

CAMPUS ACTIVITIES

PROGRAMMING

VOL. 49 // NO. 2 // BACK TO SCHOOL 2016

FALL! GEARING UP FOR NACA'S REGIONAL CONFERENCES

CAMP: WHAT'S
IT ALL ABOUT?

WORKING WITH
YOUR VENDOR FOR
THE BEST DEALS

WHO IS ON YOUR
NETWORKING
BUCKET LIST?

SOCIAL MEDIA:
ARE WE LOSING THE
ART OF CONVERSATION?





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

Erika Bell
The Ohio State University

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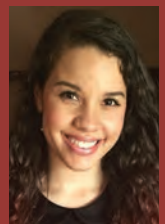
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**“I HOPE I CAN GIVE BACK AND
HELP SOMEONE ACHIEVE THEIR
GOALS, AS THIS SCHOLARSHIP
WILL DO FOR ME.”**

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NACA RESOURCES

REGISTER FOR YOUR REGIONAL CONFERENCE

Log in at naca.org, choose the Programs & Events tab, select your regional conference from the Convention & Regional Conferences menu, then click on Register Now in menu on the right side of the page.

BLOCK BOOKING

Log in at naca.org, choose the Resources tab, then select Block Booking with NACA from the Entertainment menu.

UPDATE YOUR INFO

Are your job title, roster and contact information correct? Log in at naca.org, click on the My Profile tab in the upper right corner of the page, then edit your member profile.

ENCORE (EXCLUSIVE NACA® COLLABORATIVE ONLINE RESOURCE ENGINE)

Log in at naca.org, choose the Resources tab, then select ENCORE from the Education & Research menu.

ATTEND A WEBINAR

Visit naca.org, choose the Programs & Events tab, and select Upcoming Webinars under the Webinars menu to get started.

SUBMIT NEWS OR AN ARTICLE IDEA

Send your ideas for "Campus Activities Programming" or news for the "NACA® Spotlight" and "Associate Member News" to editor Glenn Farr at glennf@naca.org



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“When networking, don’t be anyone but yourself. Like any art form, connecting with others should be practiced, but not forced.”

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CONNECTIONS THAT LAST



RECENTLY, I BEGAN TO EXPLORE RETURNING TO SCHOOL in the evening, one course at a time, to further the studio art studies I abandoned as an undergraduate, but resumed briefly nearly 15 years ago. This caused me to remember my most important early mentor, K. David Brown, so I searched for him online.

Brown “discovered” me at 17 when, after a Preliminary Scholastic Aptitude Test qualified me to take summer courses at nearby Newberry College (SC). The college offered the courses to introduce high school students to college level work – and to entice them to enroll fulltime. Because studio art wasn’t usually offered through the program, I met Brown, at the time a one-man art department, to get his approval to join his course.

After reviewing my drawings, he let me in.

I CAME TO UNDERSTAND THAT ONE OF THE MOST IMPORTANT THINGS HE TAUGHT ME WAS THE VALUE OF CONNECTIONS. IN INTRODUCING ME TO HIS COLLEAGUES WHEN I WAS A RAW HIGH SCHOOL STUDENT, AND LATER GIVING ME FREE CRITIQUES OF MY WORK, HE SHOWED ME HOW IMPORTANT AND ENDURING THEY CAN BE.

During that summer, I surprised him and myself, completing two paintings I never would have known I had in me, one of which won a top prize in a local fair. Brown wasted no time developing his new prodigy, arranging it so I could enroll in an evening drawing class the subsequent fall, then taking me to

visit some of his colleagues at the University of South Carolina, artists who likely would be my professors should I pursue a studio art degree – which he strongly encouraged.

I followed the plan through the end of my freshman year, when I suddenly changed my major to broadcast journalism. Brown had repeatedly advised me that to make a living in art, I would need to teach on the college level while I created my own work. At that point, I did not see myself as a teacher, and

I did not feel sophisticated enough to absorb the ideas – and intellectual and creative freedom – to which I was exposed as an art student.

My abrupt shift dismayed most who knew me, but Brown was the most disappointed. Still, I maintained contact with him for a few years, sometimes showing him my work, which he graciously critiqued. Then, we experienced a nearly 20-year gap. When I re-enrolled at USC 15 years ago, my class attended a campus gallery exhibit. I turned a corner and there was Brown, who was delighted to learn I was once again pursuing art studies. He, however, had retired to Florida.

With these memories in mind, I searched for him online, only to discover he had died nearly a year before I typed his name in my browser.

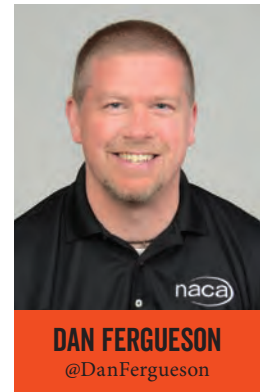
As I let that sink in, I came to understand that one of the most important things he taught me was the value of connections. In introducing me to his colleagues when I was a raw high school student, arranging for me to pursue further study while still a high school student, and later giving me free critiques of my work, he showed me how important and enduring they can be. It took a while for me to appreciate that, but it’s something I now pay forward as a local stage director. When I cast a young person whose talent is a revelation, I suggest other directors with whom they might want to work or share my opinion on which plays or roles in which I think they’d succeed.

As NACA® members, you know the value of these kinds of connections – you make them at every event you attend or through social media. Connections help us in countless ways, and the best connections are those that last. We offer a special section in this issue on “NACA-Connecting” and I hope you find it useful and informative.

As for me, perhaps one day as I’m working on an art project, with the TV on in the background, I’ll hear some young actor I once directed thank me in an Oscar acceptance speech.

It could happen.

ONE OF THE BEST TIMES OF THE YEAR FOR YOU AND NACA



FOR ME, THE TWO BEST TIMES OF THE YEAR are the beginning and the culmination of a school year. Both are full of intense energy, hopes, fears, dreams and wonder, for students and for professionals, about what is to come next in our journeys.

For NACA, it's a great time because our six fall regional conferences soon begin. These events offer wonderful ways for students and professionals to gain experience and learn more about the campus activities field. You'll have the opportunity to attend (or maybe even present) outstanding educational sessions, spend quality time with our associate members in CAMP and watch world-class talent in showcases, then book much of that talent for appearances on your campuses.

My challenge to you, fellow NACA® members, is to make the most of your time and experience with the Association. Participating in our regional conferences is an excellent way to do that, but it is never too early to start making plans to attend our 2017 National Convention (Baltimore, here we come!) or figuring out which of next year's summer Institutes to attend. Having served 15 years at Linfield College (OR), I can attest that the training our students receive at Student Government-West makes a lasting impact.

But the regional conferences are up next, and if you're selected to attend yours, dive in headfirst! Attend every event or activity you can, take advantage of all opportunities offered, ask questions, and meet new colleagues. NACA shares multiple online training resources ranging from webinars to ENCORE (Exclusive NACA® Collaborative Online Resource Engine), as well as articles in this very issue of Campus Activities Programming®, that can help your delegation prepare for your conference. In fact, I have a set I of training materials for my students and staff that I love to share. So, send me an email!

While on site, take the next step and volunteer. Conference events don't happen on their own and NACA takes pride in our volunteers, the work you do and the events that couldn't be offered without your efforts. During my first conference as a professional, I attended everything with my students, but realized something was missing for me. At my next conference, I asked the Regional Conference Chair how I could become involved in my region. Little did I know that conversation would lead to 14 consecutive years as an NACA® volunteer, ultimately becoming Chair of the Board of Directors.

I've also chaired regional conferences and served on the national Block Booking team. These experiences, combined with my current position, have broadened my understanding of the field, have allowed me to learn best practices and, most importantly, give me the opportunity to meet colleagues from around the country to whom I can turn when I need advice. What could be better? In addition, these colleagues and the Association as a whole have challenged me to be a more effective educator, teaching me to be a better professional. My hope is that you, too, will be challenged and experience similar growth.

If you haven't yet had these kinds of experiences through NACA, ask yourself why? Does your current role present obstacles to volunteer involvement? Do you have difficulty getting your supervisor's approval for the time required for a volunteer position? These are crucial considerations, but I hope you'll be able to offer your time and talents to NACA. We welcome them!

I hope the new academic year and your campus opening are going well. Remember to visit the NACA® website (www.naca.org) for resources and other information to assist you throughout the year. We look forward to seeing you at a regional conference this fall!

NACA® CORE VALUES: STEWARDSHIP INNOVATION COMMUNICATION RESPECT LEARNING INCLUSIVITY

These core values are the fundamental beliefs that guide our behaviors and decision-making process. As a recognized leader in higher education, we believe our professional values are vital to the advancement of the Association and the campus activities profession.

YOUR FIRST NACA[®] REGIONAL CONFERENCE? TIPS FOR FIRST-TIMERS



By
ALEX CARLSON
ILLINOIS INSTITUTE OF TECHNOLOGY

IF YOU'RE NEW TO YOUR CAMPUS PROGRAMMING BOARD AND ARE ATTENDING YOUR FIRST NACA® REGIONAL CONFERENCE, YOU MAY BE FEELING OVERWHELMED. DON'T WORRY—IT WILL BE A BLAST—ESPECIALLY IF YOU KNOW WHAT TO MAKE OF IT. NACA'S CONFERENCES OFFER NETWORKING OPPORTUNITIES, SHOWCASES AND EDUCATIONAL SESSIONS, ALONG WITH MUCH MORE! LET'S TAKE A LOOK AT WHAT YOU SHOULD EXPECT AS YOU GET PREPARED FOR A SUCCESSFUL EXPERIENCE.

BEFORE THE CONFERENCE

Preparation begins long before you reach the host site. Gather your delegation several weeks beforehand to make sure all members are on the same page. First-timers and returning delegates should review the conference schedule. To see it, visit www.naca.org, click on the Programs & Events tab, choose your region, and find Preliminary Schedule in the menu on the right of the page. It's important everyone understands each aspect of the conference and how to prepare, no matter if you'll be attending educational programs and showcases or working with associate members in the Campus Activities Marketplace. Veteran members and advisors—share all you know with the new delegates.

Determine what you will be seeking at the conference. Our delegation lists the programs we need to schedule on a whiteboard before putting those programs' dates on a printed calendar. If you are thinking of adding or trying new programs, put the ideal dates on your calendar. Also note the types of spaces you have available (auditorium, cafeteria, pass-through area, etc.) so you have all the information you need when discussing details with agents at the conference.

DURING THE CONFERENCE

Team meetings don't stop when you're at the conference. Schedule morning check-in's at breakfast and mid-day, and especially after each showcase you attend. These meetings help guide your delegation through the conference and should eliminate any sense of urgency on your final day.

First-timers should take advantage of as many of the orientations as possible. Even if you are not the primary Block Booker, attend Block Booking orientation. It will help you understand how the process works and you can offer great support to your Block Booker and advisor! Also, be sure to get your copy of the conference program and/or download the NACA® All Access app on your phone or tablet. These are crucial tools for you during the conference.

SHOWCASES

You'll see that showcases likely take up the majority of your conference time. A showcase is a live appearance in which an artist or presenter shows you what they have to offer. Each performer gets 15 minutes to show you their best to convince you to bring them to your campus.

Many schools attend NACA® conferences primarily for the showcases. They use them to audition performers, determining which acts to bring to campus for everything from special weekends to weekly coffeehouse series. No matter whether you're using paper and pen or using the notes feature of NACA® All Access, take notes on each performance! As your three days at the conference wind down, you may forget which performance completely amazed you. Notes are a great way to spark your memory and share your impressions with programming board members back home.

During a showcase, there are fun, safe ways to engage with performers! Ever wanted to have your mind read before 2,000 of your newest friends? Raise your hand! Did a slam poet's work really reso-

nate with you? Tweet them (most twitter handles are in the program's artist bios), snap, clap, or cheer in support! Love a song a band is playing? Head toward the stage to dance, cheer or sing along. The more interaction performers get, the more supported and engaged they feel!

There are a variety of showcases offered to demonstrate the wide range of talent available for booking. If you must choose to attend one over another, review the needs list your delegation prepared. If there is a lecture showcase scheduled at the same time as a club showcase, and you aren't planning to book lecturers, attend the club showcase, even if one of the lecture showcases appeals to you personally. Your job to is to find the perfect acts based on your programming needs.

Also, don't miss the Sampler Showcase, in which performers must show their best in only five minutes. It's a great way to discover up-and-coming or very unique artists. You never know what you might find!

CAMP

After the showcases, you'll visit the Campus Activities Marketplace (CAMP), but gather your delegation before heading in. Team meetings, including before CAMP, are crucial to keeping everyone focused. After each showcase, highlight the acts you want to book, the acts you liked but have concerns about, and anyone else you may want to talk to.

Normally, you'll have multiple options to talk to artists/agents, so prioritize your questions and know where each booth is!

CAMP can be overwhelming, but the more preparation you have, the less over-

whelming it can be. CAMP offers your best chance to meet artists and agents, ask questions, and begin booking artists. The first time you visit CAMP, complete a walkthrough. Learn which booths are where, who your campus works with frequently, and which booths you want to visit later.

There are more artists/agents in CAMP than those represented by showcasing acts at the conference. Visit each booth in CAMP to meet the artists who were NOT able to showcase for you. Many offer in-booth demos – playing CDs, doing magic tricks, etc. This allows you to preview even more talent, and you can book any of them! (And like the Sampler Showcase, you'll never know what gem you might discover!)

Remember: agents and performers pay to participate in the conference – to perform and for CAMP booth space, so your support and respect are very important. One artist may not offer what you're seeking. But for other schools, they may be perfect. Regardless, it's important to not disrupt artists, agents and other schools as they get down to business.

Once you've oriented yourself to CAMP, review the list you made after seeing showcases and visit the agents involved. Start with performers your delegation loved but about which had some concerns. My delegation checks insurance requirements with performers who could be perceived as dangerous (juggling knives, anything with fire, etc.), so we check whether their insurance policies meet our university minimums.

We have some unique performance spaces, including an on-campus bar with a stage. We also offer cafeteria shows, and our coffeehouse is in a location getting a lot of in-and-out traffic. We like to explain this to artists and agents to be sure they can accommodate our restrictions.

Always be honest with agents and artists. If you aren't interested in a specific artist, let them know. Don't lead them on. Don't fill out a form if you know you won't be moving forward, especially if you aren't the Block Booker! Work with your Block Booker and advisor to learn what your restrictions are (if any) to be

sure you ask/answer all the important questions up front!

CAMP is a great place to grab SWAG (Stuff We All Get), which can help foster ideas for promotional items for your board, for additions to current programs, or even entirely new programs! Jot down where you get each freebie so you can contact the agency when you get home. Also, take only what you need. SWAG is another expense for artists and agents.

**PREPARATION
BEGINS LONG
BEFORE YOU
REACH THE
HOST SITE.
GATHER YOUR
DELEGATION
SEVERAL WEEKS
BEFOREHAND TO
MAKE SURE ALL
MEMBERS ARE ON
THE SAME PAGE.**

EDUCATIONAL PROGRAMS

Your regional conference offers so many informative educational programs it's difficult to decide which to attend. Review the educational programs schedule each day to choose the top two or three you'd like to attend. It's best for your delegation to NOT send multiple people to each session, so you can gain as much knowledge as possible. Pick sessions you find personally interesting, that correlate to your programming board role, or that highlight an issue that challenges your programming board.

Educational programs offer opportunities for networking, so use them! Meet other programming board members, NACA® first-timers, programming chairs,

etc. It's a great time to learn how other schools are structured and about their programs and ideas. Get their contact information so you can reconnect with them throughout the year – to discuss booking an artist outside the conference or an idea you shared at the conference!

Always take notes – on your tablet, pen and paper, etc. Write down the great ideas you discover. Notes are not only important for you, but also for your entire delegation as you share ideas when you return to campus. After each program, highlight the three most important things you want to remember – ideas, program changes, or structural changes – anything that can improve your programming! This is also a great way to organize your notes for quick reference after the conference (and gives you a post-conference to-do list!)

A LITTLE PLANNING GOES A LONG WAY

As you can see, there is much to see, experience and learn at your NACA® regional conference. A little planning goes a long way for your delegation! The most important thing to remember is that your programming board is sponsoring your participation, so everything you learn can and should be used to support efforts back on campus.

But you can still have fun! Enjoy your first NACA® conference – it likely won't be your last!

ABOUT THE AUTHOR



Alex Carlson is Director of Campus Life at **Illinois Institute of Technology**. She has served as the NACA® Mid America Region's Social Media Coordinator, as well as an Educational Program Reviewer and Graduate Intern Mentor. She earned a bachelor's degree in public relations and a master's degree in higher education/student affairs leadership from Western Michigan University.



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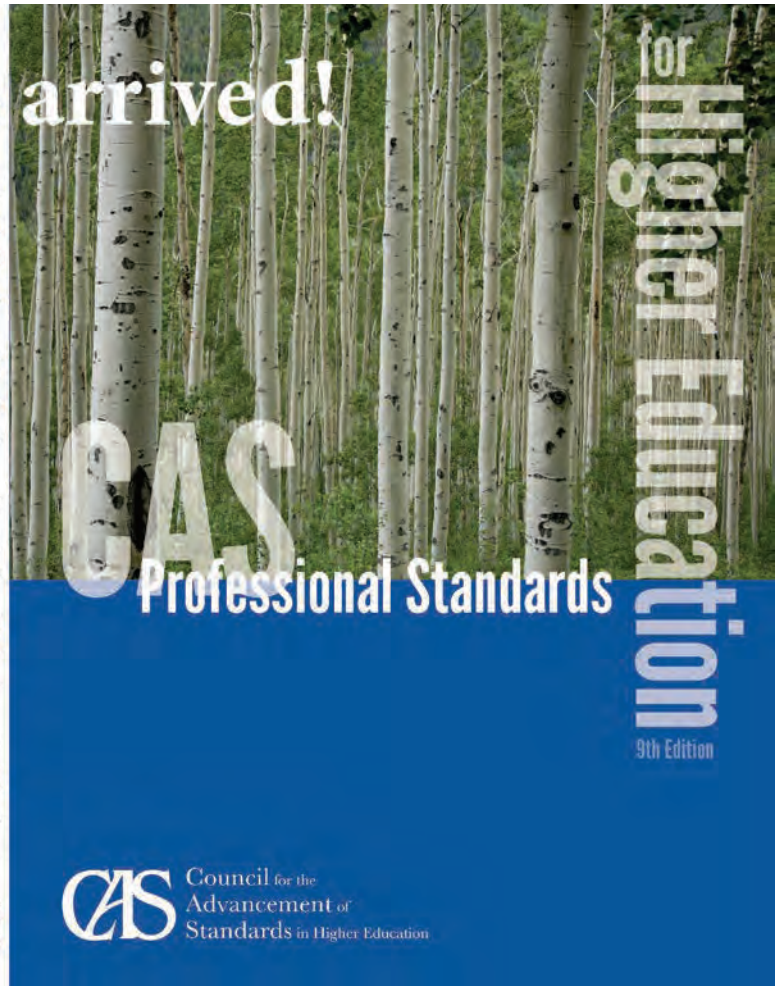
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THE MARKETPLACE

WHAT IS CAMP ALL ABOUT?

By
STEVE PAGIOS, BRANDEIS UNIVERSITY (MA)
 and
ELIZABETH GIONFRIDDO, NICHOLS COLLEGE (MA)

THE FIRST THING WE TELL OUR STUDENTS OR OTHER DELEGATES WHO FIRST ATTEND THEIR NACA® REGIONAL CONFERENCE IS, “GET READY FOR CAMP (CAMPUS ACTIVITIES MARKETPLACE)!”

IT IS EASILY ONE OF THE MOST EXCITING AND DAUNTING EXPERIENCES AT A REGIONAL CONFERENCE. DON'T GET US WRONG—**THE NETWORKING, SAVINGS AND PROMOTIONAL ITEMS ARE AMAZING.** HOWEVER, THERE MAY BE A FEW PEOPLE WHO FIND 100-PLUS BOOTHS AND HUNDREDS OF PEOPLE STORMING THE DOORS AT ONCE A LITTLE INTIMIDATING.

DON'T WORRY: WE UNDERSTAND AND ARE HERE TO HELP! WE'D LIKE TO SHARE WHAT TO EXPECT IN CAMP AS TWO PROFESSIONALS WHO'VE HELPED COORDINATE CAMP AS PART OF OUR REGIONAL CONFERENCE PROGRAM COMMITTEE.

PREPARING FOR THE MARKETPLACE

The Campus Activities Marketplace (also known as CAMP or the Marketplace) is the center of all business activity at an NACA® regional conference. Face-to-face meetings between school delegates and associates happen there. Delegates visit booths to see what agencies are offering – from novelties to artists and everything in between! View it as a college fair or a trade show – many people telling you how great they are and sharing new entertainment ideas with you!

When we were first-time student delegates, we were surprised by the exhibit hall's size and the number of booths it contained. While each region is different, your first time in CAMP is by far the most intimidating, so be ready. There will be aisles with 10' x 10' booths – and some even larger – filled with posters, interactive novelties and people. Associates are ready with their A-games because they want to offer you the perfect fit for your events. So, you be ready with YOUR A-game:

- Review your region's CAMP diagram on the NACA® website (<http://naca.ws/1UzaVy7>), then choose your regional conference from the menu on the right. That takes you to where you can download your region's Campus



Activities Marketplace Map. A couple of items to look for:

- Where is the Block Booking booth? (If you don't know what Block Booking is, learn more at <http://naca.ws/1UHbmC1>.)
- Where is the CAMP booth? (This is a great place to get any questions answered.)
- Is there a Marketplace Attractions area? (This is where some associates pay to display larger novelty items.)
- Where are the restrooms? (This is always helpful!)
- Learn what agencies will be attending, as well as their rosters. (Note: This might not be available until a few weeks before the conference and may even change when you arrive.) Additionally, take note of the associates you frequently communicate with to see if they'll be attending. Face-to-name connections you share on site are great opportunities for networking.
- Look for a behind-the-scenes CAMP educational session. You might learn additional tips and tricks.

HAVE A PLAN

Because CAMP can be overwhelming, have a plan to help you maximize the ex-

perience. CAMP is open six times during the conference. Before you visit, answer these questions:

- You are a university representative responsible for bringing the best acts to campus, so what are your campus's needs?
- Do you know your programming schedule for the rest of the semester, year, or following year?
- Are you able to Block Book at the conference?
- With which agencies do you want to connect?
- On what types of acts do you want information? (There are many attractions available in CAMP besides showcasing acts.)

When you have an idea of the best programs for your school, be proactive in learning which agencies will be at the conference, as well as their rosters. When you get to the conference, find a listing of associates with their booth numbers in the NACA® All Access app and the printed conference program.

NACA also publishes the list of showcasing acts before the conference. For earlier conferences, you might even be able to check that out right now on the NACA®

website! Consider splitting the acts with others in your delegation so you can begin researching them before you attend showcases. Then, you can visit booths for acts in which you're interested before they showcase, getting a jump on doing business. (Plus, sometimes the talent is already there, so you can beat the lines for the picture everyone wants to take!)

Next, break down who from your delegation will be visiting which booths to discover the great, new ideas waiting for you! Give each person/group a section of CAMP – it's easy because booths are aligned in rows. Stop by each booth in your section to see what's being represented.

Remember that associates are people, too! Mostly, they just want to talk to you and be social. If you're not interested, politely tell them. There is no need to rudely rush through CAMP – remember: there are six CAMP sessions!

Engage in meaningful conversations with everyone you meet in CAMP. Just because you might not be looking for "that type of act" doesn't mean others from your delegation or campus aren't interested. Gather as much information as possible so that when you reconvene as a group, you can win the "I found the best NACA® acts to bring back to campus"

2016 REGIONAL CONFERENCE PREP

award. (It's totally a thing.) After your delegation has visited each booth, revisit the agencies you found most interesting to discuss how best to work together.

Also, bring to CAMP:

- Your programming calendar,
- Business cards (They are cheap and easy to make!),
- A bag/backpack (There's lots of free SWAG!), and
- A pen and something to write on.

MAKING EACH CAMP EXCITING

Get Competitive! Create CAMP challenges for your delegation – start on the second day so everyone can get their bearings first:

- Find the most interesting piece of swag,
- Talk to an agent you don't normally work with,
- Meet a delegate from a nearby school to exchange information and a programming idea,
- Visit the CAMP booth to take a picture with the CAMP staff, or
- Create a CAMP scavenger hunt.

There are endless challenges you can devise to keep your delegates engaged in the Marketplace! Always remember that other schools are also there for business, so don't disrupt other people simply to achieve your goal.

Create a Theme! Make CAMP more fun and productive by looking for only one type of act, gathering as much information as you can for Welcome Back Week programming, or searching for materials for the orientation and first-year programming office.

Volunteer! NACA depends on volunteers, so you can sign up for a time to volunteer at CAMP. Check badges, assist with the Block Booking or CAMP booths, or distribute NACA® items as delegates enter CAMP. These experiences will give you a new appreciation for CAMP, as well as help you learn even more about the conference!

Block Book! Plan who/what you want to book and when you want to book them. Then, go to the designated Block Booking area to check the action on the Block Booking website. We really encourage you to take advantage of Block Booking while at the conference so you can get the dates you want and save lots of money!

Participate in Foundation Fundraisers! Each region has its NACA® Foundation fundrais-

ers that are usually housed in CAMP. They are planned and implemented by students from the regional conference program committee and are designed to raise money for the Foundation. Each CAMP may feature different items, so visit the Foundation's fundraising booth each time CAMP is open!

Make Connections! A huge benefit of CAMP

AFTER YOU RETURN TO CAMPUS, SEND A QUICK EMAIL OR TWEET TO PEOPLE YOU MET TELLING THEM IT WAS GREAT TO CONNECT.

is face-to-face interaction, but you can also use social media to connect with people you meet there. Tweet about that artist you're pumped to see; Instagram a picture with someone you met who's a friend of a friend of a friend you went to high school with; and create a Snap Story about your CAMP experience. With all of these, use the official conference hashtag and tag your region's handle so everyone can interact with you in return!

Make friends with schools in your area; not only to create blocks, but also to get their perspectives. Talk to advisors and conference committee members. We oversee programming as a living, so we can be additional resources for ideas, trainings and more. (If you are considering higher education as a career, we might know a thing or two about it.) The opportunities to make connections at NACA are endless.

FOLLOW UP

After you return to campus, send a quick email or tweet to people you met telling them it was great to connect. Follow up with agencies to solidify contracts. Talk to other program boards you met – if you are close enough geographically, you could even arrange

a joint training session or Block Book another attraction. Preserve the CAMP experience by keeping your connections strong. In doing this, you'll be sure to have an even better and more productive experience next time you visit the Campus Activities Marketplace!

FINAL TIPS FOR CAMP

Remember to:

- Keep an open mind. You never know what you may find.
- Be prepared:
 - Make a plan.
 - Know what you want to accomplish.
- Be ready to do business.
- Make as many new friends as possible.
- Take a deep breath and have fun!

CAMP is a great place to make connections, find new and exciting event ideas, and do business. Be ready to achieve all of these when you enter the Marketplace and you will have an amazing experience!

ABOUT THE AUTHORS



Steve Pagios is Associate Director of the Department of Student Activities at **Brandeis University (MA)**. Currently the NACA® Northeast Volunteer Development Coordinator, he served as the Campus Activities

Marketplace Coordinator for NACA® Northeast in 2015 and for NACA® Mid America in 2009. He has also served as Graduate Intern Coordinator for NACA® Northeast and the National Convention; as Showcase Production Coordinator for NACA® Northeast; and as Career Preparation Center Coordinator and World of Ideas Coordinator for the National Convention. He holds a bachelor's degree in organizational communication from Assumption College (MA) and a master's degree in college student personnel from Bowling Green State University (OH).



Elizabeth Gionfriddo is Assistant Director of Involvement at **Nichols College (MA)**. Active in the NACA® Northeast Region, she has served as its Assistant Showcase Production Coordinator, Graduate Intern

Coordinator, Special Events Coordinator, Showcase Selection Coordinator and Volunteer Center Coordinator. In addition, she served as a Graduate Intern for the 2008 NACA® National Convention. She is also affiliated with NASPA. She holds a bachelor's degree in marketing from Merrimack College (MA) and a master's degree in higher education from Boston College.



WORK WITH YOUR VENDOR TO GET THE BEST DEALS

By
BOB KRAMARIK JR.
BOBBY K ENTERTAINMENT (NY)

WHEN CHOOSING AN ATTRACTION FOR A CAMPUS EVENT, IT DOESN'T ALWAYS COME DOWN ONLY TO DOLLARS AND CENTS. THERE IS A NATURAL NEGOTIATION PROCESS OCCURRING BETWEEN YOU AND YOUR VENDOR THAT NEEDN'T BE PAINFUL. IN FACT, **IT CAN BE A WIN-WIN SITUATION AS LONG AS YOU UNDERSTAND SOME OF THE VARIABLES FROM THE VENDOR'S POINT OF VIEW.**

YOU HAVE A BUDGET FOR YOUR EVENT. YOUR VENDOR HAS A PRODUCT. THEY DON'T ALWAYS MATCH UP FOR A VARIETY OF REASONS, INCLUDING DATE, TIME, PERSONNEL AND ITEM, AMONG OTHER THINGS, BUT LET'S EXPLORE HOW ALL THAT AFFECTS YOUR EVENT.

DATE

Colleges tend to schedule events at similar times. The first four weeks and the last four weeks of the academic year are full of activities and your vendors count on this time to “make bank.” They don’t charge more, but they do try to book as many events as possible in these weeks. Consequently, deals are not easy because vendors know they will sell out of their products, impacting their staff, delivery vehicles and sanity. If you are trying to make your budget stretch during this time, opt for scheduling events on weekdays, which may give you more wiggle room.

TIME

If you are working with a vendor located some distance away, consider the start time of your event. An early morning start requires the vendor to arrive the day before, costing extra hours and lodging. You, the customer, also needs to understand how many hours go into an event so that when you cut your time frame by an hour, you don’t expect a huge discount.

Take, for example, a mechanical bull rental costing \$1,200 for four hours. If you rent it for three hours, the price won’t drop to \$900, if at all. The vendor must purchase the bull, insure it, maintain and license it, load it, deliver it, set it up, operate it, tear it down and return. A four-hour party may involve 12 hours of work if you and the vendor are only two hours apart. Cut one hour and you save only one hour of employee wages.

All other costs remain.

PERSONNEL

This is often the highest expense for a vendor. Some colleges allow students to work as volunteers on events, while others forbid it. If you use volunteers, you can save yourself and the vendor some money – **BUT ONLY IF THE VOLUNTEERS SHOW UP TO WORK!** Every company has horror stories of discounting an event only to experience volunteers not showing or walking away midway through it. If you contract to provide volunteers for a discount and they don’t show or perform as directed, your attraction will be shut down for safety purposes and you still must pay. There are times when the price for an item may seem excessive until you

realize the operator is being paid 12 hours total for your four-hour performance.

ITEMS (ATTRACTIONS)

Some items are extremely popular, so you pay the price of wanting it now. Being first usually costs more. Other items may require one person to operate, but three people for setup due to the weight involved. If you can’t provide volunteers for setup and teardown, you will pay for two additional people just to ride to and from your event for setup and teardown.

IF YOU BOOK IN ADVANCE, YOU GET THE BEST SELECTION. WAIT, AND YOU GET THE LEFTOVERS.

OTHER CONSIDERATIONS

WHAT FITS

Some items just don’t fit in vehicles very well or they may require their own specific transportation. If you order a mobile zip line, it normally comes as a self-contained unit. You won’t save much by adding other items to your order. Likewise, if you have a large item that needs to come by trailer and there is extra room in the trailer, you may be able to get a discount on some items because they fit well and are easy to transport and/or staff. Your vendor can offer suggestions in these cases.

INSURANCE

Some items cost more to insure – mechanical bulls, zip lines, and drop zones, for example. Some are insured based on how many times they are used or on annual revenues. If a vendor doesn’t maintain a certain price point, they may be losing money by booking these items.

MULTIPLE VENDORS

You may want to offer business to multiple vendors for an event, but keep in mind you are paying for each truck and each delivery crew. If one vendor provides everything you need, use that vendor. It will save money for all involved.

REALLY LARGE EVENTS

We produce one event for 10,000 people every year and it requires a large number of staff to set up in time and to address all of its logistical issues. If you took all the items in the event at face value, the price would actually be lower than the price we charge the customer due to all of the extra work required. The customer needs to understand that to have a successful event of this magnitude, they must pay a little more.

BOOK IN ADVANCE OR WAIT?

If you book in advance, you get the best selection. Wait, and you get the leftovers. That said, if you want a deal to fit your budget, last-minute bookings are always negotiable, depending on the item you request.

WORK TOGETHER FOR A WIN-WIN

By collaborating with your vendor, it is easier to create a successful event that is a win-win for both of you. Ask for suggestions on items that fit (for a variety of reasons) to help stay within your budget and produce a fun-filled event for your campus.

ABOUT THE AUTHOR



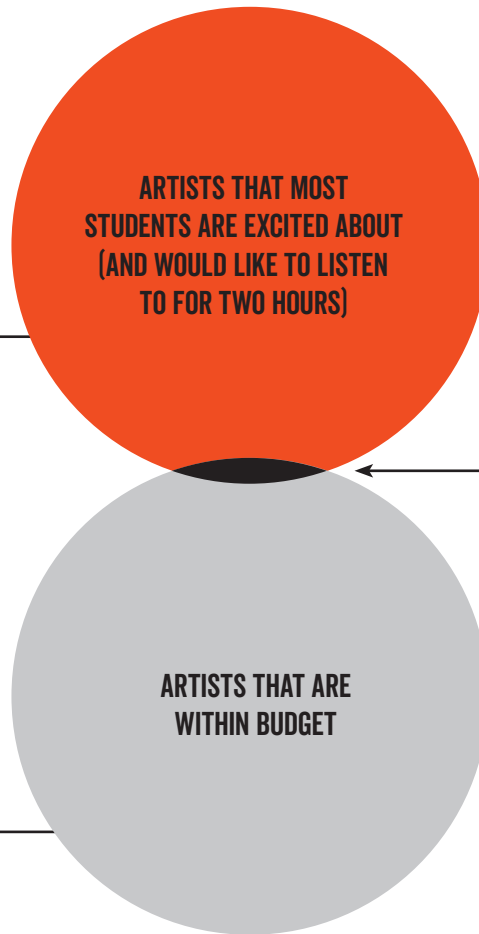
Bob Kramarik Jr. is President of **Bobby K Entertainment (NY)**, a company that has been providing inflatables, DJs, photo products and other items to the college market for more than 30 years. He earned bachelor’s degrees in broadcasting and secondary education/English from SUNY-Buffalo. Before starting Bobby K Entertainment, he worked as a school teacher and radio disc jockey.

CAN'T AFFORD BEYONCÉ?

IT'S TIME TO RE-THINK CONCERTS FOR MORE CONNECTED AUDIENCES

By
BOBBY DUTTON
GROOVBOSTON (MA)

FINDING THE RIGHT HEADLINER CAN BE REALLY HARD. YOU NEED TO FIND AN ARTIST THAT EXCITES STUDENTS, BUT BUDGETS ARE LIMITED AND MOST OF THE “GOOD” ARTISTS ARE WAY TOO EXPENSIVE. ADMINISTRATORS AND STUDENT LEADERS STRUGGLE WITH THIS EVERY SEMESTER, AND OFTEN FIND THEMSELVES IN THE PREDICAMENT ILLUSTRATED HERE:



THESE ARTISTS ARE NOT AVAILABLE FOR THE DATE YOU WANT.

IT WASN'T ALWAYS THIS HARD – WHAT'S CHANGED?

Students, like everyone else, now have unprecedented access to music, media, technology and information. With so much available in the digital world, it's challenging for real-world experiences to keep up.

BIG CHANGES FOR THE MUSIC CONSUMER EXPERIENCE

Music discovery used to be about trips to the record store. Not anymore.

Platforms like Spotify deliver bite-sized chunks of music based on our listening habits, trending artists, and our friends' suggestions. We might listen to dozens of artists in a single day via an endless, custom-generated stream of near-perfect music. Our tastes are more varied because *they can be*. We've got the tools we need to satisfy a musical palate that has literally no limits.

This also means we can be extremely demanding. Each of us has access to just about every version of every song ever created – by every artist, in every genre – ever. With this absurd level of access, it seems almost inexcusable to settle for anything less than the perfect entertainment – whether it's a song, an artist, a movie or a TV show.

LIVE EXPERIENCES ARE EVOLVING

As consumer capabilities grow, live experiences need to keep up—and not just in the music industry.

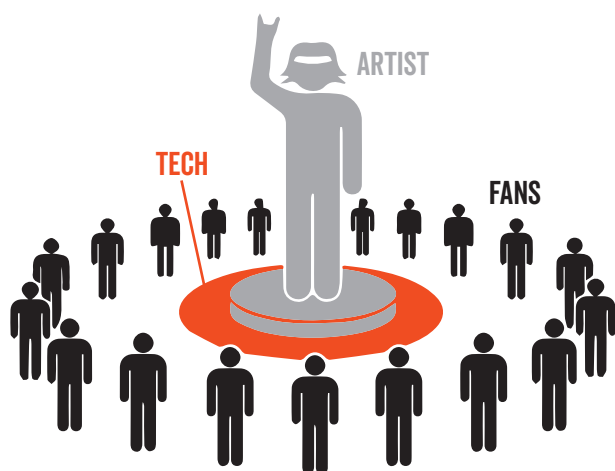
In 2009, the Dallas Cowboys faced decreasing ticket sales and didn't know why. They conducted research, talked to fans, and came to a surprising conclusion: people still loved the Cowboys, but fans were choosing to watch the game at home. They had huge hi-def TVs with instant replays, incredible home theater systems, cold beer on ice, comfy couches, private bathrooms, free parking, and plenty of space for their friends. *The in-person experience couldn't compete; technology had surpassed the live event.*

The Cowboys' response? They built the biggest TV EVER (literally)—160 feet long by 72 feet high, with over 25,000 square feet of screen—placing it above the field. Weighing over a million pounds, it cost \$40 million (Associated Press, 2009). To fans, 50-inch screens weren't so big anymore. Ticket sales improved, and the live experience was relevant again.

We have seen similar changes at movie theaters. Operators know you can get movies on Hulu, Netflix, and iTunes that look and sound amazing. They've responded with *ultra*-high-def IMAX systems, 3D content, and multi-point audio systems. They've added cushy reclining seats and a service button to order a martini and a hummus platter. They've given us reasons to go back to the theater.

EVOLVED CONCERTS AND TECHNICAL PRODUCTION

Traditionally, most concerts have been formatted like this:



TRADITIONAL CONCERT MODEL

But to stay relevant, concerts can no longer be simply a series of good songs performed live. To re-capture live audiences, we've seen massive growth in technical production. U2's 360° Tour (2009-2011) featured "The Claw," a 200-ton, 150-foot-tall

custom centerpiece that dwarfed any previous tour rig (Wikipedia). The show sold out at all 110 stops, setting a new record for attendance for any single-headliner show in the US, at over 97,000 people (Allen, 2009).

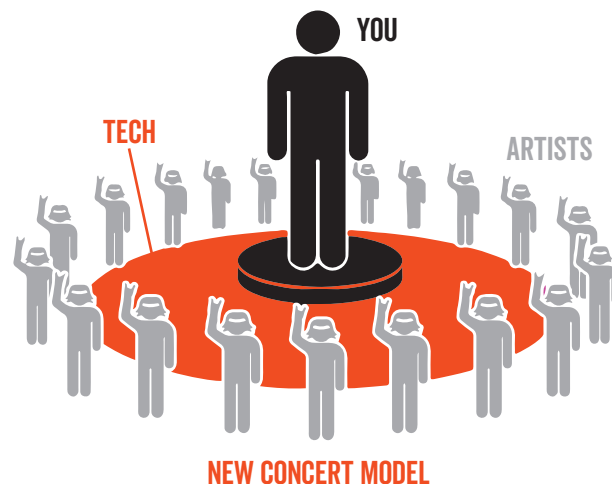
We've since seen a new level of concert tour designs emerge, as top-tier artists' teams scramble to keep us coming back for more. Beyoncé's *Formation* tour features a 72-foot-high screen "monolith" to further incorporate video content into the live performance. Justin Timberlake had a "bridge" stage that could move through the crowd. Katy Perry's *Prismatic* tour featured over 1,000 light fixtures and a hot air balloon (Jennings, S., 2015).

MUSIC IS NO LONGER A SPECTATOR SPORT

While next-level concert tech has supercharged the live music delivery system, many artists have only one or two songs that can truly engage the masses. Students might love an artist, but that doesn't mean they'll listen for two hours straight.

There are now over 800 music festivals each year in the US (Reddy, 2015). This multi-artist format reflects the listening habits of today's music consumer and combines massive-scale concert production with the current demand for variety.

The concert model has changed. Consumers—students—expect to be at the center of their own universe. They demand variety and superstar quality, delivered through jaw-dropping technology:



NEW CONCERT MODEL

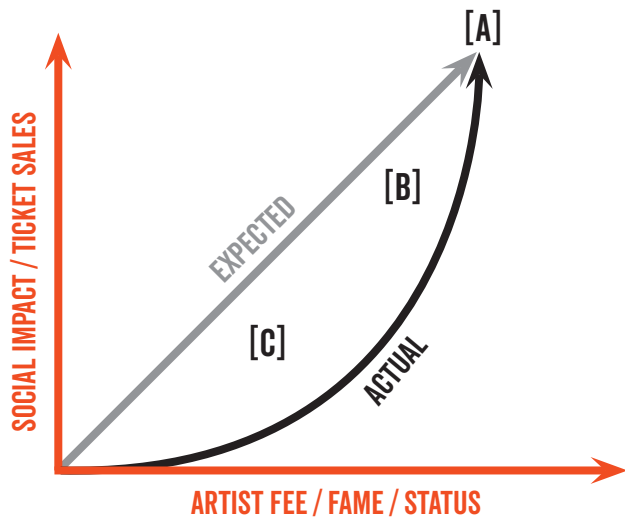
ARE ON-CAMPUS CONCERTS DOOMED?

The problem, of course, is that this new concert model doesn't work on campus. You're not about to build a 30-million-dollar Claw (U2 actually had to build three of them), and the festival approach isn't helpful because it can be hard enough to pay for a single headliner. How can on-campus concerts stay relevant?

“SCHOOLS AND AGENCIES NEED TO COLLABORATE TO CREATE CONCERTS ALLOWING STUDENTS TO EXPERIENCE MUSIC TOGETHER, GIVING THEM SOMETHING THEY CAN'T GET ON THEIR HEADPHONES.”

We can survey students, asking them who they'd like to see. Then, we'll need to apply the financial filter and cross off Drake, Justin Bieber, Taylor Swift, Beyoncé, Rihanna, Kanye, and a few dozen others. (They're not taking college dates, anyway.) Down in a more realistic price range, it's harder to find artists on which students agree.

Here's what's happening:



If you could get them, superstar artists [A] would get massive ROI (return on investment through engagement, hype, ticket sales, social impact, etc.). As we move slightly left [B], we've got big-name artists with a handful of hit singles. Ticket sales will do well, and you'll see short sequences of great engagement during the show, but they often don't have enough content to keep that energy up. In terms of sustained, overall engagement, you'll probably get a bit less than you were hoping for. At point [C], you'll see significant shortcomings in terms of expected social impact. These are the artists some students recognize and who had a hit single a while back. Despite significant spending from you and the status of the artist, you won't see a positive, widespread response from students. They don't feel this level of concert is competitive anymore.

This shift is the result of the connected culture and the evolved capabilities of festivals, tours and digital platforms.

To further complicate things, buyers tend to spend as much as possible on the artist, to get as close as possible to the top tier, and, as a result, you're left with little budget left over for production, promotion, branding or customization. Too often, the resulting show is an artist most students don't love being delivered through underwhelming technology. If students can listen to all of their favorite music for free, is this a program we can expect them to get excited about?

INSPIRATION STRIKES

In the summer of 2000, I had an epiphany. I had just graduated from high school, and got a minimum-wage gig working on concerts—BIG concerts. I was at the bottom of the totem pole, but that summer I got paid to work on shows featuring Everclear, Barenaked Ladies, Guster, and everything in between. I worked 18-hour days, coiling muddy cables in the rain, but once the show started, I got to watch some of the biggest artists in the world. That summer, I knew I had found my calling.

At the end of one of these shows, as 30,000 people started to file out, I stood on the side of the stage, and stared up at the sound system, in awe of the power of “real” production technology and its ability to captivate people. Then something occurred to me: I've got my Discman in my backpack. *If I plugged into this system and played Sandstorm, it would be SO AWESOME. People would go CRAZY. They would LOVE IT.*

It was a silly thought—and I would have been forcibly removed from the venue—but after watching a series of world-famous bands perform live, I came to the conclusion that a single, well-chosen song from a CD could have engaged a stadium full of people.

Would it have been even better if Darude (the artist who released *Sandstorm*) had been there in person to “perform” it? I honestly didn't think so, because the track has no live elements; there is no live version of it. I don't think his presence would have made much of a difference. People assume “seeing someone live” will add value to the musical experience. This may not be as true as it once was.

THE DJ IS MORE POWERFUL THAN EVER

Four years after almost playing *Sandstorm* for 30,000 people, I graduated and my professional adventures began in earnest. After considerable experience working with DJ events, I became fascinated with the idea of supercharging the DJ, combining the DJ's musical freedom with the power of massive-scale technical production—making a DJ show bigger than most concerts.

PROOF OF CONCEPT

The first big chance to test these ideas came at a fall college welcome weekend event. With door hangers on every room in every dorm, the event was promoted as one of the biggest concert setups ever on campus and every dime of the budget was shifted to make that happen. Ultimately, 5,400 students arrived, the event was musically adventurous, technically massive, deliberate yet organic, and extremely engaging. Over 85% of the student body attended, and when it was over, they still wanted more.

Best of all, the event's cost averaged \$1.94 per capita, proving to be less expensive, more versatile, significantly bigger, and more widely engaging than many concerts. Such a format allows presenters to choose the relevant tracks for college audiences, combining the work of thousands of producers across multiple genres, and including resident DJs to mix music live to produce a deliberate, organic musical flow on stage.

DELIBERATE, STUDENT-ORIENTED EVENT DESIGN

Schools and agencies need to collaborate to create concerts allowing students to experience music together, giving them something they can't get on their headphones. We need to pull students away from their digital comfort zone—from smartphones that tend to hijack audiences—and into a shared reality that draws them in.

The event itself is the “what,” regardless of the format. The artist(s) and delivery system are the “how.” But most important is the “WHY.” The goal is simple: to bring students together and make them happy.

If together we can build an event that draws students in, keeps them engaged, and gives them something to remember, we're doing something right. You can't afford Beyoncé. But in a world as capable as ours, you can still deliver one hell of a party.

ABOUT THE AUTHOR



Bobby Dutton is the Director of **GrooveBoston (MA)** (grooveboston.com), and recently won the Innovator Award at the Creative Disruptors Awards in London. He has been an NACA® associate member for more than 10 years. He earned a bachelor's degree in computer engineering and multimedia arts from Tufts University (MA). He is a past president of the New England Chapter of the International Special Events Society (ISES). Also, he has been certified as an open water diver by Scuba Schools International and as a private pilot by the Federal Aviation Administration. He may be reached at bobbyd@grooveboston.com.

Photo credit: Bianca Mauro Photography

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HOW ASSOCIATES CAN MAKE THE MOST OF NACA[®] REGIONAL CONFERENCES



By NACA[®] Regional Conference Program Committee Members:

MELISSA BOYLE ARONSON, BABCO ENTERTAINMENT (VA)

JERRICA WASHINGTON, DUKE UNIVERSITY (NC)

SHERI KETTULA, EVERYTHING BUT THE MIME (FL)

THE NACA[®] EXPERIENCE IS ABOUT CREATING CONNECTIONS, DEVELOPING RELATIONSHIPS, AND DOING BUSINESS, AND THE REGIONAL CONFERENCES GIVE US THE PLATFORM TO DO THIS. SO, HOW DO WE ASSOCIATE MEMBERS MAKE THE MOST OF IT? THAT'S EASY—THROUGH BLOCK BOOKING, SHOWCASING, PRESENTING EDUCATIONAL PROGRAMS, VOLUNTEERING THROUGH YOUR RCPC (REGIONAL CONFERENCE PROGRAM COMMITTEE) OR ON SITE, AND BY PARTICIPATING IN THE CAMPUS ACTIVITIES MARKETPLACE (CAMP).

BLOCK BOOKING

Block Booking occurs when three or more schools form a block to book/route your artist at a discounted rate. It is a win-win for associates and schools! Artists get work and schools get to share in the discount. You make great connections through Block Booking that help you develop relationships with schools and individuals that continue after the conferences for years.

SHOWCASING

Through an application and selection process, performers are selected to showcase their talents at the regional conferences in front of hundreds of school professional staff and student programmers. Showcasing opportunities include the Spotlight, Master of Ceremonies, Lecture, Roving Artist, Special Events, and On-Site Selected Showcase categories. Whether you are a returning seasoned artist, or brand new to the college market, showcasing in front of so many important decision makers is truly a priceless opportunity. (Showcase application deadlines for this fall's regional conferences have passed, but stay tuned for deadlines to apply for the 2017 National Convention, Mid Atlantic Festival and NACA® Northern Plains Regional Conference showcases.)

EDUCATIONAL PROGRAMS

Associate members have the opportunity to submit educational programs. Presenting in front of school professional staff and students (and your fellow associate members) provides you another area

in which to demonstrate your expertise and gives schools a chance to get to know you even better – another beneficial way to build relationships. (The deadline to submit educational programs for this fall's regional conferences has passed, but you can still submit for the 2017 National Convention, Mid Atlantic Festival and Northern Plains Regional Conference. Visit www.naca.org/EdSessions/Pages/default.aspx for more information.)

VOLUNTEERING

If you want to really make the most of the NACA® experience as an associate member – be involved! One of greatest benefits of being an associate member is being able to give back to our NACA® community. You can volunteer by serving on your regional conference program committee, on site at each regional conference, or at the annual National Convention. (You also can write articles for *Campus Activities Programming*® magazine, just as we are doing with this article!)

CAMP

CAMP is the largest venue at the conferences through which to connect one-on-one with school professional staff and students. We asked several students about their experiences with associate members in CAMP and here's what they said:

WHAT ATTRACTS YOU TO A BOOTH AND MAKES YOU WALK IN?

- **Displays!** I like seeing displays that aren't too busy, but are a good depiction of the services companies offer.
- **Friendly faces** to talk to are great, too!

- If there is a **demonstration** going on, free stuff, TV screens showing past events, fancy displays, and happy workers.
- **The people at the booths** attract me the most. It's whoever can catch my attention. **There is so much going on in CAMP that you need to have someone who can pull people in.** I am more likely to visit booths with a person who tries to catch my attention to talk to me as I walk by than a booth where someone is just standing there.
- If a booth has **giveaways**, interesting objects, props, or animals. If it looks busy and popular.
- **Booths are more attractive when they are interactive!** Booths that show students something rather than just talking about what they do sets them apart.
- **Mostly if people are engaging without being pushy** when trying to plug their products. If they have samples and are willing to have a conversation about something other than their service, that's always great.

WHAT MAKES YOU WALK BY A BOOTH WITHOUT STOPPING?

- **If I know that my campus doesn't need that vendor.** Most schools have vendors they work with regularly and are not looking for replacements. Also crowded booths with long lines. Time in CAMP is limited, so I'm not always willing to spend a lot of time at one booth.
- **If I'm on a mission when I get to CAMP (like going to another specific booth to meet an artist).** Or maybe I don't think that booth is offering anything that interests me.

2016 REGIONAL CONFERENCES

NACA® SOUTH:
Sept. 29-Oct. 2, Charleston, SC

NACA® MID ATLANTIC:
Oct. 13-16, Buffalo, NY

NACA® CENTRAL:
Oct. 20-23, Arlington, TX

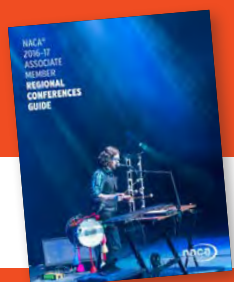
NACA® MID AMERICA:
Oct. 27-30, Covington, KY

NACA® NORTHEAST:
Nov. 3-6, Hartford, CT

NACA® WEST:
Nov. 10-13, Ontario, California



For more information, download the 2016-2017 *Regional Conferences Guide* at <http://naca.ws/1UzaVy7>



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- I usually make it a point to talk to everyone at some point throughout the CAMP sessions. When I walk past a booth, it's usually because **the booth is crammed with other students already speaking to associates.**
- **Bare looking tables or a rep that shows little interest in their own booth.**
- **Associates who are overzealous** because they can come across as pressuring people to book on the spot.

WHAT INFORMATION DO YOU WANT FROM AN ASSOCIATE MEMBER WHEN VISITING THEM IN CAMP?

- I like to hear **what their experience was like with other schools.** It's especially helpful when they have students from that school at their booth to vouch for them.
- **I'd like them to talk about the packages they offer, general rates, and to tell me some of the sizes of the events they've done.** (Since my school has 17,000 students, I need to make sure they can serve bigger schools).
- All of the **services they offer** and where they're based; and brochures are really great and helpful!
- Contact information, areas they cover, Block Booking opportunities, brief and specific information about who they are and what they do (**make it easy for us; we don't want to read a thousand leaflets!**)
- **What their act/novelty is and how they've done at other schools.**
- **As much info on paper** as possible if the school representative is truly considering bringing an artist/item to their campus.

BONUS TIPS FROM STUDENTS

ON HOW TO BE MORE APPROACHABLE AT CAMP!

Whether you are new to the conference or an accomplished pro, you can't go wrong following these tips:

- **Have fun at your booths.** CAMP has a fun and exciting atmosphere. Match that energy. If you are having fun, students will want to join you.
- **Smile!** A big smile always makes me want to come to your booth.
- **Don't be afraid to talk to and approach students first.** Especially during the first few CAMPS, there are students who won't stop at a booth unless they're approached first. Ask questions, specifically about the students' campus needs

and the types of programming they like to bring, to cater the conversation specifically to them – and then go from there.

- **Offer some sort of giveaway, even if it's just a bowl of candy!** This will attract people to your booth and is a way for you to draw people in if no one is visiting your booth naturally. Once you've got someone hooked with merchandise, it starts the conversation and you can explain who you are/what you do. Also, make eye contact with people as they walk past or as you offer your goodies. Then, they'll be drawn into your booth.
- **Don't shove papers and things into people's hands,** and don't physically interrupt people when they're trying to walk to other places. CAMP is crazy and crowded as it is.
- Make sure to catch students' attention without being overbearing. **The number of booths at CAMP can be overwhelming, so find a way to set yourself apart!**

DON'T FORGET THE FOLLOW-UP!

By the time a regional conference ends, you've spent quite a bit of time and money on it. Don't let it end there. Use the connections you made on site and the delegate list NACA provides to follow up with schools after each conference.

Arriving at a regional conference as an informed associate member can help make your NACA® experience more successful. All the information you need is available and free on the NACA® website through the 2016-17 Associate Member Guide (<http://naca.ws/IUzaVy7>). Some of your most common questions are answered in this guide, so take advantage of it!

It's up to you to make the most of your NACA® experience at the regional conferences this fall. You have the opportunity and tools; now make it happen!

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YOU MAKE GREAT CONNECTIONS THROUGH BLOCK BOOKING THAT HELP YOU DEVELOP RELATIONSHIPS WITH SCHOOLS AND INDIVIDUALS THAT CONTINUE AFTER THE CONFERENCES FOR YEARS.

Creating a NETWORKING BUCKET LIST: WHO SHOULD BE ON YOURS?

By
SCOTT LYONS, ED.D., JOHNSON & WALES UNIVERSITY (RI),
and MARCI REISMAN, M.ED., EASTERN CONNECTICUT STATE UNIVERSITY



MUST COLLEGE STUDENTS BE SAVVY NETWORKERS to be successful in their campus leadership roles or to land a job or internship in today's incredibly competitive markets? Research indicates qualities such as conscientiousness and sociability have been positively linked with success as it relates to job search activities and career success (Zaccardi et al., 2012).

Meaningful relationships continue to make the difference for many aspiring professionals, which suggests college students should make the most of interactions with others inside and out of the classroom if they want to accomplish a set of goals. After all, it's not only *what* you know, but also *whom* you know and *who knows you* that matters when it comes to being remembered.

No matter their leadership experience, everyone can benefit from building purposeful networks of influential personal and professional contacts. To that end, we suggest creating a networking *bucket list*.



THE SCOOP ON NETWORKING

Networking refers to social behavior or acts of relationship building to gain business or career benefits. For many people, the act of networking feels very unnatural and can induce anxiety. It's easy to second-guess your ability to successfully strike up conversation with others, or to tap into that fear of rejection from others. As such, networking can certainly bring out the worst in people as they impatiently wait for responses or jump to conclusions if an email response is brief or delayed.

Some successful professionals and entrepreneurs are debunking the myth that first impressions mean everything. Venture capitalist Rich Stromback argued that people run the risk of being "easily forgettable" by following the expert-created checklist for networking. Stromback prefers to be genuine, even if it makes a bad first impression, but permits him to build trust and confidence over time with a contact (Matyszczyk, 2016).

Nonetheless, there are reasons why everyone should reach out of their comfort zones to introduce themselves to others to establish personal and professional contacts. Setting personal and professional networking goals that incorporate your style and ambition can help ensure your efforts are as genuine and natural as possible.

WHAT IS A BUCKET LIST?

"Bucket list" refers to a list of specific experiences or accomplishments a person hopes to complete during their lifetime. It comes in part from the phrase "kick the bucket," meaning before one passes. Critics of bucket lists argue that creating a must-do list can reduce life's ambitions to a simple list (Wiens, 2013). With this in mind, it's important to be open to new experiences and flexible when seeking new contacts and experiences.

A networking bucket list provides a vision for cultivating meaningful relationships. It is unique in that its intent is to guide social behaviors within a particular time frame, not a lifetime. For example, it can be established for your first year in a leadership role or on the job, or for all two or four years of your time in college.

WHO SHOULD BE ON YOUR NETWORKING BUCKET LIST?

There is much information online and in print that prescribes how to build solid professional networks for power and success; however, there are limited resources providing insight into particular roles your contacts can play in your daily or long-term success. Here are some key types of people that should make up your networking bucket list. This list is adapted from an article by professional development coach Tai Goodwin (2010) on Forbes online:

- **The Connector:** Some people have a natural talent and interest in connecting others. A connector can be a student, faculty member or administrator who naturally enjoys emailing you or contacting you by phone or text when there's someone you should meet or something to consider with regard to your personal or professional objectives.
- **The Mentor:** Individuals you admire who've achieved personal or professional success may be great mentors. They will likely ask about your goals and objectives and offer wisdom and feedback throughout your path to success. A

recent study on faculty-student engagement suggests mentoring relationships are mutually beneficial and some faculty members embrace the opportunity to mentor students outside the classroom (Lyons, 2016). Therefore, consider asking faculty or staff advisors if they are interested in mentoring and what that means to them.

- **The Insider:** Someone who previously served in your role would be a great connection. It's valuable to know what lessons they've learned, as well as who and what resources are available for support. Also, consider connecting with others in similar roles at other campuses or organizations who might know what works to motivate and empower others.
- **The Trendsetter:** Social media is flooded with individuals and groups aspiring to share the latest on various topics. Trendsetters help tap into our creative potential, encouraging us to keep things fun and engaging.
- **The Partner:** A partner is someone going through an experience similar to yours, and can be someone in a similar role on your campus or someone you meet through a professional association or online network. Good partners share their successes, mishaps and learning moments to achieve mutual or parallel goals.
- **The Apprentice:** Whether or not you've had a great mentor, it's always wise to pay it forward and mentor others. We learn a great deal more by teaching and supporting others. It is truly rewarding and mutually beneficial to provide guidance and support for others from your own wisdom and experience.

The above list is not all-inclusive. Come up with your own ideas about mutually beneficial relationships you can establish as part of your networking bucket list.

NETWORKING IS AN ART FORM

When networking, don't be anyone but yourself. Connecting with others should be practiced, but not forced. If you are pretending to be someone you're not and others like who you're pretending to be, you may put yourself into an uncomfortable situation. Be your authentic self; it's okay not to be friends or contacts with everyone.

One of the most stressful parts of networking is introducing or talking about yourself. Sharing your story is not easy. Consider these tips as you master the art of networking your own way:

- Be prepared to share your story in a concise and interesting way. Prepare and practice a pitch demonstrating who you are and what you're looking to achieve. Ask yourself, "Who am I? What am I passionate about? What are some experiences or ambitions I can share with others?" Close friends and colleagues may be good resources to help identify your passions, strengths and talents.
- Identify how your personal characteristics and talents align with your professional goals. Set intentions and goals, revisiting them often. Intentions are a healthy reminder of what you are working toward and help you establish steps to achieve your goals.

It's not always necessary to want something from someone to

“ WHEN NETWORKING, DON'T BE ANYONE BUT YOURSELF. LIKE ANY ART FORM, CONNECTING WITH OTHERS SHOULD BE PRACTICED, BUT NOT FORCED. ”

connect with them. Meaningful networking involves observation and interpretation of others' ideas and experiences, just as much as it is about others getting to know you. Opportunities come to fruition through organic conversations. You can learn something from everyone, so never take others' experiences for granted. Practice sparking up a conversation with anyone who's willing to share their story. It's through authentic engagement that you will begin to find your style and create meaningful relationships.

An individual's status can often be intimidating as you approach them to engage in conversation and perhaps inquire about a position. Remember that networking is an exchange! It's about how we human beings can help each other to achieve our aspirations. Don't be deterred by a job title; instead, be curious about someone's job or position as it relates to who they are and what they do.

NETWORKING ONLINE

Your online presence is an alternative way for acquaintances and "strangers" to get to know you. In reality, people don't always have enough time to make a strong, lasting impression when meeting in person. Done well, managing who you are and your interests, ambitions and values through online media (i.e. LinkedIn, Snapchat, Instagram, Facebook, etc.) can work significantly in your favor. People naturally look for similarities and differences when searching through social media profiles

and posts. Practice balancing being genuine, more so than being unique, and portraying your professional values.

It's also wise to utilize social media as a tool to scope out individuals who can be on your networking bucket list (or perhaps you can be on theirs!). Engaging with others online is another form of communication that shouldn't feel forced. You don't need a profile on every social media platform. Find one that's easy to use and you find enjoyable. Use one or two platforms really well, working them to your advantage. Just remember to be mindful of who you follow, what you "like" and what you repost. Online representations of your values attest to how you respect yourself and others.

NETWORKING SKILLS ARE NOT OVERRATED

Developing your networking bucket list can make all the difference in building networking skills, meaningful professional relationships and outstanding self-confidence. College students regularly assume new leadership roles (formal or informal). A networking bucket list can guide new or current student leaders to exercise sociability, while also aiding in developing self-awareness and cultivating meaningful, long-lasting relationships. It's most important to remember that no one likes to feel used; be certain that relationships are genuine and reciprocal by showing interest in the passion and work of others. Also remember that networking is an art form and must be aligned with how you behave positively in person and online.

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THE IMPACT OF SOCIAL MEDIA: ARE WE LOSING THE ART OF CONVERSATION?



HAVE YOU EVER been out to eat and witnessed a table full of people looking at their phones and not each other? Have you just meant to check the time on your phone and ended up drowning out the world for 15 minutes playing Angry Birds® ... or is that just me? Let's forget about my deep love of shooting animated birds out of slingshots and focus on the fact that technology is an ever-present part of our daily lives and is affecting not only me – it's also affecting you and those around you.



By
NATHAN HOFER
UNIVERSITY OF SIOUX FALLS (SD)

THE UPSIDE

Social media, has made our world a smaller place in many ways. We can communicate with millions of people across the globe in the blink of an eye! Friendships can still flourish over distance and new friendships can form, some with people you may never meet in person. We can connect with others who share our interests and passions while simultaneously learning from those like-minded individuals across social platforms, which can lead to significant personal growth.

Social media has also expanded our ability to initiate societal change, bringing unprecedented visibility to issues. For example, #IceBucketChallenge raised record-breaking funds (over \$115 million) for the ALS Association (Sharma, 2015). And don't forget how people documented the issues in Ferguson, MO, using #Ferguson and created a nationwide dialogue that has significantly affected our country. The Internet brings us a wealth of knowledge each time we type information into a search engine, yielding hundreds of thousands of results in seconds. Add to that fact that 64% of American adults own a smartphone, making our access to information nearly constant (Smith, 2015).

This level of access to information also facilitates greater interaction between individuals and brands, making consumers more informed and offering companies new, exciting ways to interact with others in customer service and marketing. Personally, I love following the tweets of brands like Oreo® and Taco Bell®, partially because I love food, but also because of how they utilize Twitter to create a fun, playful interaction between brand and consumer.

For us in higher education, we have an opportunity to act in a similar manner to big companies and engage students where they are – on social media. We administrators and student leaders can market, inform and interact with students across social media platforms, directing them to fun and educational material with ease. Best of all, many of these methods are free to use, easing financial burdens for many on small budgets. There are also many free ways to get instant data on usage, reach, interactions and much more, helping us adapt the ways we utilize technology to best fit our student populations' needs.

THE DOWNSIDE

The reality is, however, that technology is making some substantial changes to our lifestyles that may be harmful in the long run.

First, it has fundamentally changed how we communicate. In the world of text messages, tweets and Facebook stories, we are limited to brief, detached conversations without substantial emotional meaning. In a study by "Forbes" Magazine, it was found that a mere 7% of our communication comes from words, whether written or verbal (Tardanico, 2012). This means that when we communicate via text, Twitter, e-mail, etc., we are missing 93% of the nonverbal cues and body language we need to have deliberate communication. I personally have had multiple experiences in which I sent an e-mail or text that was misconstrued by the recipient due to the ambiguous nature of those communication methods. Consequently, I've spent many a day trying to clean up messes I never intended to make.

Looking specifically at social media, we see many opportunities for connection, but within that, we have individuals who essentially present an idealized version of themselves and their lives, fundamentally creating walls and barriers between their online profiles and their authentic selves. Simply put, just because someone is posting pictures of themselves in beautiful landscapes with inspiring quotes does not mean that is who they really are, nor does it show the struggles they may be experiencing behind the post.

Social media poses other issues when it comes to building relationships. As we make connections and interact on social media, our connections tend to be weak when compared to face-to-face interactions (Keller, 2013). This means relationships maintained on social media don't tend to be as deep.

Also, people are more willing to share information on social media, which, initially sounds like a good thing, but we're learning there are many dangers associated with that type of communication. People have not been hired (and even fired!) because of how they present themselves to the world via social media. Identities have been stolen and people have had personal attacks in their homes/work lives because of lax privacy settings. We need look no further than the comments on a blog or Facebook post to see people are not always kind to one another

LOG YOUR MEDIA USE OVER THE COURSE OF A WEEK. WHILE TIME-CONSUMING, THIS GIVES YOU A BASELINE FOR HOW AND WHERE YOU USE MEDIA AND CAN HELP YOU PLAN HOW TO USE IT MORE EFFICIENTLY MOVING FORWARD.

online, and online harassment can follow a person anywhere they go.

Our health may even be at risk, as a study published in the Proceedings of the National Academy of Sciences has found that individuals who use their smartphones, tablets, laptops, etc. before sleep experience decreased levels of melatonin and delayed circadian rhythms (Dennis, 2014). Long-term decreased melatonin production and lack of sleep have been associated with health issues such as cancer, obesity and diabetes.

Finally, we as a culture are becoming increasingly dependent on technology as a whole, losing simple skills (such as navigating) we once possessed. That dependence can be addicting, with Internet addiction listed as a mental illness in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders, further indicating the profound impact technology has on our lives.

WHAT DO WE DO WITH WHAT WE KNOW?

For better or worse, technology is here to stay and is only becoming more prevalent in our day-to-day lives. Ignoring this will truly hamper our abilities to be impactful, not just as educators, but as human beings. Our challenge becomes not to let the proverbial pendulum swing too far in the direction of either technology dependence or technological ignorance and find a healthy balance as students and professionals, which can enhance our lifestyles and serve as a model for others.

So, what can we do to find that balance? To find an answer, I attempted to harness the power of the Internet and, ironically, found that searching for “how to disconnect from technology” yielded nearly 25 million results. Of course, I didn’t read all of them, but I did find some good ways, combined with personal experience, that can help us balance technology use.

First, log your media use over the course of a week. While time-consuming, this gives you a baseline for how and where you use media and can help you plan how to use it more efficiently moving forward.

Set up a schedule of times to check e-mail, social media, or your favorite blog while also setting aside time to step away from your tech. This can require true dedication, as push notifications can plague you, so, turn off your push notifications so you can stay on your schedule and check e-mail, Facebook, Instagram, etc. during dedicated times, not when they pop up.

Set a hard cut-off time for media usage – an hour before bed and for an hour after you wake up to help maintain a healthy sleep cycle (Dennis, 2014).

Sometimes, all this scheduling doesn’t actually help, so removing social media apps from your phone or tablet may become necessary. Many individuals have actually recommended simply setting up one device with your media accounts so you can check your media feeds only from that device, avoiding the urge to overindulge on every device you own. Ignore the FOMO (fear of missing out) you may be feeling and turn your phone on airplane mode or leave your devices in another room so you can’t access them. Simply live in the moment for a while.

If you don’t find these ideas effective, Alex Cavoulacos, a founder of The Muse, recommends you give your charger to someone to hold for you, which requires you to use your devices sparingly should you want your phone, tablet or laptop to survive (Cavoulacos, 2013). If nothing else helps, you may need to go cold turkey and do a digital detox. Take a day or two away from technology and unplug even if that means going somewhere remote where Wi-Fi and cellular service aren’t available.

MOVING FORWARD

We must accept that social media and technology use are still in their infancy, so we don’t yet know the long-term effects, positive or negative, on the individual or on our society as a whole. This means that, in the face of this uncertainty, it’s our responsibility to use technology responsibly to harness its incredible potential while keeping it from eroding valuable basic skills, not only for ourselves, but also for all those with whom we interact on a daily basis.

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LOUDER THAN WORDS

NONVERBAL COMMUNICATION IS CRUCIAL FOR STUDENT LEADERS

By
JESSICA BENNETT
and
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EVERYBODY KNOWS WHAT IT MEANS TO COMMUNICATE VERBALLY— you speak to another person to relay a message in the hope they receive as you intended. Nonverbal communication, conversely, occurs when communication is exchanged without using words.

In our daily lives, nonverbal exchanges actually comprise the majority of our communication efforts. Nonverbal aspects of communication include vocal pitch, tone and rate, gestures, facial expressions, body language, physical appearance and more. Every day, we are communicating in ways we don't even realize. And nonverbal communication often tells a lot more about our true intent than what we say. There is never a moment when we aren't communicating.

Nonverbal communication plays a large role in how student leaders are perceived on college campuses and it is very important to be aware of this as you progress as a student leader. People look to leaders for advice, assistance, guidance and much more. That is why it's crucial to communicate how you want to be perceived and this begins with realizing and understanding the role nonverbal communication plays in your student leader life.

In considering aspects of nonverbal communication, let's look at a few that have a huge impact, especially when it comes to student leadership:

- Vocalics,
- Body language and
- Personal and professional image.

VOCALICS

Vocalics consist of any vocal noises other than the spoken word, including laughter, a screech, vocal tone, pitch and rate. Vocalics are what usually help reveal your true feelings when speaking. For example, you agree to give a speech at a student organization meeting and you tell everyone you are confident in your abilities to deliver the speech without fear. Then, as you speak, your voice is shaky, you speak rapidly and begin to laugh nervously at your performance; your nonverbal communication reveals that, in fact, you do have some fear when it comes to speaking in front of people.

Vocalics occur naturally without any thought, so they are difficult to hide.

What do your nonverbal cues say about you? Am I angry? Bored? Engaged?



Whether it is a speech or just a conversation with another student, it is very important to be aware of these nonverbal cues. You want to sound natural and inviting, not fake and insincere.

BODY LANGUAGE

A fancy term to describe body language within the world of communication is kinesics. Your body language is one of the most highly regarded forms of nonverbal communication because visual cues are necessary in determining how others perceive you. As you communicate, you send messages to those around you via kinesics, which are manifested in five forms:

1. **Emblems**
2. **Regulators**
3. **Illustrators**
4. **Affect Displays**
5. **Adaptors**

Emblems can be directly converted to a verbal meaning such as waving your hand to say “hello.” Because emblems are easily recognizable within various cultures, they can often replace verbal messages altogether. In the student leader life, you see many people you know around campus and some who may look familiar but you’re not exactly sure of their names. You can make them feel recognized by giving a simple hand wave. It may not seem like much, but it can make them feel important that someone they see as a campus leader noticed and acknowledged them.

Regulators are used to track and control a conversation and can be used positively and negatively. An example of a using regulator is checking your watch

during a meeting. That nonverbal cue tells those others you may have somewhere else to be, you are disengaged or that you believe the meeting has lasted long enough.

Illustrators help to assist what is being verbally communicated. For example, as a student leader, you may be showing other students or parents around campus and as you indicate where a building is, you also point to where it is located to help them to know exactly what you are referring to.

Affect displays are how emotions are relayed to the receiver through facial expressions and body language. Your facial expressions when speaking on a certain subject reveal how you feel about the topic and your body language tells the receiver how severe that feeling is. A clenched fist may indicate that a student leader is very upset about the situation at hand even when their face may be displaying a less intense feeling.

Adaptors are body movements that assist in satisfying a physical or psychological need. These include wiping your nose, clearing your throat, yawning and scratching your head. Student leaders need to be aware of these nonverbal cues because, even if they do not intend to give off a certain meaning, those observing can interpret these behaviors very differently, which may impact your credibility.

PERSONAL AND PROFESSIONAL IMAGE

Speaking of credibility, a key factor in how others determine yours is through personal and professional image. Dressing appropriately and accurately for the occasion and role you play on your

college campus is very necessary. You don’t need to “dress to the nines” every time you go out, but if you want people to view you as a credible leader, your clothing choice and physical appearance matter. This is especially important if you are leading or attending a meeting. Dressing nicely shows you care to be there and took the time to get ready because this meeting and others in attendance matter to you.

LOUDER THAN WORDS

Nonverbal communication plays a role in determining credibility, approachability, likability, level of competence and professionalism. Because we are always communicating, there is no real way to consistently make sure all of your nonverbal cues are in check. However, it is essential to acknowledge their importance and be aware of the impact they have.

Not only should student leaders be mindful of their own nonverbal communication but also that of other students. You can tell a lot about how someone is feeling through nonverbal communication, even though no words are spoken. A good leader notices those around them, understanding that what people say is not always as important as how they say it or what they do while saying it. Be the student leader that is not only conscious of your own nonverbal communication, but that of those you are leading, as well. Nonverbal communication speaks louder than words, so be aware that it will make all the difference.

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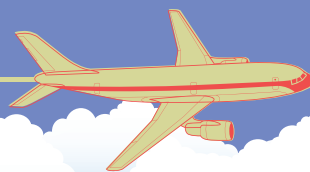
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Average number of volunteers it takes to plan a NACA® regional conference



100+

Average number of volunteers working on site at a NACA® regional conference

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ASSESSING CAREER SKILLS DEVELOPED THROUGH CAMPUS ACTIVITIES

By

DR. ADAM PECK, STEPHEN F. AUSTIN STATE UNIVERSITY (TX)

DR. CINDY KANE, BRIDGEWATER STATE UNIVERSITY (MA)

DR. TELESIA DAVIS, NACA

CAMPUS PROGRAMMING BOARDS.

Student organizations.

Student government.

Diversity and inclusion programs.

Social justice programs.

Community service programs.

Leadership programs.

Recreation programs.

On-campus student employment . . .

These familiar avenues for co-curricular student engagement also offer students opportunities to hone qualities and skills employers seek when hiring college and university graduates. According to the National Association of Colleges and Employers (NACE), these include interpersonal skills, intrapersonal skills, organizational skills and skills related to technical aspects of the job (2015) referenced in Table 1.

Many campus activities professionals have sensed a connection between participating in co-curricular experiences and career readiness for many years, but have not had verifying data. Recent research suggests these hunches have merit. As Peck et al. (2015) noted in the NACA-NIRSA Whitepaper, “Considering the Impact of Participation and Employment of Students in Campus Activities and Collegiate Recreation on the Development of the Skills Employers Desire Most” (2015) (available to NACA® members in ENCORE at <http://naca.ws/28JTIGq>) there are various ways

students’ participation in these programs contribute to qualities and skills employers desire.

These opportunities can be characterized as experiential education, which the Association for Experiential Education (AEE) (2016) describes as, “challenge and experience followed by reflection leading to learning and growth” (para 1). As this suggests, experiential education provides students with opportunities to practice challenging skills in real-world situations – but it is not the experience alone that teaches. Helping students develop and grow in this context requires a skilled educator that can help students recognize what they are learning. Reflection is often crucial in prompting learning.

There is mounting belief across higher education that thoughtful and intentional reflection has the potential to increase the depth of student learning (Kolb, 1984; Moon, J.A., 2004; Trehan & Rigg, 2012; Coulson & Harvey, 2013). The implication for campus activities professionals is that it isn’t enough to engage students in purposefully designed programs and activities; it’s equally important to be intentional about engaging students in reflection about how their involvement helps them gain valuable employability skills.

With this in mind, NACA’s Research and Scholarship Group developed NACA® NEXT to assist student affairs professionals with efforts to engage students in critical reflection about how campus activities participation contributes to career readiness. Through NACA® NEXT (available to NACA® members at [\[ws/28Jf9ht\]\(http://naca.ws/28Jf9ht\)\), advisors can sign students up to take a self-assessment based on skills identified by NACE. Each skill is subdivided into various complimentary skills and an overall score is reported. Advisors can also complete evaluations of students. Once students or advisors have completed the survey, they get a report with specific recommendations to prompt further discussion or target training to help students increase their skill level through co-curricular involvement.](http://naca.</p></div><div data-bbox=)

HOW TO USE NACA® NEXT

NACA® NEXT is easy and intuitive for students and staff to use. Members log in using their NACA® username and password. They are then directed to launch the advisor dashboard, which takes them to where they can create student profiles by uploading names and email addresses of students they would like to assess. For advisors who’d like students to conduct the self-assessment, once students’ names and email addresses have been entered, an email is automatically sent to students alerting them their advisor is recommending they take the assessment. The email links them directly to the survey, which takes 15-20 minutes to complete. Afterwards, the student and advisor each receive a copy of the student’s self-evaluation.

Advisors can further decide whether they want to share these evaluations with any students they assess, thus giving the student access to the report. In either format, the scores can be compared to a comparative benchmark of others who have used the tool.

USING NACA® NEXT FOR ASSESSMENT

Assessment methods are most effective when they can be easily integrated into the professional's daily work, when they produce meaningful learning experiences for the student and when they provide data that helps student and advisor track the student's development over time. This last aspect is often referred to as "formative assessment." According to Crooks (2001), this kind of assessment is "... one of the most potent forces influencing education" (para 5). It involves any "... activities undertaken by (educators), and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (Black and William, 1998, pg. 2). It also allows students to establish a benchmark for their learning, to see how they compare to others (via a comparison to the mean score of other students who've completed this assessment) and to plan their future learning. In an age of assessment frequently driven by compliance, students and professionals may see this approach as refreshing.

Formative assessment is more involved than a simple survey, but it need not be overly complex. Among the greatest potential of NACA® NEXT is that calculating the student's score and benchmarking that score to national averages are automated. Results are also categorized, placing students in groups such as "Beginner," "Developing," "Competent," "Advanced" or "Expert." Each student using the tool as a self-assessment receives feedback customized to help him/her move beyond present levels of ability in each skill – the very essence of formative assessment.

For institutions wanting to build their assessment of student leaders around NACA® NEXT, we offer two options. First, the advisor can use the tool to conduct an assessment of student leaders. Depending on an organization's size, it may not be feasible for advisors to evaluate every member of the group – so this option is likely best suited for evaluating formal leaders (such as officers). Using a pre-test/post-test format, the advisor could evaluate the students at an early learning stage, assessing them again to-

ward year's end. To accomplish this, the advisor can simply compare the mean score from the first assessment to that in any subsequent assessments. Plans include the ability for the tool to compare these automatically.

The mean score of the first and the last assessments could be compared to identify areas where the student has improved, as well as areas the student could target for growth and development. This approach would be well suited to meet formal assessment requirements, such as those needed by accreditors, because the advisor evaluation produces "direct assessment" of student learning. Direct assessment refers to capturing measurable changes in behavior, beliefs or attitudes as compared to "indirect assessment," in which students are asked their opinion about what they've learned or how they've changed.

While asking students to complete a self-assessment constitutes indirect assessment, it can still be very useful. This approach's easy scalability makes it easy to assess large groups who might not have otherwise been assessed at all. Also, its formative aspects provide a learning experience that intuitively connects to students' learning experience. This provides a strong basis for believing that any self-assessed improvement students experience did not happen by chance. Comparing the mean scores from the first evaluation to later evaluations can provide a basis for indicating student growth and development.

One caution: as Peck (2012) found in his study of the impact of guided reflection on student learning – a decrease in mean score in the post-test does not necessarily indicate the student's skill decreased. Often, students are more optimistic about their skills and abilities before they are substantively involved in a particular leadership

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TABLE 1

SKILLS PREFERRED BY EMPLOYERS

- Ability to work in a team structure
 - Ability to make decisions and solve problems
 - Ability to verbally communicate with persons inside and outside the organization
 - Ability to plan, organize and prioritize work
 - Ability to obtain and process information
 - Ability to analyze quantitative data
 - Technical knowledge of the job
 - Proficiency with computer software programs
 - Ability to create and/or edit written reports
 - Ability to sell or influence others
- (NACE, 2015)



experience. Once they have more experience, they may realize how much more they must learn. Therefore, a decrease in mean score between the pre-test and the post-test can actually be a desirable outcome.

NACA® NEXT can be used to produce direct and indirect assessment results. By using the tool at the beginning of the students' learning experience and then at least once more at the end (with periodic intervals in between if you wish), students' development across a certain period of time can be measured. Most importantly, this learning can become evident to both advisor and student.

USING NACA® NEXT FOR TRAINING

This tool can be very useful in targeting and providing student leadership training. Given the high career-focused motivation of students for coming to college (Eagan, Stolzenbert, Bates, Aragon, Suchart & Rios-Aguilar, 2015), discussion of employability skills is crucial to a learning-centered campus activities program.

NACA® NEXT offers a potential framework for the development of learning outcomes for a campus activities program that can make employment-ready skills development a priority. Some of these outcomes are likely very intuitive to both campus activities educators and students. For example, identifying learning outcomes relating to the skills of teamwork or planning, organizing and prioritizing work seem to make logical sense. But NACA® NEXT also suggests other skills that might not be as intuitive. Skills such as obtaining and processing information, computer skills or writing and editing also merit consideration in the full range of learning outcomes that might be possible in campus activities.

In this example, campus activities professionals might think about how campus activities programming board participants might engage with a skill like this, examine whether Beginner, Developing, Competent, Advanced or Expert mastery of this skill is appropriate to the organization and then try to develop an appropriate learning outcome that will work for that involvement opportunity.

Once learning outcomes are in place, NACA® NEXT offers a potential format for planning training approaches for student groups to advance learning in those areas. Utilizing data collected through

the tool, the advisor has a ready-made analysis of potential training needs. The "Virtual Advisor" recommendations for each student's report offer ways to help individual students advance their skills, but they could also help the advisor design effective training. The assessment of the effectiveness of training is also embedded in this approach since improvement should be evident if training was effective.

NEXT STEPS

Building on the work of NACA and NIRSA in developing career learning outcomes from our experiences, NACA has launched NACA® NEXT in its current form to help campus activities professionals more actively articulate ways our work contributes to preparing students for life after graduation. The launch does not signal the end of the Association's work in this area, but rather an important beginning. The Research and Scholarship Group will evaluate the tool's effectiveness, add new resources as they become available and respond to new features desired by membership. Suggestions for the tool's future direction and other feedback can be sent to NACA® Director of Education and Research Dr. Telesia Davis (telesiad@naca.org).

As the number of users grows, so, too, will increase the amount of data that could produce valuable scholarship in our profession. Data from advisors' evaluations of students will create a very desirable data set that does not currently exist (with direct evidence of student learning). A significant limitation of current research is that it relies upon students' perceptions of their learning. We hope to publish research based on this data once we have sufficient numbers of evaluations. Student self-evaluations will be useful, too. They can help identify what students perceive to be their skill gaps. This can help target NACA's educational programs and resources.

AN ESSENTIAL ROLE

NACA is at the forefront in challenging traditional understandings of the purpose of campus activities participation. Certainly, involved students become more engaged with their institutions, help promote a lively environment benefiting their peers, and acquire useful leadership skills. But the connection to

the development of employment skills, while newer, is extremely beneficial. This research is beginning to make institutional stakeholders see this involvement as filling an essential role in higher education's mission – to help students get jobs after graduation. NACA® NEXT can play an essential role for campus activities programs seeking to enhance students' employment-ready skills.

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Peck is Assistant Vice President and Dean of Student Affairs at **Stephen F. Austin State University (TX)** and a student affairs practitioner for over 20 years. He chaired NACA's Education Advisory Group, was a member of its Research and Scholarship group and led the Professional Development Workshop for NACA's Huge Leadership Weekend for four years. He is currently State Director of Texas for the National Association of Student Personnel Administrators (NASPA) and President of the Texas Association of College Personnel Administrators (TACUSPA). He previously chaired the Texas Deans of Students Association.

His book "Project CEO: Demonstrating the Impact of Co-curricular Experiences on the Skills Employers Demand" will be published by NASPA Press in early 2017. He has written more than 20 scholarly articles and five book chapters and has presented more than 75 national and international webinars. He holds a bachelor's degree in theatre from Lewis University (IL), a master's in speech communication from Southern Illinois University at Edwardsville and a doctorate in educational administration from The University of Texas at Austin.

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Kane is Director of Student Involvement and Leadership at **Bridgewater State University (MA)** and has worked in student affairs for over 20 years. She's held regional and national positions in NACA, including service to NACA® Northeast, the Board of Directors and as Chair of the Research and Scholarship Group. She is one of the authors of "Beyond Meetings: Lessons and Successes from Student Organization Advising" and is a frequent presenter and program reviewer at universities and association events.

DR. TELESIA DAVIS



Davis, NACA's Director of Education and Research, has served in student affairs nearly 20 years. She previously served as Dean for Campus Life at Presbyterian College (SC), having been responsible for housing and residence life, campus activities, leadership programs, orientation programs, multicultural programs, and student conduct. Earlier, she served as Director of Multicultural Affairs at the University of South Carolina Aiken. Her research interests, on which she's presented at national conferences and published articles, include organizational change strategies, inclusive excellence, mentoring and seamless student transitions from pre-school to graduate school. Davis holds a bachelor's degree in English from Paine College (GA), a master's in student personnel services, a master's in higher education business administration, and a doctorate in educational leadership and policies (emphasis: higher education administration), all from the University of South Carolina.

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WHAT'S NEXT FOR YOUR STUDENTS?

NACA® NEXT (Navigating Employment and eXperience Tool) helps students prepare for their next step after graduation – their careers. It has been developed in response to a survey published annually by the National Association for Colleges and Employers (NACE), in which employers identify the skills they are seeking from recent college graduates.

This online tool allows students to evaluate themselves on the skills employers seek and provides them with suggestions for mastering these skills through their involvement in campus activities. As an added option, this tool allows them to have their advisors evaluate them on these same skills. For more information on this member benefit, visit naca.org/Members/Next and sign up your students today! (See Page 34 for more on how to use this benefit.)



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Submit your resources associated with your officer retreat curriculum, officer training materials, and assessment plans to ENCORE (<http://naca.ws/1TKFJcS>) – make your knowledge and experience available to other NACA® members as we transition to the next school year. While you're there, find all of our spring webinars ready to



watch on-demand! ENCORE is a members-only benefit, so log in at naca.org, click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video (<http://naca.ws/20E7k0d>) or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan (kaylab@naca.org).

JOB OPPORTUNITIES FROM THE PLACEMENT EXCHANGE

NACA® partners with The Placement Exchange to promote job opportunities within the higher education field that are relevant to NACA® membership. Sign in at naca.org, then look under the Member Resources tab to find Higher Ed Jobs. To learn more about an opportunity listed there, click on the job title. If you are interested in applying for the position, visit [The Placement Exchange](http://ThePlacementExchange.org).



THE HEART OF A LEADER: INSIGHTS ON THE ART OF INFLUENCE

By Ken Blanchard

Reviewed by

TORREZ M. WILSON and AMANDA FISCHER
GEORGIA GWINNETT COLLEGE

WHILE WORKING IN THE WHIRLWIND ENVIRONMENT THAT IS STUDENT AFFAIRS, sometimes it is easy to forget that the easiest way to be a leader is by living your most authentic life. Ken Blanchard's book, *The Heart of a Leader: Insights on the Art of Influence*, reminds us of just that. Leadership, at its core, is a harmonious blend of authenticity and confidence, with many layers of ideals surrounding it. Blanchard takes the complex ideals always associated with leadership and breaks them down into digestible doses from which everyone – students, young professionals and seasoned professionals – can benefit. A few of those ideals include vision, communication, responsibility, empowerment, servant leadership and work/life balance.

VISION

According to Blanchard, vision is one of the most important aspects of being a leader. "Vision is a lot more than putting a plaque on the wall. A real vision is lived, not framed" (p. 94). But attaching vision to the idea of leadership is two-fold. First, you must identify your vision within yourself. This requires plenty of introspection, as well as consideration for those who are reporting to you. Secondly, you must put your vision into action. This is a lot easier said than done, but living out your vision truly exemplifies the need for authenticity and confidence that resides at the core of leadership.

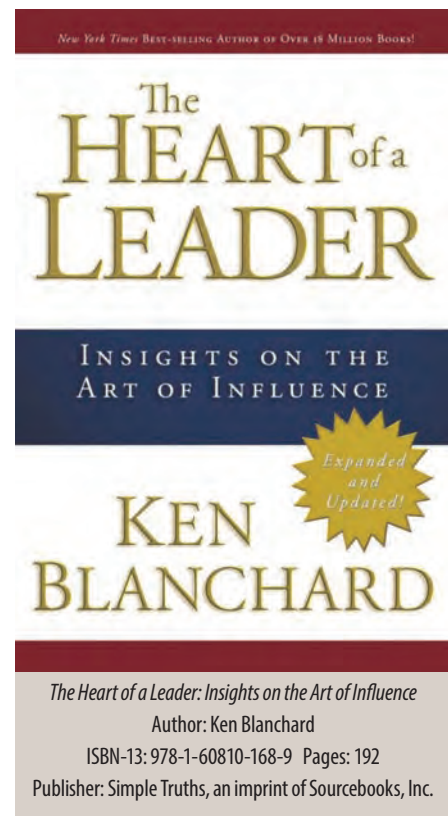
Blanchard also emphasizes the importance of embracing others into the fold of your developing vision, and not shying away from accepting help from others. This is just as important in student leadership and development as it is in professional development. Today's college students are being pulled in so many directions that deciding on a specific path for their lives seems impossible. But by demonstrating the importance of establishing a vision through introspection, we student affairs professionals can hand them a compass to help them navigate the different opportunities that are thrown their way.

Encouraging students to look inward and discover their own vision, whether it is academic, social, or otherwise, will allow them to determine whether or not the proverbial "road less traveled" is right for them, or if they should follow a path that has been well paved by past leaders. Be confident in your vision, and execute it in a way that makes others believe in it. As Blanchard says, "It takes courage to create a vision, and it takes courage to act on it" (p. 95)

COMMUNICATION

"Leadership is not just what happens when you're there; it's what happens when you're not there" (p. 116). Without communication, leadership becomes management. To lead is to effectively communicate with your team your expectations, while simultaneously developing each team member's personal potential. To manage is to develop your own personal potential and agenda at the expense of your team. Blanchard stresses that when the emphasis is only on getting results, the people who are achieving them are forgotten. This is why communication is so important. Communication keeps the human element alive and present amidst the productivity, instead of turning results into a numbers game and people into commodities.

The sooner we can impress upon student leaders the importance of effective communication, the better. Everything about effective leadership rests in the ability to communicate your vision succinctly and well. Students commonly keep their heads down and concentrate on their work or their grades without ever coming up for air, relentlessly pushing forward rather than stopping to remove any obstacle that may be in the way. But only by lifting their heads will they find themselves surrounded by potential team members that can be reached



through communication.

A breakdown in communication is detrimental to a vision, as well as team unity. Blanchard drives this point home when he says, "Leading people is the opposite of trying to control them; it's about gaining their trust through your integrity, developing their potential through your partnership, and motivating them through your affirmation" (p. 117). Trust, development and motivation all happen through communication, which ensures that even if you are not present, your vision is.

RESPONSIBILITY

According to Blanchard, it does not pay to be a one-person show. "People without information cannot act responsibly. People with information are compelled to act responsibly" (p. 108). To successfully conduct business, and to give patrons the best customer experience possible, you must empower your workers and team members with the responsibility to act. He gives the example of the Ritz-Carlton hotel providing its frontline employees with a \$2,000 discretionary fund to solve customer's problems or complaints, successfully making the point that if you don't give your employees or team members the information and tools to do their job, they won't be able to meet any sort of standard.

“ **THE SOONER WE CAN IMPRESS UPON STUDENT LEADERS THE IMPORTANCE OF EFFECTIVE COMMUNICATION, THE BETTER. EVERYTHING ABOUT EFFECTIVE LEADERSHIP RESTS IN THE ABILITY TO COMMUNICATE YOUR VISION SUCCINCTLY AND WELL.** ”

As student affairs professionals, we can sometimes be guilty of making this mistake. We treat students as just that – students – instead of the young adults they are. But by withholding critical information or development tools from our students, we are not only doing them a disservice, we are doing ourselves a disservice. Blanchard reminds us of the importance of empowering students with the responsibility to act, because by doing so, we are creating success within the organization from the ground up.

EMPOWERMENT

Blanchard provides some great insight into how responsibility directly relates to empowerment. “Let people bring their brains to work, and let them use their knowledge” (p. 110). He goes on to talk about how customer satisfaction is improved when employees are given detailed information about the impact of costs and are entrusted to make decisions. This is due to their self-esteem being improved by the responsibility.

These words are reminders of the importance of providing students with the resources, training and experience to make informed decisions that impact student life. As student affairs professionals, we are tasked with providing experiential learning opportunities for a diverse array of students. Once they understand the larger scope of how student activity fees are used, for example, then they become more mindful of what is cost-effective and would be enjoyed by a broader group of students as opposed to making decisions based on personal desires.

The book also talks about how empowerment leads to self-leadership. This occurs when students shift from being reactive to proactive and when the student and advisor form a partnership of power. Knowledge power, task power, personal power, and relationship power all come into play. The book also points out the importance of setting boundaries when empowering people in an effort to channel energy in the right direction. “A river without banks is a large puddle” (p. 114). The boundaries can include purpose, values, goals, roles and structure. Once

these are established, students can then be free to make decisions, take initiative, act like owners, and stay on track.

SERVANT LEADERSHIP

Many activities and icebreakers that we see in student affairs deal with leadership styles and uncovering what type of leaders we are. Blanchard provides some quotes and insight on the notion of servant leadership. “Servant leadership is more about character than style” (p. 156) The thought behind this quote is that there is an assumption that natural leaders would use a directive, autocratic style, while natural servants would use a more supportive, participative style. The issue is that the assumption confuses style with character, since the natural servants are willing to use whatever leadership style that best serves the needs of those they are leading.

“Am I a servant leader or a self-serving leader?” (p. 158). The book talks about how you can tell if a person is one or the other by providing feedback and observing how they handle it. A self-serving leader would respond negatively because they are concerned about protecting their status. A servant leader would embrace and welcome feedback as a way to improve and provide better service. As student advisors, we probably provide feedback to students consistently, but this thought should make us reflect on our own efforts to allow students to provide us with feedback. Blanchard reminds us that true servant leaders want feedback because they are anxious to know whether their interactions with their people are helpful and effective.

WORK/LIFE BALANCE

Many professionals in higher education deal with the struggle to exercise a healthy work/life balance, which is why it is relieving that Blanchard touches on this in the book. “Early in life, people give up their health to gain wealth. In later life, people give up some of their wealth to regain health!” (p. 154). Blanchard brutally reminds us that if we don’t watch out, success can kill us.

Many of our student leaders or student employees are over-achievers and may struggle with balancing school, work,

extracurricular activities and home obligations. We may notice them eating at odd hours, skipping meals, not paying attention or exhibiting exhaustion. As advisors, it is important not only to identify the signs and address the issue, but also to set a good example of work/life balance. If we are skipping meals and working insane hours, it becomes behavior that seems normal and acceptable to students. As role models and mentors, it is important to be mindful of how we balance our lives and take care of our wellbeing.

THOUGHT AND REFLECTION

Ken Blanchard’s *The Heart of a Leader: Insights on the Art of Influence* is an inspirational book that invokes thought and reflection on our inner selves. Other areas that Blanchard provides insight into include feedback, commitment, goals, critical thinking, decision-making, and spirituality, among others. This is a great read that should be used in discussion with students and peers alike. Not only does it provide uplifting quotes to reference for many situations, but it also references other resources as supplemental reading.

ABOUT THE REVIEWERS



Torrez M. Wilson is Assistant Director of Student Involvement and the Student Center at **Georgia Gwinnett College**. He earned a master’s degree in public administration and a bachelor’s degree in music, both from Savannah State University (GA). He has presented educational sessions at NACA® South Regional Conferences, as well as the NACA® National Convention. He was a 2014-2015 NACA® Leadership Fellow, as well as an Educational Program Reviewer for the 2016 NACA® National Convention.



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EXPERIENCE

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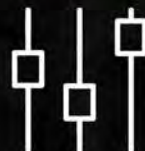
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THE NACA® SPOTLIGHT

MEMBER NEWS EVENTS SCHOLARSHIPS LEADERSHIP INSTITUTES VOLUNTEER OPPORTUNITIES

NACA: WHAT'S NEXT?

In reflecting on our decision to sunset NACA's current strategic plan on April 30, 2017, we recognized it accomplished much we can celebrate. Under its guidance, the Association and its leadership overcame significant obstacles.

The plan was initiated amid some dissension on the NACA® Board of Directors regarding its validity, quality and potential outcomes. In hindsight, we see it was exactly what we needed to move the Association forward.

Under the plan, NACA celebrated these key accomplishments:



BRIAN GARDNER
Immediate Past Chair,
NACA® Board of Directors

GOAL: FOSTER MEANINGFUL VOLUNTEER EXPERIENCES

Volunteers have always worked hard to deliver the Association's programs and services. But, for too long, they weren't supported in having the most meaningful experience possible. Under this strategic plan, a Volunteer Experience Summit in July 2014 set the course for the NACA volunteer leadership's future. Summit recommendations are being implemented to ensure a positive volunteer experience for generations to come.

GOALS: ENSURE CAMPUS ENGAGEMENT IS ESSENTIAL FOR STUDENT SUCCESS AND SERVE AS A RECOGNIZED KNOWLEDGE SOURCE FOR CAMPUS ENGAGEMENT

In pursuing these goals, we've expanded NACA® membership benefits, utilizing technology to enhance member access to new, innovative educational offerings. We've brought Block Booking into the 21st century to better serve school and associate members. We've given members access to tools and knowledge to better support the jobs they're doing on and around campus.

GOAL: PROMOTE EXCELLENCE IN ASSOCIATION MANAGEMENT

This is, perhaps, the goal yielding the most accomplishments. Truthfully, we weren't as effective as we could or needed to be in managing the Association from the perspectives of the Board of Directors and the National Office. We changed the Board's structure to reflect best practices in association management, shifting to knowledge-based decision-making while empowering the Office and volunteer leaders to own Association operations. After hiring our new executive director, we restructured the Office staff to better reflect its role and to better meet member needs. Communication is better than ever and fiscal management improves daily. There's no debating we're a better-run association than when this plan began.

GOAL: DEVELOP DIVERSE MEMBERSHIP

This goal's spirit (as evidenced by its objectives) was to grow Association membership. From FY 2001 to FY 2015, school membership increased from year to year only three times. In fact, the net impact on school membership within that timeframe was a 312-schools loss. Under Maureen Taylor's direction, we pursued an intentional approach to stem member losses and increase membership. We ended FY 2016 with 909 members, an increase of 16 from 2015. We accomplished this by focusing on both recruitment of new members and retention of current members. This is a trend that will continue. We should see membership crest 1,000 schools by the end of FY 2018.

Achieving these accomplishments wasn't always easy or perfect. But difference is made when dedicated individuals apply appropriate effort and courage in moving anything forward, especially NACA. As this plan ends, we celebrate its accomplishments.

Now, WHAT'S NEXT?

A handwritten signature in black ink that reads "Brian Gardner".

Have an
E.P.I.C.
rest of the
summer!

Take advantage of what's left of the summer to stay abreast of the latest trends in campus activities and beyond: engage in summer reading through the E.P.I.C. Summer Reading List (recommended reading from Experienced Professionals In Campus Activities)! Experienced professionals who have been active in NACA® and whose successful careers launched from campus activities offer their top picks for readings to inspire you professionally and personally.

After you read a selection from the list, consider writing a review for an upcoming issue of *Campus Activities Programming*® magazine (<https://issuu.com/naca>) or submitting a proposal (<http://naca.ws/1X8Auqm>) for a roundtable discussion via webinar. Learn more at <http://naca.ws/28NUEoG>.

RENEW TODAY TO ATTEND FALL REGIONAL CONFERENCES AT MEMBER PRICES!

Be sure your NACA® membership is current! Don't miss the chance to take advantage of all NACA® member benefits – members-only discounts on events, professional development opportunities, webinars, the NACA® Connect online community, the ENCORE digital library, research grants, leadership opportunities, timely communications and much, much more. Visit naca.org and log into your NACA® profile to renew online!

UPDATE YOUR NACA® PROFILE TODAY!

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

HOW WAS YOUR INSTITUTE EXPERIENCE?

Did you have as much fun learning and networking during your 2016 NACA® Institute experience as the SPIRIT Institute staff did this summer at Clemson University (SC)? Then tell us all about it! Send your pictures (highest resolution available) and brief comments to Glenn Farr at glennf@naca.org. Then look for your photos and comments in future issues of "Campus Activities Programming"® and The "NACA® Spotlight!"





SHOW WHAT YOU KNOW: PRESENT EDUCATIONAL PROGRAMS AT 2017 CONVENTION!

Your experience and knowledge are valuable to your peers and you have the opportunity to show them what you know at the NACA® 2017 National Convention. The deadline to submit is Sept. 2!

- Have you perfected a programming board evaluation process?
- Have you succeeded with an innovative program on your campus?
- Maybe you've completed research on a topic of interest to campus activities professionals, or you are using a phone app to engage with students during a program.

Submit an educational program proposal for the National Convention today. You may also submit to present at spring webinars (**Sept. 15 deadline**) and the NACA® Northern Plains Regional Conference and Mid Atlantic Festival (**Nov. 4 deadline for both!**) There are engaging new formats from which to choose, too.

Learn more online (<http://naca.ws/1X8Auqm>), where you can also find information about the proposal submission process and see specific submission deadlines. Questions? Contact Kayla Brennan at kaylab@naca.org

ARE YOU A NEW NACA® VOLUNTEER?

If so, we're going to need a little information about you, including your contact information, headshot, a brief professional/volunteer bio, and any special accommodations you might require while participating in NACA® events. What's the best way to share this info with us? Just complete the Volunteer Information Request Form (<http://naca.ws/1WIsxYF>)! It's easy, takes only a few minutes and we won't have to pester you later when we need your bio, headshot or other information.

Questions? Contact Laura Jeffcoat at lauraj@naca.org.



NEW NACA® MEMBERS

NACA welcomes these new members, for the period May 5-June 21, 2016.

SCHOOL MEMBERS

Briar Cliff University (IA)
 Cleveland Institute of Art (OH)
 Green Mountain College (VT)
 Guilford College (NC)
 Kentucky Wesleyan College (KY)
 Lafayette College (PA)
 McMurry University (TX)
 McPherson College (KS)
 New England Institute of Technology (RI)
 Northern State University (SD)
 Oklahoma City University (OK)
 Samford University (AL)
 Texas A&M University-Texarkana (TX)
 The University of Tulsa (OK)
 Wellesley College (MA)
 West Virginia University-Morgantown (WV)
 Xavier University of Louisiana (LA)

ASSOCIATE MEMBERS

National General
 Black Bound Entertainment (MO)
 Cahoots (TX)
 i7strategies (GA)
 IQ Agency (IL)
 Johnny Cupcakes (MA)
 RK Entertainment Agency, LLC (NY)
 Spellcaster Productions (NJ)
 True to Life Training (NJ)
 Venture Brotherz Music (NJ)
 Wolfman Productions (CT)

National Self-Represented or Solo Artist
 B-Phrase (IN)
 Butterfly Productions (MO)
 Casey Conroy (FL)
 Clayton Raithel (NY)
 Drew Vision (NY)
 Kameron Corvet (GA)

Mowgli Agency (CA)
 Nick Hagelin (GA)
 The Magic of Fabian (TX)
 The New Tarot, LLC (NY)

Regional General
 Coast To Coast Music (CA)
 Kevlar Soul Records, LLC (MO)
 Luber Roklin Entertainment (CA)
 Moovin4ward Presentations LLC (AL)
 Mountain Faith Band (NC)
 Queen City Novelties, LLC (NC)
 Something Fun and Different Party Art (OH)
 Standup.College (MA)

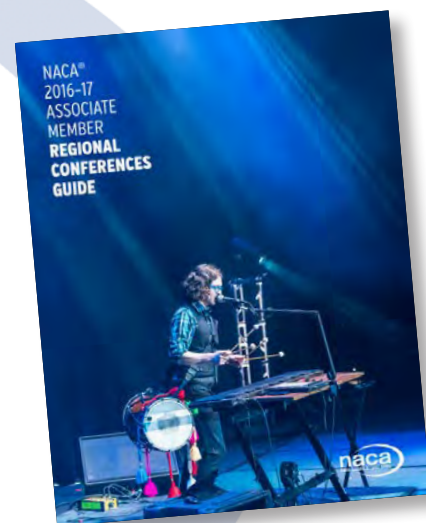
Regional Self-Represented or Solo Artist
 A Vintage Year (NY)
 Aaron Crawford (WA)

Aaron Gilmartin Music (CA)
 Andy Boehnlein (OH)
 Aubrey Shamel (TN)
 BIGRED Entertainment Group LLC (MO)
 Brian Michael Tracy (CA)
 Campus Spa (TN)
 Captain Wails and The Harpoons (OR)
 Christy Pickering, CPA (MS)
 Contortionist Jared Rydelek (NY)
 Hit or Miss Productions LLC. (WI)
 Lindsay Theisen Comedy (NY)
 Louis ConPhliction (MO)
 Mamadèle Productions (PA)
 Michael Cantori - Class Act Mystery & Illusion (MD)
 Michael Weitzman's Maximum Impact Awareness (NY)
 Street Dreamz (MO)
 UNCHAINED Fashion (OH)

2016-2017 ASSOCIATE MEMBER REGIONAL CONFERENCES GUIDE: PLAN NOW FOR YOUR BEST SEASON EVER!

ASSOCIATE MEMBERS: Now's the time to plan your fall 2016 NACA® Regional Conferences schedule! In fact, some deadlines for earlier conferences have already passed. Nevertheless, the *2016-2017 Regional Conferences Guide* (<http://naca.ws/1UzaVy7>) contains all you will need to know to plan your most successful fall regional conference season yet, so check it out today!

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



2016 REGIONAL CONFERENCES

NACA® SOUTH:

Sept. 29-Oct. 2, Charleston, SC

NACA® MID ATLANTIC:

Oct. 13-16, Buffalo, NY

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. 18-22, 2017

Baltimore, MD

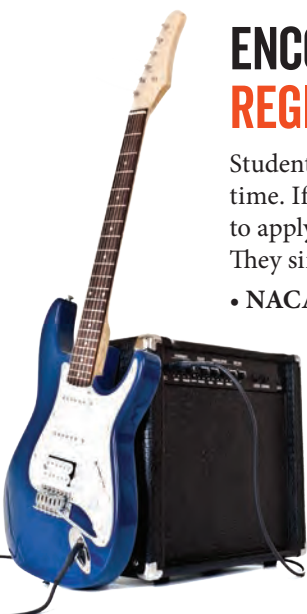
FEB. 17-21, 2018

Boston, MA

ENCOURAGE STUDENTS TO APPLY FOR REGIONAL CONFERENCE STAGE CREWS!

Student volunteers are crucial to regional conference stage crews, which make sure setups occur smoothly and on time. If you have students who'd be perfect for these positions for NACA's fall regional conferences, encourage them to apply! These are volunteer, non-paid positions and NACA will take care of lodging and meals for selected students. They simply need to cover their own travel costs to and from the conference.

- **NACA® South:** Apply (<http://naca.ws/Wij52T>) by Aug. 22; contact **Heather Bennett** (heather.bennett@uncp.edu).
- **NACA® Mid Atlantic:** Apply (<http://naca.ws/1kD3pgp>) by Aug. 22; contact **Tyler Steffy** (steffyt@philau.edu).
- **NACA® Central:** Apply (<http://naca.ws/UfAJmd>) by Sept. 12; contact **Anthony Maly** (ajmaly@nwmissouri.edu).
- **NACA® Mid America:** Apply (<http://naca.ws/1qOvzZn>) by Sept. 19; contact **Laura Peterson** (laura.peterson.143@nd.edu).
- **NACA® Northeast:** Apply (<http://naca.ws/1qkbt8O>) by Sept. 26; contact **Jason Gloe** (jgloe@iona.edu).
- **NACA® West:** Apply (<http://naca.ws/UfBbRr>) by Oct. 3; contact **Chris Hargraves** (chargrav@email.arizona.edu).



NACA® SOUTH STUDENT LEADERSHIP SCHOLARSHIPS AWARDED

Three undergraduate students from institutions in the NACA® South Region have received the NACA® South Student Leadership Scholarships (<http://naca.ws/1LtDAge>):



Elizabeth Piwowarski is studying biochemistry at **Christopher Newport University (VA)**, where she has served as President and Vice President of Marketing and Communications with the Campus Activities Board, and has been involved with Alpha Chi, the CNU President's Leadership Program and the CNU Pre-Med Scholars Program.

"It is generally known that medical school is very expensive; however, I am not letting this discourage me from doing what I love: improving people's lives," said Piwowarski. "This scholarship helps me pursue my chosen career path without worrying about the financial burden. It further enables me to fulfill my ambitions that have been the driving forces in my academic and personal life; namely, to pursue my love of the sciences and my desire to significantly impact the lives of others."



Gabriela Vargas-Urbe is studying marketing and international business at the **University of South Alabama**. She manages the Beta Gamma Community office and is Special Events Chair with Jaguar Productions, working in budgeting, marketing and facilitating events. In addition, she's received a number of academic honors, including being named to the Mortar Board National Honor Society.

"This scholarship will help me accomplish my dream of receiving a degree from a four-year institution," she said, explaining that her family, which immigrated from Colombia, South America, had been unable to provide the financial support required to attend a four-year university. "Through the help of scholarships like this one, I am one step closer to achieving my dream of obtaining a degree in marketing with an international business concentration in the spring of 2017."



Krista Zalewski is pursuing a bachelor's degree in marketing at **Berry College (GA)**. President of the Krannert Center Activities Board, she's served as a programmer since 2014. She is also a member of the Student Advisory Council to the President and the Student Life Council.

"As someone who wants to be a small business owner, I know just how important my education is, for investing in myself and in my education is synonymous with investing in my future," Zalewski said. "This scholarship will allow me to stay at Berry College for my senior year, it will allow me to earn my diploma, and it will allow me to further my education in the classroom, in the community, and eventually, in the world."

▶▶ FOR MORE INFO ABOUT NACA® SCHOLARSHIPS
www.naca.org/FOUNDATION/Pages/Scholarships.aspx

NACA® MEMBER NEWS

LAFFITTE MOVES TO PFEIFFER

Ron Laffitte, previously Dean of Students at Spartanburg Methodist College (SC), is now Vice President & Dean of Students at **Pfeiffer University (NC)**, where he advises the Student Government Association, as well as manages staff in Career Development and Internships, Residence Life, Orientation, Student Involvement, Outdoor Leadership, the University Minister, Campus Police, Counseling Services and Health Services.



STEWART IS ASSOCIATE DEAN AT CSU-FRESNO

Effective July 1, **Colin Stewart**, formerly Director of Student Activities and Leadership Programs at Illinois Wesleyan University, became Associate Dean of Student Involvement at **California State University-Fresno**. He is responsible for the supervision and administration of co-curricular student activities programs, the student union facility and operations, and all associated personnel, and also oversees Greek letter organizations, student clubs, sports clubs, new student welcome activities, and other campus celebrations.



DON'T MISS THESE FOUNDATION SCHOLARSHIP OPPORTUNITIES!

The NACA® Foundation offers numerous scholarships to undergraduate and graduate students, student leaders, professional staff and associate members on an annual basis. Deadlines vary according to scholarship, so always check online (<http://naca.ws/1LtDAge>) to see when to apply.

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

- **Barry Drake Professional Development Scholarship – Aug. 1**
- **NACA® Mid Atlantic Higher Education Research Scholarship – Aug. 1**
- **NACA® Central Markley Scholarship – Sept. 1**

DO YOU HAVE NEWS TO SHARE?

**GOT A PROMOTION? WON AN AWARD? GOT MARRIED?
HAD A CHILD? TELL US ALL ABOUT IT.
CONTACT GLENN FARR AT GLENNF@NACA.ORG
WITH YOUR LATEST NEWS!**

WRITE FOR THE NEW AND IMPROVED *CAMPUS ACTIVITIES PROGRAMMING*®!

SPRING 2017 EDITIONS ARE STILL OPEN!

No matter whether you're a novice or a seasoned writer, *Campus Activities Programming*® has a place for you. Review the suggested topics for our spring 2017 issues and see where your experience or expertise will lead you in contributing during the coming year.

These topics are starting points for content and are not meant to be all-inclusive. Have additional ideas of your own? Contact editor Glenn Farr at glennf@naca.org!

JANUARY/FEBRUARY 2017

Article deadline: Sept. 19, 2016

The Online Student Union (new media, social media)

- Programming on Fleek, amping up your social media game, building the online student union, and managing organizations online (using Google, etc.).

Selling Your Brand

(marketing, branding, social media)

- Leaving your marketing comfort zone, the best apps for marketing, creating a digital marketing buzz, how to get a second look, and giving your brand a boost

MARCH 2017

Article deadline: Nov. 18, 2016

And Now for Something Completely Different ... (embracing change)

- How small changes can have a big impact, putting theory to practice in leading change, updating campus traditions, implementing staff transition guides, managing transitions for professional positions, and returning to student affairs after working in other areas.

Uncommon Commonalities (diversity)

- Leading a multicultural organization, cultural programming, impact of class, power and privilege on leadership, addressing gender identity through programming, leading events – and leaders – to become more inclusive, balancing between the First Amendment and political correctness, working with students who are veterans and building teams that celebrate diversity at community colleges.



APRIL 2017

Article deadline: Dec. 12, 2016

Cooler Heads Can Prevail (conflict, controversy, risk management)

- Managing conflict, controversial conversations and events, censorship and freedom of speech in programming, empowering students to lead in crises, and understanding risk in a legal context.

Getting Along to Get Ahead (collaboration)

- Collaboration vs. co-sponsorship, cross-campus collaboration, credit-bearing co-curricular collaboration models and engaging faculty as part of a co-curricular leadership program

MAY 2017

Article deadline: Jan. 12, 2017

Follow the Leader ... Or Lead the Followers (leadership development)

- Leading your friends, guiding members to greater heights, avoiding common leadership mistakes, reframing task delegation, and recruitment and retention.

What Matters Most?

(values, mission, wellness/balance)

- Living and leading with integrity, discovering your own values and/or mission, leading with facts and intuition, discovering passion and purpose, refocusing to rejuvenate, managing family in the midst of student activities chaos, and how to work, love and play when you don't have time.

CURTAIN CALL – EACH ISSUE

Are you an entertainer or agent who is an NACA® member?

Why not share your stories from the road? Did something outrageous happen that still amazes you or keeps you laughing years later? Did you learn a valuable life lesson? Share your “road warrior” stories with *Campus Activities Programming*®'s readers! Contact editor Glenn Farr today at glennf@naca.org.



COMING IN THE SEPTEMBER 2016 *CAMPUS ACTIVITIES PROGRAMMING*®

Come September, school will be in full swing and you'll be ready to get serious about your upcoming programs. Are you planning to host political candidates on campus? The September *Campus Activities Programming*® will offer help with that. Want to beef up your alcohol alternative programming? We'll cover that, too. Planning weekend events? Need to connect with commuters? This issue is for you!

Plus, read a review of Beverly Daniel Tatum's *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race*.

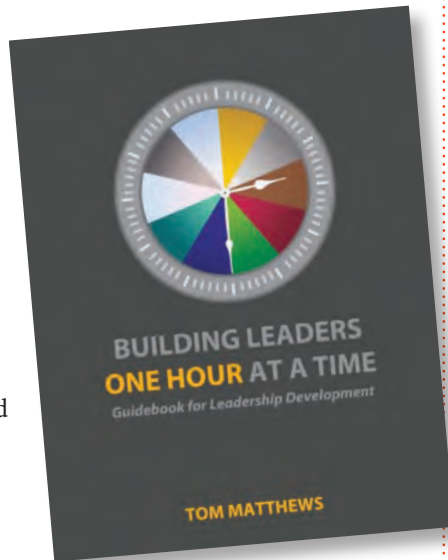
All this and more – coming your way next month!

BUILDING LEADERS ONE HOUR AT A TIME

NACA continues its partnership with Tom Matthews and the SUNY-Geneseo GOLD (Geneseo Opportunities for Leadership Development) leadership program to offer the book *Building Leaders One Hour at a Time* to our members.

“This great resource incorporates cutting-edge ideas on leadership and a variety of methods to help students develop their leadership capacity,” said Dr. Corey Seemiller of the Wright State University (OH) Sonoran Center for Leadership Development. “The vast amount of program design and curriculum included make this a wonderful tool for any leadership educator.”

Learn more about the book and order copies online (<http://naca.ws/1RU7Uq5>). A portion of every book purchased will be donated to the NACA® Foundation to help fund scholarships and research grants for our members. Use promo code NACA when ordering.



SCSAE HONORS NACA® PUBLICATIONS

During awards ceremonies on Monday, June 6, the South Carolina Society of Association Executives (SCSAE) honored two of NACA's publications with Best in the Business Awards for 2016:

- *Campus Activities Programming*® magazine – Best Magazine/Journal, Division III (Two consecutive issues are judged and it was the Back to School and September 2015 issues that were honored.)
- 2015 National Convention *Program* – Best Event Marketing, Division III

The Society's annual awards program honors publications and other media produced by associations headquartered in South Carolina. NACA's publications have earned these distinctions a number of times in the past.



YOU CAN SUPPORT THE NACA® FOUNDATION AT ANY TIME!

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



RESERVE PREMIUM SPACE IN NACA® PUBLICATIONS

Keep your agency's attractions, brand and message in front of thousands of eyes in each issue of "Campus Activities Programming"® and other NACA® publications in 2016-2017! Take advantage of premium space by reserving the inside front cover, inside back cover, back cover and two-page spreads in "Campus Activities Programming"® and our fall regional conference programs! Review 2016-2017 NACA® Advertising Opportunities (<http://naca.ws/295oYwA>) and contact Bill Spilman or call 803-217-3469 to find the promotional package that's right for you!

Want to feature your company or attractions in NACA's weekly electronic "NACA® Spotlight," produced in partnership with MultiView? Contact Geoffrey Forneret, Director of MultiBrief Advertising, at gforneret@multiview.com or call 469-420-2629 to request a media kit.



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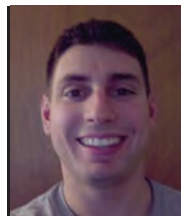
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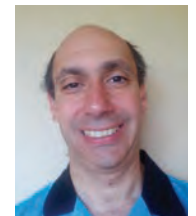
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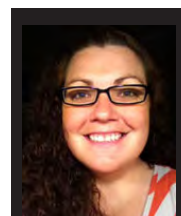


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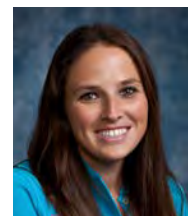
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Assistant National Block Booking Coordinator
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YOU'VE EVER RECEIVED?**

**DREAM BIG.
PLAN EARLY.
BUDGET
SMART!**

**9 BEST PROGRAMMING ADVICE
YOU'VE EVER RECEIVED?**
“Dream big. Plan early. Budget smart!”

**10 SOMETHING UNIQUE ABOUT
YOUR PROGRAMMING BOARD?**
Category 5, The Spirit Programming Board, thrives in cultivating and sustaining school spirit, traditions and support specifically for our Miami Hurricane student athletes. Category 5 gives students the opportunity to get on-field access at football games, organize pep rallies and away trips, and coordinate overnight campouts the night before a big basketball game.

**1 LEADERSHIP/MANAGEMENT BOOK
YOU ARE CURRENTLY READING?**

Beginning Your Journey: A Guide for New Professionals in Student Affairs (4th Ed)., edited by Marilyn J. Amey and Lori M. Ressor.

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

Every year the University of Miami holds a daylong event called Canes Carnival, produced by the students of Hurricane Productions. It includes daytime events, live local bands, food trucks and carnival rides. The night ends with the spring concert! It marked my first time coordinating such a large-scale program incorporating such a variety of events, activities and programs. Seeing the students participate and enjoy a day's worth of events from start to finish was truly a joy.

**3 FAVORITE CAMPUS PROGRAM IN
YOUR ENTIRE CAREER AND WHY?**

The University of Miami Football away trip! This program gives our students the opportunity to travel to away football games to support our Hurricanes on the road. Last fall, before we traveled to Florida State University, we spent a day at Disney in Orlando. What better way to build the students' excitement before a big game!

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

- Dry erase board
- iPad
- Bluetooth speaker

**5 BEST TEACHING TOOL
FOR YOUR STUDENTS?**

“Praxis” – applying theory to real-world applications; connecting what students learn in the classroom to how they will use it in the real world; and showing them the skills they are acquiring by being active student organization leaders resonate with what will be expected of them in a full-time job.

**6 TECHNOLOGY THAT MOST
BENEFITS YOU AT WORK?**

My iPad is my best friend! I may not always be at my desk or on my computer, but I still have access to email, PDFs, the Internet, music, Google docs, Excel spreadsheets and Netflix.

**7 MOST CHALLENGING
ASPECT OF YOUR JOB?**

Adjusting to a new university as a new professional. Learning the ins and outs of the campus, meeting the right people, making the right connections, and not becoming over involved too early but still gaining more professional experience. I am truly thankful to work with such great colleagues who help make my transition easier.

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

Balancing work and a personal life varies from person to person, with no absolute way to do it right. You just have to make sure you save time for yourself when you can, and use this opportunity to check out of work completely and enjoy the things you feel make life great.

“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.

SUPER SOAKER OR SUPER HERO? YOUR NETWORK CAN SAVE THE DAY!



JASON LEVASSEUR

A FEW YEARS AGO, at Minot State University in North Dakota, I was performing on an outdoor stage on the quad for a back-to-school activities fair. It was a beautiful sunny day and the fair was packed with new and returning students. Everything was going great until the automated sprinkler system turned on and began to shoot water in every possible direction. There were hundreds of students at the event and all of the tables were covered with giveaways and brochures. This was going to be a disaster!

What would you have done in this moment? Would you have known who to call to get the key or the code to turn off the sprinklers? How long would it take to soak all of the tables, the students, and the school's new sound system? Five minutes? Twenty minutes?

Well, on this day, it took 47 seconds from the first little sprinkle to the shutoff of thousands of gallons of potentially drenching water. Thanks to Leon Perzinski, the quick-thinking and well-connected student center director, the disaster was averted. He knew exactly who to call. And Leon was not even coordinating this event! He was just stopping by to say "hi" to me. What if he had not been there and this had been your event? Would you have known who to call and what to do?

How did Leon go from "just a guy walking by" to "super hero" in a few short seconds? What made this rescue possible? Leon's network!!! Quite simply, Leon has taken the time and made the genuine effort to get to know everyone on campus! He knew exactly who to call. And, how did he get to know everyone and understand their roles and responsibilities? By networking right where he works, by meeting folks in other departments, by introducing himself to his colleagues and learning about them and what they do.

Even his decision to stop by and say "hi" to me was an example of his genuine efforts to stay connected to the folks he knows. Before the "great sprinkler fiasco," I had worked with Leon and his students in the Union and we had become part of each other's networks. We would see each other at conferences and chat about the new events going on in each other's lives and careers. We had become friends. And, it was Leon who recommended me to the advisor who was coordinating the back-to-

school fair. He was able to help a new colleague by making real connections. Leon was not only connected and well networked on campus, he was also connected off campus. And, because he is a super-networker and cares greatly about his campus, Leon's off-campus connections were in place to help serve his own campus community.

Like Leon, I understand the great value of networking. I meet professionals and students on all of the great campuses across the country, at regional and national conferences, and even in professional online groups. Yes, you can build a network of colleagues on the Internet! Leon and I have been Facebook friends since August of 2010. But it all comes back to how you use your networks to serve your campus community. There are lots of great ways to meet and stay genuinely connected. These conference and online connections can help you solve problems, introduce you to new ideas, speakers and performers, and these connections may lead to great friendships!

But, I repeat, your network off campus can greatly benefit your network on campus. Before you build your off-campus community, though, you must begin to practice the art of face-to-face networking right on your own campus. Your role as part of the bigger team is incredibly important to the people with whom you work and you can better serve your campus community by connecting, engaging with, and understanding your own campus community.

How many different people come into play to make colleges and universities run smoothly? Have you taken the time to meet folks in other departments? Do you know the building maintenance staff? The groundskeepers? The security officers? What about the professors? Do you understand what they do in their roles? Whether you are a student, faculty member, administrator, or staff, it is important that you make a genuine effort to get out and meet as many people as possible. They may need your expertise someday soon. And, you will benefit greatly by being connected to more than just your office colleagues.

Will you know who to call when the sprinklers come on?

Be like Leon and become a super hero! Don't soak your clubs and organizations! Network! Network! Network!

Jason LeVasseur lives in Nashville, TN, and is one of the most awarded music performers in campus entertainment. He is also a keynote speaker, workshop facilitator, summer camp counselor, husband, father, and the creator of "The Rock Star Project." Visit jasonlevasseur.com. He is represented in NACA by Bass-Schuler Entertainment in Chicago, IL.

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



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