active shooter. In just seven years (including my undergraduate career), I have found myself dealing with fire, power outages, a medical emergency, a hurricane, blizzards, an earthquake, tornado warnings, and a flash flood. Based on training I received from my advisor and the trainings I now lead – I have felt prepared for each situation I’ve encountered. While I probably was never fully prepared, I was confident in my abilities to make the right decision at the time.

To best empower our event planners, the training in risk management we provide should focus on both prevention and preparation.

Prevention

Even though most emergencies cannot be prevented by event planners, there are ways to reduce the risk involved in case an emergency occurs. The major items to consider are the processes in place involving attendees entering and leaving the venue.

When planning the entrance process, consider the number of access points to the venue and the screening process for attendees to enter. Who is allowed at this type of event? What

is prohibited in the venue? How do you ensure prohibited items do not make their way into the event? Are there doorways that need to be locked to prevent people from sneaking in?

Equally as important, the exiting process should be well planned and allow for a mass exodus at any time. Crowds can become highly condensed very quickly and create a stampede if an immediate dispersion needs to occur. Especially in standing-room only events, like concerts and dances, crowds can pack in against themselves, elevating the risk for a stampede.

To better understand this, try taping out the following squares in a large room to see how confining each space is:

- At 25 square feet per person (5' x 5'), what many consider their "personal bubble" with about 2 feet on all sides of them free from others, people can move around at a normal walking speed.
- At 10 square feet per person (3.2' x 3.2'), individual movement is still possible; however, it's restricted by others' movements. This is the standard formula for fire code capacity, based on free floor space.
- At 5 square feet per person (2.25' x 2.25'), individual movement is notably restricted and the person begins to move with the crowd.
- At 2 to 3 square feet per person (1.5' x 1.5'), individual movement is completely absent, people are actively involuntarily touching one another, and panic can easily set in.

To prevent crowds from becoming too densely packed, organizers or staff can weave themselves through the crowd throughout the night, increasing the square footage per person as well as creating air pockets for cooler air to come down into the crowd. During a concert, the room may look as though it can handle more attendees due to each person not electing to maintain their personal bubble so they can get closer to the stage. It's imperative that event planners do not increase capacity to fill this area so the crowd can immediately disperse when needed without a stampede resulting.

Note that capacity is not a firm number applying to all events, as it can be dictated by the event's setup. The number is highest for standing room only, then theater seating, with a further reduction as tables are added into the space. When a setup requires blocking an egress route, the capacity may significantly decrease.

A prevention checklist of sorts to remember is ESCAPE:

- Exits (clearly marked, not blocked or locked)
- Storage (clean, orderly, not excessive)
- Capacity (fire code, set the number before event)
- Aisles (free and clear at all times)
- Protection (smoke detectors, fire alarm, sprinkler system)
- Emergency lighting (functioning and accessible)

Preparation

Knowing that emergencies can and will happen at our events, it's important to prepare our emergency action plans (EAPs). These do not have to be formal plans in a color-coded binder (although I would never discourage such beauty). But they must at least consist of conversations that are kept fresh year-to-year with all event planners.

When a fire breaks out, what is the protocol?

When a tornado warning is announced, where does everyone

go? And how do they all safely get there?

In the middle of a performance, how quickly can you turn the lights up, the music off, and make protocol announcements? Who's designated to do so at this particular event?

We programmers know our venues and spaces much better than the typical attendee. As in a movie theater, can you make an announcement of exits and general emergency procedures before an event begins? And even though we know our venues intimately, it's important to scout or do a walkthrough in the days leading up to the event to ensure all preventative measures mentioned earlier are still in place and functioning.

With off-campus trips, there is even less that our event planners can do to prevent emergencies; however, we can still plan for how we will react.

What hospitals are in the area?

What is the chain of command for off-campus emergencies?

What is the process for communicating a change of plans to each participant?

Due to the increase in risk, off-campus trips require the most planning and scouting. Visiting the area in the weeks ahead, and attending the same attractions the student participants will during the actual trip will allow the event planner to more accurately think through the gaps in the normal emergency action plan.

Now What Can You Do?

I don't mean to frighten anyone with regard to what we are responsible for when planning events. Rather, I hope to empower you to take action and reduce the risk associated with your events. Here are some ways to get started:

- Create and use a checklist for each venue to verify everything is functioning before each event. Report anything out of order or suspicious to the appropriate personnel.
- Walk through the venue one final time shortly before the event begins to ensure exits are operable.
- Scout off-campus venues before leading a trip to better understand all risks involved.
- Meet with your designated safety coordinator on campus to understand how set-ups affect capacities and egress routes in each on-campus venue.
- Conduct formalized trainings covering a multitude of scenarios. If funds are available, I highly recommend a certification in crowd management from crowdmanagers.com – a training used by state fire marshals in my home state of Maryland (as well as others), and endorsed by the International Fire Council and the National Fire Protection Agency.

About the Author



Samuel Frushour is assistant director for Campus Activities & Programming at **Shippensburg University (PA)**, where he facilitates a mobile challenge course and leads group dynamic trainings. Active in campus activities since his first year in college, he served on the NACA® South Stage Crew in 2011, was a 2013 NACA® Mid Atlantic Graduate Intern and was named the region's Outstanding Graduate Assistant that year. He was a 2014 National Convention Graduate Intern, was the NACA® Mid Atlantic Graduate Intern Coordinator in 2015 and the region's Orientation & Hospitality Coordinator in 2016. He holds a bachelor's degree in business, with a concentration in marketing, from Mount St. Mary's University (MD) and a master's degree in counseling and college student personnel from Shippensburg University.

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What's Your Fantasy

Some Things I Wish I'd Known Before I Graduated College

By

TYLER HODGES

Florida Atlantic University

Commencement for seniors signifies much more than receiving a college diploma; it marks the beginning of the next chapter of their lives. It's important to savor this milestone after years of tests, toil and, yes, sometimes tears.

Unfortunately for me, soon after graduation, those feelings of bliss from having reached this milestone evaporated as I spent six months jobless, aimless and faithless. It was one of the most depressing and discouraging times of my life. I had a degree in one hand and disappointment in the other.

Had I better planned my involvement in and out of class, I would have been better equipped to handle the realities of adulthood.

Make a Plan Early On

For starters, decide early on a plan of action; time flies in college. Students planning to attend graduate school will need to carefully research the timelines and requirements for applying to programs in different fields of study. Many graduate programs require applicants to take a standardized test (e.g. the GRE, GMAT or MCAT). Pay careful attention to the registration deadlines, as well as the costs associated with the exam you choose. Also, when exploring graduate programs, check into whether there are graduate assistantships, fellowships and/or financial aid available.

If, instead, your plan is to enter the workforce after graduation, begin early to review job postings in your intended field to discover what future employers are seeking in job candidates. Websites like Monster.com, Indeed.com, and LinkedIn are great job search resources. If you find there are skills employers are seeking that you've not yet obtained, it's crucial to intentionally acquire these skills before you graduate. The best route is to be proactive and pursue every opportunity that presents itself.



Diversify Your Undergraduate Experience

Campus activities programmers typically spend a lot of time planning and staging engaging events for their peers. Along the way, you're obtaining transferable skills you can highlight in your résumés and cover letters when applying for jobs. Be sure to appropriately emphasize the programming, budgeting, supervising and event planning skills you've acquired through your involvement as a campus programmer. Be prepared to articulate these transferable skills during interviews by reflecting on times you overcame challenges, dealt with unforeseen crises, collaborated with others and handled conflicts among board members.

However, you'll also want to make sure to not limit your out-of-classroom experiences to only programming efforts. There are many ways to diversify your undergraduate experience. George Kuh's (2008) High Impact Practices have been proven to help undergraduate students find ways to make the most of their collegiate experience, including studying abroad, participating in internships, and building a network.

Study Abroad

Imagine spending a semester in Rome studying the Sistine Chapel or roaming the corridors of Oxford while penning a medieval short story! Study abroad opportunities are stepping-stones to increasing your exposure to other cultures and ways of living.

"Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own" (Kuh, p. 9, 2008).

Studying abroad can expand students' hearts and minds. Living in another country allows you to increase your self-confidence and self-efficacy because you quickly learn how to adapt and survive in a completely different culture. Partaking in a study abroad program opens your mind to different perspectives and ways of doing things.

Participate in Internships

Participating in internships is a proven way to bridge the gap between textbooks and real-world application. Students taking an opportunity to immerse themselves in their specialization are given unprecedented preparation and footing. Internship programs develop these experiences to create a supportive environment for learning that extends beyond the classroom.

"The idea is to provide students with direct experience in a work setting – usually related to their career interests – and to give them the benefit of supervision and coaching from professionals in the field" (Kuh, p. 9, 2008).

Often, employers use internships as a mechanism for screening potential full-time employees. So, participating in internships may lead to actual job offers. Even if job offers are not extended, internships provide valuable opportunities to sharpen and expand your professional knowledge and skillset. On the other hand, an internship may help you realize a field is not one you'd enjoy pursuing, which is just as valuable as confirming your area of career interest. Also, knowing the ins and outs of a job role beforehand gives you a leg up in the interview process.

STUDYING ABROAD CAN EXPAND STUDENTS' HEARTS AND MINDS. LIVING IN ANOTHER COUNTRY ALLOWS YOU TO INCREASE YOUR SELF-CONFIDENCE AND SELF-EFFICACY BECAUSE YOU QUICKLY LEARN HOW TO ADAPT AND SURVIVE IN A COMPLETELY DIFFERENT CULTURE.

Build Your Campus Activities Network

Securing a job is often more about who you know than what you know. Therefore, it will behoove you to capitalize on the access and proximity you have to your programming board's advisor. Advisors often keep in touch with students after they graduate and can possibly help connect you with graduates in your field. They also can provide valuable job search advice, as well as serve as job references about you and your work ethic. Your list of industry contacts will give you not only a community of colleagues, but also will open the door for opportunities and promotion, in some cases.

Be Intentional

Everyone is busy as an undergraduate student, but it's important to be intentional about how you spend your time. Take it from someone who's been there: stay focused and start preparing now for the next chapter of your life.

My best advice is to decide early which path you want to pursue after graduation. Reflect on how best to articulate the transferrable skills you are obtaining through your campus programming board experience, and then consider how you might be able to diversify your experiences by studying abroad, participating in internships, and building your network!

References

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About the Author



Tyler Hodges is in her second year of graduate school at **Florida Atlantic University**, where she is nearing the completion of a master's degree in education. She currently serves as the graduate assistant in the Office of Diversity and Multicultural Affairs, where she devotes her efforts to social justice and inclusion. She has been involved in organizations such as the Elite Owl Student Ambassadors, the National Council of Negro Women and Delta Sigma Theta Sorority Inc. She pursues entrepreneurship through her woman's empowerment organization, SisterSoulGlow!

Want a Career-Expanding Experience? Become an NACA® Leadership Fellow!

By

KYONNA W. HENRY

Ripon College (WI)

“Wow! I just presented in front of 76 people at a National Convention!”

“I have so many new connections in the student activities field!”

“I can’t believe I’m now a published author!”

You, too, can enjoy these accomplishments and more if you successfully pursue involvement in NACA’s Leadership Fellows Program. It’s a fantastic opportunity for new professionals from underrepresented groups who work in campus programming-related roles to have a significant professional development experience. Leadership Fellows get to participate in the NACA® National Convention and their regional conference at no charge as part of the program’s goal of giving fellows behind-the-scenes knowledge of Association.

Fellows also experience professional development by presenting at least one educational session at the National Convention and at their regional conference. At the National Convention, each Fellow is paired/grouped with other fellows to present, while on the regional conference level, each Fellow has the choice of presenting alone or with other colleagues. In either case, the presentation topic is totally up to you.

Leadership Fellows also have the opportunity to write an article for *Campus Activities Programming*® magazine and become published authors! Each Fellow is assigned a certain issue for which to produce an article on a programming topic of their choice. Each Fellow is also able to participate in regular conference calls with the Leadership Fellows Coordinator, Leadership Fellows Mentors and other Fellows. The calls include relevant updates, special guests (board members, past Fellows/Mentors) and discussion on relevant topics in the field and media.

Regarding the Leadership Fellow Mentors, each Fellow is assigned a Mentor who works in the student activities/student affairs field. Mentors, like Fellows, apply to participate in the program and are matched with a Fellow they guide throughout the year. It isn’t mandatory that the Mentor has been a Fellow in the past, but it’s encouraged that previous Fellows later apply to be Mentors. Each Mentor applicant must have served at least three years in the field and be able to financially support themselves at the Convention or regional conference.

Aeryel Williams (see opposite article) and I have each served as Leadership Fellows and we credit the experience as one of the most rewarding professional development and connective opportunities we are likely to ever have. Our daily conversations are with those from our Fellows cohorts and Diversity Activities Group members,

with whom we share professional goals and situations.

All Fellows and Mentors are automatic members of the Diversity Activities Group (DAG), which is responsible for implementing cultural activities at the annual NACA® National Convention. Past and/or continuing DAG activities have included the Diversity Dance Party, Coffee and Conversations, Diversity and Desserts, the Black History Month Display, the LGBTQA Mix and Mingle and more. These events are very popular and bring awareness and education to topics we all find important. At the National Convention, there is a Diversity Dinner or Breakfast featuring a speaker focusing on cultural awareness and how we can enhance that awareness on our campuses. The connections made with DAG members, the NACA® Board of Directors and the other Fellows are absolutely priceless!

Each Leadership Fellow is also able to assist their regional conference planning committee with diversity initiatives. Then, when they attend the National Convention, they can represent their region and institution in the best light possible. In the regional and National Convention programs, Fellows and Mentors are recognized in listings that include their photos and home institutions.

In addition, serving as a Leadership Fellow opens the door to serve in many volunteer roles with NACA. You may submit additional articles to be published in *Campus Activities Programming*® at any time in your career; you may review educational sessions for regional conferences and the National Convention; and you will also have access to the NACA® Board of Directors to discuss what they do for the Association and how you can become more involved.

Serving as a Leadership Fellow – a Personal Perspective

By Aeryel Williams, Florida International University

Serving as a Leadership Fellow was one of the best opportunities I've had so far in my career. I had an awesome mentor who was perfectly matched for me and I was able to accomplish things I never thought I would be able to do so early on.

I was selected to be an NACA® Leadership Fellow in August 2014 and my year was quite eventful, educational and memorable. Through this experience, I worked with peers and colleagues from across the nation in many areas of student affairs. One of these amazing colleagues was my mentor, Kyonna Henry. She was the peanut butter to my jelly, and I could not have asked for a better Mentor. We had much in common and she served as a great ear for me as I experienced a lot of transition during my year as a Fellow. She assisted me with my job search, professional development, and personal obstacles and gave me great tips on how to make the most of the Leadership Fellows experience.

My first major responsibility was preparing an educational session (a one-hour presentation) for the NACA® National Convention in Minneapolis, MN. I worked in a team of four Fellows, relying on conference calls and Google Docs to prepare our presentation content. We met during the Convention for the first time to prepare in person and work out any kinks before we presented our session. We focused on campus collaborations and had over 150 students and professionals in attendance. That was quite an experience, one that was very exciting, overwhelming and rewarding. I thoroughly enjoyed presenting on a national level.

Another awesome opportunity was our personal reception with the NACA® Board of Directors while at the Convention. We were able to network and build connections and gain insight into NACA's future.

We shared many other responsibilities as members of the Diversity Activities Group at the Convention. Another Fellow and I were responsible for creating the Black History Month Display, while other Fellows hosted events such as the Diversity Dance Party, the Social Justice Forum, Coffee and Conversations, and much more. The Diversity Dance Party is a highly anticipated event, with all students in attendance being encouraged to teach everyone popular dances from their cities or schools. It was quite entertaining.

The Social justice forum was new that year, and we discussed social activism and how college campuses are involved in

politics, protests and modern day civil rights issues.

Coffee and Conversations, a well-attended morning session that centered on hot topics in student affairs and on college campuses, catered to both students and professionals.

Because we were Leadership Fellows, our tickets to the Diversity Dinner were comped, and we attended as a group. We represented diversity from our institutions and engaged in many pertinent conversations.

While the Convention was in its planning stages, we were invited to help review and select educational sessions. At the Convention, we had the opportunity to review the presentations as they took place. It brought the entire national experience full circle.

It was a very rewarding and exhilarating week to say the least. Our activity was nonstop from beginning to end, but I enjoyed every minute of it!

Fellows are also responsible for attending a regional conference and presenting an educational session there. Because my Mentor was unable to attend the National Convention, I went to her region, NACA® Northern Plains, to finally meet her in person! We also presented two presentations together, which was exciting for multiple reasons. I was able to work with her as a colleague, develop my résumé and experience presenting to various audiences. Our first presentation primarily focused on promoting the NACA® Leadership Fellows program, while the second dealt with how to manage budgets for event planning. These were 30-minute sessions, so condensing our content was challenging, but doable, and we were able to reach a lot of students. In fact, our budgeting session had attendees spilling into the hallway. Imagine that for a session you might present. Doesn't that sound awesome?

As for other perks of serving as a Fellow, you can network with colleagues in your areas of interest, meet professionals whose work and interests align with your career trajectory, learn about job openings early on or get full recommendations for positions based on your work as a Fellow. You can also meet people with resources or experiences you may need later on. They can also be great sounding boards and provide you with a support system.

Becoming a Leadership Fellow is like joining a little family within NACA, and past mentors and mentees make you feel right at home!

Apply Today to Become an NACA® Leadership Fellow or Mentor!

The deadline to apply to become a Leadership Fellow or Mentor is May 18. Stay tuned for reminders in The NACA® Spotlight and visit the NACA® website at <https://www.naca.org/Volunteer/Pages/NationalPositions.aspx> for position descriptions and requirements.

About the Authors



Kyonna W. Henry is Director of Multicultural Affairs at **Ripon College (WI)** and was a Leadership Fellow in 2014 and a Mentor in 2015, 2016 and 2017. Also active in NACA® Northern Plains, she was the 2016 NPL Volunteer Center Coordinator and Social Media Chair for 2017. At Ripon College, she also works with International Affairs. She holds a bachelor's degree in English and a master's degree in student affairs, both from Old Dominion University (VA).



Aeryel Williams is enrolled in the Higher Education Administration PhD program at **Louisiana State University**. She is a graduate assistant and a student government senator representing the graduate school. She previously worked at Dillard University (HBCU) in New Orleans as a residence life coordinator. She moved to Louisiana from Florida after completing master's degrees in nonprofit management and college student affairs. She has created a nonprofit organization focusing on mentoring high school students as they transition into and through college. In February, she released the book "Broke Girlz Travel Too."

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NACA Recognizes Outstanding Volunteers and Programs throughout 2017 Convention

In two separate ceremonies at the 2017 National Convention, NACA recognized outstanding volunteers and programs in a number of categories who were able to Be More during the past year or throughout their NACA® involvement. Achievement awards were announced during a special program on Friday, Feb. 17, before the Convention officially began. In a separate, informal program on Monday, Feb. 20, all volunteers who served NACA during FY 16 were recognized.

More coverage of the 2017 National Convention, which was held Feb. 18-21 in Baltimore, MD, will appear in the May 2017 issue of Campus Activities Programming®. On-site awards photography is by Robert Levy.

Research and Scholarship Grant Recipients

NACA® research grants were introduced in 2008, and the funds for NACA® Research Grants and Advancing Research in Campus Activities Grants were formally established by the NACA® Educational Foundation in 2009. In 2015, these grants were combined under the umbrella of Advancing Research in Campus Activities Grants as a reflection of the ultimate goal for the awards, which is to advance the field of campus activities by encouraging development and dissemination of knowledge that has potential to improve the experiences of college students through their involvement in campus activities.

GOLD SCHOLAR AWARD

Erica Wiborg and Amanda Mintz, Florida State University

"[Wiborg and Mintz] have created a meaningful way to track and monitor student engagement," said Josh Brandfon of the NACA® Research and Scholarship Group. "The Student Leadership Development Plan at Florida State University serves as a developmental experience where students actively engage in their leadership roles while focusing on learning, the application of learning and their personal leadership journey. The Plan creates a personalized curriculum for each student based on their developmental readiness and goals and allows professionals to measure and track the Return on Developmental Investment. The Student Leadership Development Plan is establishing a culture of learning for the students, helping all to understand their role in an organization transcends programs and helps integrate their learning into all aspects of lives, including work, classes, family and friends."

Wiborg and Mintz hope to provide professionals a format and process for maximizing the student experience while assisting students in uncovering what can be gained from student involvement.



Jason Meier (left) with presenter Edie McCracken.

SILVER SCHOLAR AWARDS

Jason Meier, Emerson College (MA), and Amma Marfo, Fun Enterprises, Inc. (MA)

"The first [Silver Scholar Award] is presented to a study that was inspired by a published article in The Atlantic that referenced NACA," said Board of Directors Member and Liaison to the Research and Scholarship Group Edie McCracken. "In an article published in September 2015, a spotlight was shined upon college students' reception to comedic arts. By observing student reaction to comedy, the grant recipients hope to better understand reactions internally, externally and via social media and why students might respond in the way they do to stories, jokes and cultural critiques."

Meier and Marfo hope to provide student activities professionals with tips on assisting programming boards in selecting and monitoring performers, assist associate members in better understanding climate on college campuses, provide guidance to comedic practitioners and help student leaders understand how students might respond to their events.

Katie Winstead Reichner, Christopher Newport University (VA)

Reichner "is conducting research that seeks to inform best practice and illuminate the key indicators that create meaningful, lasting connections for undergraduate students," McCracken said. "Through interviews with young alumni, [she] will use social identity theory to draw connections between involvement in specific activities and lasting connections to an institution as alumni."

Reichner hopes to validate efforts made to create meaningful involvement experiences while providing data to support increased attention, support and collaboration, ultimately bridging the business of higher education to the work of supporting holistic student development.



Katie Winstead Reichner (left) with presenter Edie McCracken.

BRONZE SCHOLAR AWARDS

Sandra Bowman and Rosline Sumpter, University of South Carolina

Bowman and Sumpter seek “to use a case study approach to examine and explore the impact of system-wide student activities in the community college setting,” said National Volunteer Development Team Member Berto Cerrillo. “Recognizing a gap in literature and research at the community college level, the researchers seek to address the gaps in literature by gathering evidence from student and staff participants in the South Carolina Technical College System’s annual Student Life Leadership Conference.”

Bowman and Sumpter hope to meaningfully contribute to published literature by providing insight on the successes and limitations of system-wide initiatives for community college students.

Colin Stewart, California State University-Fresno

Stewart “seeks to investigate the degree to which participation in college improv comedy affects student development,” said Cerrillo. “Grounded in theories from figured worlds, creativity, student development, memory, cognitive development, identity development and imagination, this study looks to connect experiences within improv comedy to academic, social skill and identity development.”

Stewart hopes this study will impact the way students learn, while identifying new tactics to engage identity development. This study will also give student activities professionals tools to engage student leaders in new ways.

Brianna Rogers and Emily Nacy, Western Michigan University

Rogers and Nacy seek “to provide research on co-curricular advising,” Cerrillo said. “Recognizing a gap in literature on co-curricular advising, our grant recipients hope to provide data and research that can help advisors better serve their student leaders. By examining differences between advisors of student organizations who do and do not participate in support and education initiatives, they hope to create a new advisor education program for their institution.”

This study aims to suggest that advisor education is beneficial for student leaders and advisors of co-curricular student organizations. As institutions require more training for advisors, this research can provide meaningful data to create buy-in for advisor training.

C. Shaw Smith New Professional Award Tiffany Seaman, Miami University-Oxford (OH)

In announcing Tiffany Seaman as the C. Shaw Smith New Professional Award recipient, National Volunteer Development Team member Jessica Neumann Barraclough said Seaman has had a profound impact on her home institution in less than two years, creating lasting campus traditions while building meaningful relationships with students and staff members alike.

“Her greatest strength is her fresh perspective on current operations and her honest curiosity,” a student nominator said. “She was able to come in and respectfully question the status quo.”

With Seaman as its advisor, the programming board has been able to make significant shifts in program planning, assessment and execution.

The C. Shaw Smith New Professional Award was established in 1994 to honor the memory of a beloved NACA® founder. C. Shaw Smith’s influence, affection and support of new professionals entering campus activities is reflected in this annual award to recognize an individual who demonstrates the potential and commitment for excellence in service to student leaders.



Tiffany Seaman

Frank Harris Outstanding Student Government Advisor Award Amy Mynaugh, DePaul University (IL)

Mynaugh “helped create a profound and fundamental shift in the way [her institution’s] Student Government Association approaches their work,” said National Volunteer Development Team member Erin Morrell. “For many years, the SGA had little regard for the feelings of others while doing their work. Through tireless advising and guidance, she has assisted the group to become an organization that consistently thinks about their community while still being an effective governing organization.”

With Mynaugh’s advisement, the Student Government Association has led a series of forums, debates and speaking events as a response to a campus speaker who spoke negatively about marginalized populations. Her nominator cites her professionalism and poise in handling the degree of challenge this situation has created.

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



Amy Mynaugh

Legacy Award

Josh Brandfon, University of Miami (FL)

"From [his] early involvement on the NACA® Northeast Regional Leadership Team and Showcase Selection Committee, tonight's Legacy Award Recipient has a long, continued involvement in NACA," said 2016 Legacy Award recipient Peter Pereira. "He has served the NACA® South Region for many years, serving as Showcase Selection Coordinator, Showcase Production Coordinator, Business Networks Coordinator and ultimately South Regional Conference Program Chair in 2013. In 2014, he served as National Convention Chair and he continues to serve the Association today as a member of the NACA® Research and Scholarship Group, as well as the NACA® Strategic Task Force."

One of Brandfon's nominators called him bright, organized, technically savvy and deeply engaged in the lives of his students.

The Legacy Award was created in honor of NACA's 50th Anniversary. The award provides a year of NACA® professional development opportunities for NACA® leaders who have the potential to serve the Association at a significant level for a significant period of time. Recipients receive complimentary registration to either one NACA® regional conference or the NACA® National Convention and one NACA® Institute.

Josh Brandfon



*Jeremiah Jurkiewicz,
Coordinator, College
of Staten Island-CUNY
LGBTQ Center*



Outstanding Diversity Achievement Award-Campus Program Pride Kamp from the College of Staten Island-CUNY

"Bringing together students from across campus, Pride Kamp at the College of Staten Island-CUNY seeks to welcome incoming LGBTQ+ first-year students to campus," said Dr. Lucy Croft, the 2013 recipient of the Outstanding Diversity Achievement-Individual award. "Students are engaged with a keynote speaker as well as programs and events created by departments and faculty members from across campus."

"Students leave Pride Kamp with a great sense of community and belonging; 64% of students evaluated strongly agreed the program helped them feel more connected to others and 85% strongly agreed the program taught them about diversity and showed them different perspectives. Pride Kamp has shown LGBTQ+ students they do have a supportive campus community that is dedicated to their success and acceptance on campus."

The Outstanding Diversity Achievement Award-Program was established to recognize programs at NACA® member institutions that positively contribute to the development of a diverse culture on campus.

Patsy Morley Outstanding Programmer Award

Rich Ramos, Associate Dean of Students, Simpson College (IA)

"With 30 years of higher education experience, [Ramos] has left an enduring mark on their institution, their region and our Association," said 2016 Morley Award recipient David Nevins.

"He is knowledgeable, helpful and considerate of students and community professionals with whom he interacts. He is a thoughtful, action-oriented individual who continues to represent every group with whom he works in a positive light through his many involvements and talents. The best part, I believe, is that he knows he can make a positive difference in people's lives with every encounter," said his nominator.

Ramos has served as the NACA® Northern Plains Regional Conference Chair, a Summer Institute Series Coordinator, Foundation Coordinator, Leadership Fellow, Leadership Mentor, CAMP Coordinator, Production Coordinator, Block Booker and much more.

The Patsy Morley Outstanding Programmer Award was established to honor that individual who best exemplifies outstanding achievement in the field of campus activities advisement. This annual award honors the late Patsy Morley, a former chair of the NACA® Board of Directors, who died in 1981.

Rich Ramos



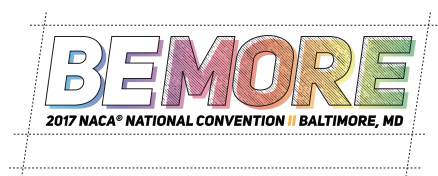
NACA® Founders Award

Thomas Faessel, Associate Director of Activities, The University of Akron (OH)

With more than 30 years experience at The University of Akron (OH), Faessel has been instrumental in changing programming there. He's served as the primary advisor to the Residence Hall Program Board and Residence Hall Council, while also taking time to begin a chapter of the National Residence Hall Honorary, as well as the Sigma Lambda Freshman Honorary. In the last 10 years alone, he's worked with these groups to provide over 1,000 programs with more than 300,000 students in attendance.

Former students remarked he has helped give them wings to explore, to try new things and to move forward. They also said his advising went beyond professional spaces. He's helped students adjust to their new college community, connected students when they were struggling and ultimately helped them find their place.

The Founders Award is the Association's highest honor, given to individuals who, during the years, have given their time and talents in such a way as to contribute significantly to NACA. They've exemplified the standards of professional integrity and conduct, have achieved stature in their profession or academic pursuits, hold the esteem of colleagues and peers, and have worked to further the field of campus activities programming.



Thomas Faessel (left) with presenter Dan Ferguson.



Carol Studer (center) of Everything But the Mime (FL) and the late Bill Fry's sister, Carol McClimans (right) with presenter Demetria Bell Anderson (left)

NACA® Lifetime Membership

Bill Fry, Everything But the Mime (FL)

The Lifetime Membership Award was presented posthumously to Bill Fry, co-founder of Everything But the Mime, who died last fall. NACA® Executive Director Toby Cummings noted Fry's reputation for kindness and mentoring he gave to others.

Starting as a juggler as part of Gravity's Last Stand and later as a solo act, Fry wowed audiences at regional conferences and National Conventions and at colleges across the country.

Fry graduated from the United States Coast Guard Academy as a full-commissioned officer, eventually becoming a Coast Guard attorney after graduating from the George Washington University School of Law. After many years of serving his country, he returned to juggling full time.

Eventually, he retired from juggling and, with partner Carol Studer, founded Everything But the Mime. He went on to help hundreds of students and advisors book the perfect performer, craft the perfect program and even create meaningful learning outcomes for events. Through NACA, Fry worked with new agencies and performers to make sure they understood the college market, whether they were represented by him or not.

The Lifetime Membership Award is an honor given to individuals who have unselfishly and tirelessly contributed to NACA on either the regional or national level. Lifetime Membership is a way to recognize and express gratitude to school staff members and associate members who have clearly given of themselves beyond the norm expected of volunteers or staff.

Hall of Fame Award

NACA's Hall of Fame Award was presented to Roy Wood Jr. (left), a comedian who is now a correspondent on "The Daily Show with Trevor Noah." He's also enjoyed success on other TV shows, recordings and in live performance, having worked successfully in the college market for a number of years. At right is NACA® Chair of the Board of Directors Dan Fergusson.



Volunteer Appreciation Reception Honors Hundreds

A special informal Volunteer Appreciation Reception was held on Monday, Feb. 20, at the Convention to recognize all NACA volunteers, who totaled nearly 400 for FY 16 (see the complete list at www.naca.org/Volunteer/Documents/VolunteerRecognition.pdf). Volunteers who were on site to attend were treated to fun, food and special recognition.



NACA® Foundation Honorary Trustees Honored

Each year, NACA honors individuals and companies that have made lifetime contributions to the NACA® Foundation totaling at least \$1,000 and \$5,000 by inducting them, respectively, into elite groups of donors, the Honorary and Corporate Trustees.

Inducted as Honorary Trustees:



Josh Brandfon
University of Miami (FL)



Dan Ferguson
Linfield College (OR)

Long-time Volunteers Facilitate Convention Educational Session Tracks

The 2017 NACA® National Convention featured three educational tracks designed to give participants a deeper understanding and knowledge base within identified areas. Learning outcomes and required educational sessions were designated for each track, which was facilitated by a professional staff mentor:



**GRADUATE STUDENT AND
PROFESSIONAL STAFF TRACK**
beth tripllett



COMMUNITY COLLEGE TRACK
Christine Storck, Anne Arundel
Community College (MD)



STUDENT LEADER TRACK
Bill Smedick, Johns Hopkins
University (MD)

Your Best Campus Tradition™ Video Competition Winners

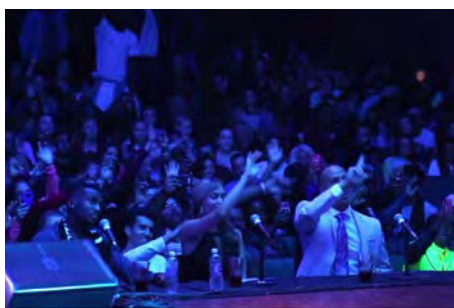
Rider University (NJ) and **Stony Brook University (NY)** emerged as winners in their respective categories in NACA's Your Best Campus Tradition™ Video Competition. Winners were announced at the 2017 NACA® National Convention in Baltimore, MD.

- Rider University's entry, The R Factor, was named the winner in the schools under 5,000 FTE category.
- Stony Brook University's entry, Roth Regatta, was named the winner in the schools over 5,000 FTE category.

Up to three representatives from both winning campuses will receive a complimentary registration to the 2018 NACA® National Convention and will present an educational session about their winning campus tradition. Each winning team receives \$1,000 and the opportunity to publish an article about their tradition in Campus Activities Programming®. See the winning videos on the NACA® website at <http://naca.ws/2nBMDGv>.



Rider University: The R Factor



Stony Brook University: Roth Regatta



AFTER EVERY GREAT PERFORMANCE, THERE'S AN ENCORE!



ENCORE is the **Exclusive NACA® Collaborative Online Resource Engine** which allows you to

- Showcase your programs and activities and view great work from other NACA® members.
- Submit the resources associated with your events, programs, meetings and more.
- Search the vast library by keyword, student competency, author, institution or media.

Visit ENCORE today and give extended life to your programs and research in the campus activities field.

www.naca.org/encore



Want to Help Choose Your Region's 2017 Showcases?

Take an active role in determining who will appear on the showcase stages at NACA's fall 2017 regional conferences. Students and staff at NACA® member institutions can apply now!

If selected, you'll be reviewing audio/visual and printed material submitted by NACA® Associate Members and making selections after discussion and deliberation. You'll need a broad view of campus activities and a strong ability to work through the decision-making process as a group member. The deadline to apply for all regions is April 14, 2017. Follow the links for more:

- NACA® South: <http://naca.ws/2nl7q56>
- NACA® Mid Atlantic: <http://naca.ws/2lY79EV>
- NACA® Mid America: <http://naca.ws/2mXnCIJ>
- NACA® Northeast: <http://naca.ws/2m6Vqb0>
- NACA® Central: <http://naca.ws/2mXmpRS>
- NACA® West: <http://naca.ws/2mKPRTf>



DATES, LOCATIONS FOR FUTURE CONVENTIONS, REGIONAL CONFERENCES

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

REGIONAL CONFERENCES

2017

NACA® Northern Plains March 30-April 2 St. Paul, MN	NACA® South Oct. 5-8 Chattanooga Convention Center Chattanooga, TN	NACA® Central Oct. 12-15 Cox Convention Center Oklahoma City, OK	NACA® Mid Atlantic Oct. 19-22 Buffalo Niagara Convention Center Buffalo, NY	NACA® Mid America Oct. 26-29 Northern Kentucky Convention Center Covington, KY	NACA® Northeast Nov. 2-5 Connecticut Convention Center Hartford, CT	NACA® West Nov. 9-12 Reno-Sparks Convention Center Reno, NV
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2018

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

National Convention
Feb. 17-21, 2018
Boston, MA



Write for Campus Activities Programming®!

2017–2018 Editorial Calendar

No matter whether you're a novice or a seasoned writer, Campus Activities Programming® has a place for you. Take a look at the suggested topics in our 2017-2018 editorial calendar and see where your experience or expertise will lead you in contributing an article during the coming year.

These topics are starting points for content and are not meant to be all-inclusive. Do you have additional ideas of your own? Contact Editor Glenn Farr at glennf@naca.org and share them!

Back to School 2017

- Regional Conference Preview
- Program Planning
- Program Board Operations

September 2017

- Skills for Students
- Leadership Development
- Recruitment, Recognition and Retention

October 2017

- Career Preparation
- Advising

November/December 2017

- Social Justice (Inclusivity)
- Student Activism on Campus

January/February 2018

- Concert Production
- Risk Management
- Convention Preview

March 2018

- Health and Well Being
- Conflict Resolution
- Collaboration

April 2018

- Marketing/Branding
- Assessment

May 2018

- Change Management
- Traditions

In addition to these theme areas, each issue will have an article focusing on some aspect of social justice (in addition to the November/December issue focusing on that topic).

WELCOME NEW NACA® MEMBERS

NACA welcomes these new members, for the period Feb. 13 to March 17, 2017.

ASSOCIATE MEMBERS

National General
Airheads, Inc (FL)

Regional General

Games Galore Party Rentals (ND)
Uniquely Awesome Games (IA)

Regional Self-Represented or Solo Artist

Graveyard Club (MN)
Irie Sol (MN)
Jay Are Adams (HI)
SoundMuzik Group (NC)



Want to Keep Your NACA® Connections?

Remember the fun you had in CAMP while also doing business? Remember all you learned in educational sessions? Remember the new friends and business partners you met while you reconnected with those you already knew? You don't want to give that up, right? You won't have to if you renew your NACA® membership today! (Visit <http://naca.ws/2n7GW6v>)

FY18 NACA® membership invoices were recently mailed. Renew today (<http://naca.ws/2n7GW6v>) to enjoy uninterrupted benefits, including members-only discounts on events, professional development, webinars, the NACA® Connect online community, the ENCORE digital library, research grants, leadership opportunities, timely communications and much, much more. NACA's membership year runs May 1-April 30, so, don't delay – renew your NACA membership today!

Clayton Promoted at Albright

Tiffany Clayton is now director of the Office of Student Involvement and Leadership at **Albright College (PA)**, where she previously served as assistant director of Student Activities and coordinator of Multicultural Programs. Clayton is also collaborating with residential life to develop weekend and nighttime programming.



In NACA, she most recently served as the Lecture Showcase Selection Coordinator for the 2017 NACA® National Convention. In 2016, she served as the National Convention Showcase Selection Coordinator.

Pagios Promoted at Brandeis

Steve Pagios was recently promoted to Director of Student Activities at **Brandeis University (MA)**, where he previously served as associate director. For NACA, he's served as the NACA® Northeast Volunteer Development Coordinator and Campus Activities Marketplace Coordinator, as well as the NACA® Mid America CAMP Coordinator.



He's also served as a Graduate Intern Coordinator for NACA® Northeast and the National Convention; as Showcase Production Coordinator for NACA® Northeast; and as Career Preparation Center Coordinator and World of Ideas Coordinator for the National Convention. In addition, he's written for Campus Activities Programming®.

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!

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.



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!



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.



**"THANK YOU,
NACA, FOR THIS
SCHOLARSHIP AND
FOR HELPING ME GET
ONE STEP CLOSER
TO ACCOMPLISHING MY
LONG-TERM GOALS!"**

Erika Bell
The Ohio State University

NACA® Foundation Scholarship Opportunities

Available for undergraduate students, graduate students,
professional staff and associate members.

NACA® Northern Plains Regional Student Leadership Scholarship

NACA® Mid Atlantic Undergraduate Scholarship for Student Leaders

NACA® South Student Leadership Scholarship

Multicultural Scholarship Grant

NACA® Mid Atlantic Graduate Student Scholarship

NACA® Foundation Graduate Scholarships

NACA® Mid Atlantic Higher Education Research Scholarship

Lori Rhett Memorial Scholarship

Barry Drake Professional Development Scholarship

NACA® Mid Atlantic Associate Member
Professional Development Scholarship

Markley Scholarship

Ross Fahey Scholarships

Scholarships for Student Leaders

Zagunis Student Leader Scholarship

Tese Caldarelli Memorial Scholarship

Alan Davis Scholarship

For qualifying information, application deadlines
and more, visit [www.naca.org/Foundation/
Pages/Scholarships.aspx](http://www.naca.org/Foundation/Pages/Scholarships.aspx).

**"I HOPE I CAN GIVE BACK AND
HELP SOMEONE ACHIEVE THEIR
GOALS, AS THIS SCHOLARSHIP
WILL DO FOR ME."**

Tenasia Law
Point Park University (PA)



Looking for Some NACA® Swag?

Maybe an NACA® mug for your early-morning/late-night caffeine boost, a sweatshirt to lounge around in, or even a new shirt for your furry friend? The New NACA® Foundation store has it all! Check it out at www.cafepress.com/NACAFoundation for items bearing your favorite NACA® logos. The best part? You'll be providing funds for the Foundation's scholarships and research grants that help shape the future of campus activities?



"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!

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.



OUTSTANDING PERFORMANCE? ENCORE IS READY FOR YOU!

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



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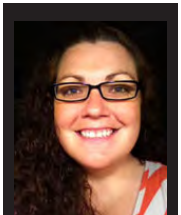


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“NOT ONLY WILL THIS SCHOLARSHIP HELP PAY FOR MY EDUCATION, BUT IT ALSO GIVES ME MOTIVATION BECAUSE MY HARD WORK HAS BEEN ACKNOWLEDGED.”

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.



10 QUESTIONS WITH ...

Timothy M. Johnson

Assistant Director of Student Leadership
Guilford College (NC)



1 LEADERSHIP/MANAGEMENT BOOK YOU ARE CURRENTLY READING?

Due to a class I'm teaching, I've been reading "Emotionally Intelligent Leadership" by Marcy Levy Shankman and Scott J. Allen, which is a great book.

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

We are offering a hip-hop aerobics class, for which I am the instructor, so that is super exciting. Also, this is my first year experiencing our spring fling event, Serendipity, so I am super pumped about this campus tradition.

3 FAVORITE CAMPUS PROGRAM IN YOUR ENTIRE CAREER AND WHY?

I would have to say something from my undergraduate days called 10:40 Break. This was a campus tradition in which on every Tuesday and Thursday of each week, we'd throw a block party, hold a fashion show, schedule a student organizations fair, etc. Something was always happening at this time and the energy from these events would help you make it through the week!

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

My coffee cup for my morning tea, my cell phone because I am constantly in contact with students, and my to-do list, because without it, I am lost!

5 BEST TEACHING TOOL FOR YOUR STUDENTS?

Show and tell! Taking them to other schools and seeing the types of programming going on there and challenging them to do the same. I push them to think big and take risks. It's the only way we will know if something will work.

6 TECHNOLOGY THAT MOST BENEFITS YOU AT WORK?

Snapchat and Facebook. The students here love to make Facebook events and have filters for events.

7 MOST CHALLENGING ASPECT OF YOUR JOB?

Creating advertisements for events that students will pay attention to. I feel like we try something new every week and students still have no idea what's going on.

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

Take a moment when you get home to distance yourself from work. Don't check or respond to emails, students, peers, etc. Find a TV show or a hobby that helps you decompress after long days. Most importantly, know when to say NO!

9 BEST PROGRAMMING ADVICE YOU'VE EVER RECEIVED?

You will never know until you ask, and you still will never truly know until you try and assess.

10 SOMETHING UNIQUE ABOUT YOUR PROGRAMMING BOARD?

It's a very diverse group — with three males and four females representing multiple ethnicities.

"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.

Lost and Sick in Translation



MARK NIZER

Dateline: China 2015

Collaboration is at the heart of all live performance. You can't pull off a show with all its nuances and pieces that must come together successfully without being part of a team and relying on others.

I was extremely excited to begin my China tour. I had spent the last couple months translating my show into Mandarin and adding subtitles to my presentation. I hired two University of Virginia Professors who were from China to help me translate my material. It was an amazing collaboration and we had a wonderful experience working together. Unfortunately, the tour turned out to be a quagmire of misunderstanding, political intrigue and culture clashes that would make the Super Bowl look like a tea party.

When I arrived, I reviewed the subtitles with a local to make sure they were accurate, only to discover most of the translations had nothing to do with what I was saying. More often than not, they merely provided a description of what I was doing or just my original translators' ideas of what might be funny to say. And I had no idea.

The subtitles turned out to be impossible to sync with my live performance, anyway. I opted to ask my local handler to translate live for me. She showed up in a spectacular red dress and relished the opportunity. She did well enough, but slowly drifted from the stage into the wings and finally off stage as the show progressed.

As it turned out, an American who spoke both fluent Mandarin was in the audience. He let me know after the show that the translation wasn't even close to what I was doing and he volunteered to do it for the next performance. Since I had no idea how to read the nuances of the culture and was very busy with all my other show-related tasks, I didn't realize replacing my handler's live translation duties with his had created a breach in protocol. She was pissed and, suddenly, everything seemed off.

At the next show, there was a long conversation in the light booth between my handler and the venue's tech staff. After 15 minutes, my handler turned to me to say, "You can't use any of these lights. They didn't pay their electric bill."

First of all, how did it take 15 minutes to get to that, and secondly, why were there lights on in half the theater? No explanation was offered. I did the show and afterwards, they flipped a switch and all the lights I was not allowed to use came on.

That night, I got severe food poisoning and texted my handler for help. No response. For days, I was alone and getting worse. None of my pleas for help were answered. I ended up in an emergency room after my wife was able to reach the producer via the US.

While I was in the emergency room getting IV fluids and a battery of other tests, my handler got on the phone with someone. Although the conversation was in Mandarin, she was very animated, speaking passionately and loudly as I tried to doze off. I reached into my pocket and hit record on my iPhone.

It turned out that, even with a qualified translator, comedy that works in Western culture often just doesn't work in another. Half the time, my new translator would just look over at me and say, "There is no way to translate that." I realized how truly lost I was when he explained to me that in Chinese culture, there is no such thing as sarcasm. Well, sarcasm constitutes 90% of my jokes.

When my tour ended, my translator took me out to show me the reason he loves living in China. I realized that despite my dismal experience, China has much to offer, with a vibrant and fascinating culture.

When we returned to my hotel, I played the recording I made in the emergency room for him to translate. It turned out to be a 30-minute rant to her mother about how horrible I am and how much she hates me. Each sentence was more vile than the one before, and we each roll on the floor laughing so hard my IV bandage starts to leak.

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

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

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