

CAMPUS ACTIVITIES

Programming®

VOL. 50 ► NO. 3 ► SEPTEMBER 2017

DEVELOPING INTERCULTURAL COMPETENCIES

The Impact of Class, Power
and Privilege on Leadership

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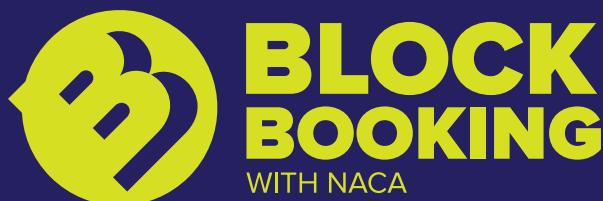
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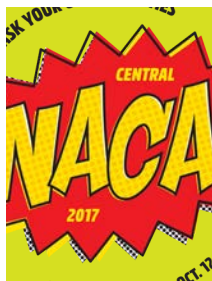
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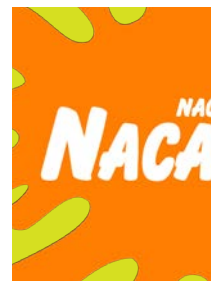
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Mid Atlantic**
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Mid America**
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“
IN GROWING THE CULTURE OF
VOLUNTEER ENGAGEMENT AT
OUR INSTITUTION, WE'VE FOUND
THAT ONE SIMPLE CHANGE WAS
THE SPARK TO A COMPLETE
TURNAROUND IN ATTITUDE.
”

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A Lingering Lesson from Sixth Grade



I HAVE FOND MEMORIES OF SIXTH GRADE.

I had a teacher I liked who introduced me to the topic of UFOs and I made a new friend, a guy named Mark. While I had nightmares about being abducted by aliens from my back yard after reading a book my teacher let me borrow, my interest in UFOs returned after the nightmare faded. (Don't let me near the History Channel when it runs an "Ancient Aliens" marathon.) As for my friendship with Mark, it did not cause nightmares, but did result in a lesson I've never forgotten.

Mark came to my school at the beginning of the year and quickly emerged as an intelligent, quick-witted class clown. Our teacher, while recognizing his intelligence, frequently admonished him for not applying himself to his studies. It seemed he was more focused on having – and giving – a good time. He was a natural comedian and could do imitations of celebrities, including Flip Wilson, whose TV show was very popular at the time. I was a Flip Wilson fan, so I immediately liked Mark.

Later in the year, in a conversation with another classmate, I commented that Mark was my best friend that year.

"He can't be your best friend," the other boy said.

"Why not?" I asked.

"Because he's black," the other boy answered. Only, he didn't say "black." He said *that* word.

I didn't know what to say. What the other boy said seemed absurd to me. I liked Mark. We had fun together. The crude class and race distinctions to which the other boy alluded didn't make sense to me, and I didn't see why I was required to adhere to them. Then, as now, I was intrigued by and curious about people who were different than I.

In that time and place, Mark was as different as he could be. He was the son of a military man who had sent him to temporarily live with his grandfather, a very popular custodian at our school. For one year, Mark was in our class, and, if memory serves, he may have been the only non-white student enrolled in the entire school. Full racial integration for my school district did not occur until the following year.

As luck would have it, Mark's grandparents lived across the road from my family, so I not only saw Mark at school, we often played together after his grandfather released him from his chores. We had a lot of aimless fun, riding bikes, exploring the woods and more.

I began thinking about Mark as I edited some of this month's articles focusing on developing intercultural competencies and how class, power and privilege affect leadership. Did Mark and I intuitively develop intercultural competencies back then? Perhaps, but I imagine the concept would have eluded us. I am certain we experienced different levels of privilege in the bigoted, rural area in which we lived – as well as in school – but when we raced our bikes or explored the woods, those things didn't seem to matter to our 12-year-old minds.

While I don't remember many of the specifics of what Mark and I did when we played together after school, I do remember his wit, his impersonations, the fun he brought to every encounter – and being perplexed that anyone would tell me he couldn't be my best friend that year.

Because he was.

From Challenges to Opportunities



SERVING IN THE STAFF LEADERSHIP CAPACITY

for a non-profit organization such as NACA is filled with myriad benefits and occasional burdens. But that's what makes us charge into work each day eager to see which of these two "B's" we get to face. As an organization, we've recently added two new impressive first-year board members, as well as a dynamic guest to the NACA® board, Dr. Bertice Berry (see Page 30). We've unveiled and begun work on a new strategic plan and have a clear path forward for our staff and volunteer leaders to pursue with purpose and intentionality. It's easy for me to see the benefits easily will outweigh the burdens.

One benefit that comes with developing a future strategic direction is an opportunity to take a serious look at the environment to better understand the challenges that will eventually lead to awesome opportunities. As I review the topics covered in this month's Campus Activities Programming® – including skills for students and recruitment and retention – and reflect on the information obtained from our environmental scan during the strategic plan development, I'm encouraged to see YOUR association is already addressing these challenges. Campus activities will be an integral part to solutions for our students facing the workforce.

Based on our environmental scan, the NACA Board of Directors spent quality, focused time with NASPA President Kevin Krueger (@nasppres); Eric Stoller, an acknowledged expert on digital engagement in higher education (@ericstoller); and one of the foremost organizations in the live events and meetings industry, Experient (@experient_inc). These individual and organizational thought leaders have shared fascinating looks at the short-term future of areas NACA is now poised to impact.

Many of us are acutely aware of the perceived disconnect between the skill sets of today's college graduates and the needs of employers. Through participation in campus programming and accompanying student leader development, we continually help close that gap while making an impact on the value of higher education. But who would know this outside of our realm? Are our students able to articulate and communicate the actual skills they've developed through campus engagement and relate how

they will apply them to the world of work? One of NACA's primary strategic goals is to assure we are the premier professional association for those directly advising students in the areas of campus activities. In achieving this goal, we will positively impact the recruitment and retention of students on your campus and make a difference in the higher education community at large.

There is no doubt that, with the speed of technological development, our ability to keep pace with the evolution of digital engagement is now paramount – on and off college campuses. The ever-changing customization of live events and related audience expectations are things we can no longer ignore. Our NACA® leadership and campus advisors must be well versed in the live events market, as well as in what research shows to be best practices in engaging students and program participants. As part of our strategic plan's second goal – to stimulate member growth and engagement by acting with intention, nimbleness and responsiveness in all endeavors – the NACA® Board of Directors will create a committee of leaders to reimagine and reengineer the NACA "live event experience." These individuals will rely on the knowledge of and resources from experts in the field to assure they are able to achieve our goal of membership growth and engagement, as well as serve as a resource and model for campus programming for today and beyond.

We hope your NACA® involvement and the direction we're pursuing will help address problems and relieve burdens you may face from time to time. I know I'm excited about the next two years and eight months as we strive to achieve the goals of the NACA® Strategic Plan. As we do, we will make an impact on the lives of thousands of students and hundreds of professional advisors. I look forward to seeing you in person – or perhaps even virtually – along the way.

A STUDENT AFFAIRS PROFESSIONAL'S GUIDE TO DEVELOPING INTERCULTURAL COMPETENCIES



By
DEXTER OVERALL
Siena Heights University (MI)

and

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WE STUDENT AFFAIRS PROFESSIONALS, especially those of us working in student activities, are often considered jacks-of-all-trades but masters of none. While this may be a casual and inherent observation by those who do not share our profession, it is rather far from the truth. Our daily work, which usually ranges from the mundane administrative checklists of items to the more abstract advising and mentoring, is based on student development theoretical frameworks studied in the graduate classroom and then operationalized on the playing field. Nothing we do is devoid of a strong foundation.

That being said, we need to understand we are also the extension of the faculty and their academic endeavors. We carry the torch and ensure the intellectual discourse that happens within the physical and virtual walls of the classroom are continued with equal vigor and purpose within the realm of co-curricular and extra-curricular programs.

Therefore, how do we as educators outside the classroom play a prominent, intentional and purposeful role in ensuring we are genuine stakeholders in the holistic education of each incoming freshman? One method of inquiry that has been tried and proven successful in co-curricular programming is the understanding and use of intercultural competencies.

How Do We Define Intercultural Competence?

Intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions (Deardorff, 2006). It is deemed a lifelong process achieved through intentional and explicit teaching with critical assessment and reflection being integral to learning. (It is helpful to review Deardorff's process model of intercultural competence and an illustration of it can be found online at naca.ws/2ucEddm.)

The importance of cultural competence has its historical roots in the health care field, where doctors discovered that, to deliver medical care to emotionally disturbed children, they had to learn how to communicate with cultural competence and linguistic appropriateness (Knitzer, 1982). Higher education first adopted this methodology largely in the realm of international education and international recruitment. However, student affairs, especially student activities, is still lagging in using intercultural competencies at its optimum.

What does this mean? It means there is a lack of awareness and understanding in knowing what the components of intercultural competencies are and how to deliver culturally relevant education to every student while taking into consideration the array of ethnic and social identities involved. When using intercultural competencies, the outcomes should show that every action, event and policy is an opportunity to effect changes in individuals extending beyond the duration of the program. In other words, co-curricular activities act as catalysts for intellectual engagement outside the classroom.

How Do Student Affairs Professionals Develop Intercultural Competencies?

Learning student development theories in graduate school is often understood in a vacuum devoid of

practice. It is when you are in the field of student affairs that you should seize the opportunity to operationalize this knowledge. Theories such as Baxter Magolda's Model of Epistemological Reflection, King and Kitchener's Reflective Judgement Model and Belenky, Clinchy, Goldberger and Tarule's Women's Ways of Knowing can be used as foundations for developing intercultural competencies.

Arthur Chickering (1969) suggests one must develop internal competencies, i.e. a sense of self-awareness, before venturing into understanding intercultural competencies. Establishing identity, he wrote, involves reflection on family of origin and ethnic heritage, seeing oneself as part of a religious or cultural tradition and having a sense of self within a social and historical context. This, in turn, leads to a sense of clarity and stability – that one is capable, familiar and worthwhile.

Also, review and assess your organization's vision and mission statements, as well as programmatic learning outcomes. Ask these clarifying questions:

- How does the mission reflect and recognize diversity beyond being explicitly diverse?
- Do the policies, including rules and regulations, take into account wide-ranging cultures, thoughts, opinions and traditions?
- In what way do co-curricular programs showcase cultural intersections and what post-activities are used to have such intersectional dialogue and reflection?
- How are programmatic learning outcomes identified and assessed based on intercultural competencies before and after a program?

What Types of Programs and Events Embody Intercultural Competencies?

Some programs and events can provide an opportunity for students to be introduced to history, language or celebrations that take place in a culture with which they may be unfamiliar. Others can provide a platform for students to engage in serious discussions with

“**...WE CAN MODEL THE USE OF INTERCULTURAL COMPETENCIES AS A PROMINENT FRAMEWORK WHILE WE WORK TOWARDS ENGAGING OUR STUDENTS IN A HOLISTIC EDUCATIONAL ENVIRONMENT.**”

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others whose views may be different from their own and allow them to integrate themes they may have learned in the classroom. Always remember that critical thinking and intentional reflection must be fused into these programs so students can get the most out of these experiences.

Here are examples of events you can host on your campus. They are meant to create opportunities to acknowledge and respect our similarities and to understand as well as celebrate the beauty in our differences:

- Heritage month programming is an excellent way to present events that embody intercultural competencies. Programs held during these observances should provide well-deserved recognition of the history, contributions and achievements of minority groups. For many individuals new to this idea, it may be uncomfortable to present programming on topics with which you personally may be unfamiliar. Remember to partner with departments, faculty and student organizations that are the experts.
- When inviting cultural performance groups to campus, explore the possibility of having cultural/ethnic student organizations showcase as opening acts. This provides students the opportunity to promote their organizations, share their cultural heritage and show there are more ways to engage and learn from their peers.

- Lunchtime events such as "Soup & Conversations" create intimate spaces for dialogue on various topics. This event can take many forms, whether it's a lunch-and-learn event with a faculty member, a roundtable discussion, or an open forum. Remember that education and inclusion should be at the forefront. Also, remember to present learning outcomes/goals for discussion before this event begins to both the presenter and the attendees. In this way, participants are fully aware such programs present themselves as safe and brave spaces conducive to honest, in-depth and courageous queries. Simultaneously, the presenter should also be prepped in advance and advised that they should meet the students at their level of curiosity and create an environment of learning and exchange of ideas.

An Exciting Turning Point

Although intercultural competencies have been used in higher education, especially in the areas of study abroad or international student life, this framework is much less common in the field of campus activities. As student affairs professionals, we are at an exciting turning point where we can model the use of intercultural competencies as a prominent framework while we work towards engaging our students in a holistic educational environment.

ABOUT THE AUTHORS



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WHO WANTS TO VOLUNTEER?

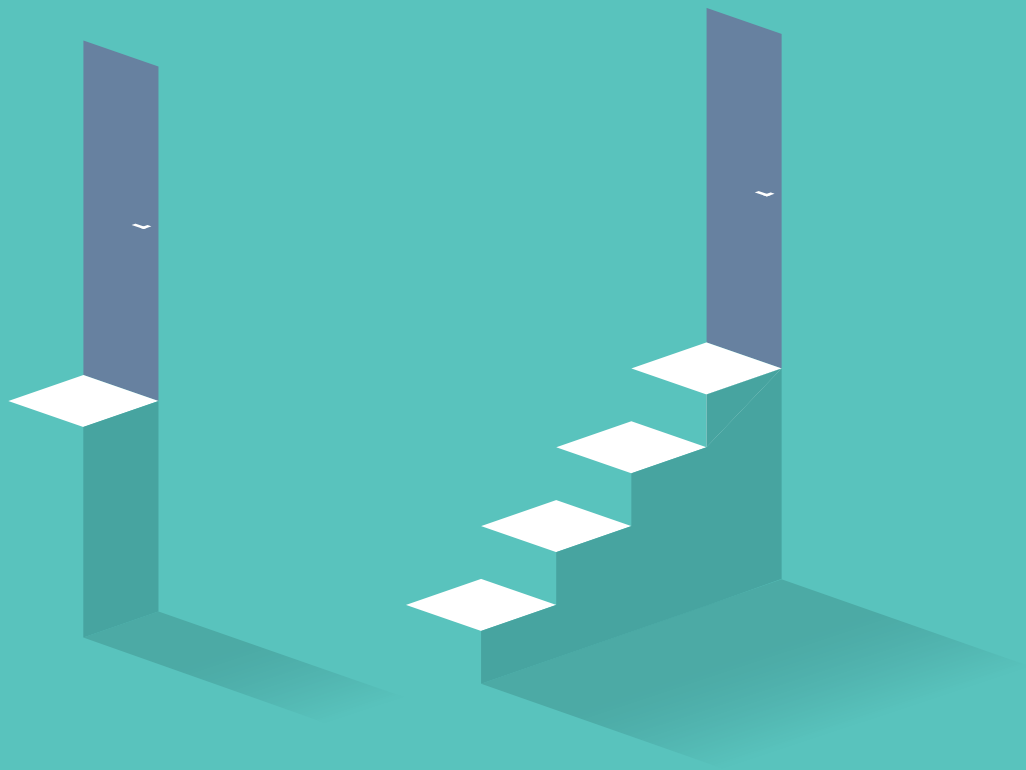
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The Impact of Class, Power and Privilege on Your Leadership Role

By

TRACY REED

Penn State University-Abington



Conversations about class, power and privilege – and how we perceive them on our campuses – start with making sure we’re actually having the same conversation as others are having. We tend to forget we each come to our campuses and engage in new experiences carrying what has happened to us in our lives.

“
FOR MOST
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CLASS.”

Consequently, even when we are on the same page, conversations about class, power and privilege can be difficult. I prefer to start by determining the terms we have in common and how we define them.

These definitions from Dictionary.com will serve us in this discussion:

- **Class**—A number of persons or things regarded as forming a group by reason of common attributes, characteristics, qualities or traits; kind; sort.
- **Power**—The ability to do or act; capability of doing or accomplishing something.
- **Privilege**—A right, immunity or benefit enjoyed only by a person beyond the advantages of most.

Student leadership, by nature, is a place where these definitions intersect.

Class

Class is viewed in multiple ways on college campuses. It can consist of where you are in the social strata outside school, based on your upbringing. It can be defined by your major and whether you're placed in specialized fields. It can be determined by your year (freshman, sophomore, junior or senior) or the leadership role you've taken.

Class is the lens through which you view the world and through which the world views you. The better you're viewed, the more opportunities you're given. Providing leadership on campus often allows you to be seen as an active student and affords you additional opportunities to improve your leadership class, which can lead to power. In turn, privilege can be afforded based on the class you're in – or perceived to be in.

Power

Power can result from a leadership role, position or project ownership. While power can be beneficial, it's not always used responsibly. I've witnessed student leaders use it as an excuse to not do something, taking credit for the work of subordinates and not functioning as part of the team. Unfortunately, we're likely accustomed to abuse of power in many ways, making it seem more common than not. Power used for the good of others seems to be more rare.

But that's exactly why it's crucial for student leaders to understand the value and the role of power within student organizations. Handling power well now helps you become a better leader in the future. When you're part of the in-group, it can be difficult to see how people view you or for you to connect to those you serve.

To use power well, it's important not to isolate yourself within groups or boards and that you strive to get to know others. It's also important to recruit members by not talking to only those people you already know. Typically, during the time students most need to recruit and get people excited about their organizations, they tend to

become isolated within their groups, excited to see each other again and, unfortunately, turn away from those who want to join or those who aren't currently serving in leadership roles. It's then that leadership values are evident and you show how open you truly are to those you don't know.

Privilege

For most student leaders, being part of a campus in-group allows them a certain amount of privilege, but as with all privilege, it sometimes takes others turning the lens on you to realize you're in a privileged class. Student leaders get the advantage by being knowledgeable about the ins and outs of the system. You'll know when jobs or opportunities are posted and may be the first ones to apply for limited-number items.

You're privileged in a way that doesn't come from birth but from action. You chose to be involved and it makes sense that you get certain privileges. This is where power comes into play. As student leaders, you have a choice to make sure others know about the advantages of being involved and opportunities that are posted on campus.

Some student leaders need to be reminded that it's a co-curricular involvement and they need to focus on the entire college experience. Sometimes, student leaders get lost in their own power and privilege and forget to look at the world around them. Having good relationships with advisors should pull them back to reality and help them be better leaders. It's also helpful to check to see what they're doing with their members and the campus.

Questions and Reflection

Having an understanding of what you believe about leaders will assist you in encouraging others. Leadership is developed throughout life through many experiences, but it's the belief you can grow through your relationships as a leader that will define how you assist those around you.

According to Komives, Lucas and McMahon in "Exploring Leadership: For College Students Who Want to Make a Difference," leadership is actually about relationships; it's a relational, ethical process through which people work together for positive change.

With that in mind, here are some questions to consider as you reflect on your campus leadership role:

- How many members do you know personally (as in major, family, where they live, etc.)?
- Do you have regular feedback sessions with your members?
- Do you have a transition plan?
- Do you anonymously seek to learn how you're viewed on campus?
- When is the last time you encouraged others who didn't fit the mold of your group to join it?
- If a longtime member doesn't take on a larger leadership role, how are they treated?
- How do members feel about you as a leader?

- How do members feel about your executive board?
- Do members know they're important and valued?
- When did you last share an opportunity you wanted for yourself?
- What do you consider a benefit of being involved in your organization?
- Do you consider yourself having power? If so, how do you define power?
- What do you do, or does your organization do, for your campus?
- What do you do, or does your organization do, for your community?

Class, Power and Privilege in Action

Depending on your institution, there may be multiple ways class, power and privilege intersect. Your campus could be dealing with diversity issues that are showcased through your groups, which make being a student leader and understanding these words more complicated. Defining class, power and privilege and what it looks like in action for your organization will assist you in developing your mission and core values so you're inclusive with respect to those around you.

Case studies can be a very effective tool as you develop an understanding of these terms with respect to your organization. Here are a few examples:

Hope is a member of an organization that gets priority registration, first access to tickets, and a free trip to a conference. She's excited by her organization, but is fearful that, by including others, she wouldn't be able to attend the conference. At the annual involvement fair, she talks only to her members, turning away from the crowd.

Analyze privilege in this scenario. How could Hope be more inclusive and model collaborative behaviors?

Jacob is in charge. He has the highest position a student leader can attain, which you can tell by his language. He is autocratic, making things happen that others aren't "man" enough to get done. He wields power by telling others what to do. But, he doesn't take ownership and is constantly being told by advisors he's missed deadlines or hasn't shared enough information with them. He leads, not by including, but by dictating, and members are starting to lead the organization while his reputation suffers.

Analyze power in this scenario. What could Jacob do to make himself a better leader?

Leadership Is a Privilege

Leadership in itself is a privilege because you have the opportunity to exercise power over people and things. Student leaders are in a unique position because most are not paid and power may be all that comes with the position. Student leaders are also at a point in their lives where every interaction should be part of their educational story. Learning how to lead in a positive and giving way will be one of the biggest advantages they can achieve going forward.

Also, by being involved, student leaders learn negotiation, management and planning skills that will far surpass those developed by other members of the student body.

I hope we all will lean on kindness, and that it will become our personal brand as we work with each other to make the world one in which we want to live. Above all, become the kind of leader you would follow.

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ABOUT THE AUTHOR



Tracy Reed is assistant director of Student Engagement and Leadership at **Penn State University-Abington (PA)**. She has served in campus activities/student affairs for 15 years, working in service, leadership, programming and diversity. She has volunteered for NACA as a volunteer coordinator and educational session reviewer. She's also written for Campus Activities Programming® on becoming an ally for LGBTQIA students. She holds a master's degree in education from Grand Valley State University (MI).

Student Organization Advisors Drive-In Workshop Set for Sept. 28

Join the **National Association for Campus Activities, Brandeis University (MA)**, and the **University of Massachusetts-Lowell** for a daylong drive-in conference focusing on student organization advisor professional development. It's set for **Thursday, Sept. 28**, at Brandeis University, and will feature keynote speakers, roundtable discussions, and breakout sessions. Connect with colleagues from a variety of institutions, engage in dialogue and share resources about areas that are important to you, while learning about current trends in higher education.

Registration is \$25 for members/\$40 for non-members and will include lunch. Questions? Contact **Steve Pagios** at pagios@brandeis.edu, see follow-up announcements in the **NACA® Spotlight** or visit www.naca.org/NORTHEAST.

FINDING YOUR NICHE



By

AUSTIN YSAIS

California State University-
Northridge

California State University-Northridge is in the back yard of the “Entertainment Capital of the World.” Hollywood and downtown Los Angeles are less than 25 miles away, so you might think it would be hard to keep students on campus for events, but we have found our programming niche! In fact, we’ve found more than one.

Associated Students Productions has learned to find niches on campus and build programs around them. We’ll share what we believe niches are, how you discover them on your campus, and offer examples of our niche programming.

Examples of California State University-Northridge’s niche events, clockwise from top left: Big Lecture with James Franco; Farmers Market; Summer Movie Fest; and Big Show. Photos courtesy of CSUN.

A niche is a place, job, or use for which a person or a thing is best fitted and, in our case, a program. How do we find our niches? Each campus has a unique identity defined by the students, staff and community members who attend. Professional staff or supervisors are key to creating a team that can identify these niches and discover trends that will help your event programming be successful. Discovering niches on our campus comes from having a diverse student programming board that reflects our campus dynamics.

Having a diverse board will be your best asset in discovering niches. Students live, talk and create the campus culture, which is why they play an essential role in finding available niches on your campus. As the supervisor, it's necessary for you to create an environment and opportunity for your team to share their ideas freely to help foster the process of finding campus niches.

On my campus, the only way we're able to program successfully is through understanding our niches. Through my experience, I've realized there are two major niches we usually fill successfully.

1. Program BIG

We have over 35,000 undergraduates enrolled, but only about 8,000 live on campus, so we are very much a commuter school. To appeal to our students, we need to make sure we create BIG events – big bands, big speakers, big comedians, big everything! High-profile events work very well on our campus and are what our students are most excited to attend. But with our students always on the go, we found it's best for them to focus on one major event a month instead of smaller weekly events. Planning big monthly events has become a major niche for us, and pursuing this model helps us program effectively because students are better able to accommodate our fewer numbers of events. We began this approach a few years ago and we continue to enjoy success with it.

2. Make It a “Trending” Event

When we use the term “trending,” we make sure our event focuses on topics or themes that are innovative and relevant for students. We've seen a lot of success and participation from students when we do this. We also make sure our events are “trending” by making them social media-friendly. If we give students opportunities to post, click or snap at every event, the impact is massive. It's very appealing for students and it creates a great opportunity for them to market events, which helps build audiences.

While these are the two main niches we attempt to fill with our programming, here are specific types of programs we offer to fill these niches.

Big Show

CSUN does not have a football team – we do not have that one college sporting event or team around which our campus has built a tradition. Instead, our students have built a tradition around a major concert called “Big Show,” which attracts over 10,000 students and alumni and for which we bring in the biggest act possible. This fills the niche of programming “BIG” and we've built in the “trending” aspects that help us promote this already highly popular event to the rest of the campus community.

Big Show is programmed and worked primarily by students with just one advisor to support them. This gives students a great opportunity to build the skills they'll need to manage events in the professional world. The Big Show is successful because it meets the need for a campus tradition, and music concerts and festivals are very popular.

Big Lecture

Big Lecture has grown in popularity because we've successfully presented major celebrities in television and cinema. In recent years, we've hosted James Franco and Viola Davis, who attracted groundbreaking, sellout numbers and received an amazing crowd reaction. This event fulfills our niche programming goals by being big and social media-friendly and by featuring high-profile celebrities. We keep this in mind each year as our team strives to grow this program.

Like Big Show, Big Lecture is a one-time, high-profile event, but we're able to reach the same goals, or even surpass them, with our weekly events like Farmers Market and Summer Movie Fest.

Farmers Market

There was a niche on our campus that the Farmers Market fit perfectly, which is giving students and staff an opportunity to buy fresh produce and also have new food options not normally served on campus. Farmers Market also fills the niche of creating “trending” events. Posting about your food is definitely something to which students on all campuses can relate and is an activity that helps the Farmers Market be successful.

The foundation of this event is built on the food that's available to purchase, from fresh strawberries to home goods products and freshly prepared food like Salvadoran “pupusas” (flour tortillas with savory flavoring). This event has become a tradition that should continue to grow for years to come. It has grown so large already because of the niche it filled. Even though the budget for it is small, it has become extremely successful.

Summer Movie Fest

Our Summer Movie Fest has found its niche because it met a need for summer family-friendly programming in our local community. It's an outdoor movie series running every Thursday from the beginning of June through the end of August. We initiated it seven years ago and have continued to improve it since. When it began, we averaged about 100 attendees. In 2017, we've averaged over 2,000 attendees for every movie.

This event is now established in the community and, every summer, we see families return to see what new attractions we'll bring. We've added live music and food trucks, among other features. This isn't just a niche for us, though. During the last few years, we've seen many campuses and businesses begin their own movie series.

Finding YOUR Niche

Finding niches on your campus might seem daunting, but with the right team, it can be extremely constructive and productive for your programming schedule. Every campus has its own niches. Ours are BIG events that students can post about and share with other students, which helps us build our audiences through social media. Every campus has students with needs that might not be filled, but niche programming can save the day. Go fill your niches!



ABOUT THE AUTHOR

Austin Ysais is program coordinator at **California State University-Northridge**, where he also earned a bachelor's degree in history and a master's degree in public administration. He currently serves as the NACA® West Showcase Production Coordinator and as an Educational Program Reviewer for the region.

Editor's Note: 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>.

“Leaders Eat Last”

By Simon Sinek

Reviewed by

GAYLE SPENCER, PH.D.

University of Illinois at Urbana-Champaign

I HAVE BEEN QUITE INTRIGUED by the work of Simon Sinek. His book “Start with Why” is a must read, and his TEDx talk “How Great Leaders Inspire Action” has been viewed over 33 million times. If you have not viewed it, I suggest you do! It’s available at naca.ws/2vzgSSe. Also, in October 2016, Sinek appeared on an episode of “Inside Quest” discussing “Millennials in the Workplace” (naca.ws/2uILCnI). After viewing this interview, I decided to read “Leaders Eat Last,” especially since he had expanded his chapter on leading millennials. Millennials are those who were born in the period 1980-2000 and would now be 17 to 37 years old.

I’ve found all of Sinek’s work to be thought provoking. The Illinois Leadership Center (ILC) uses his “Start With Why” TEDx talk in one of our leadership i-Programs titled, “Ignite,” which focuses on group and organizational development, leading change, systems thinking, and coalition building. In my opinion, Sinek’s work is important and really addresses how we can help engage younger people to be leaders. He also recognizes the importance of work cultures, and how they impact the groups and teams we lead. As a leadership educator and classroom teacher, I find his work to be critically helpful in how I relate with students and think about their learning.

Overview

The focus of the book is to have leaders understand the importance of creating a “circle of safety” for teams. It is critical to be empathetic when working with others, and to work hard to build trust within your team. The book title, “Leaders Eat Last,” comes from a Marine Corp concept. At mealtime, senior officers in the Marine Corps are the last to eat, allowing everyone else to go first. This is symbolic of putting others before you. As a leader, if you’re able to form a team whose members feel safe with each other, they will work harder together and create safe space for amazing collaborations to take place.

As Sinek says: “When the people have to manage dangers from inside the organization, the organization itself becomes less able to face the dangers from outside” (p. 16). He also points out that, “Inside a circle of safety, we feel like we belong” (p. 61). Especially for today’s students, it’s important for people to feel like they belong to the group. This is something leaders need to remember.

When you have been in a group where you feel safe, you know what happens and how positively people respond to that kind of environment!

My favorite concepts from the book are in Parts 5-8. I particularly like Part 8: Becoming a Leader. In Chapter 27, there were two paragraphs that really resonated with me:

“Leadership is not a license to do less; it is a responsibility to do more. And that’s the trouble. Leadership takes work. It takes time and energy. The effects are not always easily measured and they are not always immediate. Leadership is always a commitment to human beings” (pp. 286-287).

*“Leadership, true leadership, is not the bastion of those who sit at the top. It is the responsibility of anyone who belongs to the group ... each of us has a responsibility to keep the Circle of Safety strong ... **Let us all be the leaders we wish we had**” (p. 288).*

Recommendation

Overall, this book met my expectations, and I highly recommend it. While it took me a while to get into the book, it did not disappoint. I found the sections about the four chemicals in our body (endorphin, dopamine, serotonin and oxytocin) to be a bit slow, but the rationale was strong and proven, and an important underpinning of the book. Sinek does a great job of showing how in America we have started to care less and less about making sure our work environments lack cynicism, paranoia and self-interest. He then ties this to why millennials, in particular, have a hard time fitting into most work climates. To be fair, most people want to work in settings that foster collaboration and trust, but it is really important to millennials.

For anyone who wants to be a better leader, and understand ways to connect millennials to meaningful work in teams, this book is a must read. At the Illinois Leadership Center, we work very hard to have a circle of safety for our team. If you ask anyone who works in the Center, they will tell you what a wonderful and inspiring place it is to work. I hope you will be able to take Sinek’s ideas and make it work for your team!



Sinek’s Circle of Safety as described on Page 25 of “Leaders Eat Last.”

“Leaders Eat Last”
(ASIN B00DGZKQM8)
by Simon Sinek was
published in 2014 by
Penguin Group (USA)
LLC.

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 Directors.



**"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

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Scholarships for Student Leaders

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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."**

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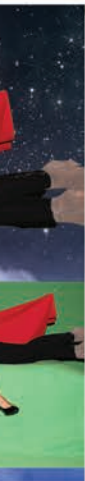
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What's Your MOOD When It's Time to Recruit?

By
JESSIE STAPLETON
Michigan Technological University



POSTERS? CHECK. TABLE TENTS? CHECK.
Facebook post? Check. Giveaways? Check. Info Session? Check.

Do those things all sound familiar? They should.

For most of us, they probably comprise our current recruitment plan. What we need to realize is that these are just a very small part of our organizations' recruitment and, while they are important, they're not the backbone of a successful recruitment effort.

Colleges recruit students, businesses recruit employees, sports teams recruit players – recruitment is everywhere.

So, whose job is it to recruit? Is it up to the recruitment chair? Or the president? No, recruitment is everyone's job. With that in mind, let's take a four-step approach to changing the MOOD surrounding recruitment and expanding membership.

1. Model the Way
2. Organization Knowledge
3. Our Prospects
4. Develop Skills

The majority of your members can point to one or two people who are responsible for getting them to join. That is where you come in.

Model the Way – Start with You

Motivating others can be a thankless, time-consuming endeavor. You can put in a lot of effort with little to no reward. If you are familiar with T.J. Sullivan's book "Motivating the Middle," you'll understand that a lot of effort can be wasted trying to encourage people who aren't motivated to recruit. In "Motivating the Middle" terms, this would be your "Bottom Third" (Sullivan, 2011). This is where we need to alter our strategy. It all starts with you. Your time is better spent invested in modeling the way with your "Top Third" members by going out to recruit members who have the same drive

and motivation you do. Being able to provide an organization with good members that will contribute at or above the level at which you contribute is the best impact you can have on a group.

To make this effort easier, there is one thing you will need – a vision. When is the last time your organization has had a conversation about its goals? When was the last time you asked your members what they want to get out of their time with the organization? After you have those conversations, determine what you would need to make that vision possible. Is having more members part of that answer? My guess is yes. Once your members understand the effect successful recruitment can have on their ability to achieve the organization's goals, their motivation to recruit will increase.

Another way in which having these conversations can greatly improve your recruitment efforts is that they help create a better understanding of what your organization is all about. Setting a vision on which your organization can focus is a great way to start.

Organization Knowledge – Get Informed

Before you're able to use your newly motivated members to recruit, it's crucial that you inform yourselves. Learn about your organization, why it exists, and why you are a member. This is a great time to refresh yourself on the vision and goals conversation you initiated earlier.

What's the best way to practice this? Ask your members for their best elevator pitch! Have each member attempt to answer this question with confidence, speaking for no more than 60 seconds: "So what is your organization all about?" The question seems simple enough, but we often stumble when attempting to put our thoughts and feelings into words. Strive for each member to be comfortable with a passionate, concise and accurate description of your organization that they personalize with their experiences.

In addition to your elevator pitch, make sure you're thinking about all your organization has to offer prospective members. I don't

mean the cool meeting spot, the big events, the fun meetings, or the great website. What your prospective members want to hear about is the benefits, not just the features. Think about how that potential member will benefit from being a part of your organization. Will your organization help them with networking skills? Will it offer them leadership experiences? Will it provide them with a home away from home?

This organization knowledge is a great basis for having successful recruitment conversations, because if you don't know your organization, how are you going to be able to convince others it's worth joining?

Our (Your) Prospects – Target Audience

Now that you are armed with motivated members who have tons of knowledge about your organization, whom do you recruit? Consider who your target audience is. Does your organization have specific criteria for membership? Do you have expectations of members? Do you have requirements for maintaining membership? The answers to these questions will help you understand just who your target audience should be.

Next, consider the pool of people from which you typically recruit. Currently, your audience is whoever sees your Facebook post, gets (and reads) your email, or stops to read your poster. If that sounds familiar, your pool of prospective members is probably much larger than what you are currently taking advantage of. This is where the answers to the previous questions become key. When working on increasing your target audience, can you utilize your membership requirements? For example, if your organization has a minimum GPA requirement, you could ask the honor societies on campus to collaborate on an event. This has multiple benefits. Not only are you networking and meeting prospective members that add to your target audience, you are also expanding your organization's collaborative efforts. Win, win!

Develop Skills – Getting Social

You have motivated members with knowledgeable elevator pitches and a huge pool of prospective members, so now what? You have all the skills you need, right?

Not so fast.

The reality is that in this day and age, many of us lack the interpersonal skills to simply go out and meet people, talk to them, and convince them to join our organizations. The good news is these skills are easy to learn and can be practiced.

The skills we want to focus on developing are not sales tactics, but rather those skills that help turn our target audience into people we know. The majority of the recruitment process is all about learning how to meet your prospective members, learn their names, get their contact information, and start a friendly conversation. These essentials are the basis of a successful social interaction when recruiting, so here are a few suggestions to get those exchanges started:

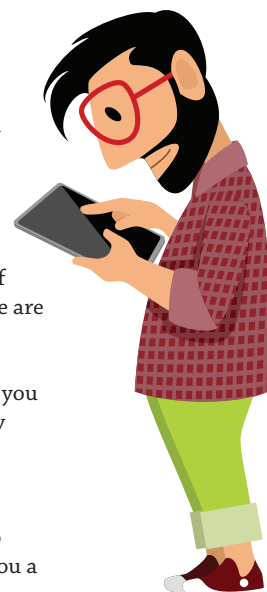
- Try to use their name in conversation. This gives you a greater chance of remembering it later and they will appreciate that you were paying attention to their introduction.
- Ask them about themselves! Let them talk about their favorite topics and they will make it easy to keep the conversation going. This will also give you a chance to find some commonalities.
- If there are any awkward silences, try utilizing the F-words – From, Firsts, Favorites, Fun, Family, Friends, etc.
- If the conversation does lead you to discuss your organization, make sure to use your elevator pitch. And don't forget to mention the benefits of joining!
- Ask them about what they are looking for in an organization. Ask them what their goals are.
- And don't forget to invite them to the next meeting/event/social before you say goodbye!

This list of tips is just a starting point. Don't forget to practice developing these skills and you will be having quality conversations in no time!

Now Repeat

I hope by now you've changed your MOOD regarding recruitment! This change will foster a more active approach to recruitment that can lead to increased membership.

One last thing to remember is that you need to make this process repeatable. Devote time for your members to develop these skills further, teach them to your new members, and pass them on as you transition. Remember just how important recruitment is – it's the lifeline for your organization's success!



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ABOUT THE AUTHOR



Jessie Stapleton is director of Student Activities at **Michigan Technological University**. She serves as the NACA® Northern Plains Regional Conference Program Committee's Communications Coordinator, having recently served as the region's Student Projects Coordinator. She is also affiliated with the Association of Fraternity/Sorority Advisors and the American College Personnel Association. She holds a bachelor's degree in fine arts from Northern Michigan University and a master's degree in education from the University of Wisconsin-La Crosse.

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Make Your People Your Brand: Four Steps to Turn “Volunteers” into “Team Members!”

By
MARIE SQUYRES
Utah Valley University

YOU’VE LIKELY HEARD IT SAID, “IT TAKES A VILLAGE TO RAISE A CHILD.”

It also takes a village to produce incredibly successful events, and, frankly, it’s a lot more fun that way, too. Campus events get more students involved and engaged in the campus community, giving them ties to the institution that keep them coming back each semester. Additionally, we hope these ties continue so that graduates become involved as alumni later on.

Having students attend your events is a great step towards accomplishing these particular retention goals and building potential for engaged alumni, but having students contribute to your events through planning and execution helps exponentially in realizing these goals.

Mark Twain said, “The difference between the almost right word and the right word is really a large matter – ‘tis the difference between the lightning bug and the lightning” (Bakopoulos).

In growing the culture of volunteer engagement at our institution, we’ve found that one simple change was the spark to a complete turnaround in attitude. Instead of referring to our volunteers as “volunteers,” we started calling them “committee members,” and subsequently took it a step further, making them “members of the Green Team” (green is our school color). These changes reflected our efforts to communicate we realized they were more important than merely being bodies manning security points and putting wristbands on attendees – they were crucial to our success at every event. Just as any athlete plays a particular role on a sports team, our team members play particular roles in all our events, and it’s our job to find the team positions that work best for them and give them the tools and training they need to succeed.

Sometimes, team members want to participate in only one or two events, but any student can also come to our office and spend a year getting as much experience as they like. By being part of our events team, students can gain skills in organization, event planning, negotiation, team management, and finance—skills they can later use to apply for student council positions or use directly in securing positions in the workforce. They’re also going to make memories and forge friendships that will last beyond their time with us.

1. Recruit Members

How do we find people to serve on our team? Sometimes people seek us out on their own or see a poster we distributed, but the three best ways we’ve added members to our events team at Utah Valley University are by:

1. Setting up booths at new student orientation for recruitment,
2. Word of mouth in classes and among friends, and
3. Engaging with people who come to our events.

At new student orientations, we talk to students about all the ways they can be involved. Events are housed in the student government office at our institution, so if they aren’t “events people,” we can also connect them to the student senate, clubs, public relations,

or civic engagement areas. We ask them to complete a simple form so we can get their contact information and discover in which areas they’re most interested. Then, we make sure to follow up in the next week or two while they’re still interested.

With our events team, we accept everyone who wants to be part of it, but we do conduct interviews. We set them up so the prospective team member knows we take their involvement seriously, but primarily we do so we can get to know them, assess their strengths and interests, and can place them with event chairs with whom they’re going to best connect.

Once they join our team, we work as hard as we can to let each person know we respect, appreciate and value them and the time



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they work with us. We throw a kick-off party at the beginning of the academic year, during which we offer basic training and orientation. However, the party also helps everyone relax with fun and food while we get to know each other as team members.

We order staff T-shirts for each team member, as well as official nametags. Simple engraved nametags can be procured for very reasonable prices through online and local retailers, as well as from some NACA® associate member providers – for as low as \$2.50, depending on what you want. However, that \$2.50 to make your team members feel like they really belong is well worth it!

2. Train Members

A team member doesn't need to know as much about our school's policies and procedures as the vice president of our activities branch, but they do need to know the essentials. We teach them about what student government does for the school and why we offer events. We introduce basic safety protocols and make sure they have contact information for the event lead, the vice president, and the advisor so we can resolve all issues – minor or major – as quickly as possible during the staging of any event. We furnish a list of resources in our office, and as they work with our event chairs on particular events, the chairs include them in planning so they learn how things work on campus.

3. Delegate Responsibilities to Members

Delegation can be daunting, but it can be a positive experience for you and for those to whom you delegate. When team members are given legitimate responsibilities in planning and executing events, they will know you value their involvement and skills, as well as the time they're devoting to the team. When team members don't have responsibilities, purpose or ties to the team and its events, it's easy for them to feel undervalued, even unnecessary, and they won't show up anymore! But, if you train your team members, they will be ready for you to delegate responsibilities and projects to them.

- **The first rule of delegation:** Do not assign a task to someone you'd not be willing to do yourself! Respect, appreciate and value everyone.
- **The second rule of delegation:** Do not assign a task to someone else if you aren't willing to let them do it without you. No one likes to be micro-managed or feel someone is hovering over them with appre-

hension. There's a difference between tasks you need to do and that you want to do when you're planning and executing events. Meet with your advisor for help in determining what you can delegate if you're having a hard time figuring it out.

- **The third rule of delegation:** Give clear instructions and expectations. Outline what you absolutely need, but also let them know where they have the freedom to make decisions and interpret the rest of the task on their own.
- **The fourth rule of delegation:** Be clear about timelines. Let them know when you'll check on progress, as well as when the task must be completed. This will help you and the person to whom you've delegated a project to address issues as they come up, navigate what comes next, and give any assistance as needed.

4. Appreciate Members

When members do a good job, tell them directly! Send thank-you notes after events. Bake cookies or find other meaningful ways to acknowledge team members. At Utah Valley University, we recognize one of our outstanding team members weekly at our meetings. At the end of each semester, we throw a party to thank everyone for all their hard work.

Another very important way we show our team members appreciation is asking them for feedback about events. We file evaluations after each event, and including feedback from team members not only lets them know we value their insights, it's also invaluable to us to have different perspectives on what went well and what could improve for future events.

Lee Cockerell, former executive vice president of operations at Walt Disney World Resorts wrote in his book "Creating Magic" that, "All everyone wants is to feel special, to be treated with respect, and to be seen as an individual" (Cockerell, p. 35). As we recruit, train, delegate to and appreciate volunteers and make them team members, everyone benefits. At Utah Valley University, our shift in volunteer culture didn't occur overnight. It came in phases, but it has paid off in many ways and for many people. Find what will work on your campus, push yourself to do just a little more than you typically might, and come up with a plan for making your people your brand just as much as your events are.

ABOUT THE AUTHOR



Marie Squyres is student activities coordinator at **Utah Valley University**. She currently serves as the NACA® West Showcase Selection Coordinator and previously served the region in showcase and conference logistics capacities. She earned an associate's degree in English from Salt Lake Community College, a bachelor's degree in English from Utah State University and a master's degree in communications and leadership from Gonzaga University (WA).

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

THE NACA® SPOTLIGHT

MEMBER NEWS EVENTS SCHOLARSHIPS LEADERSHIP INSTITUTES VOLUNTEER OPPORTUNITIES

2018 National Convention Update

Greetings NACA Members!

For those of you I've not yet met, I am the 2018 National Convention Program Committee Chair for our big event in Boston this coming February. Having volunteered for the Association for almost nine years, it's my distinct privilege to serve NACA and its members through this unique position. In the months leading up to the Convention, other members of the National Conference Program Committee (NCPC) and I will give you updates on initiatives we've planned and give you a behind-the-scenes peek at our planning process in upcoming issues of Campus Activities Programming®.

When I was first selected as Chair, a lot of folks asked what my focus would be. For this first Convention Update, I could think of nothing better to share than some of the initiatives I'm hoping the NCPC will accomplish.

Intentionally Focusing on NACA's Core Values

Unless you've been visiting the NACA® website, I imagine few professionals could recite NACA's core values from memory. When you do read them, though, you will find that they might just align with the values you may have for your institution or programming board. They include stewardship, innovation, communication, respect, learning, and inclusivity; and I encourage you to learn more about them at <https://www.naca.org/About/Pages/Default.aspx>.

Throughout the NCPC planning process, we've met with long-time NACA® leaders who've been reviewing NACA's values and answering questions surrounding what NACA actually means when we discuss these values, what the Association is currently doing to promote them, and the perceived areas of growth for the National Convention surrounding these values. Through this process, my hope is for our team to make these values more prominent through the interactions we have as delegates in Boston.

Spotlighting Diversity and Social Justice Educational Opportunities

Throughout my years in NACA, I've always been impressed by the contributions of the Leadership Fellows to the National Convention. This year, we've worked to incorporate a formalized place on the NCPC for these volunteers and, through that, I hope to thread conversations around social justice, racial justice and inclusion into all areas of the Convention. As we know from working on our campuses, these conversations are absolutely essential and cannot fall on the shoulders of just a few staff members.

We, as campus activities professionals, must take steps to ensure that conversations surrounding power, privilege

and oppression are integrated into our trainings, how we select events to bring to campus, how we collaborate, and more. Through the spotlighting of diversity and social justice educational opportunities, my hope is to better equip professionals to integrate these conversations into the work they do normally with their students.

Providing the Premier Opportunity to Do Business in the Campus Activities Market

When NACA was founded over 57 years ago, its purpose was to leverage cooperative buying power to bring talent to campuses. We still see the remnants of that through Block Booking and the NACA® National Convention will continue to provide the premier opportunity to do business in the campus activities market. My hope is that the Campus Activities Marketplace will continue to grow and to serve as the place where student programming dreams meet the reality of vendors who can help accomplish them.

Equipping Advisors with the Skills They Need

In alignment with the new Strategic Plan, it's my intention that the National Convention continues the intentional development of programs that create direct opportunities for advisors to build the skills they need to be successful when they return to their campuses. In a profession that is new-professional heavy, the National Convention is the ideal environment to link seasoned professionals with new ones for the sake of skill development.

Recently, I heard someone reference campus activities professionals and NACA as the "how-to people" and, since NACA is the recognized leader in higher education providing knowledge, ideas and resources for campus life, I believe we can leverage our time at the National Convention to create opportunities for advisors to become the "how-to experts."

Call or Email Me

If you want to be part of the National Convention experience in any way, or if you have ideas you think would be relevant to incorporate, I encourage you to call or email me. I am always happy to chat about how we can make great things happen at #NACA18!

Again, I look forward to seeing you in Boston!

Courtney James

2018 National Convention Chair
courtney.james@depaul.edu
773-325-7361



Dates, Locations for 2017-2018 Conventions, Regional Conferences

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



ASSOCIATE MEMBERS: Regional Conferences Guide Is Here to Help You Have Your Best Season Ever!

Now's the time to plan your fall 2017 NACA® Regional Conferences Schedule! In fact, some deadlines for earlier conferences have already passed. Nevertheless, the 2017-2018 Regional Conferences guide (<http://naca.ws/1UzaVy7>) contains all you will need to know to plan your most successful fall regional conference season yet, so check it out today!

Please read and become familiar with all deadlines and fees listed on the NACA® website, as well as policies outlined in the NACA® Regional Conferences Guide. You'll be responsible for knowing and following policies. You're spending your money – understand where it's going and how the process works.



NACA® South
Oct. 5-8, 2017
Chattanooga
Convention Center
Chattanooga, TN

NACA® Central
Oct. 12-15, 2017
Cox Convention
Center
Oklahoma City, OK

NACA® Mid Atlantic
Oct. 19-22, 2017
Buffalo Niagara
Convention Center
Buffalo, NY

NACA® Mid America
Oct. 26-29, 2017
Northern Kentucky
Convention Center
Covington, KY

NACA® Northeast
Nov. 2-5, 2017
Connecticut
Convention Center
Hartford, CT

NACA® West
Nov. 9-12, 2017
Reno-Sparks
Convention Center
Reno, NV

NACA® Northern Plains
April 5-8, 2018
Saint Paul
RiverCentre
St. Paul, MN

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

Renew Today to Attend Fall Regional Conferences at Member Prices



Be sure your NACA® membership is current! Don't miss the chance to take advantage of all NACA® member benefits – members-only discounts on events, professional development opportunities, webinars, the NACA® Connect online community, the ENCORE digital library, research grants, leadership opportunities, timely communications and much, much more. Log into naca.org and click on your name at the top right of the page. That will take you to where you need to go to renew online. Questions? Contact memberrelations@naca.org.



NACA® Fall Regional Conference Fast Facts

NACA® South

Oct. 5-8, 2017

Chattanooga Convention Center
Chattanooga, TN

Headquarters Hotel

Chattanooga Marriott Downtown

2 Carter Plaza
Chattanooga, TN 37402

Phone: 423-756-0002

Fax: 423-308-1010

Single/Double: \$140 plus 17.25% tax

Triple/Quad: \$150 plus 17.25% tax

Book Online: <http://naca.ws/2t08IEY>

Reservation Deadline: Sept. 17, 2017

Nearest Airport: Chattanooga Metropolitan Airport (CHA), 15 miles away

Hotel Shuttle: No

Estimated Cab Fare: \$28 one way

Transportation within Host City: Uber, Lyft

Hotel Parking: On-site parking for \$3 per hour, \$11 per day; valet parking for \$15 per day

On-Site and Nearby Dining:

- Breakfast—Buffet, \$14; Continental, \$12; Full American, \$16; Grab-n-Go, \$10; and Hot \$14
- Table South Kitchen—open for breakfast, lunch and dinner
- Lookout Café—open for breakfast

On-Site Amenities:

- Fitness Room—24-hour access
- Pool—seasonal access
- Room Service—6 AM-11 PM
- Gift Shop and Business Services Area

Additional Hotel

Days Inn Rivergate

901 Carter St.
Chattanooga, TN 37402

Phone: 423-266-7331

Fax: 423-266-8611

Single/Double/Triple/Quad:

\$119 plus 17.24% tax

(Call this hotel directly to receive the discounted NACA® conference rate.)

Reservation Deadline: Sept. 14, 2017



NACA® Central

Oct. 12-15, 2017

Cox Convention Center
Oklahoma City, OK

Headquarters Hotel

Renaissance

10 North Broadway Ave.
Oklahoma City, OK 73102

Phone: 405-228-8000

Fax: 405-228-2575

Single/Double/Triple/Quad: \$168

Book Online: <http://naca.ws/2sv1QhJ>

NACA® Rate Deadline: Sept. 19, 2017

Nearest Airport: Will Rogers World Airport (OKC), 10 miles away

Hotel Shuttle: No

Estimated Cab Fare: \$25 one way

Transportation within Host City: Uber, Lyft, various airport transportation services, EMBARK buses (\$1.75 for single trip, \$4 for unlimited pass).

Hotel Parking: Valet parking for \$27 per day; off-site parking for \$12 per day

On-Site and Nearby Dining:

- Breakfast—Buffet, \$16.95; Full American, \$16.95; Grab-n-Go, \$9; and Hot \$16.95
- 10 North Grille—open for breakfast, lunch and dinner
- Caffeina's Marketplace—open for breakfast, lunch and dinner
- The Bar at 10 North—open for dinner
- Bourbon Street Café—Creole/New Orleans-style food (www.bourbonstreetcafe.com)
- Bricktown Brewery—comfort food and elevated bar food (www.bricktownbrewery.com)
- Dekora!—Asian fusion (www.extremeyum.com)
- Earl's Rib Palace—ribs and barbeque (earlsribpalace.com)
- Fuzzy's Taco Shop—Tex-Mex food (www.fuzzystacoshop.com)
- Knucks Wheelhouse—pizza (knuckswheelhouse.com)
- Texadelphia—cheesesteak and comfort food (www.texadelphia.com)
- Yucatan Taco Stand—tequila bar and grill (www.yucantacostand.com/bricktown)
- Zio's Italian Kitchen—Italian Cuisine (zios.com)

On-Site Amenities:

- Fitness Room
- Indoor Pool
- Sauna
- Gift Shop and Business Services Area



NACA® Mid Atlantic

Oct. 19-22, 2017

Buffalo Niagara Conference Center
Buffalo, NY

Headquarters Hotel

Hyatt Regency Buffalo

Two Fountain Plaza
Buffalo, NY 14202

Phone: 716-856-1234

Fax: 716-852-6157

Single/Double/Triple/Quad: \$169 plus 13.75% tax

Book Online: <http://naca.ws/2s0ipyH>

NACA® Rate Deadline: Sept. 28, 2017

Nearest Airport: Buffalo Niagara International Airport (BUF), 13 miles away

Hotel Shuttle: No

Estimated Cab Fare: \$35 one way

Transportation within Host City: N/A

Hotel Parking: Overnight valet parking for \$25 per day, including guest in and out privileges; self parking at the Augsburger Parking Ramp across the street or at the open lot across the street—rates vary at both locations.

On-Site and Nearby Dining:

- Atrium Bar and Bistro Open Breakfast—with specific hours for breakfast, lunch and dinner, beginning at 6:30 AM for breakfast and ending at 10 PM for dinner
- Late-night menu from 10 PM until midnight
- Room service from 6 AM-9 PM
- Starbucks—6 AM-7 PM daily

On-Site Amenities:

- 24-Hour Fitness Center
- Free Shuttle to Downtown Restaurants and Offices
- 24-Hour Business Center
- Lobby Level Gift Shop



Want to Know More?

Find more information, including a conference schedule, awards, volunteer opportunities and more at each region's home page:

naca.org/south

naca.org/central

naca.org/midatlantic

naca.org/midamerica

naca.org/northeast

naca.org/west



NACA® Mid America

Oct. 26-29, 2017

Northern Kentucky Convention Center
Covington, KY

Headquarters Hotel

Cincinnati Marriott at RiverCenter

10 West RiverCenter Boulevard
Covington, KY 41011

Phone: 859-261-2900

Fax: 859-261-0900

Single/Double: \$170 plus 11.06% tax

Triple/Quad: \$175 plus 11.06% tax

Book Online: <http://naca.ws/2t07IR7>

NACA® Rate Deadline: Oct. 5, 2017

Nearest Airport: Cincinnati/Northern Kentucky International Airport (CVG), 12 miles away

Hotel Shuttle: No

Estimated Cab Fare: \$25 one way

Transportation with Host City: Uber, Lyft and local taxi service

Hotel Parking: On-site parking for \$2 per hour, \$10 per day; valet parking for \$28 per day; off-site parking for \$1.50 per hour, \$8 per day. Attached parking garage is not owned/managed by Marriott. Self parking has no in and out privileges.

On-Site and Nearby Dining:

- 10 West—breakfast, lunch and dinner
- Café at 10 West—breakfast, lunch and dinner
- Patio at 10 West—seasonal dining, open for breakfast, lunch and dinner
- Bar at 10 West—dinner
- Breakfast—Buffet, \$19.95; Full American, \$11.95

On-Site Amenities:

- Lap Pool and Health Center
- Business Services Area
- Gift Shop

Additional Hotel

Embassy Suites Cincinnati RiverCenter

10 East RiverCenter Boulevard
Covington, KY 42011

Phone: 859-261-8400

Fax: 859-261-3828

King Suite: \$170 plus 11.06% tax

Double/Double Suite: \$180 plus 11.06% tax

Book Online: <http://naca.ws/2tBRJQC>

NACA® Rate Deadline: Oct. 5, 2017



Book with Delta and save!

NACA continues its partnership with Delta Air Lines to offer discounted fares (<http://naca.ws/1PnhTnW>) for the 2017 NACA® fall regional conferences.

Book online

- **Not a Delta Skymiles Member?** Visit <http://naca.ws/1PnhTnW> to be directed to Book Your Flight online. Once on the Book a Flight page, enter your flight information along with meeting event code **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

NACA® Northeast

Nov. 2-5, 2017

Hartford Convention Center
Hartford, CT

Headquarters Hotel

Marriott Hartford Downtown

200 Columbus Blvd.

Hartford, CT 06103

Phone: 860-249-8000

Fax: 860-249-8181

Single/Double/Triple/Quad: \$182 plus 15% tax

Book Online: <http://naca.ws/2rWcuQf>

NACA® Rate Deadline: Oct. 12, 2017

Nearest Airport: Bradley International Airport (BDL), 15 miles away

Hotel Shuttle: No

Estimated Cab Fare: \$44 one way

Transportation within Host City: Free downtown shuttle circulates every 15 minutes to downtown hotels, restaurants and more.

Hotel Parking: On-site parking for \$3 per hour, \$19 per day; valet parking for \$23 per day; one complimentary electric car charging station.

On-Site and Nearby Dining:

- Breakfast—Buffet, \$18; Continental, \$10.95; Full American, \$12; Hot Breakfast, \$12
- Vivo—breakfast, lunch and dinner
- L Bar—lunch and dinner
- Starbucks—breakfast, lunch and dinner

On-Site Amenities:

- Pool and Fitness Center
- Gift Shop

Additional Hotel

Hilton Hartford Hotel

315 Trumbull St.

Hartford, CT 06103

Phone: 860-728-5151

Fax: 860-240-7247

Single/Double/Triple/Quad: \$156 plus 15% tax

Book Online: <http://naca.ws/2sGmBpf>

NACA® Rate Deadline: Oct. 12, 2017



NACA® West

Nov. 9-12, 2017

Reno-Sparks Convention Center
Reno, NV

Headquarters Hotel

Atlantis

3800 South Virginia St.

Reno, NV 89502

Phone: 775-825-4700

Single/Double/Triple/Quad: \$169 plus 13% tax,

\$2 tourism tax, \$10 resort fee

Book Online: <http://naca.ws/2t0j4ES>

NACA® Rate Deadline: Oct. 19, 2017

**This hotel allows smoking in parts of the casino and some hotel rooms. NACA rooms will be blocked together on non-smoking floors unless otherwise requested.*

Nearest Airport: Reno Tahoe International Airport (RNO), 3 miles away

Hotel Shuttle: Yes

Estimated Cab Fare: \$10 one way

Transportation within Host City: Uber, bus

Hotel Parking: Information not available

On-Site and Nearby Dining:

- Atlantis Steakhouse—Wed-Sun, 5-10 PM
- Bistro Napa—Sun-Thurs, 5-9 PM and Fri-Sat, 5-10 PM
- Oyster Bar on the Sky Terrace—lunch (11 AM) and dinner daily
- Sushi Bar on the Sky Terrace—lunch (11 AM) and dinner daily
- Manhattan Deli—lunch (11 AM) and dinner daily
- Toucan Charlie's Buffet and Grill—Wed-Sun, 5-10 PM
- Café Alfresco—lunch (11 AM) and dinner daily
- Purple Parrott—open 24 hours
- Gourmet Grind—opens daily at 6 AM
- Java Etc.—Sun-Thurs 6 AM-Midnight; Fri-Sat 6 AM-2 AM
- Chicago Dogs!—lunch (10 AM) and dinner daily
- Daily Happy Hour—Sports Bar and Lounge, 3-6 PM
- Daily Social Hour—Bistro Napa Lounge, 4-6 PM
- Outback Steakhouse—Sun-Thurs, 11 AM-9 PM; Fri-Sat, 11 AM-10 PM
- Roundtable Pizza—Sun-Thurs, 11 AM-10 PM; Fri-Sat, 11 AM-11 PM
- Hong Kong Diner—Daily, 11 AM-3:30 PM
- Ijji 2 Sushi & Japanese Steakhouse—Daily, 11 AM-10 PM
- King Buffet—Sun-Thurs, 11 AM-10 PM; Fri-Sat, 11-10:30 PM
- Claim Jumper—Sun-Thurs, 11 AM-9:30 PM; Fri-Sat, 11 AM-10:30 PM
- Jimboy's Tacos—Daily, 7:30-3 AM
- Applebee's—Daily, 11-12 AM
- Olive Garden—Sun-Thurs, 11 AM-10 PM; Fri-Sat, 11 AM-11 PM
- La Cucina Italian Eatery—Daily, 11 AM-9 PM
- Lili's—Daily, 6 AM-3 PM



On-Site Amenities:

- Business Center
- Fitness Center
- Pool
- Casino, Spa and Multiple Entertainment Options

Additional Hotel

Courtyard Reno

6855 South Virginia St.

Reno, NV 89511

Phone: 775-851-8300

Fax: 775-851-8311

Single/Double: \$109 plus 13% tax, \$2 tourism tax

Triple: \$119 plus 13% tax, \$2 tourism tax

Quad: \$129 plus 13% tax, \$2 tourism tax

Book Online: <http://naca.ws/2sZjMm8>

Deadline: Oct. 19, 2017

**This hotel is approximately two miles from the Reno-Sparks Convention Center and does not offer shuttle service. Delegates are responsible for transportation between the hotel and convention center.*



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 (<http://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!



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.

f t i s @thenaca

ASSOCIATE MEMBERS: Advertise in NACA® Publications

The 2017-2018 publication cycle is well under way for *Campus Activities Programming*®, so make sure you keep your agency's attractions, brand and message in front of thousands of eyes in upcoming issue of NACA's flagship publication, as well as in the 2018 NACA® National Convention and 2017 regional conference programs.

Advertising deadlines are set, so review 2017-2018 NACA® Advertising Opportunities (<http://naca.ws/2qJ6NAr>) and contact Bill Spilman (advertising@naca.org) today to get premium space! It's waiting for you on the inside front cover, inside back cover, back cover and in two-page spreads.



Are You a New NACA® Volunteer?

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

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.



Welcome New NACA® Members

NACA welcomes these new members, for the period June 19 to July 25, 2017.

SCHOOL MEMBERS

Northland Pioneer College (AZ)
Saint Mary's College of California
Texas A&M University at
Galveston
University of Pittsburgh at
Johnstown (PA)

ASSOCIATE MEMBERS

NATIONAL GENERAL

Beotis Creative (CA)
Liv Write Play, LLC (TN)
SOLE Defined (MD)

NATIONAL SELF-REPRESENTED OR SOLO ARTIST

Added Color (NY)
American Vaping Association (NJ)
am media group (NY)
Foston Institute (TN)
Jamie Cunningham (NY)
Justus League Records (WI)
Mahdi The Magician (ON)
Maimouna Youssef (MD)
Mawule LLC (CO)
Nick Tokman Speaker (MA)
SkoolboyBliss (CO)
Super Geek League (WA)
Wendell Ray (TN)
Wyatt Rivers Music (FL)

REGIONAL GENERAL

Happy Karaoke Fun Time (NY)

REGIONAL SELF-REPRESENTED OR SOLO ARTIST

Anthony 'A-Game' Ellis (MO)
Bike Zoo (TX)
Caliph Assagai Speaks! (CA)
Cooper Anstett (TN)
David Paige Music (IL)
Dr. Jenn's Den (CA)
Fraggle Rock Crew (WA)
Heather O'Neill (IL)
Jassem ink (CA)
Jesse LeBeau, Attitude Is
Everything (CA)
Magic With Hart Entertainment,
LLC (OR)
SLCMagic (UT)
The Shades (IL)
Undecided Future (CA)

You Can Support the NACA® Foundation at Any Time!

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



Find Recent Webinars in ENCORE

Have you missed recent webinars offered through the NACA® Foundation, such as Marissa Robledo's "Train the Trainer: How to Breathe Life Back into E-Board Trainings?" Or, how about Joe Lizza's "Train the Trainer: Emergency Planning & Response for Campus Activities?" You can find these and more in ENCORE. Just visit naca.org, look under the Resources tab, select ENCORE, and then search for the webinar you'd like to see. It's that easy – and it will be almost like watching it live!

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!

NACA® Central Students: Markley Scholarship Is for You!

If you're a student involved in and contributing to NACA® Central (<http://bit.ly/29ZM0Fr>), apply now for the Markley Scholarship (<http://bit.ly/2aeKSLf>) open to students at both four- and two-year institutions. Only the first 75 qualified applicants will be considered for up to two awards, so **apply by Sept. 30!** (You don't want to be No. 76!) The scholarship was created in recognition of Larry Markley, the acknowledged founder of the former NACA® South Central Region.

The Markley Scholarship is one of 29 scholarships (<http://naca.ws/1LtDAge>) and six research grants (<http://naca.ws/1W7yoHG>) offered by the NACA® Foundation to undergraduate and graduate students, student leaders, professional staff and associate members on an annual basis. Deadlines vary according to scholarship, so always check online (<http://naca.ws/1LtDAge>) to see when to apply.

Upcoming scholarship deadlines (<http://naca.ws/1LtDAge>):

- NACA® Mid Atlantic Higher Education Research Scholarship—Sept. 30
- NACA® West Lori Rhett Memorial Scholarship—Sept. 30

Berry Joins Board of Directors as Guest Member

Sociologist **Bertice Berry, Ph.D.**, is now a guest to the NACA® Board of Directors. A past NACA® Campus Entertainer of the Year, as well as recipient of NACA's Comedy and Lecture awards, she is a best-selling author and award-winning lecturer. She has published 11 best-selling books in fiction and non-fiction and has won numerous awards and accolades for her writing and presentations.

Berry, who earned a doctorate from Kent State University (OH) at 26, hosted her own nationally syndicated television show and has made numerous television, documentary and radio appearances on a variety of venues, including "The Tonight Show," "The Oprah Winfrey Show," "Crossfire," "20/20," NPR, PBS, Comedy Central and CNN.

Savannah Technical College (GA), in partnership with the Technical College System of Georgia, has dedicated a Student Enrichment Facility to Berry and has presented her with the Bertice Berry Change & Transformational Classrooms.

She has written about race and gender issues, sociological studies, stratification, healthcare reform, humor, spirituality, sexuality, slavery and the abolitionist movement, weight loss and wellness, relationships, servant leadership, transformational leadership, diversity and love.



Berry

10 QUESTIONS WITH ...

Mic Brunner

Assistant Director for Building Operations
& Student Activities

Longwood University (VA)



1 Leadership/management book you are currently reading?

I just finished reading “Job One 2.0” by Peter Magolda and Jill Carnaghi. It was a great read, and I’d highly recommend it for anyone in graduate school considering student affairs as a full-time profession.

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

We had A Peace of My Mind on campus recently. It’s an art gallery display featuring photography from John Noltner. This event was very different from what we normally do but helped our campus begin conversations about peace, and the weeklong event developed quite a bit of buzz around campus. Shout out to Emily Carroll of Lancer Productions for a great event!

3 Favorite campus program in your entire career and why?

Homecoming during my second year in grad school. Historically, homecoming was a smaller event sponsored solely by the Campus Activities Board. As a department, we decided to grow this event, developed a homecoming committee and got buy-in from areas all across campus. The energy and excitement surrounding this event, even during its first year with the new format, was astonishing.

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

• My **technology** – my computer, work phone, cell phone and iPad, without any of which I’d be so very lost.

• My **filing system** – It probably makes sense only to me, but using my clipboards, legal pads, and three-ring binders helps me keep my sanity.

• I sit on an **exercise ball** as my office chair and I’ve been doing it for years. It allows me to wiggle and bounce while I am getting work done and I am told it fits my personality.

(Also, a bonus item would be a picture of my wife, Marissa, and I; it always puts me in a good mood to see a picture of us.)

5 Best teaching tool for your students?

Experience. The best thing we can do for students is to allow them to take control. Along with this comes the processing conversations afterwards about those experiences and that is truly where the learning happens.

6 Technology that most benefits you at work?

Cell phones! They are the fastest way to communicate with nearly every student, and make every event easier. It’s always nice to finish an advance-the-show call with a performer by saying, “Turn left here, go past this place, and call me when you get lost.”

7 Most challenging aspect of your job?

This is very difficult to answer, since I absolutely love what I do! Having to do all of the administrative work challenges me most, but what helps me get through it is knowing the great impact it will have on students in the long run.

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

Finding a partner who values quality time has been amazing for helping me balance the professional with the personal. My wife, Marissa, is great at gently reminding me that work can wait and it’s good for me to spend time away from it.

9 Best programming advice you’ve ever received?

I’ve received two different pieces of advice I value, but they go hand in hand. The first was from my first supervisor, Lauren, who told me the programs I was helping produce are not for me, but for the students. This helped me shift my focus towards being able to serve the student body and how I can find joy through the impact events have on others. The second was, “Programming for everyone, but not every program for every person.” Too often, we try to figure out how to appeal to every student on campus, but it helps to shift focus and realize not every student is going to be interested in every program. That’s okay, but every student should be comfortable attending at least one program.

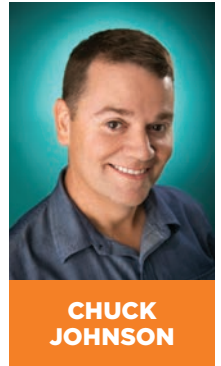
10 Something unique about your programming board?

Lancer Productions strives to partner with other organizations for a fair number of their programs, and some of those partnerships include departments across campus. One of the great collaborations occurring once every semester involves Lancer Productions partnering with Campus Rec to host a larger campus event.

“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

A Detour for Laughs



GOLF IS MY HOBBY. When I play, I'm in my happy place and I try to visit it often. Frequently, though, if I don't have a foursome arranged in advance, I find myself paired with strangers coming to their happy place, as well. At some point in the round, it's almost inevitable I'm asked, "What do you do for a living?"

All my friends know I'm a comedy agent, but when a stranger asks, there are always follow-up questions:

"Do you get to meet famous people?"

"How do you scout your talent?"

"I'm funny; can you hire me?"

One of the questions I get most frequently is, "How'd you get into that line of work?"

My answer is always, "Sex Police."

If you're not familiar with this musical group, that answer might seem strange. But I've been a huge music fan since the first time I heard KISS in the early '80s, and even when I enrolled at Appalachian State University in 1991, I knew I wanted to go into the music/entertainment business.

While I was attending ASU, there happened to be a pretty popular regional band out of Chapel Hill, NC, named the Sex Police, and they were booked to perform at my school. Being a broke college student and going to see live shows all the time didn't mix well, but someone told me that if I joined the campus activities board (the Appalachian Popular Programming Society, or APPS) and helped make promotional banners/posters for the Sex Police, I not only would get into the show for free, I'd get to see EVERY live entertainment show on campus and would be part of the planning process for all of them. I couldn't sign up quickly enough.

I made some promotional banners to promote the Sex Police and I was IN! I continued to be involved in on-campus programming the rest of my time in college. The highlight for me was my senior year, during which I played a role in performances of such well-known bands as Dave Matthews, Widespread Panic, Hootie & The Blowfish, A Tribe Called Quest, and countless others.

In the fall of 1994, I attended my first NACA event – NACA® South in Birmingham, AL – where I met a woman (Linda Greenberg) who worked at a comedy agency (Creative Entertainment) in Charlotte, NC (my hometown). She gave me

her business card, encouraging me to call her when I graduated. Again, I liked comedy: who doesn't like to laugh, right? But the music business was where I wanted to be.

Or, so I thought.

In May 1995, I graduated and began to look for a job in the Charlotte area. There weren't a lot of entertainment options in the Southeast and I wasn't quite ready to make that big jump to New York or Los Angeles, where I knew I could find a job more easily. There was one music agency in Charlotte I had my eye on, but I just couldn't wedge my way into a position with them. So, I pulled out the business card from seven months earlier, made a call and got an interview. I showed up in a suit and everyone laughed (they worked in T-shirts and shorts). They hired me anyway as a new college agent. As luck would have it, their biggest client at the time was NACA® Hall of Fame member Carrot Top, and I was put in charge of booking him at colleges.

Ironically, when I was hired to be a comedy agent, I'd probably seen no more than six to eight comedy shows while in college, and had never gone to a comedy club. The agency owned a comedy club in Charlotte, and the owner (Brad Greenberg) told me my homework was to go to the club every weekend to see comedians perform and learn as much about the comedy business as possible. I'm a quick learner, and asked a lot of questions. I also realized during this process that, in my opinion, booking comedy is much easier than booking bands. The production needs are simpler and there are comparatively fewer people (and egos) to deal with. For the most part, it's one comedian and a microphone. Easy-breezy.

About a year and a half into my comedy agency baptism, Carrot Top moved on to bigger things, left our Charlotte-based agency and eventually landed a full-time Vegas residency gig. Then, just shy of my third anniversary with the agency, I was laid off during a downsizing. Within days, though, I had already created a new business name and logo, secured a business license, and proceeded to create my own "comedy empire." That was in the summer of 1998. Nearly 19 years later, I'm still with NACA and I'm still helping bring laughs to the college market.

It all goes to show that, sometimes, a detour is the best thing that can happen to you. (Besides, if you'd ever golfed with me, you'd know I'd never make the PGA tour.)

CHUCK JOHNSON is president of Summit Comedy, Inc. (NC). He can be reached at: chuck@summitcomedy.com; telephone: 800-947-0651 x2.

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

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