

CAMPUS ACTIVITIES

Programming®

VOL. 51 ► NO. 4 ► NOVEMBER/DECEMBER 2018

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CONSIDER
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STUDENT TO
HELP THEM
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OF LEAVING
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FIRST TIME.
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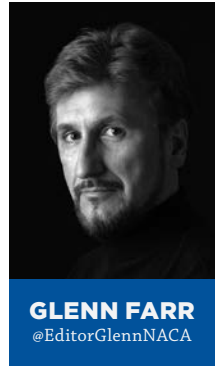
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I Dare You



ON SENIOR AWARDS DAY during my last weeks of high school, I was stunned to receive the Danforth Foundation's I Dare You Award. A national honor presented to high school seniors throughout the country, it, like many NACA® Foundation scholarships, recognized students of outstanding leadership ability.

I certainly didn't believe that applied to me and was sure I received it only because I was the yearbook editor, a position I assumed because there wasn't another rising senior available to fill it. In addition, the outgoing editor confided to me that our advisor had wavered about giving me the position because she considered me "incompetent." Consequently, I entered a dreadful year of low confidence, poor decision-making and struggling to meet publication deadlines. Ultimately, our yearbook met its final deadline and won a few design awards, but I did not graduate believing I'd earned a national leadership award.

While serving as yearbook editor may seem to have been a logical first step in a journalism career, at the time, I had no such ambitions. I was going to be an artist focusing on painting and drawing. I'd even been mentored by a local college professor who set out an educational map for me to follow, one that concluded with a master's degree in art and teaching. "You can be an artist and paint and draw as much as you want, but you have to pay the bills," he said. "To do that, you need to get an M.A.T. and teach on the college level."

If I didn't believe I could lead a high school yearbook staff, I certainly didn't believe I could teach college courses in studio art. Teaching was leading, and I was not a leader, award or no. So, after my first year of college, to the shock and consternation of parents and friends, including that college professor, I defected to the broadcast journalism department and began perfecting my "radio voice."

My radio career is a short, sad story for another time, but fast forward to my years with NACA and I've realized that no matter how much I might have tried to avoid leadership roles, they've usually found me. As editor of Campus Activities Programming®, I've led and mentored many of you through your first publication experiences. As an occasional local theatre director, I've performed a similar function for actors taking on stage roles they previously might not have believed they could accomplish.

With those direct experiences and my participation in NACA for nearly 30 years as a staff member, I understand the value of leadership, the education that enhances it and the mentoring that can make it a truly engaging experience for all concerned.

So, if you have any doubts about your own leadership abilities as you consider pursuing a volunteer opportunity in NACA, I say: take the plunge!

I dare you.

Regional Conferences: A Springboard to Leadership Education and Professional Development



**TOBY
CUMMINGS,**
CAE

I HAVE THE OPPORTUNITY to share this column on an alternating basis with NACA® Board of Directors Chair Demetria Anderson. Shortly before the beginning of our current publication cycle, she and I reviewed the magazine schedule, the various content areas that were to be covered, and what our individual schedules looked like with regard to meeting various deadlines. I was pleased that Campus Activities Programming® was once again dedicating space to leadership education and professional development. I was even more pleased Demetria and I agreed that I would be offering a message for this issue.

By the time this edition is published, many of you will have been involved in producing or will have participated in one of NACA's six fall regional conferences. As always, this has been one of my favorite times of the year. I've been able to spend some time at NACA South and attend all of NACA Northeast, while other key NACA staff members have been on hand at the other conferences.

Where else in America do you get to walk the halls of a convention center and see so much leadership education and professional development taking place involving those directly involved in campus engagement? For a seven-week stretch, starting in Atlanta, GA, and ending in Ontario, CA, NACA leaders and other volunteers traversed the country engaging students and administrators, as well as artists and entertainers, in gaining insights and knowledge they previously did not have. I've often been able to witness groups of college student leaders and their advisors sitting at tables or in hallways debriefing the day's educational sessions and sharing something awesome they learned and are excited to take back to their campuses.

Recently, I returned from my own annual professional development opportunity at the American Society of Association Executives (ASAE) conference in Chicago. While it looked much different than a NACA conference, it was, nevertheless, filled with opportunities for me to gain additional leadership skills and become a better professional. This is an aspect of lifelong learning that NACA, as an association, is proud to support.

The articles in this issue are certain to provide additional resources for you as you pursue leadership education or professional development within your own spheres. Unfortunately, not all of NACA's member schools and student leaders were able to attend a regional conference this fall. If that was the case for you, don't let it stop you from growing! No matter whether you're reading this in your office or in the comfort of your residence hall, turn the page and take advantage of the knowledge our authors have to share with you this month!

Cultivating a Career through NACA® Experience: The Journeys of Two Budding Student Affairs Professionals

By **TEARRIA BECK-SCOTT** and **SEAN FERGUSON**
Duke University (NC)

So you want to get involved?

When we look back on the different volunteer opportunities we have been afforded through NACA, we are truly thankful. These opportunities have opened doors for us to which we otherwise wouldn't have had access. Early involvement with the Association has helped us build our networks, develop professional skills, and prepare for future job and volunteer opportunities. Volunteering through NACA teaches you a multitude of skills that make you more marketable, confident and proficient in your professional role.

We'd like to share our personal journeys through NACA and share lessons we've learned along the way. We've both found a professional home through NACA and we recognize our list of ways you can get involved with the Association is not exhaustive.



Our Journeys through NACA

Tearria's Story

Attending my first NACA event was so eye opening for me. I was in graduate school and very undecided about my next step, but when I attended NACA South in Chattanooga, TN, I was immediately hooked. There were live music and sessions that were not stuffy, the people were so down to earth and very much felt like my people. I knew there was something there for me and I wanted to know more. Fast forward to 2012, when I arrived in Champaign, IL, and started my first professional job at the University of Illinois at Urbana-Champaign. My supervisor was very clear that getting involved with the Association would be an amazing opportunity for me.

She recommended I apply for the Leadership Fellows Program, a volunteer opportunity that allows you to take a deeper look at the Association as a whole through a yearlong fellowship that included:

- Writing an article,
- Mentorship,
- Presenting at the National Convention,
- Meeting the NACA Board of Directors, and
- Connecting with other young professionals within the Association.

It was an amazing opportunity that really helped build my confidence, strengthened my connections to NACA and others in the field, and provided an outlet that, as a new professional, I really needed.

After the Leadership Fellows experience, I felt much more confident in attempting other roles within the Association. I applied and served on the Showcase Selection Committee twice, which helped to further expand my network and allowed me to see what it was like working with the national office. I then became a Leadership Fellows Mentor twice, which allowed me to give back to the program that gave me so much. The next year, I applied to be the Regional Showcase Selection Coordinator for NACA South. This was the first time I was “running the show,” and as much as I was nervous, I was even more excited to prove to myself what I could accomplish if given the opportunity. I was again able to work with the national office, students across the region, and the regional committee, which further extended my network and friendships in student affairs.

My next NACA volunteer experience was coordinating the S.P.I.R.I.T. Institute at Washington University in St. Louis (MO). This opportunity was very meaningful for me because I had previously been motivated to apply for the coordinator-elect position by a dear friend, who also happens to have been a Leadership Fellow. She is a perfect example of how the alumni of the program push each other to continue to pursue new and challenging opportunities within the Association. Having learned this, I’ve made it a point to share it and push my peers and colleagues to get involved where and when they can.

Through the many experiences I’ve had with the Association, I’ve learned the importance of relationships. My supervisor, Gerald Harris, frequently says, “Life often travels the speed of relationships.” These words never seem truer than when I consider how NACA has shaped my professional life.

Sean's Story

My NACA volunteer experience started in a rather non-traditional way. While I was a graduate student at the University of Florida, I got a last-minute email from my supervisor encouraging me to apply for the NACA National Showcase Selection Committee. At this point in my professional journey, I had never attended an NACA National Convention, let alone even having heard about the organization. Fortunately, this role does not require previous NACA experience and I was accepted to the committee! For those who haven’t attended a Convention before, this committee selects a majority of the talent that performs for Mainstage, Sampler, Roving and Special Events, etc. All of those terms were unfamiliar concepts to me and I quickly became overwhelmed with the size and comprehensiveness of the Association. I must admit now, though, that it was a great way to learn everything at once.

After serving on the Showcase Selection Committee, I felt I had my foot in the door. It built my confidence and I applied to be an NACA National Convention Graduate Intern. I was selected to work with Diversity Initiatives and helped create inclusive networking opportunities for the Convention. The Graduate Internship required us to present on a topic of our choice. My partner and I chose to research and present on protests on college campuses. So here I was, a second-year graduate student, attending my first NACA Convention, and instead of just coming as an attendee, I had already helped select the showcases, was planning diversity initiatives, and was giving my first presentation outside of a classroom. Needless to say, I felt out of my comfort zone. But after attending that Convention, I became hooked on NACA.

My first professional role was very supportive of me staying involved with NACA. Throughout my first year as a professional, I was able to bring two separate groups of students from our programming board with me to both NACA South and the National Convention. For an advisor, bringing students to these events helps create new leadership opportunities for them outside of your institution.

Joining the professional world of student affairs gave me the opportunity to volunteer with the NACA South Regional Conference Program Committee. I was selected to serve as the Professional Development Programs Coordinator, which resulted in me understanding for the first time what it meant to put too much on my plate. Shortly after taking this role, I accepted a new position at a different institution, in a different state. Between moving across the country and learning a new job, I was not able to fully dedicate myself to the conference program committee. I kept trying to make the position work, but deep down I knew my personal and professional lives were too busy to be successful in the role.

This past year, I’ve presented on separate occasions on both the national and regional levels. Presenting will always be a passion of mine, and the best part is that it is something you can prepare for outside of your work hours. I also became a Graduate Intern Mentor. My NACA experience came full circle when I had the opportunity to work with my Graduate Mentee.

My NACA experience has been extremely rewarding and helped connect me with a group of colleagues and cohorts across the country that otherwise I would have never met. There are countless times when I've reached out to connections I've made looking for programming advice or a fun new way to spice up our programming board training. I even landed my current job through one of my former networking connections.

Dozens of Different Opportunities through NACA

NACA has shaped our professional experience in more ways than we can count. There are dozens of different opportunities to get involved in the Association, and NACA is always looking for new, fresh ideas! Don't be afraid to apply for an opportunity, because you never know what doors it might open for you down the road!

NACA is what you make it. It can be an event you attend annually with your student delegation or it can be an opportunity that helps you grow professionally. It has helped propel us along the way by giving us the confidence we needed to pursue bigger roles in our professional positions and in our volunteer experiences. Keep trying. You might not always get your dream position, but there are tons of other great opportunities, so keep applying until you find your fit. You would be surprised what happens when you respond "yes" to those NACA emails seeking position applicants.

Lessons Learned

Take advantage of networking: *Make the connections and KEEP the connections. My (Ferguson's) current supervisor (and co-writer of this article) served on the Showcase Selection Committee with me when I was a graduate student. Years later, when a position opened up at Duke University, I was able to learn more about the role and how I should best prepare for the interview.*

Volunteer at conferences: *When you attend a conference, it's easy to see the "high touch" roles (Program Chair, Ed Session Coordinator, etc.), but remember that all of the behind-the-scenes roles that help make the event successful can also help you get your foot in the door.*

Take a risk: *Apply for the opportunity for which you don't think you're qualified. Find something you are passionate about and your interest might be the reason you get it. NACA has mastered teaching you along the way.*

Find your limit and don't overdo it: *You will likely feel compelled to try everything, but it does not have to happen all in one year. Know what your peak seasons are in your full-time job and find opportunities that help compliment those. Professional development opportunities exist to create a well-rounded professional experience, not to create additional and unneeded stress.*

ABOUT THE AUTHORS



Tearria Beck-Scott is assistant director of Student Involvement at **Duke University (NC)**. She previously served as a program coordinator at Duke, and before that was a program advisor at the University of Illinois at Urbana-Champaign. Her NACA roles have included Leadership Fellow, Leadership Fellows Mentor, Regional Showcase Selection Coordinator, S.P.I.R.I.T. Institute Coordinator and National Convention Showcase Selection Coordinator. She has also written several articles for Campus Activities Programming® magazine. She holds a bachelor's degree in political science and a master's degree in public administration, both from Georgia State University.



Sean Ferguson is a student development coordinator at **Duke University**. He previously served as an activities coordinator at the University of South Alabama. In NACA, he has served on the National Convention Showcase Selection Committee, has been a National Convention Graduate Intern and Graduate Intern Mentor, and has served as the Professional Development Programs Coordinator for NACA South. He holds a bachelor's degree in communications from SUNY-Brockport and a master's degree in student personnel in higher education from the University of Florida.

KEEP TRYING. YOU MIGHT NOT ALWAYS GET YOUR DREAM POSITION, BUT THERE ARE TONS OF OTHER GREAT OPPORTUNITIES, SO KEEP APPLYING UNTIL YOU FIND YOUR FIT. YOU WOULD BE SURPRISED WHAT HAPPENS WHEN YOU RESPOND "YES" TO THOSE NACA EMAILS SEEKING POSITION APPLICANTS.



"CAMPUS PROGRAMING AND ACTIVITIES HAS BEEN A MAJOR PART OF MY JOURNEY IN HIGHER EDUCATION AND HAVE BECOME THE PRIMARY CONDUIT FOR MY PROFESSIONAL DEVELOPMENT AND INTERESTS. WINNING THE M. KEVIN FAHEY GRADUATE STUDENT SCHOLARSHIP IS AN INCREDIBLE HONOR AND WILL BE PUT TOWARD HELPING TO FINANCE MY ACADEMIC BOOKS AND STUDENT FEES AS I CLOSE OUT MY FOURTH AND FINAL SEMESTER OF GRADUATE SCHOOL."

Chandler Mueller

2018 Candidate for MEd Higher Education in Student Affairs, Salem State University

2017 NACA® M. Kevin Fahey Graduate Assistant Award Recipient

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Getting Involved

What Does That Look Like for Student Affairs Professionals?

By

MARISSA ROBLEDO

University of Nevada, Las Vegas

WE STUDENT AFFAIRS PROFESSIONALS work in offices that focus on and foster student involvement. In our roles as advisors, mentors and staff members, we tend to direct our energy toward helping our students build their résumés by encouraging them to get involved and become connected. We help guide students to make the right choices for themselves; helping them make the most of their college experience. So much of our time is focused on helping them develop and nurture transferable skills that our needs – our professional development, our involvement and our growth – sometimes get lost in the mix or take a backseat. It's now time to think about our professional experience – how are we enriching our practice and getting involved? How are we staying on the cutting edge?

Where to Begin

Identifying as either a new or a seasoned professional, it is important to remember it's never too late to get involved! It's time to think about our hunger for knowledge.

First things first: it's important to loop our supervisors into the conversation before seeking new involvement opportunities. This may seem like common knowledge, but it's important to cover all bases. As we consider our interests or areas of growth, we might ask ourselves, what are we looking to learn? Is there something new in which we want to engage? How do we want to get involved?

Involvement may include much more than committee work. It can include participating in webinars, seminars, drive-in events, conferences, etc., or being a part of different Listservs, knowledge communities, social media groups, or networking groups – the options are endless. Tap into resources to see what's available and, most importantly, what is free. Once you find something that works with you and your availability, get a group of peers together to share the wealth of knowledge you discover.

As we consider the more traditional route of involvement – committee work – we need to think about our interests and how they intersect with the work already being done on campus. If there is a committee of interest, it's important to weigh the pros and cons of involvement. We must reflect on what will help us in the long run. If we determine the committee is going to be beneficial for personal growth, as well as our involvement helping fulfill the purpose of the committee, it then becomes our responsibility to reach out to the chair to learn if there are any open seats.

The nice thing about campus committee work is the options are endless. We have access to serve as faculty senators, administrative faculty committee members, in student conduct cases, or on search committees. It's up to us to find the right fit.

If we're looking to increase our involvement on a broader scale, it's important to look at the opportunities provided on regional and national platforms. These opportunities provide great ways to connect with and learn from individuals outside our immediate circle. For example, the National Association for Campus Activities offers almost endless opportunities for involvement, and, again, it's up to us to find the ones that best fit our individual trajectories.

“

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With our involvement through continued learning opportunities, committees, or regional/national volunteering, we can continue to be the best professionals in our field.

Finding the Balance

With newfound opportunity, we must remember to find balance. We never want our plate to be too full and become overwhelming. Sometimes, we get so involved in our work we forget about personal self-care. We want to remember to be effective members of a team by making a true impact on our campus or in our field. Because of that, we need to know when to say enough is enough.

Why Should We Get Involved?

Our work is important. Most of the time, we serve in frontline positions where we have first contact with students. Our field, just like our student demographic, is constantly changing. It's important for us to stay ahead of emerging trends. With our involvement through continued learning opportunities, committees, or regional/national volunteering, we can continue to be the best professionals in our field.

It is our duty to keep the energy going. If we choose to be stagnant and stop learning, it will be to the detriment of our personal well being and our students. It is up to us to continue to grow as professionals in higher education.

As for our peers who serve in supervisory roles, please remember to think of ways to help get your staff involved. Be an advocate, hear them out, and help support their decisions to try something new.

And remember, a day without learning is a day lost.

ABOUT THE AUTHOR



Marissa Robledo is the program coordinator for campus activities at the **University of Nevada, Las Vegas**. She has been involved in NACA as the NACA® West Student Project Coordinator in 2017 and as the region's Conference Treasurer in 2018. She earned a bachelor's degree in history from San Diego State University (CA) and a master's degree in higher education from the University of Nevada, Las Vegas, where she was a graduate assistant for the Office of Civic Engagement & Diversity.

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.

Building Training and Leadership Education Based on Principles of Adult Education



By
KAITLYN SCHMITT
George Mason University (VA)

Effective training can be hard to design. Training for student leaders is often viewed as boring and irrelevant, but a necessary evil. However, training can be improved by utilizing principles of adult education, or andragogy. College student leaders have matured beyond high school and, consequently, their learning methods have changed from when they were younger. Their learning style is more similar to adults than to children, yet many campus activities trainings still use a teacher-centric “sage-on-the-stage” lecture model. By shifting student leader education to be student-centric and rooted in andragogy, it can become more effective, engaging and enjoyable.

The principles of andragogy are typically attributed to Malcolm Knowles, who explained them in “The Modern Practice of Adult Education: From Pedagogy to Andragogy” (1980), among other works. Knowles explains assumptions that andragogy makes about learners and how they differ from pedagogy’s assumptions, including:

- **Self-directedness:** As they mature, learners seek independence in their learning and the ability to self-select what they learn about.
- **Need:** Learners “become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems” (Knowles, 1980, p. 44). They learn what they think is important to learn.
- **Application:** Learners desire to apply what they’ve learned to their particular situation. They prefer to apply new knowledge as quickly as possible.
- **Experience as a resource:** Mature learners bring rich experiences to the classroom, from which they or others can learn.

Designing student leader education around these principles promotes the learner’s sense that they learned something, retention of knowledge, and sense of worth of training. Each of these principles can be applied to student organization training and student leader education.

Self-Directedness: Provide Choice

Unlike children, adults learn best when they can participate in their own learning. Consequently, adults prefer to have input in their learning, keeping some control over what they learn and when.

Let students choose which topics they want to learn about. As much as possible, give them the freedom to learn when they want and to opt out of learning that’s not relevant to them. When empowered to choose, students are more likely to have a positive, open mindset when they attend training.

Need: Ensure Relevance

Because adults learn only what they think is important to learn, training must establish a case. As Simon Sinek advocates, “start with why” and explain why the concepts are necessary to learn. Once students understand why they need to learn a concept, they will be more motivated to pay attention and understand.

Choose training topics that are relevant to student leaders. When you’re designing workshops, ask: why do students need this information? How will they use it? Once you’ve determined the answer, include it in the training when you’re introducing the concept.

If there are things only some student leaders need to know, such as university policies regarding travel or events with alcohol, remove these concepts from your general training and deliver them only to the students who need them. Requiring students to attend training that isn’t relevant to them communicates that you do not respect their time and means they’re more likely to view other required training as irrelevant – and, therefore, a waste of time.

Application: Use a Problem-Centered Approach

Because adult learners desire to apply their new knowledge and skills, they tend to have a problem-centered approach to learning. They seek to learn solutions to or strategies for problems that they’re currently facing.

Consider the timing of your trainings. Student leaders want to apply new knowledge right away, so they’re not interested in learning about officer transition in September when they don’t plan to transition until December or April. Aim to provide “just-in-time” education.

Focus trainings on solving problems student leaders are facing. In training workshops, provide practical strategies they can use in their leadership roles. Explain the theoretical foundations of the strategies, and help students make connections for how to apply the strategies.

Experience: Promote Interactivity

With their wealth of experiences, adult learners do not appreciate trainings consisting only of lecture. They want to use their experience to make connections with the subject matter and to practice what they’re learning.

Include interactive activities in trainings. Interactivity can be as simple as asking audience questions or as complex as facilitating a roundtable discussion. Consider the following for workshop activities:

- Poll
- Think, pair, share
- Case study
- Reflection
- Quiz
- Brainstorming
- Concept mapping
- Action plan

In particular, an action plan can be incredibly useful because it allows learners to plan how they will apply what they learn in the training, which promotes a problem-oriented approach and the application of knowledge and skills.

An Example: Excellence in Leadership Seminar

At George Washington University (DC), training for student organization officers changed in 2016-2017 to incorporate principles of andragogy. Previously, training for approximately 500 student organizations was provided through a one-day conference in September. Each organization sent two students to the conference, during which they were required to attend certain workshops and made choices about other workshops to attend. Students found this model difficult: it often didn’t fit into their schedules, they didn’t retain the large quantity of information, and they typically didn’t have an open mind about learning. Additionally, with about 1,000 participants, the event was expensive and challenging to coordinate.

Recognizing this model’s inefficiency and ineffectiveness, the Center for Student Engagement introduced the Excellence in Leadership Seminar (ELS), a series of one-hour workshops offered throughout the academic year. They were open to all students, but student organizations were required to send representatives to a

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minimum number of workshops each year. Session topics included organizational management (e.g., recruitment and retention, officer transition, running effective meetings, event planning) and leadership development (e.g., leadership styles, conflict resolution, group dynamics, multicultural competency). Every session focuses on one or more of five leadership pillars:

- Self-awareness,
- Communication,
- Diversity, equity and inclusion,
- Social responsibility, and
- Organizational management.

In addition to the ELS requirement, student organizations were required to meet with their advisors in September, during which time advisors reviewed relevant policies and procedures (e.g., booking space, contracting, travel and driving, events with alcohol).

In 2016-2017, ELS offered 99 workshops on 48 topics to 1,207 participants. Student organizations were required to attend three workshops. In 2017-2018, the ELS grew, boasting 170 workshops on 59 topics to 2,244 participants. Student organizations were required to attend five workshops. Each year, eight departments or student organizations partnered with the program by facilitating sessions, including the Center for Career Services, the Multicultural Student Services Center, the Center for Civic Engagement and Public Service, and the Division of Development and Alumni Relations.

This model incorporated the principles of andragogy. No individual sessions were required; students self-directed their learning by choosing which sessions they attended. Session topics were relevant to student leaders, and students could choose to attend those that were most relevant to them at a time that best fit their schedules. Sessions focused on issues many student leaders face, and provided practical strategies to address them. Finally, every session was interactive so students could draw on their lived experience and practice applying what they were learning.

An additional benefit to this model included greater participation. Unlike the conference, the program was not significantly limited in participation capacity, so we were able to accommodate more students. Also, sessions were open to all students, so it didn't limit learning to student organization executive board members. Many

participants were student organization representatives who were seeking a leadership position and wanted additional preparation.

Moreover, student participants reported positive outcomes. Because post-session evaluations were required to meet the student organization requirement, evaluation response rates averaged above 90%. In 2017-2018 evaluations, 96% of students agreed or strongly agreed they gained knowledge that would make them better leaders, and 89% of students said it was likely or extremely likely they would share something they learned with their student organization's members. In end-of-year evaluations, 69% of students reported ELS had a moderate or greatly positive impact on their roles as student leaders.

Informal observation also provided positive feedback. Students generally didn't mind attending five hours of training, especially because they could work it into their schedules over six months. Had the trainings been optional, students likely wouldn't have attended, but after attending, students commented on how they found them useful.

A challenge to this model is that it required considerable staff time. We made concerted efforts to publicize each individual session, since presenting a session for only a few students was not worth the presenter's time.

Additionally, campus partners were key in making this possible: 40% of sessions were presented by campus partners, which alleviated demands on departmental staff while also capitalizing on the skills and expertise of colleagues.

Finally, having a dedicated full-time staff position to coordinate the program and create curriculum, coupled with having about 500 participating student organizations, made creating a large infrastructure feasible and valuable. Consequently, we were able to offer sessions on a large variety of topics, which helped make the program successful.

Substantial Improvements in Student Life

Providing effective and engaging training to student leaders can be a challenge, but using principles of adult education can help improve trainings. Whether you incorporate just one principle, all of them, or something in between, using these principles increases students' enjoyment and retention. It grounds our work in theory and helps us make substantial improvements in student life.

ABOUT THE AUTHOR



Kaitlyn Schmitt is assistant director for Programming in Student Involvement at **George Mason University (VA)**. She previously served as program coordinator for Student Involvement at George Washington University (DC) and had direct experience in the training program example she discusses in this article. Active in NACA, she currently serves as the Education Advisory Group Chair, after having served as a group member. She's also served as a faculty member for the Student Organizations Institute (2016) and has served the NACA South Region as Graduate Intern Coordinator and Advisor Networks Coordinator. She holds a bachelor's degree in mathematics from the University of Notre Dame (IN) and a master's degree in higher education from Boston College (MA).



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Becoming AN Entrepreneurial AND Innovative Leader

By

WILLIAM D. SMEDICK, Ed.D.
Johns Hopkins University (MD)

In the professional world today, there seems to be a movement in all settings to be “more entrepreneurial.” If one has started a small business or social enterprise, it is a given that one must be entrepreneurial in order to succeed. Being entrepreneurial can often mean different things for different people in different contexts. Therefore, for student affairs professionals and, more specifically, student activities professionals, it’s important for us to consider what are the principles, attributes and skills needed to work in a highly innovative and entrepreneurial environment.

The Six Qualities of Successful Social Entrepreneurs described in David Bornstein's book, "How to Change the World: Social Entrepreneurs and the Power of New Ideas," are a good place to begin reflection and develop a plan to be more entrepreneurial.

1. *"Willingness to Self Correct"* – Because of their motivation, highly successful entrepreneurs are highly self correcting. The entrepreneurs' inclination to self correct stems from the attachment to a goal rather than to a particular approach or plan. Like young businesses, social change organizations usually go through many iterations as their strategies or "business models" evolve in response to problems, new opportunities and changing market conditions. The entrepreneur's willingness to self correct is vital to this continuous adaptive process" (Bornstein, 2007, p. 238).

In the student activities field, assessment is the key skill and knowledge base for learning what your unit is doing well and what needs improvement. With assessment information, a leader can then develop strategies to correct programs and services that need correcting, as well develop strategies to enhance and sustain those programs and services that are well received. Suffice it to write that a successful student activities professional has the skills to assess programs and services using qualitative, quantitative and benchmarking methodologies. The other element of self correction is learning from failure, which requires a culture that values staff taking risks and subsequently learning from inevitable mistakes, making adjustments and eventually succeeding.

2. *"Willingness to Share Credit"* – For entrepreneurs, a willingness to share credit lies along the 'critical path' to success, simply because the more credit they share, the more people typically will want to help them. If an entrepreneur's true intention is to make change happen, then sharing credit will come naturally" (Bornstein, 2007, p. 240).

Identifying the stakeholders (i.e., who has something to gain or lose if your venture is successful) will allow one to spread around the credit for a successful endeavor. Sharing credit will also positively impact the sustainability of the project since multiple stakeholders see themselves as having a "stake" in its success.

3. *"Willingness to Break Free of Established Structures"* – Social entrepreneurs can cause change by redirecting existing organizations. [Those] who initiate their ideas while teaching in universities usually step outside the academy to build their organizations. What they gain is the freedom to act and the distance to see beyond the orthodoxy in their fields. This is critical because all innovation entails the ability to separate from the past" (Bornstein, 200, p. 241).

Stepping away from "how things have always been" and discovering what is possible if we think differently involve more stakeholders and basically open the system to more perspectives. It also can help us see the world and, more specifically, our programs and services from a different angle.

For instance, one may have a very successful weekend leadership-training program, but it depends on how one defines success. If an assessment reveals that students who attend the weekend leadership program are learning the outcomes desired, that is one form of success. But what if only one or two student constituencies actually enrolled (example: majority and traditional-college-aged) attend the program and many students (example: non-traditional and first-generation) cannot participate? A program leader may need to "break free" of the way the program has been conducted and look at new ways it can attract more and different student constituencies.

4. *"Willingness to Cross Disciplinary Boundaries"* – Independence from established structures not only helps social entrepreneurs wrest free of prevailing assumptions, it gives them latitude to combine resources in a new way. Faced with whole problems, social entrepreneurs readily cross disciplinary boundaries, pulling together people from different spheres, with different kinds of experience and expertise, who can, together, build workable solutions that are qualitatively new" (Bornstein, 2007, p. 242).

It is hoped this principle is affirming for many student activities professionals. Making connections in areas outside of student activities and within student affairs divisions and departments almost always leads to more successful outcomes for student activities programs and services. However, less likely, and just as, if not more, important are partnering with academic units at your campus. Assess the ways in which your student learning outcomes compliment those that are found in the more academic settings. The essential skills of communication, empathy and emotional intelligence (among many others) are all enhanced through the programs student leaders plan and implement outside the classroom and are valued in academic classrooms, as well.

5. *"Willingness to Work Quietly"* – Many social entrepreneurs spend decades steadily advancing their ideas, influencing people in small groups or one on one, and it is often exceedingly difficult to understand or measure their impact. Often they become recognized only after years working in relative obscurity" (Bornstein, 2007, p. 243).

Student activities professionals typically work in dynamic and social organizational cultures, not to mention the hours they expend to oversee the programs and services they are often responsible for in the student activities arena. In other words, finding the time to reflect and delve deeply into available professional development resources can be a challenge. However, finding the time to "work quietly" is considered an imperative for future professional success. Audit your time and see if you can identify some time each week to schedule for yourself to reflect and continue your learning.

6. *"Strong Ethical Impetus"* – It is meaningless to talk about social entrepreneurs without considering the ethical quality of their motivation: the why. Although it is probably impossible to fully explain why people become social entrepreneurs, it is certainly possible to identify them. And society

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stands to benefit by finding these people, encouraging them, and helping them to do what they need to do” (Bornstein, 2007, p. 244).

It is also meaningless to talk about student activities professionals without considering the “why” of what we do day in and day out. The question is, how are we articulating our value beyond the typical numbers of attendance? Most student activities professionals are also measuring the student learning outcomes of students leading programs, as well as those impacted by attending those programs.

In addition to those quantifiably measurable outcomes, consider the reflective discussion you have around the ethical implications of the decisions student programmers make. In social entrepreneurship, one of the basic principles is called the triple bottom line. A triple bottom line includes those easily more quantifiable measureable profits and losses (in student activities, a cost/benefit analysis) and also includes the social good achieved as a result of the program. That social good could be enhancing the sense of community on campus or even the environmental impact.

Keeping these qualities in mind, it is possible to develop a professional development plan for yourself and your department to become more entrepreneurial and effective in meeting the needs of your students.

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A close-up portrait of a young man with short, dark hair, smiling warmly at the camera. He is wearing a U.S. Army digital camouflage uniform jacket over a white t-shirt. On his jacket, there is a "U.S. ARMY" name tag, a sergeant's rank insignia (three chevrons), and a unit patch. He is holding a green strap over his shoulder. The background is a plain, light-colored wall.

Involving Student Veterans in Campus Activities

By
JORDAN HESSION
Florida Atlantic University

IMAGINE YOU ARE A 23-YEAR-OLD VETERAN returning to civilian life for the first time in four years. You've seen war, and you may have even seen some of your closest friends die. Now, you're returning to attend a university, to make a better life for yourself and your family, where you do not know anyone and feel like you're making this transition alone. You want to get involved on campus, but you're slightly overwhelmed by the sheer number of clubs and organizations. The student organizations that are inviting you to events do not seem veteran friendly and, when you attend, you wonder why you did and leave early to go home and spend time with your family.

This scenario is an example of the daily reality of being a veteran on college campuses today. Student veterans typically do not feel like they belong on campus and many consider re-enlisting in the military to return to a familiar culture and structure. However, campus activities programmers can play a significant role in helping student veterans feel at home on college campuses. I'd like to help you identify who veterans are, share the benefits of having veterans on college campuses, and provide specific suggestions for involving more student veterans in campus programming events.

Who Are Student Veterans?

Student veterans are defined as individuals who've served at least four years of active duty in one of the five branches of the United States military:

- Army
- Air Force
- Coast Guard
- Navy, or
- Marine Corps.

These students are often older (typically between the ages of 22-30) and many have families. In 2008, the United States Congress passed a bill titled the Post-9/11 Veterans Educational Assistance Act of 2008 (Congress.gov, 2008). The goal of this bill was to provide educational benefits to more veterans who served after 9/11. With its passage, American institutions began to see a spike in the number of students enrolling in college. In the 2007-2008 academic year, the year prior to passage of the bill, there were 914,000 student veterans enrolled, but that number rose to 1.1 million student veterans during the 2011-2012 academic year (Bentz, Dekker, Paslov, & Walton Radford, 2016). The Forever GI Bill was passed in July 2017 and it takes away the previous 15-year time limit for veterans to use their benefits; this will likely mean that even more veterans will be enrolling in postsecondary institutions (Sisk, 2017).

Benefits of Having Student Veterans on Campus

There are a variety of benefits to having veterans involved in campus activities. The first is that these students bring different points of view and life experiences that can enrich the knowledge and understanding of all students. Many of them spent time living in countries around the globe, including those in the Middle East and the third world. As institutions are seeking to provide students with opportunities to learn about different cultures, student veterans can bring first-hand knowledge of different cultures, languages and traditions to college campuses.

Another significant benefit of having veterans involved in campus activities is their significant leadership training and experience. Military veterans know how to work with teams to accomplish missions and, therefore, are primed to hold campus leadership positions in student government, on programming boards, and in other organizations

and situations. They can help share their knowledge of what it takes to be a leader with students who may be stepping into leadership positions for the first time.

How to Involve More Student Veterans

Given the benefits of having student veterans on campus, here are suggestions for campus programmers to use to attract student veterans and to make programming efforts veteran friendly.

- **Invite a Student Veteran to Serve on the Programming Board:** To help ensure that programming events are veteran friendly and to help spread the word about events to veterans, invite a student veteran to serve on the programming board. As stated above, veterans have excellent leadership skills, so they can help move the organization toward accomplishing its mission.
- **Partner with the Veterans Office:** Partner with the office of military and veteran services to help advertise your program to veterans on campus. Also, this office may be able to provide valuable insight as to what types of events may attract veterans.
- **Consider the Timing of Events:** Because veterans typically come to campus only to attend courses and go home afterwards, consider hosting programs during the day. By scheduling a program when classes are taking place, you increase the chances that veterans will want to attend.
- **Invite Families to Events:** Because veterans are typically older (ages 22-30), married, and may have children, encourage student veterans to bring their families to events, such as pre-sporting-event tailgates. They may not want to attend events if they can't bring family members along.
- **Establish a Mentoring Program:** Consider setting up a mentoring program where you assign a student veteran to a freshman student to help them navigate all the changes of leaving home for the first time.

Benefits for All

Overall, having veterans involved in campus activities benefits veterans, other students, and campus organizations. Student programmers can help ease veterans' transition from the military to college, making sure these students feel welcome on campus. These students have risked their lives to protect and serve our country and we should welcome them back with open arms. Programming boards can ensure they are providing veteran-friendly events by inviting a student veteran to serve on the programming board, partnering with the veterans affairs office, holding events during the day, inviting students' families to events, and establishing a mentoring program.

After all, student veterans are actually heroes and we owe it to them to provide veteran-friendly programming and avenues for their voices to be heard.

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ABOUT THE AUTHOR



Jordan Hession recently earned a master's degree in higher education leadership from **Florida Atlantic University**, where she serves as the assistant director of Graduate Orientation and Admissions and where she previously served as an academic advisor and orientation and admissions counselor.

GRIT

**The Intangible Principle of Success
for the Struggling Student Leader**

By

CLINTON BRYANT III
Florida Atlantic University



AT YOUR LAST PROGRAMMING BOARD

MEETING, everyone agreed on the date, location and agenda for your next meeting. Yet, when the day of the meeting arrives, two key programming board members have had “things come up” and those members who do show up are late, distracted by their phones, and unprepared to engage. Feeling your blood pressure starting to rise because this has slowly become the norm for your meetings, you begin to wonder why you even bother to set them up.

Determined to not quit right in the middle of the meeting, how are you going to have the strength to lead it and keep the organization moving forward? The answer is grit. I’d like to define grit for you, share its benefits, and offer suggestions for using grit to accomplish your goals.

What Is Grit?

Duckworth, Peterson, Matthews, and Kelly (2007) define grit as, “perseverance and passion for long-term goals” (p. 1,087). They state that grit entails “working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress” (Duckworth et al., 2007, p. 1088).

Additionally, Christensen and Knezwek (2014, p. 29) note that,

There are many examples of students who are the highest achieving students in their high school graduating class, yet fail to be successful in college because they find they are not prepared to fail. They have not had to develop the grit it takes to conquer difficult material. Placing more emphasis on non-cognitive student measures such as perseverance and grit may play an important role in supporting student success in school and in the workplace.

If you have not had many opportunities to develop grit, working in student programming is an excellent way to learn how to make mistakes and to learn from them.

The Benefit of Grit

The benefit of having, cultivating and strengthening grit is that you will become better in whatever endeavor you are pursuing – from training and competing for a classic physique body building competition, putting on the best music concert ever held on campus, or earning excellent grades. What is also great about grit is that it can help you compete with people who may initially know more about a topic than you do. Duckworth et al. (2007) also highlight grit and intelligence when stating “that the gritty individual approaches achievement as a marathon; his or her advantage is stamina” (p. 1,088). In other words, grit is often the determining factor as to whether one stays the course or just gives up and loses hope.

How Can You Increase Your Grit?

The key to developing grit is to practice. Undoubtedly, you’ve heard the phrase “practice makes perfect” from parents, coaches and teachers. It turns out they were right. You must earn your grit muscles and the best way to do this is to learn to fall in love with learning and developing skills. An inherent part of learning is making mistakes, so embrace mistakes as signs that you are making forward progress in learning new skills. Though practice does refine your skills, grit is not something that magically becomes part of you overnight. Duckworth et al. (2007) found that people get “grittier” as they age. Grit is developed over time and the good news is that, as you age and use your grit muscles more, you will become even grittier.

A Go-To Strategy

Developing grit is a powerful way to improve your leadership skills and advance the mission of your programming board. Although others on your executive board may let you down, do NOT let it deter you from accomplishing the board’s goals. Persevering through hardships will help your board accomplish its goals and it will help you strengthen your grittiness. Grit is a go-to strategy for successful student programmers!

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ABOUT THE AUTHOR



Clinton Bryant III earned a master’s degree in higher education leadership from **Florida Atlantic University** in May. While there, he served as a career counselor and was also a graduate assistant for the Urban Male Initiative. In the summer of 2017, he served as an intern in the housing department at the University of California, San Diego. He has been affiliated with the Omega Psi Phi Fraternity, Inc. and is a recipient of its Dr. Moses C. Norman Education Scholarship.

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CONVENTION UPDATE

Advisor Development to Be a Primary Focus of #NACA19

Hello, NACA Members!

I'm very excited to serve as Chair of the 2019 NACA® National Convention Program Committee, which is charged with planning our Feb. 16-20 event in Columbus, OH. The Committee is working hard to make the Convention one you won't forget.

I'd first like to share the Committee's focus: Advisor Development, one of the two goals included in the Association's 2017-2020 Strategic Plan and one that will have a positive "ripple effect" touching all NACA stakeholders. As we assist advisors (which includes graduate students) to develop further, they will:

- Become better resources to the students they advise/mentor,
- Navigate the business opportunities NACA offers,
- Develop a stronger network of people to which they can reach out, and
- Become more engaged in the Association.

With this goal in mind, here are some things we're planning:

- The Marketing & Communications volunteer team is working on creating a new graphics competition for schools to showcase their unique graphic designs for campus programming. Stay tuned to NACA's communications for details.
- The Your Best Campus Tradition™ Video Competition will continue. Entries require videos, so get your cameras ready and start working on your submissions to showcase your school's best tradition!
- The Education & Professional Development Team is working on expanding pre-conference opportunities for students and staff. In addition, we'll continue to prioritize social justice and inclusion education through various Convention opportunities.

- More networking opportunities are being developed to give delegates the opportunity to share ideas. Also, we're working with The Placement Exchange to offer more career development opportunities for anyone interested in working in campus activities in the future, as well as for those already in the field.
- The Business Networks team is creating more resources to help delegates maximize their experience at the Convention. These will be distributed via social media and the NACA website.

Lastly, I'd like to share with you some information about our host city, Columbus, OH. Several key volunteers and I visited the city in late July and we were very impressed with what it has to offer. The Convention Center is a new facility with many modern amenities and appealing artwork on display. All the official Convention hotels are either connected by a sky bridge or within a block of an entrance. There are numerous food options nearby, including my new favorite spot, a food hall called North Market.

Even though we're still a few months away from #NACA19, be on the lookout soon for opportunities to participate. We'll be asking you to tell us why you attend or volunteer at the Convention. These will then be shared via social media. So, stay tuned to NACA's social media accounts and website to see what great activities and volunteer opportunities we'll be offering this year!

If you have questions, you may reach me via email at pereirap@txstate.edu.



PETER PEREIRA

2019 National
Convention Chair
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Convention Preview Coming in January/February Campus Activities Programming®

Get a sneak peak of photos and bios of artists and other attractions appearing in the 2019 NACA National Convention showcases in the January/February issue of Campus Activities Programming® (<https://issuu.com/naca>). Also, review a preliminary listing of educational sessions and get tips for how your delegation can make the most of #2019!



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2019 NACA National Convention Program Committee



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Transitional School
Member



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Graduate Intern Mentor
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photo not
available

Graduate Intern Mentor
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University of
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photo not
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Educational Program
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College of Mount Saint
Vincent (NY)



Educational Program
Reviewer
Jenn Labbanche
Massachusetts College
of Liberal Arts-MCLA



Graduate Intern Mentor
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Educational Program
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Educational Program
Reviewer
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Transitional School
Member



Board Liaison
Saville Harris
Stephen F. Austin
State University (TX)

photo not
available


Educational Program
Reviewer
Christian Barnes
Murray State
University (KY)



Associate Member Liaison
Danny Mackey
Neon Entertainment (NC)

Get Ready for #NACA19!

Book with Delta for Travel to NACA® events!

NACA continues its partnership with  **DELTA** Air Lines to offer discounted airfares for the 2018-19 regional conferences and the 2019 NACA® National Convention.

Book Online

If you're not a Delta Skymiles Member, visit <http://bit.ly/2xZjRax> to be directed to the Book Your Flight online page. Then enter your flight information along with meeting event code **NMRN3** to purchase your tickets and your negotiated discount may be applied.

If you are a Delta Skymiles Member, log into your account, click on Advanced Search at the bottom of the Book a Trip tab, enter your flight information along with meeting event code **NMRN3** to purchase your tickets and your negotiated discount may be applied.

Book By Phone

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

2019 National Convention Portal Online!

The **2019 NACA National Convention Portal** (naca.ws/1L4o7Hu) features information you can use to begin planning your time at NACA's annual major event.

Associates can:

- Download the 2019 Associate Member Business Guide (<http://naca.ws/1NT0TrQ>)
- Purchase exhibit space at the Convention

Schools and Associates can:

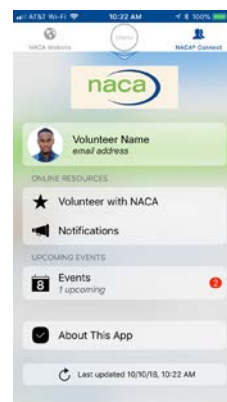
- Register for the Convention and review fees
- Reserve rooms at Convention hotels

The Convention will be held Feb. 16-20, 2019, in Columbus, OH. Typically attracting more than 2,000 delegates from more than 400 colleges and universities across the country, the National Convention is NACA's greatest opportunity for school and associate members to connect. Check the portal often for continuing updates. More information will be added as the event nears.

Get the NACA App before #NACA19!

Want to be in the know before the 2019 National Convention? Visit your favorite app store and search for "National Association for Campus Activities" to get NACA's app. You'll know you've found the correct app when you see the recognizable NACA® logo.

Download the app, create an account and log in, then see the event information you'll want to explore before arriving on site at upcoming NACA® events. Select an event and you'll be able to see a schedule, showcasing acts, exhibitors and more!



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

Associate members, if you've been selected to showcase or will be exhibiting at the 2019 NACA® National Convention in Columbus, OH, your next step is to bring buyers to your booth. Finalize Your Convention marketing efforts and be sure to not miss these important deadlines.

National Convention Program

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

- **Contract/Reservation deadline: Dec. 10, 2018**
- **Ad Art/Payment due: Dec. 17, 2018**

If you are not showcasing or exhibiting, advertising is still beneficial. Review our 2018-19 media kit available online at <http://bit.ly/2Nq150Z> and let us assist you in identifying the best opportunity for you. Contact Bill Spilman at advertising@naca.org.



Advertise in the NACA® Spotlight Electronic Newsletter

Would you like the opportunity to reach your core customers through the NACA® Spotlight electronic newsletter? If you have questions or are interested in learning more about how to feature your company in this weekly electronic publication, produced in partnership with MultiView, contact **David Reeder**, Director of MultiBrief Advertising, at dreeder@multiview.com or call **972-910-6812** and request a media kit.



BEWARE OF BOGUS NACA EMAIL, TELEPHONE PHONE SOLICITATIONS

As the 2019 NACA National Convention nears, you may receive email or telephone solicitations from an unknown party offering to sell you an NACA membership list or to assist with hotel accommodation bookings.

Buyer beware! As an NACA member, you already have access to our online directory (NACA® 24/7 at <http://bit.ly/2yi7Ls6>). Per our privacy policy, NACA does not sell its list to any third parties for resale. Also, NACA does not use third parties for booking hotel accommodations.

If you have any questions as to whether or not an email solicitation is a verified NACA communication, contact Toby Cummings at tobyc@naca.org.

Download the NACA® App!

Available on the iPhone
App Store

ANDROID APP ON
Google play

MEMBER NEWS

Vielman Joins NACA as E&R Graduate Assistant

Krystal Vielman has joined NACA as its graduate assistant in the Department of Education and Research. She is responsible for coordinating programs for graduate students, which is part of the NACA® Strategic Plan. In particular, she now coordinates a new program for graduate students, eNGAGE, in addition to coordinating the NACA® Summer Internship Program. She also provides support to the educational program advisory groups – Diversity Advisory Group (DAG), Education Advisory Group (EAG), and the Research and Scholarship Group (RSG) – and assists with the implementation of various strategic initiatives.

Vielman is a second-year graduate student in the University of Central Florida's higher education and policy studies master's program. She has experience working not only in campus activities, but also with diversity programming, fraternity and sorority life, student accessibility and bystander prevention training. Upon graduation in May 2019, she hopes to work in multicultural programming at a large, public institution with a diverse campus population in a Northern, metropolitan area.



Rosch Is JCAPS Editor in Chief

Dave Rosch, an associate professor at the **University of Illinois at Urbana-Champaign**, is editor in chief for the **Journal of Campus Activities Practice & Scholarship (JCAPS)**, which is scheduled to release its inaugural volume in February 2019. He teaches leadership classes, conducts research on the impact of leadership training initiatives, and coordinates the graduate program in the Agricultural Education Program. He also serves on the editorial boards of the *Journal of Leadership Education* and *Journal of Student Leadership*.

Rosch has chaired the Leadership Scholarship Member Interest Group in the International Leadership Association and has served as co-coordinator of the National Leadership Symposium, as well as a faculty member for the Leadership Educators Academy. Additionally, he is the Senior Research Fellow for LeaderShape, Inc. In 2016, he was awarded the inaugural Distinguished Scholar Award from the Association of Leadership Educators, and the NACTA Educator Award from the North American Colleges and Teachers of Agriculture. He holds a doctorate in higher education from Syracuse University (NY), a master's degree in student affairs from Colorado State University and a bachelor's degree in psychology from Binghamton University (NY).

JCAPS is NACA's new, national peer-reviewed journal. Questions? Contact NACA® Education and Development Coordinator Kayla Brennan at kaylab@naca.org.



Summit Comedy Celebrates 20th Anniversary

Summit Comedy, based in Charlotte, NC, marked its 20th anniversary this summer, having been established July 12, 1998. The agency has been a member of NACA for 20 years, as well.



Ramsey Moves to Maryville

Effective Oct. 1, **Ebony M. Ramsey** became assistant dean of Student Involvement at **Maryville University in St. Louis (MO)**. Ramsey has been working in student affairs for over 15 years, most recently serving as executive director of Student Engagement at Prairie View A&M University (TX). "I am excited about embarking on this new journey and opportunity," she said.



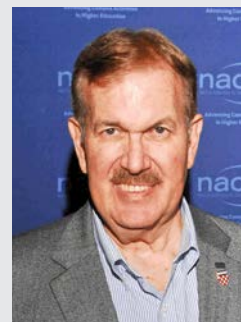
Max Vest, 1946-2018: Past NACA® Chair

Max V. Vest, who served as Chair of the NACA Board of Directors in 1984-85, died July 31 at age 72. A long-time NACA volunteer, Vest was presented the Association's Lifetime Membership Award in 2012.

In a career spanning more than four decades, he served as director of Student Activities at the University of Richmond (VA) for 37 years and mentored hundreds of college students and student affairs professionals from across the country. The University of Richmond honored him with its Employee Outstanding Service Award in 2012 and created the Max V. Vest Campus Impact Award in his honor upon his retirement.

A Paoli, IN, native, he earned bachelor's and master's degrees from Indiana State University. Preceded in death by his wife of 49 years, Janet Vest, he is survived by two daughters and a son-in-law, a grandson, a sister and nieces and nephews.

Memorial contributions may be made to the University of Richmond, Advancement Office, 28 Westhampton Way, University of Richmond, VA 23173.



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!

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 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 (<https://www.naca.org/ENCORE/Pages/Default.aspx>) – 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 by clicking the highlighted links 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 of July 11 to Oct. 4, 2018:

SCHOOL MEMBERS

College of the Ouachitas (AR)
Felician University (NJ)
Hilbert College (NY)
Langston University (OK)
Louisiana State University at Eunice
Manor College (PA)
Montana Tech
Neumann University (PA)
Oklahoma Panhandle State University
Regis University (CO)
Ringling College of Art & Design (FL)
Tyler Junior College (TX)
University of Maine-Fort Kent
Young Harris College (GA)

ASSOCIATE MEMBERS

NATIONAL GENERAL

9 Square in the Air (MO)
ArtsROC (NY)
BeULTIMATE SPORTS (MO)
FlowState Marketing (CO)
Maroon Harter Insights, Inc. (FL)
Olympus Sports Group (AZ)
Opus 3 Artists (NY)
Power Performers Inc. (NY)
Quiet Ordinance, LLC (SC)
Strega Entertainment Group (MA)
Talent Bureau (ON)
TKO – Booking Agency (CA)
Upright Citizens Brigade (NY)
Utopia Enterprises (MD)
Wertz Werkz Mfg. (TX)

NATIONAL SELF-REPRESENTED OR SOLO ARTIST

Evolix (MA)
Lauren Weedman (CA)
Medixi LLC (NY)
Patrick Andries (KS)
Productive Through Joy (CA)
Reactive Entertainment (FL)
R H Performer (GA)
Scholar Guy Music Group (WI)
Stimulation Overload (NY)
The Get To Principle LLC. (FL)
Untamed Republic, LLC (NY)
WolfPack Forever LLC (PA)

REGIONAL GENERAL

Art and Fun Events LLC (TX)
Burgess Amusements (GA)
Gr8RThN MUS!C (IN)
J Jams Entertainment LLC.
Talent Agency (FL)
Medieval Times, Dinner & Tournament (NJ)
North American Amusement, Inc. (MA)
On Target DJ (NC)
Purim Agency (CA)
Tip Whip (ME)
Universal Orlando Resort (FL)
University Swing (MA)
Vision Designs (CT)

REGIONAL SELF-REPRESENTED OR SOLO ARTIST

4 Alarm (CA)
Andromeda II
DJ Entertainment (NY)
AndYes (CA)
Awareness Media LLC (CO)
BoardGame Empire (MA)
Brendan Hughes (CA)
Caveat (NY)
Corey Michael Rieman and The Dilemma (CT)
Damson Blaze (VA)
DayDreamers Inc (NY)
DJ Chip Banks (MD)
DK Sound (TX)
Harper-Rose Drummond (CA)

JOACHIM (WA)
Joe Wood (NY)
Josephine With A Cause (MA)
King Rawllie (WA)
Kyng Hando (CA)
LiveToWynn (IL)
Loren Cole (MI)
Montana Movement (GA)
MusicByAndrewHolmes (TX)
One Up Games (MA)
Pina De Rosa (CA)
SimpleVibrations (GA)
Stick Squad Ent (CA)
Spanky Entertainment
Dueling Pianos (MO)
The Piece Project (MA)
The Sargeant Group (CA)
The Sentimentalists (CA)
The WON Generation Program (TX)
Triton Taylor Music (MA)
Warehouse Productions LLC (MO)

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 (<https://goo.gl/WJyXZg>)! 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!

Campus Activities Programming® Contributors for 2018

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

As we come to the close of the 2018 calendar year, we'd like to recognize all school and associate members who contributed articles to Campus Activities Programming® this year. Writers are listed by name and school/agency at time of their article's publication.

January/February

1. Andrea Ingle, University of North Carolina-Wilmington
2. Melissa Boyle Aronson, Babco Entertainment LLC (FL)
3. Joseph P. Lizza, Ed.D., Stockton University (NJ)
4. Jeremy Fowler, Clemson University (SC)
5. Sarah Elizabeth Potter, Emory University (GA)
6. Fred Tugas, University of North Carolina-Asheville
7. Shannon K. Ashford, Wake Forest University (NC)
8. Jason LeVasseur, Bass-Schuler Entertainment (IL)
9. Courtney James, DePaul University (IL)

March

1. Jillian Van Auken, University of Dayton (OH)
2. Nathan Hofer, University of Sioux Falls (SD)
3. LaShaundra Randolph, Metropolitan Community College of Kansas City (MO)
4. Amanda Pickett, Friends University (KS)
5. Jennifer Tuohy, University of Arkansas-Fayetteville
6. James C. Thomas, M.S.Ed., Loyola University Chicago (IL)
7. Gayle Spencer, Ph.D., University of Illinois at Urbana-Champaign
8. Fred Tugas, University of North Carolina-Asheville
9. Larry Jay Tish, Dialogues on Diversity (MA)

April

1. Zachary N. Clark, Indiana University of Pennsylvania
2. Beth Hoag, Ph.D., University of Illinois Urbana-Champaign
3. Austin Arias, William Peace University (NC)
4. Richard Mahler, Florida Atlantic University
5. Ryan Green, SUNY Upstate Medical University
6. Juan-Carlos Piñeiro, SUNY-Orange
7. Lerren Tyler, Macalester College (MN)
8. Larry Jay Tish, Dialogues on Diversity (MA)

May/June

1. Jillian Van Auken, University of Dayton (OH)
2. Brittany Stephenson, Florida Atlantic University
3. Kaela Lunt, Utah Valley University (UT)
4. Semline Delva, Florida Atlantic University
5. Loreal E. Robertson, Texas A&M University-Kingsville
6. Zachary N. Clark, Indiana University of Pennsylvania
7. Jason LeVasseur, Bass-Schuler Entertainment (IL)

July/August

1. Amanda Cataldo, Farmingdale State College (NY)
2. Debi Kee, College of Staten Island/CUNY
3. Kyle Neary, University of Massachusetts-Lowell
4. Jolene Chevalier, How To Concerts LLC (WI)
5. Kristin Kreher, Indiana University-Purdue University Indianapolis
6. Juan-Carlos Piñeiro, SUNY-Orange
7. Ron Jones, Dialogues on Diversity (MA)
8. Alexander W. Martin, University of Miami (FL)
9. Richard Mahler, Florida Atlantic University
10. Larry Jay Tish, Dialogues on Diversity (MA)

September/October

1. David Oglethorpe, Ed.D., University of Central Florida
2. Michael Preston, Ed.D., Florida Consortium of Metropolitan Research Universities
3. Courtney James, DePaul University (IL)
4. LeeAnne Sipe, University of New Orleans (LA)
5. Ashleigh Moyer, University of Tennessee-Knoxville
6. Jordan Smith-Porter, University of Tennessee-Knoxville
7. Maya Graham, American University (DC)
8. Jenn Labbanace, Massachusetts College of Liberal Arts
9. Shannon Esposito, Massachusetts College of Liberal Arts
10. Garrett Lawson, Florida Atlantic University
11. Amanda Cataldo, Farmingdale State College (SUNY)
12. Jason LeVasseur, Bass-Schuler Entertainment (IL)

November/December

1. Peter Pereira, Texas State University
2. William Smedick, Ed.D., Johns Hopkins University (MD)
3. Kaitlyn Schmitt, George Mason University (VA)
4. Tearria Beck-Scott, Duke University (NC)
5. Sean Ferguson, Duke University (NC)
6. Marissa Robledo, M.Ed., University of Nevada-Las Vegas
7. Clinton Bryant III, Florida Atlantic University
8. Jordan Hession, Florida Atlantic University
9. Ashleigh Moyer, University of Tennessee-Knoxville
10. Jason Michaels, Jason Michaels Programs (TN)



NACA's Regional Structure and Upcoming Events

2019 Regional Conferences

NACA® Northern Plains

March 28-31
St. Paul, MN

NACA® South

Sept. 26-29
Chattanooga, TN

NACA® Central

Oct. 3-6
Arlington, TX

NACA® Mid Atlantic

Oct. 17-20
Buffalo Niagara Convention Center
Buffalo, NY

NACA® Mid America

Oct. 24-27
Northern Kentucky Convention
Center
Covington, KY

NACA® Northeast

Nov. 7-11
Connecticut Convention Center
Hartford, CT

NACA® West

Nov. 15-17
Ontario, CA

2019 NACA® National Convention

Feb. 16-20
Columbus, OH



Associates—Got a Tale to Tell?

Then write for Curtain Call in NACA's Campus Activities Programming® magazine (<https://issuu.com/naca>), like Jason Michaels, who appears on Page 40. Join him on our roster of associate member writers and fill that special page at the back of the magazine with up to 900 words of something that happened to you on the road that's bizarre, amusing or touching. (Just be sure to not directly promote your act or agency.) Interested? Contact Glenn Farr today at glennf@naca.org!



SCHOLARSHIPS

Barnhart Awarded Davis Scholarship

Kali Barnhart, who is pursuing a bachelor's degree in recreation management at **Springfield College (MA)** is the recipient of the **Alan Davis Scholarship** for 2018.

Barnhart is the co-chair of the Campus Activities Board at her institution, as well as co-chair of the board's finance committee. She's also a campus union operations intern, a Student Affairs Advisory Board member and a student assistant in the Undergraduate Admissions Office. She coordinated the graphics competition this year for NACA Northeast, where she was an educational session presenter. She's also been involved with the NACA Programming Board Institute and was a 2018 National Convention Stage Crew member.

"This scholarship will allow me to continue my education at Springfield College," Barnhart said. "This education will then allow me to reach my career goal of being a professional in student affairs, to allow students like myself to have the opportunities that I have had these past three years."

The Alan Davis Scholarship was established by Riddle & Bloom in 2014 to honor Alan Davis' commitment to leadership and innovation throughout his tenure with NACA. Alan Davis was instrumental in the creation of Riddle & Bloom, the exclusive marketing partner of NACA. Riddle & Bloom provides paid internships, live events, speakers and other experiential learning opportunities for students. The scholarship annually honors one outstanding undergraduate who "possesses an inspired spirit and creative spark. This individual is innovative and forward thinking in regards to the events and opportunities available to the student body."



RIDDLE & BLOOM

Erb Awarded McCullough Scholarships

Alexa Erb, graduate assistant for Campus Programs at the **University of Vermont**, is the recipient of the NACA® Foundation's **D.L. McCullough Memorial Scholarship** (all regions) and the **NACA Northeast McCullough Memorial Scholarship**.

"Juggling graduate school, a practicum internship, and an assistantship with the long, late hours of a campus activities schedule can make it difficult to secure a second job," Erb said. "Using [these scholarships] to cover my educational expenses will allow me to save up in order to participate in job placement events or attend professional development conferences that could serve as helpful networking opportunities. The NACA scholarships will help pave the way to achieving my goals a year from now, which would open doors five and 10 years from now. I am filled with gratitude for the consideration and generosity of the NACA Foundation."

Erb is pursuing a master's degree in higher education and student affairs administration at her institution. She has previously received other honors and recognition and has contributed to published articles on resilience in higher education and other topics. She has also conducted research on social justice and inclusion in higher education.



Kremer Receives NPL Student Leader Scholarship

A Dean's List student and a junior at **Black Hills State University (SD)**, **Rachel Kremer** is the recipient of the **NACA Northern Plains Student Leader Scholarship**. President of her campus programming board, she works in her institution's Student Engagement and Leadership Center and also serves on the NACA Northern Plains Regional Conference Program Committee as its Foundation Fundraiser Coordinator.

"I feel like a lot of college students fear graduation and fear the real world," Kremer said, who initially did not pursue student involvement when she began college. "I fear a life without student leaders, campus programming, and making a difference. After a lot of thinking, I will be pursuing a master's degree in student affairs administration. This scholarship has shown me that I have what it takes to make the transition from elementary education to higher education. Not only is this scholarship providing me financial assistance in getting through quite possibly the most expensive time of my life, but it's encouraging me to follow my dreams and showing me I have what it takes."



Next Foundation Scholarships Deadline Is Dec. 31

Each year, the NACA Foundation awards 32 scholarships and six research grants. The next scholarship application deadline to put on your calendar is Dec. 31, the deadline to apply for these scholarships:

- Scholarships for Student Leaders (<http://naca.ws/2hMvg5n>) (All regions)
- Zagunis Student Leader Scholarship (<http://naca.ws/2Acf9Vy>) (NACA Mid Atlantic and Mid America)
- Tese Caldarelli Memorial Scholarship (<http://naca.ws/2zBuX86>) (NACA Mid Atlantic and Mid America)

Questions? Write to Scholarships@naca.org.



After Every Great Performance, There's an ENCORE!

After your events this year, consider sharing documents with your colleagues in campus activities who could benefit from leadership retreat agendas, student organization recruitment flyers, welcome week overviews, event checklists, concert planning documents, and other similar documents. It takes only seconds to upload a file to the ENCORE digital library (<http://naca.ws/28JTIGq>) and we will be highlighting resources shared by our members at various times throughout the year. Submit today, and while you're in ENCORE, search to see if there are resources you could use yourself.

#MATFEST Will Be Back for 2019!

The **Mid Atlantic Festival (#MATFEST)** will be back and better than ever in 2019! Join us March 8-9 at Shippensburg University in Pennsylvania for this two-day event designed specifically for newly formed programming boards and those with limited budgets.

#MATFEST (<https://www.naca.org/MATFEST/pages/default.aspx>) is the place to be if you are looking for a training opportunity for students who are new to NACA or your group is unable to attend larger scale events due to time or budget constraints. And while #MATFEST may be easy on the budget, it promises to have a big impact with outstanding showcases, exciting opportunities in the Campus Activities Marketplace and stellar professional development.

Register by Feb. 15 to receive the early discount!

School Registration Rates

- Early Member Registration (by Feb. 15): \$124
- Regular Member Registration (by Feb. 15): \$144
- Early Non-Member Registration (by Feb. 15): \$180
- Regular Non-Member Registration (after Feb. 15): \$206

Associate Registration Rates

- Early (by Feb. 15): \$150
 - Regular (after Feb. 15): \$172
- The headquarters hotel rate is \$99, plus tax.

Associates: Showcasing at #MATFEST?

- Showcase Applications due: Dec. 5, 2018
- Showcase Results posted on NACA website Jan. 16, 2019

Questions? Learn more online at <http://bit.ly/2PaRFb7>.



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Glenn Farr

Editor

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

10 QUESTIONS WITH ...

Ashleigh Moyer

Director of the Center
for Student Engagement

University of Tennessee-Knoxville



1 Leadership/management book you are currently reading?

"The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever" by Michael Bungay Stanier.

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

Last year, our students proposed hosting a small, outdoor concert series called, "The Local." I wasn't sure about the interest in small local artists, but our students were spot on! It's been a huge hit with hundreds in attendance and they have three more planned this year.

3 Favorite campus program in your entire career and why?

My favorite program continues to be our Engagement Fairs. I love that they provide a chance to engage all of our student organizations and it's such a great opportunity to see students actively working to connect with each other, especially creating a sense of belonging for new students.

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

- Label maker
- Planner with my to-do lists
- Sharpies

5 Best teaching tool for your students?

One-to-one time with them. In advising, I like to give historical context so students understand how we got here, but also empower them to challenge the status quo and get creative.

6 Technology that most benefits you at work?

Google Team Drives. Don't know what we did without them!

7 Most challenging aspect of your job?

Navigating the unknowns.

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

Understand that the two are integrated. When you are in a position that aligns with your core values and your passions, you can ease into a more peaceful place mentally. I feel strongly that this congruence is a key to success and not burnout in our field.

9 Best programming advice you've ever received?

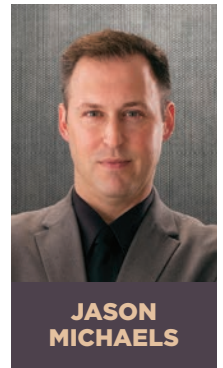
"Listen to the students." Sometimes their ideas may seem unreasonable or not feasible, but I've found they know best when it comes to programming ideas. When able, do what you can to help them make their programming dreams a reality.

10 Something unique about your programming board?

After existing as the Central Program Council for many decades, our programming board reimagined itself and went through a makeover and reorganization to become the Campus Events Board. This was a totally student-driven initiative and they are in a better place for it. I don't think it's common for programming boards and universities steeped in deep tradition to make such significant change in one year, but I am very proud of the work they did to create a higher quality events board for their peers and campus.

"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.

Between a Parking Garage Wall and a Hard Place



IN LATE MARCH OF 2008, my crew and I were performing a show at The University of North Carolina in Charlotte. We arrived in the afternoon, towing our trailer full of illusions and show props, and squeezed our way onto the upper deck of a parking structure so we could load our equipment directly into the venue. I set off to perform some strolling magic to help draw a crowd for the show, while my tour manager, Scott, set everything up.

When show time arrived, we had a good sized, fun-loving group. The show was great and we enjoyed meeting lots of excited folks afterwards. Then, we packed the show up and loaded it all back in the trailer. We said our goodbyes and started down the ramp to exit the parking structure. Right as I settled in and started looking forward to a nice dinner, I heard Scott (who was driving) say, "Man, this is going to be tight." Right as he said that, I felt the truck and the trailer go up onto the curb. Then we stopped completely.

Not good.

We got out to see just how close we were to getting out of there when we realized the trailer was sort of cock-eyed and just wasn't going to make it through the parking structure exit. Somehow, we had to back it up and straighten it out. Scott got in the truck and began to back up, but the trailer began turning the wrong way.

Really not good.

As we made several attempts to solve our problem, we discovered the trailer was becoming even more lodged into the exit. Pretty soon, its wheel well was scrapping against the concrete wall on one side, while the other side of the trailer was about three inches from striking the guardhouse separating the entrance from the exit of the parking structure. We were officially stuck!

To make matters worse, the low fuel light in the truck suddenly flashed on.

I have traveled all over the place and dealt with all kinds of crazy problems, but as we stood there looking at the trailer, I realized it just wasn't coming out. I turned to Scott and said, "The only way out of here is if we get an engineer." Scott had no solution, either. So, there we were. It was getting late, I was hungry, and we had no idea what to do.

When we had completely lost all hope, our two assistants found an on-campus call box and contacted the police. I was so looking forward to explaining this! A few minutes later, two officers showed up with perplexed looks on their faces. It was priceless. One of them said, "You guys ARE stuck."

No kidding.

The only idea we found even remotely feasible was to unlatch the trailer from the truck and attempt to manually straighten it out. I was a little worried it would roll down the incline and crush us all, but one of the officers didn't think that would happen. So, we unlatched the trailer and the bigger of the two officers and I muscled the trailer about 30 degrees to line it back up with the exit. We hitched the trailer to the truck and Scott pulled it forward. Suddenly, we were home free! I couldn't believe it! We thanked the officers and headed to a restaurant.

I had never had food that tasted so good!

JASON MICHAELS is an internationally award-winning sleight-of-hand artist and professional speaker. He is represented in NACA by Jason Michaels Programs. Visit www.jasonmichaels-magic.com.

"Curtain Call" is a regular feature of *Campus Activities Programming** (<https://issuu.com/naca>) 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.



THINK OUTSIDE THE



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Advertise in the #NACA19 Convention Program!

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

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