



CAMPUS ACTIVITIES

Programming®

VOL. 50 ► NO. 5 ► NOVEMBER/DECEMBER 2017

STUDENT VETERANS & SERVICE MEMBERS

**Not a Monolithic
Group**

**Storytelling for
Diversity and Inclusion:
5 Ways to Start**

Inclusive Programming
through a Social
Justice Lens

**Encouraging Male
Engagement
in Campus
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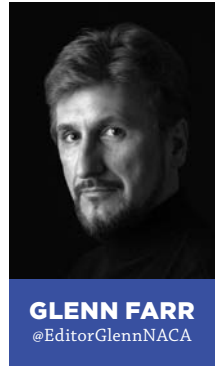
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ALL MEMBERS OF OUR CAMPUS COMMUNITIES DESERVE TO FEEL A SENSE OF BELONGING AND INCLUSION IN THEIR HOME AWAY FROM HOME, AND WE HAVE THE GREAT RESPONSIBILITY TO CONTRIBUTE TO THIS FEELING THROUGH OUR VARIOUS PROGRAMS AND EXPERIENCES.

”

A Simple Sense of Fairness



I'VE ALWAYS HAD an innate sense of fairness.

I was only nine years old when the Civil Rights Act of 1964 was passed. Nevertheless, I have some faint memories of the white adults in my life acting as if the African Americans who were marching and rallying in search of social justice were being unreasonable. However, it didn't take me long to come to understand the marchers were asking only for what they should have had all along.

In the 1990s, I became aware of the call for social justice on behalf of the LGBTQ community. In my own city, the annual Pride celebration grew year by year in that decade, as increasing numbers of people became brave enough to ask for what they also should have had all along. During that time, I remember overhearing a conversation among acquaintances about Pride that went something like this:

First person: "What's the big deal about getting out in the street and marching and declaring you're gay? We don't have a big event where we get out in the street and yell that we're *straight*!"

Second person: "You don't have to."

Indeed. It's often difficult for people who've never experienced a lack of social justice in their lives to understand what it's like for that privilege to not be automatic.

As a white, cisgender male, I'm aware I can take advantage of the privilege those characteristics bestow upon me if I so choose – and likely, without realizing it, I probably often do. But because I've had a few reasons in the past to occasionally feel the short end of social justice myself, I do my best to be aware that not everyone lives life so conveniently.

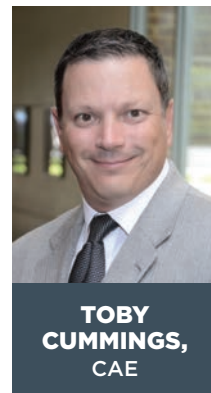
I strive to educate myself and stay as current as possible about this issue, and with that goal in mind, I follow two writers I call social justice warriors:

- Pulitzer Prize-winning columnist Leonard Pitts Jr. (<http://naca.ws/2gG8Jts>) of The Miami Herald, and
- Alvin McEwen, a personal acquaintance from Columbia, SC, whose blog, "Holy Bullies and Headless Monsters" (<http://naca.ws/2xktmyw>), recently won the GLAAD Media Awards' Outstanding Blog honor.

Both men are fearless in calling out inequities in social justice: Pitts has addressed issues ranging from police shootings of unarmed black men to the current controversy surrounding "taking a knee" during the National Anthem; while McEwen continually takes on religious and political efforts to curtail rights for the LGBTQ community.

In a time when divisions among various population groups seem to be growing, it's crucial to remember that most people want the same things, including food and shelter, families and love, meaningful work and, most importantly, fairness in all things. Ensuring the enculturation of such a sense of fairness has long been a value shared by those working and volunteering in campus activities, a value that is perhaps more important now than ever.

Telling Our Story of Inclusion



TELLING A GOOD STORY is an art form I've long admired and a skill I aspire to develop because I love a great narrative woven with detail and emotion that only real human interaction can provide. At NACA, we get to see some very talented members who are gifted in the art of telling their stories as they perform on campus stages all over the country. From comedians and singer/songwriters to spoken word artists and more, the variety we see at regional conferences and our National Convention is nothing short of amazing. Additionally, with the overwhelming number of digital communication and social media platforms in play today, the art of telling stories is constantly evolving.

NACA itself has a story we are sharing on a daily basis through our app and website, podcasts and other programs and services we provide to our member artists, agencies, colleges and universities. Through these multiple communication outlets, we concentrate on reaching our diverse constituents who comprise our membership. However, we can't dismiss that with the speed at which media and related communications evolve, not to mention the rise of fake news, having OUR story heard is a persistent challenge. This edition helps tell our story, a story filled with insights and takeaways I know you will be proud to share with others.

This issue of Campus Activities Programming® focuses on one of NACA's core values – inclusivity. Our writers share part of the NACA® story about which I am proud to boast throughout the association world. In my more than 23 years of association work, it has seemed diversity and inclusion often get more lip service and “committee re-work” than many other aspects of association excellence. I am very proud, however, that diversity and inclusion form a crucial component of the NACA® story. Have you paid attention to the composition of our volunteer leadership base? Are you familiar with the NACA® Leadership Fellows Program and the opportunities it's afforded members of often underserved population groups? Have you spent quality time with our very diverse NACA® office staff?

These examples are just a small glimpse into the testimony of the NACA® story on diversity and inclusion. In fact, due to our efforts with respect to this core value, NACA has been selected to participate in an American Society for Association Executives (ASAE) research study led by the University of Oregon to explore diversity programs in the association world that actually “walk the walk.”

And, in case you missed it in one of our various storytelling platforms, we recently launched the new NACA® Competencies for Diversity and Inclusion (<http://bit.ly/2zj0es4>). This step-by-step guide will be instrumental in developing programs centered on our core value of inclusivity on campuses throughout NACA's membership. I encourage you to visit the link and make a meaningful choice to implement this resource on your campus and then tell us about the impact.

Speaking of meaningful choices, I hope you enjoy Dr. Gayle Spencer's review of Burnett's and Evans' “Designing Your Life.” Like diversity and inclusion, design thinking is another area of intrinsic value with implications for us all. Downloaded to my Kindle, this book will make for great reading on the various travel I'll be taking for NACA®. By the time you read this, our fall regional conferences will likely be behind us. Nevertheless, seeing our events in person and witnessing life-changing experiences and meaningful choices our volunteers and staff make and facilitate is something I really stand behind and appreciate. Once I finish this book and get my life “designed,” I can't wait to tell that story.

Storytelling for Diversity and Inclusion: 5 Ways to Start



Storytelling can be a beneficial strategy for furthering diversity and inclusion because it is personal and continuous, and invites multiple perspectives and voices to the stage. It also encourages trust among people who may have differing backgrounds and experiences. Photo by InterAction Initiative, Inc. from Indiana University South Bend's performance of "Stage for Change: Hear Me Out."

By **DEANDRA CADET**
InterAction Initiative Inc. (IN)

OFTEN PEOPLE TELL ME STORYTELLING IS OUTDATED, THAT THERE IS NOTHING NEW TO IT. They are right! Storytelling has been a tactic used for furthering justice, and hindering it, for decades, and it works! Most recently, storytelling has been lauded as a best practice in business (Forbes), design thinking (IDEO), and advocacy (United We Dream).

So, why not use storytelling as a part of your strategic plan for diversity on your campus? My co-founder and I have been using storytelling to help students understand diversity, equity and inclusion for the past few years. Here, I've broken down what I've learned into five insights on unlocking the power of storytelling to improve campus climates.

1. Frame Storytelling as a Strategy

Storytelling can be an effective strategy for inclusion. The key is knowing how to use storytelling to inform, build awareness and catalyze change. In critical race theory, storytelling or "counter-storytelling" is a methodology used to challenge the norm of how racism and other forms of oppression truly manifest in people's daily

lives. Scholars state that storytelling, specifically stories told from the point of view of those who occupy the margins, is critical for social justice to take place (Soloranzo & Yosso). For your storytelling inclusion initiative, it's important to focus on sharing stories that explore identity and difference, as well as stories that challenge the dominant narrative in your community.

Storytelling works best when it's practiced often and rooted within a community. For example, high schools around the country have incorporated story circles as a core part of their school day (National Education Association). This routine has led to community building and has lessened conflict within the schools due to deeper understanding among peers.

Today, when I work with students, we connect personal storytelling as a long-term strategy for building and sustaining campus inclusion. The more we share our stories, the better we become at understanding our community and the more proactive we can be in our work. It has been a beneficial strategy for furthering diversity and inclusion because it is personal and continuous, and invites multiple perspectives and voices to the stage. When students engage with the stories

from their own community, they feel more connected to the issues and are motivated to create solutions.

2. Empower Students to Tell Their Stories

I remember when I was in college, I truly thought I did not have a story to tell. Empowerment means offering students, especially those who do not feel they have a voice, a platform to tell their stories. Students interested in collecting stories in their community must know that this work involves significant trust and relationship building.

First, we need to recognize the various barriers that inhibit students from sharing. Some students may feel as I did and assume they do not have a story, or that no one will want to listen to what they want to express. Other students may not want to share their story due to shame, confidentiality, or readiness because of their individual identities. Lastly, many students do not share because they simply do not have the time. All of these are valid reasons. Therefore, organizers must think of creative ways to invite students into the process.

Having a clear mission as to how students' stories will be used and how they can bring about change on your campus is important. Take the time to build necessary relationships to empower communities to feel their stories deserve to be heard. Let your students know sharing their stories can also be cathartic and healing for them, too. Then, develop a strategy to share that mission to bring in students. Utilize social media, forums, one-on-one meetings, or classroom visits. Having a team that represents the different corners of your campus will ensure that the stories you receive come from a diverse range of lived experiences.

In addition, it might be best to consider multiple ways for students to share their experiences. For example, anonymity allows students to be vulnerable, takes away stress, and opens the door for many students who may be exploring their identity for the first time. One option could be to host an event for different communities to write or share their stories in a safe space. Whether or not you decide to offer anonymity, students on your campus must trust that you will handle their stories with care and respect.

3. Bring Stories to Life

Collecting stories is only part of the process. The next step is to determine how you will intentionally share these stories to engage your community in awareness, empathy building and dialogue. Going beyond the written word and utilizing performance has attracted the attention of many students who previously have not been exposed to social justice topics.

We have found community theatre to be a particularly strong platform for bringing campus stories to life. This theatre model is designed to be produced by members of a community to address their own reality, making the production accessible for the audience. By bringing the stories to life through theatre, production members are creating an intimate experience that will be shared by all

audience members (students, faculty and staff). Together, your community will witness another person embodying the pain, struggle or joy the writer feels in their story. Theatre performance adds a layer of authenticity and raw emotion that can be difficult to obtain when sharing a story in its written form, and contributes significantly to building empathy and stirring action.

4. Find a Platform for Deeper Engagement

When seeking to understand each other's stories, it's important for students to learn that our experiences do not exist in a vacuum. All our stories can be understood through the systems and power and privilege that impact our daily lives. So, the personal story of a young student who sees an overflow of healthy foods readily available in her dining hall and then feels pangs of guilt and shame because she remembers her family back home who would be eating fast food that night for dinner, helps us to understand the struggles low-income students face day to day (Anonymous, 2014).

Or, consider the true story of a female Muslim student wearing a hijab who takes a trip to a local baseball game with her peers. After receiving countless stares, she gets pushed to the ground by a stranger. Her anger is quickly overcome by disappointment when none of her peers come to her aide (Anonymous, 2017). Her story reminds us of the fear of violence our Muslim students experience and is a wakeup call for friends to rethink what it truly means to be an ally.

When planning for deeper engagement, consider putting together a panel to go deeper on certain issues or host a post-storytelling discussion with students. Some of the deepest discussions are held within the classroom when experienced faculty use the stories as a resource to discuss social issues with students on a local level. Not everyone will be inspired to attend your event or come to your performance, so creating opportunities for students to come in contact with stories they may not ordinarily be exposed to can reach audiences beyond "the choir," or your supporters.

5. Channel Your Stories into Social Change

One story can make a change.

Whether it's opening the eyes of a student whose perspective changes on a certain issue; impacting a new resident counselor to better understand the experience of the LGBTQ student in their dorm on campus and how to best serve them; or helping a first-year advisor to consider how they can reform their program based on a story of a struggling first-generation student; all of these are made possible by vulnerable storytelling.

Our stories have the potential to have a huge impact on our community. I encourage you to gather people together to think about what stories need to be told in your community, empower your students to share, create a platform for deeper engagement, and share them with all who need to hear them. The benefits of even sharing a few powerful stories can be extraordinary.

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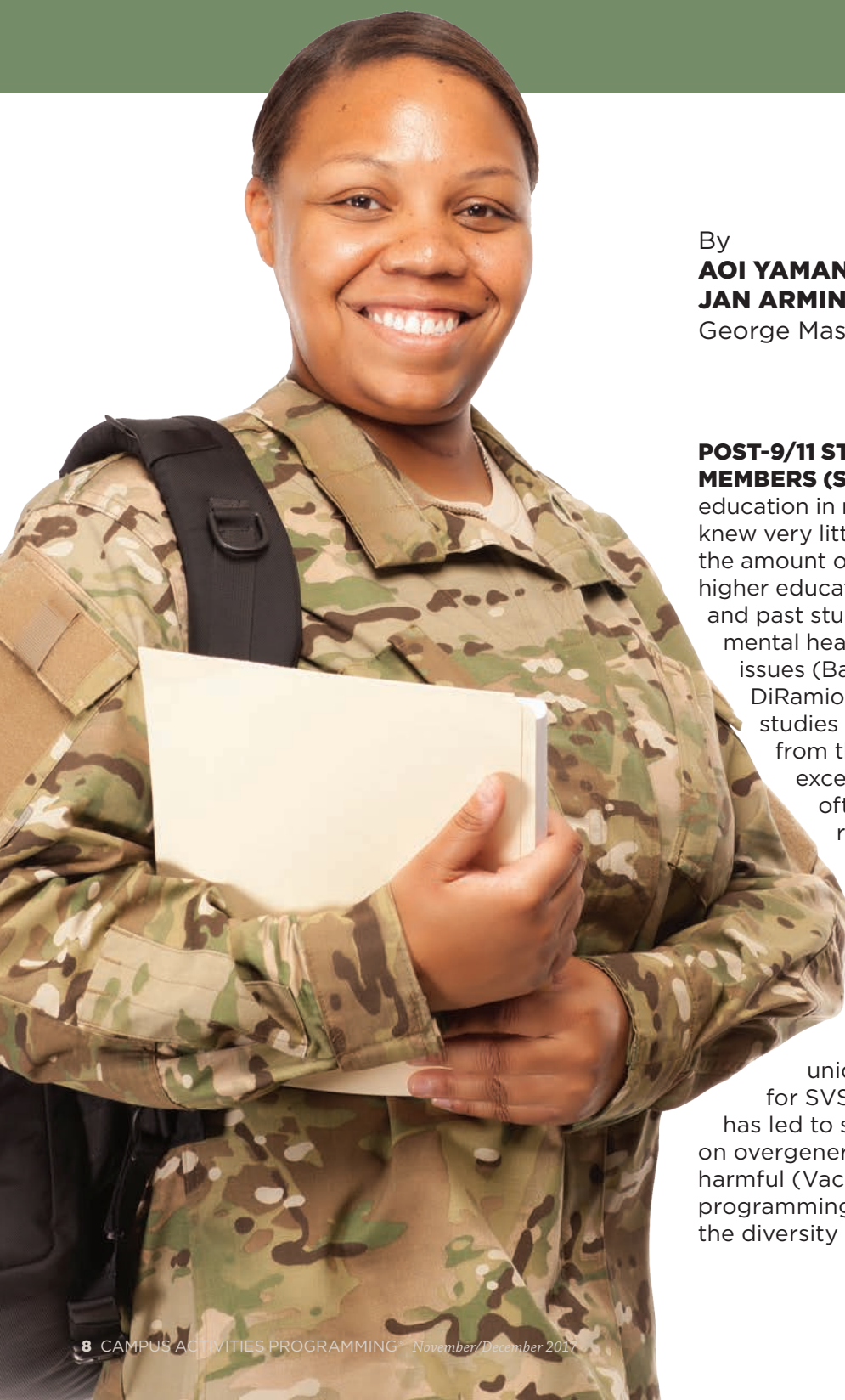
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Working with Student Veterans & Service Members: Not the Monolithic Group You Thought They Were



By
AOI YAMANAKA and
JAN ARMINIO, Ph.D.
George Mason University (VA)

POST-9/11 STUDENT VETERANS AND SERVICE MEMBERS (SVSMs) have been enrolling in higher education in numbers that surprised educators who knew very little about them or their needs. Luckily, the amount of literature on student veterans in higher education has increased in the past 10 years, and past studies have focused on student veterans' mental health and academics, such as transition issues (Barry, Whiteman, & Wadsworth, 2012; DiRamio, Ackerman, & Mitchell, 2008). The studies have revealed that the transition from the military to higher education is exceptionally complicated and challenging, often negatively influencing SVSM retention (DiRamio et al., 2008; McBain, Kim, Cook, & Snead, 2012).

Thus, increasing the understanding of practices that assist SVSMs in transitioning to higher education has been of significant interest to educators. Campus program professionals and student leaders are in a unique position to provide opportunities for SVSMs to prosper. Yet, some literature has led to simple stereotyping of SVSMs based on overgeneralizations that could be potentially harmful (Vacchi & Berger, 2014). Therefore, campus programming for SVSMs requires understanding the diversity of this population.

Higher education institutions are aware of the need for various forms of support for SVSMs. Many institutions that did not have veterans services offices before 9/11 dedicated a veterans office or specific points of contact on campus for SVSMs to assist them through challenges that may prevent them from completing their degrees (Ackerman, DiRamio, & Garza Mitchell, 2009; American Council on Education, n.d; Griffin & Gilbert, 2015). Indeed, it is inevitable for educators and student programmers who are not veterans themselves to understand the population of SVSMs and their unique concerns. Although those who are not veterans may think the population of SVSMs is monolithic, there can be great diversity within them; some SVSMs may find a significant identity in being a veteran, yet others' salient identities could be based on other identities and responsibilities (Griffin & Gilbert, 2015).

Their needs could be diverse, as well; although some SVSMs seek social interactions with other veterans, others might not desire to connect with other veterans (Griffin & Gilbert, 2015). Although the stereotype of SVSMs is often a man with PTSD, estimates are that 13-25% of Iraqi and Afghanistan veterans have been diagnosed as such, though even fewer attend college. Also, institutional definitions of student veterans differ. Some include military dependents, and others do not. Some states do not consider non-deployed National Guard members veterans (Vacchi & Berger, 2014). In any case, veterans "are a diverse group representing all racial and socioeconomic backgrounds" (Vacchi & Berger, 2014, p. 108).

A Case for Non-Veterans Working With Veterans

We offer a story as an example of the assumptions non-veterans have about veterans from our recent study on the acculturation strategies used by non-veteran staff, student affairs educators, and academic administrators. One of the nonveteran administrators, Arthur (pseudonym), a black male at a satellite campus of a large research institution, was appointed to support SVSMs. To make sure the needs of SVSMs were met, Arthur created a committee, which consisted of academic deans, faculty, counselors, and other staff, to provide wide-ranging and ongoing support of the SVSM community. Arthur tried to use his authority in working with SVSMs, believing that SVSMs would embrace it because of their military experience:

Here I am ... that gold person in True Colors, so you know duty, loyalty, authority, that's me, so I figured I got you there. ... But there's that disconnect ... there is a separation. ... I think it has to do with level of authority. Even though I got it twisted in my head [and] thought this population would appreciate authority more so ... they're trying to escape it.

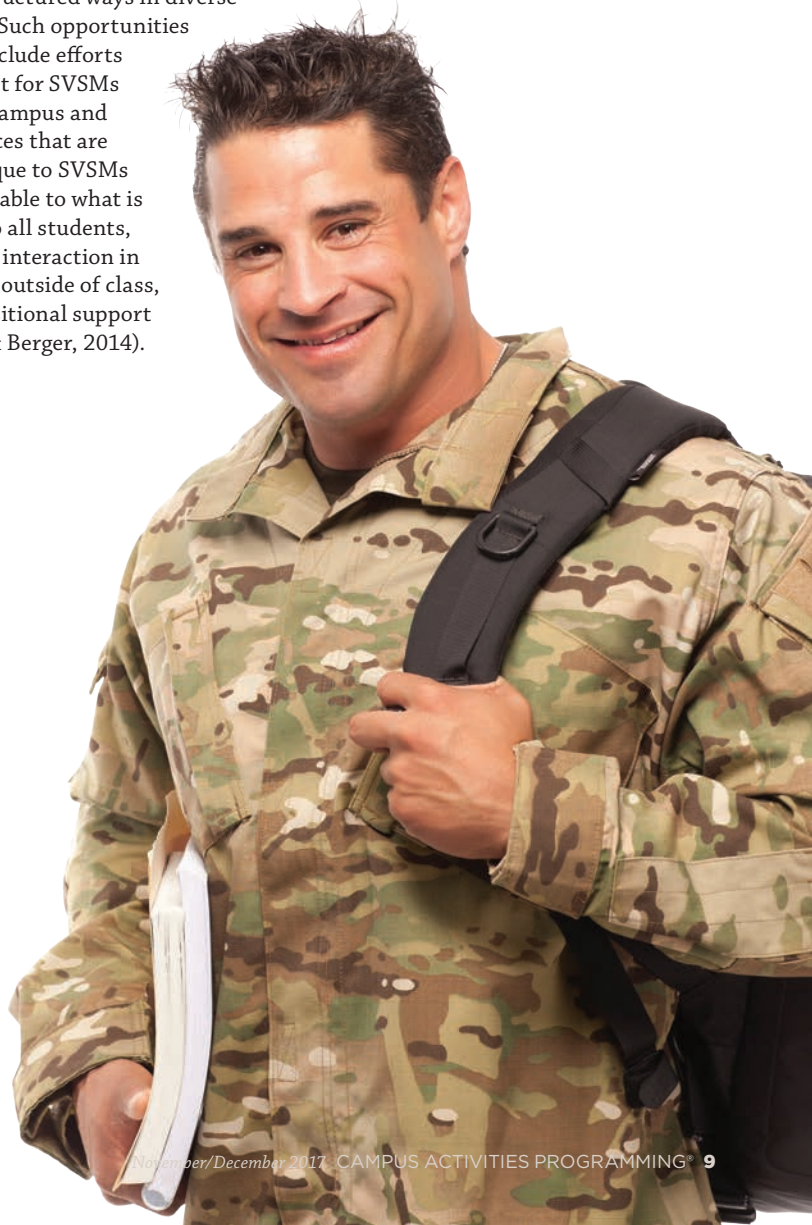
Arthur had to discard his notion of SVSMs' adherence to authority when it became clear they did not perceive him as an authority and that some SVSMs were trying to withdraw from the strict hierarchical relationship they experienced in the military. He also experienced challenges and personal conflict in relating to SVSMs due to his nonveteran status. He explained, "Not being a veteran ... I can't process that from where they are ... I'm processing it from an administrator and a programmer ... If I were a veteran it would be different."

Arthur admitted to being an outsider. Arthur's case was an example of a monolithic approach to SVSMs by educators who are not veterans, and this example indicates the importance of viewing SVSMs as individuals (Arminio, Grabosky, & Lang, 2015; Arminio et al., in press).

The Role of Campus Activities Professionals and Student Leaders

In view of the evidence provided above on SVSMs not being a monolithic student group, we offer several recommendations. First, it is imperative for those working in campus programming to keep Alexander Astin's assertion in mind that cookie-cutter practices be avoided when working with students, including SVSMs (DiRamio & Jarvis, 2011). Vacchi and Berger (2014) urged educators to avoid believing that untested practices are a cure-all for SVSMs' transition through graduation.

There is evidence that because SVSMs exhibit characteristics more aligned with nontraditional adult students, SVSMs may use lounges and be active members of SVSM student organizations only when substantial interaction with peers is most needed. Indeed, informal SVSM peer interactions positively influence SVSMs, but evidence of the outcome of structured peer interaction is less conclusive, except for courses specifically geared to SVSMs. It is essential that campus program staff offer various opportunities for SVSMs to interact informally and in structured ways in diverse settings. Such opportunities should include efforts of support for SVSMs both on campus and off, services that are both unique to SVSMs and equitable to what is offered to all students, academic interaction in class and outside of class, and transitional support (Vacchi & Berger, 2014).



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Fairness in administrative policies and rules can encourage or discourage engagement and the intent to persist. So, too, can frequent individual validation of SVSMs by staff, faculty and student leaders demonstrating that SVSMs do belong and are valued. Our example of Arthur demonstrates that this may be more difficult than it appears. Because SVSMs are used to being an integral member of a team in the military, avoiding being a "weak link" (Vacchi & Berger, 2014, p. 124) often motivates their behavior.

There are CAS Standards now for programs and services for student veterans. One standard is to assist with SVSMs' "integration into institutions and campus life" (2015, p.

481). Considering the unique but individual interests and needs of SVSMs, this necessitates "multiple outreach efforts" (Griffin & Gilbert, 2015, p. 95). Of particular note for campus activities professionals is the role of a veteran student club. There is evidence in the literature of difficulties in establishing and maintaining these. Likely some, but not all, SVSMs find such groups useful. If a group does not exist, how can those who want one be served, particularly if there are insufficient members to sustain it?

These are just some of the considerations that arise from understanding that SVSMs are not a monolithic group.

ABOUT THE AUTHORS

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Jan Arminio, Ph.D., is a professor and director of the Higher Education Program at **George Mason University**. She previously served on the faculty at Shippensburg University (PA). Throughout her career, she has contributed articles to Campus Activities Programming® and served as the NACA® representative to the Council for Advancement of Standards (CAS) from 1989 to 2009. Most recently, she chaired NACA's Education Advisory Committee from 2011 to 2013. Her published works include articles on student veterans in higher education and negotiating the complexities of qualitative research. She earned her doctorate from the University of Maryland after earning a master's degree in college student personnel from Bowling Green State University (OH).



Attending a NACA® event this fall? New to Block Booking? It's easy!

BLOCK BOOKING (*noun*)—when three or more geographically close schools work with NACA® associate members in the booking process to coordinate dates and times, maximizing routing for a given act or performer.



**BLOCK
BOOKING**
WITH NACA



BLOCK BOOKING GLOSSARY

BLOCK

3 or more schools geographically close to one another working together to coordinate times when an artist can perform.

FORM

The digital avenue to alert an artist or their agent that a school has interest.

3/5 or 3 OF 5

3 performances in a 5-day span by the same artist with schools geographically close to one another.

5/7 or 5 OF 7

5 performances in a 7-day span by the same artist with schools geographically close to one another.

SI: STRONG INTEREST

Lowest level of interest, can be a **range of dates** not to exceed 1 month. Schools can upgrade at any time.

Single Date Price:\$1,000 + SLRMT
3 Dates in 5 Days (Block Price): ...\$900 + SLR
5 Dates in 7 Days (Block Price): ...\$700 + SLR
Contract On-Site Discount:\$75

SD: SINGLE DATE

Low level of interest, should be a **specific date**. Schools can upgrade at any time.

CB: CONTRACT IF BLOCK FORMS

School commits to a contract if a block forms within 45 days of the event. Valid only if there is a block, cannot be downgraded after block forms.

CR: CONTRACT REQUESTED ON SITE

Highest level of commitment, no block needed, contract will be sent to school within 45 days of the event.

CP: CONTRACTED PERFORMANCE

Indicates that the artist is unavailable due to another performance. Schools and associates are encouraged to upgrade all business to CP after schools return to their campuses and finalize their schedules.

Anyone can participate in Block Booking! Schools can use low levels to notify Associates to stay in touch after the Convention.

WHAT DO THOSE LETTERS AFTER THE SHOWCASE ARTIST'S PRICE MEAN?

The artist's price may or may not include the following: Sound (**S**), Lights (**L**), Rooms/Lodging (**R**), Meals (**M**) and Travel (**T**). For example, a price with " + T" indicates that you will be responsible for the artist's travel. Plan your Block Booking accordingly.

Want to know more? Attend a meeting on site or visit blockbooking.naca.org any time.

Enhancing Your Programs through Diversity and Inclusivity

By
LERREN TYLER and
LAURIE ADAMSON
Macalester College (MN)

THE DEMOGRAPHICS IN HIGHER EDUCATION are becoming increasingly more diverse. As our student population changes, we are called as campus activities professionals to adapt our programming to ensure it is inclusive with respect to all our students' identities and experiences. As we move toward creating safe spaces and positive learning environments for all our students, utilizing a social justice lens to review programs and practices is worthwhile.

On our campus and other campuses where we've worked, we have continuously heard fellow practitioners call for diverse programs. Whether they mean we need more types of programs or that our programs should represent diverse perspectives and identities, there is merit to their call. However, many campuses continue to host the same program year after year without improving the offering from an inclusivity perspective. It's important to recognize that diversity and inclusivity programming is not the sole responsibility of the multicultural life office on campus – it's the responsibility of all of us.

While there is no one right way to enhance programs with respect to social justice and diversity, by continuing to learn through one another, we can make great strides in programming. Although we are by no means experts in this work, and the following suggestions are not exhaustive, we are intentional in infusing these values into our programming and campus activities. We come from various student affairs roles and share our own tips and lessons learned on how to enhance programs using diversity and inclusion as a framework for improvement.



At a campfire night at Macalester College (MN), the program board honored dietary needs for some students by providing vegan marshmallow options, along with compostable roasting sticks.

Diversify your Program Board

Returning program board members are a helpful component of your team given their experience and insights as past members. However, too many returning members can also create a pattern of programs and a mindset that goes unchallenged. Students must be encouraged to diversify both their approach to and execution of programming.

When selecting program board members, consider which perspectives you may be missing. Do the demographics of your board accurately represent those of your campus as a whole? Do your programs appeal to the diversity of your student body? Recruit students who have different views and who aren't part of the same social circles as other board members as you create a diverse group to bring in alternative views for your programs. The role of a program board is to provide campus programming for all students, so be sure you have all the voices you should have at the table.

Ensure All-Gender Restrooms

Privilege plays out in various ways on our campuses, including the availability of restrooms that suit the needs of our community. When it comes to a basic human need such as a "biology break," the availability of all-gender restrooms is critical. If your campus has all-gender restrooms, consider where your programming is in relation to them and create a map showing their locations. A simple map could make all the difference to a student. If you don't have any all-gender restrooms, or your location isn't conducive, brainstorm options to make available to your students.

If you hold an event off campus, determine whether the venue has all-gender restrooms. If they don't, ask about the ability to transform a single-gender restroom into an all-gender one for your program's duration. In our experience, many venues will be cooperative, especially if you're planning a private event.

Build In Accessibility

Those of us who are able-bodied may not consciously consider how we physically navigate spaces on our campus. When planning events, look at the accessibility of the space. Are push-button entrances available to open doors? If there are stairs, is there an elevator nearby? If your event is in the bleachers, do you have seating in front reserved for those who can't use tiered seating?

We have learned that, in some cases, movie companies send DVDs without the option of subtitles unless it's specifically requested. Ask vendors, venues, speakers, etc. if they can provide subtitles or closed captioning for your event. Don't assume everyone in attendance can hear and don't make it that person's responsibility to ask for accommodations. Not everyone may feel comfortable asking for accommodations, so make it a habit to include them.

Ensure your marketing and social media are accessible, too. Think about the slang and symbols you may be using, improper spelling of words, etc. These seemingly harmless things can make your marketing and websites inaccessible to others. If someone is using a screen reader, your intentional misspelling or symbols could leave the person guessing what you really mean. Be clear and descriptive in your marketing and on social media so all audiences can understand your message.

Be Respectful Regarding Holidays

Not everyone celebrates the same holidays, particularly when it comes to religion-based celebrations. During December, consider a winter-themed party instead of celebrating just one religion's holiday. Consequently, the celebration will be more inclusive of the variety of holidays happening at that time of year.

Also, when planning any event, be sure to research what holidays may be occurring at that time. Are you hosting a food-centered program when some community members may be fasting? Consider changing your date or time to include these students.

Be Cognizant of Dietary Preferences and Restrictions

Always be cognizant of students who are vegetarian or vegan. Determine whether the meal you're serving contains potential allergens. Consider religion-based food restrictions and consider kosher options when appropriate. Always be sure your menu is inclusive of a variety of dietary needs.

While it may seem impossible to cater to all food needs/restrictions, cover your bases by having several different options available. Even when ordering something as simple as pizza, consider including vegan, meatless, and gluten-free options. You can also distribute a survey or ask about food restrictions on an RSVP form sent to attendees so you are prepared. Choose snacks that are compatible simultaneously with many food restrictions, such as veggie or fruit platters.

Be Aware of Gender Identity and Heteronormativity Issues

Our campuses host those who do not adhere to gender norms or fit within the limits placed on gender by society. Encourage the usage of gender pronouns in your programming. For example, when program board members introduce themselves at an event, encourage them to share their gender pronouns if they feel comfortable: "Hi, my name is Charlie and I use she/her/hers or they/them/theirs." A simple introduction including pronouns avoids gender assumptions and encourages inclusivity by giving space to people sharing how they want to be addressed. It's okay to use "they/them" to refer to a single person. When addressing a crowd, try using, "Hello, friends," or "Good afternoon, everyone," instead of "Ladies and Gentlemen" to move away from the binary.

It's also a good idea to avoid stereotyping a group of people based on what society has told us to expect. If you host a hypnotist on campus, encourage them to make more specific statements during their performance. If they want the hypnotized group of students to act a particular way,

ask them to say, "Act like Beyoncé" rather than, "Act like a girl." This discourages negative or common stereotypes about women and does not reinforce societal constraints of what women should look or act like. It allows for someone in your audience who may not conform to a specific gender feel more comfortable in their setting.

Gendering an individual can also lead to problems surrounding heteronormativity. Consider that sexuality and romantic interest exist along a spectrum and students may fall anywhere on it. Want to have a speed dating program? How can you make that more inclusive so as to not leave out particular groups of students from participating? Maybe try "speed friending" instead, and if romance develops, it's an added bonus. Operating from a standpoint of inclusivity and diversity, be sure to provide safe programs that can be comfortable for all students.

Acknowledge Your Mistakes and Do the Best You Can

When infusing diversity and inclusivity into programs, there are bound to be hurdles. It's likely you will make mistakes, and that's okay! If someone brings a problem to your attention, avoid getting defensive, even if you disagree. Take a moment to reflect on the issue, acknowledge it, and address it. Reflection and intentionality are vital in continuing this work.

Our program board planned to show the film "Straight Outta Compton." A few weeks before the program, we learned there were problematic elements to the way the film's directors cast female roles. We found their methods went against what we stood for as a campus and as an organization, so decided to cancel the film. We distributed messaging to our student body about our decision so our community was aware of our choice and why we made it.

Moving forward, our program board is intentional in selecting films we show on campus. We consider what the movie represents and how it could negatively impact members of our audience. Often, we show films that include a discussion before and afterwards to address certain elements and how they could be influencing students. Offering a conversation space in which students can reflect is important to the learning process.

Remember There Is Always Work to Be Done

There is always additional work to be done in creating more diverse and inclusive programs and, as we learn more about ourselves and each other, we can only hope our work will grow with us. The experiences and recommendations we share here are only the beginning of this work. We hope you'll join us in making all our programs and, in turn, our world a better place for all students and communities.



ABOUT THE AUTHORS

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NACA® Strategic Plan

Vision

The **National Association for Campus Activities** will be the recognized leader in higher education for providing the knowledge, ideas and resources to promote student learning through engagement in campus life.



The Board of Directors approved the following two goals to guide the Association during the next three years as it moves toward achieving its vision.

Goal: Advisor Development

Establish NACA as the premier professional association for those who directly advise students engaged in campus activities.

Those with direct advising responsibilities were identified as the target population for this plan. **Equipping advisors with relevant tools, resources and networks** will allow advisors to have a greater impact on student learning, NACA engagement and campus programming—both now and throughout their future work in student affairs.

- Develop a model rooted in sound research and practice that supports seamless learning across all professional development offerings.
- Offer a comprehensive set of tools and resources that focus on programming and student organization advisors.
- Enhance opportunities and resources for graduate students to prepare them for their professional roles as advisors.
- Equip advisors to impact social justice through programming by providing the means to advocate for diversity and inclusion.
- Create local, affordable opportunities to facilitate community and encourage professional staff engagement.
- Expand opportunities for members to connect based upon their professional identities.



Goal: Membership Growth and Engagement

Stimulate membership growth and engagement by acting with intention, nimbleness and responsiveness in all endeavors.

The second focus, on **membership engagement**, will frame how the Association conducts its interactions and ensures its offerings provide value to members. The objectives in this theme will solidify the NACA role as a leader in linking learning through campus activities with the entertainment industry.



- Develop a customized, interactive digital platform to encourage members to find resources, do business and engage with the association 24/7/365.
- Reengineer the convention and conference experience to maximize value and engagement.
- Leverage partnerships/collaborations to create new opportunities that advance the NACA mission.

2017 ► 2018 ► 2019 ► 2020

Who's INVITED *vs.* *Who's* DANCING: *Inclusive Campus Programming through a Social Justice Lens*

By

SHANNON K. ASHFORD

Wake Forest University (NC)

AS CAMPUS PROGRAMMERS, WE HAVE A RESPONSIBILITY to create programs and experiences that cater to the entire campus community. This may be because it is outlined in our various mission statements, because our programs are funded by an activity fee to which all students contribute, or because we want to demonstrate that diversity and inclusion are valued in our organization and on our campuses (Umstead & Wiener, 2015). Regardless of the reason, with this responsibility comes the great opportunity to carefully and intentionally embrace and celebrate the diversity that comes with our communities by producing programs that are inclusive and welcoming and that create a sense of belonging. Many of our programming boards plan events for orientation or "Welcome Week," which give students their first introductions to their new communities. It is imperative that these experiences are inviting and inclusive.

Consider the last time you received an invitation to an event. How did you feel when you received that correspondence? Was it personalized? What did the invitation look like? Once you arrived at the event, did you feel welcomed? Were there activities that catered to your needs? If the sponsoring organization planned a future event, would you attend? It has been stated that diversity is being invited to the party and inclusion is being asked to dance or engage. Our goal should be to create experiences to which all feel invited and where all participants are engaged. Let's consider tips and tools for creating inclusive programming with a social justice lens and how to assess those programs.

The Planning Team

To create and implement inclusive programs, we must first evaluate who is at the planning table within our various programming organizations. We do this through the recruitment, retention and

training of the student leaders who are planning these experiences. Recruitment is a key factor in inclusive programming because if diverse perspectives and thoughts are not contributing to or being considered during the planning process, then the final outcome (our programs) will unconsciously exclude members of the greater campus community (Mount Holyoke College, 2016).

Some things to consider when recruiting are the methods being utilized. Are you relying solely on a few flyers and word of mouth? Recruitment is about strategy, so tap into those creative juices! It's always a good practice to work with other organizations or campus partners to help market to different groups of students you may not reach on a regular basis.

Organization members should also use every event or program as an opportunity to make connections with attendees. Individuals are more likely to join an organization if they feel they have pre-existing relationships with the current membership. If recruiting diverse membership is difficult, organizations can also gain diverse perspectives and input prior to the planning process through advisory boards and campus-wide surveys. It's all about being proactive.

The retention and training strategy is just as important to the recruitment strategy when evaluating the planning team. If diversity and inclusion are identified priorities or values of an organization, recognize and celebrate members who are living out those values. If a member develops a new and innovative program that is inclusive, use them as a mentor and example for others in the organization. Everyone is in a different stage with respect to their knowledge and understanding of social justice and inclusion practices. Encourage members to share dialogue with one another about differences and also provide training and development opportunities to learn more.



Wake Forest University students try their hands at plate spinning as part of the Student Union's Carnival: A Masquerade Banquet, which was part of Springfest 2017: Road Trip. The event highlighted New Orleans and other cities around the world that celebrate Carnival. It featured food from different cultures, as well as entertainment from and information about the various Carnival events held around the globe.

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The Final Product

The second aspect of inclusive programming through a social justice lens is to move from the internal to the external work. The marketing of a program is the first impression community members will have about a program. Often, it's through the marketing, or lack thereof, that individuals will decide if they feel "invited." To attract diverse attendance, diversify the marketing outlets. Utilize social media accounts, email Listservs, flyers, cross-promotion with campus partners, and on-campus digital screens – cast your net wide because you never know how different people receive information.

It is also important to share as much information about the event as possible in your marketing while using inclusive language. There are many acronyms that are adopted by your specific campus culture, but don't assume all members know what "The Pit" is, for example.

Catering is a second aspect of programming that, if overlooked, could affect the inclusivity of an experience. It's always best practice to have all food options labeled, preferably with ingredients, so attendees can be informed without being singled out for having dietary restrictions. If attendees identify as having food restrictions, their experience should be the same as those who do not have restrictions. All food should be displayed in the same manner in approximately the same vicinity. It's also appropriate when planning through a social justice lens to be aware of and consider religious holidays and what food restrictions may be associated with the observance of holidays during certain times of year (Mount Holyoke College, 2016).

Similar to catering, accessibility is a factor that should always be considered when programming through a social justice lens. Accessibility includes the location of the event, transportation and the actual layout of the venue (Mount Holyoke College, 2016). Will any attendee, regardless of their abilities, be able to navigate the room without feeling singled out or needing "accommodation?" The various activities of the program should also take ability into consideration. Along with physical and mental accessibility consideration, we should also include financial accessibility. If an event has an entrance or participation fee, there should be options for a scholarship or waiver for individuals who may have financial limitations.

The entertainment and activities featured in a program are probably the most difficult aspects of inclusive programming because the beauty of diversity is that everyone has different preferences. Best practice is to diversify the levels of engagement at any given event. Not everyone will appreciate the same genre of music, but try playing different genres throughout the night. Intentionally incorporate activities that engage both introverts and extroverts.

Lastly, it's important to know and understand the historical context of programs on campus, specifically campus traditions. Sometimes our campuses' most beloved traditions have a history that was not as inclusive as we would like them to be (Mount Holyoke, 2016). This does not mean a particular program should be discontinued, but it should be the responsibility of the programming board to know, understand and acknowledge the history of their programs and be open to reimagining the event to be more inclusive.

Questions to Consider

Assessment is a key component in all programming and should be utilized to determine the efficacy of an organization's inclusive practices. This evaluation can be achieved in a number of ways, but two methods are to survey the planning team and the program attendees. Some sample questions/practices are:

Internal Planning Team:

- Did we meet all requests? If not, why?
- Was this a similar experience for all?
- Were there varied experiences and activities that promoted engagement from a diverse group?
- Reflect on the inclusive practices that were adopted throughout the process.

External Program Attendees:

- At the end of the event, encourage all participants to write down one feeling they have from the event on a Post-it® and code the responses based on feelings associated with a sense of belonging and inclusion.
- How did you engage at the event? What activities did you participate in?
- Is there anything that could have been incorporated with the program to make you more engaged?
- Would you be interested in attending another event sponsored by our organization?

A Sense of Belonging and Inclusion for All

Campus programming is the heartbeat to student life. All members of our campus communities deserve to feel a sense of belonging and inclusion in their home away from home, and we have the great responsibility to contribute to this feeling through our various programs and experiences. We create inclusive programs by committing to recruiting and training a diverse planning team, by retaining and recognizing inclusive practices, by intentionally planning all aspects of a program with a social justice lens and finally by assessing both our planning methods and program participant satisfaction.

ABOUT THE AUTHOR



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

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Encouraging Male Engagement in Campus Organizations

By

JOEY LINEBARGER

Southern Connecticut State University

When you consider the most involved student leaders on your campus, who comes to mind? With what gender do they typically identify?

During the past 40 years, there has been a decrease in the number of students who identify as male attending college and universities compared to students who identify as female. In fact, in 1966, men made up 61% of the college-going population, whereas in 2016, they were projected to make up only 39% (US Department of Education, 2009). According to the National Center for Education Statistics (2017), although there actually was a greater increase in male enrollment than female enrollment in the years between 2004 and 2014, of US college students in 2014, the majority—56%—were female.

Do these figures indicate anything substantive about male engagement in campus organizations and leadership positions? That's a very valuable, and important, question.

Comparison of Statistics

We can see examples of the above enrollment trends and their impact on campus involvement through two comparable universities in the Northeast. Southern Connecticut State University (SCSU), a medium-sized, four-year, public university, is located in a small city. Approximately 60% of the students at Southern commute to campus. The campus community, comprised of 8,106 students, is 38% male and 62% female (Southern Connecticut State University Factbook, 2017).

The University of Massachusetts-Lowell, is also a medium-sized, four-year public university located in a small city. However, it is primarily a residential campus. Conversely, while UMass-Lowell is home to over 13,639 students, 62% of the population is male, while 38% is female (U.S. News & World Report, 2016).

Through an online platform, OwlConnect, it can be found that the Office of Student Involvement and Leadership Development at Southern Connecticut State University provides the opportunity for students to be involved through over 125 clubs and organizations (Owlconnect@SCSU, 2017). Similarly, the Student Activities and Leadership Office at UMass Lowell, through the online platform UMass Lowell Engage, hosts over 250 ways for students to be involved on their campus (UMassLowell Engage, 2017). Although the campuses do have different gender demographics, and there are many more opportunities for involvement at UMass-Lowell, it's interesting to look at opportunities for involvement and the gender populations they impact at both institutions.

At both SCSU and UMass Lowell, it is noted that both universities have all-male executive boards for fraternities and male-specific clubs and sports. But it is also important to note that out of 324 students holding executive board positions at SCSU, only five males hold a traditional position in more than one organization, and four males hold two positions in the same organizations (Southern Connecticut State University Campus Data Report, 2016). At UMass-Lowell, only one male holds multiple president positions, while five females do the same. At SCSU, of the 109 male students holding traditional executive board positions, 38 serve as the organization president, meaning only about 35% are the president of their organizations (UMass-Lowell Campus Data Report, 2016).

Potential Impact on Male Students?

If your institution shares similar demographics and involvement statistics, what do such figures indicate for the young men on your campus? It's possible that not only are they not filling as many leadership positions as they otherwise might, but other young men on campus are not seeing individuals like themselves with whom they can identify in leadership positions – leadership positions ranging from organization leaders to orientation ambassadors, resident advisors and more.

The resulting impact is similar to what students from social and ethnic minorities experience when they don't see themselves represented in organizational leadership. When students don't find individuals with whom they can identify, they are likely to be less willing to pursue similar opportunities. That, in turn, can be detrimental for students and counter our desire as student affairs professionals to create the most intentional experience possible for underrepresented populations on campus. This now, ironically, include males in organizational leadership roles.

Potential Solutions

What can be done to ensure that the entirety of the student population is represented in student leadership positions and can enjoy the benefits and skill development that comes from involvement? Perhaps we simply need to dedicate more time and resources to increasing male engagement on campus.

At the 2016 NACA® Northeast Regional Conference in Hartford, CT, many of the professionals attending the educational presentation on this topic discussed what they were currently doing on their campuses and how it might be beneficial for other institutions to adopt some of these practices. This included:

- Creating programs more specifically designed for males;
- Being more intentional in recruiting and selecting males for leadership positions; and
- Providing different opportunities for mentoring males, as well as being more intentionally involved in male students' campus experiences.

Meeting Males “Where They Are”

The concept many in attendance shared in common was the concept of “meeting male students where they are.” This includes finding activities that male students would find appealing, which can vary from institution to institution. For some, it might involve creating more sports-oriented clubs. For others, it might include pairing male students with volunteer opportunities in the local community.

Regardless of the course we pursue in increasing male engagement in student leadership and involvement, it's extremely important for us to understand that statistically speaking, fewer males are attending colleges and universities than in past decades. We also must be aware that many males may not feel the need to become involved in campus organizations or may not value the opportunities that organizations provide. It's up to us, as student affairs professionals, to seek the best opportunities for all students to become involved and develop leadership and transferrable skills, while feeling welcomed. Their success, now and in the future, depends on it.

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“Designing Your Life: How to Build a Well-Lived Joyful Life”

By Bill Burnett and Dave Evans

Reviewed by

GAYLE SPENCER, PH.D.

University of Illinois at Urbana-Champaign

WHEN THE ILLINOIS LEADERSHIP® CENTER DEVELOPED A NEW LEADERSHIP MODEL, which includes 21 core leadership competencies, one of the most talked-about competencies was innovation. We describe innovation as valuing continuous assessment and improvement; challenging the traditional ways of doing things; and changing processes and structures with purpose and meaning (<http://leadership.illinois.edu/model/>). We have a six-hour innovation i-program, which focuses on creative problem solving using diverse teams to do this work.

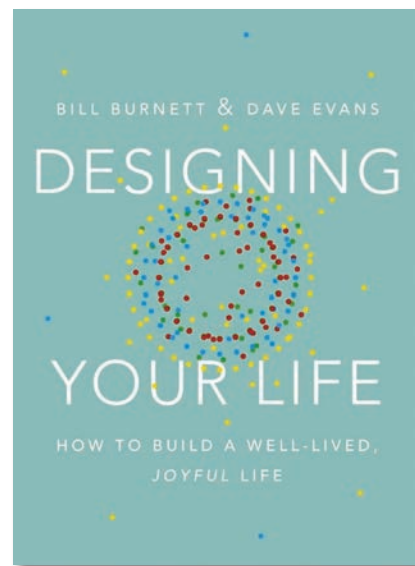
The Stanford Design School (The d.school) is well known for its work in “design thinking.” It works to create learning experiences to help people unlock their creative potential to then apply it to the world. The concept is a process and way to think and engage in tough-to-solve problems. Some of my favorite concepts have come out of the work of Stanford’s Bill Burnett and Dave Evans. For me, their book “Designing Your Life: How to Build a Well-Lived Joyful Life” addresses many of the questions college students face today, particularly as millennials. How will you design a life for yourself that will be meaningful? While that is the question for the ages, imagine being in college today knowing you will have approximately seven careers, and some of the jobs you will eventually have do not even exist today. I would find that extremely daunting. We also know that students in college today are particularly hopeful and want to make a contribution to society. That just complicates everything even more.

Not to worry: the work of Burnett and Evans can help students immensely. I have been using their book in the emotional intelligence skills class I teach at the University of Illinois. In class, students have enjoyed the concepts presented and found it helpful to them as they think about what they want to do with their lives. It also helps them to think about how they lead a well-lived life. We have used all the activities recommended by Burnett and Evans, and all have been quite insightful for the students and me personally, as well.

Overview

The authors begin with the premise to “start where you are at” (p. 3). While that may seem like a basic concept, accepting that no matter what has happened in your life, we begin today right here. There are several activities the authors include for you to do as you read the book. These include:

- The Life Design Assessment: assessing where you are in terms of work, play, love and health;
- Building Your Compass: developing a workview and a lifeview;
- Good Time Journal Exercise;
- Odyssey Planning 101: developing three completely different life plans;
- Failure Reframe Exercise; and
- Identifying Your Team.



Each helps you understand that you will have a life journey and that it is really important to view your life this way. When you try things, you are “prototyping.” If it doesn’t work, try something else. Once you make a decision, do it. If it doesn’t work, move on to the next thing. My favorite reframe from the book is: **“You will never finish designing your life – life is a joyous and never-ending design project of building your way forward”** (p. 219). This gives us all permission to try and try again!

Recommendation

I highly recommend this book. Every once in a while, I come upon a book that I know can help transform people’s lives. This is one such book. I found that students have really resonated with the material, and I found it helpful for me personally and professionally. In addition, the authors’ website, <http://designingyour.life/>, offers some amazing resources. There are also some great TED Talks and interviews available.

Please make no mistake; this book is a **MUST** read. After you have finished it, you will find the resources transformative for people who use them. It’s a great relief to find material that helps people (students especially) start “where they are at” and start a journey in which they will engage in their most important project of all, DESIGNING THEIR LIVES!

ABOUT THE REVIEWER



Gayle Spencer, PhD, is currently director of the Illinois Leadership Center at the **University of Illinois at Urbana-Champaign**. Previously, she served as an associate dean of Student Life and adjunct faculty member for the School of Leadership Studies at Kansas State University. Spencer earned a doctorate in student counseling and personnel services from Kansas State University, a master’s degree in college student personnel from Western Illinois University, and a bachelor’s degree in business administration from the University of Nebraska at Omaha. She was a member of the NACA® Board of Directors from 1999-2004, serving as Chair in 2002-2003. She chaired the 1999 NACA® National Convention Program Committee, as well as the NACA® Diversity Task Force. Spencer currently represents NACA on the Council for Advancement of Standards (CAS) for Higher Education National Board of Representatives.



**"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)





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THE NACA® SPOTLIGHT

MEMBER NEWS EVENTS SCHOLARSHIPS LEADERSHIP INSTITUTES VOLUNTEER OPPORTUNITIES

2018 National Convention Update Education and Professional Development at the National Convention

Greetings, NACA® Members!

Melanie Bullock, director for the Center of Leadership at **Elon University (NC)** and **Education & Professional Development Coordinator** for #NACA18, offers a behind-the-scenes look at the professional development, networking and educational opportunities the Education and Professional Development Team is preparing to help make you a better campus programmer or student affairs professional. Meet the team members responsible for these opportunities and take a look at what you can expect in Boston! (See their photos in the National Convention Program Committee listing starting on Page 29.)

Teneshia Arnold, advisor for the Ohio Union Activities Board at **The Ohio State University**, is **National Convention Diversity Initiatives Coordinator**. She's developing Convention activities to support diversity and inclusion and social justice education. Expect to engage in diversity and inclusion education through a variety of opportunities, including Diversity Connections, interactive social justice engagement sessions, keynote speakers, and affinity-based fireside chat discussions.

Also, stop by the Diversity Booth to interact with and engage in conversation with members of the Leadership Fellows Program, the Diversity Activities Group, and other NACA® volunteers about diversity and inclusion opportunities happening during the Convention. There will also be an interactive Black History Month display. The Convention closes with a Diversity Dance Party featuring a live DJ, diverse music, and a chance for you to share/learn regional/international dance moves.

Rigo Gutierrez, program coordinator for the **University of Florida's J. Wayne Reitz Union**, is **Educational Opportunities Coordinator**. He's coordinating additional educational opportunities outside of educational sessions, including pre-Convention activities and the PechaKucha session. Pre-Convention activities will allow students and professionals to kick-start your national NACA® experience. Activities immersing you in local Boston culture and attractions and developmental sessions allowing for deeper exploration of topics are on tap. Also, arriving early offers additional perks and can get delegations geared up for community-building and programming education.

Additionally, PechaKucha provides an opportunity to engage in educational sessions in an innovative storytelling format. These fast-paced, visually creative presentations offer a wide range of topics, including addressing challenges in campus activities, personal leadership styles, and building resilience in challenging life situations. The Convention offers countless ways to connect across learning opportunities.

Karen Stepanek, activities advisor at **Arizona State University** (also the Programming & Activities Advisor with an emphasis on union and late-night programming at the Tempe location), is our **Educational Programs Coordinator**. She is focusing on professional development and student development. Consequently, educational session topics for students include leadership development, event planning, social justice, marketing and membership development. She is also working on a variety of sessions for advisors covering assessment, effective strategies for shaping your career, and more.

You'll be able to participate in a learning journey or educational track that further develops your knowledge base on a group of specific topics. These learning journeys include educational sessions, networking and guided reflections to explore what you learn from participation. Our exciting line-up of speakers and presenters will each share their areas of expertise and knowledge on topics relevant to students and professional staff members.

Thanh Le, executive director for Student Engagement and Leadership at **West Virginia University**, is our **Leadership Fellows Coordinator**. He is creating an experience for new staff professionals to become engaged in learning about NACA and assisting with diversity initiatives for regional conferences and the National Convention.

Also, our Leadership Fellows will be facilitating educational sessions and engaging attendees in diversity initiatives during the Convention.

The Educational and Professional Development Team looks forward to meeting you at the 2018 National Convention in Boston. Stay tuned for more opportunities to get more behind-the-scenes information about the #NACA18 experience!



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2018 National
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2018 NACA® National Convention Program Committee



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Diversity Initiatives
Coordinator
Teneshia Arnold
The Ohio State University



Educational Programs
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2018 NACA® National Convention Program Committee



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Jake Murphy
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Victoria Heithaus
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Educational Program Reviewer
Brianna Kirk
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Board Liaison
Ebony Ramsey
Prairie View A&M University (TX)



Educational Program Reviewer
Marissa Robledo
University of Nevada-Las Vegas



Educational Program Reviewer
Alexander Martin
University of Miami (FL)

2018 National Convention Portal Online: Get Ready for #2018!

The 2018 NACA® National Convention Portal (naca.ws/1L4o7Hu) features information you can use to begin planning your time at NACA's annual major event.

Associates can:

- Download the 2018 Associate Member Business Guide (<http://naca.ws/2ywbxR5>)
- Purchase exhibit space at the Convention

Schools and Associates can:

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

The Convention will be held Feb. 17-21, 2018, in Boston, MA. Typically attracting more than 2,000 delegates from more than 400 colleges and universities across the country, the National Convention is NACA's greatest opportunity for school and associate members to connect. Check the portal often for continuing updates. More information will be added as the event nears.



Convention Preview Coming in January/February Campus Activities Programming®

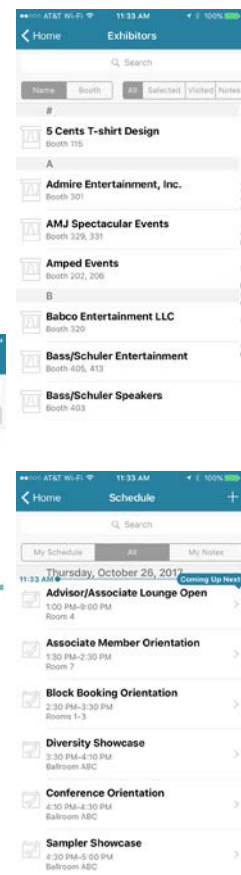
Get a sneak peak of photos and bios of artists and other attractions appearing in the 2018 NACA® National Convention showcases in the January/February issue of Campus Activities Programming® (issuu.com/naca). Also, review a preliminary listing of educational sessions and get tips for how your delegation can make the most of #2018!



Get the All-New NACA® App before the Convention!

Want to be in the know before the 2018 National Convention? Visit your favorite app store and search for “National Association for Campus Activities” to get NACA's brand new app. You'll know you've found the correct app when you see the recognizable NACA® logo.

Download the app, create an account and log in, then see the event information you'll want to explore before arriving on site at the 2018 National Convention and other upcoming NACA® events. Select an event and you'll be able to see a schedule, showcasing acts, exhibitors and more! It also gives you links to the NACA® website (naca.org) and NACA® Connect (community.naca.org/home) so check it out today! The 2018 National Convention will be loaded into the app soon!



Now Is the Time to Finalize Your NACA® Convention Marketing Efforts!

Associate members, if you've been selected to showcase or will be exhibiting at the 2018 NACA® National Convention in Boston, MA, your next step is to bring buyers to your booth. Finalize Your Convention marketing efforts and be sure to not miss these important deadlines.

National Convention Program

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

- Contract/Reservation deadline: Dec. 28, 2017
- Ad material deadline: Jan. 11, 2018

If you are not showcasing or exhibiting, advertising is still beneficial. Review our 2017-18 media kit available online at <http://naca.ws/1FMqKq6> and let us assist you in identifying the best opportunity for you. Contact Bill Spilman at advertising@naca.org.



Advertise in the NACA® Spotlight Electronic Newsletter

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

Book with Delta and save!

NACA continues its partnership with Delta Air Lines to offer discounted airfares (naca.ws/1PnhTnW) for NACA® events.

Book online

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

Book by phone

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



Campus Activities Programming® Contributors for 2017

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

As we come to the close of the 2017 calendar year, we'd like to recognize all school and associate members who contributed articles to Campus Activities Programming® this year. Writers are listed by name and school/agency at time of their article's publication.

JANUARY/FEBRUARY

- David Oglethorpe, University of Central Florida
- Lamar Walker, Virginia Tech
- Roman K. May, University of Kentucky
- Emma Clark, Weber State University (UT)
- Darrius Barrow, East Carolina University (NC)
- Brianne S. Rogers, Western Michigan University
- Sridevi Rao, Pennsylvania State University
- Grant Allen Gilbreath, University of North Texas
- Sean Goheen, University of Kentucky
- William Fry, Everything But the Mime (FL)
- Crissy Fabiszak, The Community College of Baltimore County (MD)

MARCH

- Vincent Bowhay, Campus Labs (NY)
- Edie McCracken, Fort Hays State University (KS)
- Edna Jones Miller, Ph.D., Valencia College (FL)
- Caroline Carter, Coker College (SC)
- Megan Jordan, Wellesley College (MA)
- Jillian Van Aukun, University of Dayton (OH)
- Steven Moran, Guilford College (NC)
- Timothy M. Johnson, Guilford College (NC)
- Robert Henry Stonik, Michigan State University
- Erin M. Bunton, Old Dominion University (VA)
- Meghan Harr, Old Dominion University (VA)
- Loreal E. Robertson, Texas A&M University-Kingsville
- Lamar Walker, Virginia Tech
- Jason LeVasseur, Bass-Schuler Entertainment (IL)

APRIL

- Dan Fergusson, Linfield College (OR)
- Jolene Chevalier, How To Concerts LLC (WI)
- Andy Boehnlein, University of Michigan
- Ashley R. Lang, Wartburg College (IA)

- Kimberly Goler-Stubbs, Kennesaw State University (GA)
- Danielle Florey, Michigan State University
- Rebecca Borovsky, University of South Carolina
- Samuel Frushour, Shippensburg University (PA)
- Tyler Hodges, Florida Atlantic University
- Kyonna W. Henry, Ripon College (WI)
- Aeryel Williams, Louisiana State University
- Timothy M. Johnson, Guilford College (NC)
- Mark Nizer, DCA Productions (NY)

MAY

- Dr. Lucy Croft, University of North Florida
- Jared R. Eakins, University of Illinois at Urbana-Champaign
- Jillian Van Aukun, University of Dayton (OH)
- Mic Brunner, Longwood University (VA)
- Lauren Finn, Rollins College-Winter Park (FL)
- Allyson N. Miller, Florida Atlantic University-Boca Raton
- Rebecca Etienne, Florida Atlantic University-Boca Raton
- Trevor Jones, Florida Atlantic University-Boca Raton
- Caroline Poole, Michigan State University
- Ashley R. Lang, Wartburg College (IA)
- Jason LeVasseur, Bass-Schuler Entertainment (IL)

BACK TO SCHOOL

- Dr. Lucy Croft, University of North Florida
- Dan Puccio, Penn State University-York
- Jessica Claar, The College of New Jersey
- Jillian Van Aukun, University of Dayton (OH)
- Sue Boxrud, The College Agency (MN)
- Melissa Beer, Summit Comedy, Inc. (NC)
- Darrius Barrow, East Carolina University (NC)

- Melissa Boyle Aronson, Babco Entertainment LLC (FL)
- Adam Tobey, Concert Ideas, Inc. (NY)
- Teneshia Arnold, The Ohio State University
- Quanta Taylor, The Ohio State University
- Shelly Morris Mumma, Ph.D., St. Norbert College (WI)
- Kyonna Henry, Ripon College (WI)
- Samuel Frushour, Shippensburg University (PA)
- Mark Nizer, DCA Productions (NY)

SEPTEMBER

- Dexter Overall, Sienna Heights University (MI)
- Reetha Raveendran, Ed.D., University of Michigan-Dearborn
- Tracy Reed, Penn State University-Abington
- Austin Ysais, California State University-Northridge
- Gayle Spencer, Ph.D., University of Illinois at Urbana-Champaign
- Jessie Stapleton, Michigan Technological University
- Marie Squyres, Utah Valley University
- Courtney James, DePaul University (IL)
- Mic Brunner, Longwood University (VA)
- Chuck Johnson, Summit Comedy, Inc. (NC)

OCTOBER

- Dr. Lucy Croft, University of North Florida
- Timothy M. Miller, The George Washington University (DC)
- Anne Graham, The George Washington University (DC)
- Megan McHugh, Rowan University (NJ)
- Melissa Ulmer, Rowan University (NJ)
- Carly Samuels, Rowan University (NJ)
- Adam Peck, Ph.D., Stephen F. Austin State University (TX)
- Michael Preston, Ed.D., Florida Consortium of Metropolitan Research Universities

- Adler Marchand, Lynn University (FL)
- Anna Randolph Lehnen, James Madison University (VA)
- Lamar Walker, Virginia Tech
- Jolene Chevalier, How To Concerts LLC (WI)
- Courtney James, DePaul University (IL)
- Peter Pereira, Texas State University
- Teneshia Arnold, The Ohio State University
- Jason LeVasseur, Bass-Schuler Entertainment (IL)



NOVEMBER/DECEMBER

- Deandra Cadet, InterAction Initiative Inc. (IN)
- Shannon K. Ashford, Wake Forest University (NC)
- Aoi Yamanaka, George Mason University (VA)
- Jan Arminio, Ph.D., George Mason University (VA)
- Lerren Tyler, Macalester College (MN)
- Laurie Adamson, Macalester College (MN)
- Gayle Spencer, Ph.D., University of Illinois at Urbana-Champaign
- Joey Linebarger, Southern Connecticut State University
- Melanie Bullock, Elon University (NC)
- Courtney James, DePaul University (IL)
- Anne Graham, The George Washington University (DC)
- Hayden "Haydini" Childress, HoulaEntertainment, LLC (TN)

NACA® Your Best Campus Tradition™ Video Competition

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

Prizes include:

- Complimentary registration to the 2019 NACA® National Convention, where you will present an educational session about your winning campus tradition;
- The opportunity to submit an article to Campus Activities Programming® magazine (issuu.com/naca); and
- A monetary award of \$1,000 for use at your next campus tradition.

The deadline to enter is Jan. 31, 2018 (naca.ws/2nBMDGv).



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1. Outside-County Paid Subscriptions Stated on PS Form 3541 (Include direct written request from recipient, telemarketing, and Internet requests from recipient, paid subscriptions including nominal rate subscriptions, employer requests, advertiser's proof and exchange copies.)	2,037	1,733
2. In-County Paid/Requested Subscriptions Stated on PS Form 3541 (Include direct written request from recipient, telemarketing, and Internet requests from recipient, paid subscriptions including nominal rate subscriptions, employer requests, advertiser's proof copies, and exchange copies.)	0	0
3. Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Paid or Requested Distribution Outside USPS*	0	0
4. Requested Copies Distributed by Other Classes of Mail Through the USPS (e.g. First-Class Mail®)	1	2
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1. Outside-County Nonrequested Copies Stated on PS form 3541 (Include sample copies, requests over 3 years old, requests induced by a premium, bulk sales and requests including association requests, names obtained from business directories, list, and other sources.)	0	0
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3. Nonrequested Copies Distributed Through the USPS by Other Classes of Mail (e.g., First-Class Mail, nonrequestor copies mailed in excess of 10% limit mailed at Standard Mail® or Package Services rates)	27	35
4. Nonrequested Copies Distributed Outside the Mail (Include pickup stands, trade shows, showrooms, and other sources.)	45	27
e. Total Nonrequested Distribution (Sum of 15d [1], [2], [3] and [4])	72	62
f. Total Distribution (Sum of 15c and 15e)	2,110	1,797
g. Copies not Distributed	276	650
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17. Signature and Title of Editor, Publisher, Business Manager, or Owner:		

Glenn Farr

Editor

I certify that all information on this form is true and complete.

“Ask Me Anything”: a NACA® Connect Series Hosted by Your Association’s Leadership

Now through January 2018, you have the chance to ask (via our online community, NACA® Connect – community.naca.org/home) Association leaders questions you may have about NACA’s strategic direction and the governance of the Association. Consider this your town hall forum.

Our first “Ask Me Anything” NACA® leader was current Chair of the Board Dr. Lucy Croft, who answered questions during October. She is followed in November by Immediate Past Chair Dan Fergusson. NACA® Executive Director Toby Cummings, CAE, answers your questions in December, and NACA® Chair-Elect Demetria Bell Anderson concludes the series in January 2018. Our goal is to enhance dialogue between NACA’s members and the leaders who guide this organization every day.



Anderson



Croft



Fergusson



Cummings



Beware of bogus NACA® email solicitations

As we end the fall regional conference season and approach the 2018 NACA® National Convention, you may be receiving email or telephone solicitations from unknown parties offering to help you register for NACA® events or to help you reserve hotel accommodations.

Buyer beware! NACA does NOT use third party vendors for registration or hotel accommodations!

If you have any questions as to whether an email or telephone solicitation is a verified NACA® communication, contact Penny D. Cothran at 803-217-3488.

What Was the Most Important Event of 1982?

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

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

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



Missed Any Recent Webinars or Podcasts?

NACA regularly offers webinars that are free to NACA® members on topics including community colleges and student engagement, a historical look at student affairs, the NACA® Summer Internship Program, graduate assistant training and much more.

NACA also offers a series of podcasts, and during October, which was observed as Careers in Student Affairs Month, weekly podcasts covered:

- Trajectories that lead individuals into students affairs as a career;
- What a typical day in a student affairs professional’s career is like;
- How student affairs has changed over the years;
- What the future looks like for campus activities and NACA; and
- Tricks and treats for campus activities professionals.

If you missed any of these resources the first time around, the good news is, they’re all still available in ENCORE, NACA’s digital library, along with a number of papers and PDF files covering other topics of value to campus activities professionals and students. Check it all out today at: <http://naca.ws/28JTlGq>.



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!

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 at kaylab@naca.org.



Job Opportunities from The Placement Exchange

NACA® partners with The Placement Exchange to promote job opportunities within the higher education field 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.



MEMBER NEWS

Bullock Moves to Elon

Melanie Bullock, M.Ed., is now director for the Center of Leadership at **Elon University (NC)**. She previously served as associate director for Leadership and Engagement at Wake Forest University (NC). In NACA, Bullock currently serves as Education & Professional Development Coordinator on the 2018 NACA® National Convention Program Committee. She most recently served as Institute Coordinator-Elect for the Summer Leadership Event staff.



Lizza Promoted at Stockton University

Joe Lizza, Ed.D., has been promoted to associate director for Event Services and Campus Center Operations at **Stockton University (NJ)**. A longtime NACA® volunteer, he currently serves on the NACA® Board of Directors, is a webinar presenter and a frequent contributor to Campus Activities Programming® magazine.



Kinzel Named Associate Director at UNLV

Shanna Kinzel is now associate director of Conference & Event Services at the **University of Nevada-Las Vegas**, where she previously served as interim director of the Student Union. An active NACA® volunteer, she is a past chair of the National Convention Program Committee and most recently served as a member of the Diversity & Inclusion Task Force.



Overall Now at Siena Heights

Dexter Overall is now director of Student Engagement at **Siena Heights University (MI)**, after having served as coordinator for Diversity Programs at the University of Michigan-Dearborn. In NACA, he serves as the Diversity Initiatives Coordinator and as an Educational Program Reviewer for the NACA® Mid America Regional Conference Program Committee. He also co-wrote an article on developing intercultural competencies for the September 2017 issue of Campus Activities Programming® (issuu.com/naca).



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!

Welcome New NACA® Members

NACA welcomes these new members for the period Aug. 22 to Oct. 20, 2017.

SCHOOL MEMBERS

Arkansas College of Osteopathic Medicine (AR)
Finger Lakes Community College (NY)
Indiana Tech University (IN)
Maine Maritime Academy (ME)
Notre Dame De Namur University (CA)
Ottawa University Arizona (OUAZ) (AZ)
Pratt Institute (NY)
Richland Community College (IL)
Saint Paul College (MN)
The College of Saint Rose (NY)
The Hotchkiss School (CT)
Wesleyan University (CT)
West Shore Community College (MI)
Wingate University (NC)

Daybreaker (NY)
FundRacer Event Management (UT)
Global Speakers Agency (ON)
KMR Talent Agency (CA)
New Vintage Artists (CA)
R.S.F. Voice, LLC (MO)
Success Stories, LLC (GA)
University Entertainment, LLC (IL)

NATIONAL SELF-REPRESENTED OR SOLO ARTIST

Barrio Scholar (NV)
College Trivia Nerds (MN)
Emil & Dariel (FL)
FoamDaddy, LLC (AZ)
Fong Tran Poetry (CA)
Game Show Gurus (IL)
Greek University (TN)
Jasmine Mans Poetry (NJ)
Jesse Sheppard (TN)
Juice Music LLC (MA)
Kali Poetics (FL)
KATHRYN ORFORD ENTERPRISES (HI)
Kevin Harrington Enterprises (NJ)

Larry Romano (CA)
Marshall Hendrix + the Vengeance (IL)
NewmNera (MA)
Qaasim & The Juggernaut War Party (NY)
Split-Personality (OK)
Viva Kultura (NY)

REGIONAL GENERAL

Boston Red Sox (MA)
Dancenhan Entertainment (AR)
Next Level Gaming (NH)
REVOLT TV (CA)
Royal Entertainment (NJ)
Synergetic (PA)
WSBDirectConnect by Washington Speakers Bureau (VA)
Yugar Productions (PA)

REGIONAL SELF-REPRESENTED OR SOLO ARTIST

BenJoeMusic, LLC (WA)
Born on the Prairie (WI)
Cool Networks (OH)
Devin Ferreira Music (MA)

Diane Edgecomb (MA)
Docjhart Motivational Speaking (CA)
Esteem Builders Productions, Inc. (MI)
Facing Up to It (WA)
Jeff Musial "The Animal Guy" (CA)
Jesse Gavin (CA)
Kelly Campbell Inc (NC)
Made in America Again (PA)
Marshal Manlove - Stage Hypnotist (DE)
Michael W Mackniak (CT)
Mo Sabri (TN)
Mr. Jesse Ross LLC (MN)
Nick Thomas Entertainment (FL)
Officially Made (GA)
Pavi (NY)
Pier Ave (MA)
Phil Firetog/Phil Firetog Trio (NY)
Shelby County Line (OH)
Speakers and Performers Clearinghouse aka Progressive Voices (OR)
Start Over Coaching (MD)
Travel Hacking (NY)

Upcoming Foundation Scholarship Deadlines

The NACA® Foundation offers 29 scholarships and six research grants, with application deadlines occurring throughout the year. The next scholarship deadline is Dec. 31, 2017 and applies to these scholarships:

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

Find more information online at <http://naca.ws/1LtDage>. Questions? Contact **Kayla Brennan** at kaylab@naca.org.

Big on Impact. Easy on the Budget. Meet Me at #MATFEST



The **Mid Atlantic Festival (#MATFEST)** is back and better than ever. Join us March 9-10, 2018, at Shippensburg University (PA) for this two-day event designed specifically for newly formed programming boards and those with limited budgets.

What's New?

All Inclusive Registration

- The registration fee (\$119 for members and \$174 for non-members before Feb. 16, 2018) is very affordable and now includes all meals.
- Budget friendly lodging (\$99 per night).

More Showcases

- "New to NACA" Showcase (acts that have never showcased on an NACA® stage before). This will allow new artists you've never seen before an opportunity to get on stage and wow you.
- "Variety" Showcase (a novelty showcase with longer, 20-minute slots). This is meant to add greater variety to the type of acts that are showcasing outside of comedy and music.
- All acts are priced at \$1,500 + SLRMT or below for the Special Conference/Single Date Price. (Block Booking pricing must include travel).

Expanded Networking Opportunities

- #MATFEST is the place to be if you're looking for a training opportunity for students that are new to NACA or your group is unable to attend larger-scale events due to time or budget constraints.

Experiential Learning

- Get down to business with concise educational sessions focused on the content you need.
- Interactive formats that enhance the learning experience.

Who Should Attend?

#MATFEST is the place to be if you're looking for a training opportunity for students that are new to NACA or your group is unable to attend larger-scale events due to time or budget constraints. And while #MATFEST may be easy on the budget, it promises to have a big impact with outstanding showcases, exciting opportunities in the Campus Activities Marketplace and stellar professional development. At #MATFEST, you can get the NACA® experience you've come to know and love, plus it's easy on the budget. Give us a try this spring and see the impact!

Registration Fees

- Registration for Schools: \$119.00 before Feb. 16; \$144.00 after
- Registration for Non-Member Schools: \$174.00 before Feb. 16; \$204.00 after
- Registration for Associates: \$144.00 before Feb. 16; \$159.00 after

Hotel

Courtyard Shippensburg
503 Newburg Road • Shippensburg, PA 17257
Phone: 717-477-0680
Rate: \$99 per night plus 9% sales tax before Friday, Feb. 16, 2018.

Questions?

Contact **Toire Vince** at toirev@naca.org.

Are You a New NACA® Volunteer?

If so, we're going to need a little information about you, including your contact information, headshot, a brief professional/volunteer bio, and any special accommodations you might require while participating in NACA® events. What's the best way to share this info with us? Just complete the Volunteer Information Request Form ([naca.org/1WIsxYF](https://naca.org/forms/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.



Update Your NACA® Profile Today!

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



@thenaca

NACA® Bids Farewell to Longtime Associate Member Joey Edmonds

DURING HIS 77 YEARS of a very full life, Joey Edmonds (June 1, 1940-Sept. 3, 2017) proved to be a true Renaissance man, pursuing a career that took him down several different avenues.

What many might not have known is that the Oshkosh, WI native, born Joe Putzer, began his career with a nursing degree from the University of Wisconsin-Oshkosh St. Luke's School of Nursing. Show business soon beckoned, however, and a few years later, he was performing as a member of the Tri-Adds, a folk trio.

In the late 1960s, he paired with Thom Curley and the two, as Edmonds and Curley, established themselves as the first comedy act to perform exclusively on college campuses, ultimately appearing in more than 2,500 campus shows. They also enjoyed success in show business at large, making more than 50 television appearances on talk shows such as "The Tonight Show Starring Johnny Carson," "The Mike Douglas Show," "The Dick Cavett Show" and "The David Frost Show."

In the early 1980s, Edmonds began leading seminars to help people overcome their fears in his show "Like Dr. Seuss for Adults." In 2007, Edmonds wrote a book about dealing with fears, "Joey Edmonds – Claustrophobic: My Stories & Others," in which he encouraged readers to find humor in their fears so they could work toward overcoming them. In 2011, he began co-hosting "Love & Fear Party" with his son, Grant.

However, the role for which Edmonds will be most remembered is as an agent for and mentor to countless comedy acts that benefited from his guidance through The Joey Edmonds Agency, which later became JOEY EDMONDS Presents. The agency, based in California, has presented more than 20,000 comedy shows at colleges and universities.

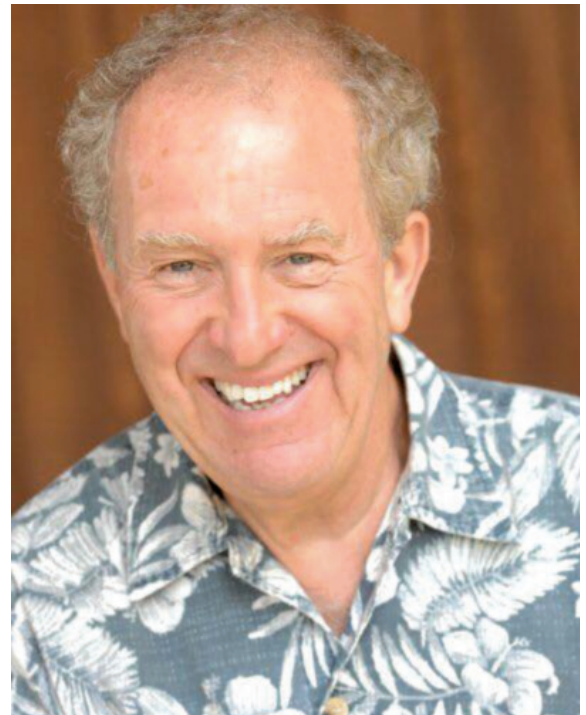
As a long-time member of the National Association for Campus Activities, Edmonds served in a number of leadership positions, including terms on the former Associate Member Advisory Council and the NACA® Board of Directors. Later in his career, he served as the associate member representative to NACA® West and as a member of the NACA® West Regional Conference Program Committee.

In 1979, he was honored with NACA's Founders Award. In addition, his agency was a multiple-year winner in NACA's Campus Entertainment Awards in the Agency category.

In 2005, during his agency's 33rd year of NACA® membership, Edmonds was presented NACA's Lifetime Membership Award, which honors individuals who have unselfishly and tirelessly contributed to NACA. The award recognizes members who have clearly given of themselves beyond the norm expected of volunteers or staff.

"Joey contributed immensely to the success of NACA," said current Chair of the NACA® Board of Directors Dr. Lucy Croft of the University of North Florida. "We are a stronger Association thanks to his legacy. We know his wonderful spirit carries on through JOEY EDMONDS Presents."

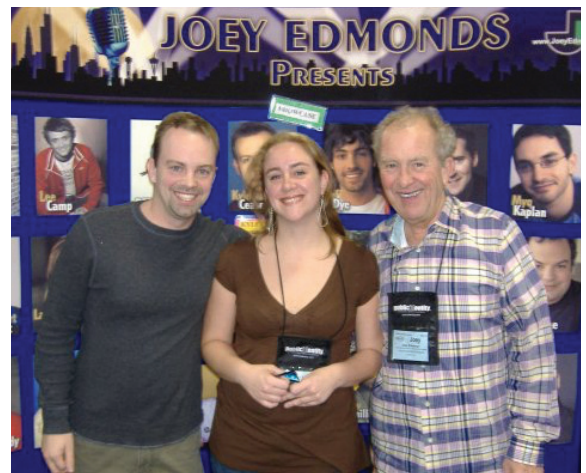
Edmonds is survived by his wife, Lynn; his son, Grant; and his daughter and son-in-law, Kate and Devin Conley. Friends and colleagues are encouraged to donate to their favorite charities in his memory. NACA® members may consider donations (naca.ws/1k4P9CB) to NACA's Legacy Award (naca.ws/2yKTCFm) or to Alzheimer's research.



Joey Edmonds



Joey Edmonds with daughter Kate, son Grant and wife Lynn in 2005



Grant, Kate and Joey Edmonds in the Campus Activities Marketplace

10 QUESTIONS WITH ...

Anne Graham

Assistant Director
of Student Involvement

The George Washington University (DC)



1 Leadership/management book you are currently reading?

When I'm not reading "Find Spot" and "Little Blue Truck" to my child, I'm enjoying Bruce Springsteen's "Born to Run" – I love the Boss, and I figure anyone who's still successfully touring must have good management and leadership insights. After seeing Brene Brown speak recently at GW, I'm also eager to read "Braving the Wilderness." Based on her remarks, it contains great insights to civility and belonging, which are pertinent topics in our work with students.

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

As a kick off to GW's 2017 Welcome Week, we hosted First Night, a carnival-style event designed to celebrate the new academic year and welcome everyone to GW. It was the first time my team was responsible for it, which has been done many different ways in the past, and the final result was the perfect start to the new academic year. Students enjoyed the activities and many stayed for hours, sharing the event as a community rather than grabbing food and leaving. GW's new president also interacted with students for a significant amount of time, which created meaningful moments for them.

3 Favorite campus program in your entire career and why?

GW's Excellence in Student Life Awards program – I love facilitating a campus tradition that brings students and staff together and offers meaningful recognition to individuals and groups that work hard to make GW's campus a better place.

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

- A student ID card for my 15-month-old son that a colleague made (shockingly realistic looking);
- A candy dish (best way to make connections with people in any office setting); and
- Headphones (40-plus student affairs professionals in cubicles can make for a rowdy work day).

5 Best teaching tool for your students?

Sharing information based on my own experiences, but more so providing students opportunities to create and learn from their own experiences, even if they make mistakes.

6 Technology that most benefits you at work?

Social media. I don't necessarily believe in being friends with or following every student I know on social media, but it's important to be tuned into what's happening on campus – what student organizations are doing, what excites students, and what worries or confuses them.

7 Most challenging aspect of your job?

Currently, considering how to bring civility to the forefront and equipping students with the skills and knowledge to be willing to engage in effective and respectful conversations that may not align with their viewpoints.

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

Triaging. The emails and requests for meetings will never stop, but you must be able to quickly skim and prioritize – recognizing what needs an immediate response and what can wait, and being okay with leaving things undone at the end of the day so you can do whatever is important to you.

9 Best programming advice you've ever received?

The program you want to attend is not necessarily the program students want to attend. As my undergraduate days fall further away, I think it's important to remember to get student input and use assessment to create events and initiatives.

10 Something unique about your programming board?

Being a programming board at an urban institute is unique and a really tough gig. Our organization is essentially programming against everything Washington, DC, has to offer, so we must make really smart decisions about the activities we plan and truly consider the student body's needs and desires.

"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.

CURTAIN CALL

“YOU CAN LIFT MY ELEPHANT?!?”

An Adventure in Intercultural Magic

DURING MY SOPHOMORE YEAR OF COLLEGE, I was booked to perform magic at a young lady's sweet 16 party in Raleigh, NC. When I found the address, I didn't see a house anywhere. Instead, I saw a grouping of small apartments, a giant gate, and more apartments. I assumed the party was occurring in one of the small apartments, but none of them matched the address I was given.

Finally, I realized the address was for the gigantic gate, so I pressed the buzzer to be let in. A man speaking in what I presumed to be a Russian accent yelled through the intercom to overcome the loud music on his end. The gate opened, and I proceeded to one of the biggest houses I've ever seen – like the mansion in “The Great Gatsby!” That's when I began to suspect this was no ordinary gig.

As I arrived, I was approached slowly by a tall, sleek man who said, “Hello, magician. I have proposition. You steal our watches tonight.” Then, he snapped his fingers and returned inside. I had absolutely no idea what he meant by that, but I needed the job, so I rolled with it.

The house butler – yes, the house butler – escorted me inside, where I found myself transfixed by classical artwork, European-style furniture, balconies along the outer walls, and partiers in fancy clothes talking loudly in Russian as they enjoyed music, cocktails and cigarettes.

Into this scene I walked, a 20-year-old college student in a V-neck shirt, blazer, and jeans.

“WOW! I REALLY LIKE THE BAND THAT'S PLAYING! THEY SOUND PRETTY GOOD!” I yelled above the music to the butler.

“YOU HAVE NEVER HEARD ANYTHING LIKE IT!” he replied. “THEY JUST GOT OFF TOUR WITH MADONNA!”

That's right: Madonna's opening band was at this event, too. So, just so you understand, I was expecting a standard suburban home filled with high school students for a sweet 16 party, but instead found myself in the scene I've just described. And I had no idea what was going on.

But, there I was, so I grabbed my playing cards to perform and walked up to a man in a silky shirt holding a glass of vodka and a cigarette and began my standard intro: “Hi! My name is Hayden and I'm the magician for the evening. Would you like to see some magic?”

Another man joined in, saying something in Russian, which I didn't understand, so the first man translated for

me. “He says you will steal our wallets and watches! Magicians are thieves!” he said.

It was at this moment I began to understand that magic tricks were viewed differently in my hosts' native culture. Here in the US, we're accustomed to seeing objects appear or disappear, but for them, the popular magic forms included pick-pocketing- and gambling-style tricks in which the magician steals your items or tries to scam you out of a few dollars (all in good fun, of course!).

I quickly caught on and changed my act fast. Instead of speaking to people, I bobbed my head to the music and began to blend into the crowd, circling the room performing pick-pocketing-style tricks.

But I also performed some card tricks and the reactions I received surprised me. At previous events, when I had shown someone a card trick, they'd likely clap and say, “That was neat!” But at this party, I heard things like, “<Expletive deleted>! This is BS!” Their attitude about my style of magic was very different from what I was used to. They weren't saying, “Hey guys! Lets all sit down and watch. This will be neat!” Instead, I heard, “AHH ... Magic is BS!” (And the “BS” wasn't abbreviated.) Thankfully, they said it in a seemingly lighthearted tone.

One of the oddest interactions I experienced that evening was with a man who asked in a serious voice, “Magician, your tricks are good. But can YOU lift my ELEPHANT?!”

“Ummmm, probably? Bring that sucker out,” I replied, not really knowing what else to say.

“YOU CAN LIFT MY ELEPHANT?!?” he exclaimed, laughing, then slapping a \$100 bill in front of me and walking away. I still have no idea what any of that meant or why he gave me the money, but I was a god among my friends at a cookout the next evening.

I learned from this gig that a performer on the road should always be prepared for unusual situations. It also reinforced for me that communication content and style are not universal from culture to culture, and a performer should always strive to adapt to their guests' cultural preferences to help them feel comfortable and make for a pleasant exchange.

And finally, if you perform for someone from a culture different from your own, and they tell you your performance is “BS” (again, not abbreviated), it might just be a compliment.



**HAYDEN
“HAYDINI”
CHILDRESS**

**HAYDEN
“HAYDINI”
CHILDRESS** is represented in NACA by Houla Entertainment, LLC (TN).

“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.

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



Block Details

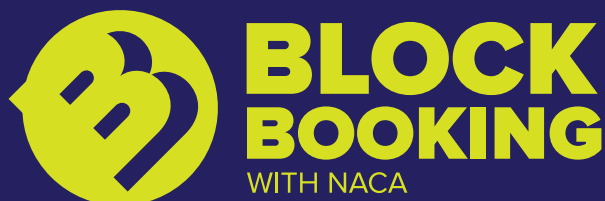
Artist: [Redacted]
 Venue: [Redacted]
 Location: [Redacted]
 Contact: [Redacted]
 Date(s): 11/03/2014 (Mon)
 Interval: CR
 Times: Single
[Go to Return to Block List](#)

Map Label	Interval	Date Range	School / Venue	Dist From Regional University	Distance From Venue
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	182	118
E	CR	11/07/2014 (Fri) Day	Pretend Community College Mt Pleasant, SC	180	9
F	CR	11/08/2014 (Sat) Day	Pretend Tech School Georgetown, SC	181	58

☐ Check for Display All Dates on Map ☐ View Map in Full Screen

BENEFITS OF BLOCK BOOKING WITH NACA:

- Save money for your campus
- Book more diverse talent
- Network with artists throughout the country and with other schools in your region
- Access 24/7 to book your favorite acts from NACA® regional conferences, the Mid Atlantic Festival and the National Convention



naca.org/blockbooking



NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

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naca.org

