Vol. 47 / No. 8 **APRIL 2015**

CAMPUS ACTIVITIES
Programming®

THE OFFICIAL MAGAZINE OF THE NATIONAL ASSOCIATION F

LEADING IN THE "REAL WORLD"

Maintaining Student Leader Learning during the Summer

VALUES-BASED RECRUITMENT

Student Governance and Higher Education

RESOLVING CONFLICT: PUTTING THEORY INTO PRACTICE

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EDITOR'S PAGE

Trust Your Inner Voice

By **Glenn Farr**

A FEW DAYS AGO, a friend posted this on Facebook: "Give yourself permission to immediately walk away from anything that gives you bad vibes. There is no need to explain or make sense of it. Just trust the little inner voice when it talks to you." I'm not sure where this originated. The web source to which it was attributed didn't take me to this particular text. Nevertheless, its essential truth resonated with me immediately.

"That's a lesson it often takes a long time to learn," I posted in his thread, and several other posters agreed.

It has indeed taken me a long time to learn to deal with confrontation and conflict. I dread both and avoid them, often at nearly all costs. So, when I first heard the essence of my friend's quote uttered years earlier by someone else, I was given permission to not feel guilty about avoiding confrontation and conflict – when there were no better solutions available. Even so, when I'm aggressively challenged or actually verbally assaulted, I am often awash in unproductive emotions and, in spite of a career built on assembling words into coherent thought, I find myself in possession of neither in those moments. It's something with which I continue to struggle and an area in which I hope to continue to grow.

In the meantime, I like to think I've become adept at knowing when participating in a confrontation – even with the best of intentions – just isn't going to work and it's time to walk away. Sadly, in some respects, I've learned this kind of timing from family and personal relationships, as well as some I've experienced in my avocation, local theatre. I've learned to spot those who are likely to be toxic influences, those incapable of discussing differences rationally and those whose anger can never quite be diffused.

Consequently, I have a mental list of people with whom I prefer not to socialize, others I won't date and still others with whom I know it's best to not share a stage or a theatrical dressing room. If it sounds like I avoid everyone, that's hardly the case. My mental list is comparatively small compared to my larger social groups and is populated by people who have proved more than once that their influence is toxic to shared situations or to me, individually.

It's not always easy to know at first who will ultimately have such a negative impact. I give everyone the benefit of the doubt and do my best to get along – until someone proves that doubt should prevail over benefit. And you should, too. Use the conflict resolution and negotiation skills you learn through your involvement in campus activities and do your best to get along with those in your various social, academic and work circles. But, if another person doesn't share your goals, and presents conflict that just can't be resolved, you can walk away.

It's OK.

You have permission to trust your inner voice.

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MESSAGE FROM THE CHAIR

Creating a Culture of Improvement

By **Ken Brill**

AS THE ACADEMIC YEAR COMES TO A CLOSE, so does my term as Chair of the NACA® Board of Directors. It has been an honor and privilege to serve our Association at a critical time in its history. As Chair of the Executive Director Search Committee, I reviewed significant information gathered from members, volunteer leaders and Office staff. This information guided the search process and provided insight with regard to the expectations of our membership. One of the most significant findings was the simple idea that our focus should be centered on continual quality improvement.

Creating a culture of continuous quality improvement is easier said than done. Changing the results of our labor requires us to change dispositions, processes and structures. As the saying goes, "If you always do what you've always done, you'll always get what you've always gotten." The Executive Director Search Committee sought candidates with expertise and experience in creating organizational change and a culture of improvement. I am thankful for the leadership of our new Executive Director, Toby Cummings. Just days after Toby's arrival and after attending his first NACA® Board of Directors meeting, he delivered a decision-making tree that offers a structure and process defining the role of the Board of Directors and Office staff. Great leaders are adept listeners and Toby has shown time after time his ability to listen, learn and respond with creative solutions.

The work to integrate continuous quality improvement is ongoing. Significant change requires a thorough examination of all aspects of the Association. My work as Chair of the Board focused on the role of our volunteer leaders. The Summit on the Volunteer Experience held last July uncovered an opportunity for the Association, as it was determined we are underutilizing the knowledge and skills of our volunteer leaders. In the coming year, volunteer leaders will be empowered with greater responsibility. Similarly, Toby's work with staff has resulted in a new organizational structure for the Office that is designed to meet the work demands of the Association. Continuous improvement requires the leadership to do more than simply fiddle at the edges; it requires a complete examination of the core processes for selection, training, and evaluating performance as well as rewards and recognition of staff and volunteer leaders.

Throughout the past year, we have explored the relationship between staff, volunteer leaders and members. Success in our Association will result from enhanced communication, partnership and collaboration among staff and volunteer leaders. A relentless and ongoing focus on the part of the leadership is necessary to continue the momentum. It is clear that the leadership needs to champion and support our change initiatives. Continuous improvement requires an investment of time and resources. The folks doing the work, our staff and volunteer leaders, need to be given the training and tools to facilitate the change. These are the folks who know what is working and where there are opportunities for improvement. In addition, our members and stakeholders also have knowledge about where there are opportunities for improvement, so we must be accessible and create opportunities to listen. I was thrilled to see the process work as the Board of Directors and associate members came together to define the Town Hall as a customer service initiative designed to support the Associate Advisory Group.

As I mentioned earlier, the work is not done. Brian Gardner, Chair-Elect of the Board of Directors, is poised to take over and continue the work. Brian and I have always seen this as a multi-year initiative and I have great trust and confidence in his ability, leadership and commitment toward creating a culture of continuous improvement within NACA.

In closing, I want to thank the Office staff and volunteer leaders for their support throughout the past year. Associate members and school members alike have encouraged me and offered great advice along the way. Serving on the Board of Directors has offered me vast learning and professional development opportunities and, for that, I will always be indebted to NACA. I will continue to seek new opportunities to serve our Association and the great people who are our members.

LEADING NAKED

Maintaining Student Leader Learning during the Summer

By
ANNA RANDOLPH LEHNEN
James Madison University (VA)

While we all want our students to relax and recharge over the summer, we also don't want them to turn off their brains entirely. How do we engage students in an enjoyable, yet memorable, way during the summer break so they maintain the knowledge and skills they've already learned?

As summer sets in on college campuses across the country, we are all happy to have relief from the daily grind and for our students to take an important break to relax and recharge. However, much like grade school, that summer break can also lead to a loss in the knowledge and skills key to students' leadership and job success during the year. During the first summer in my current position at James Madison University (VA), I saw this loss of basic information and skills affect the 14 Executive Council members of the University Program Board. Summer communication within the group consisted of an email report every two weeks listing tasks completed or in progress, and sharing students' summer plans. Little was accomplished, and upon our return for training week in August, we had more basic programming and leadership content to cover than time available.

Since the Executive Council is selected before March, students spend spring semester covering these basics, only to forget them during the summer and having to re-learn them in August. While we all want our students to relax and recharge over the summer, we also don't want them to turn off their brains entirely. So the question arises: how do we engage students in an enjoyable, yet memorable, way during the summer break?

Sticky Teaching

I first heard the term "sticky teaching" in a conference session last spring. It refers to a teaching style driven by an understanding of metacognition, the practice of thinking about your thinking, a higher level of reflecting upon your work. Examples of metacognitive teaching methods include: asking students to plan how they will approach a task, monitoring their understanding throughout the task, and evaluating their progress on a project. This type of teaching not only produces higher order thinking and cognitive development, expected outcomes of higher education, but also helps content and information "stick" for students (Jacoby, 2014). Vanderbilt University's Center for Teaching provides a comprehensive and easy-to-understand overview of metacognition on its website. Other examples listed to make learning stick for students include: providing a simple, well organized teaching plan, identifying key information for students, connecting new information to information they already know, meeting them where they are as learners, and engaging in critical reflection around the topic you are teaching, building up information around it, known as scaffold reflection (Chick, 2014).

If this sounds familiar to you, that's not surprising. Most of these are practices used by student affairs professionals in our daily work with students outside the classroom. For example, when talking to a student about a decision, we might ask, "What were you thinking when you made that decision?" Or, in a diversity training session, "What do you already know about diversity? Let's build on that." To really make learning stick for our students, we need to apply these metacognitive practices intentionally to the skill areas important for them. We want our students to not just learn good programming and leadership skills, but also to reflect on their actions and thoughts concerning those topics in order to grow. How do you get this to happen over the summer when students are away from campus and distracted by summer vacations and jobs?

Naked Teaching

In his book *Teaching Naked*, Jose Bowen, President of Goucher College (MD) and a former faculty member, argues that removing technology from the classroom to use it outside of class will increase learning in the classroom. Applying this concept to student leader training saved me time and sanity, allowing me to encourage learning over the summer and make the concepts stick so I didn't need to re-train students in August. The basic skills of naked teaching include taking learning to the students by meeting them where they are and connecting it to what they know, mirroring effective metacognitive practices. Teachers should also be sure to make the learning challenging, but low risk, to make it enticing, similar to how a video game tempts students, reflecting the standard student development theory of challenge and support (Bowen, 2012).

By using technology to deliver basic content before a class or training session, you maximize face-to-face learning time and can achieve the "best and most lasting learning [that] is motivated by emotion and solidified by practice" (Bowen, 2012, p. 78). Technology also allows us, more than ever before, to shape teaching to various learning styles. Audio and video are the most preferred ways for students to learn, yet they comprise only a tiny part of how we teach them in student affairs, if they are present at all. Never fear, I'm not proposing we use technology to replace our work with our students; far from it. Bowen (2012) puts it quite accurately: "Technology gives us access to more and better content, communication, and assessment, but technology by itself does not create engagement" (p. 185).

Summer Training

After witnessing information and skill loss that first summer, I wanted to create something to help my students remain engaged and learning during the break, something that would stick, but that would also still allow them time to relax. The concepts utilized in Bowen's naked teaching approach were appealing to me because they include distance learning, while also providing the opportunity to connect the content to students' lives in new and interesting ways. I focused on training students on the more complex levels

of the Social Change Model of Leadership over the summer through videos, projects and reflections. I knew these conditions would promote high expectations, while meeting the low-stakes requirement of naked teaching because the students' ability to maintain their leadership positions was not contingent upon the quality of their reflections, just their ability to continually meet expectations and turn in reflections.

The structure for each bi-weekly summer project included: content delivery through reading, a method to process and place the content in each student's real life, and a written reflection to which our graduate assistant or I would respond with feedback and questions. For the readings, I used *Leadership for a Better World: Understanding the Social Change Model of Leadership Development* (Komives & Wagner, 2009) as a guiding framework for leadership in an organization. Next, I set about researching various TED talks, activities, social media resources, and anything else I could think of, all inspired by the many resources listed in *Teaching Naked* that would connect with the remaining leadership values we wanted to emphasize. Using these resources, I devised four project assignments for our students:

- **Commitment:** For this value, I used an exercise available in the book that involved removing certain phrases from your vocabulary or changing other phrases to reframe how you talk and think about your time. I asked students to do this in every aspect of their summer lives, not just with regard to their program board work.
- **Collaboration:** Most of our students understand the concept of needing others to be effective as a leader, but still need help in the area of how to build effective relationships with others. Inspired by the keynote speaker at ACPA (American College Personnel Association) this past year, I asked the students to watch Brené Brown's TED Talk, *The Power of Vulnerability* (http://tinyurl.com/kxl3vzt).
- **Controversy with Civility:** Controversy is ever present in our world, and is often on display in social media of every kind. I required students to find a public figure who exhibited the traits of controversy with civility described by Bowen in their social media usage and share the example in our Facebook group.
- **Common Purpose:** My students present many concerts throughout the year and are a musically motivated group. To illustrate common purpose, I asked that they each make a playlist of three to five songs they would use to unite a group in common purpose and share them with each other on Spotify. I also asked that they each write a paragraph about why they selected the particular songs they chose.

Once students returned, in order to connect these summer projects to their work during the new academic year, we explored each value of the Social Change Model as a daily theme during the August Training retreat week. I asked students to recall lessons from the summer projects as they learned related content. This built the "scaffold reflection" around the leadership skills they learned. To further the metacognitive practices, I gave each student a printout of their summer reflections to reread during training. In subsequent daily reflections, students wrote how their thinking had changed between the time they worked on the summer project and when they learned newer information during our retreat. Using one of Bowen's recommended practices, I asked students to swap reflections with other students, to rate each other's work, and then compare and contrast each of their responses.

The James Madison University (VA) Program Board's Executive Council. Photo by Caroline Pendergast for JMU Technology & Design

Results

Since I'm sharing information about this project, you likely surmise that it went well, and students learned some important information. Here are some excerpts from different project responses, all used with the students' permission.

- In response to the commitment exercise, one student said, "I found that not using words like 'can't' and phrases like 'should' and 'I don't have time' had a different impact on how I thought … . I learned through this experience that commitment is not as easy as it seems."
- In response to the collaboration project, one student wrote that, to build effective relationships, " … we need to be ourselves, and in order to do so, practice vulnerability *[sic]* … the more real we are to each other the better our relationships and products will be in the end. [Not being vulnerable] blocks off the opportunity to build an authentic relationship … and limits the ability of that relationship to grow and prosper."

AFTER WITNESSING INFORMATION AND SKILL LOSS THAT FIRST SUMMER, I WANTED TO CREATE SOMETHING TO HELP MY STUDENTS REMAIN ENGAGED AND LEARNING DURING THE BREAK, SOMETHING THAT WOULD STICK, BUT THAT WOULD ALSO STILL ALLOW THEM TIME TO RELAX.

- In response to the controversy with civility project, one student provided an example of an educator responding to criticism, writing, "She responded to them all and listened to what they had to say. I think that this builds trust between her and the community, another example of handling controversy with civility."

Students connected and applied these concepts to their personal lives, outside of the classroom or their leadership positions. Not every project or response was a hit. One student specifically commented that he hated the social media project because it was so difficult to find a good example. (However, there is still a lesson in that.) Additionally, students did not correctly respond to each question every time, but this can be resolved with rewriting the questions.

In addition to some careful question editing, when I use this format again, I will build in more opportunity for interaction between students about the ideas they share. This interaction can occur through various methods, including conversations on Twitter using a specific hashtag or within our Executive Council Facebook group to provide feedback to each other.

In the Bigger Picture

As we continue to face an increased presence of technology in our lives and on campus, we need to integrate it into our work with programming and leadership to continue to be successful. However, if we do this too casually, this integration can come at the expense of the face-to-face or real-life learning we emphasize in student affairs. With increased scrutiny on how valuable our work is to students' education, these types of practices can improve student learning and allow us to showcase the skill sets we have as student affairs practitioners. The practices of metacognition and naked teaching are closely related to the work we already do, development thorough reflection processes and placing students' learning in their real lives. By capitalizing on the academic format of these methods, we can clearly demonstrate the good work we do.

Keep in mind, though, that nothing replaces a face-to-face conversation with a student, and this isn't meant to do so. But with these practices, we can get more substantial assessment data, improve our programs, and improve student learning. Ultimately, building these types of connections in students' thinking and experiences will help us create more ethical and engaged citizens—and save us time in training.

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Photo by Kaire Dixius, JMU Technology & Design

AFTER GRADUATION

Adapting to Leading in the "Real World"

By
MICHELLE SIMON
University of South Carolina

The transition from student to professional can be made easier if you draw upon the skills you developed and enhanced as a student leader.

ARE YOU A STUDENT LEADER ABOUT TO GRADUATE and venture into the "real world?" As my own graduation loomed closer, I distinctly remember feeling a chaotic mix of excitement, anxiety, stress and nostalgia. It wasn't until I started a new job that the overwhelming reality of living in the "real world" set in. This transition can be difficult. However, your experiences as a student leader will serve you well as you transition to a new job, city and friends. I'd like to share specific advice about how to leverage your undergraduate leadership experience to ensure a smooth transition to life after graduation.

How to Leverage Your Undergraduate Leadership Experience

One of the best ways to leverage your undergraduate leadership experience is to reflect on and use the leadership skills you have acquired. It turns out that involvement on campus, especially in leadership roles, builds "soft" skills that today's employers are demanding of new employees. Many of the of qualities that employers seek in job candi-

dates that are listed by the National Association of Colleges and Employers' (2013) can be honed through student leadership roles, including verbal communication skills, working in a team environment, decision making, problem solving, planning, organizing and prioritizing work, processing information, analyzing data, creating reports, and influencing others.

Student leaders acquire these skills through running organizations, so I invite you to think of specific instances where you have demonstrated each of these skills. When I started my new job, I briefly lost my "leader" identity and forgot I had experience doing the new tasks assigned to me. But by reflecting on how I solved problems as an undergraduate leader, I was able to put problems into a more familiar context and devise creative solutions. So, how can you use your communication, networking, programming and advocacy skills to ease your transition into the "real world?"

Use Your Communication, Networking and Programming Skills

One thing student leaders learn is how to communicate and network with others and program successful events. These skills can be leveraged in the office and after work to ease your transition to the world of work.

In the Office: Leaders know how to build relationships, so start building new ones! Getting to know your colleagues on a personal level makes working with them much more pleasant. Host a potluck dinner or invite your co-workers to lunch—everyone bonds over food. You could also invite your new colleagues to join you on a fun outing. Hiking, visiting a local winery, singing karaoke, watching football, or enjoying seasonal activities are easy ways to bring everyone together. This is a simple twist on the kind of programming you may have done as a student leader. Planning social activities to build cohesion among you and your colleagues is a natural extension of your skillset. It may seem awkward at first, but everyone wants to feel like they belong. And of course, when the next person is hired, remember how it feels to be the rookie in the office, and be sure to be intentional about getting to know them.

After Hours: It is not only important to make new friends at work, it is equally crucial to make friends outside of work. Joining a local community service organization or a new gym are easy ways to meet people with similar goals. Be sure to get to know your neighbors, as well. One way to do so is to visit http://www.meetup.com or download the Meetup app because it connects locals with similar interests and allows you to arrange to attend events as a group. Try something outside of your comfort zone—attend an opera, go rock climbing, or do something else you have never done before. Just like your days as a student leader, challenging yourself leads to learning and opportunities for growth. New friendships are often forged along the way.

Bridging the Gap: As the childhood song goes, make new friends, but keep the old. Your friends from past chapters of your life can help support you through the transition to your new life. My favorite part about being a student leader and the hardest thing to let go when I graduated was my support network. The good news is that keeping in touch with my undergraduate mentors and friends has helped bridge my experiences from undergrad to post-grad life. Stay connected to the people who supported you and helped shape you as an undergraduate leader. They will be there to help celebrate your future successes, as well as serve as a sounding board as you face challenges in the next phase of your life.

Use Your Advocacy Skills

As a student leader, you learned how to express and advocate for yourself. Continue to be your own best advocate by displaying initiative and going after what you want. But as always, be smart about your approach (as in, make sure you have the lay of the land before you start knocking on the CEO's door asking for a raise two weeks after being hired). If something in your new post-grad life is not going as well as you had hoped, do something about it. Make the changes you need to be happy and successful. While you need to navigate a delicate balance between being patient and being proactive, you need to advocate for yourself and your well-being.

LEADERS KNOW HOW TO BUILD RELATIONSHIPS. SO START BUILDING NEW ONES! GETTING TO KNOW YOUR COLLEAGUES ON A PERSONAL LEVEL MAKES WORKING WITH THEM MUCH MORE PLEASANT.

Trust the Process

Transitioning into a new role after graduating can be tough, but the skills you've fine-tuned as a student leader will serve you well. The biggest thing to remember, grads, is that even when things get difficult, the lessons you learned as student leaders are part of you now. Draw on those experiences and carry them with you wherever life takes you next. Even when progress is slow, the leaders always rise to the top. As we say in higher education, trust the process.

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Values-Based Recruitment for Student Organizations

By
REBECCA LITTLEFIELD
University of South Carolina

An organization's willingness to talk about and live by its values can go a long way toward successful membership recruitment.

GREEK-LETTER FRATERNITIES AND SORORITIES are some of the oldest and largest student organizations on American college campuses. What contributes to their longevity? One thing that sets these organizations apart from other student organizations is their focus on values, such as scholarship, leadership or service. Each Greek organization has a cherished set of values that drives their activities, including recruitment. "Values Based recruitment is an approach which attracts and selects students, trainees, or employees on the basis that their individual values and behaviors align with [the organization]" (Health Education England, 2013, slide 2). With that in mind, I'd like to help student organizations identify their values and share how to use those values to guide their new-member recruitment process.

Values Discovery

Student programmers can use the steps below to identify their organization's values. Ideally, it is a good idea to host a retreat the entire programming board can attend to specify the organization's values in order to encourage group buy-in, unity, and understanding. If there are size constraints, an executive board can decide upon these values, but it will be vital to communicate the outcomes of the retreat to the rest of the membership.

Before the retreat, ask participants to watch Simon Sinek's (2009) TED Talk and ask them to think about WHY the group does what it does. This will prime them to be ready to articulate the organization's core values at the retreat.

Values Clarification Activity

At the retreat, lead members through the following values-clarification activity (North-American Interfraternity Conference, 2014):

Step 1. The group should start with 30 small slips of paper, all with one value on them. Steve Pavlina (Pavlina) and Barrie Davenport (Davenport, 2014) both have exhaustive lists of values on their blogs. These values can be predetermined by a facilitator or brainstormed by students during the workshop.

Step 2. Participants should decide, as a group, which 15 of these values the organization could survive without. Participants will then rip up the 15 group values they choose.

Step 3. Participants should then choose and rip up five more values. Once the group has 10 values left, ask them to eliminate one more. Repeat this step until they are left with three to five values.

Step 5. Once students get to about seven values, they typically find it hard to eliminate any more. This is where values clarification comes into play. By being able to choose three values that are the MOST important to the group, even if they find other things important, the group is forced to discuss what truly matters in the organization.

Step 6. After the activity, debrief with organization members using the following discussion prompts:

- What were the toughest values to eliminate? Why?
- How did you come to a consensus as a group about which values to eliminate? Was it difficult? Why?
- Why is it important to understand the values of an organization?
- How can you use the remaining values as a guide in recruiting new members? What is one value you eliminated that might be helpful in guiding your recruitment efforts?

IDEALLY, IT IS A GOOD IDEA TO HOST A RETREAT THE ENTIRE PROGRAMMING BOARD CAN ATTEND TO SPECIFY THE ORGANIZATION'S VALUES IN ORDER TO ENCOURAGE GROUP BUY-IN, UNITY, AND UNDERSTANDING.

Values-Based Recruitment

The goal of values-based recruitment is to have people who share the same values as the organization to join. So, instead of marketing what trips your group is taking or what projects you are pursuing, your organization should market WHY you are doing those things. Here are some concrete steps to begin values-based recruitment:

Marketing Materials: Evaluate the organization's marketing materials and specifically consider the language and images that are being used. The language and images should be inclusive and appropriate and reflect the organization's values. Be careful about promoting the organization as the "best" or "better" at something than other groups on campus. Does this reflect the organization's values? Does the organization want potential members to join solely because they are the "best" or "most popular" group, or due to the alignment of values between the person and the organization?

Tagline: Create a tagline that reflects the organization's values. Not only is this a great marketing technique, it gives the organization a chance to showcase its values. This tagline should be featured on all the organization's marketing materials.

Targeted Marketing: Target marketing efforts to student groups that share similar values. Does a certain department or major on your campus have similar values to yours? Student organizations can easily align with departments, offices, schools or majors on their campus to promote their recruitment. This will first help the organization reach new students and promote the group's values to faculty and staff.

Conversations: Talk about your values! In conversations with potential members, students should not be afraid to talk up these newly discovered values. Most recruitment conversations are based on what groups are doing and not why groups are doing things. It is fine to talk about the fun events the group hosts, but also be able to share the why behind the events and what was learned from those experiences. "We do [activity] because we care about [value]!" Members should be able to share with prospective members how the organization lives out its values.

Tap into the Power of Values

Greek Letter organizations have thrived on college campuses for a long time in part due to their willingness to talk about and live by their values. Other student organizations can borrow this strategy by articulating and showcasing their values to recruit new members. By going through the values clarification activity and utilizing the tips on how to take a values-based approach to recruitment, all student groups can tap into the power of shared values.

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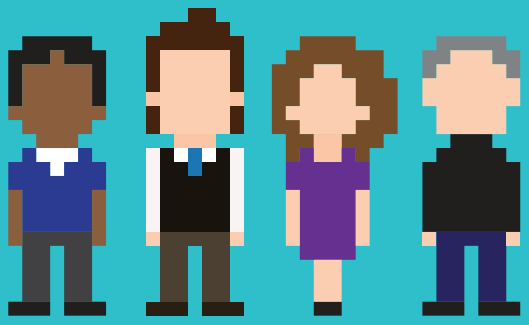
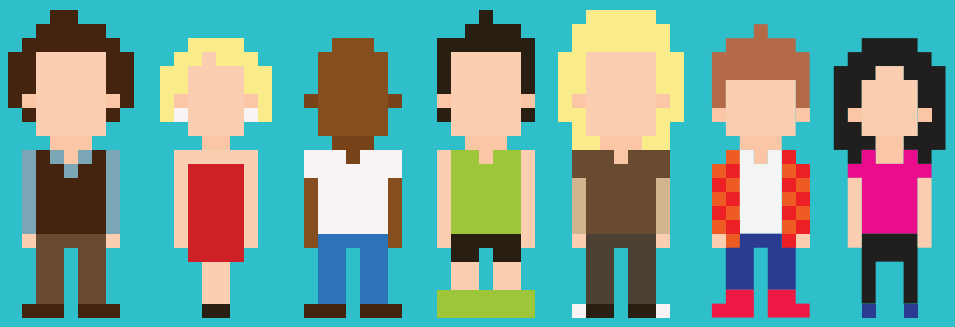
A UNIQUE PARADIGM: STUDENT GOVERNANCE AND HIGHER EDUCATION



By
JOSEPH P. LIZZA, MAEd
Stockton University (NJ)



Student governance is a unique and key feature of the American system of higher education, one that is crucially important in allowing the student voice to be heard, while also having a significant impact on individual students, the institution, and society as a whole.

IT DOES NOT TAKE A HISTORIAN or seasoned student affairs professional to realize that the system of American higher education has transformed dramatically since its formation in 1636 at Harvard College. By looking at just the past 15 to 20 years, we can see there has been significant change in an academy that has been around for several hundred years. This system, which was once available only to those with the strongest abilities and means to attend a highly regarded and costly institution, has over time provided opportunities for the masses to participate and further their own education. The demographics and goals of those attending colleges and universities have also changed in respect to a shift from "traditional-aged" students to a much more varied enrollment on campuses nationwide. And with changing populations come changing expectations of a student's role within the governance and leadership at an institution of higher education.

Historically, when it has come down to who was in charge at colleges and universities, most operated under the policy of "in loco parentis," which allowed those in power to see students as submissive or obedient participants in their education who fell under the guidance of college faculty, staff and administrators. There were typically struggles between those with power, such as faculty and administration, and those without it, who were ultimately the students (Horowitz, 1987). While student clubs and organizations traditionally served as outlets and means for students to enjoy extra-curricular and co-curricular life, they also served, to some extent, as a formal structure to organize and deal with discontent with college and university leadership. Over some time, college and universities ultimately introduced and hesitantly started to support formal structures and associations to provide a governance role for students (Laosebikan-Buggs, 2006).

In today's higher education system, student governance is a widely utilized practice for most colleges and universities. In many cases, public institutions are required to provide for student representation under state legislation. Unfortunately, the term student governance is a widely debatable term, meaning various things to different individuals and institutions, and, for the most part, institutions have the final say in how they offer student participation in campus governance. Miller and Nadler (2006) describe student governance as the participation of students in the management of an institution, either through participation in formal or informal organizations. Birnbaum (1988) suggests it is unlikely that one singular definition of campus governance exists and institutions have discretionary power to design student governance in whatever way the institutions' leaders at the time feel comfortable supporting. Ultimately, as higher education professionals, both internal to student affairs and externally, we create opportunities that have significant meaning on a campus and provide opportunities for personal and professional growth of student leaders.

Why Is Student Governance Important?

Unlike many co-curricular opportunities on a campus, the fundamental significance of student governance lies in its unique ability to meet two of the most important institutional goals at the same time: the development of student leaders and, ideally, the improvement of institutional effeteness, which would create a better place for teaching, learning and scholarship to exist. Student learning and personal development are among the foundational goals of colleges and universities. The higher education literature has explicitly stated that the more students are actively engaged in extracurricular activities, the more likely they will gain and learn from their overall collegiate experience (Astin, 1993; Hu & Kuh, 2003; Pascarella & Terenzin, 1991, 2005). Astin & Astin (2000) suggest that "the problems that plague American society are, in many respects, problems of leadership" (p. 2), and they contend that colleges and universities have the duty to develop students to become better leaders who will ultimately make social change. Encouraging student participation in campus governance can be one of several strategies for satisfying that responsibility.

While student participation in governance varies by institution, it is often reflected in formally recognized organizations that may be called student government associations, student senates, or student assemblies; however, names vary by college and university. What ultimately remains constant no matter the name is the ability of these organizations to often provide students the opportunity to question or challenge those who have formal authority and power, improve the level of acceptance by the student body in regard to decisions made by the administration, and ultimately provide a system of checks and balances. While some argue that students have relatively little impact on campus policy formulation and implementation, in the involvement of student leaders, it has been shown to be a significant aspect of decision-making (Miller & Nadler, 2006).

How Is Student Governance Structured?

The cultures of individual campuses work to establish boundaries for student governance at colleges and universities. These boundaries are not immovable, but, instead, are pliable and transform as specific players transition into and out of the institution. While there are several common names for these types of organizations, the purpose of these bodies can vary widely.

Laosebikan-Buggs (2006) identified that the key functions of formal student government associations typically include the following:

- Serve as the authorized collective voice of students to the faculty, staff and administration;
- Allow students to become engaged in the decision-making process of an institution's formal governance structure;
- Provide ethical and responsible collection, management

and dissemination of student activity fees; and
- Provide recognition of student clubs and organizations, as well as the coordination of oversight of these clubs and organizations.

While formal organizations are the most significant and well publicized, students are often invited to more informal processes of governance through their involvement on committees and work groups with faculty, staff and administration.

What Is the Purpose of Student Governance?

Noteworthy differences exist by institution when it comes to the role and functions of student governance. "Some institutions, both public and private, may have a relatively consistent history of meaningful student participation in institutional governance, including a vibrant elected SGA and student involvement in fees allocation process and a wide variety of campus committees and judicial board" (Hu, Henderson, & Iacino, 2013, p. 70). Others may have selected periods marked by student activism for greater levels of involvement, and then relatively minimal student governance participation.

However, others, typically younger institutions and/or private colleges and universities, may have limited experiences with student governance and may be hesitant to open the decision-making process to include students. Hu et al. (2013) suggested that, in some cases, community colleges, or primarily commuter campuses, may try to provide student governance opportunities. However, many face apathy and limited engagement from the student body.

Student participation on search committees offers an opportunity for students to have a say in selecting those faculty, staff and administrators who are charged with leading an institution, or even in selecting those vendors and suppliers who provide products and services on a campus, such as a campus's dining services provider. While student participation in large-scale strategic planning and/or accreditation committees is less prevalent, it can be another significant way to encourage meaningful student experiences and also to provide campus leaders with critical feedback about student perspective on a particular topic.

Love & Miller (2003) highlight that the needs and goals of undergraduate students involved in governance differ from those of their graduate student equivalents. Since many institutions have both undergraduate and graduate enrollment, it is important to identify how to best satisfy the needs of each of these populations. Although a majority of colleges and universities combine

STUDENT LEADER PERSPECTIVES ON INVOLVEMENT IN STUDENT GOVERNANCE

Several student leaders who are actively engaged in student governance on their own campuses share their perspectives and experiences.

What do you identify as the most significant reason for student involvement in campus governance?

"Student involvement in campus governance gives students a voice and creates a completely inclusive environment for everyone to be heard and assisted with any issues they may have. Through their representatives, these concerns will be brought to administration to be addressed. Overall, student government advocates for civic change in order to maximize the overall experience for students at the institution". *–Lauren O'Brien, Coordinator for Student Life, Hartwick College (NY) Student Senate*

"Many students see some sort of issue on campus they would like fixed and are willing to take the extra time and effort to work to fix these issues. Often, they are also the type of people who want to consider everyone's opinions and are willing to step back from their own viewpoints if the majority is pleased".*–Katie Meuer, President, Hartwick College (NY) Student Senate*

"To me, the most important reason is making sure that the voice of the student body is heard. By having students involved in committees, searches and campaigns, it will ensure that their input is used to help make crucial decisions that affect the institution and the students it serves". *–Carl Archut Jr., President, Stockton University (NJ) Student Senate*

What do you feel is the most significant personal learning outcome of your involvement in campus governance?

"My most significant learning outcome throughout my involvement is my ability to make decisions. I have gained the confidence to make a tough decision without nervously anticipating backlash. I have learned that my decisions typically make the majority of people happy, and I no longer worry about negativity that I will face". *–O'Brien*

"I have learned how to identify issues and work closely with others to come up with solutions, then be able to think forwardly about those solutions to determine which would be the most effective". *–Meuer*

"Having served on the student senate for the past two years, the most significant learning experience has been how to better address certain situations through conflict resolution". *–Archut*

What barriers are you faced with as a student involved in campus governance?

"One of the barriers I have faced in working with student governance [is] that no matter what decision you make, there is always going to be backlash from somebody. I always remind myself that I have to make choices that will be the most beneficial, and while some of my peers may voice their opposition, I will also have a lot of support". *- O'Brien*

"I have been lucky enough to be on a campus where many people and offices are actually concerned with what the students think or want. However, there are always some people who do not value student feedback. Working through this obstacle has proven to be invaluable in my development in learning how to deal with difficult people and situations in a beneficial way" *–Meuer*

"When making difficult decisions that are not in accord with popular opinion and having to relay the outcome to the student body." *–Archut*

What advice do you have for a student who may be interested in becoming involved in student governance?

"My advice would be to get involved. Through Student Government and the Programming Board, I have gained and polished so many skills, such as communication, advertising and collaboration. Furthermore, participating in these groups help build connections and create networks with faculty, staff and other student leaders that you may not necessarily work with otherwise". *–O'Brien*

"Do it, but be passionate about it. You have to always remember that you are not always going to be interested in what is being discussed, but someone you represent probably is, so it is important. You have to love doing what you are doing, and be willing to work hard and take judgment from others". *–Meuer*

"Show persistence in all that you do and don't take 'no' as an answer. Fight for what the students want/need and be their voice because you were elected to serve them; they don't serve you". *–Archut*

graduate student representation into the overall student government association/organization, some institutions have graduate student governing bodies that better serve graduate students.

What Are the Obstacles?

The literature, as well as many student and professional experiences with student government, highlight a number of elements that are favorable to effective student involvement in institutional governance. Hu et al. (2013) stated that "campuses where involvement is strong generally share many of the following characteristics: (1) institutional culture that supports collaboration; (2) student-focused mission; (3) clear definitions of the rights of student government; (4) active advising; and (5) involvement from senior administrators" (p. 76).

In addition to emphasizing conditions favorable to student involvement in institutional governance, "the literature indicates various barriers to such participation: (1) lack of trust between students, faculty, and administrators; (2) internal and political strife among student body organizations; (3) student leaders' belief that student governance power is limited, which translates to apathy; and (4) student government that is not representative of the campus population" (Hu et al. 2013, p. 76).

Miller and Nadler (2006) point out that if the students, faculty and administrators do not inherently trust each other, then accomplishing the goal of creating a positive and beneficial working relationship becomes difficult. Both Miller and Nadler (2006) and Laosebikan-Buggs (2006) see risks with the presence of internal strife among student governing bodies. Research and past experiences show that if these organizations do not operate well internally, then working cooperatively to advance the institution or the best interest of the student body is difficult.

Finally, and possibly most importantly, Miller and Nadler (2006) and Laosebikan-Buggs (2006) believe that student governance organizations must be representative of the student body, both in demographics and opinions. If the formal representative body is not actually representative, then actual student governance may be vulnerable and unlikely to be successful.

A Unique and Valuable Component of Higher Education

Student governance is a very unique and key feature of the American system of higher education. With the increasing costs of attending colleges and universities and a rising public discontent with the quality and true value of education, the burden is on institutions to hear students' voices and listen, evaluate and act accordingly to their concerns. In addition, those in formal campus leadership roles should realize that student participation in institutional governance can have strong impact on student development, as well as lasting effects on individual students, the institution, and society as a whole. Hu et al. state that "even though there are big differences in institutional types and contexts, student governance can be a valuable channel for communication and dialogue, and a venue for effective partnership between institutional administrators and students" (2013, p. 77).

Editor's Note: Stockton University (NJ) is hosting the 2015 NACA® SG East Institute, set for July 16-19. Find more information online at www.naca.org/SGE/pages/default.aspx.

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5 Ways to Motivate Student Employees

By
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Motivating student employees may be easier than you think, especially if you provide a fun and inclusive environment.

We student affairs professionals usually find it easy to motivate people, right? Whether it's through our involvement with the programming board's spring concert, SGA elections, Greek Week Kick-off, or a one on one with a student leader, we are constantly motivating students. We do this by validating their experiences, advising and guiding them be better people, and challenging them to make good decisions and learn from their experiences.

But sometimes our student employees are not always our first priority or require less attention and can fly under the radar. This happens for many reasons, including the fact that they are not always the students knocking on the door or the ones dealing with pressing campus issues. They are probably interested in our office and what we do, but their position is their student job, so their expectations and responsibilities are specific. It is we, as staff members in these student activities settings, who must be the ones to motivate these student employees.

There is a great opportunity to give student employees working in a student activities setting an extremely enriching working experience. Much of this goes back to how we motivate them, keep their positions desirable and give these students (often new to the workforce) a snapshot of what their next job after college might be like.

There is much research around student involvement and its connection to retention. The same theory can be applied to our offices. If student employees feel engaged, appropriately challenged and motivated, they will be more successful and efficient and gain more experience from their student employment.

As an example of a company that is successful in motivating its employees, consider Google. So, what is so special about this company? It has over 42,000 employees globally, has transformed the way we communicate and find information and has set the standard for ideal workplaces. It was voted the No. 1 place to work in 2007, 2008, 2012, 2013 and 2014 by *Fortune* magazine, and was voted No. 4 in 2009, 2010 and 2011 (*Fortune*).

I am not suggesting we turn our student involvement centers into state-of-the-art facilities and offer everything under the sun to maintain employee talent, but I think there are some tactics Google uses well that we can consider when creating motivational opportunities for our student employees. Here are five things Google does to motivate its employees, along with suggestions as to how we can use those ideas to inspire the office environments in which we all work every day.

1. Make fun a regular part of work.

At Google, employees are encouraged to make fun a regular part of their daily work. They have dress-up days, pajama days, even a costume party for Halloween. The idea is to create parts of work that are small, happen regularly, and are just for fun. For example, every year on April Fool's Day, Google employees can play tricks on users. This encouragement of a fun atmosphere relates directly to employees' motivation (Gorey, 2014).

Good news for our student employees—most of what we do in a student activities setting is supposed to be fun! The challenge can be to always engage student employees in the fun parts of projects. I know I get stuck in the rut of giving student employees the administrative tasks or unexciting chores that just need to get done. This sometimes must be the case, but how can we also give them ownership of the fun aspects of projects? How about involving them in decorating before an event? Allowing them to play in a bounce house before the little kids arrive? Giving them the opportunity to design a T-shirt? There are many aspects of our jobs that are very operational and require moving and organizing equipment. However, even this can be a fun activity for student employees if it is presented that way with a positive attitude.

2. Make employee happiness a priority.

Google has a position titled Vice President of People Analytics and Compensation who is responsible for managing a team of people who primarily think of new ways to offer perks and benefits and meet employees' desires (Gorey, 2014).

We staff members are stretched very thin across student affairs offices, and I am not suggesting that "Director of Student Employee Happiness" be added to anyone's job description. But if each staff member in an office makes student employee happiness a priority, it will likely brighten the experience of everyone in the work environment.

Happiness looks different to all of us and to all employees. Some ways to prioritize and individualize happiness include asking student employees genuine questions about their lives and days and what they want out of the job, as well as generally making them feel included in a positive work environment. This is something that takes only minutes a day and is something in which staff at all levels can engage.

I think students also mimic our behavior and attitudes. If professional staff members are happy to be at work, student employees probably will be, too. An interesting team-building idea could be to challenge every professional or full-time staff member in the office to create and implement one act of happiness to spread throughout the office each semester. This would be a good way to engage employees, get them out of their regular work flow, and further contribute to the student employee experience.

There are also opportunities to make employee happiness a priority by working with other areas of campus. Whether your student employment operations are managed via financial aid, human resources, or a career center, all areas of campus should support student employment happiness from each of their perspectives. It is important to foster recognition and positive reinforcement across departments and empower supervisors to make happiness a priority with their student employees.

3. Inspire and encourage people.

Google's philosophy is for employees to spend 80% of their time on their specific job responsibilities and 20% of their time on personal projects. As an example of this, Google encouraged an employee to design a course about mindfulness, a topic in which he was very interested. He became a *New York Times* bestselling author and he teaches the very popular class to other employees at Google (Gorey, 2014).

Again, inspiring and encouraging students is the name of our game in student affairs. When working with student employees, this can be challenging because sometimes their positions are designed to assist with and perform small pieces of larger projects. How can we be more intentional about giving student employees their own projects of which they can have ownership and manage from beginning to end?

I have witnessed supervisors on campuses who do a great job of enabling student employees to feel empowered and a major part of the team. These types of supervising relationships often take more time and energy, but the resulting processes will yield happier student employees who will have learned more, gained greater confidence in themselves and probably made valuable contributions to a project or event.

SOME WAYS TO PRIORITIZE AND INDIVIDUALIZE HAPPINESS INCLUDE ASKING STUDENT EMPLOYEES GENUINE QUESTIONS ABOUT THEIR LIVES AND DAYS AND WHAT THEY WANT OUT OF THE JOB, AS WELL AS GENERALLY MAKING THEM FEEL INCLUDED IN A POSITIVE WORK ENVIRONMENT.

4. Offer training.

Google believes in offering various types of ongoing training to their employees. The company believes that any training, even if unrelated to an employee's primary job functions, will benefit the employee and the company as a whole. Google had an employee who managed blog content and social media, but had an interest in HTML, coding and graphic design. Google invested in this employee's interests and training, which made him better in his current role. It also resulted in him feeling more engaged and that his company cared about his development (Gorey, 2014).

I believe student employees on campus are surrounded with opportunities for training and personal and professional development. The fact that they are currently college students indicates they are experiencing some kind of development, but we can always connect them to more. Sometimes, a student's on-campus job is the only thing they do on campus outside of classes and you may be the only one encouraging them to seek these experiences. Think of all of the leadership development opportunities to which a shy or uninterested student might never show up. If they are part of the conversation about and planning for such an opportunity, or if they hear other staff members getting excited about a speaker coming to campus or the new personality assessment that is currently popular, they might be more inclined to participate.

You can also make attending these training and development opportunities a job requirement. Does the speaker need another usher? Does the career center need a greeter at the career fair? To the student employee, these duties might seem like they are just hanging out, but exposing them to the opportunities happening around them all the time is actually empowering them to meet other professionals on campus and begin absorbing all the awesomeness that occurs on college campuses every day.

For a student employee who might already be involved and regularly takes advantage of training and development opportunities on campus, we may need to offer additional guidance or direction on trainings that really make sense to them. Ask students what they want to do after their current job and how they can take advantage of their present position to prepare for their future. For example, a student who sits at the front desk, answers phones, and greets guests is learning many transferrable skills that will be helpful for any job.

Also, we who work in student activities don't have to be the only ones connecting students to trainings. While we offer many training opportunities, we usually know about other things happening on campus, such as career exploration opportunities and changes in academic advising. Inspiring a student sometimes can be as simple as introducing them to an idea or opportunity and watching them discover it on their own.

5. Offer perks you can afford.

Google is an incredibly profitable company and offers perks that are reasonable for retaining top talent. Some of these well-known perks include an in-office bowling alley, free haircuts, gym memberships, food options, and individualized creative work spaces (Gorey, 2014).

Although we operate on a much smaller scale, we want to keep our student employees happy and can offer many perks without spending too much money or time. For example, I think it is safe to assume that most student involvement offices have significant numbers of cups, key chains, T-shirts, blankets, stylus pens or Mason jars (just to name a few) sitting in boxes around the office. Such swag makes for the easiest perks we can offer to students and we can start with our student employees. Giving items to student employees before they are distributed to the larger student population is a great way to make them feel special, that they were among the first to see the new T-shirts, etc., and allow them to have advance knowledge of the next programming board giveaway. Doing this usually involves no additional cost, but makes student employees feel their jobs are more special

than off-campus jobs held by their peers. They also become positive ambassadors for your office.

Another perk that is simple and inexpensive but has a significantly positive outcome is a handwritten thank-you card to acknowledge employee contributions. It shows that you, their supervisor, and maybe the only staff member with whom they have a relationship, cares about them and values their work. These acknowledgements can also include additional perks that might be available to your office, such as tickets to an upcoming event or movie on campus? Do you have options to offer a free coffee at your café or a meal at the dining hall? These are seemingly small gestures that go a long way when coupled with encouragement, gratitude and a positive work environment.

Make Employee Motivation a Priority

Every work environment needs to prioritize employee motivation. This is especially important in a student involvement office that is dependent on the staff coming in every day and creating engaging experiences for students. And our student employees are a specific and integral part of these work environments. We can learn a lot from how Google allocates time and resources toward motivating its employees. We may not be one a Silicon Valley tech giant, but we can apply the same principles to motivate our student employees.

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From Undergraduate to Advisor:

The Top 4 Challenges I Didn't Know My Advisor Had

By
ADAM HELGESON
Columbia College (SC)

When serving as a student leader, it's almost impossible to understand the fine line your advisor walks in giving you the leadership development experience you need and satisfying the programming needs of the entire student body.

AS THE PRESIDENT OF MY UNDERGRADUATE PROGRAMMING BOARD, I served as the liaison between the board's students and advisors. In this role, I heard the frustrations, challenges and successes of both groups. Although I thought I understood the challenges advisors face, it wasn't until I became a co-advisor of a programming board in graduate school that I fully understood how difficult it is to be an advisor. With that in mind, I'd like to define the four key challenges I believe programing board advisors face as they balance competing priorities and to provide strategies for students working with advisors to help overcome these challenges.

1. Programmer Leadership Development vs. Effective Programming

Advisors are charged with two important tasks—providing opportunities for student programmers to learn, develop and grow as leaders and producing effective programs that engage and educate the student body. These roles are often in conflict due to restraints of time, resources and perception, requiring advisors to make choices that may serve one need more than the other. For example, dealing with failure is an important lesson for programmers to learn. On the other hand, advisors and programming boards alike have a responsibility to produce successful events for the student body. The challenge for advisors is to provide an opportunity for students on programming boards to learn from their mistakes while simultaneously offering high-quality events.

Another balancing act involves resource allocation. Dollars for professional development of programming board members must be balanced with constraints arising from event budgets, meeting space and time. Advisors work hard to stretch thin resources to develop student programmers while also providing excellent programs for students.

Student programmers can help their advisors by committing to making the most of professional development opportunities by:

- Engaging fully in professional development trainings and allowing the advisor to fully explain organizational values and development theories.
- Admitting to mistakes early and proactively working to quickly fix errors.
- Providing feedback to the advisor about what is working well with training, as well as constructive suggestions for improving future training.

2. Fostering Board Creativity vs. Meeting Logistical Parameters

Programming boards must be creative to plan successful events that attract students. However, not every creative idea can be made into an event. Advisors sometimes must turn down board members' event ideas because of constraints arising from space, budget and/or student interest concerns.

No advisor wants to stifle their students' creativity, but advisors must provide appropriate oversight and be good stewards of university resources. Advisors also must ensure that programs are in alignment with the mission of the programming board and the university.

To overcome this challenge, students can:

- Ensure that proposed programs are aligned with the mission of the programming board and the institution.
- Avoid taking constructive criticism personally.
- Listen to the advisor's feedback and see if there is a way to restructure the event in a way that addresses the advisor's concerns.
- Keep bringing new creative ideas to the table, even if some past ideas have been denied.

3. Putting Academics First vs. Board Obligations

Programming board roles provide students with significant opportunities to learn and grow outside the classroom. However, advisors also must ensure that programming board members are keeping up with their academic responsibilities. If programming board members are not performing well academically, it can be detrimental to their well being and reflects poorly on the programming board office. Advisors must also hold students accountable for performing their board duties in order to maintain board success, although this can conflict with the need to take time for academics.

To address this challenge, programming board members need to carefully balance their academic and programming responsibilities by:

- Being honest with advisors if they are concerned that their academic pursuits are suffering due to programming responsibilities.
- Reminding themselves that they are *students first* and taking on only those duties they can fulfill.

4. Serving Needs of All Students vs. the Interests of Programmers

Serving on a programming board is not easy. It involves long hours, tough decisions, and a lot of responsibility to the student population. As a consequence, students on programming boards need to have buy-in to the programs they are planning. However, advisors need to ensure that the wants and needs of the *entire* student body are being met. This may mean that programmers will be charged with organizing events that do not apply to their specific interests. Advisors need to make it clear that such events deserve as much attention as those more in alignment with programmers' personal interests.

Students can help overcome this challenge by remembering that they are serving in the role of *peer delegate*—one student who represents the interests of many. To keep themselves accountable in this role, and to aid the advisor in providing the best experiences for all students, student programmers can:

- Keep the mission of the programming board in mind while considering event proposals and selecting volunteer assignments.
- Talk to a diverse array of students to solicit their programming needs and desires.
- When planning events in which they have little personal interest, take pride in putting on the best events possible, no matter the topic.

ADVISORS MUST ALSO HOLD STUDENTS ACCOUNTABLE FOR PERFORMING THEIR BOARD DUTIES IN ORDER TO MAINTAIN BOARD SUCCESS, ALTHOUGH THIS CAN CONFLICT WITH THE NEED TO TAKE TIME FOR ACADEMICS.

View Challenges as Opportunities

Being an advisor for a campus programming board is a rewarding, wonderful, unique responsibility, but it can have its challenges. My transition from undergraduate student programmer to board advisor has taught me that advisors try to do the best job possible and want to work with student programmers to offer successful events for all students. I've shared just a few ways student programmers can partner with their advisors to overcome challenges that arise in dealing with competing priorities. Had I known and better understood the challenges my advisors faced when I was an undergraduate leader, we would have been an even more effective team, working with deeper mutual understanding. I encourage both students and advisors to look at these challenges as opportunities to grow, develop and better understand each other. Get out there, communicate, and develop some enriching programs in the process!

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BECOMING A SOCIALLY RESPONSIBLE LEADER

To become socially responsible leaders, students must learn to synthesize social justice and leadership skills.

By
LAUREN IRWIN
Michigan State University

AS A STUDENT LEADER, you have probably been provided with an array of leadership opportunities, like executive board positions, workshops and leadership retreats. You likely have also learned that the ability to interact and thrive in an increasingly diverse society is an important skill to master during your college career (American Association of Colleges & Universities, 2007). However, as an undergraduate student, I struggled in my own development because I often experienced leadership and social justice as separate experiences. It took time for me to learn that they are interrelated. I learned I could nurture socially responsible leadership by shifting the focus from separately developing social justice and leadership skills and, instead, intentionally seeking to combine them. With that in mind, I would like to help undergraduate student leaders challenge themselves to grow as socially responsible leaders by engaging in socio-cultural conversations, service and intentional reflection (Dugan & Komives, 2010).

Socio-Cultural Conversations

Discussing socio-cultural issues can be intimidating, even if you have had experience learning about diversity. For our purposes here, diversity will refer to the differences in people's life experiences and identities (i.e. socio-economic status, national origin, race/ethnic identity, religion, sexual orientation, gender identity, etc.). It is important for student leaders to embrace social justice education instead of sidestepping it by placing this responsibility on other students or professionals. One way to intentionally develop your social justice skills is to read Cullen's (2008) *35 Dumb Things Well-Intended People Say,* a short and accessible way to become more comfortable talking about social justice and diversity. This book will position you to have the language to begin having meaningful discussions with your neighbors, teammates, coworkers or classmates (Dugan & Komives, 2010).

Learning about others' lived experiences is crucial for understanding the importance of social justice issues. Start with natural and casual conversation and ask questions about people's lived experiences: Where's home for you? What was your high school like? Why did you choose to study here? Also, be vulnerable enough to share your own story to demonstrate that you want to establish a meaningful relationship. These conversations can help you develop new friendships and perspectives. After conversations such as these, you can consider how or why differences exist, how those differences influence the way students approach school, and what expectations students have about school and their futures.

Socially responsible leadership development does not have to be limited to out-of-class experiences. By sharing what you are learning, hearing or reading with other students and asking for their opinions, you can challenge one another to critically engage with complex social issues. For example, at Michigan State University, several student leaders had an enlightening discussion about the Thanksgiving holiday (Gazel, 2014). They believed many students simply accepted Thanksgiving as a celebration of good harvest and did not critically consider other narratives related to it. Dominant narratives largely ignored the colonization and oppression that occurred to Native Americans. These student leaders collaborated to lead a discussion about Thanksgiving to challenge other students to think critically about the holiday.

Engaging in social justice discussions allows you to apply leadership skills like listening, clear communication and public speaking. These conversations can also help you navigate difference and think about your own values and opinions. By emphasizing social justice, you can think more critically about leadership, inclusion and difference.

Service

Meaningful and sustained service opportunities are another avenue for socially responsible leadership development (Dugan & Komives, 2010). Engaging in service is an excellent opportunity for students to begin identifying social problems and devising sustainable solutions for those problems. You can learn from service projects by asking the community partners questions such as: How did this problem come about? Why is the project important? Where can we learn more about this issue? What other approaches are being used to solve this problem? By engaging with the host organization, you can understand social justice issues in a natural setting while also developing your leadership skills.

Service projects should be simultaneously focused on contributing to social change and developing leadership skills, including teamwork, communication, commitment, accountability and planning and managing tasks and processes. As a student, you can connect service to other undergraduate experiences inside and outside the classroom by reflecting on the knowledge, skills and practices you have developed from service and applying those skills in class assignments, other organizations or projects.

At UCLA, students in the College Honors Program have the opportunity to enroll in a service-learning course titled *Citizenship, Leadership, and Service* (Honors Collegium Courses, 2014). This class allows students to create a service project while learning about concepts of leadership, social change and citizenship. Students have the opportunity to apply class concepts to their service projects and vice versa. Additionally, student teams work with a community partner to learn about and tackle social issues, like college access for inner-city high school students or access to public health services for non-English speakers. Service learning courses demonstrate that socially responsible leadership is not just a skill used in certain contexts, but a set of values and a continuous process.

Intentional Reflection

Socially responsible leadership development is a continual process of self-discovery—developing commitments and exploring your values, strengths and relationships with others. Whether or not you identify as a "leader," it is important to remember that leadership is not a position, but a process and holistic experience. Reflection is one of the most important tools for growing as a leader because it can help you make connections between social justice and leadership practices (Komives, Owen, Longerbeam, Mainella & Osteen,

2005). At Michigan State University, intercultural peer leaders are asked to complete weekly logs (Gazel, 2014). These logs require students to reflect on their job performance, meaningful conversations they had with other students, and their own personal and academic goals. Then, at weekly meetings, students are encouraged to reflect as a group by sharing their strategies for socially responsible leadership.

These intercultural peer leaders shared they had learned much about others and themselves and were able to set more realistic goals through reflection. Student leaders also noted that reflection helped them see the connections between their experiences. Reflection can help you connect your socio-cultural conversations and service experiences to develop as a leader for social change.

After engaging in service and socio-cultural discussions, you can engage in reflective activities like writing in a journal, blogging, tweeting, or talking with others. Actively considering experiences and concepts allows you to think about your own identity and avenues for social change. Reflection should focus on:

1. What you learned about yourself;
2. What skills or knowledge you gained; and
3. What you are going to do now.

It may be helpful to find a mentor to guide you through the process; mentors can be faculty, advisors or other trusted role models. You can share your goals with a mentor and ask that person to provide appropriate resources and guidance (Dugan & Komives, 2010). By working with a mentor to set goals, debrief social justice conversations, service and leadership, learn about additional resources (books, workshops, programs), and reflect, students can continue to integrate their experiences and develop as socially responsible leaders.

Continued Growth

Students can use experiences available during their college careers to integrate social justice and leadership in their daily practice. Consistently engaging in service can provide you with opportunities to discuss and critically think about social justice, while practicing socially responsible leadership. To learn more about how to connect with mentors, other student leaders, and campus experiences, you can read the book *Exploring Leadership: For College Students Who Want to Make a Difference* (Komives, Lucas & McMahon, 2013). The book connects leadership theory with the experiences many college students have, providing suggestions for working in groups and leading organizations. By combining a lifelong commitment to your own learning and development with effective practices like socio-cultural conversations, service and reflection, you can continue to grow as a socially responsible leader (Dugan & Komives, 2010).

ENGAGING IN SERVICE IS AN EXCELLENT OPPORTUNITY FOR STUDENTS TO BEGIN IDENTIFYING SOCIAL PROBLEMS AND DEVISING SUSTAINABLE SOLUTIONS FOR THOSE PROBLEMS.

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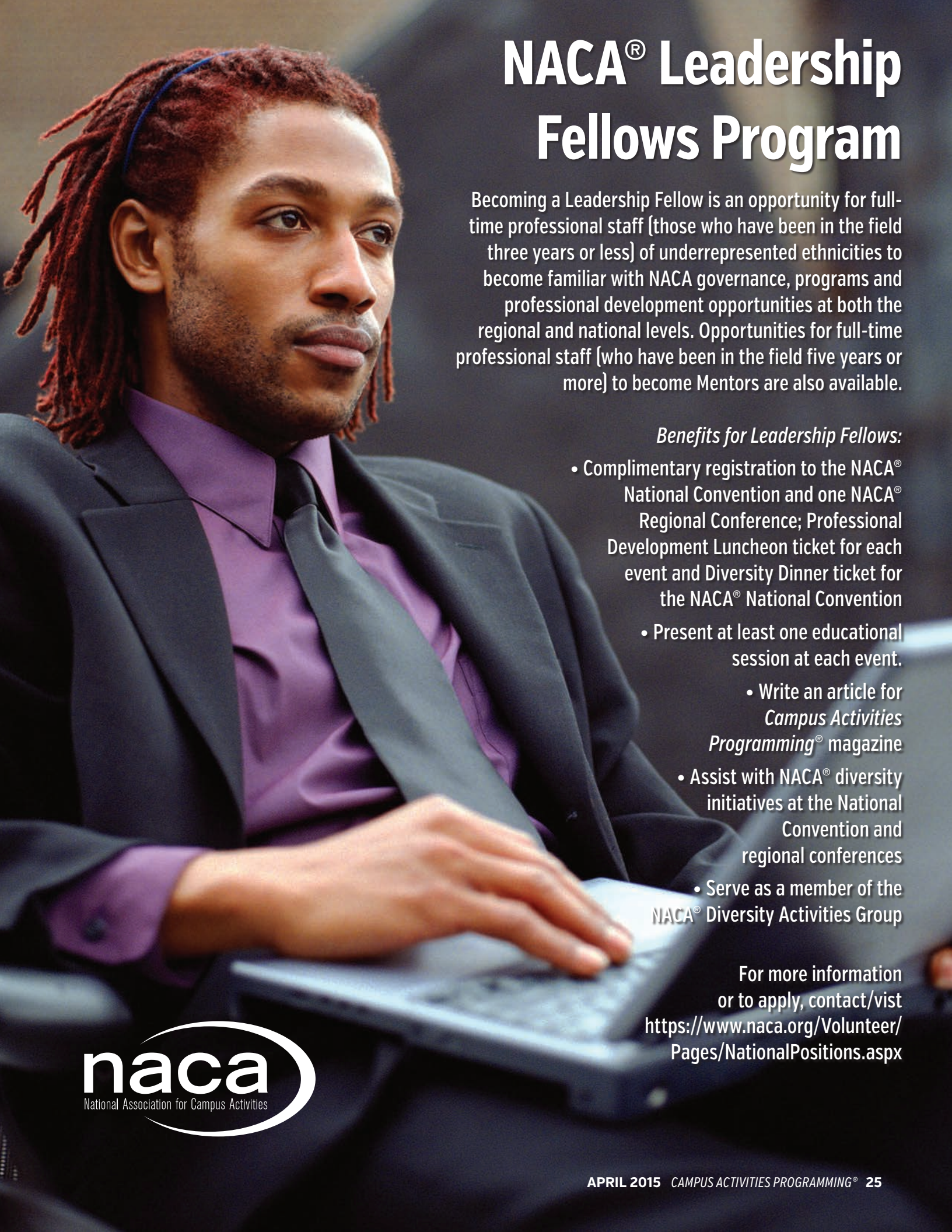

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Let's CHAT about Putting Theory into Practice to Resolve Conflict

Often, when individuals experience conflict, they are advised to talk it out. Perhaps they should CHAT about it instead.

By
Brandie VanOrder
Vanderbilt University (TN)

A STUDENT, ROB, STOPS ME IN THE HALLWAY AND ASKS IF WE CAN TALK "FOR JUST A MINUTE"—he is frustrated with how one of his peers is handling a specific situation. Rob and Jackie are co-chairs of the Homecoming Committee, and they disagree about what type of musical artist they should choose for the big concert. As long as Jackie has been at this institution, the Homecoming concert has always featured a country band. After talking to some of his classmates and friends, Rob thinks people would enjoy doing something a little different. He thinks they need to look at rap and hip-hop artists.

This situation is not unfamiliar to any student affairs professional. Sure, student leaders usually share an interest in the same activity or cause, but other personal qualities and preferences often create conflict. Because we expect our students to grow and learn, it is our responsibility to help students manage the challenges they encounter. I have found that *cultural-historical activity theory* is incredibly helpful for framing the full context of a situation. This allows me to help students work through the relationship conflicts they often encounter in their leadership roles.

CHAT Background

Cultural-historical activity theory (CHAT) was developed by Soviet psychologist Lee Vygotsky in the 1920s. A core premise of CHAT is that the development of an individual cannot be separated from the environment(s) in which they exist. That is, a person's development is dependent on the culture in which they are operating and the history of that culture.

CHAT provides a model that allows for individual learning and development to be understood in the context of broad "activities." According to one researcher who adapted CHAT to the context of education, the "basic premise of a CHAT approach is that human beings have the need and ability to mediate their interactions with each other […] through culture" (Cole, 1998). Individuals can be involved in multiple activities at once and throughout their lifetime. The theory helps analyze and interpret just one activity at a time, considering the individuals who are involved.

The Research

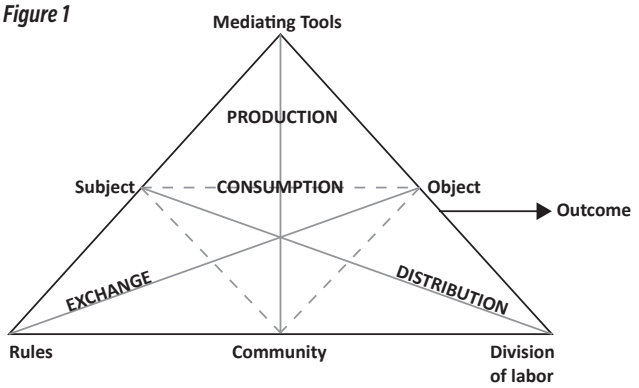
The research connecting CHAT to college student development theory and student activities is limited. Cory (2011) connected CHAT to a four-phase process that student leaders encounter in their search for meaning. The search starts with the choice to identify as a leader, and it requires understanding wholes, parts, and parts in the context of the whole. Students use artifacts and tools to perceive their experience and construct their own meaning based on their interaction in the community of student leaders. Cory identified that officers are learners who unknowingly used this CHAT process to develop as leaders.

One undergraduate student also reflected on how CHAT connected to her sorority (Marro, 2011). Subjects, objects, tools, rules, community and division of labor all had a role in the chapters. For example, tools included meeting minutes, newsletters, websites, chapter rosters, and meaningful organizational symbols. Rules were determined at the national level, as well as at the chapter level. This student's analysis of her own sorority demonstrates the potential to study student activities experiences in the context of the cultural-historical activity theory.

The Model

The visual representation of the CHAT can be applied to one activity. What the "activity" is can be interpreted loosely—Rob and Jackie, and the rest of the Homecoming Committee, will be used throughout this article as a primary example.

Figure 1



The CHAT model (Figure 1) is represented by a triangle with multiple lines and points. Every line should be considered as a potential exchange or interaction in either direction. This model is designed to include people, context and history. Because it functions under the assumption that an individual cannot be separated from the cultural and historical context in which they are operating, CHAT serves as a strong foundation for student groups who interact regularly and have a specific set of responsibilities.

For the Homecoming Committee, the object is whatever is to be impacted by the activity. The concert (and other events) staged by the committee are objects in this context, but so is the institution itself.

The *outcome* is the most holistic item in the model, as it is the result of the entire activity. While the concert is the focus of this example, the true outcome is probably increasing school spirit and supporting the athletic team.

The *subject* is the people who are involved in the activity: Rob and Jackie as co-chairs, and all of the other students serving on the committee.

The *community* can be any groups that define or influence the activity. The Homecoming Committee itself is clearly a community. The programming board (or office) that oversees the committee, as well as the institution, would also be relevant communities in this example.

Rules can be written or unofficial and govern how the subjects can and will act. The Homecoming Committee must adhere to written campus policy. Tradition is also part of the rules—although Rob and Jackie disagree to what extent tradition should govern their plans. "Strong suggestions" from the alumni or staff homecoming committees may also be viewed as part of the rules.

The mediating tools are resources and other "things" that

are part of the activity. These could include physical items, financial means, human capital, and concepts or ideas that are meaningful. The Homecoming Committee has a budget and supplies. They could have a new advisor who worked at another campus and offers them fresh ideas. The concept of school spirit, or an annual homecoming theme, would also be considered tools.

Finally, the division of labor consists of who does what (including who is expected to do what) in the acting out of the activity. Rob and Jackie have assigned roles and expectations. Other members are expected to show up and may lead certain programs. The Homecoming Committee also fills a certain role in the division of labor on campus—this group is responsible for increasing school spirit.

Sub-Systems

The CHAT model defines some of the specific types of interactions, or sub-systems, that could be analyzed within the activity. These are represented by the gray lines inside the triangle in Figure 1. The relationships in these sub-systems are multi-directional.

Objects have an *exchange* with the *rules*. The institution sets certain rules the Homecoming Committee must follow. Concert plans may also be influenced by rules set by the city, such as noise limits.

Subjects and the *division of labor* interact through what is referred to as *distribution*. As co-chairs, Rob and Jackie can *distribute* assignments to other members of their committee. The written position descriptions may also *distribute* certain tasks to Rob and Jackie. (A position description could also be considered part of the rules, depending on one's interpretation.)

The *production* sub-system analyzes how the *community* could influence the tools that are used or available. The programming board likely provides financial means for the Homecoming Committee. Rob and Jackie could also choose a certain theme based on something important to the community—like a centennial celebration.

The *consumption* sub-system exists between the *subjects, object* and *community*. Each can have an influence on the other, and all three interact. Rob and Jackie work with their committee and other campus stakeholders to plan a cohesive homecoming calendar. The availability of the artist they most want could impact everyone in this sub-system.

In Practice: Conversations

Unless Rob—or the student leader sitting in your office—is a sociology major, he probably will not have much interest in looking at this overly complicated triangle and breaking his situation down piece by piece. So, how is this useful for a professional?

First, as with much student development theory, this is an academic tool that can be employed without a student knowing about it. If Rob showed up in my office to talk about his conflict with Jackie, I would ask him questions that stem from the CHAT model. *Why might Jackie think it is important to stick with tradition? Who else might be impacted, or have a stake, in the concert artist? Think about the goals that you have for the concert and for Homecoming overall—can that help you and Jackie make a decision together?*

In Practice: Team Training

Secondly, CHAT can be used to develop trainings or programs for student groups. I did this myself for a course in student development theory. The program I developed focused on developing positive relationships among sorority chapter officers, to enable them to minimize conflict through effective communication. Because CHAT emphasizes the context more than the individuals, I thought it was important to develop learning outcomes for the individual participants, as well as the group. While this was targeted toward sorority women, the ideas and suggestions that follow could be adapted for proactively training any student group or in response to conflict.

Figure 2

- Each member of the team identifies what they see as the biggest responsibility of their role. They write out how they would do it "their way," then are asked to consider in group discussion who else has the responsibility to help, the ability to help, or perhaps an interest in the outcome. Make the point that individuals can usually not complete their biggest job on their own, and the relationships with the other people who can and will help them are important. Participants could each identify a tangible way in which relationships are important to their role.
- Introduce a simplified variation of CHAT with only four pieces of the model. Use this as a tool to set expectations for how team members will work together. Identify why each quadrant is important, and how they interact. I used a visual of the "four corners" states to visualize how all four pieces touch and interact (Figure 2).
- Each member identifies a personal strength they contribute to the team and a personal area of improvement that could benefit the team. Discuss how those qualities contribute to effective or ineffective collaboration. Each person writes down two concrete actions they

can take to improve or maintain good teamwork: one that is based on their identified strength and one based on their area for growth. Team members should share these with the group.

While there are few documented uses of cultural-historical activity theory in student affairs practice, the connection is strong. In campus activities programming, we work with students in many different contexts and communities. By using CHAT, we can help them—and ourselves—better understand the individual and contextual factors that influence the work of any student group.

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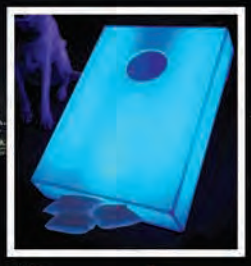

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Developing a Process for Student Organization Officer Removal

By
KAITLYN SCHMITT
College of William and Mary (VA)

Removing a student leader from office is something no one wants to consider, but when it becomes necessary, what's the best and most fair way to go about it?

IN AN IDEAL WORLD, student organization officers would perform their duties flawlessly and in perfect synchronization. Each student would get along with every other student in the organization and there would be few problems. But we know this is impossible. Organizations typically go through phases: forming, storming, norming and performing (Tuckman's stages of group development). But what about the organizations that can't seem to stop storming? What happens when there is an officer who is negatively influencing or even causing the storming? And if the other organization members want to take it one step further and remove that officer from his or her position, what happens then?

When developing their organization's constitutions or bylaws, students don't always think about a severe situation in which an officer may need to be removed from office. However, it is during these times of intense conflict and distress when students are most likely to turn to their governing documents to be reminded of the organization's purpose. Instead of waiting until conflict occurs, it's important to capitalize on a time of harmony—when the organization isn't storming—to consider methods for removing an officer should that become necessary. In this way, students and advisors will be best able to create a fair and unbiased procedure to be included in the governing documents. But how should they go about it?

Causes for Removal

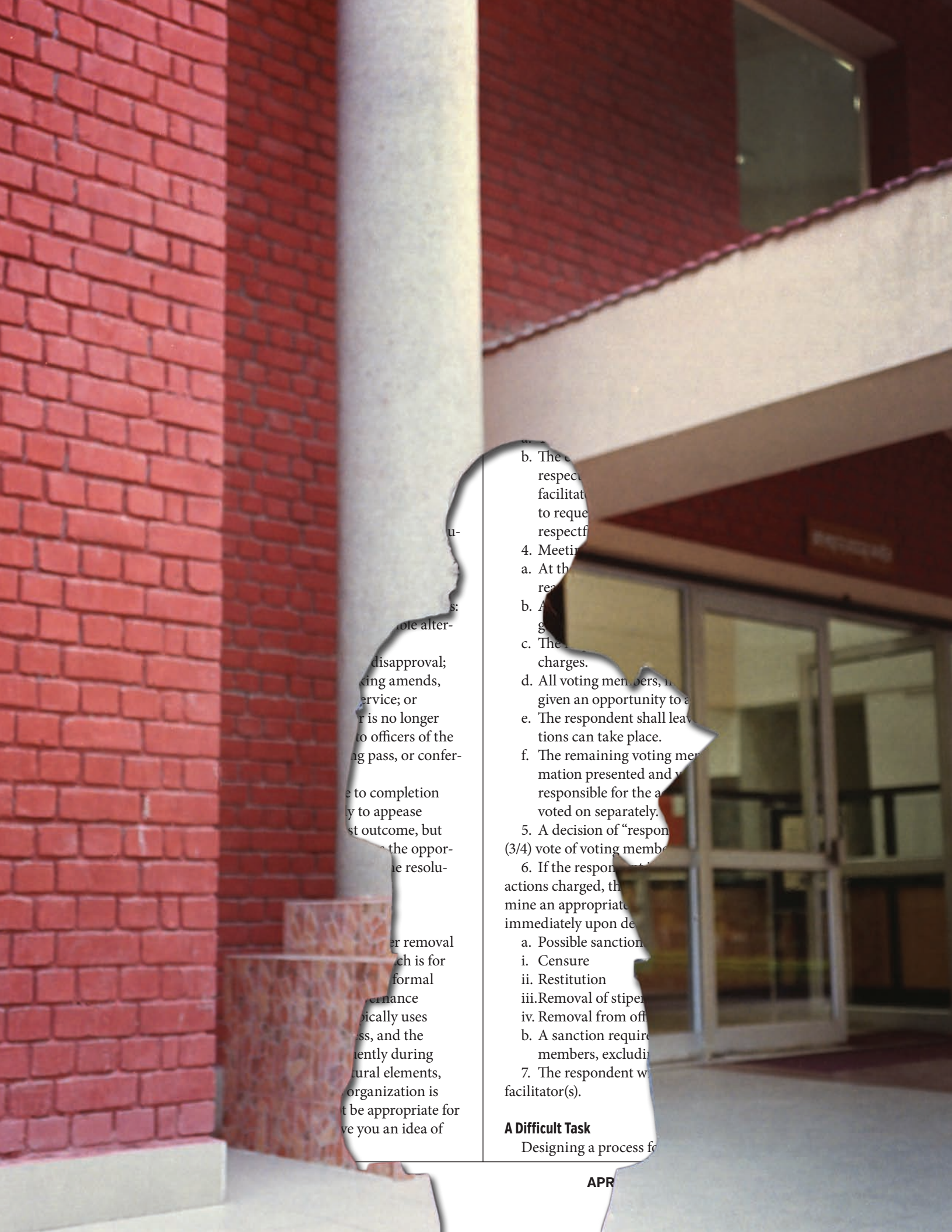
A great place to start is to consider these questions:

- Why would an officer need to be removed from office?
- What situation would rise to the level of needing to dismiss an officer from their position?

Outlining this specifically in the governing documents will prepare the organization and its future members to determine when removal would be an appropriate form of action. This inclusion also ensures integrity in the practice. If an officer can be removed for frivolous reasons, even if every member of the organization supports removal, the justification, at its core, is still frivolous. Those types of removals are not only unfair to individuals, but could also lead to unnecessary turnover among other officers.

Depending on the culture, complexity, and scope of your organization, it may suffice to outline a very general reason for removal, such as "acting against the best interests of the organization." However, if your organization is large, prone to conflict, or tends to be heavily reliant on specificity in governing documents, you may want to be more detailed with respect to causes for removal.

There are four common reasons for removing officers from office: malfeasance, misfeasance, nonfeasance, or breach of ethical duty.



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A Difficult Task

Designing a process fo

Malfeasance occurs when an officer commits some kind of unpermitted action in the line of duty. For example, if an organization's bylaws require an open application process for selecting committee chairs, but the president disregards the defined application process and simply appoints a friend, that president would have committed a malfeasance.

Misfeasance occurs when an officer performs an action that is permitted and within their power, but performs the action in an incorrect or improper way. For instance, it would be a misfeasance for a publicity officer to post inappropriate tweets on Twitter or violate the campus posting policy when hanging up fliers.

Nonfeasance occurs when an officer fails to take action when action is needed, also known as neglect of duty. Examples include if a secretary fails to take minutes or hold office hours despite those duties being outlined in the governing documents.

Breach of ethical duty occurs when an officer acts in an unethical way, such as knowingly lying to members or stealing from the organization.

These causes for removal may be clear-cut when your governing documents outline specific duties for officers; however, they can still apply if the duties are more general. For example, if one of a vice president's stated duties is to "serve as a liaison between members and officers," they may commit a nonfeasance by not communicating with members or refusing to present members' concerns at an executive meeting. In situations like this, the determination of whether a malfeasance, misfeasance, or nonfeasance was committed is subjective—which is why officer removal is often a difficult decision for an organization.

Although these are common reasons, they are not the only situations in which a group would want to remove an officer. There may be particular situations specific to your campus or your organization. As you are developing a removal process, think about what reasons your organization may consider worthy of removing an officer, as well as situations your organization would deem frivolous or not worthy of officer removal. You can use these guidelines in developing your own operations.

REMOVING AN OFFICER CAN BE AN EMOTIONALLY CHARGED SITUATION, SO ENSURING THERE IS A CLEARLY DEFINED DECISION-MAKING PROCEDURE CAN BE HELPFUL TO GUIDE THE ORGANIZATION.

The Removal Process

Once you have determined causes for removal, you should also consider what the action steps for removal should look like. This procedure can vary based on your organization or campus culture, but here are some things to consider.

Overall, the guiding principle should be **due process**. This means that the outlined procedure should respect the rights of all individuals involved. Therefore, your organization's steps for officer removal should be fair and unbiased. The process should afford equal opportunity for both the officer in question and the members who are seeking that officer's removal to influence the final decision.

First, consider how the removal process might begin:

- How would a member of the organization initiate the mechanism?
- What steps are appropriate for a person to take to begin removing an officer?

For many organizations, it begins with a formal written complaint, ideally citing causes for removal as outlined within the governing documents. Requiring the complaint to be written is practical because it necessitates a specific action on the part of the complaining member. Additionally, it requires the complainant to think critically and deliberately about their reasons for removal. The written document can also assist with later steps in the method.

You may wish to require additional support to file a formal complaint, such as stipulating that the complaint must be signed by a minimum number or percentage of members. This ensures that a removal process would not be undertaken if only one person had a problem with the officer. Finally, the procedure should also define who should receive a formal written complaint. Common examples include the president, the secretary, an officer not under question, or an advisor.

The principle of due process indicates that an officer has the right to be notified of a complaint against them and to respond to it, so the next step can be to provide the officer in question with the complaint. This should be done well in advance of any meetings to discuss removal in order to allow the officer a fair amount of time to reflect on the complaint and prepare a response. To increase transparency, you can supply a copy of the complaint to all voting members of the organization so all members are aware of the issues at hand, although sharing the complaint with the officer in question first in a more private setting may be appropriate.

After all the people involved are informed of the situation, the organization should hold a meeting to decide on the question of removal. If necessary, you can specify the time period for when this meeting will take place, such as "no later than the next scheduled meeting." You may also need to specify who should be present at this meeting and involved in making this decision. Depending on your organization's culture, it might be appropriate for this decision to be made by all voting members, by the executive board, by a special committee, or some other group of members. Establishing this explicitly in the governing documents helps minimize confusion.

For some organizations, it may be useful to outline the procedure at this special meeting. If following the principle of due process, a good procedure would be to include time for the complainants to speak about their complaint, for the officer in question to respond, and an opportunity for

all members (including the complainants and the officer in question) to ask questions. Then the organization may deliberate and come to a decision as a group.

Removing an officer can be an emotionally charged situation, so ensuring there is a clearly defined decision-making procedure can be helpful to guide the organization. The decision-making procedure can be similar to how decisions on other topics are made within the group: by consensus, by a vote, etc. However, because removing an officer is such a significant decision, it's typical to require at least a two-thirds, or sometimes, even a three-fourths, majority to decide to remove an officer.

When developing this procedure, consider consulting your campus's approach to student conduct hearings. There are many similarities between a conduct hearing and a meeting about officer removal. Most procedures for student conduct hearings already follow due process, as well as account for your particular campus culture, so they can provide constructive guidance when developing your organization's removal process.

Alternate Options

While it is important to outline a full removal process for implementation in the worst-case scenario, you can also build in alternate options. For instance, mediation can be used to attempt to resolve conflict within a group. Mediation can be particularly advantageous because it gives the officer an opportunity to receive constructive feedback on their actions and to practice leadership with this new information in mind. Mediation, possibly facilitated by an advisor, could be required or optional before filing a formal complaint.

Another option is to include less drastic outcomes than removal from office. These could allow for a beneficial resolution in a situation where members are generally unhappy with an officer's actions, but only a small contingent believes the actions warrant removal from office. A decision may be particularly difficult if the only two options are the extremes: removal from office or no action. Examples of possible alternative outcomes include:

- Censure, which is an expression of formal disapproval;
- Restitution, which is a formal way of making amends, sometimes through a fine or additional service; or
- Removal of privileges, in which an officer is no longer entitled to a privilege typically afforded to officers of the organization, such as a stipend, a parking pass, or conference attendance.

Following the formal removal procedure to completion may be necessary for the group, particularly to appease the members who believe removal is the best outcome, but having additional outcome possibilities increases the opportunity for the most members to be satisfied with the resolution that is pursued.

An Example

Here is an outline of one possibility for an officer removal process from an organization's bylaws. This approach was developed for a high-profile programming board with generally formal procedures at a campus where student self-governance is highly valued and practiced. The programming board typically used Robert's Rules of Order to conduct its business, and the constitution and bylaws were referred to frequently during regular business meetings. Due to these cultural elements, the mechanism for officer removal for this organization is complex and formal. This method may not be appropriate for your organization, but the example can give you an idea of what a formal process may look like.

1. A group of students (hereafter called "complainants"), consisting of at least one-quarter (1/4) of voting members excluding the officer in question, shall present a written letter to the Advisor to initiate the impeachment process. The letter should reference the appropriate organization documents, such as the constitution and bylaws, specifically Article V: Section 5, Part 1: Types of Charges.
2. All voting members, including the officer in question (hereafter called "respondent"), and Advisor will be given a copy of the letter.
3. The Secretary, or an officer not in question, will schedule a special meeting, during which time all voting members are available, to discuss officer removal. This meeting will be at least two business days after the respondent is provided a copy of the formal complaint, and will be no later than the next scheduled general meeting after the requisite two business days. At a general meeting, officer removal will take precedence over any other business.
   a. The Advisor will facilitate the impeachment meeting.
   b. The expectation is that all participants must be respectful of one another throughout the meeting. The facilitator(s) reserve the right to request a time out or to request a participant to leave if, in their judgment, respectfulness is not observed.
4. Meeting Procedure:
   a. At the meeting, the complainants will present their reasons for calling for removal.
   b. All voting members, including the respondent, shall be given an opportunity to ask questions of the complainants.
   c. The respondent will present his or her response to the charges.
   d. All voting members, including the complainants, shall be given an opportunity to ask questions of the respondent.
   e. The respondent shall leave the meeting so that deliberations can take place.
   f. The remaining voting members will discuss the information presented and vote whether the respondent is responsible for the actions charged. Each charge will be voted on separately.
5. A decision of "responsible" requires a three-quarters (3/4) vote of voting members, excluding the respondent.
6. If the respondent is determined responsible for the actions charged, the remaining voting members will determine an appropriate sanction for the respondent, effective immediately upon decision.
   a. Possible sanctions include:
      i. Censure
      ii. Restitution

iii. Removal of stipend
iv. Removal from office

b. A sanction requires a two-thirds (2/3) vote of the voting members, excluding the officer in question.

7. The respondent will be notified of the decision by the facilitator(s).

As you may suspect from some of the language used, this procedure drew heavily from this campus's conduct process. Using a campus model helped make this procedure fair, unbiased and aligned with campus culture.

A Difficult Task

Designing a process for removing officers from their position in a student organization can be a difficult task. It may be challenging for students to think about discontent and unrest when everything seems to be going well within their organization; however, it is even more difficult to attempt to develop a fair and unbiased removal process when there is severe conflict and emotions are running high. As you look to develop these procedures, keep in mind that the most important element is to know the culture of your campus and your organization and to integrate that knowledge, as appropriate. With these tools, you can develop the best possible process for your student organization.

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ABOUT THE AUTHOR

Kaitlyn Schmitt is Coordinator for Programming at the **College of William & Mary (VA)**. She previously served as the Union Activities Board Advisor at North Carolina State University and was a graduate assistant at Boston College (MA), where she earned a master's degree in higher education. She also holds a bachelor's degree in mathematics from the University of Notre Dame (IN). She currently serves as the NACA® South Graduate Intern Coordinator, after previously serving as the region's Advisor Networks Coordinator. She has written about trends in late-night programming for *Campus Activities Programming®* and on competencies among new professionals in the union and activities fields for the *ACUI Bulletin*. In 2013, she received ACUI's 2013 Chester A. Berry Scholar Award.

Potential Conflict Turns into Learning Opportunity for One Institution's Spring Event Planners

By
ANNA BALDASARRE
and
MONIQUE L. GORE
Gettysburg College (PA)

When the Gettysburg College CAB unwittingly facilitated a misunderstanding about its Springfest plans, leading some to believe the event might not be inclusive, the group turned a potential conflict into a significant learning opportunity and a successful event.

Sage the Gemini entertains the Gettysburg College Springfest 2014 crowd. Photo by Eric Lee, Gettysburg College

AS THE DAYS GET WARMER AND FINALS APPROACH, many colleges around the country host their annual spring festivals and carnivals. Springfest at Gettysburg College began several decades ago as a collaboration between the Campus Activities Board (CAB) and the Gettysburg Environmental Concerns Organization (GECO) as a weeklong festival highlighting environmental concerns and sustainability initiatives. In its current form, Springfest is held annually on the weekend before the last week of spring semester classes. CAB supports a movie night, several concerts and an outdoor picnic, complete with inflatable activities and other games sponsored by campus clubs and organizations.

CAB began planning for Springfest 2014 in early February by inviting the campus to vote for the event theme in an online poll. One of CAB's primary goals for the academic year was to engage more students in the event planning process, and polling for event themes, concert genres and movie choices proved to be an effective method to solicit feedback. With over 500 respondents, the popular vote was awarded to "America," and the Springfest committee began planning in earnest: designing T-shirts, brainstorming a slogan ("In Springfest We Trust"), and choosing a movie (*American Pie*).

CAB was enthusiastic and optimistic, the campus was buzzing with excitement, and it was sure to be a popular event. But in late March, another administrator contacted Monique, CAB's advisor, to express his concern about the theme: Would it alienate international students and students of color? What could we do to make the event more inclusive of all students?

We were surprised by this interpretation, but quickly realized CAB had unwittingly facilitated a misunderstanding. We intended an "America" theme to draw on a shared experience of all students, not to make certain groups feel unwelcome–but had we communicated that to the rest of campus? Immediately, CAB reached out to eRace, a social justice dialogue group sponsored by the Center for Public Service, to invite all concerned students to share their perspectives and work together to find a solution. The process of discussion and compromise grew to include not only CAB and the Office of Student Activities, but also the Center for Public Service, Residential & First Year Programs, Greek Life, and several College Life deans. The group decided that the theme, as determined by the overall campus vote, would not change, but that CAB would take steps to improve upon the messaging of Springfest and to partner with multiple student organizations to include additional programming to emphasize inclusivity rather than exclusivity.

To do this, CAB worked to create a T-shirt design that was not overly patriotic, choosing a simple design featuring the college logo and Abraham Lincoln to show the event's connection to the shared college experience, and added a second apparel option of baseball caps with the college logo. The movie was changed from *American Pie* to the more conservative *Captain America*. Clubs and organizations were invited to participate in Springfest by providing booths and other activities that highlighted diversity education, which resulted in the Italian Club sponsoring a themed dinner in the dining hall; the Black Student Union hosting a barbecue; the International Club organizing a Holi color festival; and the Asian Student Alliance selling bubble tea.

Overall, Springfest 2014 was one of the most successful events CAB has hosted in the past several years. In the week leading up to the event, we ordered additional T-shirts and baseball hats in order to meet demand after the initial orders sold within a few days. The Saturday morning of the event dawned sunny and warm, and by noon students were out in full force–filling their plates from the buffet lunch, spreading blankets on the grass, and lining up for the inflatable obstacle course. The outdoor concert–opened by DJ Beauty and the Beatz and headlined by Sage the Gemini–drew 500-600 students, who crowded in front of the stage to dance and sing along.

A follow-up survey from the event revealed that the majority of respondents "agreed" or "strongly agreed" with statements indicating satisfaction with and enjoyment of Springfest, and it is not uncommon to see students still sporting the T-shirts and hats from the event. The initial confusion surrounding the theme was in fact a valuable learning opportunity for CAB to gain a fresh perspective on campus communication, organizational goals, interdepartmental collaboration, and inclusive programming.

ABOUT THE AUTHORS

Anna Baldasarre is Interim Program Coordinator for Student Activities & Greek Life at **Gettysburg College (PA)**, where she recently earned a bachelor's degree in English and sociology. She served as the CAB Springfest Chair in 2014. She is currently involved in the NACA® Mid Atlantic Region.

Monique L. Gore is Associate Director of Student Activities & Greek Life at **Gettysburg College (PA)**, where she earned a bachelor's degree in Africana studies and women's studies. She holds a master's degree in organizational leadership from Cabrini College (PA) and currently serves on the Alumni Board of Directors for Gettysburg College. In NACA, she serves as the Special Events Coordinator on the NACA® Mid Atlantic Regional Conference Program Committee. She previously served as Assistant Coordinator of Campus Involvement at Rutgers University (NJ).

Members of the Gettysburg CAB's 2014 Springfest committee, first row, left to right, are: Abby Rolland, Anna Baldasarre, Noah Koester, Janine Barr, Rebecca Borovsky, Sarah Lowy, Michelle Principato and Monique Gore. Second row: John Price, Fergan Imbert, Elizabeth Grimes, Jariel Rodriguez, Amelia Graham, Sarah Roessler and Kelly Gross.

NACA® SPOTLIGHT

Always turn to the NACA® Spotlight for important deadlines, volunteer recognition and more about YOUR Association.

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NACA Recognizes Outstanding Volunteers and Programs

During the **2015 NACA® National Convention**, NACA announced award winners in a number of categories. The Association also recognized volunteers and special programs for their service and contributions to the student activities field. More coverage of the 2015 NACA® National Convention, which was held Feb. 14-18 in Minneapolis, MN, will appear in the May 2015 issue of *Campus Activities Programming®*. Primary photography in this section is by Kenneth Breivik, with additional photography by Casey Steinmiller of Pittsburg State University (KS).

NACA® Founders Award

Dr. Cindy Kane, Director of Student Involvement & Leadership at Bridgewater State University (MA), and **Dr. Gayle Spencer**, Director of the Illinois Leadership Center at the University of Illinois-Champaign, were presented The Founders Award.

The Association's highest honor, the Founders Award is given to those individuals who, during the years, have given of their time and talents in such a way as to contribute significantly to NACA. It is presented to an individual or individuals who, throughout their affiliation with NACA, have given continued and outstanding service to the organization, have exemplified the standards of professional integrity and conduct, have achieved stature in their professional or academic pursuits, hold the esteem of colleagues and peers, and have worked to further the field of campus activities programming.

Kane was recognized for having consistently given of her time and talents to advance the profession, mentor new professionals and build relationships. The following comments from her nominators illustrate her passion for learning and her commitment to NACA.

"She has successfully proven she possesses a vast knowledge in the field of higher education and campus activities and has used that to help the organization make substantive changes and move forward the educational mission of the Association. In fact, quite possibly the greatest contribution to NACA and campus activities may end up being her dissertation connecting scholarship and practice in the field.

"And, of course, as the area of social media communication and information grows, she is one of the professionals in higher education that is leading the charge."

"Her work as a doctoral student sets her apart from her colleagues in student affairs and campus activities. She consistently balanced her time between her commitment to NACA and the profession while pursuing her PhD."

Spencer has been a volunteer leader for more than three decades, serving on many committees, as Chair of a National Convention and as Chair of the Board of Directors. She has also played a major role in NACA's regional conferences. As one of her friends and NACA® colleagues said, she "has never merely 'held' a volunteer position; she transformed volunteer positions."

Dr. Gayle Spencer

"She has the reputation of being a transformational leader, serving in many significant capacities over the years. In every instance, she has served selflessly and with great dedication. Many of the pilot programs and innovations that she and her committee implemented in the late 1990s are still in place today. Her NACA® committee members often called on her to help make tough decisions because they knew she would be committed to taking on the challenge."

"She brought her terrific leadership skills to the board of directors and displayed tremendous courage in guiding the Association from 11 regions to the seven we know today."

NACA® Legacy Award

The 2015 NACA® Legacy Award was presented to **Courtney James**, Assistant Director, Student Engagement for Campus Activities at the **University of Central Oklahoma**.

James' first volunteer opportunity with NACA occurred at a Mid America Regional Conference where, as a student, she volunteered with her fellow delegates to check name badges as others entered showcases. Several years later, she became her region's Conference Program Chair. Her additional NACA® volunteer experiences have included leadership roles with the National Convention, the NACA® Central Region and Huge Leadership Weekend. She has written several articles for *Campus Activities Programming*® and presented at several NACA® National Conventions and regional conferences.

As one of her colleagues noted, "SHE IS NACA! Her work has inspired and motivated students to get involved. She has a passion for programming and many of the students she has mentored are now in the student affairs field."

The Legacy Award was created in honor of NACA's 50th Anniversary and provides a year of NACA® professional development opportunities for up to two deserving current NACA® leaders. Recipients will have served NACA in multiple previous roles as a volunteer, and will have the potential to serve the Association at a significant level for a significant period of time.

Natalie Keller Pariano (left) of Denison University (OH), the 2014 Legacy Award winner, presents the 2015 Legacy Award to Courtney James of the University of Central Oklahoma.

C. Shaw Smith New Professional Award

Allyson Crust, Assistant Director of Student Involvement at **Maryville University of St. Louis (MO)**, was presented the **2015 NACA® C. Shaw Smith New Professional Award**.

"I hope that when I graduate, I am as passionate about my career as [she] is passionate about her job, her students and student leadership," said one of Crust's students.

Crust has been credited with creating an engaging, educative environment that is rich in learning opportunities for students. She played a significant role in leading the effort to provide opportunities celebrating women in leadership on her campus, in addition to her role as campus advisor and instructor. Her volunteer role with NACA is highly respected among those in her region. She created the basis for a new volunteer description that is now being implemented by NACA and coordinated all volunteer processes within her region.

The C. Shaw Smith Award was established in 1994 to honor the memory of one of NACA's most beloved founders. Smith's influence, affection and energy in support of new professionals entering campus activities is reflected in this annual award to recognize individuals who demonstrate the potential and commitment for excellence in service to student leaders.

Allyson Crust of Maryville University of St. Louis (MO) is presented the C. Shaw Smith Award by previous Smith Award recipient and Chair-elect of the NACA® Board of Directors Brian Gardner.

Patsy Morley Outstanding Programmer Award

Vincent Bowhay, Assistant Director of the Memorial Union at **Fort Hays State University (KS)**, was presented the **Patsy Morley Outstanding Programmer Award**.

"He oversees programs that serve groups ranging in size from 30 to 3,000. He believes in students – helping them realize their potential and their dreams," said NACA® Vice Chair for Programs Dan Fergueson in presenting the award.

"Using his skills and guidance, he has helped his school's programming board win numerous awards and has overseen substantial growth in programming success at the institution. One of his most recent accomplishments was the creation of the Sebelius Lecture Series, which hosts nationally known speakers, such as former White House Press Secretary Jay Carney. More than 1,000 people attend each of the events in the series."

The Patsy Morley Outstanding Programmer Award is given each year to an individual who best exemplifies outstanding achievement in the field of campus activities advisement. The award honors the late Patsy Morley, a former NACA® Board Chair, who died in 1981.

NACA® Vice Chair for Programs Dan Fergueson (left) presents the Patsy Morley Outstanding Programmer Award to Vincent Bowhay of Fort Hays State University (KS).

Nikki Goode (right) of the University of Alabama-Huntsville accepts the Frank Harris Outstanding Student Government Award on behalf of Regina Young Hyatt from Dan Fergueson, NACA® Vice Chair for Programs.

Frank Harris Outstanding Student Government Award

Regina Young Hyatt, Dean of Students & Associate Vice President for Student Affairs at the **University of Alabama-Huntsville**, was presented the **Frank Harris Outstanding Student Government Award**.

"This award is presented to an individual who has worked closely with student governments, displays genuine support and regard for students and their issues, is viewed by colleagues as an educator, and has had an extraordinary impact on students' lives and has earned their respect," said NACA® Vice Chair for Programs Dan Fergueson in presenting the award.

"Known to her students by her first name, [she] has built highly respected relationships with her students, staff and faculty. Since she arrived on her campus in 2011, she has been a driving force behind the growth and success of student life. Under her leadership, the Student Government Association has flourished. The number of student organizations has doubled during her time as Dean of Students. In her role as advisor, she successfully established many new initiatives, including an international student mentoring program, a student food pantry, a bike share program and more."

The award recognizes individuals who have the commitment to challenge and advise student government associations. It is named for the first Chair of the NACA® Board of Directors, **Frank Harris**, who served as Chair in 1968-69, and who advised student government associations throughout his professional tenure until his retirement in 1997.

NACA® Your Best Campus Tradition™ Video Competition winners

The Your Best Campus Tradition™ Video Competition showcases amazing school spirit at its best. NACA created this friendly competition so schools can provide resources to other member schools and engage campuses in what they believe are their best campus traditions. Winners were announced during the 2015 NACA® National Convention. You may see their videos on the NACA® website at https://www.naca.org/Awards/Pages/YBCT.aspx:

SCHOOLS WITH UNDER 5,000 FULL-TIME ENROLLMENT

Allegheny College (PA) for **Wingfest**, an event providing 4,400 free chicken wings in eight different flavors from six local restaurants for the enjoyment of the student body.

Pictured, left to right: Chas Thompson and Angela Puga from 2014 winning institution the University of Arkansas; and Karen Montgomery from Allegheny College.

SCHOOLS WITH 5,001-PLUS FULL-TIME ENROLLMENT

Arizona State University for **Devils on Mill**, a pre-game tailgating event that gives students and local bands an opportunity to perform in front of crowds on three different stages, along with photos with the school mascot, face painting, games and carnival rides.

Pictured, left to right: Natalie Larson and Mary Stang from 2014 winning institution Drake University (IA); and Ashley Mulryan, Laura Craft and Jocelyne Serafin from Arizona State University.

Diversity Recognized During Diversity Dinner

Diversity has long been an integral part of many events at NACA's National Convention and in 2015, the **Outstanding Diversity Achievement Award – Program** was presented to honor a campus program that has helped move NACA's diversity initiatives forward. Also, the Diversity Activities Group, which planned all diversity-related activities occurring during the Convention, was recognized.

Outstanding Diversity Achievement Award – Program

The **Outstanding Diversity Achievement Award – Program** was presented to **Fort Hays State University (KS)** for its **World Ready Curriculum**.

The World Ready Curriculum is a collection of events, classes and involvement opportunities designed to enhance diversity appreciation on the Fort Hays State University campus. By connecting events students are attending to classes in which they are enrolled, students are given the opportunity to document their learning and make connections between in-the-classroom learning and out-of-the-classroom experiences. The program is hosted through the school's online co-curricular website.

Each curriculum has a track for students to follow so that they can achieve their goals while receiving visual indicators of their progress toward completing their specific track of learning. It also allows the school to document evidence of student learning. The World Ready Curriculum connects all of the school's diversity partners across campus. By identifying events as a part of the World Ready Curriculum, students are exposed to diversity at several levels.

Edie McCracken, Director of Memorial Union at Fort Hayes State University (KS), accepts the Outstanding Diversity Achievement Award – Program on behalf of World Ready Curriculum.

Diversity Activities Group Members

Diversity Activities Group members were also recognized during the Diversity Dinner:

- **Natasha Hopkins, Emory University (GA) – Diversity Programs Coordinator**
- **Corey Benson, Texas State University – NACA® Central Diversity Initiatives Coordinator**
- **Eileen Galvez, Illinois Wesleyan University – NACA® Mid America Diversity Initiatives Coordinator**
- **Valerie Romanello, Sarah Lawrence College (NY) – NACA® Northeast Diversity initiatives Coordinator**
- **Erica Schwartz, Rutgers University-Camden (NJ) – NACA® Mid Atlantic Diversity Initiatives Coordinator**
- **Patrick Stiver, University of Washington-Tacoma – NACA® West Diversity Initiatives Coordinator**
- **Ladarius Thompson, University of South Carolina Upstate – NACA® South Diversity Initiatives Coordinator**
- **Sara Vansteenbergen, Lawrence University (WI) – NACA® Northern Plains Diversity Initiatives Coordinator**
- **Melanie Bullock, University of South Florida-St. Petersburg – Leadership Fellows Coordinator**
- **Zuri Thurman, Illinois State University – Leadership Fellow, NACA® Mid America**
- **Jivanto Van Hemert, Salve Regina University (RI) – Leadership Fellow, NACA® Northeast**
- **Jerrica Washington, Duke University (NC) – Leadership Fellow, NACA® South**
- **Cara White, University of Delaware – Leadership Fellow, NACA® Mid Atlantic**
- **Aeryel Williams, Florida International University (FL) – Leadership Fellow, NACA® South**
- **Joshua Wilson, University of Florida – Leadership Fellow, NACA® South**
- **Torrez Wilson, Georgia Gwinnett College – Leadership Fellow, NACA® South**
- **Ryan Day, University of South Carolina-Columbia – Graduate Intern, Diversity Activities Group**

NACA® Research Grant Awards Presented

For the seventh consecutive year, NACA presented its annual **Research Grant Awards** in the Secondary and Comprehensive Award categories. The grant is designed to encourage research that focuses on issues related to campus activities. Research Grant Award winners are recognized during a regional conference or the National Convention after they've completed their studies. The 2013 Research Grant Award winners were honored during the Convention.

The **Secondary Award** winner, who received a $500 stipend, is **Margaux C. Manley** with **The George Washington University (DC)**. Her research project is "The Relationship Between Student Involvement in Extracurricular Activities and Sense of Belonging Among Undergraduate Commuter Students." She presented her findings during the 2014 NACA® Mid Atlantic Regional Conference.

The **Comprehensive Award** winners, who received a $2,500 stipend, are **Justin Janak** and **Patrick Edwards** of **East Carolina University (NC)**. Their research project is "Assessing Student Leader Learning: A Comprehensive Competency-Based Approach for Current Practitioners."

NACA® Foundation Honorary Trustees

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

At the 2015 NACA® National Convention, two individuals were inducted as Honorary Trustees – **Darrell Claiborne** and **AC Anders**.

Claiborne serves as Director for the University Union & Student Activities at **Shippensburg University (PA)**. He previously held positions at Trinity College (CT), Bryant University (RI) and Plymouth State University (NH). Claiborne has a passion for working with programming boards, student government associations, and creating and implementing leadership development programs.

He has presented educational and leadership workshops at regional and national conferences and colleges and universities, as well as for private and public businesses. He has held regional and national leadership positions with NACA, including serving as National Convention Program Committee Chair, and has been recognized with numerous NACA® awards for his service to the Association.

Anders is Vice President for Corporate Events at FUN Enterprises (MA). Prior to her 20-year career with FUN Enterprises, Anders worked in campus activities. She soon discovered the joy in interacting with students, planning with a purpose, and the constant challenges of being creative – even when working with small budgets. As she honed her skills in booking talent, contract negotiation, volunteer management, and budget planning, she also had an opportunity to serve on several association committees.

Utilizing her experiences in association management, higher education, event planning and corporate events through her father's company, she joined FUN Enterprises. Anders is best known at FUN for her expertise with large events.

Third Annual Trivia Tournament

The NACA® Foundation's 3rd Annual Trivia Tournament, held before the 2015 NACA® National Convention on Friday, Feb. 13, turned out to be the big fundraiser for the Foundation, bringing in $2,200, well above the nearly $1,813 raised in the 2014 Tournament. The winning team, "CAMP Is Now Closed!", is comprised of: front row – Dave Stevens of Concert Ideas, Inc. (IN), Coz Lindsay of Babco Entertainment LLC (FL) and Brett Pasternak of Concert Ideas, Inc. (NY); back row – Melissa B. Aronson of Babco Entertainment LLC, Bridget Reilly of Sophie K. Entertainment, Inc. (NC) and Michael Baumhardt of The University of Miami (FL).

Institute Coordinators Recognized

NACA® spring and summer Institutes provide higher education professionals and students with training and resources to effectively accomplish their on-campus goals. Institutes cover topics ranging from leadership development and risk management to campus programming and concert production. Institute Coordinators use their talent and organizational skills to facilitate successful institutes for the Association. Volunteers who coordinated the 2014 Institutes were recognized for their service:

- **Huge Leadership Weekend – Natalie Keller Pariano, Denison University (OH)**
- **Programming Basics Institute – Donielle Bell, The University of Georgia**
- **Concert Management Institute – Evan Schaefer, Arizona State University**
- **Student Government West Institute – Sabrena O'Keefe, Florida International University-Biscayne Bay**
- **Student Government East Institute – Vincent Bowhay, Fort Hays State University (KS)**
- **National Leadership Symposium – Michael Preston, University of Central Florida**
- **NACA® Summer Leadership Event at Walt Disney World® – Matt Morrin, University of South Florida-St. Petersburg**
- **International Experiential Learning Institute – Dave DeAngelis, Suffolk University (MA)**

Dave DeAngelis

Matt Morrin

Natalie Keller Pariano

Evan Schaefer

2015 Graduate Interns, Mentors Acknowledged

The NACA® Graduate Intern Program provides opportunities for graduate students to be mentored by student activities professionals who have been in the field for at least five years. Interns learn about NACA and National Convention programs by participating in professional development seminars on topics relevant to graduate students interested in pursuing careers in campus activities. The program also provides opportunities for interns to present educational sessions to a national audience:

GRADUATE INTERNS:

- **Leana Zona – University of Maine**
- **Lauren Gyurisin – Shepherd University (WV)**
- **Christine Lucht – Texas State University-San Marcos**
- **Ryan Day – University of South Carolina**
- **Karen Stepanek – University of Wisconsin-Oshkosh**
- **Vigor Lam – University of Southern California**

GRADUATE INTERN MENTORS:

- **Nathan Hofer – University of Sioux Falls (SD)**
- **Jennifer Schreer – Albion College (MI)**
- **Megan Habermann – Western Oregon University**
- **Steve Pagios – Brandeis University (MA)**
- **Jessica Searcy – Embry Riddle Aeronautical University-Daytona Beach (FL)**
- **Ally Crust – Maryville University of Saint Louis (MO)**

Leadership Fellows, Mentors Recognized

The NACA Leadership Fellows Program provides an opportunity for full-time professional staff of underrepresented ethnicities to become familiar with NACA® governance, programs and professional development opportunities at the regional and national level:

LEADERSHIP FELLOWS:

- **Zuri Thurman – Illinois State University**
- **Jerrica Washington – Duke University (NC)**
- **Cara White – University of Delaware**
- **Aeryel Williams – Florida International University-Modesto Maidique**
- **Joshua Wilson – University of Florida**
- **Torrez Wilson – Georgia Gwinnett College**
- **Jivanto Van Hemert – Salve Regina University (RI)**

LEADERSHIP FELLOWS MENTORS

- **Tearria Beck-Scott, Duke University (NC)**
- **Christopher Bellow, East Stroudsburg University (PA)**
- **Gerald C. Harris, Texas A&M University**
- **Thanh Le, University of North Carolina Charlotte**
- **Turan Mullins, Maryville University of Saint Louis (MO)**
- **Ebony Ramsey, Florida Southern College**
- **Kyonna Withers, Ripon College (WI)**

Retiring Program Leaders

Retiring Regional Program Leaders were recognized for service:

- Courtney James, Graduate Intern Program Coordinator – University of Central Oklahoma
- Peter Pereira, NACA® Central Regional Conference Program Chair – Texas State University-San Marcos
- Natalie Keller Pariano, NACA® Mid America Central Regional Conference Program Chair – Denison University (OH)
- Joseph Lizza, NACA® Mid Atlantic Central Regional Conference Program Chair – Stockton University (NJ)
- Erin Morrell, NACA® Northeast Central Regional Conference Program Chair – Albertus Magnus College (CT)
- Grant Winslow, NACA® Northern Plains Central Regional Conference Program Chair – University of Wisconsin-Green Bay
- Jessica Berkey, NACA® South Central Regional Conference Program Chair – Furman University (SC)
- Megan Habermann, NACA® West Central Regional Conference Program – Western Oregon University
- Melanie Bullock, Leadership Fellows Coordinator – University of South Florida-St. Petersburg
- Elizabeth Purswani, NACA® Mid Atlantic Festival Coordinator – Shippensburg University (PA)

Jessica Berkey

Melanie Bullock

Megan Habermann

Courtney James

Joseph Lizza

Natalie Keller Pariano

Grant Winslow

A number of Past Chairs of the NACA® Board of Directors attended the 2015 National Convention. Seated, left to right: Bill Smedick, beth triplett, Greg Diekroeger and Gayle Spencer. Standing, left to right: Ernie Stufflebean, Steve Westbrook, outgoing Chair Ken Brill, Dave DeAngelis, Mark Constantine, Justin Lawhead, Matt Morrin and incoming Chair Brian Gardner.

Advisory Groups Recognized

NACA® Chair of the Board of Directors Ken Brill recognized several groups of volunteers who work with the Board of Directors, volunteers and students to support the Association's mission during the year:

STUDENT ADVISORY GROUP

- Jenny Marquette, Student Advisory Group Facilitator – Gustavus Adolphus College (MN)
- Tyler Graham – Shippensburg University (PA)
- Christine Lucht – Texas State University
- Rylin Ploe – Oakland University (MI)
- Lindsey Proulx – Roger Williams University (RI)
- Lindsay Steelman – Auburn University
- Bill Harcleroad, Board Rep – SUNY-Oneonta

ASSOCIATE ADVISORY GROUP

- Ken Abrahams, Co-Facilitator – FUN Enterprises (MA)
- Gina Kirkland, Co-Facilitator – Kirkland Productions (TX)
- Melissa Aronson – Babco Entertainment LLC (FL)
- Tynan Fox – Tynan Fox Speaking (MN)
- Mat Franco – Franco Talent (RI)
- Marie Monroe – Evo Entertainment (PA)
- Stephanie Robinson – Neon Entertainment (NY)
- Bridget Reilly – Sophie K. Entertainment (NY)
- Edie McCracken, Board Liaison – Fort Hays State University (KS)

EDUCATION ADVISORY GROUP

- Dr. Daniel Ashlock, Chair – Arizona State University-Tempe
- Meghan Harr – Old Dominion University (VA)
- Beth Hoag – Bowling Green State University (OH)
- Dr. Jennifer McCluskey – Maryville University of Saint Louis (MO)
- Sara Rine – University of Massachusetts-Lowell
- Scott Lyons – Johnson & Wales University-Providence
- Ceci Brinker, Board Liaison – Eastern Illinois University

RESEARCH & SCHOLARSHIP GROUP

- Dr. Michael Preston, Chair – University of Central Florida
- Dr. Kim Bruemmer – North Dakota State University
- Dr. Cindy Kane – Bridgewater State University (MA)
- Dr. Adam Peck – Stephen F. Austin State University (TX)
- Sally Watkins – Florida State University
- Dr. Christine Wilson – University of Connecticut-Storrs
- Dr. Lucy Croft, Board Liaison – University of North Florida

NATIONAL BLOCK BOOKING TEAM

- Evan Schaefer, Coordinator – Arizona State University)
- Crissy Fabiszak – The Community College of Baltimore County (MD)
- Nellie Hermanson – The University of Iowa
- Jessica Searcy – Embry Riddle Aeronautical University-Daytona Beach (FL)
- Matt Morrin, Board Liaison – University of South Florida-St. Petersburg

NACA® Board of Directors members present for the 2015 National Convention included, left to right: Bill Harcleroad, Brian Gardner, beth triplett, Dan Fergueson, Cecilia Brinker, Ken Brill, Lucy Croft, Matt Morrin, Jillian Kinzie, Edie McCracken, Demetira Bell Anderson and NACA® Executive Director Toby Cummings.

NACA presented its 2015 Hall of Fame Award to San Francisco-based singer/songwriter Matt Nathanson. Making the presentation to Nathanson (center) are 2015 NACA® National Convention Program Chair Josh Brandfon (left) and NACA® Chair of the Board of Directors Ken Brill (right).

Pictured, left to right, are new Board of Directors leaders for 2015-16: Dan Fergueson, NACA® Chair-elect; Brian Gardner, Chair of the Board; and Ken Brill, Immediate Past Chair. Their terms become effective May 1, 2015.

NACA Announces Newly Elected Board of Directors Members

The NACA® Office announces three new members of its Board of Directors, each of whom will serve a two-year term beginning May 1, 2015.

Demetria Bell Anderson is Leadership Programs Manager in the Center for Community-Based Learning, Leadership and Research at the University of Wisconsin-Milwaukee, where she mentors students in the Emerging Leaders Program and directs the Bonner AmeriCorps Leader Program. Active in NACA for several years, she previously served on the Board as Treasurer. In addition, she has served as a Leadership Fellows Mentor and presented several educational sessions during NACA® National Conventions and conferences. Anderson has also been published in *Campus Activities Programming®*.

Dr. Lucy Shaffer Croft is Associate Vice President for Student Affairs and Adjunct Professor at the University of North Florida. She holds a doctorate in education with a concentration in higher education administration and leadership development. Dr. Croft has been a higher education professional since 1989 and began her membership with NACA while an undergraduate at Hanover College (IN). Throughout her career, she has volunteered with NACA in various capacities and has been published in *Campus Activities Programming®*.

Natalie Keller Pariano is Director of Campus Leadership and Involvement at Denison University (OH). She has experience in student involvement, leadership development, civic engagement and fraternity/sorority life, residential education and women's center management. Pariano has eight years of volunteer experience with NACA, including serving as Chair of the Mid America Regional Conference Program Committee and other leadership roles, as well as writing for *Campus Activities Programming®*. Her contributions have been recognized by NACA with several awards.

The newly elected members join current NACA® Board officers and members:

2015-16 officers

- **Brian Gardner**, Maryville University of Saint Louis (MO) – Chair
- **Ken Brill**, Augustana College (IL) – Immediate Past Chair
- **Dan Fergueson**, Linfield College (OR) – Chair-elect
- **Edie McCracken**, Fort Hays State University (KS) – Vice Chair for Programs
- **Bill Harcleroad**, SUNY Oneonta (NY) – Treasurer
- **Toby Cummings, CAE** – Executive Director

Members

- **Cecilia Brinker**, Eastern Illinois University – Member
- **Dr. beth triplett**, Clarke University (IA) – Guest to the Board of Directors
- **Dr. Jillian Kinzie**, Indiana University-Bloomington – Guest to the Board of Directors

Your Feedback Matters: Share Your Thoughts on Recently Released NACA/NIRSA Whitepaper

In the spring of 2014, NACA and NIRSA: Leaders in Collegiate Recreation, with the support of their respective boards, launched a working group to explore how the skills gained through participation and employment in co-curricular experiences help to prepare students for their careers, specifically in the development of skills the National Association of Colleges and Employers (NACE) has identified as most desirable to employers. The result is a collaborative whitepaper now available to NACA and NIRSA members, who can access it online at http://tinyurl.com/qj7sv8v and provide feedback to the working group. Your feedback can help the working group as it strives to make the document a tool members can utilize to show how students benefit from their participation in campus activities.

Registration Open for NACA® Institutes

Registration is now open for NACA's 2015 Institutes. NACA offers Institutes focusing on leadership development, risk management, campus programming, and other topics during the summer months. These Institutes provide education professionals with training and resources to effectively accomplish their on-campus goals. Find more information and register online at https://www.naca.org/Institutes/Pages/Default.aspx.

HUGE LEADERSHIP WEEKEND
May 28-31
John Newcombe Tennis Ranch (TX)

PROGRAMMING BASICS INSTITUTE
June 4-7
Washington University in St. Louis (MO)

S.P.I.R.I.T. INSTITUTE
June 5-7
Clemson University (SC)

NACA® SUMMER LEADERSHIP EVENT AT WALT DISNEY WORLD®
June 21-24
Walt Disney World® Resort (FL)

CONCERT MANAGEMENT INSTITUTE
June 23-26
Marquette University (WI)

STUDENT ORGANIZATIONS INSTITUTE
June 29-July 2
University of Denver (CO)

STUDENT GOVERNMENT WEST
July 9-12
Colorado School of Mines

INTERNATIONAL EXPERIENTIAL LEARNING INSTITUTE
July 12-15
Suffolk University (MA)

STUDENT GOVERNMENT EAST
July 16-19
Stockton University (NJ)

NATIONAL LEADERSHIP SYMPOSIUM
July 20-23
University of Louisville (KY)

Submit Proposals for 2015 NACA® Research Grant

The National Association for Campus Activities is seeking proposals for the 2015 NACA® Research Grant, which encourages the development and dissemination of knowledge that has potential to improve the experiences of college students and campus engagement. Completed applications must be received by the NACA® Office by 11:59 pm EST, June 12, 2015. One research team will be selected for the Comprehensive Award Package, while up to five research teams will be selected for the Secondary Award Package. More information about awards packages and submission requirements can be found at www.naca.org/Pages/ResearchGrants.aspx. You may also contact **Dr. Telesia Davis** at telesiad@naca.org.

Apply for Advancing Research in Campus Activities Award

The purpose of NACA's Advancing Research in Campus Activities Award is to provide monetary support and/or membership access to NACA® members who are conducting research in the field of higher education and student affairs with a focus on student engagement or campus activities.

An amount of $1,500 will be budgeted each year, with $500 given for each of the three awards. Another three awards will be given to provide access to NACA® membership for research sampling. For a complete list of application requirements, review the Call for Content brochure (www.naca.org/EdSessions/Documents/Call_for_Content_2015-16.pdf) or contact **Director of Education and Research Dr. Telesia Davis** at telesiad@naca.org.

Upcoming NACA® Foundation Scholarship Deadlines

The NACA® Foundation offers various scholarships (www.naca.org/Foundation/Pages/Scholarships.aspx) that are available to undergraduate and graduate students, student leaders, professional staff and associate members on an annual basis. Scholarship nominations are solicited each year. Apply today!

- **Multicultural Scholarship Program:** Apply by May 1.
- **NACA® Graduate Scholarship (McCullough, Brattain & Daugherty Scholarships:** Apply by May 30.
- **NACA® Mid Atlantic Graduate Student Scholarship:** Apply by May 30
- **NACA® Mid Atlantic Higher Education Research Scholarship:** Apply by June 15
- **Lori Rhett Memorial Scholarship:** Apply by June 30

Questions may be directed to **Morgan Grant** at **morgang@naca.org**.

New Webinars Announced

Take advantage of these new webinars, which are free to NACA® members. Register online at www.naca.org/Pages/EventGridSearch.aspx or contact **Morgan Grant** at **morgang@naca.org** for more information.

Book Review Webinar Series: *College (Un)Bound: The Future of Higher Education and What it Means for Students* by Jeffrey J. Selingo

Join Ryan Lloyd as he reviews the critically acclaimed book *College (Un)Bound: The Future of Higher Education and What it Means for Students,* by Jeffrey J. Selingo. *College (Un)Bound* outlines the major trends and disruptive forces that are currently impacting and changing the direction of higher education. This discourse chronicles topics ranging from the student debt crisis and impact of technology to how student perspectives have changed toward institutions of higher education.

Presenter: **Ryan Lloyd, Residence Life Coordinator, Preston Residential College and the International House at Maxcy College, University of South Carolina**
Date: **April 14, 2015, at 2 pm EST**
Audience: **Staff and Graduate Students**

Demonstrating the Impact of Co-curricular Experiences on Employment-Ready Skills: An Overview of the New NACA/NIRSA Whitepaper

As key stakeholders in higher education debate ways to reduce costs while improving student learning, the contribution and value added by co-curricular education is often overlooked. This session will discuss a recent whitepaper co-authored by the presenters and developed as a partnership between NACA and NIRSA: Leaders in Collegiate Recreation in which they discuss how to create and measure the connection between participation in co-curricular experiences and the development of skills that employers value most.

Presenter: **Adam Peck, PhD, Assistant Vice President and Dean of Student Affairs, Stephen F. Austin State University (TX)**
Date: **April 16, 2015, at 2 pm EST**
Audience: **Staff**

NACA® National Convention Graduate Intern Program Application Deadline Set

The NACA® National Convention Graduate Intern Program provides opportunities for graduate students to be mentored by student activities professionals who have been in the field for at least five years, with a focus on developing mentors from the pool of previous NACA® Board members and other leadership. Seven graduate interns and mentors will be selected.

Applications are currently being accepted for Graduate Interns (Grad Students) and Mentors (Seasoned Professionals). **The application deadline is June 2, 2015**. Graduate Interns and Mentors may apply online at: www.naca.org/Volunteer/Pages/NationalPositions.aspx.

Graduate Interns will present educational sessions, network with NACA® past and present leadership, and communicate frequently with other interns, as well as their mentor and coordinator.

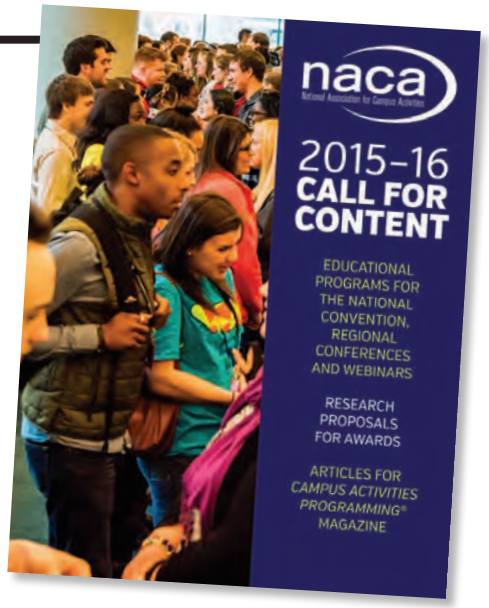
Mentors will assist their assigned Graduate Interns in an acclimation into NACA and the field of higher education through providing feedback on programs and projects, routine correspondence and in-person meetings at conferences.

For more information, contact **Dionne Ellison** at **dionnee@naca.org**.

Take Advantage of this NACA® Member Benefit: Job Opportunities from The Placement Exchange

NACA partners with The Placement Exchange to promote job opportunities within the field of higher education that are relevant to NACA® membership. Sign in at **www.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 https://www.theplacementexchange.org.

2015-16 Call for Content: Contribute to NACA® Events, Publications and Research



NACA is seeking proposals for educational programs at the **2016 NACA® National Convention**, all **2015-16 NACA® Regional Conferences**, and the **2015-16 NACA® Webinar Series**. NACA is also seeking proposals for the 2015 NACA® Research Grant and articles for ***Campus Activities Programming*® magazine** (see below) for the 2015-16 publication cycle. For details on how to contribute to any of these content areas, download the full Call for Content brochure at www.naca.org/EdSessions/Documents/Call_for_Content_2015-16.pdf.

2015-16 *Campus Activities Programming*® Content Areas Announced

BACK TO SCHOOL 2015
(Article Deadline: May 8, 2015)
- Getting Ready for Fall (Regional Conference Preview – learning about CAMP, volunteer opportunities in NACA, orienting the new advisor to NACA, how associates can make the most of NACA membership, etc.)
- Negotiation (relationships and contracts)
- Marketing/Branding (all forms, with emphasis on social media)

SEPTEMBER 2015
(Article Deadline: May 29, 2015)
- Traditions (creating them, updating them, etc.)
- Themed Programming (various kinds and how to plan, and implement)
- Program Planning (the basics)

OCTOBER 2015
(Article Deadline: June 12, 2015)
- Spirituality in Programming (challenges and benefits of faith-based institutions, programming for charities, service programming, etc.)
- Values (defining them, acting on them)
- Family Programming
- Two-Year/Commuter Schools/ Daytime Programming

NOVEMBER/DECEMBER 2015
(Article Deadline: July 29, 2015)
- Social Media (its role in career development, communication, marketing, etc.)
- Engagement
- Student Learning

JANUARY/FEBRUARY 2016
(Article Deadline: Sept. 18, 2015)
- National Convention Preview
- Diversity (making connectedness a strategic priority; cognitive and emotional experience of diversity; defining and dealing with cultural appropriation, and more)
- Gender issues (what messages are sent through programming, marketing; how sexism and perceptions affect work in student activities; and more)
- Collaboration/Conflict Resolution/ Negotiation

MARCH 2016
(Article Deadline: Nov. 19, 2015)
- Concert Management
- Risk Management
- Assessment

APRIL 2016
(Article Deadline: Dec. 11, 2015)
- Leadership Development
- Professional Development
- Graduate Student Issues
- Work/Life Balance

MAY 2016
(Article Deadline: Jan. 14, 2016)
- Budgets (for the following year)
- Low-cost Programming
- International Programing (for foreign students, study abroad, etc.)
- Orientation (for the following year)
- Retreats (end of year, beginning of next year)

Standing category articles to be included throughout the year: Leadership Fellows articles, Leadership Development Book Review Series articles, The Graduate Experience (written by or written by others for graduate students) and Curtain Call (associate member writers).

If you would like to write articles for *Campus Activities Programming*® in any of the categories listed here, or if you have other article or content ideas, contact **Editor Glenn Farr** at **glennf@naca.org**.

BLOCK BOOKING WITH NACA
Missed the conference? No problem. Book any time, anywhere.
Visit **https://blockbooking.naca.org** for more info.

Dates, Locations for Future Conventions, Regional Conferences Announced

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

2015 REGIONAL CONFERENCES

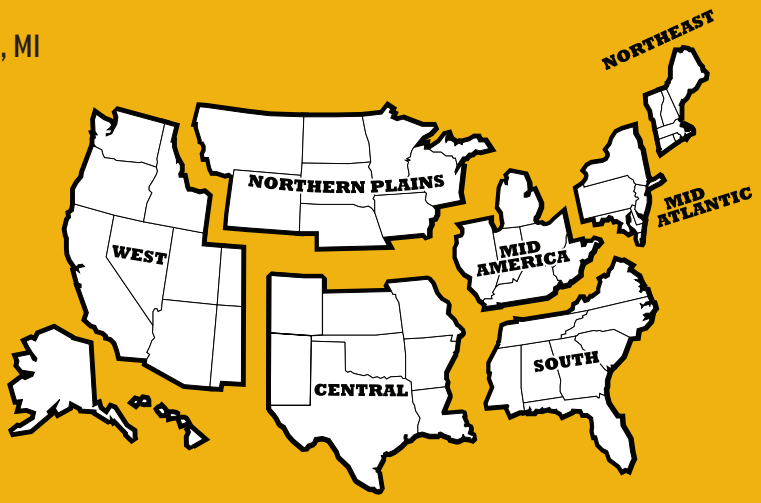
NACA® Northern Plains, April 16-19, Madison, WI
NACA® South, Oct. 1-4, Chattanooga, TN
NACA® Central, Oct. 15-18, Tulsa, OK
NACA® Mid Atlantic, Oct. 22-25, Buffalo, NY
NACA® Mid America, Oct. 29-Nov. 1, Grand Rapids, MI
NACA® Northeast, Nov. 5-8, Hartford, CT
NACA® West, Nov. 12-15, Spokane, WA

2016 REGIONAL CONFERENCES

NACA® Northern Plains, April 7-10, Madison, WI
NACA® South, Sept. 29-Oct. 2, Charleston, SC
NACA® Mid Atlantic, Oct. 13-16, Lancaster, PA
NACA® Central, Oct. 20-23, Arlington, TX
NACA® Mid America, Oct. 27-30, Covington, KY
NACA® Northeast, Nov. 3-6, Hartford, CT
NACA® West, Nov. 10-13, Ontario, CA

NATIONAL CONVENTIONS

Feb. 20-24, 2016: Louisville, KY
Feb. 18-22, 2017: Baltimore, MD
Feb. 17-21, 2018: Boston, MA



Share what's going on with you professionally and personally in the Campus News section of the NACA® Spotlight in *Campus Activities Programming*® magazine. This feature is designed for students and staff to inform others about what's going on in their lives. It's an easy way to announce a

- New job or promotion
- Marriage or civil union
- Birth or adoption of a child
- Graduation
- Award or other recognition
- Thank-you to other member
- And much more

To submit information, email it to Glenn Farr, editor of *Campus Activities Programming*®, at glennf@naca.org.

Coming in the May 2015 Issue of *Campus Activities Programming*®

Keep an eye out for the May 2015 issue of *Campus Activities Programming*®, in which we'll explore the next steps you might take after graduating college, pursuing a paying-it-forward mentality on campus, recent research on the value of late-night programming, how to plan an awesome retreat, photo coverage from the 2015 NACA® National Convention, and much more.

Keep Up with *Campus Activities Programming*® on Twitter, Online

Want to know about upcoming issues of *Campus Activities Programming*®? Want to be reminded of specific content needs and ways you can become a contributor? Follow Editor Glenn Farr on Twitter at @EditorGlennNACA.

Also, you can review a full year of *Campus Activities Programming*® online any time at https://www.naca.org/CAP/Pages/Default.aspx.

PUT NACA.ORG ON YOUR EMAIL SAFE LISTS

To be sure you're not missing important news, updates and member information from NACA, include naca.org on your safe lists for incoming emails.

NACA® LEADERSHIP

2014–2015 NACA® BOARD OF DIRECTORS

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KEN BRILL
Augustana College (IL)

Immediate Past Chair
MATT MORRIN
University of South Florida–St. Petersburg

Chair-Elect
BRIAN GARDNER
Maryville University of Saint Louis (MO)

Vice Chair for Programs
DAN FERGUESON
Linfield College (OR)

Treasurer
DEMETRIA BELL ANDERSON
University of Wisconsin-Milwaukee

Executive Director
TOBY CUMMINGS, CAE
NACA® Office

Member
CECILIA BRINKER
Eastern Illinois University

Member
LUCY CROFT, EdD
University of North Florida

Member
EDIE McCRACKEN
Fort Hays State University (KS)

Member
BILL HARCLEROAD
SUNY Oneonta (NY)

Guest to Board of Directors
beth triplett, EdD
Clarke University (IA)

Guest to Board of Directors
JILLIAN KINZIE, PhD
Indiana University-Bloomington

2015–2016 NACA® PROGRAM LEADERS

NACA® Central
COURTNEY JAMES
University of Central Oklahoma

NACA® Mid Atlantic
JOSEPH LIZZA
Stockton University (NJ)

NACA® Mid America
KENDRICK DURHAM
Centre College (KY)

NACA® Northeast
MEAGAN SAGE
Southern New Hampshire University

NACA® Northern Plains
GRANT WINSLOW
University of Wisconsin-Green Bay

NACA® South
KATIE REICHNER
Christopher Newport University (VA)

NACA® West
LEANN ADAMS
Whitman College (WA)

NACA® Mid Atlantic Festival
ELIZABETH PURSWANI
Shippensburg University (PA)

NACA® National Convention Program Committee Chair
JOSHUA BRANDFON
University of Miami (FL)

Institute Series Coordinator
VINCENT BOWHAY
Fort Hays State University (KS)

Institute Series Coordinator-Elect
NATALIE KELLER PARIANO
Denison University (OH)

Leadership Fellows Coordinator
MELANIE BULLOCK
University of South Florida-St. Petersburg

NACA® LEADERSHIP

2015–2016 ASSOCIATE ADVISORY GROUP

Facilitator
KEN ABRAHAMS
Fun Enterprises, Inc. (MA)

Facilitator
GINA KIRKLAND
Kirkland Productions (TX)

Member
DANNY MACKEY
Neon Entertainment (NC)

Member
ROBIN NEMANICK
Supernatural Productions (PA)

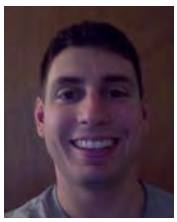
Member
BRENT PETERSON
Brent & Co. (DC)

Member
JASON LEVASSEUR
Bass/Schuler Entertainment (IL)

Member
COZ LINDSAY (MN)
Babco Entertainment LLC (FL)

Member
DREW KORB
Bass/Schuler Entertainment (IL)

Member
SAILESH JIAWAN
Metropolis Management & Entertainment Group (CA)



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Impact Entertainment, LLC (NJ)

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NMP Talent (ME)

Member
MICHAEL MILLER
Fun Enterprises, Inc. (MA)

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North Idaho College

10 QUESTIONS WITH...

Joshua Wilson

Program Coordinator
J. Wayne Reitz Union
University of Florida

1. Leadership/management book you are currently reading?
I joined a virtual book club, which selected *Social Class on Campus: Theories and Manifestations* by Will Barrett. NASPA's knowledge community Socioeconomic Status and Class in Higher Education challenged professionals and graduate students to read this book to get a better understanding of class and culture and how it relates to our college experiences.

2. What recent campus program most exceeded your expectations and why?
Each summer, our late-night program partners with student organizations and several University departments for the summer student-run cultural show that features many student groups. However, this event was not a true collaboration and this past year we sought to change that. From the moment they entered our student union, students saw the full unity of this event, from the theme "GatorMania: Global Celebration" to the continental showcases from our students. The event was done right and I think the students who attended could see just how intentional in design this program was.

3. Favorite campus program in your entire career and why?
While I currently work for the University of Florida, I used to work for University of Notre Dame (IN) and advised its Student Union Board. The board sponsored a race called the Holy Half Marathon through which students raised thousands of dollars for local charities in the South Bend community. I loved this event simply due to the students' relentless efforts to keep this event a Notre Dame tradition and their willingness to have the tough conversations with campus authorities to make sure the event was safe and fun. The event featured more than 1,000 runners and, in the spirit of student-led events, this will always be one of my favorites.

4. Three things on your desk right now you couldn't live without for work?
Post-it® notes, printer, pencil cup organizer and paper clips. (OK, there are four things I can't live without for work.)

5. Best teaching tool for your students?
The Student Leadership Challenge. Komives and Posner's five principles of leadership make for a great illustration for how student leaders can be the best version of a leader. It is also based on years of research that showcases what organizations need from leaders.

6. Technology that most benefits you at work?
Most days I would be useless without my Outlook calendar. It's on my phone and iPad. I use it to strategically set up my day with regard to projects and meetings.

7. Most challenging aspect of your job?
Managing multiple tasks in one day. I've realized that I'm a one-project-at-a-time type of guy. So I try to set up my day to balance my workload and focus on completing a project before moving on to the next one.

8. Tip you can share for balancing work with a personal life?
Be intentional. Work is important and sometimes it spills into our personal lives without our say-so. It's often with us on vacations, at lunchtime and in the evenings. There is no escape–that is, unless you're intentional. At lunch, many of the young professionals at my institution eat together. I intentionally will not talk about work if I can help it. Having this mental break allows me to work harder during the second half of the day. After work, I have found communities and hobbies that make it easier to leave at a decent hour. From sports to local involvement, find your passion in the community and engage. On vacations, if you can, disconnect your work email on your phone or plan for only certain times to check it so your vacation doesn't become about your work.

9. Best programming advice you've ever received?
Time is your friend. Some of the best events I've experienced or have been a part of planning utilized early planning to achieve the best event possible.

10. Something unique about your programming board?
Our programming board organizational structure is set up so that all of the committees report to one organization rather than acting as separate entities. Because the Reitz Union Board is called RUB for short, its mascot is the rubber duck called "J."

"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 Editor Glenn Farr at glennf@naca.org.

CURTAIN CALL

Street Wars: Letting Everyone Win

By **Mark Nizer**

AS A VETERAN STREET PERFORMER, I have been in many situations where life and death hung in the balance and I was the only authority available. When you are street performing and have a large crowd around you, two things happen: a crowd builds a crowd and people seeking attention will gravitate to that. A wall forms as your audience grows and, in New York City's Washington Square Park, it can become 20 ft. deep. Police and other authorities are blocked from seeing exactly what is going on in this "little" world and this makes it the perfect place to see how different methods of conflict resolution play out.

Many of the people I encountered in these settings were mentally ill, on drugs, or both. Those who weren't had a seemingly urgent need to be involved in what was happening in my world.

In one situation, I had a large crowd and the show was going great. Out of nowhere, a giant black plastic trash bag launched over the crowd like the Grinch loading out of Cindy Lou Who's house. Luckily, it missed me, but the crowd was on edge as a result. And that was a concern for me because the crowd was my client base and my goal in providing good customer service was to make them want to pay for my product—in this case, my show.

I heard a commotion from outside the crowd. As the crowd split apart, someone who looked like a mix of Mary Poppins and Jack Sparrow, wearing a healthy dose of urine and filth that comes only from the sad combination of mental illness and homelessness, made her way into the center of my circle. She glanced at me, then immediately headed toward the steel grate in the street. This was my second show, and my finale included juggling a knife, torch and large apple on a six-ft. tall unicycle, during which I would eat the apple. Apparently, the previous show's apple ended up wedged in the slots of the street grate. She was hungry and smartly knew right where it was. Once I figured out what she wanted, all I had to do was stay out of her way. So, I simply stepped aside, let her grab her food, and conflict was avoided.

Back to customer service: what could I say at this point to this woman that would not be mean and that would put my audience at ease? "Mom! You promised me you wouldn't bother me at work," I said, getting a huge laugh from the crowd (relieving the already palpable stress they were feeling) and successfully diffusing the situation.

Friends of mine have been stabbed over control of certain spots that other people considered to be theirs. The late street performing legend Tony Vera was stabbed over a street disagreement in New York City (although he did not die from the stabbing).

When someone would go to "war" with me over a spot, it was often over money. They saw me doing well in a certain area and figured if they got it first, I would pay them off to move. I often would, but paying them would just reinforce that behavior and, week after week, I would have to do it again. I found it to be a better strategy to talk to them and sincerely try to become their friend. After all, we were both working on the streets, and they were simply observing what was working for me and trying to improve their own situations.

I remember a saxophone player who grabbed my spot and tried to blackmail me for it. I passed and moved down the way to a less desirable spot, but still made way more than he did. He would drive into the park in his stretch Cadillac, get out of the car, walk to the trunk, take out a wheelchair and saxophone and spend the day performing while pretending to be paralyzed. Wow, I thought. That is a sad way to make a living.

What did I learn from all this?

Be honest. Be sincere. Listen. Compromise. Then maybe you can make a few shekels, not get stabbed and have everyone feel like they won.

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

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