

MEANINGFUL GENERATION Z LEADERSHIP EXPERIENCES • CREATING INCLUSIVE DIALOGUE ABOUT CURRENT EVENTS AND SOCIAL JUSTICE ISSUES

CAMPUS ACTIVITIES

Programming®

VOL. 51 ► NO. 6 ► MARCH/APRIL 2019

The MONEY Issue

**Low-Cost
Programming**

**5 Tips
for Easy
Budgeting**

**Clever,
Simple
Marketing
Ideas**

naca
National Association for Campus Activities



A GRADY FAMILY ENTERPRISE



Fantasy World Entertainment

27 YEARS
Over 27,000 Events

Hello Spring

BOOK YOUR SPRING EVENT TODAY!



800.757.6332 | WWW.FWWORLD.COM
WE DELIVER, SETUP & OPERATE AT YOUR LOCATIONS!

CAMPUS ACTIVITIES Programming®

VOL. 51 ► NO. 6 ► MARCH/APRIL 2019

The Campus Activities Marketplace opening in Dallas in 1992.



Submit News to NACA® Spotlight

Has something significant happened in your career or personal life? Share it with your peers in the NACA® Spotlight, our weekly electronic newsletter. Send your information and photos to Glenn Farr at glennf@naca.org.

Looking Back as We Look Forward

The National Association for Campus Activities will celebrate its 60th anniversary in 2020 and we're seeking your memories – written and digital – to share with members throughout the year and leading up to our NACA® Live in Denver. We'd love to hear about:

- Your most memorable NACA story.

- How many years you've been attending NACA events and why.
 - Vintage photos (like the one above) or NACA keepsakes.
 - Birthday wishes for the Association.
- Send your NACAversary Notes to Glenn Farr at glennf@naca.org.

Review Acts in NACA® 24/7

Have you checked out NACA® 24/7? How about offering a review of an act you've recently booked on campus? Your opinion matters to other schools, so log in, find the artist's profile, and tell us what you think!
naca.org/NACA247

ADVERTISERS IN THIS ISSUE

Page	Company
C2	Fantasy World Entertainment
16-17	Metropolis Management & Entertainment Group

Give Us Your Best Shots!

Would you like to see photos of your events and activities, or even your campus, in Campus Activities Programming® and our other print and electronic publications? Gather your highest resolution photos and send them to Glenn Farr at glenn@naca.org. It's a great way to give special recognition to your campus and the volunteers who make things happen for you, as well as to share your great programs with other schools. We'll give you a photo credit, too. So, don't wait — give us your best shots!

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.



Chair, NACA® Board of Directors
Demetria Bell Anderson



MARKETING & COMMUNICATIONS STAFF

Director of Marketing & Communications

Hannah Maria Hayes

Editor

Glenn Farr

Graphic Designer

Jason Jeffers

Online Marketing Manager

Wes Wikel

Advertising Sales

Bill Spilman

Campus Activities Programming® (ISSN 07462328) is published six times a year by the National Association for Campus Activities (January/February, March/April, May/June, July/August, September/October, and November/December) exclusively for NACA® members. Copyright © 2019 by the National Association for Campus Activities. Editorial, publishing and advertising offices: 13 Harbison Way, Columbia, SC 29212-3401. NACA full membership is restricted to institutions of higher learning; up to four subscriptions of *Campus Activities Programming®* are allotted to member institutions based on full-time equivalent enrollment. Associate membership is restricted to firms whose talent, products, programs or services are directly related to the field of collegiate extracurricular activities; up to \$144 of their membership fee is for up to three subscriptions to *Campus Activities Programming®*. Library of Congress card number 74-646983; Library of Congress call number PN2016.N32A3. Statements of fact and opinion, or other claims made herein, are the responsibility of the authors, letter writers, providers of artist performance reports, and/or advertisers, and do not imply an opinion on the part of the *Campus Activities Programming®* staff, NACA® Office employees, or officers, staff and other members of the Association. All rights reserved, including the right to reproduce the contents of *Campus Activities Programming®*, either in whole or in part. Any reproduction includes, but is not limited to, computerized storage of information for later retrieval or audio, visual, print or Internet purposes. All protections offered under federal copyright law will be strictly pursued, and no reproduction of any portion of this publication may occur without specific written permission from NACA. No material can be copied, in any form, if the purpose is to sell the material. Periodicals postage paid at Columbia, SC. POSTMASTER: Send address changes to *Campus Activities Programming®*, 13 Harbison Way, Columbia, SC 29212-3401.

NACA, National Association for Campus Activities, *Campus Activities Programming®*, *Programming* and all other designated trademarks, service marks and trade names (collectively the "Marks") are trademarks or registered trademarks of and are proprietary to NACA, or other respective owners that have granted NACA the right and license to use such Marks.

NACA allows its members to promote their NACA® membership on websites and printed materials. However, this designation does not imply NACA sponsorship or approval of events or content. For questions about the use of the NACA® membership logo or to request permission to use it, please contact Hannah Maria Hayes at hannahh@naca.org.



CAMPUS ACTIVITIES
Programming®
VOL. 51 ► NO. 6 ► MARCH/APRIL 2019



“

WE HIGHLIGHTED THE DIFFERENCE BETWEEN DIALOGUE AND DEBATE. DIALOGUE BUILDS COMMON UNDERSTANDING; DEBATE IS CONFRONTATIONAL, OFTEN DISTANCING US FROM OUR HUMANITY, WHICH IS ESSENTIAL TO FINDING COMMON GROUND.

”

Page 21



DEPARTMENTS

- 4 From the Editor**
Glenn Farr
- 5 From the Chair**
Demetria Bell Anderson
- 24 NACA® Spotlight**
News for and about you and the Association
- 32 10 Questions With...**
Kristin Kreher, Indiana University-
Purdue University Indianapolis
- C3 Curtain Call**
Larry Jay Tish

FEATURES

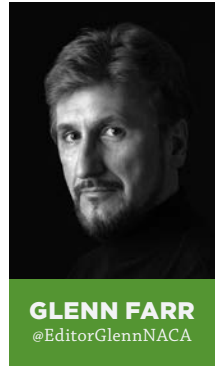
- 6 22 Cents a Day**
A Statistical Look at Average Funds
Dedicated to Campus Programming
Adam Tobey
- 8 Show Me the Money?**
Try Low-Cost Programming Instead
Dan Puccio
- 10 5 Tips for Easy Budgeting**
Amanda Rae Koslow
- 12 LEADERSHIP FELLOWS**
Low-Cost Programming for Any Institution
Melissa Mayard
- 14 LEADERSHIP FELLOWS**
4 Basic Marketing Tools Anyone Can Use
Dante Jones
- 18 Empowerment & Envisioning**
Creating Meaningful Generation Z
Leadership Experiences
Zachary N. Clark
- 21 Creating Inclusive Dialogue about**
Current Events and Social Justice Issues
Seth A. Campbell

NACA® PROGRAMS & SERVICES

- 15 NACA® 24/7**
- 28 NACA® App**
- 1 NACA® Core Values**
- 23 NACA® Foundation Scholarships**
- 11 NACA® Internships**
- C4 NACA's 60th Anniversary**



Money, Money, Money



GLENN FARR
@EditorGlennNACA

I'M ONLY AN OCCASIONAL FAN OF ABBA'S MUSIC, but as I prepared this issue of Campus Activities Programming® for publication, one of the band's songs became an earworm for me. Several articles focus on fiscal aspects of campus programming, so "Money, Money, Money" became stuck in my head.

I'm also nearing the point in life where a retired friend said we all learn the difference between new money and old money. New money, he explained, is what we earn when we're still working. Old money consists of the savings we use in retirement, which are finite and must be managed carefully.

There are times I wished I'd learned the difference when I was much younger. If I had, I would be approaching my alleged golden years with much more "old money" at my disposal. No tears for me, though. I will be fine. But I could have been finer and that's a lesson I attempt to share with younger people whenever I have the opportunity. Save now. Buy only what you can truly afford and only when you can immediately pay off the credit card you use.

How many expensive loans did I take out or how many high-interest credit cards did I max out in my early and middle adulthood? Too many. If I could make my payments on time, that was all that mattered to me. I did not realize then how much income I was throwing away on debt service.

Later, I got the point. In 2002, I bought my current house on a 30-year loan. A year later, real estate interest rates dropped considerably and I refinanced my mortgage for 15 years at a nearly 2 percent lower interest rate, saving me \$120,000 on the total cost of my home. You read that correctly: \$120,000. I felt I had won the lottery. Maybe I had – the lottery of financial wisdom.

So, no matter whether you're a programming board treasurer or films chair, learn all you can about finance and fiscal responsibility. Do all you can now to save and establish healthy credit habits. The dividends will far exceed mere dollars and cents.

Marketing/Branding – Reflect and Renew



DEMETRIA
BELL
ANDERSON

FOR MANY OF US, the months of March and April typically signify the beginning of the end of the academic year. At warp speed, the semester started and now seniors are preparing for graduation and the life that awaits them just outside the campus walls. Offices across the country are preparing for year-end awards ceremonies to celebrate accomplishments of the past year, and of course student organization leaders are preparing to transition in anticipation for the year ahead.

March and April have similar significance for the National Association for Campus Activities. In March, we elect new members to the Board of Directors. In April, many of our volunteer leaders transition out of their positions, making room for those who've been newly elected or appointed. Seneca said, "Every new beginning comes from some other beginning's end," so before we reach May 1 and the NACA New Year, let's take a moment to reflect and then renew.

Reflection – "Life is what happens to you while you're busy making other plans." —John Lennon

After serving as Chair this year, I promise you the NACA year comes and goes in the blink of an eye! It's been an exciting one. Staying true to our strategic plan and our role as the premier association for campus activities that sets the gold standard, we successfully:

- Launched and promoted our newly revised Competencies for Campus Activities Professionals
- Hosted our first Practitioner Academy, focused on supervision and management
- Established our first NACA® NEXT Cohort Program
- Completed the market research work necessary to explore feasibility of a credentialing program
- Began a comprehensive Student Activities Funding Research project
- Opened the NACA® Graduate Apprenticeship Group Experience (eNGAGE) Program
- Continued the outreach of NACA® 24/7
- Introduced the use of virtual caucuses to encourage Block Booking and campus networking
- Created the Live Event Action Group (LEAG)

- Grew our associate and school membership
- Welcomed a new director of Marketing & Communications
- Inaugurated The Journal of Campus Activities Practice and Scholarship (JCAPS)

As we steady ourselves for the end of the year, I'm excited for the NACA New Year. We will launch NACA® Near Me professional development opportunities, continue to plan for the new Diversity and Inclusion Institute, and welcome a new executive director.

Renewal – "Renewal requires opening yourself up to new ways of thinking and feeling." – Deborah Day

Whether you are an associate member, undergraduate or graduate student, campus-based professional, and/or volunteer leader, I encourage you to reflect on your NACA year and renew your affinity with and appreciation for our organization. I invite you to explore and embrace all NACA has to offer – scholarships, grants, educational opportunities, professional development, networking, live events and entertainment. As you refresh your NACA spirit and renew your NACA membership (friendly reminder), I remind you that your NACA experience is what you make it – so do all that you're able to do.

As my term as your 2018-2019 NACA Chair of the Board of Directors comes to an end, and I pass the baton to Becky Riopel, I think I must have blinked. WOW, did this time fly by! I always aim to leave a space better than I found it and I am grateful to all of you who contributed to the success of this year. I am forever humbled and honored to have had the privilege to serve our association as its first female African-American Chair. I look forward to seeing you wherever our paths may cross. Until then, with gratitude, I say thank you for entrusting me to serve you this year.

Be well.

22 CENTS A DAY

A Statistical Look at Average Funds Dedicated to Campus Programming

By

ADAM TOBEY

Concert Ideas, Inc. (NY)

TWENTY-TWO CENTS: That's the average per student per hour budgeted for student life offices across the country, based on my research. The math seemed ridiculous and impossible, yet the more data I gathered and the more conversations I had, I realized it shows how resourceful, creative and capable the student activities world is.

Many years ago, a former director of student activities told me his administration had received several "concerned calls" about the lack of programming on campus, the quality of programming, and low attendance. The director showed the administration what he had to work with, comparing his budget to the number of students, including information on how students spent their time, and calculated how much money was available per student to engage them. His budget was subsequently doubled.

Fifteen years later, another student life professional told me his major concert was cancelled due to his budget being halved. His VP was concerned that budget use did not mesh with department goals.

In the end, both scenarios are part of the same question: how much is there, and how is it used? "Quality of use" is 100% subjective and outside the scope of my research. My goal was to see how much money student activities departments have available and to give student life professionals data you can use to support your budgets. (My assessment did not include athletics, Greek life, or any other department outside student activities.)

The Model

To learn how much money student activities departments have available per student per hour, I first had to determine how many hours per day students have to be "engaged" in non-academic endeavors. According to the U.S. Bureau of Labor Statistics, the average college student spends four hours a day on "leisure and sports."

With regard to Greek life and NCAA athletics, according to the NCAA, there are roughly 500,000 student

athletes in the US. According to thefraternityadvisor.com, there are approximately 750,000 undergraduates in Greek life. Since there are approximately 20,000,000 undergraduate students in the US, these percentages are 2.5% and less than 4% of the total number of students in the US, making their impact on the math negligible.

Next, I determined that, on average, there are 30 weeks of activity per academic year. Subjectivity comes into play here, so for my purposes, I determined student life offices need to engage students for only five days a week. (However, most are responsible for six or seven days per week.)

The Data

I asked dozens of student life professionals, "How much funding do you have to engage your students in non-academic activities?" In response, I received questions such as, "Do you want the whole budget for SGA or just for the program board?" and "What about the newspaper and radio station?" Ultimately, I left it up to student activities professionals to determine whether their entire budget was usable to engage students or if any portion was irrelevant.

Actual day-to-day budgets are most likely smaller than the numbers I provide. I'm certain some budgets include campus radio and newspapers, paid student programmers and/or security for student events. Some include union operations expenses. My numbers don't include revenue that's returned to programming, rollover funding, or special requests/allocations simply because I don't believe there's a good way to gather this information across a broad spectrum. Furthermore, this funding isn't dependable and is extremely subjective.



While I received strong support for the project, some folks were understandably hesitant to share information. I didn't share school names or locations; they are identified simply by number. Ultimately, I gathered data for 41 schools, both public and private, rural and urban, large and small, from 30 states and Washington, D.C.

I also rounded the math. Enrollments are rounded down to the nearest interval of 250 (a school with 9,607 students reads as 9,500) and budgets are rounded up to the nearest \$5,000 (\$603,000 rounds to \$605,000). I did this to maintain anonymity and to make the math simpler to review. Statistically, the impact is non-existent, as I ran actual numbers and the results were statistically the same.

The Process

I divided the annual budget by the number of students. This gave me the annual per student budget. I then divided this number by the number of days of programming (30 weeks at five days per week, or 150 days) and divided that result by four hours per day. Pretty simple, and not defined by use.

The Results

See the table at right. I believe the results speak for themselves. On average, these institutions spend 22 cents per student per hour for "non-academic engagement."

Analysis

There is no direct correlation between enrollment and dollars per hour per students. Some of the largest schools have the smallest per student budgets, and small schools don't necessarily have smaller budgets.

Twenty-two cents on average? You can't do anything with 22 cents. Or can you?

Schools across the country produce hundreds of events per year with effectively nothing. From concerts to training to ice cream socials to trips and everything in between, student life departments amazingly create myriad experiences and engagements for the price of a gumball.

I was stunned by what I learned in conducting this assessment, and I hope those of you working in student life can use this data to your benefit. If you can accomplish all you do each year with only 22 cents, imagine what you could do with 50 cents!

School	Undergrads	Annual Budget	\$ Per Student Per Year	\$ Per Student Per Day	\$ Per Student Per Hour
1	13,000	\$100,000	\$8	\$0.05	\$0.01
2	26,000	\$270,000	\$10	\$0.07	\$0.02
3	17,500	\$230,000	\$13	\$0.09	\$0.02
4	7,000	\$120,000	\$17	\$0.11	\$0.03
5	5,200	\$100,000	\$19	\$0.13	\$0.03
6	44,000	\$888,000	\$20	\$0.13	\$0.03
7	13,500	\$380,000	\$28	\$0.19	\$0.05
8	10,000	\$340,000	\$34	\$0.23	\$0.06
9	9,700	\$365,000	\$38	\$0.25	\$0.06
10	15,000	\$600,000	\$40	\$0.27	\$0.07
11	2,300	\$105,000	\$46	\$0.30	\$0.08
12	1,600	\$80,000	\$50	\$0.33	\$0.08
13	25,000	\$1,300,000	\$52	\$0.35	\$0.09
14	18,500	\$1,000,000	\$54	\$0.36	\$0.09
15	13,500	\$765,000	\$57	\$0.38	\$0.09
16	5,500	\$320,000	\$58	\$0.39	\$0.10
17	45,000	\$2,850,000	\$63	\$0.42	\$0.11
18	20,000	\$1,300,000	\$65	\$0.43	\$0.11
19	3,000	\$240,000	\$80	\$0.53	\$0.13
20	3,000	\$240,000	\$80	\$0.53	\$0.13
21	3,300	\$270,000	\$82	\$0.55	\$0.14
22	11,000	\$900,000	\$82	\$0.55	\$0.14
23	34,000	\$2,800,000	\$82	\$0.55	\$0.14
24	1,300	\$110,000	\$85	\$0.56	\$0.14
25	2,100	\$180,000	\$86	\$0.57	\$0.14
26	7,100	\$615,000	\$87	\$0.58	\$0.14
27	3,000	\$315,000	\$105	\$0.70	\$0.18
28	15,700	\$1,700,000	\$108	\$0.72	\$0.18
29	22,000	\$4,000,000	\$182	\$1.21	\$0.30
30	6,000	\$1,150,000	\$192	\$1.28	\$0.32
31	2,000	\$400,000	\$200	\$1.33	\$0.33
32	18,000	\$3,700,000	\$206	\$1.37	\$0.34
33	4,000	\$835,000	\$209	\$1.39	\$0.35
34	2,000	\$585,000	\$293	\$1.95	\$0.49
35	1,300	\$400,000	\$308	\$2.05	\$0.51
36	11,000	\$3,500,000	\$318	\$2.12	\$0.53
37	5,200	\$1,700,000	\$327	\$2.18	\$0.54
38	22,000	\$8,000,000	\$364	\$2.42	\$0.61
39	1,800	\$730,000	\$406	\$2.70	\$0.68
40	1,200	\$560,000	\$467	\$3.11	\$0.78
41	19,000	\$10,100,000	\$532	\$3.54	\$0.89

Source: Research compiled by Adam Tobey via interviews, surveys and data from the U.S. Bureau of Labor Statistics

REFERENCES ►

NCAA. Student-Athletes. Retrieved from ncaa.org/student-athletes.

The Fraternity Advisor. Greek Life Statistics. Retrieved from thefraternityadvisor.com/greek-life-statistics/.

US Bureau of Labor Statistics. American Time Use Survey. Retrieved from bls.gov/tus/charts/students.htm.

ABOUT THE AUTHOR

Adam Tobey is managing partner at **Concert Ideas (NY)**, a long-time NACA® member. He's booked major events at schools throughout the country for 25 years and has consistently presented educational programs on the national and regional levels. Several regions have recognized him for outstanding educational sessions and as Associate Member of the Year. He has written on a range of event production topics for Campus Activities Programming® and on the importance and relevance of the college market for Billboard.

A person in a grey shirt is sitting at a desk, using a pen to point at a chart and a calculator. The background is a blurred office setting.

SHOW ME THE MONEY?

Try Low-Cost Programming Instead

By
DAN PUCCIO
Medaille College (NY)

STUDENT PROGRAMMERS AND ADVISORS HAVE LONG BEEN EXPERTS IN DOING MORE WITH LESS. We're tasked with creating a vibrant campus life and getting dozens to thousands of students engaged, while also assisting in student retention. Accomplishing this on a restricted budget requires thorough preparation and student buy-in, but can still yield quality programs.

That's why it's crucial that student programmers know what their budget can support so they can set realistic expectations in selecting performers and attractions. This prevents futile discussions about booking Beyoncé, Drake or Taylor Swift. It's also helpful knowing how many events a programming board is expected to provide. A board may schedule up to 40 events annually, meaning it averages no more than \$1,000 per event on a small budget.

Challenging Ourselves to Do Better

We may find ourselves in a rut planning the same events repeatedly, even if attendance is stagnant, because it requires little planning effort and minimal risk. We believe students are familiar with events and will attend based on their reputation. We need to challenge each other to do better. We must take the pulse of the student body. Are we asking students what they want to do or see? Do we recognize when events need to be revamped or discontinued? We must answer these questions honestly and step outside our programming comfort zones.

Even with tight budgets, it's important to arrange a programming budget so that at least some of the moderately priced acts and performers available through the National Association for Campus Activities are affordable. Balance the expenditures involved by offering free or minimal-cost events at other times. You can produce a vibrant programming calendar, by strategically integrating low-budget programming and larger traditional events that are virtually guaranteed to attract student attendance.

All too often, campus programmers stick with easy programming – bringing in live events for which the programming board needs to concern itself only with promotion and getting people in the doors. However, if we challenge ourselves to innovate, we can accomplish creative, unique and entertaining programs from scratch at very low cost.

Finding Low-Cost Ideas that Are 'Worth the Money'

When you plan your next semester of programs, consider how you've traditionally spent money. Then, challenge yourselves to do things differently, to develop programs that won't break your budget but will appeal to your campus population. Here are low-cost ideas implemented by boards advised by some of my colleagues and me:

- **Walking tacos:** Provide bags of chips to students who then add their own taco ingredients. It's inexpensive and you may be able to coordinate it with your campus food service.
- **Paint night/event:** Buy inexpensive canvases, brushes and paints from your local craft store and let students paint whatever they want. You can even ask faculty members with artistic talent to host and show participants how to get started.
- **DIY (Do-It-Yourself) events:** Host simple, passive programs that rely on student involvement. For example:

Tug a T-shirt: Convert old promotional T-shirts into tug toys for dogs. Call ahead to your local animal shelter to see if they'd like to receive them. Provide snacks and help students enjoy being creative.

Windshield washer Wednesdays: Purchase bottles of windshield washer to distribute with safe driving tips inscribed on the bottles or on attached cards. This works well on commuter campuses and can be offered in partnership with campus police/security.

Pinterest inspiration: Find clever craft ideas on Pinterest that rely only on using inexpensive supplies. Last fall, the programming board at Penn State University-York (PA) sponsored a successful Native American Heritage Month observation featuring the construction of dream catchers based on ideas from Pinterest and YouTube. It allowed participants to create something uniquely theirs while becoming more educated about Native American culture via scrolling PowerPoint slides.

- **STD trivia/STD testing:** Trivia events are popular, so make yours educational by partnering with campus health services to conduct health screenings at the same time. Frame questions within healthy living and safe sex categories and offer free, confidential STD/HIV testing. Schedule related events on sexual health later in the semester as a follow-up.
- **YouTube karaoke:** Hiring a karaoke DJ typically is not very expensive, but you can make karaoke even more budget friendly by using YouTube. Just type in the name of the song a student wants to sing, add "karaoke" to the end of your search term and you'll find tons of selections to choose from. It's not as fancy as having a DJ to emcee the event, but it's free.
- **Grocery Bingo:** Students are on tight budgets, too, so give away groceries as prizes. Create your own prize bundles (chips, breakfast cereal, coffee, mac & cheese, etc.).
- **Educational screenings of documentaries via Netflix:** Netflix allows one-time educational screenings of some of its documentaries. While there are conditions to be met to show these programs, they can be a free source for timely educational programming. Visit help.netflix.com/en/node/57695.

Just do a little research and challenge your creativity to create low-cost, fun events for your student body that don't bust your budget.

ABOUT THE AUTHOR



Dan Puccio currently serves as the director of Student Involvement at **Medaille College (NY)**.

He previously served as associate director of Student Affairs at Pennsylvania State University-York and coordinator for Campus Programs at the University of New Orleans (LA). Active in the National Association for Campus Activities for over a decade, he served as the 2017 NACA® Mid Atlantic Regional Conference Program Chair and was the coordinator for the 2016 Huge Leadership Weekend. He also received the NACA® Mid Atlantic Thomas E. Matthews Outstanding Professional Award in 2018. He holds a bachelor's degree from Canisius College (NY) and a master's degree from the University of Missouri-Kansas City.



5 TIPS FOR EASY BUDGETING

By
AMANDA RAE KOSLOW
University of North Carolina-
Greensboro

One of the first steps in event planning is budgeting. While numbers can be intimidating, developing your campus programming budget does not have to be a dreaded task. Try these five tips:

1. Create a spreadsheet.

Use Excel or Google Sheets and take advantage of the built-in, simple formulas to do the math for you. Save your budget in one location, using a digital folder such as Google Drive or Dropbox.

If you manage different budgets, keep them on separate tabs within the same spreadsheet so they're easily accessible but still stored within one document. If you share your budget with colleagues, you can use Team Drive through Google or another online file system to which everyone has access and editing privileges. That sharing prevents multiple working documents existing simultaneously. A working knowledge of formulas makes spreadsheets easier to manage. Here are a few key formulas and tips that provide a good foundation for budget keeping in Google Sheets:

- **Sum:** Add all the numbers in a certain cell, row or column. Example: “=sum(A1+A3+A5)” will add all the numbers in row 1, 3 and 5 from columns A.

- **Colon:** When listed between the names of two cells, this will combine all the numbers from the first cell through the last cell so you don't have to type them in separately to tally them. Example: “=sum(A1:J1)” will add all the numbers in row 1 from columns A through J.
- **Auto populate cells:** A total from one cell can auto populate into another cell so you don't have to keep repeating formulas. Example: If you type “=S22” into A2, then the total from cell S22 will automatically input into cell A2.
- **Equal sign:** If you want to copy a value from one cell to another, you don't need to type in the formula again. Enter the blank cell and type the equal sign, and then use your mouse to click on the cell and then hit “enter” to close the formula. You can pull information from your same spreadsheet, a different tab or even a different Google spreadsheet that's open on your computer. Just make sure you hit “enter” to complete the formula.

2. Understand that budgeted amounts and actual costs are different.

Some view a budget as the money they have left to spend. Others view it as a list of money already spent. Good budgets, however, reflect both. It's important to know the difference between budgeted amounts and actual costs, and then track the difference. If you keep track throughout the semester, you can adjust spending to take advantage of available funds without going over budget for the fiscal year. This is also helpful when planning for subsequent budget periods so you can more effectively allocate funds.

3. Update weekly.

Weekly updates may seem redundant, but tackling an entire budget all at once can be daunting. As soon as you make a purchase, add the expenses to your budget. Make sure you input supplies, facility costs, contracts and any other charges as soon as you receive a contract, invoice or receipt. If you make large numbers of purchases for different organizations, committees or events, it's helpful to keep a running list of every purchase to ensure each is included in your budget.

Updating weekly helps you prevent overlooking a cost and throwing your budget off course. It can be helpful to set a 30-minute appointment each week, perhaps on Fridays, to make sure you align all budget entries before the weekend. Then you can return on Monday ready to tackle a new week. Pursuing budget management weekly will

SOME VIEW A BUDGET AS THE MONEY THEY HAVE LEFT TO SPEND. OTHERS VIEW IT AS A LIST OF MONEY ALREADY SPENT. GOOD BUDGETS, HOWEVER, REFLECT BOTH.

also help ensure you don't overspend. Despite how well you may budget, unexpected costs always arise. Weekly updates help make sure these don't cause problems.

4. Label in detail.

Labeling expenditures can make or break a budget. For example, you might label costs by vendor and/or item description, as well as by the event to which they apply. This can be beneficial if more than one person is involved in budget management because all team members will know pertinent details. Labels are also helpful when you review a budget to recreate a single event or for annual events because they provide clarification of previous costs and help set future expectations.

5. Understand that budgeting can be learned.

Budgets simply provide useful information and don't include as much math as you might expect. The more organized you are, the less difficult budgeting will be. Strive to

make budgeting a habit and the resulting familiarity with numbers and formulas you develop will ease any intimidation you might feel. Experiment with different kinds of spreadsheets to find the budgeting approach that is most efficient for you. Following these tips has helped me see budgeting as a tool I enjoy using rather than a task to dread.

ABOUT THE AUTHOR



Amanda Rae Koslow is program coordinator at the **University of North Carolina-Greensboro**. She currently is the 2019 NACA® South Social Media Coordinator and is a Team Lead for NACA® Live in 2020. She holds a master's degree in student personnel in higher education from the University of Florida. She also earned bachelor's degrees in communication and communication sciences and disorders from the University of South Florida.



Plan ahead for 2020 summer internships

The NACA® Internship Program promotes experiential learning by connecting students with member institutions in higher education, business and the entertainment industry. Summer internships span up to 12 weeks, from mid-May to August. Postings and application acceptance begin in late November each year. There is a one-time \$25 application fee for students, and no cost for hosts to post a position.

Learn more: naca.org/internships



Low-Cost Programming for Any Institution

By
MELISSA MAYARD
New York University



HOW WONDERFUL IT WOULD BE to announce Beyoncé as the star attraction of your spring concert. The campus “Beyhive” would be abuzz and random relatives would be texting you for invites. The reality is you can’t afford Beyoncé. Instead, could you offer a Yoncé karaoke night with lemonade? Or a Yoncé dance fitness class with honey-based snacks?

Having a small budget doesn’t have to be a hindrance. Most students aren’t aware of the financial aspects of events or programs, but are excited to experience programs that allow them to be engaged and active. So, don’t let your budget define your programming. Instead, determine how to get the best bang for your buck and begin your year with a tone of excitement and intentionality.

The advice I most often share with students before they become frustrated about budgets is to remember the main goal: To create memorable experiences for students and community members. You don’t need Beyoncé, Ariana Grande or Drake to make events spectacular. All you need is a better understanding of the where, how, what and who of events to create successfully engaging programs.

When I was involved with Saint Joseph's University in Philadelphia, the Student Union Board hosted a Pinterest party at the beginning of the fall semester. It ended up being a campus favorite, and it was created with a \$600 budget. We ordered DIY materials such as blank canvases, paint, brushes, twine, mason jars, stencils and more. We ordered food, too, because of its automatic appeal. During the first two weeks of school, students dropped by for a night of crafts, conversation and opportunities to meet new people. We also included instructions on how to make a variety of clever, useful items. This event entertained over 100 students without breaking the bank.

In planning this event, student programmers asked themselves:

- WHERE are there opportunities for students to meet new people and/or reconnect with old friends?
- HOW can we create an event not only first-year students can enjoy, but seniors would be excited and energized to attend?
- WHAT are ways to keep students active and engaged?
- WHO are our audience members – residential students, commuters, first-year through seniors, or new students? Do we consider non-traditional students? Transfer students?

Answering these questions can be extremely helpful in creating low-cost programming.

WHERE are there opportunities for students to meet new people and/or reconnect with old friends?

It's important to not only consider the event's physical location (student center, classroom, residential lounge or off site) but to also explore opportunities for students to connect with one another. If you program a movie screening (which can cost upwards of \$2,000 for film rights), how will students be able to speak to get to know folks they haven't met? DIY programs, on the other hand, require little on-site work for programmers and allow students to create their experience. You may be intentional in influencing these connections (i.e. prompts at the table, ice breakers to kick things off) or you can provide the space and materials and let students make their own connections. You don't necessarily need to hire a professional to host a paint night, instead relying on a YouTube video for instructions students can easily follow.

HOW can we create an event not only first-year students can enjoy, but seniors would be excited and energized to attend? WHO are our audience members?

Programs scheduled within the first few weeks of school often attract large numbers of first-year students. This is great because you want them to become more connected to the institution through your programs. These programs can, however, be overwhelming for first-year students or not as appealing to upper-level students.

It's important to note that the "how" may influence the "who." For example, a spa day program featuring nail polishes, DIY face scrubs, face masks, aromatherapy oils

and a movie from the campus library could be enjoyed by most students, allowing for interaction and dialogue among participants. You will want to be mindful of inclusiveness when planning such an event. What can the event offer that would appeal to students who identify as traditionally male? When would the program be held? For commuter students, late-night programs are not conducive to class, work and travel schedules.

WHAT are ways to keep students active and engaged?

Have you asked yourself whether you'd go to your own program? If you wouldn't, it's time to take a critical look at your program and change it. If a student can do what you're planning in their residential rooms or at home, it may be difficult to convince them to venture out to your 7 p.m. Tuesday night program after a full day of classes and work.

For example, a game night can be awesome and inexpensive, but if the agenda is only to play board games, students may need more incentive to attend. Could your game night be a video game tournament? Students may not always be able to play Mario Kart or FIFA alone but they'd likely be open to playing with others if the tournament ends with video games or video game consoles as prizes.

A Little DIY Goes a Long Way

Answering these questions can lead you to create events that are fun and cost effective. DIY events, combined with resources like YouTube, can be very successful. Also, consider these resources as you plan low-cost programming:

- Co-sponsorships with other organizations, departments and vendors.
- Approved vendors sponsoring and/or donating food.
- Reusing materials and supplies.
- Low-cost items from stores and online vendors (i.e. Dollar Tree, Amazon or Etsy).

ABOUT THE AUTHOR



Melissa Mayard is an assistant director of Opportunity Programs at **New York University**. She's worked in student and academic affairs at five institutions during her career, which has included work with programming boards, residential and commuter programming, orientation and access programs. She's also done community work with various organizations, including iMentor and Sigma Gamma Rho Sorority, Inc. She's volunteered with NACA on the national level and regional levels, serving in event registration and as a HUGE Leadership Weekend facilitator. Currently, she is the NACA® Northeast Regional Diversity Initiatives Coordinator. She holds a bachelor's degree in English from SUNY-Stony Brook and a master's degree in higher education leadership and policy studies from Hofstra University (NY).

Articles written for the Leadership Fellows Series are crafted by participants in the NACA® Leadership Fellows Program, which serves as an opportunity for NACA® members of diverse backgrounds to become familiar with Association programs and professional development opportunities. Learn how you can become involved: Contact Laura Jeffcoat Sosa, Coordinator of Volunteer Services, at lauraj@naca.org or 803-732-6222.

4 Basic Marketing Tools Anyone Can Use

By

DANTE JONES

Georgia State University

HIGHER EDUCATION PROFESSIONALS are encouraged to help students create engaging and meaningful programming, but we've all been faced with the daunting question, "How do we get students to attend?" A solid marketing plan would help, but for those of us who aren't marketing gurus, where do we start? Here are four basic marketing tools anyone can use:

1. Social Media

We all use social media and it's one of the most efficient and FREE marketing tools at our disposal. First, decide which social media platform is best suited to reach your audience and promote your event. If you use more than one platform, remember to not oversaturate them with the same information. Posting the same images and information on Facebook you just shared on Twitter is a good way to encourage your followers to ignore your posts. Hootsuite, which allows the user to manage multiple social media platforms, has been an effective tool for my campus in its social media marketing strategy. We're able to pre-determine days and times for our posts and track engagement.

2. Print Media

Yes, you can still use print media to keep your audience engaged. Use similar but not identical imagery and wording to capture the attention of students walking past flyers on display or in print media advertisements. These kinds of messages help students remember what they've seen on social media.

3. Tabling

Tabling may seem antiquated, but it's a reliable marketing technique that still works. Find a place on campus with constant traffic flow. Be sure to bring attention grabbers for those passing by, such as music, food or swag to give away. This may reach those students who may not be very active on social media (or who don't regularly check email) and help them learn about the cool activities and opportunities your programming board is providing for them.

4. Campus Partner Connections

When possible, reach out to different entities on campus to see if there are ways your units or departments can combine forces to plan and execute existing or new programs. Collaboration with campus partners in academic and student affairs allows for a broader audience, connects the missions of student groups that may otherwise never have crossed paths, and makes more effective use of available budgets.



ABOUT THE AUTHOR



Dante Jones is assistant director of the Student Center and Spotlight Programs in the Division of Student Affairs at **Georgia State University**. He earned his master's degree in college student personnel and his bachelor's degree in economics from Southern Illinois University. As a NACA volunteer, Jones served as a 2017-2018 Leadership Fellow and as an Educational Session Review Committee member. He is currently a member of the Diversity Advisory Group.

Articles written for the Leadership Fellows Series are crafted by participants in the NACA® Leadership Fellows Program, which serves as an opportunity for NACA® members of diverse backgrounds to become familiar with Association programs and professional development opportunities. Learn how you can become involved: Contact Laura Jeffcoat Sosa, Coordinator of Volunteer Services, at lauraj@naca.org or 803-732-6222.



Doing business. Your way.



NACA.org/NACA247

NACA® 24/7 is a platform that gives you the freedom to book entertainers, events and services anytime, anywhere.

Need to fill in the gaps after Block Booking at Convention? Had a last-minute schedule change? Searching for the perfect promotional item? NACA® 24/7 has got you covered.

This one-stop shop matches you with the vendors and talent you're seeking, and puts NACA's resources right at your fingertips including:

- Calls for acts/services
- Ability to search for acts performing near you
- Artist reviews
- Video and audio files

And much more!



2017 HYPNOTIST AND EN

SAILESH *The*



Witty and candid, Sailesh is an accomplished entertainer who continues to engage and astound audiences with his commanding stage presence. **His live show has been described as a concert and the best party ever.** Sailesh makes audience members the stars of the show, taking the entire audience on a journey using hypnosis, improv, music, and interactivity to create a whole lot of laughter and a ton of fun! **Each show is catered to your request from the family friendly PG rating to PG13, R, NC17 or anything in between!**

The **first performer to win both Campus Activities Magazine's and APCA's Entertainer of the Year Awards in the same year**, Sailesh also claiming **APCA's Hypnotist of the Year (2017)**. Past awards and nominations span the categories of Variety, Male, and Hypnotist of the Year. Dubbed by MTV Europe, "World's Best Hypnotist." **Book the Entertainer and Hypnotist everyone is excited about – Sailesh!**



SaileshTheHypnotist



@saileshthehypnotist



@saileshypno

#SleepWithTheBest #SaileshTheHypnotist

www.SaileshTheHypnotist.com

ENTERTAINER OF THE YEAR!

FRESH *Hypnotist*



“Year after year our students are engaged and captivated by Sailesh. We LOVE having him back for our homecoming lineup. His show consistently our most well attended event!”

—*Lock Haven University*



SHOWCASING
PERFORMER



PERFORMANCES
FOR NGLA



ENTERTAINER OF
THE YEAR (2017)



2017 ENTERTAINER
OF THE YEAR



HYPNOTIST OF
THE YEAR
(MULTIPLE YEARS)



FEATURED
ENTERTAINMENT

BOOK SAILESH TODAY! 877-536-5374 x101

Joyce@Metropolismanagement.com
MetropolisManagment.com



EMPOWERMENT & ENVISIONING

Creating Meaningful Generation Z Leadership Experiences

By

ZACHARY N. CLARK

Indiana University of Pennsylvania

Hard to define? The word leadership.

A unified definition of leadership eludes even the most ardent scholars.

Authors Brent Ruben, Richard De Lisi and Ralph Gigliotti explored overarching perspectives pertaining to leadership in *A Guide for Leaders in Higher Education: Core Concepts, Competencies, and Tools*:

- Does it refer to the act of leading, or more so to the individual?
- Are some people “natural leaders” while others are not?
- Does a leader need to be enigmatic, outgoing and outspoken?
- Are individuals with advanced degrees better leaders than those with less education?
- Does a title or a formal position make someone a leader?
- Can “one single constellation of leadership knowledge and skills” create a leader who can then lead in any given “setting, situation, and culture”?

These perspectives show how leadership definitions vary and how complex discussions can become.

However, in Ruben’s *What Leaders Need to Know and Do: A Leadership Competencies Scorecard*, he proffers salient points regarding a relatively stable definition of leadership, where leaders attract people, build community, create and sustain culture, manage, influence, pursue purpose, problem-solve and create vision through action and strategy. Through this lens, we can better understand leadership as the “process whereby an individual influences a group of individuals to achieve a common goal,” as defined by Peter Northouse in *Leadership: Theory and Practice*.

Harder to Define: Generation Z

Current students in higher education who are the world’s future workforce, known informally as Generation Z, were born approximately between 1999 and 2015. Arriving on campus beginning in 2016, they comprise 21 percent of the US population, third behind Millennials (25 percent) and Baby Boomers (23 percent), according to the demographics website Knoema. Gen Z characteristics include:

- They are more obese than any other generation and experience higher ADHD diagnoses than preceding generations, with average attention spans falling from 12 to six seconds, report Mark McCrindle and Emily Wolfinger in “The ABC of XYZ: Understanding the Global Generations.”
- Forty-one percent of Gen Z spend three or more hours in front of screens between the end of the school day and bedtime, with 27 percent of their overall time spent on some screen, according to Maggie Jones’ infographic, *Meet Generation Z: Marketing’s Next Big Audience*.
- McCrindle and Wolfinger also point out Gen Z are digital integrators, perceiving life and technology as inseparable. However, they observe technology’s ability to cause distress or harm to self and others.

McCrindle and Wolfinger further explored seven defining Generation Z factors:

- 1. Demographically changed.** They live among an increasingly older population, with parents who gave birth much later in life. Household types are no longer nuclear and include family members and non-family members. They also appear to reach puberty at younger ages compared to Gen X and Millennial populations.
- 2. Generationally cohesive.** They are bound by similarities, including a distaste for materialism, oversaturation and overreliance on technology, as well as a globalized view of society. They will be the most highly educated generation in human history, while having experienced the economic downturn of the late 2000s.
- 3. Digitally integrated.** They are born with technology in hand, which is now seamlessly integrated in their everyday lives. Instead of hailing cabs, they use Uber or Lyft. Instead of leaving home for great take-out, they use smart devices to have food delivered by third parties.
- 4. Globally focused.** They live in an increasingly small world. With incredibly fast, responsive technological advancements, they access the globe

with a few finger taps. Also, proliferation of mass media and social media encourages them to share experiences and popular culture across borders, oceans and societies.

- 5. Visually engaged.** They prefer knowledge acquisition via a screen, be it through an online video or social media update. They’re less likely to read a newspaper, magazine or book, but are much, much more likely to flourish using non-verbal communication, including short video clips, GIFs, emojis and memes.
- 6. Educationally reformed.** They embrace the idea that learning is no longer life-stage dependent but a lifelong endeavor. Returning to school late in life induces little anxiety for them, as job markets evolve with technology. They will actively shy away from the rote memorization exercises of past generations.
- 7. Socially defined.** They are enormously influenced by peer groups and social media platforms. This influence exposes dichotomous beliefs: More fiscally conservative, politically moderate and socially liberal. While Millennials practiced community service, Gen Z champions social justice.

Generational Leadership Preferences

Gen Z understands leadership and leadership development in divergent ways compared to Baby Boomer, Gen X and Millennial cohorts. Broadly speaking, leadership preferences by generation can be described as:

LEADERSHIP PREFERENCES BY GENERATION			
Baby Boomer	Gen X	Millennial	Gen Z
Command & Control	Pragmatism & Practicality	Consensus & Collaboration	Empowerment & Envisioning

For example, Baby Boomer employers flourished in a rigidly hierarchical, 20th century leadership structure that relied on authority and where age, position and organizational charts dictated leadership. The “do as I say” and “without question” mentalities were common, and in the societal and global context of the mid-1900s, military-like authoritarianism was comforting. A leader “points the way from afar” while directing tasks and managing workflow, rather than envisioning goals and managing people.

Gen Z’s leadership approach, on the other hand, focuses on teamwork, mentoring, vision and trust, producing a 21st century leadership model. **Consulting** (asking questions and including the team), **involving** (engaging with the individual and the team, identifying as an equal participant) and **coaching** (fostering a meaningful and influential relationship with team members) work well for Gen Z, many of whom are well educated and have strong, passionate voices, report McCrindle and Wolfinger. These leaders bring out a chorus of opinions, introducing innovation, inspiration and creative problem solving, while avoiding hands-off delegation and imparting unwanted advice.

Gen Z is quick to differentiate between managers and leaders. They report greater success working alongside leaders who “innovate, focus on people and teams, stress people skills and emotional intelligence, and are driven

REFERENCES ►

Jones, M. (2014). *Meet Generation Z: Marketing's next big audience*. Retrieved from <https://blog.marketo.com/2014/08/5-ways-to-redefine-and-retell-your-brands-story.html>

Knoema. (2018). *U.S. population by age and generation*. Retrieved from <https://knoema.com/egyydzc/us-population-by-age-and-generation>

McCrindle, M., & Wolfinger, E. (2014). *The ABC of XYZ: Understanding the global generations* (3rd ed.). Bella Vista, NSW: McCrindle Research.

National Association of Colleges and Employers. (2014). *The skills/qualities employers want in new college graduate hires*. Retrieved from <http://www.naceweb.org/about-us/press/class-2015-skills-qualities-employers-want.aspx>

Northouse, P. G. (2015). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.

Ruben, B. D. (2006). *What leaders need to know and do: A leadership competencies scorecard*. Washington, DC: National Association of College and University Business Officers.

Ruben, B. D., De Lisi, R., & Gigliotti, R. A. (2017). *A guide for leaders in higher education: Core concepts, competencies, and tools*. Sterling, VA: Stylus.

Seemiller, C., & Grace, M. (2016). *Generation Z goes to college*. San Francisco, CA: Jossey-Bass.

“

GEN Z RESPECTS AUTHORITY AND IS KEENLY AWARE OF WORKPLACE EXPECTATIONS. **HOWEVER, THEY DO EXPECT LEADERS TO LISTEN TO IDEAS AND OPINIONS ...**

”

by vision, values, and trust,” as opposed to managers, who “administer, focus on policies and procedures, stress technical skills and knowledge acquisition, and are driven by structures, rules, and control” (McCrindle and Wolfinger). This doesn’t mean Gen Z won’t respect managers and will throw off all aspects of the traditional, corporate hierarchy. Gen Z respects authority and is keenly aware of workplace expectations. However, they do expect leaders to listen to ideas and opinions, provide opportunities for growth and innovation, solve problems with originality and creativity, and invite employees into help with decision-making (Seemiller and Grace).

Gen Z Leader Role Models

Who inspires, listens to and understands Gen Z? Seemiller and Grace worked with hundreds of Gen Z members to identify these leadership development trends:

WHO ARE AND AREN'T LEADER ROLE MODELS FOR GEN Z?	
Are	Aren't
Parents	Bosses
Teachers	Religious Leaders
Coaches	Professional Athletes
Peers	Celebrities
Fictional Characters	Political Leaders

Source: “Generation Z Goes to College,” by Corey Seemiller & Meghan Grace

It may shock business leaders to discover Gen Z views Albus Dumbledore as a better leader than their boss. However, it’s crucial to understand that characteristics most admired in fictional characters, such as Harry Potter, Tris Prior and Katniss Everdeen, are realistically attainable: Strength of conviction, inspiration, perseverance, problem-solving through innovation and creativity and selflessness. Gen Z knows these characters aren’t real, but fervently hopes what they represent isn’t fiction.

“Based on their experiences and perceptions,” write Seemiller and Grace, “Generation Z will likely view effective leadership as leveraging the capacities of others, engaging in complex thinking and innovative problem-solving, utilizing a collaborative and interdependent approach, communicating effectively, being adaptable, guiding others to greatness, being optimistic, persevering through adversity, and employing honesty and altruism.”

ABOUT THE AUTHOR



Zachary N. Clark is director of Student Activities and Assessment at **Indiana University of Pennsylvania**, where he earned a master’s degree in student affairs in higher education. He previously earned a bachelor’s degree in history education from Saint Vincent College (PA). In addition to working in student affairs, he has also served as a mental health professional and has been honored for community service. He is a member of the National Association for Campus Activities’ Research and Scholarship Group.

OBSERVATIONS FROM PRE-PROFESSIONAL EXPERIENCES

While observing and interacting with Gen Z on campus, student affairs staff and faculty have opportunities to more fully understand this generation’s capacity for leadership development and more fully prepare them for the workforce. While outlining their potential strengths in the workplace, faculty and staff must also prepare for potential weaknesses, including (most prominently) a soft skills development gap. Research from the National Association of Colleges and Employers echoes this, noting Gen Z continues to struggle with communication and listening, teamwork or team-think skills, decision-making strategies, problem-solving and conflict management and resolution.

Anecdotally, through conversations with students, it seems Gen Z considers pre-professional experiences such as club/organization involvement, internships/practicums and field experiences as vital leadership development components. They value these experiences as opportunities to build upon strengths while working on growth areas, including soft skills. Gen Z learns in a very hands-on way how to lead. —Zachary N. Clark

CREATING INCLUSIVE DIALOGUE ABOUT CURRENT EVENTS AND SOCIAL JUSTICE ISSUES

By

SETH A. CAMPBELL

Bowling Green State University Firelands College (OH)



BALDWIN WALLACE UNIVERSITY (OH) IS A SMALL, PRIVATE LIBERAL ARTS INSTITUTION OUTSIDE CLEVELAND, and last year, extrinsic recent events (the Unite the Right rally in Charlottesville, VA, the Kavanaugh hearings, sexual misconduct and the victimization of women, and separation of migrant families) divided our campus community. It became clear we needed to explore and discuss these issues as a community.

Following the Charlottesville events, our faculty, staff and students initiated limited organic, informal conversations among like-minded friends and colleagues. We began to organize, hoping to develop a formula for pursuing respectful dialogues about current events/social justice issues.

We formed coalitions and partnerships with faculty, staff, academic departments, student support services, community partners and, most importantly, student leaders. Through these conversations, we hoped to form a collective understanding of complex issues, as well as become change agents. After our initial conversation, we maintained and grew involvement in our new committee, including more perspectives with each subsequent conversation.

Once we achieved enough buy-in to work with campus leadership to craft a campus response to social justice issues/unjust events, we found it was crucial to:

- 1. Acknowledge the incident** – It's key to highlight each event that triggers an announcement, while being trauma-informed, not trauma-inducing.
- 2. Affirm those affected** – Campuses are microcosms of the world, including various social identities. Groups targeted in an unjust event may feel anxious, uneasy or unwelcome. It's important to highlight institutional values and commitment to diversity, equity and inclusion in line with the institution's mission.
- 3. Recognize implications/questions regarding campus policies, responsibilities and climate** – We should highlight existing policies and procedures to clarify reporting processes (i.e. sexual misconduct, bias incidents) or work with general counsel to develop resources such as an FAQ regarding institutional responsibilities. For students without documentation in immigration cases, it's important to explain how Immigration and Customs Enforcement (ICE) agents can operate on campus.
- 4. Call for unity/share opportunities for engagement** – Divisive rhetoric and misinformation divide a campus. Expect your community to uphold the humanity of every individual through words and actions. Highlight your upcoming campus dialogue regarding the event, or call for volunteers to assist in organizing and facilitating dialogue.

Purpose of the Dialogue

Consider why an institution should gather as a community in reflection when sensitive events occur. We crafted purpose statements to:

- Create space for our campus community to reflect on issues emboldened by current events; to affirm affected students/community members while building a culture of open dialogue where various perspectives are presented regarding difficult, complex issues.

- Provide opportunities to share ideas about personal safety and inclusion.
- Provide resources to ensure support systems.
- Empower personal responsibility and individual action.

Factual Introduction

We began with a factual introduction and orientation statement regarding the issue/event that sparked dialogue. We provided an unbiased, factual overview to set the stage for civil conversation. We provided context by reiterating institutional processes and policies included in the campus announcement.

Conversation Format and Prompts

Next, focus on the conversation structure. There are many social justice, civil discourse, intergroup dialogue and conversation guides and resources to help structure your campus conversation. At Baldwin Wallace University, we used a World Café Conversation method to organize dialogues.

Following that model, we constructed our conversation prompts so people could:

- Speak from their experience.
- Attempt to remove political rhetoric.
- Focus on the issue and its implications for our campus and community.

We allowed blocks of time (12-20 minutes) for each prompt to move the conversation forward. However, we ultimately moderated dialogue among groups ranging from 40 to 120 participants because some topics involved more participants than others. Therefore, use a model that allows for flexibility for group size.

We used large meeting rooms, providing tables for up to five to share small-group conversations. We provided butcher paper for participants to express ideas and share them with the larger group at the conversation's conclusion.

Community Standards and Conversation Expectations

Creating spaces where everyone feels comfortable to engage becomes a balancing act, especially considering the breadth of perspectives and experiences that may be present. We used our conversations to reflect on, not change, politics. Conversations should enable constructive dialogue and illuminate pathways to greater civic engagement for a community investing in social change.

We highlighted the difference between dialogue and debate. Dialogue builds common understanding; debate is confrontational, often distancing us from our humanity, which is essential to finding common ground. Discussion allows a group to gradually build shared understanding to improve creative, empathetic thinking. As we listen to ourselves and others formulate opinions, we see how our peers most often form theirs, not out of malice or bigotry, but from their experiences and exposure to the world. We begin to see subtleties in how each member thinks and builds on individual experiences. Consequently, we do not strive to convince each other; instead, we attempt to build a foundation of common experience to learn collectively. The more a group achieves collective understanding, the easier it

becomes to create a joint vision and the more likely it is the vision will be implemented as intended.

Our conversation expectations stipulated we:

1. Not interrupt, allowing each person to fully represent their views.
2. Listen actively to each other with attention and respect.
3. Be sensitive to the amount of time each person speaks.
4. Make an effort to understand the other person's experience.
5. Acknowledge the experience of others even if different from our own.
6. Speak from our own experience, not as a group representative.

Long-Term Commitment and Involvement

Hosting one conversation is not enough. We learned that students, faculty and staff wanted to cultivate and maintain inclusive environments and to hold the university accountable in making progress. For example, after each of our subsequent conversations, we shared ideas generated to improve our campus community with appropriate groups. After our "Kavanaugh, #MeToo and Campus Sexual Misconduct Conversation," we shared feedback with our Sexual Misconduct Task Force, Education and Training Committee. It incorporated that information in subsequent trainings and improved access to information about campus reporting structures for sexual misconduct incidents.

Collaboration with faculty to generate space for discussion on current topics/issues relating to diversity and inclusion in the classroom, as well as incorporation of information to assist in informing and assessing campus diversity and strategic planning, would allow these kinds of dialogues to have even more impact.

ABOUT THE AUTHOR



Seth A. Campbell, previously with Baldwin Wallace University (OH), is coordinator for Student Engagement, Diversity & Inclusion at **Bowling Green State University Firelands College (OH)**. He co-presented an educational session, "Catalyst for Inclusion: A Campus Programmer's Guide for Creating Spaces of Inclusion," at the 2019 NACA® National Convention. He also has been involved in showcase selection for NACA® Mid America and the Student Organization Institute. In 2018, he received Baldwin Wallace University's Dr. Obie Bender Inclusion Award. He holds a bachelor's degree in public relations from Heidelberg University (OH) and a master's degree in higher education administration from Kent State University (OH).

NACA® FOUNDATION SCHOLARSHIP OPPORTUNITIES

Available for undergraduate students, graduate students,
professional staff and associate members.

NACA® Northern Plains
Regional Student Leadership
Scholarship

NACA® Mid Atlantic
Undergraduate Scholarship for
Student Leaders

NACA® South Student
Leadership Scholarship

Multicultural
Scholarship Grant

NACA® Mid Atlantic Graduate
Student Scholarship

NACA® Foundation
Graduate Scholarships

NACA® Mid Atlantic Higher
Education Research Scholarship

Lori Rhett Memorial Scholarship

Barry Drake Professional
Development Scholarship

Markley Scholarship

NACA® Mid Atlantic
Associate Member Professional
Development Scholarship

Ross Fahey Scholarships

Scholarships for
Student Leaders

Zagunis Student
Leader Scholarship

Tese Caldarelli
Memorial Scholarship
Alan Davis Scholarship

For qualifying information, application deadlines
and more, visit naca.org

THE NACA® SPOTLIGHT

MEMBER NEWS **EVENTS** SCHOLARSHIPS **LEADERSHIP** INSTITUTES **VOLUNTEER OPPORTUNITIES**

NACA® Live in Denver!

Exciting news: Not only will 2020 will have a reimagined convention experience called **NACA® Live**, it will be in a brand new location!

Start making plans now to join us next February when we celebrate the NACA® Live kickoff and NACA's 60th anniversary in Denver.

We're currently gathering memories — written and digital — to share with our members throughout the year and leading up to NACA® Live. Tell us about:

How many years you've been attending NACA events and why.

Experiences you have gained through NACA.

Your most memorable NACA story.

Send your NACAversary Notes to Glenn Farr at glennf@naca.org.



#NACA19 Recap

The 2019 NACA® National Convention in Columbus, OH was a success.
Watch for more images in the May/June issue of Campus Activities Programming® and on social media.



Welcome, New NACA® Members!

These members joined Nov. 16, 2018-Feb. 22, 2019.

SCHOOLS

College of Charleston (SC)
Elizabeth City State University (NC)
Enterprise State Community College (AL)
Greenfield Community College (MA)
Harvard College (MA)
Indian Hills Community College (IA)
Keystone College (PA)
Oklahoma City Community College (OK)
Pueblo Community College (CO)
Tennessee Technological University (TN)
University of Illinois at Chicago (IL)
Wells College (NY)

INTERNATIONAL SCHOOLS

American University of the Caribbean
(Saint Martin)
John Cabot University (Italy)

ASSOCIATES

NATIONAL GENERAL

Bmike Rob Entertainment (CA)
Dragon House x Maddviolinist (GA)

Full Spectrum Features (IL)
Jazzical Arts, LLC (CT)
Legacy United Corporation (MI)
NPA Party Productions LTD (NY)
Promoversity, LLC (IL)
Selffee: The Edible Photo Booth (NY)

NATIONAL SELF-REPRESENTED OR SOLO ARTIST

Ben Hunter (TN)
Casanova Brooks (NE)
CMW - Speaking & Coaching (CO)
Drdoncomedy (NY)
Global Water Conservation Fund (CO)
L.H. (IL)
Man Question (NY)

REGIONAL GENERAL

Diverse Directions (IA)
Generation Ignite (SC)
Interactive Playgrounds Inc. (NC)

REGIONAL SELF-REPRESENTED OR SOLO ARTIST

Cheesebrow Music (MN)
Denham Music Entertainment (SD)
GoGrady Media (MD)
Grayson DeWolfe (MN)
KS4Inspiration LLC (NY)
Headwaves (WA)
Hidden Legacy Poetry (NY)
Hypnotizing America with Tim Miller (PA)
Jim Kukral – UNSKIPPABLE (OH)
Melanated Concepts (OH)
Red Shell Mgmt (NY)
Right Swipe Comedy (CA)
Sam Anthony Speaks (VA)
Soul Sherpa (IA)
The Great Brooklyn Streets (NY)
TruthSayer Comedy, LLC (NY)
Ultimate Laser Tag (GA)
Yam Haus LLC (WI)

Scholarships for Student Leaders Announced

Congratulations to the six recipients of the NACA® Foundation's Scholarships for Student Leaders for 2017!



Aaron Bartz, who studied physical therapy at the **University of Wisconsin-La Crosse**, received the **Silver Anniversary Scholarship for Student Leaders**. "These

funds will help me apply to graduate schools, one of which will hopefully become the next milestone in my journey to becoming a physical therapist," he said.

While an undergraduate, Bartz served as president of the UWL Campus Activities Board, was a Dean's List student and member of the Physical Therapy Club, while also volunteering with youth sports and fundraising to fight muscular dystrophy.



Lydia Brooks, a senior majoring in strategic and organizational communications at the **University of Akron (OH)**, received the **NACA® Central/Northern Plains Scholarship for Student Leaders**.

She's served as the Residence Hall Program Board president and as recognition chair for the National Residence Hall Honorary. She's also been involved with the Emerging Leaders Program and the Coalition Against Sexual Assault. She was recognized in 2016 with the NACA® Mid America Region's Most School Spirit award and also received her university's President's Volunteer Service Award.



Adam Brown, who graduated from **Muskingum University (OH)** in 2018 with a degree in psychology and child and family studies, received the **Central/Mid America Scholarship for Student Leaders**.

While at Muskingum University, he served as head resident assistant. He also served as the Muskingum's Programming Board president, was the Big Concert Logistics Committee coordinator and was on NACA's National Showcase Selection Committee. He applied the scholarship to furthering his education as he pursues his goal of becoming a student affairs professional.



Peter Cramer, who graduated in December 2018 from **Quinnipiac University (CT)** with a bachelor's degree in mechanical engineering, received the **NACA® Northeast Scholarship for Student Leaders**. He applied the scholarship to his final semester expenses.

While at Quinnipiac, he coordinated the QUEST Program, which mentors first-year minority and international students. He also served as a Social Justice Student Leadership Advocate, was a board member of the IMaGinE Student Advisory Board with the Office of Multicultural Engagement and was a representative to the Student Government's Student Leadership Alliance Committee.



Nicholas Trotter, a senior pursuing a degree in psychology at **Susquehanna University (PA)**, received the **Public Media Incorporated/Films Incorporated Scholarship for Student Leaders**.

Trotter, a former resident assistant, has also been involved in his school's Office of First Year Experience and has served as a student ambassador for the Office of Admission. He also served as risk manager for the Phi Mu Delta Fraternity.



Katherine Vessels, a Dean's List student pursuing bachelor's of music precertification at the **University of Louisville (KY)**, received the **Joseph D. Giampapa Scholarship for Student Leaders**. She also

received the **2017 John Zagunis Scholarship for Student Leaders** and the **2017 Tese Caldarelli Memorial Scholarship**.

Vessels has served as a resident assistant at the University of Louisville, where she's been a leader or member in organizations including the American Choral Directors Association and the National Association for Music Education. In addition, she's undertaken training in diversity and inclusion, sexual misconduct protocols, alcohol intervention and suicide prevention.

NACA® Member Benefits

Networking at regional and national events, professional development training and saving money through Block Booking have long been benefits of National Association for Campus Activities membership. Here are some additional benefits that enhance the value of your membership and help you reach your professional development and volunteer goals.

NACA® Connect

Have a question about leadership, two-year institutions, student government or volunteering? Why not ask others who share your interests and responsibilities? Visit naca.org and click on the NACA® Connect button to discover communities available to you as NACA members, including:

- Leadership Education
- NACA Volunteer Central
- Student Government (Staff/Grad)
- Two-Year Institutions

Join one (or more) of these communities today to share knowledge and resources to make your work and volunteer activities more rewarding.

Amplify Your Experience!

Help spread the word about the value of NACA membership to prospective school members and create a greater, stronger Association. More members mean more resources, more Block Booking opportunities, expanded professional development and more professional networking. Plus, when you participate in the Amplify referral program, you have an opportunity to enjoy some great incentives. Visit naca.org/Amplify to learn more.



What's NEXT for Your Students?

NACA® NEXT (Navigating Employability and eXperience Tool) helps students prepare for their next step after graduation – their careers. It was 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.



Webinars on Demand ENCORE Is Ready for You!

Submit your resources associated with your officer retreat curriculum, officer training materials, and assessment plans to ENCORE at naca.org/encore and make your knowledge and experience available to other NACA members all year long. While you're there, find our webinars ready to watch on demand! ENCORE is a members-only benefit, so log in at naca.org, click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video by clicking the highlighted links or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan at kaylab@naca.org.



Job Opportunities from The Placement Exchange

NACA partners with The Placement Exchange to promote job opportunities within the higher education field. Sign in at naca.org, then look under the Member Resources tab to find Higher Ed Jobs. To learn more about an opportunity listed there, click on the job title. If you are interested in applying for the position, visit The Placement Exchange at theplacementexchange.org.



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. Just complete the Volunteer Information Request Form (<https://goo.gl/WJyXZg>). It's easy, takes only a few minutes and we won't have to pester you later when we need your bio, headshot or other information. Questions? Contact **Laura Jeffcoat Sosa** at lauraj@naca.org.

Update Your NACA® Profile Today!

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

Time to Renew!

The membership year runs May 1–April 30 each year. Please take a moment to renew your membership for a seamless experience.

What Would YOU like to See in Campus Activities Programming®?

Now's the time to let us know what issues and topics you'd like to see explored in Campus Activities Programming® (issuu.com/naca) in 2019-2020. Plans are underway for next year's issues. What programming topics do you need to know more about? Want to write an article? Contact Editor Glenn Farr at glennf@naca.org today.



NACA's Regional Structure and Upcoming Events

2019 Regional Conferences

NACA® Northern Plains

March 28-31
St. Paul, MN

NACA® South

Sept. 26-29
Chattanooga, TN

NACA® Central

Oct. 3-6
Arlington, TX

NACA® Mid Atlantic

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

NACA® Mid America

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

NACA® Northeast

Nov. 7-11
Connecticut Convention Center
Hartford, CT

NACA® West

Nov. 15-17
Ontario, CA

NACA® Live - A New Convention Experience
Denver, CO • Feb. 22-26



Associates: Got a Tale to Tell?

Then write for Curtain Call in NACA's Campus Activities Programming® magazine (<https://issuu.com/naca>), like Larry J. Tish, who appears on Page 32. Join him on our roster of associate member writers and fill that special page with up to 900 words of something that happened to you on the road that's bizarre, amusing or touching. (Just be sure to not directly promote your act or agency.) Interested? Contact Editor Glenn Farr today at glennf@naca.org.



Download the NACA® App!



NACA® Foundation Scholarship Recipients

Congratulations to the 2018 NACA® Foundation Scholarship Recipients:

Alan Davis Scholarship

Kali Barnhart, Springfield College (MA)

David A. Ross New Professional Award

Jorge Gonzalez, Bridgewater State University (MA)

John Zagunis Scholarship for Student Leaders (2017)

Katherine Vessels, University of Louisville (KY)

Kenneth M. Bedini Student Leader Award

Brittany Bills, University of Maine at Machias (ME)

Sean Dacey, Quinnipiac University (CT)

Kendal Flowerdew, Sarah Lawrence College (NY)

Janina Messerlian, Nichols College (MA)

Andrew Raposo, Bridgewater State University (MA)

Lori Rhett Memorial Scholarship

Holly Terrill, University of Idaho (ID)

Markley Scholarship

Haley Boevers, Oklahoma State University (OK)

Clyde Edwards, University of Louisiana at Lafayette (LA)

M. Kevin Fahey Graduate Assistant Award

Kadie Dickson, University of Massachusetts, Lowell (MA)

Maureen McDermott/Michelle Delaney Staff Programmer Award

Rachele Hall, Westchester Community College (NY)

Tese Caldarelli Memorial Scholarship (2017)

Katherine Vessels, University of Louisville (KY)

NACA® Mid Atlantic Undergraduate Scholarship

Nicholas Trotter, Susquehanna University (PA)

Brianna Komiske, Elizabethtown College (PA)

NACA® South Student Leadership Scholarship

Makaela Whidbee, Winston-Salem State University (NC)

Erin Stevens, Lander University (SC)

Rachel Pearson, Texas Tech University (TX)

Kelsey Milian, Furman University (SC)

Northern Plains Regional Student Leadership Scholarship

Rachel Kremer, Black Hills State University (SD)

SCHOLARSHIPS FOR STUDENT LEADERS (2017)

NACA® Central/Mid America Scholarship for Student Leaders

Adam Brown, Muskingum University (OH)

NACA® Central/Northern Plains Scholarship for Student Leaders

Lydia Brooks, University of Akron (OH)

NACA® Mid America/Mid Atlantic Joseph D. Giampapa Scholarship for Student Leaders

Katherine Vessels, University of Louisville (KY)

NACA® Mid Atlantic Thomas E. Matthews Scholarship for Student Leaders

Karl Green, New York University (NY)

NACA® Northeast Scholarship for Student Leaders

Peter Cramer, Quinnipiac University (CT)

NACA® Silver Anniversary Scholarship for Student Leaders

Aaron Bartz, University of Wisconsin-La Crosse (WI)

Public Media Inc./Films Inc. Scholarship for Student Leaders

Nicholas Trotter, Susquehanna University (PA)

NACA® FOUNDATION GRADUATE SCHOLARSHIPS

William E. Brattain Graduate Scholarship

Josclynn Brandon, Indiana University (IN)

Hayward M. "Skip" Daugherty, Jr. Graduate Scholarship

Stephanie Fiely, University of Pittsburgh (PA)

D.L. McCullough Memorial Scholarship

Alexa Erb, University of Vermont (VT)

McCullough Graduate Scholarship

Alexa Erb, University of Vermont (VT)

Mid Atlantic Graduate Student Scholarship

Stephanie Fiely, University of Pittsburgh (PA)

Arlene Gamio Cuervo, Columbia University (NY)

Learn more:

naca.org/foundation



NACA® Foundation Contributors

The NACA® Foundation Recognizes and Thanks the Following Contributors:

2018 LIFETIME GIFTS

INDIVIDUAL GIFTS

Foundation Legacy

Obtained New Level:
Rich Ramos

Ken Abrahams
Robert J. Beodeker
Dr. Skip Daugherty
Alan Davis
Dr. Jon Dooley
M. Kevin Fahey
Harris Goldberg
Frank Harris
Bob Silverstein
Caryl M. Stern

Trustee's Circle

Obtained New Level:
Michelle Delaney
Dr. Steve Westbrook

Leslie Heusted
Brian Johnson
Dr. Thomas E. Matthews
Dr. Paul & Stacy Shrode
Dr. beth triplett

Chair's Club

Obtained New Level:
Dorita L. Hatchett
Erin Morrell
Matt Morrin
Chuck Simpson

Ken M. Bedini
Robin K. Blake
Ken Brill
Dr. Marilyn Bugenhagen
Dr. Ann Coyne
Greg Diekroeger
Jim Gillespie
Thomas Hailey
Judson Laipply
Tim Lorenz
Myra Morgan
Linda Picklesimer
Billye M. Potts
Susette Redwine
Max V. Vest

Patron

Obtained New Level:
Dr. Joshua Brandfon
Paula Stuetgen

Dr. Sara Boatman
Dr. William E. Brattain
Jason L. Coombs
Dr. Robert A. Fink
Camille Hawthorne
Colleen Hennessy
Caren O. Korin
Maureen McDermott
MaryJo Mertens
Michael S. Miller

Laura Puckett-Boler
David & Judy Ross
Louis Ross
Dr. Kandy Mink Salas
Kevin Schaudt
Jay & Carolyn Scott
Steve Slagle
Dr. William Smedick
Dr. Regina Young Hyatt

Sustainers

Duane Anderson
Dan & Renee Ashlock
Dr. Theresa Beebe Novotny
Dr. Lucy Croft
Dr. Gail DiSabatino
Jeanne Dunay
Jimmy Ferguson
Linda Fogg
Brian and Jeni Gardner
Mark Hall
Dr. Cindy Kane
Natalie Keller Pariano
Richard & Rebecca Mais
James McLaughlin
Raymon Parker
Larry Payton
Dr. Dennis Pruitt
Dr. John Robinson
Ben Sherman
Christine Storck
Ernie Stufflebean
Dr. Tony Warner

Honorary Trustees

Obtained New Level:
Michael Daniels
Adam Frank
Samuel Frushour
Courtney James
Dr. Joseph Lizza
Edie McCracken
Meagan Sage

AC Anders
Cecilia Brinker
Dr. Edmund T. Cabellon
Darrell Claiborne
Dr. Brad Crownover
Dr. David DeAngelis
Michael A. Davidson DeRosa
Dan Ferguson
Jeffrey T. Floyd
Kristie Gerber
Ann Hale
Dr. Logan Hampton
Kyle Hauser
Scott Z. Hazan
Larry Heller
Debra M. Irwin
Craig & Charlotte Karges
Ron Laffitte
T. Todd Masman
Tanya McGinn
Matt and Heather Miller

Karen Moody
Steve Morgenweck
Dr. Debra Moriarty
Charles Morrell
Susan Murphy
Duane Orloske
Steve Ransom
Dr. Stephanie Russell Krebs
Ahmed Samaha
Gordon Schell
George Sedano
Dr. Gayle Spencer
James Spinnato
Dr. Don Stansberry
Keith G. Stocker
Karen Taussig
Nancy Walborn
Bruce Zimmerman

CORPORATE GIFTS

Corporate Visionaries

Big Wave International, LTD. (CT)
Concert Ideas Inc. (NY)
Fun Enterprises, Inc. (MA)
Funny Business Agency (MI)
Matrix Entertainment (MI)
NACA® Mid America Region
NACA® Mid Atlantic Region
NACA® National Convention
NACA® Northeast Region
Riddle & Bloom (SC)
The Party People, Inc. (CT)

Corporate Advocates

Obtained New Level:
NACA® West Region

Collegiate EmPowerment (PA)
DCA Productions (NY)
Herff Jones Photography (PA)
JOEY EDMONDS Presents (CA)
Johnson & Wales University – Providence (RI)
NACA® Central Region
NACA® Northern Plains Region
NACA® South Region
Party Vision, LLC (NH)
Roger Williams University (RI)
The Smith Agency, Inc. (MI)

Corporate Fellows

A+ Success (MN)
Admire Entertainment, Inc. (NY)
Albertus Magnus College (CT)
Auburn Moon Agency (MI)
Best Entertainers (TX)
Bryant University (RI)
Coleman Productions, Inc. (OH)
Eastern Connecticut State University (CT)
ECE Touring/EastCoast Entertainment (VA)
High Impact Training (MN)
LTE Consulting, Inc. (MA)
Michael Anthony Productions (FL)

Outright Speakers and Talent Bureau (SC)
Rate My Professor (NY)
Real People's Music (IL)
Seacoast Events (MA)
Sophie K. Entertainment, Inc. (NC)
State of the Art Distributors (PA)
Southern New Hampshire University (NH)
University of Connecticut – Storrs (CT)

Corporate Trustees

Obtained New Level:
Bridgewater State University (MA)
Central Connecticut State University (CT)

Augustana College (IL)
Bridgewater Credit Union (MA)
Bruce Smick Amusements, Inc. (MA)
Class Act Performing Artists & Speakers, Inc. (WI)
Collegiate Concepts Custom Decorated Products (MN)
Forbes Marketing Group (NH)
G.G. Greg Entertainment Agency (OH)
Game World Event Services, LLC (MO)
Hasbro, Inc. (RI)
Hendrix College (AR)
JetBlue Airways (NY)
Josten School Products (NJ)
Lenmar Communications (OH)
Massachusetts College of Liberal Arts (MA)
Promotions & Unicorns, Too (NJ)
Silver Screen Design (MA)
SMILE & Think, Inc. (FL)
Southwest Airlines (TX)
Stonehill College (MA)
Suffolk University (MA)
Swank Motion Pictures, Inc. (MO)
The College Agency (MN)
Wand Enterprises, The Hypnosis Agency, LTD (IL)
Williams College (MA)

LIFETIME GIVING LEVELS

Individual Gifts

Honorary Trustee: \$1,000–\$1,499
Sustainer: \$1,500–\$1,999
Patron: \$2,000–\$2,499
Chair's Club: \$2,500–\$3,499
Trustee's Circle: \$3,500–\$4,999
Foundation Legacy: \$5,000+

Corporate Gifts

Corporate Trustees: \$1,000–\$2,499
Corporate Fellows: \$2,500–\$4,999
Corporate Advocates: ... \$5,000–\$9,999
Corporate Visionaries: \$10,000+

The NACA® Foundation was established in 1982 to develop and provide educational programs and services for college and university students, professional staff and others who work in the field of student activities. The NACA Foundation offers 29 scholarships and six research grants annually.

2018 ANNUAL GIFTS

INDIVIDUAL GIFTS

Promoter

Dr. Joshua Brandfon
Samuel Frushour
Courtney James
Dr. Joseph Lizza
Tim Lorenz
Eddie McCracken
Rich Ramos
Paula Stuetgen
Dr. Steve Westbrook

Partners

Ken Brill
Cecilia Brinker
Toby Cummings
Dr. Jon Dooley
Adam Frank
Erin Morrell
Katie Winstead Reichner

Promisors

Demetria Bell Anderson
Sue Boxrud
Jolene Chevalier
Darrell Claiborne
Dr. Lucy Croft
Allyson Crust
Michael Daniels
Michelle Delaney
Greg Diekroeger
M. Kevin Fahey
Harry Frank
Brian and Jeni Gardner
Frank Harris
Dorita L. Hatchett
Joel Hermann
Dr. Beth Hoag
Thanh Le
Joshua Luce
Dr. Thomas E. Matthews
Dr. Debra Moriarty
Matthew Morrin
Raymon Parker
Dr. Adam Peck
Dr. John Robinson
Meagan Sage
Dr. Paul & Stacy Shrode
Chuck Simpson
Dr. William Smedick
Dr. Gayle Spencer
Caryl M. Stern
David Washington
Dr. Regina Young Hyatt

Contributors

Bill Ackmann
Jonathan Affalter
Laurier Alder
Angela Andrews
Austin Arias
Brenda Baker
Shelley Bannish
Carter Barnickel
Michael Baumhardt

Jess Bennett
Joseph Benyish
Dale Billam
Kayla Brennan
Tomika Brown
Mic Brunner
Nicolas Buendia
Courtney Buzan
Cassandra Cabrera
Caroline Carter
Lauren Cheatham
Callie Clark
Jordyn Clark
Josh Clark
Bailey Cormier
Penny D. Cothran
Michael Croal
Dr. Telesia Davis
Candace DeAngelis
Glenn DeLuca
Erica Devine
Fred Dillard
Bobby Dutton
Dionne Ellison
Pete Erschen
Emilio Espinoza
Glenn Farr
Stephanie Fiely
Maria Figuerado
Dr. Robert A. Fink
Andee Fisher
Michael Fowler
Chelsea Fricker
Chris Geiger
Elizabeth Gionfriddo
Andrew Gold
Jorge Gonzalez
Monique Gore
Bailee Grabowski
Ryan Green
Arlenne Guilleen
Rigoberto Gutierrez
Lauren Gyurisin
Megan Habermann
Rachele Hall
Olivia Hare
Saville Harris
Chelsea Hayes
Victoria Heithaus
Lorenzo Hill
Jason Jeffers
Hailey Jenkins
Geoffrey Johnston
Karen Johnston
Dr. Cindy Kane
Debi L. Kee
Lauren Kelly
Casey Kensey
Courtney King
Susan La Torre
Ron Laffitte
Katie Landrey
Conor Leary
David Lewis
Nellie Link

Angel Long
Kayla Loper
Ceci Lou Alter
Alyssa Lowe
Tiago Machado
Anthony Maly
Ian Martin
Anna Martinez
Mariah Mayfield
Jason Meier
Juriza Mendoza
Mary Mercer
Dr. Jodi Merriday
Anna Metzger
Matt Miller
Tenecia Miller
Alisha Mohammed
Esha Mohammed
Shanila Mohammed
Myra Morgan
Charles Morrell
Katie Morrell
Robert Morrell
Victoria Moulterier
Casey Mulcare
Shelly Mumma
Jessica Murphy
Kyle Neary
Clint Neill
Charles Noel
Dr. Theresa Beebe Novotny
Chris O'Connor
Dr. David Ogleshorpe
Karen Ogorzalek
Aalia Oloyede
Debra O'Reilly
Steve Pagios
Karie Parkes
Phillip Patterson
Peter Pereira
Jordan G. Peterson
Opal Powers
David Prevost
Anthony Ramos
Ebony Ramsey
LaShaundra Randolph
Mike Rapay
Andrew Raposo
Sarah Richardson
Becky Riopel
Thalia Rivera
Nikki Rizzo
Marissa Robledo
Valerie Romanello
Dan Rossi
Sarah Roulrier
Cindy Sands
Jodean Schmiederer
Kaitlyn Schmitt
Katie and Michael Scott
Trista Shideler
Sierra Simoneau
Akyanna Smith
Laura Jeffcoat Sosa
Stacey Sottung

Don Stansberry
Karen Stepanek
Alicia Stites
Christine Storck
Jerrica Stovall
Stan Sweeney
Natalie Taub
Earle Taylor
Maureen Taylor
Gavin Telfer
Kay Thomas
Lauren Tiller
Michaela Tuesburg
Kris Vatter
Toire Vince
Lamar Walker
Michelle Whited
Catherine Wicker
Garrett Wies
Wes Wikel
Christine M. Wilson
Anastasia Woods
Mikayla Woodward
Elise Yonika
Ellen Zendman
Corey Zohlman

CORPORATE GIFTS

School/Company Pacesetters

NACA® National Convention
NACA® Northeast Region
Riddle & Bloom (SC)

School/Company Promisors

NACA® Central Region
NACA® Mid America Region
NACA® Mid Atlantic Region

School/Company Contributors

Fun Enterprises, Inc. (MA)
NACA® Northern Plains Region
NACA® South Region
NACA® West Region

ANNUAL GIVING LEVELS

Individual Gifts

Contributors:.....\$5-\$99
Promisors:.....\$100-\$249
Partners:.....\$250-\$499
Promoter:.....\$500+

Corporate Gifts

School/Company
Contributors:.....\$100-\$499
School/Company
Promisors:.....\$500-\$999
School/Company Pacesetters:.....\$1,000+

10 QUESTIONS WITH ...

Kristin Kreher

Coordinator for Student Services

Indiana University-
Purdue University Indianapolis



1 Leadership/management book you are currently reading?

I'm shamelessly re-reading Harry Potter for the 12th time. (There are good leadership tips in there, right?) Recently, I read "Radical Candor: Be a Kick-Ass Boss Without Losing Your Humanity" by Kim Scott for great management tips.

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

The programming board's Halloween program, Fright Night, featured a dance party, costume contest, face painting and more spooky fun. These sorts of programs can be hit or miss for us, but it was a huge hit. People wore costumes, got invested in competitions, and shared incredibly positive feedback.

3 Favorite campus program in your entire career and why?

Participation in Senior Celebration, a staff-driven brunch alternative program for graduating students that occurred on the same day as a major bar crawl, had been declining each year. I was tasked with saving it, so I engaged 10 well-known students to plan it, soliciting their advice on everything from the event's timing to related activities. We achieved a 300% increase in attendance and great feedback. This experience highlighted the importance of gaining student buy-in and encouraging their ownership of programs.

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

1. Space heater
2. Thank-you cards from students
3. Hard copy of our programming board calendar

5 Best teaching tool for your students?

Other students! I strongly support peer-to-peer learning. Engaging students in teaching and facilitating workshops and allowing them to learn through experience are the most powerful tools.

6 Technology that most benefits you at work?

Microsoft Excel. We use everything from the CampusLabs Engage platform to Qualtrics, but there's no better lifesaver for me than Excel.

7 Most challenging aspect of your job?

Accepting it's okay that some things just have to wait and some just won't get done. I must consistently remind myself to focus on the most important parts of my job, not on day-to-day issues.

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

Know your priorities and align your behaviors to meet them. Be assertive in setting priorities and find ways for them to be supported within your work environment. If your priority is spending evenings at home, leave work by 5 p.m., making few exceptions.

9 Best programming advice you've ever received?

Always remember the bigger picture: the role programming plays in social integration, developing a sense of community, and increasing institutional commitment. To accomplish this, listen to students, empower them, trust them and rely on them.

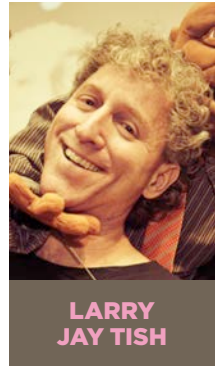
10 Something unique about your programming board?

IUPUI's programming board includes an "On the Go" committee to engage commuter students and graduate/professional students. Nearly 90 percent of our students live off-campus. We also have significant populations of medical and doctoral students.

"10 Questions with ..." recognizes individual campus activities professionals for their outstanding work, letting readers know more about them. If you'd like to recommend a professional staff member to answer "10 Questions," contact Editor Glenn Farr at glennf@naca.org.

CURTAIN CALL

Letting Life Take the Lead



LIVING ON LIFE'S TERMS. That's not something I considered when I was young. And if you're young, you may be tuning out and turning the page now. I get it. I once felt invincible, too, and wanted what I wanted when I wanted it, whether that meant getting a specific class with a certain professor at a preferred time, or getting to know the very cute young woman sitting next to me in that class who made focusing on it practically impossible.

Bear with me; I hope to persuade you to happily embrace this lesson sooner rather than later in life. It often takes a big event to lead us to change our thinking or habits. However, my attitude prevented me from learning this lesson until I was forced to accept a full knee replacement.

This was my big event.

Of course, it's not something you're likely to think about much when you're at a point in life where your most frequent decisions are "chicken, beef or loaded nachos?" Or "class or sleep?" Even at 57, I was a young candidate for this surgery and stubbornly I believed I could avoid it, even though I was limping, couldn't walk a block without severe pain, had to take stairs one at a time and couldn't play golf – even with a cart! I wanted to fix my arthritic knee on my terms. Instead of surgery, I pursued a combination of physical therapy, strong prayer and meditation.

I wanted a miracle.

My physical therapist winced upon first seeing my leg, which looked more like the letter "C" than the letter "I." I was not deterred. But six weeks later, after several PT appointments and enough prayer and meditation to make my higher power exclaim, "Dude, I hear you, and fuhgeddaboudit," it was finally clear my knee was only getting worse. In a moment of clarity and acceptance, I decided to "live on life's terms." I scheduled surgery, but at six months out so I could finish a very busy fall orientation schedule. Although I popped Ibuprofen before each performance of *The Black-Jew Dialogues* and limped on stage, I completed the tour before having surgery last fall.

I turned everything over to the nurses, surgeon, my family and my higher power. On the big day, I was serene, at peace. When I awoke in recovery, I was groggy, but not so groggy I couldn't see my bowed right leg was straight! They had done it!

As much as I generally dislike hospitals, the 48 hours I spent there turned out to be the beginning of a spiritual awakening. I had expected physical benefits, but nothing more. I had no idea knee replacement surgery would turn out to be my walk of the Camino de Santiago. It's amazing what can happen when you let life take the lead.

The nurses were like angels, checking on me and bringing me the miracle of pharmaceuticals on schedule to keep my pain in check. Although I was recovering from major surgery, I felt a deep, quiet calm from the procedure having gone well and still being alive, having a view of the Charles River from my hospital room in Cambridge, MA and, admittedly, the painkillers doing their job. I wasn't expected anywhere and had no one to impress. I needed no veneer on my soul, had no concern about my appearance and didn't care how my voice might sound. I had no obligations or need to impress anyone. The only task was to be fully present in my body as I healed. I was learning to let go and let life lead me for a while.

While it took a surgical episode to get me to "loosen the reins" a bit, it doesn't have to be that way for you. Take a break, a breath, and live on life's terms for a while. You might be in for a pleasant surprise.

LARRY JAY TISH
*is managing director
of Dialogues On
Diversity (MA)
(dialoguesondiversity.com).*

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



NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

13 Harbison Way
Columbia, SC 29212
naca.org

You are invited ...
... to help us celebrate
NACA's 60th birthday!

Next year will be a big year for the National Association for Campus Activities. Not only are we celebrating our 60th anniversary but we've already started planning for the 2020 National Convention in Denver!

We are currently gathering memories - written and digital - to share with our members throughout the year and leading up to Denver. We'd love to hear about:

- Your most memorable NACA story.
- How many years you've been attending NACA events and why.
- Vintage photos or NACA keepsakes.
- Birthday wishes for the organization.

Please send your NACAversary Notes to Glenn Farr at glennf@naca.org.

