

Vol. 49 / No. 1 MAY 2016

# CAMPUS ACTIVITIES Programming®

THE OFFICIAL MAGAZINE OF THE NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

## REFLECTION

More than a  
Buzzword

Studying Abroad:  
A Once-in-a-  
Lifetime Experience!

**The Year Ahead:**  
**Budgets and Momentum**

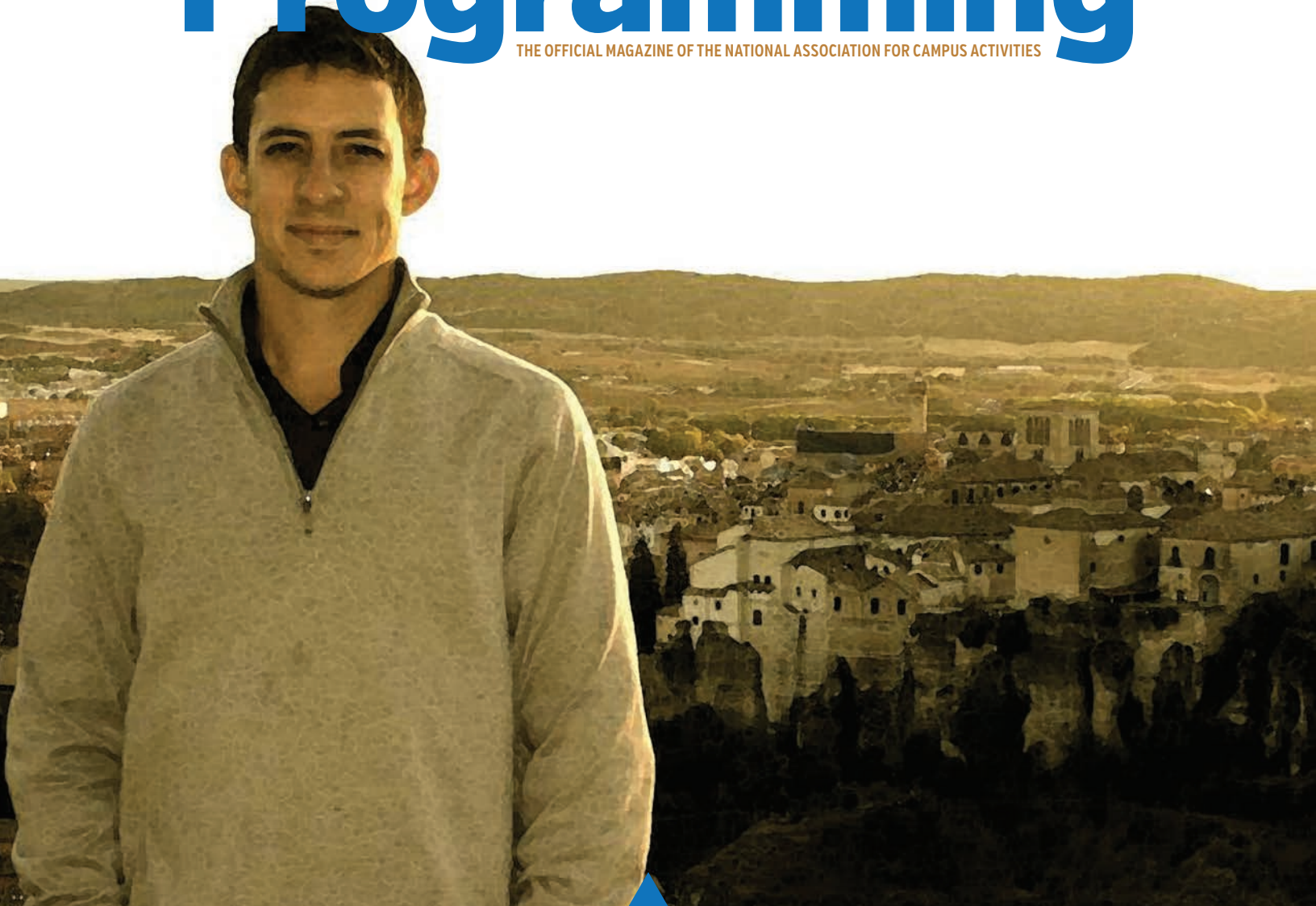
When Your Students  
No Longer Need You

**No Money? No Problem!**



# CAMPUS ACTIVITIES Programming®

THE OFFICIAL MAGAZINE OF THE NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES



**8**

THE IMPORTANCE  
OF SELF-AWARENESS  
FOR STUDENT  
LEADERS

**26**

**STUDY  
ABROAD:  
GO THERE.  
LEAD HERE.**

**38**

GETTING MORE  
BANG FOR  
YOUR BUCK



## LOOKING INWARD

- Reflection: More than a Buzzword ..... 4  
*By Ryan M. Patterson, University of Nebraska-Lincoln*
- The Importance of Self-Awareness for Student Leaders..... 8  
*By Stefon Napier, Florida Atlantic University*

## LOOKING OUTWARD

- The Importance of Engaging International Students ..... 20  
*By Anthony J. Ward Jr., Florida Atlantic University*
- Studying Abroad: Preparing for a Once-in-a-Lifetime Experience... 22  
*By Patrick Ramsay, University of South Carolina*
- Study Abroad: Go There. Lead Here.  
 How Studying Abroad Makes You a Better Leader ..... 26  
*By Patrick L. Nobrega, University of South Carolina*

## THE YEAR AHEAD

- Orientation Leaders: When Your Students No Longer Need You ..... 10  
*By Allison Stewart, University of South Carolina*
- Bridging the Gap:  
 Maintaining Momentum from One Year to the Next..... 14  
*By Kyle Johann, University of Central Missouri*
- Planning Budgets for the Coming Year..... 29  
*By Sylvia Reyes and Alexander Martin, University of Miami (FL)*



## LOW-COST AND HOMEGROWN PROGRAMMING

- No Money? No Problem!  
 Creating Dynamic Homegrown Programming ..... 34  
*By Ashley Maturan and Nathan Hofer, University of Sioux Falls (SD)*
- Getting More Bang for Your Buck:  
 Low-Cost Programming and Other Cost-Cutting Tips ..... 38  
*By Vincent "Vinny" Justiniano, The University of North Carolina at Greensboro*

## NACA® SPOTLIGHT

- Imagine the Possibilities:  
 The 2016 NACA® National Convention in Pictures ..... 42
- NACA® Institute Season Is Under Way!..... 50
- Have the Perfect Site for the 2017 Student Organizations Institute? .. 52
- Update Your NACA® Profile Today! ..... 52
- New NACA® Members ..... 52
- Not Too Late to Renew Your NACA® Membership! ..... 52
- Are You a New NACA® Volunteer?..... 52
- Take Advantage of These New NACA® Member Benefits ..... 53
- Building Leaders One Hour at a Time*..... 53
- Put naca.org on Your Email Safe Lists ..... 53
- Job Opportunities from The Placement Exchange ..... 53
- 2016-2017 *Regional Conferences Guide* Is Here ..... 54
- Advertise in the NACA® *Spotlight* Electronic Newsletter..... 54
- Kane Named ACE Fellow ..... 54
- Share Your News! ..... 54
- Dates, Locations for Future Conventions, Regional Conferences..... 55
- Want to Help Choose Your Region's 2016 Showcases? ..... 55
- Write for *Campus Activities Programming*®! ..... 56
- Advancing Research in Campus Activities Grants Deadline ..... 57
- Support the NACA® Foundation Any Time ..... 57
- Show What You Know: Present at NACA® Events! ..... 57
- May NACA® Foundation Scholarship Deadline ..... 57
- NACA® Leadership..... 58
- 10 Questions with ...  
 Alexandria Gurley, Quincy University (IL)..... 60

## COLUMNS

- Editor's Page: Thinking Too Much? ..... 2  
*By Glenn Farr*
- From the Chair: It's a Great Time to Be Part of NACA! ..... 3  
*By Dan Fergusson*
- Curtain Call: A Billionaire in Zimbabwe..... C3  
*By Mark Nizer*

## NACA® PROGRAMS

- ENCORE*..... 28
- Hilarity for Charity* ..... 13
- NACA® Block Booking*..... 37
- NACA® Core Values* ..... 6
- NACA® Foundation Scholarships*..... 19
- NACA® Institutes* ..... C4
- NACA® Social Media*..... 54
- NACA® Volunteering* ..... 7

# Thinking Too Much?

By Glenn Farr

@EditorGlennNACA



**AS A CHILD, I WAS A PONDERER.** I remember hearing stories of the Virgin Mary “pondering” things in “her heart” and the concept resonated with me, even though I did not know words such as “concept” or “resonated.” Still, the adults in my life frequently told me, “You think too much.” It wasn’t something I could just turn off, so I thought and thought – about the why’s and how’s of my environment, ever in search of meaning as I emerged into adolescence, adulthood and middle age. Reflection and self-awareness long ago combined to become my mantra.

On the whole, “thinking too much” has served me well, helping me to understand myself and my motivations and, I hope, to make better decisions. Sometimes, though, I still arrive at something of a dead end after reflection, as has been the case with a show I am opening the week I write this.

Those who know me understand my personal life has been difficult the past two years. An unusually high number of deaths among family members and friends has upended a few things for me and maintaining equilibrium has been a work in progress. I probably should not have been directing a play during this time, but I had committed to it long before life intervened, and I fulfill my commitments.

I did the work I usually do for a show. I dissected the script into manageable rehearsal scenes and I assembled a generally strong cast – the best I could, based on the available actors. Early rehearsals went well – until one actor in a significant role, who had done the show twice before, seemingly decided I was not up to the task of managing its complex staging, nor bringing certain cast members up to acceptable performance levels.

This actor was new to this particular theatre; I was not. I attempted to assure the actor I knew the strengths and weaknesses of the venue and its management, as well as those of the cast, and would ultimately get the best possible result

from all involved. Still, the actor directed other cast members from backstage, also giving instructions to the technical director, set designer, stage manager and producer. With respect to most of the instructions they gave, I was moments away from issuing them myself. When I expressed my frustration over this behavior, the actor indicated they were acting only out of concern for the quality of the production.

To keep the peace, I took a fairly high road, allowing the actor more concessions than I might normally afford, but making sure the production team understood their word was not law. Still, I reflected on it all, polling the production team, most of whom I had worked with before. “Am I off my game?” I asked. “Am I doing anything different this time that would lead someone to believe I don’t measure up to the job or don’t care about the quality of the show?”

The answers I received from them were supportive, and I agreed with their assessments. I was capably managing the big picture and bringing the show’s various components into a unified whole. Unfortunately, I likely did not express my usual enthusiasm for the material due to the impact of recent life events, and I was simultaneously confronted by a type of local actor I had met before – an intelligent, capable performer with a controlling personality who also experienced considerable anxiety when things didn’t evolve with the speed they thought things should. I have yet to find a completely satisfactory way to deal with this dynamic when it occurs. But I continue to reflect on it, hoping to increase my awareness of my role in it and hoping to deal better with it in the future.

Reflection and self-awareness are themes running through some of the articles in this issue of *Campus Activities Programming*®, and they are crucial to student leadership development. With this in mind, I’m not sure it’s possible to “think too much.”

Chair, NACA® Board of Directors  
**Dan Fergusson**

Executive Director  
**Toby Cummings, CAE**

#### MARKETING & COMMUNICATIONS STAFF

Director of Marketing & Communications  
**Penny Delaney Cothran, APR**

Editor  
**Glenn Farr**

Graphic Designer  
**Jason Jeffers**

Online Marketing Manager  
**Wes Wikel**

*Campus Activities Programming*® [ISSN 07462328] is published eight times a year by NACA [January/February, March, April, May, Summer, September, October, JANUARY/FEBRUARY] exclusively for NACA® members. Copyright © 2016 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 five subscriptions of *Campus Activities Programming*® are allotted to member institutions based on full-time equivalent enrollment. Additional subscriptions are available for \$95 each. 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*®. Additional subscriptions are available to members for \$95. 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 Web sites 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 Penny Cothran at pennyc@naca.org.



# It's a Great Time to Be Part of NACA!

By Dan Fergusson

@DanFergusson



**IT IS INDEED A GREAT TIME TO BE A PART OF NACA!** That's how I feel now, knowing I have the honor of serving you as Chair of the NACA® Board of Directors this year. As a member of the Board for the past three years, I have seen the beginning of an amazing transformation in how the Board and the Association operate, and I look forward to continuing that progress.

The NACA® Board of Directors is tasked with many things, but our core responsibility is to drive the strategic direction of the Association, not only for the next year, but also for many successful years to come. Our goal is to always have that strategy spelled out for and shared with the entire Association. From time to time, though, the Board needs to take targeted action to make things better for the Association.

For example, this past year, NACA focused heavily on the retention and recruitment of school members. Consequently, we are now in a better place with respect to school member numbers than we have been in quite some time. Under the guidance of Immediate Past Chair Brian Gardner, we righted the ship and grew our school membership. We will continue to focus on all types of membership and do all we can to continue to grow the Association's membership. With a strong membership base, the Association can continue to be the leader in the campus activities field.

For those of you who were able to attend the State of NACA at the National Convention in Louisville in February, what follows will likely be a recap. But for those who were unable to attend, I'd like to review three major points I was able to make about the Board's direction for the coming year. On a side note, we hope you are able to join us at an Institute, a regional conference, at a festival or at the National Convention (Baltimore here we come!) this year.

First and foremost is the strategic plan. It is time to sunset the current strategic plan and begin – and hopefully finish – the work to develop a new strategic plan for the Association. This work must be rooted in what we have done in the recent past, but also move us forward to attain new goals. The board recently ratified a new set of Core Values, Mission and Values Proposition. The task force that will develop the strategic plan will be challenged to use those Values and Mission as a driving force for the new plan. I am looking forward to seeing this important work accomplished this year and hope we can share it at the 2017 National Convention.

In July of 2014, the Board assembled a group of volunteers to participate in the Volunteer Experience Summit. The goal was to reinvigorate the volunteer experience for our many volunteers to make sure it is engaging and rewarding. Over the last year and a half, the National Volunteer Development Team, under the skillful guidance of Matt Miller of Bridgewater State University (MA), has done an incredible amount of work to make that vision a reality. This group will continue to work through the recommendations of that Summit, finish the work arising from it and continue to make the volunteer experience one that continues to make people like you and me give our time and energy to the Association we love.

The final point I made in Louisville was that we must take a hard look at booking on college campuses and address what it looks like, not only in 2016, but also in years to come. College campuses continue to evolve and we need to be at the forefront of what it means – and will mean – for our associate members to do business with our school members. We need to assess what does and does not work with our college campuses to make sure our associate members are in the best position to do well as they continue to try to serve the ever-changing needs of our school members.

What a great time to be a part of NACA! As Chair of the Board, I hope we will reach you on many levels, be it at one of our many in-person offerings, at one of our digital offerings, or simply by you gaining through your involvement a great colleague or two you can call whenever you have a question. This is a year in which we will set the direction of the Association for years to come. What could be better than that?

Who is ready for another great year with NACA? I sure am!



# REFLECTION

More than a Buzzword

By

**RYAN M. PATTERSON**

University of Nebraska-Lincoln



**YOUR ROLE AS A STUDENT LEADER** is one of the most significant beyond-the-classroom experiences you will have during your time in college. The personal and professional growth you attain while leading your peers, coordinating events, managing budgets and facilitating difficult conversations is substantial. Yet, student leaders often miss an opportunity for enhanced development through the practice of intentional reflection on the tasks they complete.

Let's consider a framework for reflection so you can make the most of your leadership experience. We will define reflection, explain its benefits, and share ways to be more reflective.

### What and Why

As a student leader, you have more than likely had an advisor or professional staff member at your university encourage you to reflect on an experience. Unfortunately, for many students, reflection is only a buzzword, something that sounds good, but means nothing. Reflection, however, is much more than a buzzword; it is a powerful way to enhance your skills as a leader. Reflection is best defined as a process in which an individual can "integrate the understanding gained into one's experience in order to enable better choices or actions in the future as well as enhance one's overall effectiveness" (Rogers, 2001, p. 41). Reflection facilitates learning and meaning making of lived experiences, which is far beyond simply recounting an event.

Practicing reflection can provide significant and valuable benefits if completed effectively. Reflection is a process that generates, deepens and documents learning (Ash & Clayton, 2009). When reflecting, individuals create space to review past experiences that allows them to view issues from a new perspective. Participating in reflective practices will provide you with new knowledge to help you to become more successful as a leader when taking action.

### How to Reflect

Even if you are aware of what reflection is and recognize its benefits, practicing reflection can be challenging. As many of you may have experienced, when someone tells you to reflect on something, you either blankly stare back at them or merely recount the events that occurred. If that describes you, you are like most other students who simply are unaccustomed to the practice of learning through reflection (Clayton & Ash, 2004). In order for you to accomplish effective reflection, you need structure and guidance (Ash & Clayton, 2009). A helpful tool for this necessary structure and guidance is the **DEAL Model for Critical Reflection**, a three-step process in which students describe their experience, examine it in light of their organization's goals for its members' development, and articulate their learning based on their experience (Ash and Clayton, 2009).

### D - Describing the Experience

The first step, describing the experience, involves thinking

about what took place, when it occurred, who was there, what actions you took, and what led to those actions. The more you can think about the specifics, the better, as that will lead to deeper meaning making. Often, learning can be maximized by breaking an occurrence into smaller pieces rather than trying to make sense of an entire event all at once.

### E - Examining the Experience

The second step, examining the experience, involves connecting the goals your organization has for developing its members with what took place during the event or experience on which you are reflecting. For example, it is likely a goal of your campus programming board to teach its members how to plan all aspects of an event. Another example of an organization's membership development goal is student government associations expecting their members to learn how to effectively represent others in a democratic government.

Although student organizations have differing missions, some of the common goals for students' growth include the development of communication, critical thinking, and intrapersonal and interpersonal skills. Consider what your organization strives for its members to learn and examine how your experience matches these goals. This process of thinking through what skills and knowledge you have acquired will position you for the third step of the model.

### AL - Articulation of Learning

The final step is articulation of learning, which involves discovering and deepening your learning so that the skills and knowledge you gained can be used in future settings. There are four prompts to help articulate your learning:

- "(a) What did I learn?;
- "(b) How did I learn it?;
- "(c) Why does it matter?; and
- "(d) What will I do in light of it?" (Ash and Clayton, 2009, p. 46).

Answering these straightforward questions will help you make meaning of your experience and assist in your growth, both personally and professionally.

### Methods to Use

There are several methods by which you can work through the DEAL Model to practice reflection. Going through the steps of the model mentally can be beneficial. However, the greatest level of learning and meaning making will occur when processing your experience verbally or in writing.

**Verbal discussion:** A discussion between you and others in your student organization can provide for a reflection process that can be beneficial for the group as a whole to recognize what has been learned together. An opportune time for group reflection can be after your organization plans a successful event or after overcoming a significant challenge.

**Written reflection:** An additional method for practicing reflecting is through journaling in a notebook or blogging. Writing allows you to be more introspective and understand at a deeper level the meaning and knowledge gained from your experience.

## Becoming the Best Version of Yourself

There is little doubt that the work you do as a leader of a student organization contributes to your personal and professional development. However, if you are like most students, you may be missing out on an important opportunity to enhance your leadership ability by not reflecting on the significant tasks you complete. Using the framework provided by the DEAL Model, you will practice effective reflection and recognize it as more than a buzzword. Describing your experience, examining it, and articulating your learning will increase the knowledge you can gain from different situations, allowing you to make better decisions in future moments.

As you lead your peers, coordinate events, manage budgets and facilitate difficult conversations, remember the opportunity that exists to reflect on these experiences and gain new knowledge to become the best version of yourself.

## References

- Ash, S.L. & Clayton, P.H. (2004). The articulated learning: An approach to guided reflection and assessment. *Innovative Higher Education*, 29(2), 137-154. doi: 10.1023/B:IHIE.0000048795.84634.4a
- Ash, S.L. & Clayton, P.H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25-48. Retrieved from <https://www.missouri-western.edu/appliedlearning/journal/>
- Clayton, P.H. & Ash, S.L. (2004). Shifts in perspective: Capitalizing on the counter-normative nature of service learning. *Michigan Journal of Community Service Learning*, 11(1), 59-70. Retrieved from <http://hdl.handle.net/2027/spo.3239521.0011.106>
- Rogers, R.R. (2001). Reflection in higher education: A concept analysis. *Innovative Higher Education*, 26(1), 37-57. doi: 10.1023/A:1010986404527

## About the Author



**Ryan M. Patterson** is a Graduate Assistant concluding his work towards a master's degree in educational administration-student affairs at the **University of Nebraska-Lincoln**. He holds a bachelor's degree in business administration with a minor in leadership studies from Kansas State University. In the summer of 2015, he served as a Graduate Intern in the Office of Student Engagement at the University of South Carolina. He currently is a Graduate Intern for the Don Clifton Strengths Institute.

**Unfortunately, for many students, reflection is only a buzzword, something that sounds good, but means nothing. Reflection, however, is much more than a buzzword; it is a powerful way to enhance your skills as a leader.**

## NACA® CORE VALUES

### STEWARDSHIP

Make fair and strategic decisions about the use of Association resources with a focus not just on the particular program, but for the long-term health of the Association.

### INNOVATION

Imagine and create new opportunities, improve experiences, and anticipate the needs of our members.

### COMMUNICATION

Enhance relationships through the effective, efficient and timely exchange of information and ideas.

### RESPECT

Commit to see and celebrate the unique value in ourselves, others and the Association.

### LEARNING

Provide opportunities for the acquisition of knowledge, skills and competencies.

### INCLUSIVITY

Create, with intention, environments where all people can thrive and be successful.

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.



it's all about the

# VOLUNTEERS

# 2,000

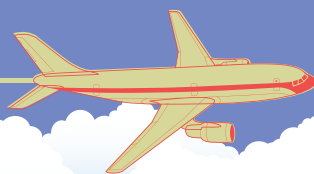
Average number  
of volunteer hours  
it takes to plan  
a NACA® event

(That works out to about 90 hours  
per volunteer—over 2 full work weeks!)



# 200 MILES

Average distance traveled  
by volunteers to events



# 30

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



# 100+

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

**WHY VOLUNTEER?**  
EXPERIENCE IT'S FUN!  
IDEA SHARING  
NETWORKING  
SERVICE PLANNING  
PROFESSIONAL DEVELOPMENT

# A DECADE

Longstanding NACA® volunteers average  
10 years of service to the association!



# 25%

Percentage of NACA® member schools  
with active volunteers  
#notenough #wecandobetter

**Want to Volunteer?**

Visit [www.naca.org](http://www.naca.org) 24/7 for opportunities or contact Laura Jeffcoat at [lauraj@naca.org](mailto:lauraj@naca.org).





# THE IMPORTANCE OF **SELF-AWARENESS** FOR STUDENT LEADERS

By  
**STEFON NAPIER**  
Florida Atlantic University

**EITHER I DID NOT LEARN ABOUT THE CONCEPT OF SELF-AWARENESS WHEN I FIRST BECAME A STUDENT LEADER or I simply wasn't paying attention. It was most likely the latter case, but I certainly wish I could have been a more self-aware leader earlier in my undergraduate career. However, if you are reading this article as a first-time student leader, you are already taking positive steps towards becoming the best possible version of yourself.**

Self-awareness is being practiced, "When attention is directed inward and the individual's conscious[ness] is focused on himself, he is the object of his own consciousness – hence 'objective' self-awareness" (Duval & Wicklund, 1972, p. 2).

Additionally, the *Merriam-Webster Dictionary* (2015, para. 1) defines self-awareness as “knowledge and awareness of your own personality or character.”

With those definitions in mind, I would like to explain why it is important for student leaders to be self-aware and to provide specific suggestions for increasing your level of self-awareness.

### Why Is Self-Awareness Important for Student Leadership?

When students first arrive on a college campus, they are confronted with a number of different communities – classrooms, student organizations, residence halls and more. Each of these communities has its own set of beliefs and ways of doing things. Students eventually join student organizations that best align with their values, philosophies and interests.

These communities also provide leadership roles, which give students the opportunity to positively impact the success of the organizations they join. Occupying student leadership roles involves becoming more visible, which might cause students’ peers to perceive them differently and have higher expectations of them than when they were members, only.

Accordingly, self-awareness is key for student leadership because it challenges students to examine themselves closely and make changes based on understanding themselves. Students often get involved in leadership roles as a way to develop themselves personally and professionally. Self-awareness contributes greatly to the process of personal growth as individuals learn to become more intentional about knowing themselves and how they perceive and interact with the world.

### Strategies for Improving Self-awareness

The most important thing student leaders can do to improve their self-awareness is to seek feedback from a variety of friends, advisors and family members. Keep in mind that family and friends may be more inclined to provide positive feedback, and it is important to note that such feedback may not necessarily be accurate (Wright, 2003). Your friends or family may know you well personally, but they may perceive you differently than the people you lead within your student organization. Therefore, it is important to seek feedback from the students you lead, your organization’s advisor, and other external constituents with whom you deal in your leadership role.

Musselwhite (2007, para. 1) says, “Self-awareness is being conscious of what you’re good at while acknowledging what you still have yet to learn. This includes admitting when you don’t have the answer and owning up to mistakes.” Questions you can use to ask for constructive feedback from people you lead, advisors, and other student leaders include:

1. What would you describe as my greatest strength?
2. What is one skill you would challenge me to improve upon?
3. How would you say I handle situations in which I don’t know the answer to how to solve a problem?
4. On a scale of 1 to 10, how would you rate me in terms of my willingness to admit my mistakes (with 1 being I never admit my mistakes to 10 being that I always am

willing to admit my mistakes)? Follow up by asking why they assigned you that number?

When asking people for feedback, it is important to not interrupt them when they are answering your questions. It is easy to become defensive when we hear feedback from others, especially when it isn’t positive. However, remember that you are seeking feedback to improve your performance as a student leader and the feedback you receive is valuable.

After receiving feedback, be sure to thank the person for providing it. Note that you do not need to act on every piece of feedback you receive, but you should take time to reflect on discrepancies between how you perceive yourself as a leader and any recurring patterns you detect in the feedback you receive. Another way to improve your self-awareness is through daily reflection (Musselwhite, 2007).

### Setting the Tone for Leadership

Seeking feedback on strengths and weaknesses sets the tone for leadership in organizations by establishing that it is okay for leaders to make mistakes and seek help (Musselwhite, 2007). For student leaders, seeking feedback and intentionally becoming self-aware are extremely important habits to develop early on, as they can pay dividends throughout your professional career. When student leaders develop strong habits of self-awareness, they are able to increase the impact they have on their campus community.

### References

- Duval, T.S., & Wicklund, R.A. (1972). *A theory of objective self-awareness*. New York, NY: Academic.
- Musselwhite, C. (2007, Oct. 1). Self-awareness and the effective leader, *Inc.* Retrieved from <http://www.inc.com/resources/leadership/articles/20071001/musselwhite.html>
- Silvia, P., & Duval, T. (2001, August). Objective self-awareness theory: Recent progress and enduring problems. *Personality and Social Psychology Review*, 5(3), 230-241.
- Self-awareness. (2015). In *Merriam-Webster.com*. Retrieved from <http://www.merriam-webster.com/dictionary/self-awareness>
- Wright, S. (2003). Self-awareness and personal development. *LeaderLetter*, Retrieved from <http://www.wright.edu/~scott.williams/LeaderLetter/selfawareness.htm>

### About the Author



**Stefon Napier** is pursuing a master’s degree in higher education leadership at **Florida Atlantic University**.



---

# ORIENTATION LEADERS:

## When Your Students No Longer Need You

By  
**ALLISON STEWART**  
University of South Carolina

**Consider this scenario, which may happen to a campus orientation leader when the midpoint of the fall semester arrives ...**

**The buzz of preparing for class registration looms over campus. You have kept up with the first-year students involved in your institution's new student programming, and as their orientation leader, you feel a sense of duty to make sure they are fully prepared. You send them a reminder about when to register for classes, how to look up their potential course options, and encourage them to meet with their academic advisors for any curriculum clarification. And that's when it happens. You receive a text from one of your students:**

**"Thanks for all of your help, but I've got this!"**

**YOU ARE STUNNED.** You begin to wonder how it is possible your students have all the answers and do not need your guidance anymore. But do you want to know the best part? As a result of the hard work and dedication provided by you and your institution, this first-year student felt prepared. The lessons you taught students during their orientation program assisted in their transition from high school students to independent-minded college students. From your leadership, your students have gained confidence in their ability to identify campus resources and engage with their peers to the point they do not need to constantly turn to you for help.

No matter how much we care for our students, it is essential for orientation leaders to understand that the greatest moment in this role comes when your students no longer need you.

### **Why are orientation programs important?**

Orientation leaders play a large role in guiding students throughout the many facets of college life, and new student programs are used on campuses across the nation to immerse incoming students in campus culture and prepare them for success at the institution. Those of us who work in orientation, transition and retention understand just how integral these programs are to higher education. Without them, it is difficult for

students to accurately understand the resources their campuses provide, as well as the variety of ways to become a balanced individual through academics and extracurricular activities. An orientation program provides a feeling of belonging and introduces students to the next few years of their lives.

### **What topics should orientation programs cover?**

How can we better lead our incoming students to reach a feeling of self-regulation through new student programs? Orientation serves as a platform with which faculty, staff and current students can send a message to their newest scholars about how to succeed in college. Professionals and peer leaders should strive to facilitate a well-rounded orientation program that covers a multitude of topics concerning the collegiate institution so that new students have enough information to make independent decisions and feel well prepared for the rest of their college careers.

### ***Campus history, traditions and values***

Many students who participate in orientation programs have never been exposed to their institution's campus or even college life, in general. This is their first time to escape what was once their "high school bubble." Now is the chance to



enlighten them about the college or university and what it stands for:

- What is the school's vision?
- What are the institution's goals?
- How does the campus foster conversations about diversity and student success?

Highlighting where the school has been and where it is going will give students a holistic view of the institution they are joining. Creating an atmosphere of unity among students, faculty and staff is fundamental for new students to feel they have made the right choice by attending this particular institution.

### ***Academic policies and support services***

It is a harsh reality that college classwork can take a toll on first-year students. The transition from studying in a high school setting to the rigorous academic environment of college can create high levels of stress and doubt for students. Preparing them early on for what they may face in the coming semesters allows them the opportunity to know what to expect. Discussing the academic calendar in terms of course drop dates, grading scales or techniques, and general class structure gives students an overall view of how their coursework may change from previous years. Institutional policies, such as the school's definition of plagiarism, penalties for cheating, or even the effect of excessive class absences, inform students of the consequences of certain academic choices.

But what if students still feel they will struggle in their schoolwork? One of the most important things to consider in this instance is how your campus provides academic resources. Emphasizing any support services, such as peer tutoring, supplemental instruction, or academic coaching, will encourage students to ask for help when they need it. Also, if your student chooses to self-identify at some point as having a diagnosed learning disability that may impact their classes, sharing information about offices that focus on disability services or accessibility will educate them to the presence of these campus resources.

### ***Health and safety resources***

With all that happens to students during their first semester, they often neglect their physical wellness. Many institutions of higher education promote a healthy lifestyle with a selection of nutritious on-campus food options, a recreation and wellness center, and student organizations committed to spreading awareness about current health issues. But there are other aspects of college student health that should not be forgotten, including sexual health and assault intervention/prevention, recovery options for substance

abuse, and mental health services such as student counseling. Students should also be informed of:

- Where the medical centers are located, whether on campus or off campus, to be used in times of illness and emergency?
- What is considered a permissible medical excuse to be absent from class?
- Who do I speak to for information regarding immunizations, urgent care, or women's health services?

These are certainly concerns for the majority of incoming students, especially now that they are living independently.

Related to an individual's health is the topic of safety. In today's society, schools have implemented incredibly systematized plans for dealing with emergencies, including hazardous weather, the presence of a dangerous individual on campus, and fire evacuations. Let students know how they can stay informed

about safety guidelines and procedures. To help your students feel secure on campus, assure them that security measures, including a campus police force, have been put into place.

### ***Involvement and leadership opportunities***

Students should be made aware that there are ways to develop their interests other than through classes. Discussing involvement and leadership experiences on campus emphasizes one of the many ways students explore potential careers, meet peers with diverse backgrounds, and network with professionals in various fields.

- How can students find these involvement opportunities on your institution's campus?

Many schools host student organizations related to philanthropy, sports and recreation, student governing

boards, religion and culture, and specialized academics. It is also essential for orientation leaders to help students understand the importance of time management when involved in these activities, and how to balance coursework with extracurricular involvement.

### ***Community life and ways to give back***

The history of your institution is closely connected to the history of its surrounding area. Knowing about their new city can lead students to feel more attached to their new home.

- What points of interest would you encourage your students to visit?
- What are the known social hangout spots, coffeshops, and study areas around town?

The majority of students will want to use this information to get a better feel for the town as they adjust to living on their own.

Even more significant are the places students can go to give back to the community. During their academic careers, most

**NO MATTER HOW  
MUCH WE CARE FOR  
OUR STUDENTS, IT  
IS ESSENTIAL FOR  
ORIENTATION LEADERS TO  
UNDERSTAND THAT THE  
GREATEST MOMENT IN  
THIS ROLE COMES WHEN  
YOUR STUDENTS NO  
LONGER NEED YOU.**



students engage in some type of volunteerism with interests ranging from human services and religion to environmental efforts and community development. How can your students engage in these services and give back to their community?

### **Should orientation leaders stay connected with their students?**

Of course, another objective of new student programs is for students to build relationships with their peers, including their orientation leaders. Although orientation leaders will ultimately reach a point when their students no longer need them for guidance, that does not mean they can't stay connected. For many incoming students, their orientation leader is the first person with whom they truly bond on campus. Orientation leaders should strive to be a part of incoming students' lives, but also give them the space they need to figure things out themselves and make their own mistakes.

### **Moving forward can be tough**

Actually, it is not a bad thing for your students to no longer need you. In fact, when students feel fully informed by the orientation program and have the ability to make independent decisions about their collegiate experience, it shows you have done your job. The time you have invested in them helps cultivate great future student leaders who give much back to the institution.

And who knows? Maybe, just maybe, some of your students will become orientation leaders, too.

### **About the Author**



**Allison Stewart** currently serves as a Graduate Assistant for the Career Center at the **University of South Carolina**, where she is pursuing a master's degree in higher education and student affairs. She previously earned her bachelor's degree in human resources management from Auburn University (AL). During her undergraduate experience, she served as an orientation coordinator, involvement ambassador, and peer instructor for first-year experience courses.



HANG  
OUT  
WITH **SETH**  
**ROGEN**  
AT YOUR SCHOOL  
by helping him Kick ALZ in the Ballz

Check it out:  
[CrowdRise.com/hfcu](http://CrowdRise.com/hfcu)



---

# BRIDGING THE GAP

## Maintaining Momentum from One Year to the Next

By

**KYLE JOHANN**

University of Central Missouri

**T**HE YEAR IS JUST ABOUT FINISHED. So many great things have happened. A new tradition has begun on campus. Record attendance numbers were achieved this year. The executive board worked fluidly to execute a great year of work. Now, you find yourself in a precarious situation, asking yourselves, “How can we make the same thing happen again?”

From one programming year to the next, there are many times we find there is no record of what we have done. We know what has happened based on word of mouth, but there is little formal record of what occurred. Some years, we see our programming board starting over from scratch because all the previous year’s leaders have graduated or left the organization. What are we left with? Not quite all of the pieces we need. So what do we do? How do we pass on helpful information from one group of leaders to the next?

Actually, there are several ways we can accomplish this and ensure the coming year’s success, all while maintaining our momentum.

### **Retreats**

Many look to retreats to facilitate successful transition. Many of the retreats in which I have participated discussed what our goals for the year would be, included information about the events we would be producing, shared position updates from members, and offered various workshops to further develop the group.

Typically during retreats, we look toward the future, but we often miss the point of analyzing what happened last year. While it is good to look at what we are going to do, we should also review last year’s goals and evaluate how well we reached them. Each year, organizations make small tweaks in how they

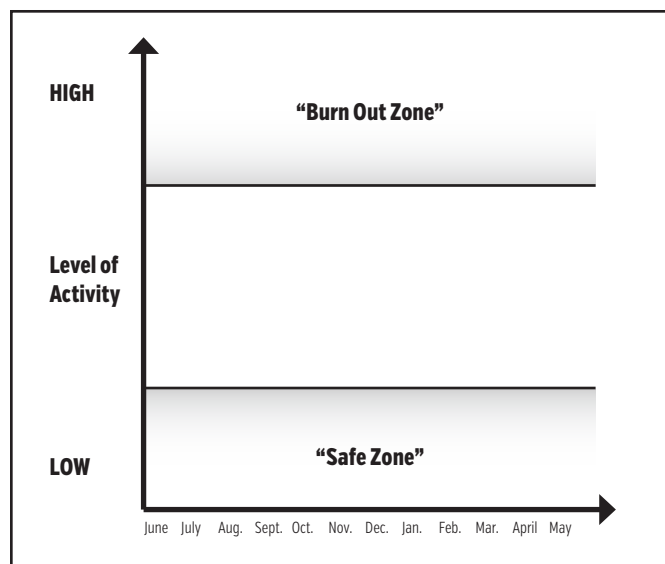






do things. What did we like about the past year? What can we do better this year? How can we maintain momentum and make the new year a better one?

There is one retreat activity that is essential, though. It is a fast-forward look into the coming year for each individual and their position, as well as the work they do with the organization. For each coming month, everyone should rank their expected stress levels. Do they have a large number of events



during a particular time? Is there prep work they should be doing? Will they need to be applying for jobs?

When completing this exercise, while it is important that members are challenging themselves, they should not challenge themselves too much. If students are riding along in the safe zone, they may not be pushing themselves to do things as well as they could. But if they are too involved, they may burn out. Through this activity, we hope to be able to encourage planning that will allow us to achieve as much as possible.

### Independent Study

In an independent study, the responsibility of passing on information is left to the incoming and outgoing officers. The goal is to have the incoming officer review the expectations and responsibilities of their position. After they have a grasp of these things, they meet with the outgoing officer to gather necessary information. What results from this is open to the process the officers choose to pursue.

The strength of this strategy is that the information being passed on is what the officers feel is important. The students involved create the entire process. However, limitations may arise from the incoming officer thinking they already know all they need to know or the outgoing officer believing learning the position is a completely intuitive process.

### Shadowing/Mentoring

If incoming officers are elected far enough ahead of time, this is an ideal way to complete officer transition. When shadowing, the outgoing and incoming officers work together to demonstrate what is required of the position. The incoming

officer works with the outgoing officer to complete tasks, meet with essential personnel, order food, and plan what is to come. With this type of transition, incoming officers serve in an “elect” capacity and help execute the position’s necessary functions. This form of transition is excellent because it passes on information that is difficult to put into writing or to share in a one-hour meeting.

In shadowing, there is a lot of information that needs to be transferred, and it can be hard to figure out what is most important to share. If the transition is started early, it becomes a more natural process, and starting early is preferable. The later in the year that shadowing is initiated, the less effective it may be. If your elections occur early enough, try to implement this transition soon afterward so as much information as possible can be shared.

### Transition Binder

If there is not enough time to shadow outgoing officers and mentor incoming officers, a solid transition binder may be able to take its place. A transition binder can hold a plethora of information, but how do officers know what to include in it? With each transition, we hope there is some form of information passed from outgoing to incoming officers. There are several essential items to be included: the organization’s constitution, executive board job descriptions, student funding spending guidelines and budget information.

Additionally, the binder should contain some documents it might not seem intuitive to include, such as last year’s budget and how it was spent, past event information (costs, reservation information, other event details), important forms (forms that have been completed, as well as blank ones), tips the outgoing officer shares with the incoming officer, and information about running committees for which the incoming officer may be responsible.

The transition binder can be difficult to master. Instead of leaving its compilation solely up to the outgoing officer, you, the advisor, should provide a list of what you would like to see in the binder. Make sure information you consider important is in there, and view the binder before it is given to the incoming officer to make sure it is complete.

This form of transition works well because it offers a centralized location of information incoming officers will need. They can refer to it when the outgoing officer is no longer there. One challenge it presents, though, arises from situations in which the outgoing officer experiences “senioritis.” Such a leader can be someone who is actually a senior and is ready to graduate or a senior member of the organization who is antsy to leave it. In either case, the outgoing officer may fail to include crucial information, so it is important to check in on the binder’s assembly to make sure it contains all it should.

### Learning Contracts

Creating a learning contract is something that can be difficult, but effective if there is a time crunch. Learning contracts (see examples on Page 17) are individually created based on position and cater to the needs of incoming officers as well as to what outgoing officers find important. In this type of transi-

*Learning contracts, such as those displayed here, help outgoing and incoming officers share and learn valuable information.*

### Outgoing Officer Evaluation

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Please list *Important Contacts* for your position

Name/Position	Phone Number	Email	Why are They an Important Contact

List 3 important pieces of advice for the incoming officer:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

What were major challenges and accomplishments in your term?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This document is intended to be passed on to the incoming officers. Provide 1 copy for the incoming officer and it is suggested you send a copy to the incoming president.

### Incoming Officer Evaluation

This document is intended for incoming officers. It is suggested you send a copy to the incoming president.

*This document is intended to aid student organization executive board's transition between new and old boards. This document should be completed before the new executive board has begun their term. Answering these questions will aid in transitions and make transition a much smoother process.*

### Incoming Officer Questions

What made you want to run for this office? Why? List three reasons:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three new ideas you would like to implement this year:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Can you foresee any problems during your term of leadership? What solutions can you suggest?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What goals or events from last year would you like to continue? How can you improve them?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Topics to Discuss with Outgoing Officer During Training

Things I should be doing over the summer:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

People (positions) that I should get to know and why:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Resources on and off campus I should know about:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other questions I want answered:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

tion, each leader gets what they need and important leadership skills are developed. Learning contracts can apply to positions that are common to many organizations, but they can also be created for positions that are unique to an organization.

An incoming president has much to review with and many questions to ask an outgoing president. Outgoing presidents should be doing their best to review information about aspects of the past year operations, including goals, programs, activities, members, officers and organizational structure.

A learning contract for an outgoing officer should require them to document their goals from the past year and how they met them. Should these goals be carried over for the new officer or should they be altered? Goals should be focused towards the organization's mission, so how is the organization accomplishing these goals?

For programs and activities, the contract requires the outgoing officer to share what happened during the past year, including information about the events the organization produced, the service projects it coordinated, and who the organization worked with in implementing events and projects. These details are important to building tradition and continuing events created in the past.

Also, the contract requires the outgoing officer to share what can be done for the membership of the organization. This is a great opportunity to examine how many members are involved and what recruitment practices are in place. Share information about what happens at the involvement fair and how the organization goes even further in recruiting new members.

Most important, though, the contract leads the outgoing officer to discuss the organization's structure and officer management. What does the president do to ensure officers fulfill responsibilities and work as a team? Group dynamics are not consistent from year to year, but understanding how things functioned the previous year can help future leaders.

Ultimately, create a learning contract that helps foster success for each office holder from year to year. At the end of the document, create a signature space for the outgoing officer and keep a copy on file.

The incoming officer contract should be a bit more reflective and it is good practice to complete it before officers leave for summer vacation. The contract should encourage incoming officers to reflect on why they ran for the position, what they want to implement in the organization during their term, what problems they foresee, and what traditions they want to continue. This portion of the contract allows officers to remember why they chose to pursue this leadership opportunity and maintain the passion they had when they were selected.

The second page of this contract is meant to facilitate conversation between the incoming and outgoing officers, allowing them to discuss tasks to complete over the summer, who the incoming officer should know on campus, and any questions the incoming officer may have.

Benefits of learning contracts are that information is transferred in a way that demonstrates what has happened. It is documented. A downside is the amount of time required to create and implement them. They may require more time than some outgoing officers are willing to spend on them, but ultimately they are worth the effort. Push students to be more thorough and provide or acquire the information they need to complete their contracts.

### How Do YOU Bridge The Gap?

For any student organization to continue to be successful, much information needs to be transmitted from year to year. If you have the luxury, the best transition you can pursue is one you start early because it gives you frequent and continuing opportunities to share information. If you want your new year to go off without a hitch, you need to cultivate an environment that encourages a transition that begins early and shares information often. Do all you can to make that a reality.

**FROM ONE PROGRAMMING YEAR TO THE NEXT, THERE ARE MANY TIMES WE FIND THERE IS NO RECORD OF WHAT WE HAVE DONE. WE KNOW WHAT HAS HAPPENED BASED ON WORD OF MOUTH, BUT THERE IS LITTLE FORMAL RECORD OF WHAT OCCURRED. SOME YEARS, WE SEE OUR PROGRAMMING BOARD STARTING OVER FROM SCRATCH BECAUSE ALL THE PREVIOUS YEAR'S LEADERS HAVE GRADUATED OR LEFT THE ORGANIZATION. WHAT ARE WE LEFT WITH? NOT QUITE ALL OF THE PIECES WE NEED.**

### About the Author



**Kyle Johann** is a Graduate Assistant for Student Leadership at the **University of Central Missouri**, where he is pursuing a master's degree in college student personnel administration. He holds a bachelor's degree in organizational leadership from Carroll University (WI). He served as a Graduate Intern in the Campus Activities Marketplace at the 2015 NACA® Central Regional Conference, as well as a Graduate Intern for the 2015 National Orientation Directors Association (NODA) Annual Conference. His article "The World Doesn't End after College: Choosing a Career in Student Affairs" appeared in the November/December 2015 issue of *Campus Activities Programming*®.





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

**Erika Bell**  
The Ohio State University

# 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 Program

NACA® Regional Council Student Leader Scholarship

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

NACA® Mid Atlantic Associate Member  
Professional Development Scholarship

Markley Scholarship

Ross Fahey Scholarships

Scholarships for Student Leaders

Zagunis Student Leader Scholarship

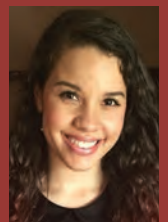
Tese Caldarelli Memorial Scholarship

Alan Davis Scholarship

For qualifying information, application deadlines  
and more, visit [www.naca.org/Foundation/  
Pages/Scholarships.aspx](http://www.naca.org/Foundation/Pages/Scholarships.aspx).

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

**Tenasia Law**  
Point Park University (PA)





# THE IMPORTANCE OF ENGAGING INTERNATIONAL STUDENTS

By  
**ANTHONY J. WARD JR.**  
Florida Atlantic University

**International students leave their home countries to come to America to obtain a high-quality education and to experience and learn about American culture. However, the transition for international students can be difficult. Campus activities programmers can play an important role in helping ease the transition international students face by intentionally including them in programming activities that help them improve their English language skills, experience American culture, and interact with American and other international students.**

It is also increasingly important for American students to learn how to connect with diverse groups of individuals and to become aware of global issues, customs and topics (Brckalorenz & Gieser, 2011). Although studying abroad is a good option for American students seeking to increase their global awareness, not all students have the money or time to study abroad. One way for US students to learn more about international issues is to interact with international

students enrolled on their own campuses (Brckalorenz & Gieser, 2011). American students who interact with international students benefit by developing their cognitive skills (Luo & Jamieson-Drake, 2013) and by becoming aware of global issues through that interaction. Given that both domestic and international students benefit by engaging with each other, it's extremely beneficial to involve international students in programming.



---

## **Ideas for Increasing the Interaction between Domestic and International Students**

Although it is important for international students to have opportunities to interact with each other, our focus here is on creating programming that encourages international and domestic students to interact and learn from each other. For instance, Liz Kruse, Advisor for International Student and Scholar Services at the University of Wisconsin-Platteville, said, “We were finding a lot of international students saying it was difficult to make friends with US students, so we wanted something to facilitate that interaction, but we didn’t want it to be completely forced” (Hopkins, 2012).

With that in mind, let’s explore ideas for increasing the opportunities for domestic and international students to interact during programming events.

### **Co-sponsor Events with International Clubs**

Programmers should seek out leaders of international clubs on campus to create and implement co-sponsored programming that appeals to both international and domestic students. By co-sponsoring events, domestic and international leaders and their members have the opportunity to build connections with each other. It will help increase a sense of belonging for international students and it will give domestic and international students opportunities to learn from each other. Co-sponsoring events will also allow members from each of the groups to learn more about leadership opportunities outside their current organizations and can benefit and foster relationships with multicultural groups on campus.

### **Seek International Students for Your Programming Board**

Invite international students to serve on your programming board and use their expertise to help plan and market events to international students. It is important that international students serving on programming boards are given the opportunity to share their ideas in culturally appropriate ways. Just having an international student on the programming board is not sufficient – they need to be able to contribute their ideas for new programming initiatives, as well as ideas for attracting international students to events. Remember, united we all can learn new things.

### **Create an Effective Marketing Plan for Publicizing Events to All College Students**

Creating a comprehensive marketing plan that ensures that all students are welcome to attend is vitally important. Use social media (Facebook, Twitter, Instagram, and Snapchat), as well as flyers, tabling and electric bulletin announcements to spread the word. Make sure to highlight proven crowd pleasers such as “free food,” “music,” “live entertainment,” “giveaways,” and “T-shirts” to inspire both domestic and international students to attend.

### **Encourage Your Members to Attend International Student Group Programs**

Encourage domestic students to attend events offered by international students. For example, Evening on the Green,

a past event hosted by the Caribbean Student Association at Stetson University (FL), educated students about the various Caribbean cultures and involved representatives from each island sharing a short story about their island’s culture. Food and entertainment from each island were also provided and there were opportunities to engage in sports (such as soccer) typically played in the Caribbean. A mini soccer tournament provided domestic and international students time to get to know each other and have fun.

### **Make Events Welcoming and Interesting to All**

Fostering interaction between international and domestic students is key to promoting student development in both groups. Engaging international students helps them adapt to a new environment and also learn about their new home’s culture. In an ideal world, it would be great for all students to interact with someone outside of their culture (i.e. American to French, Spanish to Caribbean, etc.), but speaking from first-hand experience, I know this can be challenging. Being a “newbie” at a new school in a foreign country is scary and campus activities programmers can help ease the transition by planning events that are welcoming and interesting to both domestic and international students.

---

## **References**

- Brckalorenz, A., & Gieser, J. (2011, November). Global awareness and student engagement. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Charlotte, NC. Retrieved from <http://naca.ws/1V1jgM2>
- Holley, L.C., & Steiner, S. (2005). Safe space: Student perspectives on classroom environment. *Journal of Social Work Education, 41*(1), 23-64.
- Hopkins, K. (2012, Oct. 10). Colleges encourage more international student engagement. *U.S. News & World Report*. Retrieved from <http://naca.ws/23EyK5>
- Kirchner, M., Coryell, L., & Yelich Biniecki, S. (2014). Promising practices for engaging students. *Quality Approaches in Higher Education, 5*(1), 12-18.
- Luo, J. & Jamieson-Drake, D. (2013, June 1). Examining the educational benefits of interacting with international students. *Journal of International Students 3*(2). Retrieved from <http://naca.ws/1SzCr95>

---

## **About the Author**



**Anthony J. Ward Jr.** is a Graduate Assistant for Student Involvement at **Florida Atlantic University**, where he is pursuing a master’s degree in higher education leadership. He earned a bachelor’s degree in chemistry from Stetson University (FL), where he also served as the building manager for the Wellness & Recreation Hollis Center. He has been affiliated with the Chi Sigma Alpha Student Affairs Honor Society International, Sigma Chapter, which he served as president, as well as with Kappa Delta Pi, International Honor Society in Education.



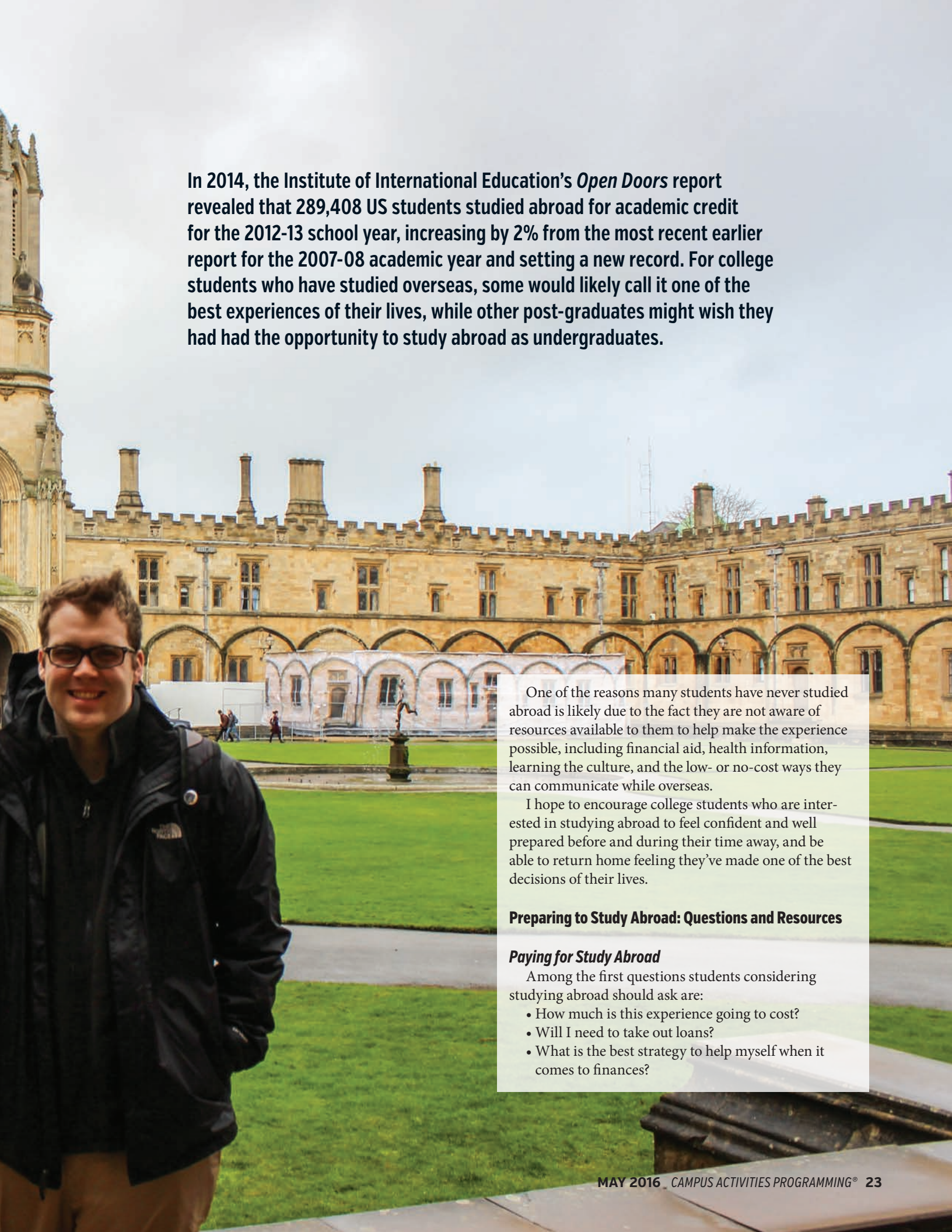


# STUDYING ABROAD

Preparing for a Once-in-a-Lifetime Experience

By  
**PATRICK RAMSAY**  
University of South Carolina





In 2014, the Institute of International Education's *Open Doors* report revealed that 289,408 US students studied abroad for academic credit for the 2012-13 school year, increasing by 2% from the most recent earlier report for the 2007-08 academic year and setting a new record. For college students who have studied overseas, some would likely call it one of the best experiences of their lives, while other post-graduates might wish they had had the opportunity to study abroad as undergraduates.

One of the reasons many students have never studied abroad is likely due to the fact they are not aware of resources available to them to help make the experience possible, including financial aid, health information, learning the culture, and the low- or no-cost ways they can communicate while overseas.

I hope to encourage college students who are interested in studying abroad to feel confident and well prepared before and during their time away, and be able to return home feeling they've made one of the best decisions of their lives.

### **Preparing to Study Abroad: Questions and Resources**

#### ***Paying for Study Abroad***

Among the first questions students considering studying abroad should ask are:

- How much is this experience going to cost?
- Will I need to take out loans?
- What is the best strategy to help myself when it comes to finances?

Students who have never studied abroad need to understand and explore all the available opportunities to find financial support. In April 2015, *StudyAbroad.com* reported on a survey of 466 students who were either actively searching for study abroad programs (68%), were currently studying abroad or waiting to hear from programs after applying (15%), were still waiting to decide whether they should go abroad (11%), had previously been abroad (4%), decided not to study abroad (1%), and were currently studying overseas (1%). The two highest concerns reported were the cost (45.7%), and the availability of financial aid, scholarships and/or work-study programs (36%).

When asked whether they planned to use financial aid, 26% of students were not aware they could receive financial aid for this purpose. With this fact in mind, it is highly recommended that students explore all financial options, such as scholarships, grants and federal loans. It has even become easier in recent years to receive financial aid for this purpose. According to NASFA: Association of International Educators, The Higher Education Act (HEA) of 1992 mandated that a student can receive financial aid for the costs of studying abroad as long as the student is enrolled in a program the home institution approves (2014). Therefore, students should speak with their university's financial aid and/or bursar's offices to explore financial aid possibilities. The more financial assistance students seek, the better it will be for them in the long run.

### ***Learning about the People and Culture***

Additional questions students contemplating studying abroad should ask include:

- How can I make sure I don't look like a tourist?
- How can I learn the culture when I haven't been there?

Understanding the culture and language of a country before arriving is very important. The more a student is prepared, the easier it will be to adapt to the host country's culture. A great resource is CultureGrams ([culturegrams.com](http://culturegrams.com)), an online database offering reports and information on 200 cultures throughout the world. Students may click on a country to learn as much as they need. This database offers various categories of information, such as history, government, culture and people, and it even provides information on health and safety. It is also constantly updated.

In addition, this website is a great resource for learning about the currencies of the host country, and that can help a student get an idea of how much money they need to budget for their stay as they compare costs in the host country to those at home.

### ***Ensure Health and Safety***

Understanding how to ensure one's health and safety while abroad is one of the most valuable things to know before and during the study abroad experience. Students should ask themselves:

**STUDYING ABROAD IS AN EXCELLENT WAY FOR STUDENTS TO [GAIN KNOWLEDGE] AS THEY ENGAGE IN EXPERIENCES THAT WILL HELP THEM GROW PERSONALLY AND ACADEMICALLY, **NOT ONLY WHILE THEY ARE ABROAD, BUT ALSO CONTINUING WHEN THEY RETURN HOME.****





- What health-related preparations do I need to make before traveling?
- What happens if I need clinical or emergency medical care while abroad?

It's important for students to know what to do regarding clinical or emergency medical care needs while in another country, especially because such care can be more expensive for non-citizens. According to the Centers for Disease Control and Prevention (CDC), it is highly recommended to make a doctor's appointment four to six weeks before travel to discuss medicine and health, and to get a history of vaccinations (2014). On its website, the CDC highly recommends students get travel health insurance and possibly evacuation insurance coverage during their stay abroad (CDC, 2014). The site also provides great information on the kinds of vaccinations and health concerns students need to be aware of before traveling.

### Calling Home

When it comes to communicating with loved ones while abroad, students might wonder:

- Should I purchase an international plan for my cell phone?
- Should I use Skype?
- Are there other options?

Communicating with those back home is much easier than one might expect. For students with smartphones, such as Droids or iPhones, there is an incredible app called Viber. Unlike cell phone plans, this app focuses specifically on using Wi-Fi or data to communicate, not minutes. It's a fantastic way to save money compared to using a phone plan. However, if students wish to have an international plan in case they are in places that do not offer Wi-Fi, or want an international plan in case of emergencies, many cellular companies provide study abroad plans for college students at a low cost.

Students with iPhones will be happy to know that one of its best features is iMessage, which allows users to message others with iPhones – and it's completely free. iMessages are not considered text messages and can be used as long as data and Wi-Fi are available.

For students who don't have smartphones, Skype is still an effective way to call home via a laptop or other computer. With advances in technology during the past decade, communicating overseas has become easier and more affordable for everyone, especially for students studying abroad. However, students should not forget snail mail. It still works and can make communicating with family and friends an even more personal experience.

### Positive Impact for a Lifetime

According to Highum, college administrators hope their students will become global citizens, continuing to be lifelong learners and further enhancing society (2013). However, if colleges and universities want this to happen, they must first give students the best opportunities to gain knowledge. Studying abroad is an excellent way for students to accomplish that as they engage in experiences that will help them grow personally and academically, not only while they are abroad, but also continuing when they return home.

I encourage any current college students who've already studied abroad to share with your peers who are considering venturing to another country any additional resources you might recommend. The more we can increase awareness and knowledge for students considering studying abroad, the more we can positively impact their lives, as well as society as a whole.

### References

- Center for Disease Control. Advice for Safe and Healthy Travel for Students. (2014, Nov. 12). Retrieved Nov. 3, 2015, from CDC at <http://www.cdc.gov/features/studyabroad/>
- CultureGrams. Available online at <http://www.culturegrams.com>.
- Highum, A. (2014). Predeparture Services for Students Studying Abroad. *New Directions For Student Services*, 2014(146), 51-57
- Institute of International Education. (2013). Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>
- NAFSA: Association of International Educators. Financial Aid & Study Abroad: Basic Facts for Students. (2014, March 28). Retrieved Nov. 3, 2015, from NAFSA at <http://naca.ws/1O0vTo8>
- Studyabroad.com, Student Inquiry & Enrollment Survey. (2015, April 1). Retrieved Nov. 3, 2015, from Studyabroad.com at [http://www.studyabroad.com/images/email/Student\\_Survey\\_Results2015.pdf](http://www.studyabroad.com/images/email/Student_Survey_Results2015.pdf)

### About the Author



**Patrick Ramsay** is currently a graduate student at the **University of South Carolina**, where he is pursuing a master's degree in higher education and student affairs administration. He is currently the graduate assistant for PR and Marketing for Student Health Services, and will be serving as a NODA intern with the University of Georgia this summer, where he will be the graduate assistant for campus programming for International Student Services. He studied abroad his junior year through Samford University in the spring of 2014 in London, United Kingdom. Additionally, he has travelled to Germany, Italy, Greece, France and Scotland.

**Photos:** In the opening photo, Ramsey visits Oxford University in the UK. In the photo on Page 24, he visits Santorini, Greece.

# STUDY ABROAD: *Go There. Lead Here.*

## How Studying Abroad Makes You a Better Leader

By  
**PATRICK L. NOBREGA**  
University of South Carolina



As a programmer, you're already a student leader. But how else can you become meaningfully involved on campus? Have you thought about leaving it? Studying abroad is a high-impact practice for optimizing your leadership skills and your influence on campus by traveling somewhere new.



**THE BENEFITS OF STUDYING ABROAD** include enhanced personal growth, intercultural development and career exploration (Dwyer & Peters, 2015). Returning from abroad, you will be even better prepared to lead campus clubs and organizations due to your newfound self-confidence, individuality and cultural competence. I would like to encourage student leaders to study abroad and to offer some advice for making the most of your experiences upon returning to campus.

### Exploring Your Identity and Developing Your Curiosity

Most colleges and universities offer a variety of options to study abroad. The lengths of these programs range from weeklong study trips or summer programs to semester- or multiple semester-long programs. Studying abroad involves leaving your friends and the comforts of home to explore something new. Although it can be scary to leave the familiar, exploring a foreign culture provides a unique opportunity to learn about yourself by exploring not only new terrain, but also new interests and passions.

Studying abroad is all about learning and often cultivates an intense curiosity for the world around you and within you. This can be an important step to increasing your effectiveness as a leader. “Curiosity and an insatiable desire to always do better is the mark of a great leader. They are rarely satisfied with the status quo, and welcome new knowledge and fresh (even if challenging) input. It’s all about investing in yourself” (Biro, 2013, p. 1).

Studying abroad allows you to gain important insights into who you are and helps you discover your passions. Whether you find yourself trying new cuisine in Spain, bungee jumping in Australia, or exploring castles in Scotland, the more you know about yourself and what excites you, the better you will be able to lead yourself and others when you return home to campus. Passionate people make better leaders, so find your passions abroad, reflect on them, and bring them back to your campus leadership position to create positive changes.

### Developing Leadership Skills

Finding yourself in the middle of London’s Heathrow Airport with a delayed flight, no luggage and no smartphone can test the skills and patience of even the savviest traveler. Dealing with this type of unexpected situation in a calm way helps leaders learn to be flexible, use appropriate resources, and deal with ambiguity. Honing these transferable skills will help you better lead your organization in times of crisis.

Oftentimes, study-abroad trips involve taking a group of students to a foreign country. Touching down in Rome with seven other study-abroad students will likely test your decision-making and conflict-resolution skills. For example, conflicts can quickly arise when one student wants to go to the Coliseum, another wants to see the Vatican, and a third wants to get authentic Italian pizza. This is a great opportunity to lead the group by sorting through the differing opinions to come up with a creative plan for accommodating the wishes of all members of the group.

Followers may see conflict as a setback, but leaders see moments like these as opportunities. These skills will undoubtedly help you return to campus with an increased sense of self-confidence in your ability to navigate the inevitable conflicts that arise within any organization.

### Acquiring Cultural Competence

Cultural competence is the ability to effectively interact with people from different cultures, ethnicities and socio-economic backgrounds. Traveling exposes students to diverse new perspectives, cultures and people. Living in another country will give you the opportunity to see that there are a variety of ways to eat, live and lead. Learning first-hand about new cultures will allow you to better lead the members of your campus organization when you return to campus. Not only will you be exposed to new people and ideas, but you will also quickly realize the value of multiple perspectives for moving your organization forward.

Studying abroad is also a unique opportunity to get new campus involvement and programming ideas, so be a sponge and absorb all you can. Bring back to your campus new ideas for increasing the effectiveness of your organization, as well as programming ideas. Also, take advantage of the opportunity to be a good cultural ambassador for your home institution and country during your time abroad. The way you conduct yourself abroad can positively impact other countries’ perceptions of our country. Never undervalue how this can “change the world” in some small way!

### Being the Best Leader You Can Be

Returning home from studying abroad is only the start of your adventure. You will come back a stronger person and leader and you will need to leverage your experiences to lead your campus organization. Use your curiosity to develop innovative programs, your conflict resolution skills to create “win-win” solutions, and your knowledge of other cultures to create more welcoming environments for all students on campus. Do the world a service by being the best leader you can be.

### References

- Biro, M. (2013, Dec. 13). Leadership is about emotion. Retrieved from <http://www.forbes.com/sites/meghan-biro/2013/12/15/leadership-is-about-emotion/>
- Dwyer, M., & Peters, C. (n.d.). IES abroad news. Retrieved from <http://www.iesabroad.org/study-abroad/news/benefits-study-abroad>

### About the Author



**Patrick L. Nobrega** is a Graduate Assistant in International Student Services at the **University of South Carolina**, where he is pursuing a master’s degree in higher education administration and student affairs. He holds bachelor’s degrees in English and Spanish from Suffolk University (MA).

*Opposite Page: 1: Nobrega takes in the view at Mt. Teide in Spain during his study abroad in 2010. 2: Nobrega and astronomy classmates enjoy a side trip to Mt. Teide while in Spain in 2010. 3: Studying abroad can lead to unique opportunities – such as the chance to ride a camel in Morocco. Main image: Nobrega enjoyed the view while visiting Cuenca, Spain.*



AFTER EVERY GREAT PERFORMANCE,  
THERE'S AN ENCORE!



ENCORE is the **Exclusive NACA® Collaborative Online Resource Engine** which allows you to

- Showcase your programs and activities and view great work from other NACA® members.
- Submit the resources associated with your events, programs, meetings and more.
- Search the vast library by keyword, student competency, author, institution or media.

Visit ENCORE today and give extended life to your programs and research in the campus activities field.

**[www.naca.org/encore](http://www.naca.org/encore)**



# Planning Budgets for the Coming Year



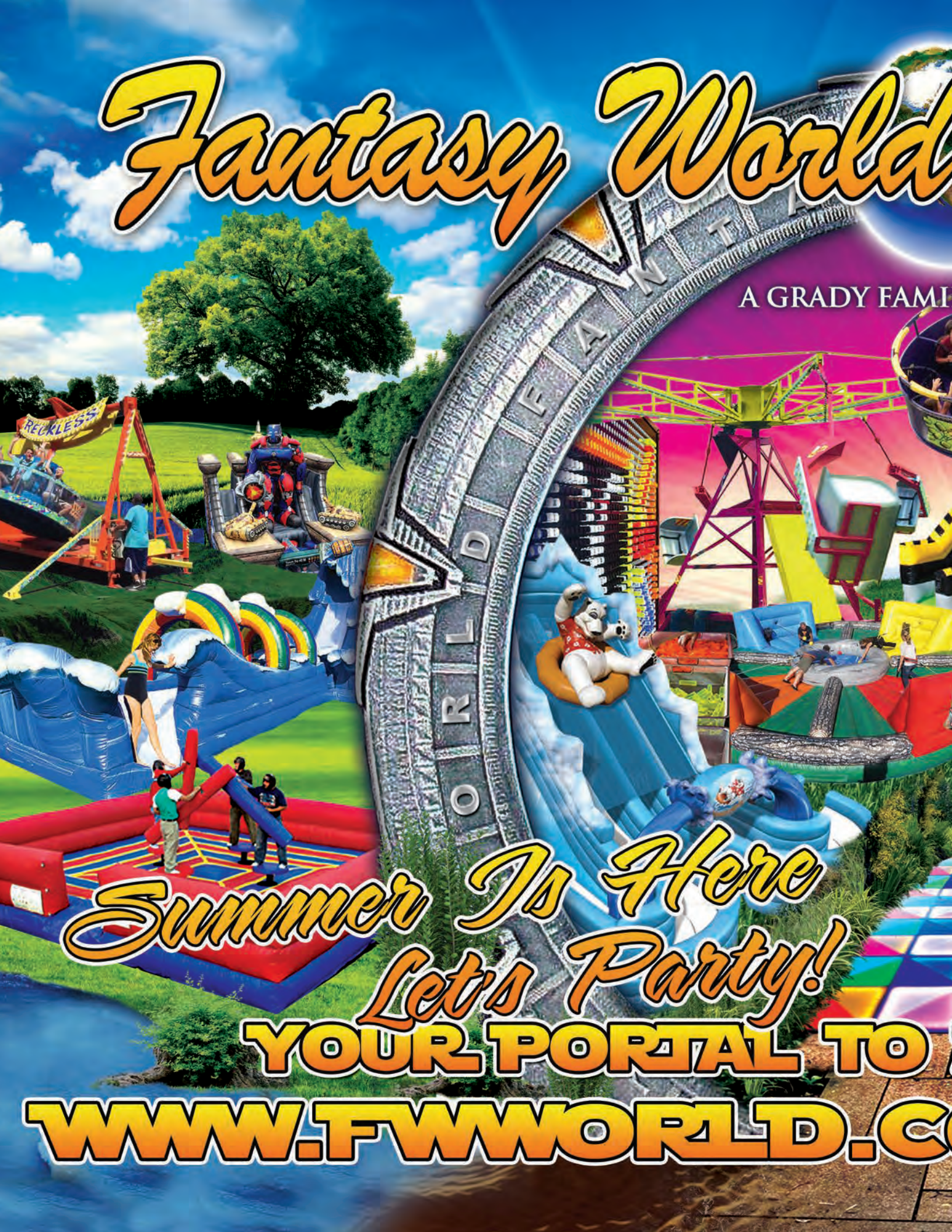
By  
**SYLVIA REYES** and **ALEXANDER MARTIN**  
University of Miami (FL)

“Budgets” and “budgeting” are buzzwords that are usually tossed around in student programming without much afterthought. But to see how much funding is available and to propose activities and programs to host on campus, you must create a plan to determine how to manage your money. This practice is budgeting. The summarized list of income and expenses resulting from the budgeting process is ultimately your budget. Budgeting is crucial to programming. After all, most programs and activities cannot function without funding.



# Fantasy World

A GRADY FAMILY



Summer Is Here  
Let's Party!

YOUR PORTAL TO

[WWW.FWWORLD.COM](http://WWW.FWWORLD.COM)



# Entertainment

LY ENTERPRISE



A WORLD OF FUN  
OM | 800.757.6332



What are the benefits of having a budget, beyond the obvious? Budgeting should help decrease financial stress when accomplished correctly. Organizations should gather accurate information to clearly outline how much money is coming in, how much is being spent, and where the money is going. From there, analyzing and evaluating past programming can help determine future budget projections.

During this process, it is important to keep a close eye on your expected income and expenses versus your actual income and expenses. Keeping these two in line can open opportunities for future growth in reserve accounts. Budgeting documents help keep your programming board organized and make it easier to follow a plan. Ultimately, when budgeting accurately, your organization should not face many financial surprises.

### **Gathering Information and Planning**

Concerts, lecture series, movies, and daytime and late-night programming – everybody wants them, but do you have the funds to support them? The answer is yes! All of these events can be brought to your campus by simply creating a budget, gathering necessary information, and planning ahead. It is easy to get lost in day-to-day operations, but structured plans can enable your organization to focus on what is important.

After analyzing existing programs and activities, student programming boards can allocate funds to specific areas of programming. Early on in the process, gather valuable information, such as details about past programs and attendance, costs and post-event evaluations, etc. This information should serve as a guideline for the projected schedule of events. It will create a focus for the direction of your organization and the events to be hosted on campus. Determine which program initiatives succeeded in the past. Where can you improve? What do your students want or expect? The answers to these and other questions should provide clarity for the goals of your organization and instill confidence in your decisions regarding future programming.

### **Conducting a Cost Benefit Analysis**

Although mostly utilized in business settings, a cost-benefit analysis can be a very beneficial tool to evaluate programs and activities, based on previous projections and future expectations. Whether the analysis is performed before, during or after an event, it can always provide information that will help assess whether a program is worthwhile when developing budgets for the upcoming year. Using this method, you can easily find answers to common questions such as:

- Should we pursue this novelty?
- Which of these two activities should we choose?
- Which program will give our students the best overall experience?

Proactive budgeting is one of the most useful transferrable skills students can learn from involvement in campus programming. Considering this skill in the context of their anticipated future endeavors will also help them realize how important it is to evaluate the monetary effectiveness of their programs.

When creating a budget, you constantly want to make sure your programs will produce the highest value to students.

Developing a good, detailed budget early will help to do just that while also saving time and avoiding headaches. Utilizing a cost-benefit analysis will help to allocate more funds to necessary programs and activities by comparing the cost of the program to the value it holds for students. Homecoming, for example, is a popular multi-day program across many campuses that invites new and returning students, faculty, staff and alumni to campus to enjoy a week's worth of activities. By comparing the cost of the programs of the week to the benefits received by those participating, you are able to justify which programs are more cost effective and which programs do not provide a good return. This is important because you want to be mindful of putting money and resources into a program that may not be of value.

### **Projecting Expected Income/Expenses**

Planning budgets for the coming year requires you to take a good look at the previous budget and find ways to increase resources while decreasing expenses. Therefore, before making any purchases, you want to be sure you have enough funding available to be effective. One of the most accurate ways to identify this ahead of time is to list your expenses and forms of income from last year and compare them to your anticipated income and expected expenses for the following year.

During the course of the budget development process, it is essential that you track the expected expenses in comparison to your event budget. You must make sure your expenses remain on track without going over the amount your organization has allotted. One way to minimize expenses is to shop around for different prices for similar activities. For example, if you know well in advance how much one company will charge for a novelty activity, you can consider other companies that might offer a similar activity at a lower price. For common organizational expenses, such as T-shirts, working with off-campus businesses and vendors to provide supply donations also helps save money and adds to your list of future resources.

### **Setting Aside a Reserve Amount**

Many of us are familiar with the idea of “saving for a rainy day.” Another important aspect of setting up future budgets is the creation of a reserve amount. This consists of money set aside to meet any unforeseen expenses that may arise in the future. Since it is almost impossible to foresee when an unexpected cost may occur, it is important to set extra money aside to cover them as soon as possible, and without spending general funds.

Reserve amounts also come in handy when you're faced with those last-minute programs or unbudgeted expenses for which you had not originally planned, but need to take care of immediately. There may come a time when the program for which you had originally budgeted ends up costing more because you received an incorrect quote. Since these kinds of unexpected occurrences happen in campus programming, we must make sure we prepare well in advance to handle them efficiently and effectively.

Creating a reserve amount will take time. However, with early planning and careful attention, one can be started with enough time for you to build upon it and help it grow. One way

to create a reserve when planning your budget for next year is to look at any expected income you anticipate receiving. This can be income from fundraising, ticket sales, sponsorships, etc. While mapping out your budget, take into account any funds you will be receiving aside from your primary funding sources. If you plan on selling tickets for your next spring concert, set a portion of the ticket sales aside to create your new reserve. Continue to use other opportunities like fundraising and sponsorships to build up a comfortable reserve to be used to compensate for any unexpected costs that may hinder your ability to provide quality programs to your students.

### Creating a Budget Document

How do you create a budget document? No matter whether your organization needs to create a budget spreadsheet from scratch or simply needs to improve an existing one, there are many budget templates available through online sources and applications such as Microsoft Excel. Keep in mind that not all budget templates will work for your organization. Pre-existing templates require anywhere from beginner to expert skill levels. Reflect on your knowledge with these programs and pick the template that best works for your skill level. Some organizations may find it easier to work with monthly budget templates versus semester budget templates or even annual budget templates. The size of your organization and how income and funds are allocated can also determine the use of additional tabs and spreadsheet functions.

Regardless of the specifics of your budget template, your documents should account for income, expenses and remaining balance. For beginning budgeters, it might be easiest to use a worksheet that includes a summary of total income and expenses listed towards the beginning or top of the document. Income and expense details can be listed below. From here, individual preference can come into play. For advanced users and those who choose to use Excel spreadsheets, tabs can be created to reflect individualized accounts. If you decide to use additional tabs within the same budget document, be sure the functions and formulas carry through for each tab. Advanced users can begin to actualize reserve funds by utilizing estimated, actual and difference tools.

If it turns out to be difficult to find a template that works for your organization, do not hesitate to create your own document as long as it accounts for income and expenses. These two primary functions are essential for a functional budget.

### Following the Plan

Creating a budget is easy; sticking to one can be difficult. The key is to always keep track of your spending. Each week, check your expenses to make sure you are staying in line with your budget. This can be done simply with an Excel spreadsheet. Track your expenses throughout the entirety of the

current semester and be sure to record every purchase, no matter how small, with details and descriptions.

When you have established and solidified your budget, you will want to stick as close to it as possible. Keeping track of your budget may be a tedious task, but it will help you enormously in the long run. The important thing to remember is that following a budget is not about cutting out everything that is expensive; it is more about efficient spending habits and better use of your available resources. Once you have a good idea of how your money is currently being spent, you can get a better idea of how to go about allocating your money in the future.

## REGARDLESS OF THE SPECIFICS OF YOUR BUDGET TEMPLATE, YOUR DOCUMENTS SHOULD ACCOUNT FOR INCOME, EXPENSES AND REMAINING BALANCE.

### About the Authors



**Sylvia Reyes** is a student Activities and Student Organizations Graduate Assistant at the **University of Miami (FL)**, where she is pursuing a master's degree in higher education student life and development. She holds a bachelor's degree in interdisciplinary studies and organization of communication and ideas from Western Kentucky University, where she also served on the Campus Activities Board. She has participated in several NACA® regional conferences and the National Convention and was the NACA® South 2015 Case Study Competition winner.



**Alexander Martin** is Assistant Director of Student Activities & Student Organizations at the **University of Miami (FL)**. His involvement in NACA includes serving as the current Assistant CAMP Coordinator for NACA® South. He has also served the 2014 NACA® Mid America Campus Activities Marketplace Intern, as well as a member of the region's 2014 Ed Session Review Committee. He earned a bachelor's degree in computer science and a master's degree in education administration and higher education at Southern Illinois University, where he served as a Graduate Advisor for the Student Programming Council and as a Graduate Assistant in the University Programming Office.



# no money?



By **ASHLEY MATORAN**  
and **NATHAN HOFER**  
University of Sioux Falls (SD)

# no problem!



## Creating Dynamic Homegrown Programming



**WE LOVE BRINGING A GREAT ARTIST TO CAMPUS.** Having an awesome band or a hilarious comedian is great for the campus community. Unfortunately, we, like many other small institutions, deal with the reality of functioning on a small budget. Even with Block Booking opportunities through NACA and co-sponsoring with other organizations, the reality is that utilizing contracted entertainment alone will not provide for the dynamic, vibrant campus experience we desire. That's where homegrown programming comes into play.

### What is Homegrown Programming?

No, homegrown programming is not a trendy new way to grow organic produce or a way to learn C++ from the comfort of your home. Homegrown programming is simply this: programs, activities and events planned, directed and produced in house. For us in student activities, the events are usually student-driven or focused on a specific need found on campus.

### Have You Weighed the Pros and Cons?

As with any type of programming you offer, there are pros and cons to implementing this particular type of programming, a few of which we'd like to discuss.

Homegrown programming saves a lot of money for your organization/department, which is absolutely crucial no matter what your budget looks like. In addition to the financial benefit, students involved in creating an event have a greater sense of ownership of it beforehand and a greater sense of accomplishment afterwards because of the work they put into it. Homegrown programs also have the potential to bring in a very different group of students who want to get involved, making for a more dynamic and integrated campus through a single program.

As much as we would love to say that homegrown programming is the perfect solution for all activities professionals, the truth is there is a downside to consider. You might be saving a lot of money, but the savings are offset by the amount of work that needs to be done by students and staff. This means that roles, timelines and tasks need to be clearly defined and followed to ensure a successful event.

Likewise, if you have never executed such an event before, your projected costs may be wildly off base and this "low-cost program" may suddenly not be as inexpensive as you thought. However, as we stated earlier, students will take more ownership of events when they create them, which is fantastic! Unfortunately, if an event does not go as planned, it can really shake a student's self-confidence, which could affect their willingness to continue to express their creativity and drive in the way that they did previously.

Weighing the pros and cons in the pre-planning process is very important. You may discover there are times when the

convenience of having a professional come in to handle the event is preferable to the time and effort that would be required of you.

Also, consider an event's anticipated success and decide if it outweighs the potential impact on the student(s) planning the event if it goes awry. Additionally, consider how an unsuccessful event can be turned into a developmental opportunity for all involved.

In our experience, more often than not, the passion and excitement of attending a homegrown program more than outweighs the potential negatives for student programmers and the student body.

### How Do You Implement Homegrown Programming?

First, find out what students want and what the campus needs. Students have an intimate view of campus life that we professionals may no longer have. Their input on what would work well on campus is invaluable. Often, students want to live out something from a movie/TV show, or plan something that shows off student talent. Even though it is important to hear what students want, it is just as important to determine what your campus needs. For instance, our students may WANT an Olympics-sized outdoor swimming pool so they can offer a number of aquatic-themed activities, but our campus doesn't NEED an outdoor pool when we are in the state of South Dakota.

Often, you will need to find a happy medium when planning a homegrown program which involves taking student wants and shaping them to fit a campus need. Here at the University of Sioux Falls, we have a high proportion of on-campus residents who are athletes, so when our students decided to plan a *Dancing With the Stars* type of event, they sought to recruit students from different athletic teams and areas of student involvement. This helped to bridge the perceived gap between student groups, creating an excellent balance between the fun, student-focused event they wanted and the more cohesive campus we needed.

Once you've decided what you want to do, determine whether you can actually make it happen. Take stock of the available resources in your campus community:

- Do you have a space big enough to host the event?
- What kind of sound and lighting system is available?
- How much does it cost to have someone come in to run the system?

You get the picture. By taking stock of your available resources, you can determine if your proposed event is truly an option that will work for your campus, or if the event needs to be changed so it will work. For example, maybe you want to offer a campus version of *The Hunger Games* with 14 GoPros® and 27 still cameras live-streaming the entire event and drones that watchers could use to give gifts to their favorite competitors. While this sounds awesome, it probably isn't financially viable for most of us, which means it needs to be toned down

*Top Right: Pictured are participants of the Spring 2015 Humans vs. Zombies game, a week-long activity that has become a tradition at the University of Sioux Falls.*

*Middle Left: Residents of "Switzerland" (Grand Island Hall) and "Iceland" (Mary Collins Baker Hall) compete in a ping pong tournament during the USF Summer Olympics.*

*Bottom Right: University of Sioux Falls Students Jared Peasley (Resident Assistant), Josiah Abraham (Cougar Activities Board Weekend Activities Coordinator) and Micah Abraham (New Student Orientation Cougar Leader) get ready for low-cost fun in an indoor mini-golf tournament.*



so it's a workable event that falls within your campus resources.

Finally, with your ideas and resources in mind, create a strategy for implementation, which is especially crucial for a homegrown program's success. First and foremost, creating an integrated strategy involves establishing a timeline. Today's students experience increasing demands on their time, so creating a timeline gives them an important tool for success and helps maintain balance. Typically, a timeline should include when promotions should go out, the timing of creative promotional items/activities, when supplies should be purchased/ordered, times for event set-up, and adequate time for teardown after the event.

Once we have established a timeline, we often choose to let the student in charge of the event take the lead and work with our board's executive members to assign roles and tasks to others within our team. This way, the student in charge knows what will be done and by whom, while further developing their leadership abilities as they direct the work of their peers.

After the event has concluded, it needs to be evaluated. This can be difficult for students who produce homegrown programs because they take a lot of ownership in the event and its success. Getting them to critically, objectively evaluate the event may take some guidance and feedback from you.

### What Is Homegrown Programming Like in Practice?

At the University of Sioux Falls, we identified the need for a program that would bring our campus community together towards the beginning of the year. While orientation programming is great for incoming students, we needed something to get everyone involved. The program we created to fill this need was the USF Olympics, which caters to both non-athletes and athletes alike and creates a space for all students, staff and alumni to come together in friendly competition. This event spans a week and encompasses all aspects that people love about the traditional Olympic Games.

All living areas, including those off-campus, are assigned a country to represent in competition. Out of these seven countries (we have six residence halls and off-campus/alumni make up the seventh team), one country is identified as the host country and plans and executes the opening ceremonies to officially kick off the week of events. The beauty of this is that the responsibility of the opening ceremonies is moved from our Cougar Activities Board to the residents of the host hall. We have had everything from light shows and skits to slightly odd dance parties to the tune of Ylvis' "What Does the Fox Say?"

Over the next several days, our campus community competes in a variety of events, including: speed walking, volleyball, synchronized swimming, and track and field. Rhythmic floor dancing has also made an appearance over the years and is always a crowd pleaser. Students, staff and alumni win medals and points for their countries, which are tallied at the end of the week when the Olympic champion is announced and the winning "country" is immortalized on our Olympic Cup.

### What Makes This Homegrown Program Great?

There are several benefits to this event, besides the students thinking its "totally awesome" and talking about it for the rest of the year. Its components take place primarily on campus, so

there is little to no facility cost. Judging and time keeping are handled by students or staff volunteers and equipment usually consists of items we have on campus. Competitors themselves dress up in the colors of their country and find creative ways to demonstrate team spirit at the different events. Because each residence hall is a different country, there is a unique opportunity for community building within the hall and residents feel an increased sense of belonging.

This event began in 2008 and has continued as a staple of USF programming, becoming one of the most deeply ingrained campus traditions outside of homecoming. Incoming students have most likely heard about this event from an admissions counselor, a tour guide or some other member of the campus community before they ever begin their collegiate career. We now have a tradition in place that comes from a deeply rooted investment in building community from the time students step on campus to well after they graduate.

### Why Do We Include Alumni?

You may wonder why we choose to involve our alumni in this event and there are two main reasons:

- This event is a blast and who wouldn't want to have one week out of the year in which they could pretend they were still a college student?
- It allows for our alumni to have a real tangible connection to the university. They have an opportunity to interact with current students and hear their stories, which opens doors for friendships and mentorships that are mutually beneficial.

### Are You Ready to Create Your Own Homegrown Program?

We hope we have given you a place to start in creating your own homegrown programs, which can truly be a light at the end of a small-budget tunnel. Homegrown programs are a lot of fun to plan and implement because they let your students' and your own creativity run free. Good luck on creating your next "big thing!" We cannot wait to hear all about it!

### About the Authors



**Ashley Maturan** is Assistant Director of Residence Life at the **University of Sioux Falls (SD)**, where she also earned a bachelor's degree in history and a master's degree in adult and higher education administration.



**Nathan Hofer** is Assistant Director of Student Activities at the **University of Sioux Falls**. He previously served as Director of Student Activities at Dakota Wesleyan University (SD), as well as Assistant Director of Student Service-Programming at the University of South Dakota. He holds a bachelor's degree in psychology and a master's degree in student personnel counseling, both from South Dakota State University. Active in NACA, he most recently served as the NACA® Northern Plains Regional Conference Showcase Production Assistant. He also served the region as its Graduate Intern Mentor Coordinator and as its Social Media Coordinator. In 2011, he was the National Convention Graduate Intern assigned to the Career Center.



# BOOK THE BEST ENTERTAINMENT FOR YOUR CAMPUS THROUGH NACA... ANYTIME, ANYWHERE.



**Block Details**

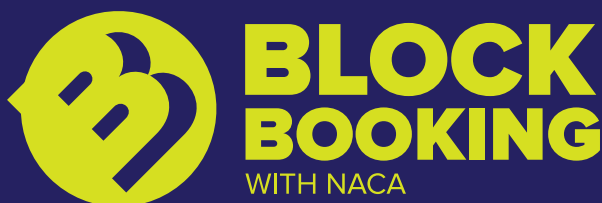
Artist: [Redacted]  
 Venue: [Redacted]  
 Contact: [Redacted]  
 Date(s): 11/05/2014 (Thu)  
 Interval: 08  
 Time: [Redacted]  
[Return to Block List](#)

Map	Artist	Date Range	School Name	Total Cost	Details
C	CR	11/05/2014 (Thu) Night	Test University Columbia, SC	75	84
D	CR	11/06/2014 (Thu) Day	Patent Junior College Charleston, SC	151	118
E	CR	11/07/2014 (Fri) Day	Patent Community College M. Pleasant, SC	190	9
F	CR	11/08/2014 (Sat) Day	Patent Tech School Georgetown, SC	181	58

☐ (Click to display all details on Map) [View Map in Full Screen](#)

## BENEFITS OF BLOCK BOOKING WITH NACA:

- Save money for your campus
- Book more diverse talent
- Network with artists throughout the country and with other schools in your region
- Access 24/7 to book your favorite acts from NACA® regional conferences, the Mid Atlantic Festival and the National Convention



<https://blockbooking.naca.org>

# GETTING MORE **BANG** FOR YOUR **BUCK**:

*Low-Cost Programming and  
Other Cost-Cutting Tips*



**SOMETIMES, PROGRAMMING BUDGETS DON'T FEEL REAL TO STUDENT PROGRAMMERS.** Using these funds doesn't seem the same as spending money from your own bank account, feeling rather like funds that fell from the sky. This money more likely has simply been allocated to your program, organization or department. It is typically cash that cannot be saved and needs to be spent before the year is over. To an extent, it may feel like Monopoly money.

*Block Booking is just one way to save money when programming events.*

By  
**VINCENT "VINNY" JUSTINIANO**  
The University of North Carolina  
at Greensboro



The truth is, it's time for a dollar to become a dollar again. You may not have physically earned the dollars you spend for programming, but someone else did and you've been entrusted to use them wisely. We all would be a lot more stringent and concerned with cost-effectiveness if we were the ones putting forth the funds, and we must look at these financial resources in the same light, especially at a public institution or one with a small budget.

And that leads us to the importance of low-cost programming and other cost-cutting practices. Think back to your institution's mission statement and ask yourself, your organization or your department, "Why do we do what we do?" More than likely, the answer pertains to benefitting students, encouraging growth and experiential learning, and making a positive impact on the campus community, but not to provide free food or buying fancy swag to pass out.

Cutting unnecessary expenses leaves money to potentially host more events. More events could theoretically allow your organization or department additional opportunities to meet and exceed your goals and vision. A tighter focus on a budget can actually allow a program to grow and thrive in new and unexpected ways.

### Learning from the \$1 Experiment

At my undergraduate institution, I served as treasurer of a student organization allotted a budget of \$50,000. While this provided some fun programming experiences, it also gave me a warped perception of an allotted budget. One of the greatest lessons I learned about budgeting came from my first graduate school class at UNC-Greensboro, which had an activity focused around a programming perspective. We were told by the instructor, Dr. Symphony Oxendine, "You have one dollar. Create an event."

Each group came up with various ideas, including a craft night potluck in which each guest brought in a construction material for everyone to use, a "take a penny" event with a unique fact about the institution taped to each penny and a group fundraiser in which every participant donated a dollar with the name of a charity written on it. The charity with the most dollars with its name written on them received the total amount at the event's conclusion.

The ideas were novel and we were all challenged in a way we hadn't been before. The end goal of the activity wasn't the event ideas, themselves; rather, it was the understanding that money, while always appreciated, sometimes can be restrictive to the event brainstorming process. If we had all been given \$300 for this hypothetical program, we probably would've developed far less creative events. Not having a budget to work with made it challenging, but challenge can lead to innovation.

In applying Dr. Oxendine's suggestion to organizations and departments, I would strongly suggest reviewing traditional events hosted by your group and find ways that costs can be cut while still improving upon the events. Rather than buying \$250 worth of decorations from Amazon, reduce that amount to \$50 and use the remaining \$200 for a new activity to enhance the overall event and participant experience.

### Incorporating the Three T's

You may be astounded to realize that money is not necessarily needed to produce an event. There are "Three T's" that are crucial to the success of every event, but they don't necessarily correlate to a large budget, or any budget at all:

- Time
- Talent
- Treasure

Time refers to the hours invested by everyone involved to make an event a success. No matter how large or small a budget, if time isn't being invested, the event will not reach its full potential. Time is needed to plan and structure events, and it is key for advertising them. It will not matter if the event costs \$10 or \$10,000: if no one knows it is taking place, no one will show up. If no one comes, your time and money are wasted.

Talent is defined by the collective experiences and wisdom of all taking part in the event using their skills and knowledge to create a strong experience for others. Everyone brings something unique and interesting to the table, and effective programming boards and departments excel by playing to everyone's strengths. It's not a matter of funds; rather, it is a matter of fun. It is important to make the event worthwhile to those attending and ensure that it helps everyone involved get the most out of the experience. Encouraging others to assist in the event's development and to take pride in it, regardless of price, is what you're all collectively attempting to accomplish.

Treasure in this instance, means "what is being brought to the table." The answer to this is typically cash. But it could also be some sort of worthwhile talent or skill that can captivate others and encourage them to attend events like an open mic talent show.

It could be a fundraiser using the local campus community for the benefit of others, like a thrift shop event where you collect clothes and then sell them with the proceeds benefitting a local food shelter or charity.

It can be taking resources provided by the university or already owned by the organization/department and using them in a creative or unique way, as in a video or board game tournament, campus trivia night, or even a DIY event based on something you saw on Pinterest.

Throwing money at a program is the easiest answer, but not necessarily the right one. Thinking outside of the box and finding alternate solutions for programming funding can lead to larger and more successful events.

### Cutting Costs

#### Questioning Spending

Start cutting costs by examining your mission statement and determining the vision and shared goals of your organization/entity. With that in mind, any time you plan to use funds, you need to ask questions to determine whether you are staying true to "who we are and what we do."

- To what purpose will this money go and why does it matter?
- Does it relate to the goals you all collectively consider important?

- Does it benefit others and, if so, how and how effectively?
- Is there a cheaper and equally effective alternate option?

For instance, do you truly need to order \$400 worth of food or will small refreshments accomplish the same goal? If each purchase is under scrutiny and being evaluated, then the budget is being truly appreciated and stretched, and not being viewed as Monopoly money.

An effective way to analyze how your budget is being spent is by itemizing each purchase in respective categories.

- How much money is being spent on food?
- How much is going to decorations?
- How much is being diverted to apparel and other giveaways?

As the totals keep adding up, it can really open your eyes as to where your money is actually going and how it could have been used instead.

### Using Available Resources

Another cost-effective way to offer low-cost programming is by using the resources already available to you. Involving faculty is a great way to create an event with practically no budget. A fun “Face the Faculty” type of program, in which students take on professors, deans or other staff in some sort of challenge (three-legged race, charades, dance-off, kickball game, etc.) can provide a worthwhile experience for many without the need for large amounts of money.

But beyond that, reaching out to staff and allowing them to pass their knowledge to students is an incredible way to offer an important, and low-cost, event. At a typical university, there is someone somewhere who plays a role in providing food for students. Why not reach out to them and see if they can offer a cooking lesson featuring “gourmet meals” you can make in a microwave?

There is also more than likely someone available with knowledge about finances. They could perhaps host a workshop focusing on financial literacy, taxes and debt.

Does your institution offer any sort of career services for professional development? Such a department would be able to offer quite a bit of knowledge for students about résumés, job searches, interviews, and other important life lessons. An event could be as simple as bringing students together to have a discussion centered on current issues facing either the university, nation, or even the world, and having that facilitated by a staff member of the university who has significant knowledge/experience in the subject. We in campus activities pride ourselves on providing the “out of the classroom” learning experiences that matter to students. There are important skills they will need to know to succeed and such events are easy and economical to host.

While it is important to note that attendance is far from the only variable when it comes to whether an event was successful, generally speaking, it is better to positively influence many rather than a few. Looking at that from a budget-conscious perspective, sometimes programming boards will opt for easy cash solutions to bring people in, like food or giveaways. These often have mixed results and comprise much of the “fluff” that can be cut from budgets.

### Spreading the Word

Getting people in the door can be accomplished in many ways, but the most cost-effective is grassroots advertising. It’s simple. It’s easy. It’s effective. It’s just a matter of finding volunteers to help promote the event and having them distribute posters, quarter sheets, pamphlets, or other quick promotional pieces. The only costs involved are printing. You must also spread the word digitally through email and social media, and reach out to your university radio station to get it involved in passing the word along. That takes time, but doesn’t cost a dime. Food and giveaways have their benefits, but there are cheaper and more effective solutions to explore. Be out there and be loud and make sure that whether or not potential audience members can attend, everyone knows about the big program coming up.

### Working with Vendors

A final method of cost cutting involves effectively working with vendors. It sometimes can feel very intimidating or uncomfortable to haggle for price breaks. That challenge becomes even more difficult if you feel a disconnect from the budget and look at it as simply a pool of cash. But by being able to move past that point of view and stretching your funds, you can make a huge difference in total costs by the end of the year. When all is said and done, the vendor wants to do business with your university, gain more attention for their services, and remain viable. Simply asking for some wiggle room and sharing how much you are willing to spend could lead them to drop their costs a bit. And the money you save can go towards other future programs.

### Pursuing Block Booking

Beyond that, official and unofficial Block Bookings are an effective way to bring top-tier acts to campus for less than top-tier prices. Official Block Bookings made while at NACA® events can immediately trim hundreds of dollars off artists’ prices. Also, keep in close contact with other universities and programming boards. Even if no official blocks ever form, if you can team up with another institution and book an artist for multiple dates, you’re in a strong position for negotiating a significantly reduced cost for each of you.

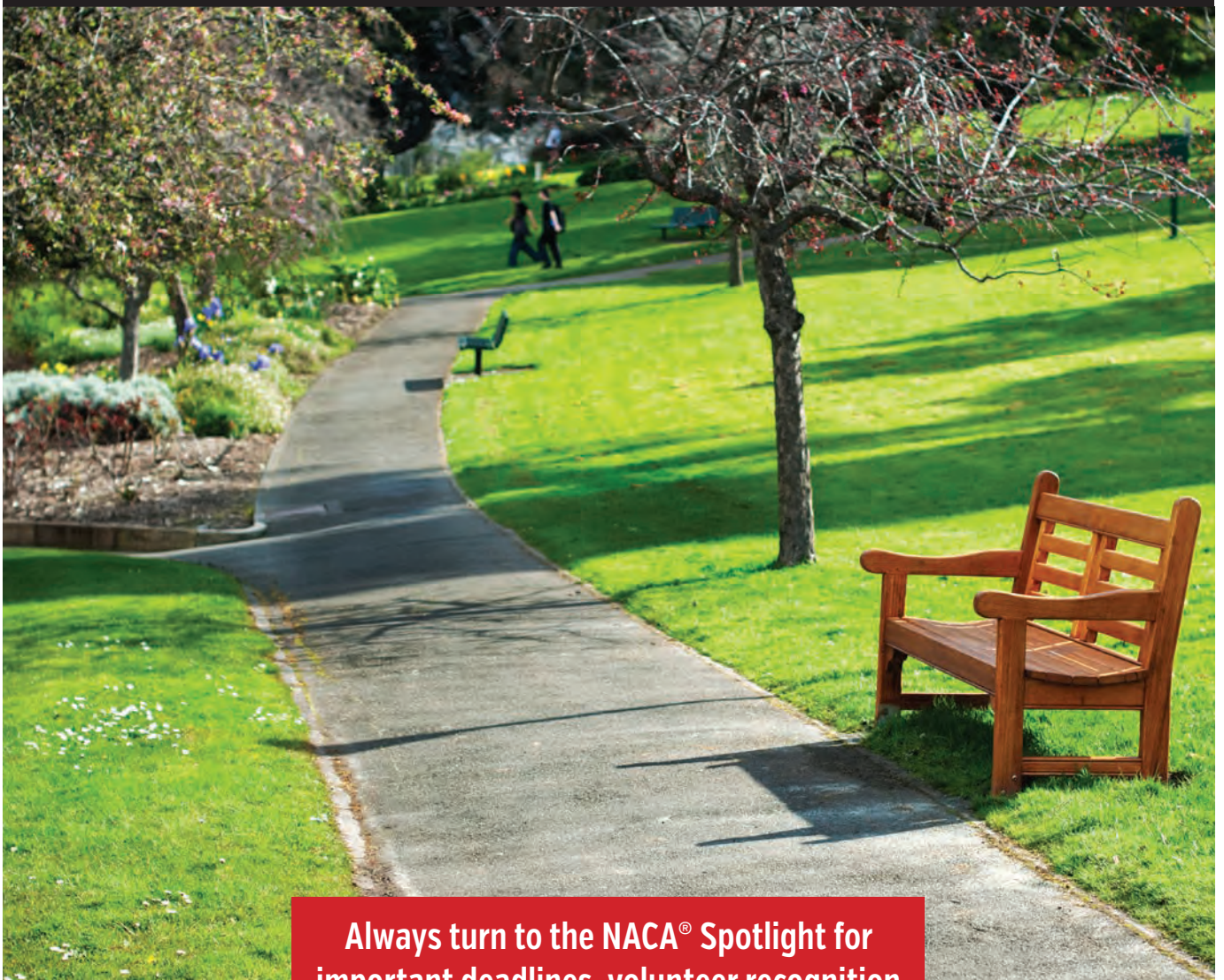
### About the Author



**Vincent “Vinny” Justiniano** is a Graduate Assistant for Programming at the **University of North Carolina at Greensboro**, where he is pursuing a master’s degree in education. He holds a bachelor’s degree in psychology from SUNY-Stony Brook, where he served as a Peer Program Advisor for Student Activities.



# NACA® SPOTLIGHT



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

**42**  
2016 NATIONAL  
CONVENTION  
IN PICTURES

**50**  
INSTITUTE SEASON  
UNDER WAY!

**52**  
NEW NACA®  
MEMBERS

**54**  
2016-2017 *REGIONAL*  
*CONFERENCES GUIDE*

**56**  
WRITE FOR  
*CAMPUS ACTIVITIES*  
*PROGRAMMING®*

**60**  
10 QUESTIONS WITH...  
ALEXANDRIA GURLEY  
QUINCY UNIVERSITY (IL)