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Curtis Jobe, a guest of a student at **California State University Fresno**, gives a thumbs up to "A Night at Gatsby's."

Photo by Danielle Wraith.

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SEEK YOUR OWN SPACE

GLENN FARR
@EditorGlennNACA

FROM THE TIME I WAS 12 TO 14, I WAS RELENTLESSLY BULLIED – for making good grades, not playing sports or for any other aspect of my appearance, affect or basic nature that a certain group of kids decided was fair game. It often started the moment I boarded the school bus in the morning and ended as I made my way up my parents' driveway in the afternoon. I don't share this as self-pity or to elicit sympathy. It was a fact of my life then, and in the end, that time led me to make some very good decisions for myself.

Near the end of high school, I began to attract attention for my drawing and painting skills, which I was developing through college level courses. A friend, in complimenting my work said, "I don't know how you could have stood being inside doing this all these years when everyone else was outside playing sports and doing other things."

That was the whole point: "everyone else" didn't want me on the team, so I found other ways to occupy and express myself. Retreating into drawing, I developed in the ensuing years to near photorealistic ability. Listening to records in the afternoons made me want to become a singer. Escaping into sci-fi gave me role models like Mr. Spock, with whom I identified intensely, and in whose fictitious social struggles I found comfort. Having time to myself gave me endless opportunities for introspection and I came to know myself – and my true strengths – very well. I found spaces – niches – where I could grow and develop in positive directions.

While I've consequently never been one to engage in mass pursuits, I've enjoyed an award-winning career that's allowed me to craft fluid and expressive language and assist others in learning to share their own ideas more clearly. I've performed characters and music on stages that have moved audiences. In directing – my latest niche – I've taught younger actors to find the very center of their talent and realize its perfection through performance.

I've found my niche multiple times and I've helped many others find theirs. While I would never wish bullying on anyone, I'm grateful for the subsequent decisions I made and the opportunities those decisions revealed to me.

Are you seeking your own niche – as a student programmer or professional? Turn the page and enjoy what this month's writers have to share – from alcohol-alternative and unique film programs to those that foster academic collaboration or advise you on hosting political debate on your campus. Somewhere within their words, perhaps you'll find inspiration to seek a space that belongs only to you.

YOU GOTTA CATCH 'EM ALL

TOBY CUMMINGS
@toby_cummings
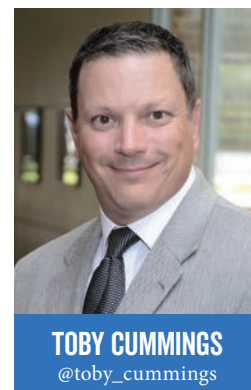
"YOU GOTTA CATCH 'EM ALL," or at least that is what I was told by the numerous folks wandering around the famously hot Columbia, SC, metro area this past July with their phones to their faces and sweat dripping off their brows. And as I perused the NACA® Connect Professional Staff Community, I also saw a thread on incorporating the Pokémon Go craze into campus and event programming. I love to see this type of innovation and creativity among NACA® members. This group of professional educators in the student affairs arena not only understands the power of a disruptor, but also has the ability to harness it and use it for learning outcomes that I wouldn't have imagined.

The other good news associated with this must-have app/game is that it has required participants to actually leave that residence hall or apartment and get out and potentially bump into and have conversations with people who have been doing the same thing: "catching them all."

As I sat in a parking lot this summer watching random strangers in their hunt for the elusive Pokémon, I realized something. Occasionally, it is imperative to take your eye off your phone and look up. This assures you are not running into a building or, worse yet, wandering into lunch hour traffic in a busy nearby street.

This is also true for organizations like NACA. As the fall semester begins and we wrap another successful summer Institute series, we spend a lot of time with our eyes on the immediate target of regional conferences and ever-revolving volunteer leadership applications and position openings. We, too, as Association leaders need to look up and recognize our surroundings in the higher education landscape. We need to make sure we understand the dangers of not working strategically to best serve our members three to five years from now.

The NACA® Board of Directors is about to kick off a new task force charged with laying out the strategic direction of the Association in the coming years. I know the group of professionals who comprise this task force and I look forward to what they see for us as they look up and take in their surroundings. With technology and change moving at a rapidly increasing pace, I am certain the ever evolving role of campus activities and the impact it has on student learning will require us to experience much of what today's latest game-craze players are discovering. We need to get out of our comfortable surroundings, wander around outside a bit and bump into others in the field who are also seeking that elusive prize. I am anticipating fascinating conversations and discoveries that astonish and surprise many.

But can we really catch them all? My guess is probably not. I know campus programmers face a challenge each and every year to grow their programs and get more engagement from students on and off campus. I know there are good arguments to be made for understanding your niche and not working so hard to be all things to all people. But I am certain the information offered in this issue of "Campus Activities Programming®" will help student and professional staff programmers in "catching" more participants and attendees, reaching beyond those who are already regularly engaged in campus programs.

You see, in spite of the latest game craze that has had us running around parking lots and neighborhoods in this summer's heat, it's important to lift our heads to look around and plan our course and direction. With that in mind, NACA will always provide our members with the knowledge, ideas and resources to promote student learning through engagement in campus life.

Now, go catch 'em all!

NACA® CORE VALUES: STEWARDSHIP INNOVATION COMMUNICATION RESPECT LEARNING INCLUSIVITY

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

DINNER and a MOVIE?

MEET ME ON CAMPUS!

By

SHAWNA BLAIR
CALIFORNIA STATE UNIVERSITY FRESNO

IN THIS DAY OF ON-DEMAND STREAMING via personal devices, how do we entice students to attend campus movie screenings? How do we compete with the comforts of home? What event is exciting enough to pull students away from their couches?

At California State University-Fresno, we attempted to answer these questions as we revamped our film series. We wanted students to have an interactive experience rather than a typical movie screening offering little to no engagement. To introduce a vibrant and lively feel to our program, we discussed what college students like most—food, socializing with friends and having a good time. We discovered many students enjoy themed events, particularly the opportunity to dress to match a theme. Ultimately, we decided to combine these elements to create a unique dinner and movie experience.

"A Night at Gatsby's" celebrated F. Scott Fitzgerald's famous character in a festive atmosphere, capped by a showing of "The Great Gatsby."

We've hosted our Dinner and a Movie program for the past three years. Each has sold out and the series has increased in popularity. Students love dressing up and feeling like they've entered another era. They adore experiencing an evening filled with live entertainment, exquisite cuisine, themed activities and a favorite film. One student who attended our "Grease" screening said, "Right when I entered, I felt like I was transported to a different time; the music, the food and decorations created an atmosphere that made me feel like I was going to see Danny and Sandy sitting at one of the tables."

When we planned our first Dinner and a Movie night, musicals and a cappella were very popular. We also wanted to show a classic movie that would already have a dedicated following, so we chose "The Phantom of the Opera" and named our event "The Phantom's Night." In our second year, we showed "Grease" during "Grease is the Word!" Last spring, we showed "The Great Gatsby" during "A Night at Gatsby's." Every aspect of each showing, including the name, marketing, and special activities, matched the film's theme. Our first event took five months to plan because it was the first, but we reduced that to three months for each of the others. Going into detail to match the theme is what makes these events successful.

"THE PHANTOM'S NIGHT"

A majority of the marketing for "The Phantom's Night" focused on the image of the Phantom's mask and a single red rose. We used the same image in our digital and print marketing, all of which featured the basic event information in unique ways. We placed labels displaying event information on black masks and handed them out to students. Our student coordinators painted roses on large phantom masks and placed them on our student union's windows. When students purchased tickets, we gave them an actual event invitation, a simple 4" x 6" card displaying the evening's schedule in detail. Both the tickets and invitation designs featured a mask or rose, if not both. Tickets were purchased in advance at $10 for students and $12 for one student guest. Students working the event also wore nametags featuring the mask and rose image.

We continued the mask and single red rose theme in most of our decorations, draping round tables in black tablecloths, adding gold napkins, centerpieces placed on square mirrors, a simple vase with one red rose, two tea lights on each side of the vase and a sprinkling of red rose petals. We added an elegant clear balloon with a white design to float above each table and a small white mint tin favor featuring our event design at each seat.

As we decorated the stage, we thought of the Phantom's lair and the theater in the movie, so we placed a luxurious red velvet chair and mirror on the side of the stage with candelabras, tea lights and another sprinkling of red rose petals. We added white candles of various heights across the front of the stage, sprinkling more red rose petals between them. Our mocktail tables bore black tablecloths with smaller vases filled with white roses, with one red rose on top. We strung white lights around the venue's middle railing to create a more intimate feel for the seating area. And we hung a beautiful, lit chandelier in the middle of the room.

The evening also included a photo

booth with themed props and photo design, mocktails, a design-your-own-mask station, a live jazz band, an elegant catered dinner, and, of course, a showing of "The Phantom of the Opera." Students arrived in beautiful gowns, suits and masquerade masks. As they approached the venue, they walked on a red carpet through a balloon arch. Once inside, our students coordinators welcomed them and handed them place cards so they could mark their seats. If they needed a vegetarian meal, their place card displayed a red "V" to inform catering.

For the first 35 minutes, students enjoyed our Mocktail Hour, where they were able to choose from mocktails named Masquerade Madness, Phantom's Kiss, Sparkling Rose and Chandelier Cider. We used champagne flutes for the Chandelier Cider and nicer goblets for the other drinks. During the Mocktail Hour, attendees were able to design their own masks and enjoy the photo booth.

We set the atmosphere by playing the movie's soundtrack during the first 15 minutes, after which a jazz band took the stage and continued to perform

"Grease Is the Word" introduced students to 1950s style and foods, in conjunction with a showing of the film "Grease."

through dinner. After dinner, as the band cleared its equipment, we held a drawing for a prize. Each person was entered into the drawing as they checked in. Prizes consisted of copies of the film, its soundtrack, and T-shirts we designed. The grand prize was a basket filled with a DVD of the film, its soundtrack, a bottle of sparkling cider, two champagne flutes, one chocolate rose and two T-shirts. The evening's culmination was, of course, the showing of "The Phantom of the Opera."

GREASE IS THE WORD!

The following year, for "Grease is the Word!", participants dressed in jeans, white and black T-shirts, pink jackets, black leather jackets and checkered shirts. The event set up and schedule followed that from the previous year. Unfortunately, we weren't able to devise an activity such as designing your own mask. We continued the photo booth and changed our mocktail station to a soda stop featuring Shirley Temples, Arnold Palmers, Roy Rogers drinks and strawberry lemonade. The dinner consisted of a buffet of salad, hamburgers, hot dogs and chips. Afterwards, the soda stop station became a sundae station where students made their own desserts.

Our pre-show entertainment and prizes were similar to that of "The Phantom's Night." However, we featured a local swing band, to which many students actually danced.

For our venue decorations, we used music notes, balloons, records, cardboard cutouts of a jukebox and a couple dancing, diner tables and stools, black leather jackets and 1950s cars that our student coordinators painted. Our table decorations included red and white carnations arranged in sundae glasses, pink records and black tablecloths.

For marketing, we used milkshake imagery with bright diner colors and checkerboard graphics on posters displaying basic event information. We also created handbills designed as Pink Lady and T Birds jackets, and we used the record and milkshake motif for invitations and nametags, too.

A NIGHT AT GATSBY'S

This past spring, we hosted "A Night at Gatsby's." Many attending dressed in

For "The Phantom's Night," students dressed to the nines, including wearing decorative masks." Photo by James Ramirez

IF YOU'D LIKE TO FOLLOW OUR EXAMPLE, FOCUS ON THE DETAILS AND MATCH THE THEME AS MUCH AS POSSIBLE THROUGH MARKETING, DECORATIONS, FAVORS AND PRIZES.

suits and flapper dresses with beaded necklaces and feathers. We pursued the same basic format with regard to activities and prizes as we did with previous movie evenings. We served a chicken dinner and offered mocktails named The Great Gatsby, Fizzy Flapper, Spritzer and Daisy's Mint Julep, and a local 1920s band performed.

We used black and gold thematically throughout the event, including on posters, handbills, and invitations. We combined wine bottles with feathers and pearls as table and mocktail station decorations and strung white lights in the venue. For stage decorations, we displayed cardboard cutouts of a 1920s car, a flapper and a man in a suit.

MAKE IT AN EVENT!

If you'd like to follow our example, focus on the details and match the theme as much as possible through marketing, decorations, favors and prizes. Give yourself plenty of time to plan the event. You'll need to give numbers to catering in advance so make sure you've marketed it well enough to be able to give adequate time for ticket sales to rise.

Pursue as much unique, out-of-the-box marketing as possible. Check with your campus drama department to see if it has decorations or props you might rent or borrow. If you have a music department, try to arrange for a student group to perform as your live entertainment.

If you create all your centerpieces and a majority of your decorations, be sure to allow enough time before the week of the event to complete them.

Most of all, make each movie you show an event, get excited about it and have fun!

ABOUT THE AUTHOR

Shawna Blair is program and event coordinator at **California State University Fresno** (fresnostate. edu), where she previously earned a bachelor's degree in recreation administration and leisure studies and a master's degree in higher education administration. She was an educational program presenter at the 2015 NACA® West Regional Conference. In 2007, she was named California State University Fresno's Outstanding Advisor, and in 2010, she was named a Division of Student Affairs Graduate Dean's Medalist at the institution.

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USE THE 5 SENSES TO DEFEAT "NETFLIX NIGHTS!"

By
MARIE SQUYRES
UTAH VALLEY UNIVERSITY

WHO'S THE BIGGEST COMPETITOR FOR ATTENDANCE AT YOUR EVENTS THESE DAYS?

Ever heard of Netflix? Who needs to leave their room when they can curl up under a cozy blanket, grab some takeout or snacks, and settle in for a binge marathon? Netflix, Hulu, Amazon Prime and other entertainment streaming services are very popular now, and they seem "free" because viewers have already paid Internet subscription fees, meaning they don't need to decide whether to pull out their wallet for a specific evening's entertainment.

How do you compete with that?

Enhancing events through smell, sound, taste, touch, and sight is an easy way to elevate your events and impress your audiences – and, hopefully, make them want to come back for more.

Decorations appealed to the sense of sight at Utah Valley University's 2015 Emerald Ball.

1. SMELL

Ever walked past a bakery or sweets shop and smelled the sugary scents wafting out? What about the aroma of popcorn when you enter a movie theater? Think about what your attendees will smell when they come to your event. If you set up a popcorn machine near the entrance, it will draw people to you.

Smell is a powerful motivator, but it can work both ways. Be conscientious of potentially bad smells that could cause people to leave earlier than you'd like. We have an outdoor area on campus that's a great site for events, but at certain times of the day, there's a horrible smell coming from an underground vent. Campus facilities can't do anything about it, so after consulting with that department, we've learned to cover the vent during programming, uncovering it afterwards.

When setting up for Mardi Gras one year, outside our ballroom on the commons area, we encountered a horrible smell lingering from a lost-and-found sale held there earlier that day. One of our team members retrieved some deodorizer spray, which helped immensely. We now keep a small collection of room sprays in our office so we can quickly dispel unpleasant scents that may crop up unexpectedly. It's a simple solution, but helps ensure people won't feel compelled to leave just to escape a bad scent.

2. SOUND

Dead air is not good for your event. Setting up an appropriate playlist ahead of time and having it ready to go is a simple, easy way to invite people in and enhance the atmosphere. Are you throwing a luau? Get some nice island-themed background music going. Battle of the bands? Throw on some classic rock songs before, after, and between sets if you need it. Just be sure to arrange the logistics of how you'll play the music with your tech staff beforehand, though.

3. TASTE

It's no secret free food speaks loudly to any college student. On top of that, food is something that can keep folks hanging around longer. One year at a late-night event, we prominently advertised we'd have a pizza delivery halfway through the night so people knew they wouldn't need

to leave when they started getting hungry. If your event is a longer one and you want to entice people to stay the entire time, food might be the answer. Another thing to try (if you have the resources and ability) is phasing in different kinds of food or refreshments throughout the night so people don't want to leave for fear of missing out on what might be coming next.

4. TOUCH

We'll use the term touch loosely to cover things your attendees can do and experience.

What gets them involved in your event? If they feel like they've done everything, that's when they'll want to bounce.

If you're hosting a dance, do you have appropriate lounging areas set up so people have a place to rest before hitting the dance floor again? Or, will they leave once they feel tired because there's no place to sit?

Are there games or interactive activities available? At our large late-night event, we schedule multiple stages of entertainment and stagger start-times. Some of the shows overlap, but we work multiple performances into our contract negotiations with artists so we can fill out the night's schedule of events. That way, people don't want to leave because they haven't experienced everything yet. (Artists and agencies are likely willing to give you a good deal on multiple performances, much like when you Block Book with other schools – just ask to see what they're willing to do for you!) If we bring in henna tattoo artists, the lines usually get pretty long, so we have roving artists help keep line crowds entertained or play a movie they can watch while they wait.

5. SIGHT

What's the first thing that comes to mind when you think about sight? Decorations, right? Make them fantastic and memorable! Clean up trash as you go – you don't want anything to bring down your event's look. If you have carts or boxes remaining from setup, put them in a backstage area so they're out of sight.

Don't forget about clear signage and maps to direct crowds where they need to go. Point them to different parts of your event and also show the way to the most convenient restrooms.

Also, post publicity for your next event at the exits. You already have a captive

Decorations can give visual appeal for events. Pictured with Utah Valley University's Mardi Gras tree are, left to right: Vice President of Activities Jakell Larson, Advisor Marie Squyres and Activities Chair Jess Fowler.

audience, so don't waste an opportunity to inform your target demographic about what comes next!

BUH-BYE TO NETFLIX NIGHTS

When you create experiences encompassing all the senses, you also build a culture of can't-miss events. You're crafting experiences and memories for your student body, so make them unforgettable to lure them away from their cozy Netflix nights, keeping them coming back again and again.

ABOUT THE AUTHOR

Marie Squyres is student activities coordinator at **Utah Valley University** (uvu.edu/uvusa), where she has served for two-and-a-half years. She previously served as an intern at Salt Lake Community College (UT). Active in NACA, she presented an educational program at NACA® West in 2015. She is pursuing a master's degree in communication and leadership from Gonzaga University (WA) and holds a bachelor's degree in English from Utah State University and an associate's degree in English from Salt Lake Community College. In addition, she served as the professional development co-chair for Utah Professionals in Student Leadership and Involvement (UPSIL) for 2014-2016.

BRING A "Crispy" TWIST TO YOUR LATE-NIGHT EVENTS

By

BRYANA MANNING
CABRINI UNIVERSITY (PA)

LATE-NIGHT EVENTS CAN BE RISKY, particularly for a small campus programming organization with limited resources – and a potentially limited audience pool. What if your students aren't interested in the events you offer, preferring to go off-campus for extracurricular excitement? How do you develop programming that will guarantee audience engagement? What kinds of attendance numbers will indicate success?

These are the kinds of questions Cabrini University's Campus Activities and Programming Board (CAP Board) has attempted to answer the past couple years. We are a smaller school and, naturally, our events receive lower attendance num-

bers. Our maximum attendance level, perhaps 300 people a few times since I've been involved, is an insignificant number for many schools. Determined, though, to overcome the stereotypical notion that "drinking is the only way to have a social life in college," we decided to pursue late-night programming to offer students fun, alternative activities on campus. Even though we risked low attendance numbers, we decided to experiment with late-night programming by offering students an event they already love – bingo.

A CRISPY TWIST

Bacon Bingo became our first late-night themed event. We used this name to call attention to it in marketing efforts. In planning the event, we focused on food, prizes and room setup.

We offered food as an incentive to attract larger attendance. As the event's name implies, we provided a variety of

bacon (turkey, regular) and bagels with an assortment of condiments (jam, cream cheese, butter).

We gave away breakfast and bacon-themed prizes – anything from gift cards (Dunkin Donuts, Starbucks, IHOP, etc.) and pillows and coffee mugs to bacon BAND-AID®s (they are actually manufactured and sold).

As for our room setup, we needed the event to be located in an area on campus common to all students and specifically in a venue that would be open late so everyone could participate.

Overall, Bacon Bingo went well. We achieved decent attendance – not as many people as we had hoped, but everyone attending found the theme appealing. We received a few minor complaints, though. Some thought we'd actually be playing bingo with pieces of bacon, which was an interesting perspective, and some would've liked to have won bigger prizes

than we offered. Ultimately, the few things that went wrong were minor and easy to fix going forward.

FOUR THINGS WE'VE LEARNED

After hosting a few late-night events, as well as participating in other events our board members hosted, we assembled a list of key guidelines we find helpful and that could assist other schools in preparing for late-night activities, whether or not they offer a "crispy" twist.

1. BRAINSTORM FOR IDEAS

Don't settle for just any ordinary idea. Ask yourselves how a themed event might work? Would your student body enjoy it? Would it be too bizarre? Does it build on a pop culture trend?

Recently, our students enjoyed crafting and "Pinteresting." However, we discovered that after hosting too many events based on the same concept – even with a different activity each time – the flair and excitement of these events quickly faded.

2. CHOOSE AN APPROPRIATE TIME

Is it better to schedule the event for 9 p.m., 10 p.m. or 11 p.m.? What's happening on campus the next day? Would the event last less or more than two hours? At a smaller school such as ours, we must consider whether there is a big game the next day or an open house that could impact our attendance.

3. ALWAYS CONSIDER FOOD

Food is a great incentive for students to attend events, but is it cost effective for your event? How would catering work if the event is held later than normal food service hours? Food offerings could simply include popsicles and ice cream or could be larger in scale to include supplies and equipment needed to keep food warm or cold.

4. CONSIDER TAKEAWAYS

Will you offer crafts students can take with them, favorite candies or actual prizes? Will takeaways be themed? Will the prizes consist of gift cards or other fun items students would enjoy? If you book a performer or other outside talent to host the event, will they be willing to appear later than usual?

These are all important questions to consider when planning any type event, especially late-night programming.

AFTER BACON BINGO

Cabrini has hosted some successful late-night events, as well as others that went well but experienced some bumps along the way.

We've found that, with late night-events, students often get restless. They might enjoy bingo, but if we aren't constantly calling out numbers or the students aren't continually eating, some complain about boredom. However, we discovered that adding little things to our events can help in a big way, whether that might be including a raffle or playing music to keep students interested throughout an event.

Because these events don't ever attract the same numbers of attendees, we can never estimate exactly how many to expect. Occasionally, we've run out of food, no matter whether it was because students took more than one serving each, or there just wasn't enough from the beginning.

We also discovered some of our themes were just too complicated and needed better explanation through promotion than we provided and students were confused about an event and what to expect from it.

Many students enjoy our late-night events because they fill their nights with fun activities. However, we don't host them weekly because there are still those students who enjoy earlier evening activities. So, we provide options for students with varied interests, including:

- Commuters who don't want to drive home too late,
- Those students who just want to wind down after a long week by relaxing and going to bed,
- Students who want to hang out with their friends, and
- Those who do enjoy activities on campus, but also want the freedom to also do other things during their weekends.

No matter what your audience needs might be, bring a twist to your programming – the "crispier" the better!

Alexa Milano of Cabrini University serves up a crispy treat for Bacon Bingo.

Ashley Miller of Cabrini University enjoys the treats offered at Bacon Bingo.

ABOUT THE AUTHOR

Bryana Manning, who is pursuing a bachelor's degree in English and secondary education at **Cabrini University (PA)** (cabrini. edu), serves as an orientation coordinator and as the Cabrini College Campus Activities and Programming Board vice president. She participated in the NACA® Mid Atlantic Regional Conference in 2014 and 2015 and is a recipient of the NACA® Foundation's Mid Atlantic Undergraduate Scholarship.

RE-ENERGIZING LATE-NIGHT PROGRAMMING: ASSESSMENT IS KEY

BY
ROBERT N. COOPER
AND
KYRIE KIRN
FROSTBURG STATE UNIVERSITY (MD)

Changing up how you use venue space can generate renewed interest in late-night activities, such as holding a roller skate activity in a ballroom. Photo by Brandon Holmes.

LATE-NIGHT PROGRAMMING has been offered for a long time on college campuses and is now a mainstay on many of them. In the '90s and early 2000s, it seemed every college or university wanted to create a late-night culture that was safe, fun and engaging for students. Free campus-wide, optional/alternative programs providing food and fun activities lasting into the early morning hours seemed appealing to both first-year and returning students.

Our early late-night culture at Frostburg State University (MD) consisted of dances, fashion shows, late-night bingo and our unique Ultimate Game Night (various types of games in multiple locations). We scheduled these programs on random nights throughout the academic year. Most were free for students, with the exception of the dances and fashion shows.

GETTING STARTED

Our first attempt at creating something different, though, resulted from a meeting of the director of Student Activities and Greek Life and our programming board students. Through in-depth conversation and research of what other schools were doing, we began to discuss going beyond our existing late-night culture to offer programs that really got students excited about staying on campus to participate.

A renovated student center also became an important factor and soon PAWS After Dark was born. We decided to use a lounge, a large meeting room and lobby spaces for our new programming effort. Even though there were other available spaces we decided not to use, we knew we'd still have impact. We scheduled our new series' programs at different times throughout the spring semester and focused on coffeehouse-type food paired with multiple activities designed to be successful stand-alone events. We tweaked the building's environment with dim lighting and used dry erase boards to list types and locations of activities. Ultimately, the series averaged about 175 students per event that semester.

In reviewing data collected during our PAWS After Dark assessment, we discovered the events consistently received "average" or "good" ratings. And participants repeatedly responded they would likely not attend them again. It was then that the Student Center director approached the director of Student Activities and we created a study group to explore the late-night culture. The group consisted of representatives from:

- Student Government Association
- University Programming Council
- Burg Peer Education Group
- Residence Life
- Greek Council
- Black Student Alliance
- Director of Lane University Center
- Director of Student Activities and Greek Life

We told the students who joined this study group we wanted their honest feedback and they were free to discuss the late-night culture in a safe environment without feeling they'd be judged. Having their feedback helped us truly understand what students wanted in a great late-night culture. Based on several months of conversations, the students identified the following:

- PAWS After Dark was not successful.
- Space utilization needed to be reviewed.
- Programs didn't reach a diverse audience.
- There was a need for a safe but creative environment.

DEVELOPING A NEW CONCEPT

Later in the process, we asked students for recommendations for a revitalized late-night concept and they suggested:

- Utilize major programming spaces in the Lane University Center.
- Have diverse programming with a club atmosphere.
- Provide different food options.
- Create a safe environment.
- Create a sustained and consistent programming model.

We sent these recommendations to the Student Government Association for support and, once it approved them, we forwarded them to administration. When we received administration's approval, we also received additional funding to support the program, as well as an administrative position to help implement it.

Thus, Late@Lane (L@L) was born. We designed this new program to address the utilization of space, transforming those

spaces through lights and decoration, having better food options, and offering prize giveaways. We scheduled Late@Lane on the first Saturday of every month during the academic year, totaling six to eight installments per year. Most Late@Lane events featured a student dance in our ballroom, make-and-take giveaways in our meeting rooms, live entertainment on our coffeehouse stage, and some other form of live/interactive/active entertainment in our large meeting/programming space. This model for Late@Lane led to an average attendance of 1,000 students.

REFOCUSING OUR APPROACH

After about four years of successful Late@Lane programming, we started to notice the environment we initially intended for students was disappearing. Although we implemented risk management procedures to reduce unsafe incidents and maintain a safe, engaging environment, we experienced some policy violations by students. As we moved

into 2015-2016, we critically reviewed our program design to isolate issues and find ways to once again re-energize the program. We discovered that Late@Lane events including dances were the ones with the most incidents. We also discovered our event layout had gotten stale. We'd been holding the same types of events in the same spaces for each event.

To recreate the safe, engaging environment that had been the original program mission, we focused on:
- Ballroom entertainment,
- Utilizing space differently,
- Fully engaging the theme, and
- Continual assessment.

One of our biggest challenges was finding a replacement for Late@Lane dances. Finding some other way to engage students in that large ballroom was difficult. Finally, we decided our fall line-up for that space would include a major comedy performance (September) and Degy's Roller Rave (October). Both

events attracted large attendance, so we decided to continue that approach. The November L@L featured inflatables and bumper cars, laser tag and arcade games, and other large novelties. This programming worked well for us.

While exploring new ways to utilize other building spaces, we realized that with Late@Lane taking over the entire student center, we had numerous options. The previous program format included scheduling make-and-take activities in meeting rooms, game shows in a large meeting room upstairs, and food in the lobbies. We decided to change it up. For one event, we placed a mechanical bull in the lobby and a food station in the back of the ballroom. For another event, we set a game show on the coffeehouse stage instead of in the large meeting room. We even built an entire stage next to the coffeehouse stage to totally convert the lounge space into something students had never seen before.

Some of these changes were successful;

Thematic decorations offered continental ambiance to Late@Lane's "A Night in Paris" event. Photo by Brandon Holmes.

some were not. While we were bringing many of the same types of entertainment to students as before, changing locations or layout helped reframe students' expectations and experiences.

As for incorporating a theme into an entire event, we wanted students to feel like they'd walked into a totally different world when they attended. First, we chose themes we thought would accommodate full incorporation into an event. We wanted to go beyond decorations, incorporating a theme into the entertainment, decorations, food, marketing efforts, and the event environment's design. For our Wild West event in April, we provided a station where students decorated cowboy hats and cactus plants. For the Game On! theme in February, we offered an arcade, laser tag, and video game tournaments.

We wanted to find ways to catch students' attention in unique ways. We used floor and wall decals, lighting and ceiling decorations to alter the event environment. For example, for Midnight

in Paris last November, we built a 17-foot Eiffel Tower in the lobby. Moving into 2016-2017, before setting our calendar, we selected themes for which we already had ideas for fully incorporating them in the entertainment, decorations, and use of technology, etc.

LEARNING FROM ASSESSMENT

Lastly, we focused on our assessment efforts and using the data received from students to move forward. We recognized attendance would drop if we didn't provide students what they wanted. During Late@Lane events, our volunteers surveyed an average of 300 attendees. From these surveys, we found some issues that we couldn't control, such as shorter novelties lines, but others we could address.

One of the major themes emerging from all our assessments this past year was "bring back dances." This was the predominant response on surveys, in personal conversations involving students and professional staff, and in focus group-style feedback. Consequently, we decided our ballroom entertainment would feature something different at each event per semester. So now, we'll have one dance, one active entertainment, and one seated performance show per semester and hope this will help us continue focusing on the program's mission.

SHARING WHAT WE'VE LEARNED

Re-energizing our late-night program has never been easy. If you'd like to try it on your campus, here are our best recommendations:

- Choose concepts that work best for your student population and decide which concepts need to be abandoned.
- GET YOUR STUDENTS IN-VOLVED! They offer the best input on what's working and what isn't. If you develop a program without student input, you risk losing their support or attendance.

> ## USE YOUR ASSESSMENT DATA. WE KNOW: EVERYONE DOES ASSESSMENTS. BUT SERIOUSLY, USE THE RESULTING DATA.

- Focus on details. They make all the difference. Add decorations and themes to existing programming. Change the venue's physical layout. Pay attention to other details that may seem minor, but which have the potential to make a major difference.
- Use your assessment data. We know: everyone does assessments. But seriously, USE THE RESULTING DATA. We also encourage professionals to observe social media like Twitter and Yik Yak because it shows what students are saying.
- Take risks. Try new things, and remember it's okay to fail. Failing is learning. You won't know what will work (or won't) until you try.

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JUSTIFY YOUR PROGRAMS AND SERVICES:

DATA-DRIVEN DECISION-MAKING TO DEVELOP YOUR DEPARTMENT

By
TYLER BRADLEY
MURRAY STATE UNIVERSITY (KY)

ACCORDING TO THE NACA-SPONSORED SURVEY OF ASSESSMENT PRACTICES, ATTITUDES AND APTITUDES IN THE STUDENT ACTIVITIES PROFESSION, approximately one in four student activities representatives has reported their student activities area's assessment work to be below average quality (NACA, 2014). Even more discouraging is that 36% of respondents spend 12 hours per year or less on assessment or evaluation-related activities. Yet, 83% believe assessment should be performed regularly. And most respondents report wanting more training to fully engage in assessment.

With more demand from state and federal government for student affairs practitioners to demonstrate the value of what they do, assessment is one key to providing evidence of the need for student activities work. However, some state legislators have restricted funding to higher education departments based on the premise there was no justified need for their type of services (Jaschik, 2016). Regardless, we should want to make sure everything in which we invest time and resources is effectively and efficiently serving students' needs.

There may be fear that assessment will reduce our time for interaction with students, and that it treats students as numbers, not individuals; however, assessment can help practitioners maximize interactions with students. We often view assessment as a terrifying obstacle we'd much rather leave to someone whose sole duty is working with research and assessment, but a team approach can maximize assessment efforts. It requires participation of all those in your functional area, including student leaders.

Assessment does not require massive overhauls and analyses of every service, procedure, etc. your functional area provides. It can be done through several smaller assessments and less frequent all-encompassing survey measures.

ACCESSIBLE ASSESSMENT: ANYONE CAN ASSESS

Assessment doesn't have to be a daunting survey requiring expertise in using software like SPSS or Excel. You can assess virtually anything in your area, such as student involvement, leadership, budgetary usage, operational hours, and much more. First, determine what you want to measure. Consider assessing perceived high-impact and low-performing areas. This will enable data use to make change. If you're always assessing high-performing areas, it may be a good case for justifying to others that what you're offering is doing its job, but it does not always enable drastic improvements.

For example, student satisfaction is a great measure of assessment in that it impacts feeling of belonging and loyalty to institution persistence, retention, academic performance, and grades (Abrahamowicz, 1988; Astin, 1993; Holland & Hub, 1991; NSSE, 2005; Russel & Skinkle, 1990; Whitt, 1994; Pascarella & Terenzini, 1991; Tinto, 1987; Roberts & Styron, 2009; Bean 1980; Bean & Bradley, 1986; Bean & Vesper, 1994; and Pike, 1991, 1993, as cited in Kuh, Kinzie, & Buckley, 2006); therefore, student satisfaction measures can often be used to support institutional missions. Also consider the assessment's timing, as it could coincide with other major campus events or projects that could skew results.

Avoid "survey burnout" for students, and utilize other accessible assessment techniques, including focus groups, benchmarking, tracking quantitative data, and Classroom Assessment Techniques (CATs). Only 50% of student activities practitioners reported using focus groups in assessment (NACA, 2014), yet they can provide useful qualitative data. Benchmark peer institutions and see what they offer in comparison to your services, which can be done through many large survey instrument companies, examining public information from institutions online, or interviewing administrators.

Beyond this, you can rely on other forms of quantitative data, such as attendance, ticket sales/swipe technology with ID cards, organizational membership, time invested by members, length of appointments with students, etc. Additionally, Angelo and Cross (2009) have several CATs that aim to assess knowledge, skills, attitudes, values, self-awareness, and reactions to instruction. For example, consider post-presentation discussions or minute-papers for the audience to write down the muddiest or most unclear point of the presentation, any misconceptions or preconceptions they had that were dispelled in the presentation, or what their background knowledge on the topic was before the presentation.

LEARNING OUTCOMES

In the above-mentioned NACA-sponsored survey, only 18% of respondents said they use learning outcomes in assessment (NACA, 2014). Academic courses tend to utilize learning outcomes already. Essentially, student affairs practitioners aim to educate, develop and teach students, much like courses, so implementing learning outcomes can help set goals and rationale for your projects.

As you develop learning outcomes, consider how this reinforces institutional/division/department mission statements. Consider learning outcomes as changes in understanding and behavior, not as a literal interpretation of what they will do. A learning outcome is not, "Students will present a 10-minute presentation on a topic of their choice" or "The program will engage a significant number of students by providing free food and a movie." Use the learning outcome to explain why a service is important to the students. Why should this practice continue? What value does this program or service have? Gavilan College administrators recommend using Bloom's Taxonomy to help identify key verbs that best represent cognitive, affective and psychomotor learning (Osters & Tiu, 2003), which includes words such as "arrange," "associate," "experiment," "criticize," "formulate," "compare," "challenge" and "operate."

Ascertain whether your learning outcome is assessable, how you can measure it, and what criteria determine its success. For example, a learning outcome at a student organization training on recruitment stating, "Students will be able to increase membership at organizational meetings and guests at events," is assessable, but only if you're obtaining data about the groups before and after. Be clear and specific in your measures and know whether you're using surveys, CATs, or other techniques to collect data. After that, you can develop your criteria of success.

Based on the data retrieved, what would indicate that what you're assessing is successful? Your goal should be that any person looking at the data should come up with a similar idea of how successful the program was based on the measured criteria. For example, if you host student organization orientations, this may be an opportunity to refer to the NACA® Student Leadership Competency Guide, which addresses leadership development, assessment and evaluation, event management, meaningful interpersonal relationships, and 13 other factors. It comes with pre-loaded learning outcomes, initiatives that can build that competency and suggested measures of assessing those factors.

ASKING THE RIGHT QUESTIONS

There are many existing instruments that have pre-loaded questions, but if you're developing your own assessment questions, you should:

1. Be Concise. Students dread massive surveys. Some institutions limit surveys to five questions. Consider the five most important things you want to know. Ask yourself if there are alternative ways to ask a question. Do not use double-barreled questions and ensure questions are easy to read and understand. This will produce better results for interpretation.

ASSESSMENT ISN'T DONE IN A DAY'S WORK. IT REQUIRES ONGOING DATA COLLECTION, ANALYSIS, REFLECTION, SHARING AND IMPLEMENTATION.

2. Be Intentional. Do the questions you're asking relate to what you plan to analyze? Can you make a significant change if certain results are produced? Do not include questions for things you cannot change. This can create an expectation for change from students. When nothing is changed when a post-assessment is conducted, you may find a more negative attitude than what you started with.

AVOIDING DUSTY DATA: IMPLEMENTING CHANGE

It's incredibly easy to complete an assessment and put the data on a shelf. Only about half of student activities representatives have reported using assessment processes for decision-making (NACA, 2014). This is a disservice to students. We need to make sure we're doing our best to dissect and share what we discover in assessments and act on implications. Identify subpopulations of your data to create intentional target audiences to maximize new initiative impact. Always keep in mind, however, ethical considerations – you want to keep individualized responses as anonymous and confidential as possible. No one should be able to determine who submitted specific answers.

"Meaningful assessment happens when data connected across an educational eco-system is readily available to those who can benefit from it," Campus Labs author Shannon LaCount says (2016). Present to others in your functional area, other administrators who are collaborative partners, and student leaders. "Less than half (47%) of respondents indicated they are engaging in collaborative assessment strategies with peers in other areas or departments at their institution," (NACA, 2014).

Post findings on an assessment and strategic initiatives page on your website and share information via social media. Create infographics for posting on campus; Saint Louis University (MO) has a range of infographics from its Student Involvement Center that can serve as inspiration.

Results can also be used in end-of-the-year reports. Consider having audience members create presentations for new initiatives and improvements based on assessments.

Finally, and most importantly, re-assess to see longitudinal data and analyze implications of new initiatives and improvements or a lack thereof. Create an action plan based on assessment data to share with others; this helps others in examining data, determining how successful these changes were, and providing evidence that assessment has value in serving students. Do not let assessment-driven initiatives stop at the starting gate.

CELEBRATE ASSESSMENT

Don't let the work of large assessment projects deplete staff morale. Celebrate accomplishments by sharing success stories and rewarding staff. Perhaps you had a high response rate on a survey; maybe you saw drastic increases in a longitudinal study. Consider staff outings, historically themed gifts, and mock awards as potential initiatives. For individuals who've contributed the most to projects, consider highlighting them on the department website or newsletter; create a small donation to a non-profit of their choice; or even share gift cards or coupons to popular on-campus or off-campus eateries.

MORE THAN ONE DAY'S WORK

Assessment isn't done in a day's work. It requires ongoing data collection, analysis, reflection, sharing and implementation. It isn't designed to be just another job responsibility, it's meant to complement other facets of your daily work. Do not get stuck utilizing one form of assessment over another or you may not see the whole picture. Create or improve existing learning outcomes that are measurable and impactful. Become an assessment mentor in your area and help your unit grow. Cast a wider net by involving others in analysis, decision-making, and implementation, but do not forget to maintain a supportive environment by recognizing others' efforts and successes. Accept and embrace the challenge of assessment. With it, you can regularly make more conscious decisions about your functional area's work.

ABOUT THE AUTHOR

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THREE IMPORTANT LESSONS ON CREATING SUCCESSFUL FACULTY AND STAFF COLLABORATION

By
RICH HURLEY
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IN THE SUMMER OF 2012, an esteemed faculty member at my previous institution invited me to lunch. During that meeting, he introduced a program idea he believed would transform the academic experience of our first-year students, our university community, and the future of classroom learning. I, like many of you, had been asked by faculty in the past for guidance on program planning and how to best engage students. But this time it was different. I wasn't being asked for the best times to run an event, how to best market events to students, or how to get them to buy in to a program. I was being asked to be an equal member at the table, to partner in all aspects of the venture, and to be an equal voice in the experience.

The emotions I experienced as a result of this invitation included excitement, fear, opportunity and nervousness. In my mind, I knew student affairs and academic affairs partnerships should be a part of the best practices on our campuses. But up to that point, I hadn't seen those best practices come to life and I felt a bit unworthy to take the place being offered to me at this elite table.

I then asked a question I often ask myself: "What would I tell my students?" That question pushed me to embark on a three-year journey of helping create a program that would be one of the most transformational professional experiences in which I have participated. It was an experience filled with countless "aha" moments, professional growth, and lifelong lessons. Here are a few of those lessons:

OWN YOUR ROLE

I will be honest: whenever I previously thought about faculty and staff collaborations, I had this vision of us vs. them. I believed the stigma of our work as the party planners, the fun police, and the cheerleaders made others second-guess the value of the work I believe in and cherish. But as I started to sit in these meetings, I realized something. These faculty members invited me to the table because I could do something they couldn't. I, with the immense support and hard work of my fellow student affairs colleagues, could understand the breadth and intensity of a three-day-long credit-bearing experience.

We had the relationships with dining, facilities, building managers, public safety, and university departments we would need to have on our side to make the impossible possible. We were cognizant of and prepared for the emotional distress our students would experience in this new and unique learning environment we were planning. We could imagine what it would be like to get 36 teams of 25 students to 36 different locations in two states in a matter of three hours.

And when a major snowstorm hit and programs had to shift, schedules had to be changed, and the plans were thrown to the wind, my colleagues and I didn't fluster or faint, we executed. In student affairs, our training is our everyday work, and if you reflect on the fires you've put out and the challenges you've faced, you realize just how worthy of being at the table you are.

SPEAK YOUR STUDENT AFFAIRS TRUTH

As student affairs administrators, we get invited to countless committee meetings throughout the year. I would often sit in these meetings wanting to share some honest perspective and explain why we're asking the wrong questions, but rarely would. But this time, I was brought to the table to be an equal partner so I promised that my voice would be present. The first year, I struggled with my goal. Honestly, no one was stopping me except me. As I write this, I reflect on the power and privileges of my intersecting identities and how silenced my colleagues with marginalized identities can feel around these tables, a fact on which we all need to reflect.

At our initial meeting of the second year, we were discussing changes to our opening session that involved 1,000 people in one space for about two hours. We all agreed the opening session was a bit lackluster and lengthy, and the space was limiting. Suggestions included putting a tent in the parking lot and remov-

Rich Hurley (left) with other members of the IDEA (Innovation and Design Experience for All) Facilitation Team. His experiences with this group form the basis of the conclusions he expresses in this article.

ing all furniture from the space.

Immediately, I felt my frustration and anxiety levels rise. My experience has taught me that a tent in January in New England is just not possible; that having 1,000 people stand for a program would be complete chaos; and sitting on the floor was not an option due to the inevitable January weather. I was overwhelmed because I was responsible for executing this event and these solutions would not work.

I decided, at that moment, I needed to speak the truth. I told them those options were not possible, that it wasn't the setup of the room that was the issue, it was the program itself. This was the beginning of me being honest and up front in a room full of people I didn't want to disappoint or be oppositional with. It was a turning point in my role at that table and I felt liberated and, ironically, finally a member of the team. It was uncomfortable at first to speak up, but it was a turning point in how I showed up in the space. People with inherent power may not see what we see, but that can't stop us from bringing our expertise and truth to the table.

THE BOND OF ADVOCACY IS RECIPROCAL

An important change we made the second year was adding two students to our team. The students afforded this role were the equivalent of the student leader superheroes you see on your campuses every day. They brought life to our team and a greater understanding of the stu-

dent perspective. But they also brought something else of greater value. Having them at the table showcased the unique relationship between students and staff that is crucial to our everyday work.

The faculty representatives witnessed the relationships and trust we shared, and how we were partners in the work we were doing. Each of us works tirelessly for our students and they notice the long hours we put in, see the difficult conversations we have, and know we are there to give endless support. We are their advocates, but we often forget they are ours, as well. I found that these two students were helping the faculty experience what a true student and staff collaboration looks like. The boundaries of teacher and student weren't present; instead, we were all on the same page, all moving down the same road together. The students transformed our team by helping to eliminate the boundaries of title and responsibility and brought unity and camaraderie in a way no one else could.

On the other hand, I learned that these faculty members were human. They were human beings who cared about student engagement just as much as my student affairs colleagues and I. These particular faculty members were the first to ride the giant tricycles, jumped in the bounce house at 1 a.m., served nachos and pizza, and even went on a Target run in a blizzard to ensure the students could complete their task.

WHAT WILL YOUR ANSWER BE?

When I left this institution for a new professional journey, some of the hardest people for me to leave were those devoted faculty members. I realize how blessed I was to learn these lessons so early in my career and I will forever be grateful to that faculty member for inviting me to that lunch and to join that life-changing table. If at any point you are questioning whether you want to gather around the table with your campus faculty, ask yourself, "What would I tell my students?"

The answer you give will most likely be the right one.

ABOUT THE AUTHOR

Rich Hurley is associate director of the Student Resource Center at **New York University**, a position he assumed in 2015 after working in student life and residence education areas at Bryant University (RI) and Roger Williams University (RI). In NACA, he currently serves as the Graduate Development Coordinator for the NACA® Northeast Regional Conference Program Committee, after having served as its Professional Development Coordinator for a number of years. He was affiliated with the Association of College Unions International, which named him its Region 8 New Professional of the Year in 2010. He holds a bachelor's degree in business administration from Bryant University and a master's degree in leadership education from Central Connecticut State University.

ALCOHOL-ALTERNATIVE PROGRAMMING: ASSESSMENT AND ANALYSIS

By
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ALCOHOL ABUSE AND BINGE DRINKING are continuing problems on college campuses nationwide. To reduce alcohol-related issues on campus, it's essential to create and execute fun, safe alcohol-alternative (or late-night) programming. Such programs offered on or off campus throughout the academic year provide students opportunities to interact with peers and have fun without alcohol. Often these programs occur "during prime social times, 9:00 p.m. through 2:00 a.m. on Fridays and Saturdays and 9:00 p.m. through 12:00 midnight on Thursdays" (Maney et. al., 2002, p. 247). There are many reasons for colleges to provide students with late-night activities that don't involve alcohol, the primary reason often being the increase in violations, property destruction and sexual assault resulting from alcohol consumption.

The researchers examined the effectiveness of an alcohol-alternative program, Up Late at State, at Illinois State University (ISU), a mid-sized, public, comprehensive institution with approximately 20,000 students. There had been limited research on this campus to measure the institution's attempts to reduce alcohol-related problems and its challenges and successes. The researchers' goal was to determine what motivates students to participate in alcohol-alternative programming, how programming can be improved, and its impact on alcohol use by program participants, as well as understanding the perceived benefits students received from Up Late at State programming participation.

UP LATE AT STATE BACKGROUND

Up Late at State, initiated in fall 2011 by the Student and Community Outreach unit of the Dean of Students Office, was designed to offer high-energy, attractive programming complete with food, various themed activities and giveaways to provide an alternative to drinking, with the goal being to decrease the reoccurring drinking culture of off-campus students. The program is one strategy among several to address binge drinking, with its activities administratively delivered monthly at large, primarily on-campus, venues. Its mission is to help students find their way at Illinois State through

late-night, alcohol-free events on weekends. These events are high-impact, diverse and open to all Illinois State students. Up Late at State's goals are to:

- Provide programming during late-night, weekend hours (8 p.m.–1 a.m., Thursdays, Fridays, Saturdays) for undergraduate students as an alternative to binge drinking.
- Be a contributing factor in reducing on-campus and off-campus alcohol violations.
- Be a contributing factor in reducing alcohol-related property destruction.

As the program entered its third year, student affairs staff members wanted to assess it to ensure they were meeting the goals, objectives and needs of its targeted populations. This assessment would aid them in developing programs appealing to the interests of diverse student groups. In spring 2014, Up Late at State staff partnered with the ISU Department of Health Sciences faculty and students to conduct research on the program, focusing on these study questions:
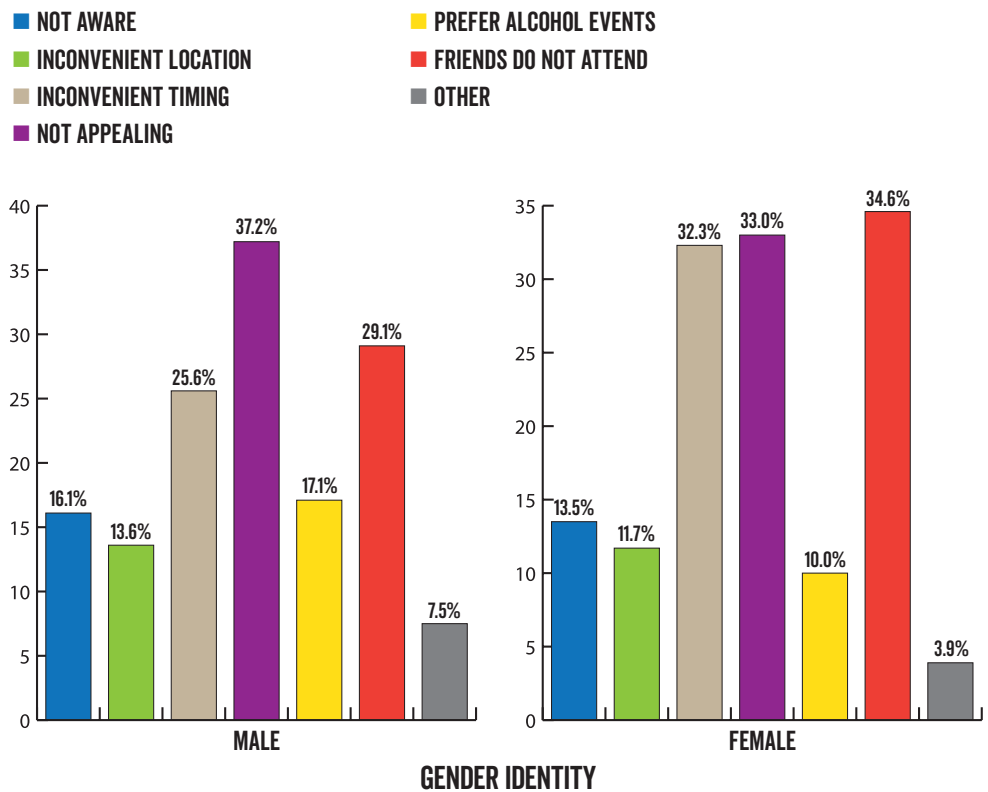
1. How does the Up Late at State program impact alcohol use of program participants?
2. How can the Up Late at State program be improved to reach more of the student population at ISU?

CORE SURVEY

Specific data on the student population's view of Up Late at State programming was gathered in the CORE Drug and Alcohol (CORE) Survey, a nationwide instrument developed with funding from the U.S. Department of Education to measure alcohol and other drug usage, attitudes and perceptions among college students at two- and four-year institutions. Eight hundred and twenty six students completed the CORE survey. The majority of respondents (93%) have heard of Up Late at State events. About 35% of females indicated they would likely attend an event, with 19% being very likely to attend. Males were less likely to attend an event, with 22% likely and 13% very likely.

Key reasons students cited for what

FIGURE 1 – REASONS FOR NOT ATTENDING UP LATE AT STATE EVENTS.

Legend:
- NOT AWARE
- INCONVENIENT LOCATION
- INCONVENIENT TIMING
- NOT APPEALING
- PREFER ALCOHOL EVENTS
- FRIENDS DO NOT ATTEND
- OTHER

MALE: NOT AWARE 16.1%, INCONVENIENT LOCATION 13.6%, INCONVENIENT TIMING 25.6%, NOT APPEALING 37.2%, PREFER ALCOHOL EVENTS 17.1%, FRIENDS DO NOT ATTEND 29.1%, OTHER 7.5%

FEMALE: NOT AWARE 13.5%, INCONVENIENT LOCATION 11.7%, INCONVENIENT TIMING 32.3%, NOT APPEALING 33.0%, PREFER ALCOHOL EVENTS 10.0%, FRIENDS DO NOT ATTEND 34.6%, OTHER 3.9%

GENDER IDENTITY

influences them to attend events include, "if their friends are going to the event," "whether or not a student had someone to go with," what was provided at the event (e.g. free giveaways, food, activities, etc.), "whether or not the Up Late at State theme was appealing or interesting" and "whether or not a student had a work conflict." As noted in Figure 1, the event not being appealing was cited as the biggest reason for not attending for males; while for females, it was the event not being appealing and friends were not attending.

METHODS

A mixed method approach was utilized to capture insight into the research questions in a comprehensive way with both qualitative and quantitative data (Creswell, 2004). The primary students chosen to participate in this study were those who attended Up Late at State events. Other participants included special populations for focus groups that do not ordinarily attend these events.

Quantitative data included an event day and a post survey of participants at Up Late at State events. The event day surveys were collected through the distribution of an online survey tool before the

start of or during each Up Late at State event. At events, surveyors utilized iPads to poll students attending by means of using the Select Survey or Baseline software tool provided through the institution. The event day survey was created in spring 2014 and edited throughout 2014 and early 2015 until consistent questions and answer selections were solidified.

The distributed survey required all questions to be answered, but provided a "choose not to answer" option. In the beginning of fall 2015, the team identified the need to present consistent questions for each event day and post survey. The event day survey specifically addressed:

1. What year is the student in school?
2. Where does the student live during the academic year?
3. Identify the student's gender.
4. Identify the student's ethnicity.
5. How many Up Late at State events has the individual attended since they've been a student at ISU?
6. Did the student consume alcoholic beverages/liquor prior to attending this Up Late at State event?
7. What organizations is the student involved with on campus?
8. What would the student have done
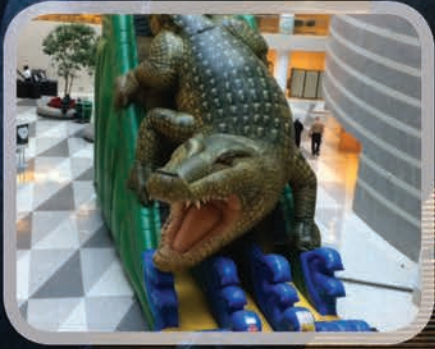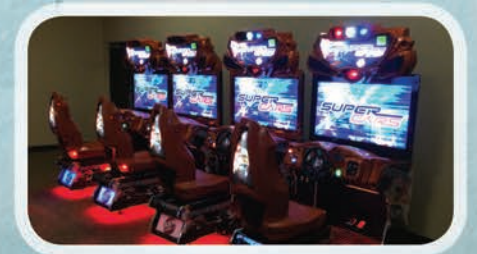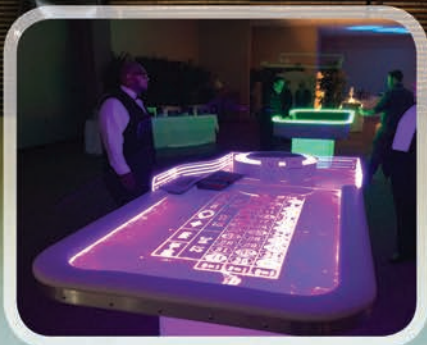
if they were not at this event?

9. What draws the student to Up Late at State events?
10. Has the student chosen to attend Up Late at State events as an alternative to drinking?
11. How did the student hear about this event?
12. Identify the student's academic college.

A post survey was created in spring 2015 as a result of a conversation with the Student Conduct and Conflict Resolution office. The event day survey asked about a student's intent to consume alcohol after the event, but a post survey could gauge a student's actual consumption. The post-event survey specifically addressed:

1. Did the student consume alcoholic beverages/liquor after they attended this Up Late at State event?
2. If the student consumed liquor/alcoholic beverages, approximately how many drinks did they consume?
3. Why did the student consume?
4. Please rate the activities from the event.
5. Identify the student's academic college.

When the post survey was instituted, staff from Up Late at State saw an opportunity to gain programmatic-based feedback. There are several similar key pieces to each event: food, activities and a giveaway. These items, as well as the venue and specific activities, were included as items requested for feedback. Students rated these items on a 1-5 Likert scale, with 1 being the worst and 5 being the best for each programmatic piece.

Food is provided at events to attract students, as well as to counteract measures of alcohol that attendees may have consumed before attending. Food is ordered based on event theme or may include popular items such as chicken fingers, hot pretzels, funnel cakes and cookies. Feedback requested on food at eight events received a rating of 5 by 34% of respondents and a rating of 4 by 26% of respondents for a total of 60% for a 4 or 5 rating.

As shown in Figure 2, 24% of students indicated giveaways as the reason for attending. Giveaways varied with each event and were sought out to be useful and attractive, as well as being items

students typically would not purchase for themselves, and included hats, socks, ice cube trays, or theme-based items. Feedback requested on giveaways from respondents at five events revealed 35% selected the rating of 5 and 28% selected the rating of 4 for a total of 63% for a 4 or 5 rating.

The research indicated it's beneficial to change to various locations to maintain student interest and provide different experiences. Attendee feedback for the venue at seven events revealed 59% of students rated these locations at a level of 5 and 24% selected the rating of 4 for a total of 83% for a 4 or 5 rating. There have been consistent positive responses from attendees regarding location. However, one location received 17% for a 1 or 2 rating, so the staff did not subsequently use it.

Event activities as a whole varied with respect to positive and negative responses, but 20-30% of respondents reported "N/A" due to long lines at events and student interest in each activity. However, this provided the planning staff with activity-specific programmatic feedback, which was utilized in planning future events, explicitly with the selection process for food, giveaways and activities.

Qualitative data was derived from several focus groups of students who did not fit the demographics of students regularly attending Up Late at State events, such as those who identify as athletes and fraternity/sorority members. The focus groups' intent was to obtain additional information regarding why these populations choose to not attend Up Late at State events, as well as to provide additional feedback to improve programs, outreach and engagement of these populations. Student participants provided verbal consent to the proctor before beginning questions and discussion. Incentives of pizza, soda and free blankets were given to participants during the focus groups, which followed a semi-structured format, with interviews recorded using digital audio technology for data collection.

A secure and confidential database was utilized to store and protect participant identities and responses to the event day and post surveys and focus groups. The database included survey results, transcribed notes from focus groups, gathered documents and pictures from Up

Late at State events, reflections and notes of researchers.

SUMMARY OF FINDINGS

Participant attendance at 18 Up Late at State events totaled 6,147 students. The overall response rate for the event day surveys was 42% and post surveys was 29%. To obtain such a high response rate, surveyors offered students incentives consisting of a raffle ticket for each respondent, with one winner drawn to receive a prize, such as a water bottle, sweatshirt blanket or other high-priced items.

Information gathered from basic demographic questions revealed 71% of attendees were female and 62% lived on campus. Attendees spanned all years in school, with freshmen encompassing a majority at 39%; sophomore and junior attendees were comparable with 19% and 20%, respectively. The majority of attendees were Caucasian/white (63%), followed by black/African American (16%), Latino/a (7%) and Hispanic/a (6%). The ethnicity of participants was representative of the ISU student population.
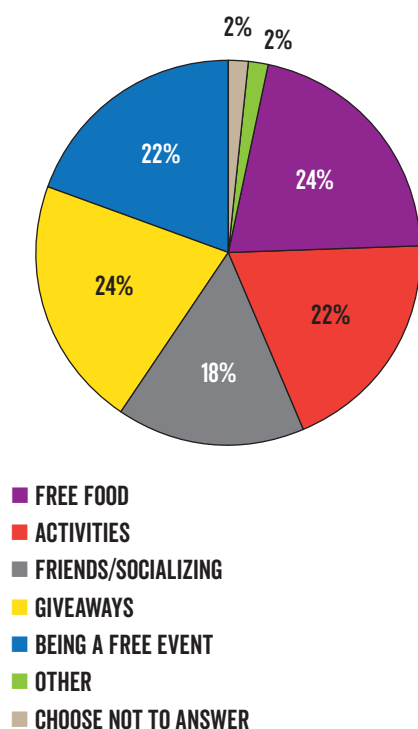
Activities drawing students to events are free food, being a free event and giveaways, as denoted in Figure 2. Instead of attending events, most students would stay at home not consuming alcohol, do homework or attend a non-alcoholic off-campus event. Figure 3 indicates that a small portion of attendees would consume alcohol in a social setting (8%) or chose not to answer (3%).

Students attending Up Late at State events tend to be very involved on campus, as indicated in Figure 4. Over 60% are involved in a registered student organization with small representation of Greek life and athletes. One of the program's added goals as a result of this data is to increase attendance from the Greek population by creating targeted marketing.
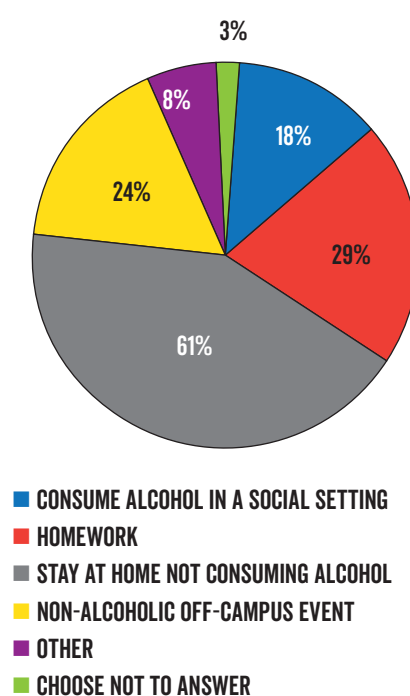
FOCUS GROUPS

Each focus group consisted of eight to 10 participants. Several key themes emerged from the groups, including "events are fun," "mainly attractive to the freshman student population" and those who live on-campus, and "attract students who do not drink" and "help students to stay out of trouble." Table 1 summarizes key quotes from respondents.
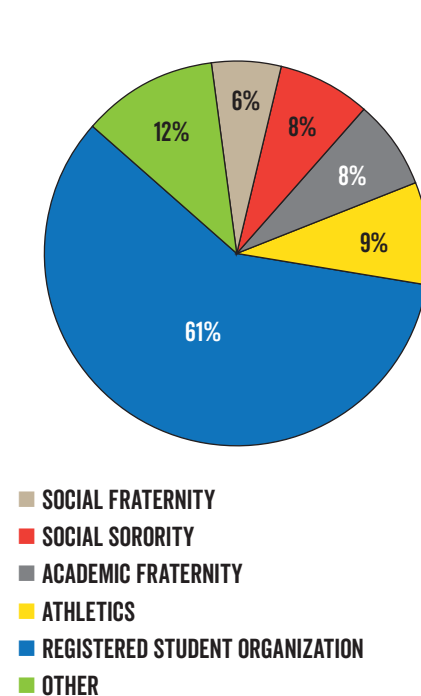
FIGURE 2:
DRAW TO EVENTS

- FREE FOOD
- ACTIVITIES
- FRIENDS/SOCIALIZING
- GIVEAWAYS
- BEING A FREE EVENT
- OTHER
- CHOOSE NOT TO ANSWER

FIGURE 3:
INSTEAD OF ATTENDING UP LATE EVENT

- CONSUME ALCOHOL IN A SOCIAL SETTING
- HOMEWORK
- STAY AT HOME NOT CONSUMING ALCOHOL
- NON-ALCOHOLIC OFF-CAMPUS EVENT
- OTHER
- CHOOSE NOT TO ANSWER

FIGURE 4:
ORGANIZATIONS INVOLVED

- SOCIAL FRATERNITY
- SOCIAL SORORITY
- ACADEMIC FRATERNITY
- ATHLETICS
- REGISTERED STUDENT ORGANIZATION
- OTHER

STUDENT AFFAIRS AND ACADEMIC AFFAIRS COLLABORATION

This research provides an example of successful cross-campus collaboration between academic and student affairs staff utilizing minimal time and resources to conduct research and analyze data with results applicable to many departments. Faculty, staff and students from these areas gained valuable knowledge and experience. Although there were challenges during this assessment project, such as large-event space availability, differing priorities and scheduling conflicts, the research team was able to create a successful and sustaining assessment project while respecting each other's priorities. This collaboration provided a dual academic and student affairs perspective, resulting in detailed, thorough research and analytics.

Researchers ensured each individual involved in this project was given tasks focusing on their priorities, and the team met at least twice a semester, communicating primarily via email. Team members respected each other by responding to communications in a timely

TABLE 1:
KEY ILLUSTRATIVE QUOTES FROM FOCUS GROUP RESPONDENTS.

Key Themes from Up Late at State Attendees:
- Events and activities are very fun, "much better than sitting in your dorm room or going out and getting drunk."
- Perception that freshmen would benefit the most from attending Up Late at State events, because they view them as "a fun university-sponsored event, and a safe place to go and meet new people."
- A good program to deter students who would otherwise be going out and drinking, it offers "something to do instead of drinking."

Key themes from Fraternity Members:
- Students living on campus in university housing (specifically freshmen) would benefit the most from Up Late at State events.
- "Upper classmen, off-campus students, student athletes, and fraternity and sorority members may be deterred from attending the events because of [the] large drinking culture within those specific populations."
- "The term 'alcohol alternative' makes them think of getting into trouble."

Key themes from Student Athletes:
- Fraternity and sorority members and student athletes would benefit from these events, in order to "stay out of trouble."
- Fraternity and sorority members would be deterred from attending events, as well as students who "pre-game, or go out at later time periods, which is around the same time Up Late at State events begin or end—8-11 p.m."
- Alcohol-alternative events are "something to do besides drinking and going out," "don't have to drink to have a good time," and "feel that the events are 'lame' if labeled as alcohol-alternative events."

manner. Collaboration for projects can be mirrored by other student affairs and academic affairs professionals because, not only did the professionals benefit from the interactions, students obtained great benefits.

CONCLUSION

The study concluded that Up Late at State has loyal attendees who continuously attend events as an alternative to consuming alcohol. However, there appear to be key populations missing from the qualitative and quantitative results, which present opportunities for program development and improvement to engage these populations.

Through collection of surveys at Up Late at State events, demographic groups have been identified that are likely and unlikely to attend them. To make the program more effective with regard to its objectives, events that will attract all genders, ethnicities and levels of campus organization involvements equally need to be developed. Marketing and outreach efforts also need to be addressed to increase the appeal of attending events for high-risk populations participating in risky behaviors, including Caucasian males, upperclassmen, and those living off campus.

Alcohol-alternative programming is just one aspect of the prevention needed to address this issue. This research will give student activities professionals a guideline for collecting data and utilizing resources on their campuses to begin outreach to at-risk populations, as well as expanding their programming efforts to attract a broad student population. Everyone on campus – in both non-academic and academic departments – has a responsibility to help students lead healthy, successful lives on and off campus. Up Late at State events are helping to revitalize late-night programming efforts, which are contributing to a healthier, safer campus community.

This assessment project has helped provide valuable information to the University on an important issue affecting students on campus and in the community and on the impact of an alcohol-alternative program. This study may guide student affairs professionals and health educators in developing late-night programming opportunities for college students as a way to reduce alcohol abuse and subsequent issues, such as alcohol-related violations, disorderly conduct, and various forms of violence.

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NEW YEAR, NEW EVENTS, NEW ADVISOR—WAIT! WHAT?

By
KERNYSHA L. ROWE
GEORGIA STATE UNIVERSITY

CONGRATULATIONS! After volunteering throughout the year, showing initiative at events and successfully interviewing, you've earned your position on the programming board. Filled with excitement and pride, you can't wait to get started planning for next year. You've already bonded with the other incoming programmers and your advisor and have even begun to make plans for the fall.

But wait!

You take your summer vacation only to return to learn your advisor has resigned. All your hopes and optimism shrink because you were looking forward to working with them. The advisor had such an impact on students that, as a result of this resignation, other students have changed their minds about participating on the programming board because it "just won't be the same."

Now you have a choice: leave and reapply next year or stay. You decide to stay and make the most of it because you have waited so long for this opportunity.

A change in advisors over the summer months occurs quite frequently. Sometimes you are given notice in the spring that a change in leadership is coming. At other times, you discover your former advisor is no longer there once you return to campus. How you respond and what you learn during this transition will assist in your development as a student leader and how you manage change in the future.

EMBRACE CHANGE AND REMAIN POSITIVE

Change is inevitable. Change isn't easy. Change is constant. These statements do not embody new concepts, yet change is something with which we all struggle. Feelings of anxiety, worry, stress, panic and uncertainty fill us the moment change is announced and, shortly afterwards, we begin generating negative thoughts at the prospect of an unknown future. This process is completely natural. How you respond upon encountering change will determine how you'll navigate your future. When your mind takes a turn for the negative, stop for a second and think beyond the moment and contemplate the endless possibilities now available. Stop the whirlwind of negative thoughts and consider all the possibilities and variations the future holds in a positive light. Remaining optimistic and positive will change your mind's direction and lead you to find the good in every situation.

If negative thoughts creep in:

• Replace them with spoken positivity.
• Develop a habit of positivity.
• Practice as often as needed.

These are techniques you can practice and apply to almost every situation in life.

If you already embrace and welcome change, I encourage you to share your coping techniques with others. Talk to people who struggle with change and challenge them to alter their way of thinking. It's better to accept change and move with it than to be resistant and stuck in negativity. After all, this won't be the last time change happens.

PUT SOME RESPECT ON IT

When some students see a new face or experience a different style

of leadership that opposes a preceding style, they may become fixed in their judgment, assuming the new person is not qualified, not competent and doesn't understand the culture at (fill in the blank) University. If the new advisor is not quickly "liked" by students, this can cause issues later in the year, such as a lack of trust and communication and can even affect the quality of events.

This can all be avoided when:
- Respect is given and shared by all parties.
- Opportunity is provided for the new advisor to demonstrate their talents and skills.
- Trust is given freely to make decisions.
- Forgiveness is offered when mistakes are made and no one is quick to judge.

No one walks into a new position knowing everything. Adopt these tips and allow the advisor to grow into the culture of your programming board and university. Remember that transition takes time and patience.

WHAT IF THE SHOE WAS ON THE OTHER FOOT?

Place yourself in someone else's shoes – such as those of the new advisor, the hiring administrator, or maybe the head of the department. As a student, you may have emotions and opinions about this decision, such as its timing, the new person's qualifications and even their fit for the position. Pause for a moment to consider this decision from other perspectives. While you, a student, are heavily invested in the better good of the programming board, the same is true for the other parties involved. In fact, this decision is weighed even more heavily by them because the new advisor is responsible for student development and the success of a department.

Here are some details you may not have known regarding how the new advisor was chosen. More often than not:
- A national search was opened in which several phone and on-campus interviews were conducted to select the best candidate.
- A decision was carefully made with consideration of the campus culture, students and vision of the department and the university's strategic plan.

- Many hands had a role in advising and mentoring the successful candidate to position them for their next position in their career.
- The successful candidate is excited to have been chosen from among hundreds and has accepted the position with gratitude.

Overall, the successful candidate was not chosen without serious consideration on many levels.

BE WELCOMING AND HELPFUL DURING THE TRANSITION

It's important that you welcome the new advisor with as little bias as possible. Entering with bias, such as low confidence in their abilities, personal vendettas, and non-cooperation, creates an unwelcoming and negative environment that only complicates and spoils the dynamics of an effective team. The new advisor will more than likely want to start fresh and with an upbeat attitude. Presenting bias so early dampens future aspirations and makes the process of change more difficult for the new advisor.

Instead, be open minded to the change and assert yourself by welcoming new ideas and processes. You would be shocked to know how far a smile and cooperation can go in first encounters. Be helpful during and after their transition into the new role. More likely than not, questions are going to be asked, so:
- Don't be annoyed or frustrated.
- Assist in the advisor's better understanding of the culture and answer these questions with truth.
- Take the initiative and provide insight and recommendations when needed.

BE OPEN TO LEARNING TRANSFERABLE SKILLS

Your involvement as a student leader on the programming board essentially is a controlled environment for what you will experience in "the real world" in a "real organization or corporation." You will face similar situations and encounter similar people to which you will need to respond appropriately to achieve the best outcome. The remainder of your college years will expose you to many more experiences and, along the way, you will begin

to develop your personal leadership style.

Along this journey, you will encounter advisors who will be there to challenge and support your decisions, as well as serve as role models whose behaviors you will either replicate or reject. These are just a few of the examples that will sharpen your skills as a leader. A culmination of your experiences will eventually develop into a set of competencies you can then transfer to other areas of life, such as your career, personal relationships and developing other leaders.

Some common transferable skills include:
- Developing advanced active and passive communication skills,
- Modeling positive behavior,
- Thinking creatively,
- Navigating difficult conversations,
- Considering all possibilities before responding,
- Logically arriving at difficult decisions,
- Deferring toward an organizational structure or position/title, and
- Developing a better awareness of self.

As you journey through college, your programming board and other leadership positions, one thing is guaranteed: changes are ahead of you! However change does not have to be something you fear due to its unknown nature. Adopt some of the attitudes and techniques I've shared and practice them as often as possible. Soon, the unknown will become something you look forward to because the future is unwritten, which ultimately gives you the power to determine much of what's to come.

May the odds forever be in your favor!

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Kernysha L. Rowe (page 30) is a senior student development specialist for the Office of Black Student Achievement at **Georgia State University**. She has remained active in NACA since graduate school, participating in several conferences and committees and currently serves as an NACA® South Leadership Fellow. She has earned a master's degrees in higher education administration from the University of Phoenix (AZ) and a master's degree in business administration from The George Washington University (DC), as well as a bachelor's degree in journalism and mass communication from Florida International University.

IT'S CAMPAIGN SEASON!

HOSTING POLITICAL CANDIDATES ON CAMPUS

By

MICHAEL PRESTON

FLORIDA CONSORTIUM OF METROPOLITAN RESEARCH UNIVERSITIES

CIVIC ENGAGEMENT, for all of its iterations and definitions, is one of the core learning competencies for a majority of higher education institutions (Reich, 2014). In 2016, Campus Compact reported that over 90% of its 1,100 university members included some reference to civic engagement in their mission statements and over 95% included civic engagement in their strategic plans (Campus Compact, 2016).

Civic engagement has been a core outcome for colleges and universities in the United States for nearly 300 years (Jacoby, 2009). Founding Fathers Thomas Jefferson and Ben Franklin encouraged civic learning and development for college students, and educational researchers such as John Dewey espoused the need for civic education in our higher education system as fundamental to democracy (Jacoby, 2009).

Student involvement in presidential elections aligns perfectly with the need for continued civic education in the United States. In 2016, thousands, if not millions, of college students will volunteer and coordinate events centered on electing their candidate of choice. Most of this work will be in presidential politics, but students will also coordinate programs supporting candidates all up and down the ticket.

Active campaigning involving college students goes back to the early 1900s, when future Presidents Woodrow Wilson and William Taft made campaign stops on campuses such as the University of Wisconsin (University of Wisconsin Archives, N.D.). Some of the most important speeches in presidential politics occurred on college campuses. While visiting his Eureka College (IL) alma mater in 1980, candidate Ronald Reagan gave his famous "win one for the gipper" speech (Roberts and Hammond, 2004). In recent years, candidates have rallied supporters on college campuses every election cycle; 2016 should be no different.
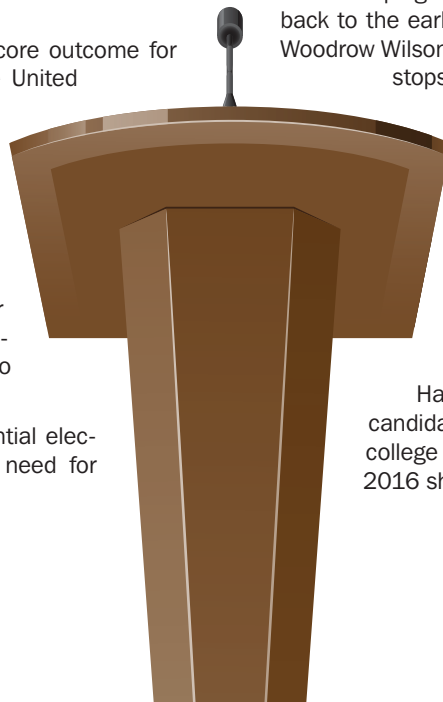
Throughout the 1900s, college students explored civic engagement, but not until the 1960 election and candidate John F. Kennedy were college students deemed important to the election process (Roberts and Hammond, 2004). While most college students were still prohibited from voting until the 26th Amendment's ratification in 1971 (National Constitution Center, N.D.), college student volunteers were considered important for canvassing and educating voters (Roberts and Hammond, 2004). Since the 26th Amendment, college students have been an important voting bloc. They were considered instrumental in the elections of Ronald Reagan, Bill Clinton and Barack Obama, as well as crucial to the rise of Bernie Sanders' candidacy. While voting rates vary year to year, college students are a reliable bloc; over 75% of them routinely vote in presidential election years (HERI, 2010).

This year, colleges once again will be an integral part of the civic development of students, as well as important partners in their community engagement through hosting countless appearances and campaign stops by hopeful politicians. In fact, college campuses will host numerous political candidates seeking election victories.

While this can be exciting, hosting a candidate on campus can be daunting and full of potential pitfalls and logistical issues. Campus activities offices are often charged with coordinating these events due to our knowledge of and ability in coordinating and executing large-scale events, as well as our customary involvement in responding to speaking requests. What should you be aware of when you receive such requests?

WHAT WE LEARNED

In 2012, the University of Central Florida hosted dozens of candidates and their surrogates, including Michelle Obama, Bill Clinton, Marco Rubio, Paul Ryan and Senate candidate Bill Nelson. Because Florida was a vital battleground state, the number of visitors seemed to never end. Some rallies attracted thousands, while others drew perhaps a few dozen. These programs offered myriad scenarios challenging our programming staff. While the election season was long, we left with a better sense of how to coordinate and work with candidates to ensure smooth events.

The first thing any university must do

before coordinating political campaign stops is develop a philosophical approach on how to handle them. Luckily, there are a few guidelines to help determine what is and isn't acceptable. The outright sponsorship of political speech is prohibited for most higher education institutions. Even many private institutions must follow guidelines set fourth by the school's 501(c)3 status. The central theme of IRS guidelines is universities must not "function as a political campaign intervention" (IRS Guidelines). While that might seem rather interpretive, the code allows for further explanation. The American Council on Education gives higher education professionals ideas on what they can do, including:

- Candidate appearances,
- Issue advocacy,
- Arm's-length business with a candidate,
- Use of institutional resources, from curriculum to hyperlinks,
- Participation in the election process by employees of the institution, and
- Voter education, voter registration, and get-out-the-vote campaigns (ACE, 2012).

While these guidelines provide a good start, many universities set their own guidelines for sponsoring or not sponsoring campaign visitors. A good example can be found at Stetson University (FL). Their guidelines are not only useful for appearances, but also outline how faculty and staff can participate, and students' rights and responsibilities, as well as communicate clearly how Stetson uses this process for student civic development (Stetson, N.D.).

These guidelines are important because they maintain viewpoint neutrality. One major interruption in any civic engagement or political speech program arises from the optics of the candidate on campus. This can and usually draws the ire of those who oppose the candidate. By setting and following standards, a college can maintain consistency. Washington University in St. Louis outlines this viewpoint neutrality in its civic engagement statement. Such a statement can be invaluable when communicating with candidates and their surrogates.

Your institution may already have such a statement and guidelines, but many on campus, including programming staff,

may be unaware of them. Since these types of visits can occur years apart, it's important to routinely review and revise them before election season. Some policies might be outdated and not conform to IRS codes. Addressing these issues after candidates' visits can result in confusion and inconsistencies.

To help everyone make the best decisions, here are some essential guidelines. In all instances, consult with your general council and other university decision-makers, including news and information representatives to ensure these guidelines have universal approval.

1. PURSUE VIEWPOINT NEUTRAL POLICIES

While it's understandable student affairs professionals have personal opinions of political visitors, the concept of viewpoint neutrality is crucial. Once a campus has accepted an appearance or invited a candidate, there's a general understanding that the barn door is open. If candidates wish to appear, the offer should stand regardless of viewpoint or popularity, provided they meet campus policy guidelines and expectations. Every aspect of your interactions with candidates must remain consistent and obvious.

2. SHARE POLICIES AND PROCEDURES WITH CAMPAIGNS BEFORE SCHEDULING

One of the best ways to ensure viewpoint neutrality and overall fairness is to send the campus policy guide to the candidate's office as soon as they've contacted you. That immediately establishes visit parameters, allowing for open communication with few surprises. The guide can show rental and catering prices, room availability, scheduling priorities, and other important things campaign staffers should know. Most importantly, assign one office or administrator to handle all requests to ensure consistent customer service.

3. UNDERSTAND TICKET/PASS PROCEDURES

If the campaign wants to ticket the event, distribution will be key. Usually, campaigns enlist local campaign office members and student volunteers to distribute tickets, taking the activities office out of the picture. However, you'll get questions from students and the public, so a detailed knowledge of ticketing procedures is important. (Generally, IRS regulations prohibit candidates

from fundraising on university property without following strict guidelines, so it's advisable that your policies stipulate all public campus campaign stops be open and free to the public or you will not host them.)

4. CREATE A COMMUNICATIONS PLAN

Communication during major events such as a presidential candidate visit is crucial for them to go well. Usually, the candidate's staff brings its own equipment and you may or may not be in the communication loop the day of the event. This can be problematic because you'll likely need to communicate with your own staff. To prevent miscommunication and mistakes, it's important both parties agree beforehand to a communications plan.

5. ESTABLISH EMERGENCY PROCEDURES

Most universities and student activities offices have emergency plans for events. However, candidate visits' security issues can interrupt normal procedures. Most campaigns consider this and have procedures in place, which usually includes hiring and staging ambulances and paramedics close by. In most cases, any emergency that occurs is similar to situations we face at normal events, but a candidate's presence can exacerbate the situation. Good emergency plans are crucial.

6. UNDERSTAND YOUR PROMOTION/ MARKETING ROLE

For the most part, a candidate's visit sells itself, usually drawing much attention. However, it's important to establish that, beyond perhaps a formal invitation and inclusion in the weekly calendar, the university won't assume promotion/marketing duties. These efforts can be misconstrued as candidate support, which should be avoided. If a candidate's staff wishes to pay for graphic design or ad space, that can be offered at market rate. Most campaigns know this and don't ask.

7. KNOW WHAT TO EXPECT FROM CAMPAIGN STAFF

You'll likely encounter two types of people when you work with a presidential campaign. One is very important and one is less so.

The Secret Service essentially calls the shots for almost all aspects of building and location safety. While its personnel may seem a bit of a pain, they have a very serious, focused job to do and all their requests help ensure safety. Fortunately, most times the university police or public safety office will be working with the Secret Service. So, most safety protocol and venue modifications will be done before your arrival. However, you may need to participate in on-the-spot modifications.

The campaign staff's job is to ensure the candidate is presented in the best light and to control the event. Ninety-five percent of the time, staff members are fine to work with. They function like tour managers for bands, simply wanting the best for their candidate. However, they don't have total control of the venue if that's not explicitly stated in your agreement. There likely will be times they request things not in compliance with your venue policy, such as making ticket holders wait outside the venue for no reason or overfilling a venue section for the sake of media optics. It's still your venue and you can control much of this.

8. CLEAR USE OF LOGOS AND MARKS

A routinely overlooked request many programming staff may think is acceptable, but which may have serious implications, is use of university logos and marks. Make sure that any time such a request is made you clear it through your marketing/public relations office. There are usually laws and rules governing use of university podiums and marks to avoid the perception of university endorsement.

9. PLAN FOR VEHICULAR AND PEDESTRIAN TRAFFIC

A major party candidate's appearance can draw considerable traffic. Usually, vehicular traffic is handled by your local or campus police or parking department. But it's important to be sure. Determine whether you need reserved spaces for special guests. The campaign will invite a number of local officials and large donors, who'll expect parking if it's available. Follow your campus policies.

Foot traffic can be more problematic. There are many events requiring spectators to line up hours beforehand for tickets. Rain or heat can complicate things, as can managing large numbers of people not accustomed to standing in line. College students might do this well, but not the general public. In 2012, a Michelle Obama visit to the University of Central Florida prompted a number of spectators to wear their Sunday best, when Orlando temperatures reached 90-plus degrees. Providing water stations along the line was essential, as many experienced heat exhaustion. Paramedic assistance also became invaluable.

Always have a plan. If there's a thunderstorm, how will you shelter those in line?

10. AGREE ON WHO PAYS FOR WHAT

Develop a rate sheet early and be consistent. Usually, your student union ballroom or basketball arena already has one. The visiting campaign should be responsible for 100% of the visit's costs. That's why they fundraise and your office won't be questioned about providing freebies. The campaigns expect to pay, but will try to get free tech services, security or staging. Make sure all expenses are agreed upon and tracked. Provide a clear, easy-to-understand itemized bill. The press will likely request a copy, along with proof of payment by the campaign.

11. MAKE SURE SPACE RESERVATIONS FOLLOW POLICY

A tough thing to tell a candidate is you're booked up on the day they wish to visit. It's acceptable to ask a group to move or release a space, but they're under no obligation to do so. If there's not suitable available space, you may need to pass on the visit. Campaigns are used to this and will understand. Besides, they usually have alternate locations. Yours just might be the most convenient. Remember, once you make an exception for a candidate, you must similarly accommodate all candidates.

12. PLAN FOR PROTESTORS

Refer to your campus protest or demonstration policies and have a plan. Preselect a location and determine who'll manage it. There will be protestors, who have every right to be there and be heard. In a democracy, it's important to ensure everyone gets to participate. It's also important to understand there's no need to hide protestors. Part of the experience and process is allowing people to debate, even vigorously. Work with campus safety and have a plan so everyone has a voice.

13. BE PREPARED FOR CAMPAIGN STAFFERS WHO DON'T CONSULT YOU

Campaign staffers will make plans

or pursue ideas about who to include in an appearance without consulting you. Ask for a list of university invitees and get those cleared first. While your high-profile college football coach or the university president can and may attend and speak, usually, it's inappropriate to compel students to participate. The local marching band, school mascot or students in the honors program may not wish to send an endorsement by performing or appearing, nor should they be forced to do so. Communicate with university administration, decide what's appropriate and communicate that to campaign staff. Always be one step ahead.

14. MEDIA COVERAGE AND SOCIAL MEDIA

Your news and information department will likely handle media requests and where media representatives will be stationed. They also must be the ones issuing information via press releases, social media posts, posters or other announcements. It's unlikely your office will need to promote the event. Students tend to know when these things happen and word-of-mouth serves just fine.

AN EXCITING TIME

A major political candidate's visit gives your students opportunities to engage critically and they'll never forget it. My first political rally, featuring Al Gore, occurred in 1992 at East Carolina University (NC). My participation in organizing the event shaped my college leadership career and was likely important in my decision to pursue student affairs. That's how impactful these events can be. But it's important to manage them deftly, with consistency. Don't over accommodate candidates, but do give your students a chance to witness history.

ABOUT THE AUTHOR

Michael Preston is executive director at the **Florida Consortium of Metropolitan Research Universities**. He previously was director of the Office of Student Involvement at The University of Central Florida, where he taught organization and administration of higher education. In NACA, he served in various regional capacities, including Campus Activities Marketplace Coordinator and Co-Op Buyer. He also served as Co-Chair of the National Leadership Symposium and as the Huge Leadership Weekend Professional Development Coordinator. His most recent NACA® position was Chair of the Research and Scholarship Group. He holds a bachelor's degree in English from East Carolina University (NC), a master's degree in student personnel from Southern Illinois University-Carbondale and a doctorate in higher education from Texas A&M University-Commerce.

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WHY ARE ALL THE BLACK KIDS SITTING TOGETHER IN THE CAFETERIA? AND OTHER CONVERSATIONS ABOUT RACE
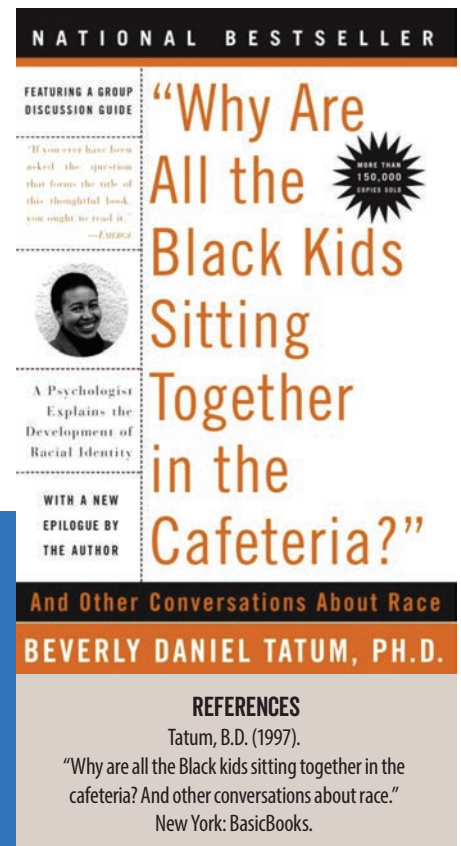
By Dr. Beverly Daniel Tatum

Reviewed by
CARA D. WHITE
WEST CHESTER UNIVERSITY OF PENNSYLVANIA

CONVERSATIONS ABOUT RACE ARE INEVITABLE. With many high-profile racial incidents happening throughout the nation and on college campuses, it's important to have a foundation to engage in dialogue about race.

REFERENCES
Tatum, B.D. (1997).
"Why are all the Black kids sitting together in the cafeteria? And other conversations about race."
New York: BasicBooks.

"Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race" (Tatum, 1997) highlights and explains racial identity development. Written by Dr. Beverly Daniel Tatum, it's divided into five parts, each addressing significant aspects of racial identity:

- A Definition of Terms,
- Understanding Blackness in a White Context,
- Understanding Whiteness in a White Context,
- Beyond Black and White, and
- Breaking the Silence.

Also included are a discussion guide and a resource appendix. While the book addresses racial identity from a developmental point, it also highlights many of the factors contributing to our society's racial divide.

Tatum, a clinical psychologist and educator, is regarded as an expert in research regarding race, racial development and education. She's served as a professor and university president, making a tremendous impact on dialogue and

matters related to race relations. Tatum takes a unique approach by providing an in-depth analysis of research, coupled with empirical anecdotes, thereby allowing readers to explore the content in a comprehensive, analytical manner. This effectively provides readers the tools to have these conversations with individuals of all ages, including children, students, friends and colleagues.

Arguably, many people are not comfortable having conversations about race. It can also be argued that many people (those in the majority) often are not aware of the racial identity development process. This lack of awareness can potentially contribute to ongoing racial divide, and can further impact the psychological impact on those in the minority who may be at different stages in their development. These arguments serve as the intent behind Tatum's work. The book's title employs a very common question to set the tone and overall premise and its analysis of the process of racial identity and its accompanying complexities gives readers insight on why certain

things manifest into cultural norms, especially with people of color.

The book shares identity theory and foundational material giving readers an understanding of the psychological challenges created by racism on a day-to-day basis, also giving readers an initial idea of where and how oppression can begin, as well as how it relates to identity development. Tatum first examines the structure of today's society and how the system of race has impacted it. As addressed in Part I, it's important to understand terminology related to race and racism before trying to dissect the racial identity development process. As Tatum (1997) highlights in her work, racism is a system of advantage based on race (p. 7). In acknowledging the definition of terms, she assists readers in achieving a greater understanding of the chapters that follow.

In breaking down the complexities of "Blackness in a White Context" and "Whiteness in a Black Context," Tatum provides an intriguing analysis of the perspectives and experiences of individuals in both groups. In exploring the

experience of the black individual in a white context, she offers many examples. However, before detailing those experiences, she shares psychologist William Cross's Model of Racial Identity Development, widely referred to as the psychology of nigrescence, or becoming black. The model's stages can be present at different times with the understanding that it's not a linear process, but a circular one. Tatum highlights why it's important to understand the model and its stages when analyzing being black in a white context. The stages – pre-encounter, encounter, immersion/emersion, internalization, and internalization commitment – are all contributing factors in the black individual's lived experience.

Exploring Cross's stages helps readers understand how the development process impacts the black individual's experiences, especially how they relate/differ from childhood to adult. One of the most common experiences involves black individuals who may be perceived as "sounding white." This statement is often made when a black individual "speaks well, or seems educated." It's a problematic statement because it automatically associates those qualities with being white.

This example is just one way Tatum helps readers understand the context of whiteness that exists throughout society. She also provides examples of "Whiteness in a White Context," including that of a white female student who shared her perplexity in trying to identify herself ethnically. She expressed uncertainty, ultimately saying, "I am just normal" (p. 93). These types of statements further perpetuate white privilege and validate how this context of whiteness is frequently an unexamined norm.

Although the majority of the book explains the development process for people of color, Tatum also does an exceptional job acknowledging the development stages white people experience. The first involves abandoning racism and acknowledging oppression, followed by six stages of development. By providing an in-depth look of the developmental processes for both groups, she provides a fair assessment of what each group might endure, acknowledging that individuals of all races experience some form of identity process. The key for everyone, therefore, is to understand the stage they currently experience and how it affects them.

In addition, Tatum gives readers useful resources and tools to help continue the conversation.

This book can be very useful to individuals who are seeking to further understand racial identity development. A professor recommended it to me during my graduate coursework, and I discovered it highlights racial identity complexities that may be challenging for some to articulate. It reveals much about the racial identity developmental process and can be helpful to those within and outside of minority communities.

Often, it becomes challenging to engage in dialogue centered around race because, at some point, feelings of guilt, shame, anger and blame are introduced. However, it's important to understand how to separate those feelings and take an analytical approach. This book can be beneficial to anyone, regardless of their field. However, I believe it will make a tremendous impact on those working in higher education, as well as college students, who generally come from many different backgrounds, having varying views, values and experiences.

I believe literature such as this can significantly educate us, bringing us one step closer to understanding and accepting others.

"ARGUABLY, MANY PEOPLE ARE NOT COMFORTABLE HAVING CONVERSATIONS ABOUT RACE. IT CAN ALSO BE ARGUED THAT MANY PEOPLE (THOSE IN THE MAJORITY) OFTEN ARE NOT AWARE OF THE RACIAL IDENTITY DEVELOPMENT PROCESS. THIS LACK OF AWARENESS CAN POTENTIALLY CONTRIBUTE TO ONGOING RACIAL DIVIDE, AND CAN FURTHER IMPACT THE PSYCHOLOGICAL IMPACT ON THOSE IN THE MINORITY WHO MAY BE AT DIFFERENT STAGES IN THEIR DEVELOPMENT."

ABOUT THE REVIEWER

Cara White is assistant director of the Sykes Student Union (naca.ws/299qaLe) at **West Chester University of Pennsylvania**, after having served as program coordinator at the University of Delaware. She was an NACA® Leadership Fellow from the NACA® Mid Atlantic Region in 2014-2015 and served as a member of the National Convention's Diversity Activities Group. She's affiliated with the Association of College Unions International (ACUI), having served as co-leader for its Late Night Programs Community of Practice, as well as a small group facilitator for I-LEAD this summer. She holds a bachelor's degree in communications from Augusta University (GA) and a master's degree in education from Old Dominion University (VA).

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THE NACA® SPOTLIGHT

LATINO, PRESTON AND WALKER BRING PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO NACA® SOUTH

Three esteemed student affairs practitioners will be featured speakers for the **NACA® South Regional Conference** (naca.org/south) sharing their expertise on current topics impacting student affairs:

Jennifer Latino, assistant vice president for Student Success at **Campbell University (NC)** (campbell.edu), will explore continuing to advance one's own learning and interaction between academics and activities professionals.

Michael Preston, executive director at the **Florida Consortium of Metropolitan Research Universities** (floridaconsortium.com/) will address transforming involvement into employability and working in student activities during the political season.

William Walker, vice president for Student Affairs and dean of students at **Methodist University (NC)** (methodist.edu) will share trends in higher education that affect student activities and programming around hot topics.

Look for additional information on these speakers and topics to appear soon on the NACA® website (www.naca.org). Questions? Contact Kayla Brennan (kaylab@naca.org).

WANT TO KNOW MORE ABOUT THE NACA® SOUTH REGIONAL CONFERENCE?
NACA.ORG/SOUTH

NACA® MID ATLANTIC UNDERGRADUATE SCHOLARSHIPS AWARDED

Bryana Manning and **Teisha Miles** have been awarded NACA® Mid Atlantic undergraduate Scholarships (http://bit.ly/29U6JVN), which are presented each year to qualified student leaders in the region.

Manning, who is pursuing a degree in English and secondary education at **Cabrini University (PA)** (http://bit.ly/29ZLOpP), serves as an orientation coordinator and as the Cabrini University Campus Activities and Programming Board (http://bit.ly/2amtIxP) vice president. She participated in the NACA® Mid Atlantic Regional Conference in 2014 and 2015.

"By receiving this scholarship, I will be able to remain a resident on campus my senior year," Manning said. "Living on campus is essential for me to maintain my active leadership roles. In the future, I hope to become a teacher. During the spring semester of 2017, I will be student teaching, and by continuing to live on campus, I will have access to resources that are provided for education majors."

Miles, who is pursuing a bachelor's degree in community studies and civic engagement at the **University of Baltimore (MD)** (http://bit.ly/2amtjvj), serves as vice president of the Student Events Board (http://bit.ly/29U6ASe) having previously served as president of the Campus Activities Board at Anne Arundel Community College (MD), where she also served as the board's recruitment chair.

"As a rising senior with a 3.7 grade point average, I have been blessed to put myself through college with scholarships, grants and hard work," Miles said. "My goal is to eventually become a director of student activities at a college or university and with this scholarship, I will be one step closer to that goal. Being involved with campus activities these last four years has taught me how to persevere, have fun and be humble."

HOW WAS YOUR INSTITUTE EXPERIENCE?

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

NACA® MEMBER NEWS
WHITE MOVES TO WEST CHESTER UNIVERSITY

Cara D. White, previously program coordinator at the University of Delaware, is now assistant director of the Sykes Student Union (http://naca.ws/299qaLe) at **West Chester University of Pennsylvania** (http://www.wcupa.edu/). Her primary responsibilities are event coordination, including reservations, event planning, departmental programming, and advising campus community members on logistical program support. She will also develop policies pertaining to the student union and supervise the Student Directors (building managers).

ARE YOU A NEW NACA® VOLUNTEER?

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

Questions? Contact Laura Jeffcoat at lauraj@naca.org.
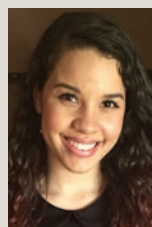
> "I HOPE I CAN GIVE BACK AND HELP SOMEONE ACHIEVE THEIR GOALS, AS THIS SCHOLARSHIP WILL DO FOR ME."

TENASIA LAW
Point Park University (PA)

YOU CAN SUPPORT THE NACA® FOUNDATION AT ANY TIME!

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

UPDATE YOUR NACA® PROFILE TODAY!

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

naca
National Association for Campus Activities
FOUNDATION

"CONNECT" THROUGH THESE NACA® MEMBER BENEFITS

Networking at regional and national events, professional development training and saving money through Block Booking have long been benefits of NACA® membership. Now, you have additional benefits that enhance the value of your membership and help you reach your professional development and volunteer goals.

NACA® CONNECT

Have a question about leadership, two-year institutions, student government or volunteering? Why not ask others who share your interests and responsibilities? Visit naca.org and click on the NACA® connect button in the upper right corner of the page to discover four communities available to you as NACA® members:
• Leadership Education
• NACA® Volunteer Central
• Student Government (Staff/Grad)
• Two-Year Institutions
Join one (or more) of these communities today to share knowledge and resources to make your work and volunteer activities more rewarding. It's your Association, your community: NACA® Connect today!

AMPLIFY YOUR EXPERIENCE!

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

WHAT'S NEXT FOR YOUR STUDENTS?

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

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

JOB OPPORTUNITIES FROM THE PLACEMENT EXCHANGE

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

OUTSTANDING PERFORMANCE? ENCORE IS READY FOR YOU!

Submit your resources associated with your officer retreat curriculum, officer training materials, and assessment plans to ENCORE (http://naca.ws/1TKFJcS) – make your knowledge and experience available to other NACA® members as we transition to the next school year. While you're there, find all of our spring webinars ready to watch on demand! ENCORE is a members-only benefit, so log in at naca.org, click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video (http://naca.ws/20E7kOd) or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan (kaylab@naca.org).

NEW NACA® MEMBERS

NACA welcomes these new members, for the period June 22 to July 25, 2016.

SCHOOL MEMBERS

Community College of Rhode Island
Concordia University (MN)
Hillsdale College (MI)
MacMurray College (IL)
Mount Saint Mary College (NY)
South Carolina Governor's School
    for Science and Mathematics (SC)
University of Vermont (VT)

ASSOCIATE MEMBERS

National General

1M.M.I.C. International LLC (GA)
Duttera Sound Service (PA)
Mystic India: The World Tour (NJ)
Steven Barclay Agency (CA)
SUPERGRAVITY Pictures (CA)
True Gravity Agency (ON)

National Self-Represented or Solo Artist

Dominique Christina (CO)
Life As Art Productions (NC)
Mari Burelle Music (NY)

Regional General

A & S Play Zone, LLC (OH)
Berlin Talent Inc. (NY)
Danse4Nia Repertory Ensemble (PA)
Maui Wowi Hawaiian Coffees & Smoothies (MA)
National Event Services (CA)
Royal Minor Talent (KY)
West Advisory Group (NY)
WO'SE of Charleston (SC)
ZaJus Gourmet Event Catering (NJ)

Regional Self-Represented or Solo Artist

Angel Gaines (CA)
Charlie Millikin (OH)
Christen Lien (CA)
Crawford Jazz Project (FL)
Fleet Ent (MA)
Kevin Brown Consulting LLC (GA)
Konsept The Genius (OH)
Laughing Heart Music (NS)
Lovey James (OR)
Matt U Johnson & Company (TX)
Meredith Blis Music (TN)
REJ3CTZ (CA)
Sir Cadian Rhythm (NY)
The Blondies (CA)
The Clouds Below (CA)
The POOP Project (NY)

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

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

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

2016 REGIONAL CONFERENCES

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

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

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

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

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

NACA® WEST:
Nov. 10-13, Ontario, CA

2017 REGIONAL CONFERENCES

NACA® NORTHERN PLAINS:
March 30-April 2, St. Paul, MN

NATIONAL CONVENTIONS

FEB. 18-22, 2017
Baltimore, MD

FEB. 17-21, 2018
Boston, MA

ENCOURAGE STUDENTS TO APPLY FOR
REGIONAL CONFERENCE STAGE CREWS!

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

- **NACA® South:** Apply (http://naca.ws/Wij52T) by Aug. 22; contact **Heather Bennett** (heather.bennett@uncp.edu).

- **NACA® Mid Atlantic:** Apply (http://naca.ws/1kD3pgp) by Aug. 22; contact **Tyler Steffy** (steffyt@philau.edu).

- **NACA® Central:** Apply (http://naca.ws/UfAJmd) by Sept. 12; contact **Anthony Maly** (ajmaly@nwmissouri.edu).

- **NACA® Mid America:** Apply (http://naca.ws/1qOvzZn) by Sept. 19; contact **Laura Peterson** (laura.peterson.143@nd.edu).

- **NACA® Northeast:** Apply (http://naca.ws/1qkBt8O) by Sept. 26; contact **Jason Gloe** (jgloe@iona.edu).

- **NACA® West:** Apply (http://naca.ws/UfBbRr) by Oct. 3; contact **Chris Hargraves** (chargrav@email.arizona.edu).

BUILDING LEADERS ONE HOUR AT A TIME

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

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

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

BUILDING LEADERS ONE HOUR AT A TIME
Guidebook for Leadership Development

TOM MATTHEWS

WRITE FOR *CAMPUS ACTIVITIES PROGRAMMING*®!

SPRING 2017 EDITIONS ARE STILL OPEN!

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

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

JANUARY/FEBRUARY 2017
Article deadline: Sept. 19, 2016

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

**Selling Your Brand
(marketing, branding, social media)**
- Leaving your marketing comfort zone, the best apps for marketing, creating a digital marketing buzz, how to get a second look, and giving your brand a boost

MARCH 2017
Article deadline: Nov. 18, 2016

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

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

APRIL 2017
Article deadline: Dec. 12, 2016

Cooler Heads Can Prevail (conflict, controversy, risk management)
- Managing conflict, controversial conversations and events, censorship and freedom of speech in programming, empowering students to lead in crises, and understanding risk in a legal context.

Getting Along to Get Ahead (collaboration)
- Collaboration vs. co-sponsorship, cross-campus collaboration, credit-bearing co-curricular collaboration models and engaging faculty as part of a co-curricular leadership program

MAY 2017
Article deadline: Jan. 12, 2017

Follow the Leader … Or Lead the Followers (leadership development)
- Leading your friends, guiding members to greater heights, avoiding common leadership mistakes, reframing task delegation, and recruitment and retention.

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

CURTAIN CALL – EACH ISSUE

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

COMING IN THE OCTOBER 2016 *CAMPUS ACTIVITIES PROGRAMMING®*

How do you build a better advisor/student relationship?

When is it appropriate to set boundaries with your students?

How about transitioning to a new area within student affairs?

Is a career in student affairs right for you?

We'll have the answers to these questions and more – coming your way next month!

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Assistant National Volunteer Development Coordinator
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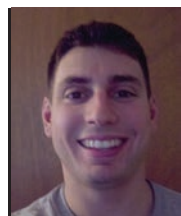
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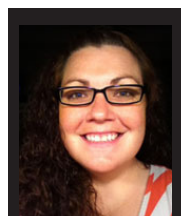**DENISE HEITKAMP**
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ALEX CARLSON

DIRECTOR OF CAMPUS LIFE
ILLINOIS INSTITUTE OF TECHNOLOGY

1 LEADERSHIP/MANAGEMENT BOOK YOU ARE CURRENTLY READING?

"How Full Is Your Bucket?," by Tom Rath and Donald Clifton. I'm actually re-reading it because it offers great information about intentional interactions with others. This time, I'm looking at how I can use it with my staff and our interactions with students.

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

Our Residence Hall Association boat cruise. My office manages ticket sales for all events on campus. In past years, we've sold out one or two events over the year, but most of the events have fallen short of their attendance goals. This year, RHA's boat cruise was the first of our events to sell out (in one day, we sold 250 tickets!), and it set a trend. All of our subsequent large-scale, ticketed events sold out, leading our office to re-evaluate how we do large-event ticket sales to make the process more fair for all students.

3 FAVORITE CAMPUS PROGRAM IN YOUR ENTIRE CAREER AND WHY?

The 2014 MTCC (McCormick Tribune Campus Center) Late Night, which was video game themed. I am fortunate to work on this program every year with our Union Board, but the year it featured a video game theme was my favorite. At this event, we set up events in every room of our student union. In this particular year, everything was tied to the theme and involved new marketing ideas and a ton of collaborations. They even purchased Pac Man costumes ahead of time to do funny (and safe) stunts reminding students about the upcoming event.

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

- A portable charger (I'm writing this during summer orientation, after all!)
- Lined Post-it® Notes (the full size)
- Speakers – to listen to music, to listen to potential artists to bring to campus, and to use in video meetings with my students over the summer!

5 BEST TEACHING TOOL FOR YOUR STUDENTS?

MY STAFF. WE HAVE SUCH A DIVERSE GROUP OF INDIVIDUALS WITH DIFFERING BACKGROUNDS WHO HAVE MUCH TO SHARE WITH OUR STUDENTS. EACH OF OUR STAFF MEMBERS PRESENT, FACILITATE AND DISCUSS IN WAYS DRASTICALLY DIFFERENT FROM EACH OTHER, SO PROGRAMS ARE CONSTANTLY EVOLVING.

6 TECHNOLOGY THAT MOST BENEFITS YOU AT WORK?

HawkLink (powered by Collegiate Link). Not many people on my campus can remember when we did everything via paper, but my first role at Illinois Institute of Technology involved completing financial paperwork (for 130 student organizations), all on paper. Now we have HawkLink, so our finances are online (and viewable to all students whenever they want). It also allows us to reserve rooms, market events, track service hours, and the list goes on.

7 MOST CHALLENGING ASPECT OF YOUR JOB?

Managing and supervising full-time staff with all of the late nights that come with advising our Union Board, while also making sure to have time for my family. It's definitely challenging, but my entire team is there to help, always encouraging everyone to make sure to seek balance as needed.

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

Be open with your team. Even as a supervisor, if you are having an off day or had a rough night with late-night programs, be honest about it. Create an environment of trust and support to help ensure balance.

9 BEST PROGRAMMING ADVICE YOU'VE EVER RECEIVED?

You're here for the students. You may not know an artist, a concept, or a program, but you aren't here to program for your peers, you're here to program for your students. Support their ideas the best you can, and be open about why you can't support an idea/program when that's the case.

10 SOMETHING UNIQUE ABOUT YOUR PROGRAMMING BOARD?

Our Union Board has six committees, all of which do great work. However, two of them are pretty unique. Our BOG committee produces (at a minimum) four programs a week (held in a specific space called The BOG). And our Hawk's Nest committee is a school spirit committee focused on increasing school spirit and attendance at athletic events.

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

HAVE YOUR CAKE—
AND EAT IT, TOO!

WILLIAM FRYE

YOU'VE HEARD THE OLD SAYING that "you can't have your cake and eat it, too?" I disagree, and I'd like to tell you why.

Less than a month after my St. Cloud, FL, high school graduation, I found myself in New London, CT, my head practically shaved, braced against a wall, and being yelled at as happens in every cliché boot camp movie I've ever seen. It was Swab Summer at the United States Coast Guard Academy. (Spoiler alert – I did graduate after four years and I love my alma mater.)

Soon, I saw a sign beckoning me to learn how to row. "Be a part of the Coast Guard Academy crew!" it said. That sounded pretty cool, so I showed up and met Coach William Stowe. He was only the most famous oarsman in the world, having been the stroke (captain) of the first US crew to win a gold medal – at the 1964 Tokyo Olympics, in fact. He could have chosen to coach anywhere in the world, but he wanted to stay in New England, coach at a small college and have students with no previous rowing experience, but who would be scholar athletes and obedient. The obvious choice? The Coast Guard Academy. He taught me (and a lot of other Coasties) how to row. He taught me the beauty of a perfect sport and the ultimate experience of being part of a team. And he taught us all a lot about how to party and enjoy life!

I rowed for two-and-a-half years. We were really good. Coach Stowe took us to row against all the big crew powers – Yale, Princeton, and the Naval Academy. We gave the big schools a good race, but mostly we lost to them. We were a very small school. However, when we rowed against schools our own size, we did quite well, becoming small college national champs for five straight years!

Soon, though, I had my "Billy Elliot" moment. If you aren't familiar with the movie or the Broadway musical, Billy Elliot was a young kid who stumbled into a dance studio by accident and discovered he was good at dancing. My Billy Elliot moment happened when I was 20. I always wanted to learn how to tap dance, and that led me to learn I was pretty good at dance in general, so I pursued my new quest. I even had a stern British teacher who commanded my total respect – just like Billy! I dropped rowing crew, immersed myself in dance (tap, ballet, jazz, modern, stage, etc.) and started appearing in stage productions and attending Broadway shows. (Would you guess I'm a Gemini?)

Ultimately, I had a wonderful Coast Guard experience, serving as an officer for seven years. I resigned my commission to pursue a successful career as a professional comedian and juggler. I'm now retired from professional performing, but I participate in community theatre, which allows me to dance and perform. I have a Concept Two rowing machine in my condo bedroom overlooking the ocean and I still row. I love dancing and rowing. I do both with a passion that allows me to have my cake and eat it, too.

Don't shy away from pursuing all the passions that call to you. None cancel out the others. Take your cake and eat it – then find another cake that tastes just as good.

Eat that one, too.

William Frye is your "typical" ex-Coast Guard officer, law school dropout, and retired professional comedian/juggler who is now greatly enjoying his return to local community theatre. He and partner Carol Studer continue close involvement in the college market with Everything But the Mime (www.everythingbutthemime.com). He may be reached at Jugglefry@aol.com.

ROAD TRIP!

**Regional conference season is just around the corner!
For more info, or to register, head to naca.org!**

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

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

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

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

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

NACA® NORTHERN PLAINS:
March 30-April 2, 2017, St. Paul, MN