

# THE AWKWARD THREESOME: SEX, ALCOHOL AND CONSENT

It's more important now than ever  
that students be educated about the  
relationship between alcohol and sexual  
assault – the importance of consent.

By  
**ROBERT HACKENSON**  
Dynamic Influence (MA)



**T**HE RELATIONSHIP BETWEEN ALCOHOL AND SEX is not new. It can even casually be seen in Hollywood movies. I remember when I was a teen and the movie *Varsity Blues*, which featured the character “Tweeder,” who was hyper-masculine and bragged about feeding girls prescription pills and beer to get them to have sex. A more recent example would be in the movie *Superbad*, where Seth, played by Jonah Hill, reveals to Emma Stone’s character, Jules, how he wanted them to both be drunk because he didn’t think she’d get with him if she was sober. He then breaks the tension by accidentally headbutting her, but this scene does show how some guys may look to use alcohol to increase their chances of having sexual relations.

The issue with both of these examples is that if a person is intoxicated, they no longer have the ability to give consent. With Title IX and the issue of sexual assault being brought to the forefront, it’s important that we educate our students on the relationship between alcohol and sexual assault, and the importance of consent.

### Title IX and Sexual Harassment

The reasoning behind Title IX is simple: education is so important, it should be denied to no one because of sex or sexual harassment. The text of the law is short and to the point:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance (Know Your IX).

Title IX prohibits discrimination against students of either sex in academics, athletics, extracurricular programs and other aspects of education. It also prohibits sexual harassment of students, including sexual violence. When a sexual harassment event is reported, a school must act quickly to comply with Title IX’s requirements for investigating the incident (US Department of Education).

The Department of Education’s Office of Civil Rights provides a detailed playbook for responding to sexual harassment reports (US Department of Education). However, it’s not enough for colleges to merely react to these complaints. The OCR dictates that schools must also address the effects of sexual harassment and prevent it from happening again. Schools must protect assault victims from retaliation. In addition, the OCR recommends that schools adopt proactive programs integrating sexual violence awareness and prevention into campus culture.

Since alcohol is involved in an estimated 50 percent of all sexual assaults, awareness programs must address the relationship between alcohol and sexual harassment (Abbey, A., Zawacki, T., Buck, P.O., Clinton, M., and McAuslan, P). For college students, that relationship has a long and tragic history.

### History of Alcohol and Sex on Campus

According to a doctoral thesis by Michael Stephen Hevel on the history of alcohol consumption during the college

years, students have struggled with problem drinking since at least the early 1800s. Some historians considered heavy drinking during college to be a harmless rite of passage. Others theorized that wealthy, white college men drank to mirror the behavior of the adults they admired.

In campus culture, alcohol consumption traditionally indicated privilege and prestige. Special events such as student body elections, finishing a final exam or convening a club meeting were all celebrated by opening a bottle of brandy or passing a flask.

By contrast, male students from middle class families and female students from poor and wealthy backgrounds tended to abstain from using alcohol. Clearly, money was one reason not to drink. Expensive alcohol was beyond the reach of most students’ finances. In the 1933 novel *Cotton Cavalier*, by John Thomas Goodrich, poorer students spoke longingly of campus life at the “big universities,” where ivy leaguers had seemingly unlimited access to alcohol.

Middle class students also lacked the social stature, connections and influence that were sometimes needed to smooth over the problems heavy drinking caused. Wealthy white students’ families had no problem resolving drinking-related incidents that were brushed off as minor skirmishes. Property damage resulting from drunken pranks and petty charges of disturbing the peace were inconveniences that were easily handled by a family of means. But money couldn’t solve all problems. Sometimes the consequences of heavy drinking included the death of a drinking companion, an innocent bystander or the student himself.

During Prohibition, students took their drinking underground, to college dorm rooms, fraternity houses and bootleggers’ basements. Beer and wine plummeted in popularity because it was hard for a student to hide a wine bottle as he hustled across the yard to make curfew. It was much easier to conceal a flask of distilled liquor, and students soon found that the power of a single shot could top a two-beer buzz.

Heavy drinking added a layer of perceived sophistication to many young men, but a double standard has long been applied to young women who drink. Hevel reported that the Temperance Movement expected virtuous women to act as teetotaler role models who discouraged their men from drinking. On the other hand, the movement branded female drinkers as prostitutes and sexual deviants. This perception, that women who drink are promiscuous and sexually available, persists in contemporary college life.

After Prohibition, male and female students drank together openly. Plot lines from literature of the period wove alcohol and sex into campus culture (Hevel). Alcohol loosened students’ inhibitions. Students who lost their virginity in post-Prohibition novels were often under the influence. As alcohol use increased among college students, they became more sexually active. Both male and female students ran the risk of expulsion for sex-related incidents, but only female students would be expelled for alcohol-related incidents.

Today, Hevel reports that an estimated 1,700 college students die in alcohol-related accidents every year. Alcohol poisoning sends about 30,000 students to the emergency

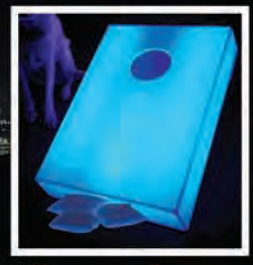
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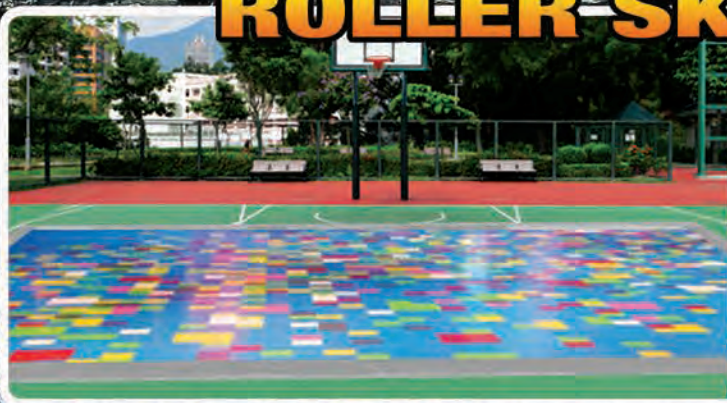
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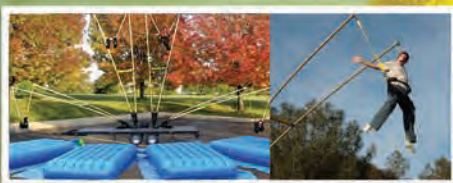
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room every year, and three million students a year admit that they drive under the influence of alcohol. Binge drinkers, defined as men who consume five drinks at once and women who consume four, don't perform as well as their temperate colleagues do in college. Their grades are poorer, they're more prone to violent behavior and they're more likely to have high-risk sexual experiences than students who keep their drinking under control (Hevel).

### Relationship Between Alcohol and Sexual Assault

Alcohol's connection to sexual assault victims and perpetrators cannot be denied. Alcohol use by the victim, the perpetrator or both increase the likelihood that an assault will occur. The impact of alcohol on sexual assault was analyzed in a study published by the National Institute of Alcohol

Abuse and Alcoholism (Abbey, A., Zawacki, T., Buck, P.O., Clinton, M., and McAuslan, P.). The study found that heavy drinking has a profound impact on a perpetrator's perception and behavior. In perpetrators:

- Alcohol consumption creates false expectations about sex.
- Alcohol makes them more aggressive and less inhibited.
- Alcohol makes them more comfortable forcing sex on women.
- Alcohol is viewed as increasing sexual desire and capacity.
- Women who drink are perceived as sexually available.
- Women who drink are seen as appropriate targets for harassment.
- Unacceptable behavior is blamed on drinking.
- Friendly females are seen as coming on sexually.
- Rejection by a woman triggers feelings of anger for having been "led on."
- Alcohol makes them believe that "women who say 'no' really mean 'yes'."

Alcohol magnifies the perpetrator's aggression and minimizes his empathy for the victim. The intoxicated perpetrator, having convinced himself that the victim has consented to have sex, reacts with anger and aggression when she protests or resists. If the victim is also under the influence, she may not be physically capable of resisting early advances.

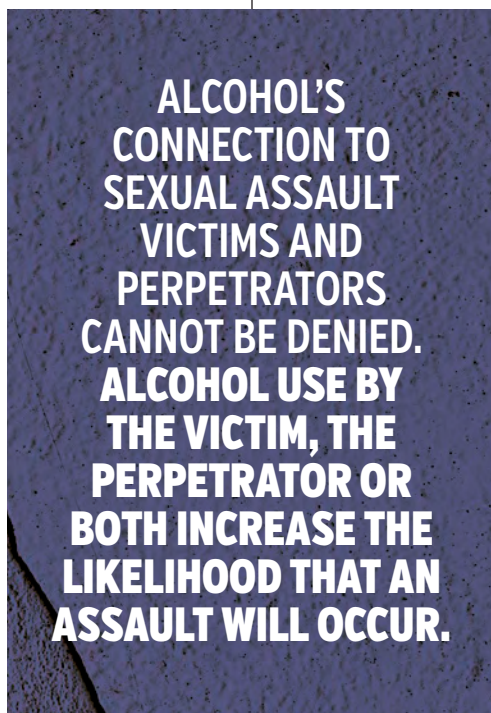
About half the time, according to the NIAAA study, sexual assault victims are also drinking when they are assaulted. However, the numbers lack statistical value because so few assaults are reported. Most reported assaults take place between strangers. However, in an estimated 80 percent of assaults, the perpetrator and victim know each other as acquaintances or casual friends, often having just met at a party or in a bar.

Victims who drink heavily may have been sexually abused

as children. Some victims drink to cope with the stress of childhood abuse. They may blame themselves for the assault because they were drunk when it took place. In victims:

- Alcohol consumption impairs the ability to sense danger.
- Alcohol impairs the ability to assess risk.
- Alcohol impairs physical strength and coordination.
- Alcohol impairs the ability to reason with the perpetrator.
- Consensual sex is virtually impossible because the victim doesn't understand what's going on.

Although alcohol and forced sex are often interrelated, the NIAAA study did not establish a cause-and-effect relationship between alcohol and sexual assault. In some perpetrators, the urge to assault a woman is there before the man starts drinking. These men often drink so they can use intoxication as an excuse to justify their behavior.



### The Consent Conundrum

Title IX programs have made considerable progress toward raising awareness of the role alcohol plays in sexual assaults. However, there's still a lot of confusion about alcohol and consent. Consent may be an absolute defense in sexual assault cases because consensual sex is not against the law. Force is a necessary element of sexual crime. Many programs emphasize the importance of ensuring that both parties have consented to sex before either makes a move that might otherwise be construed as an assault.

Analogizing sex without consent to statutory rape can help students understand the consent conundrum. A man who has sex with an underage girl can't use her consent to the act as a defense to a rape charge because, as a matter of law, her age makes her incapable of giving consent. Similarly, a student who

sexually assaults a drunk female student can't use her consent as a defense to the act of rape because her impairment makes her incapable of giving consent. Tools that emphasize consent must also emphasize the fact that intoxication and consent can't coexist.

Thanks to Title IX programs, schools are training students about consent and what it looks, feels and sounds like. At a recent freshman orientation session at a large California university where campus sex was discussed, students were urged to solicit affirmative consent from their partners before moving forward with physical attention rather than waiting for their partners to say no. Another college has defined consent since the 1990s as verbally asking, giving or denying permission for each level of sexual behavior. The policy provides other helpful guidance, such as: "Grinding on the dance floor is not consent for further sexual activity" (Grinberg). The policy clearly states that consent cannot be given under the influence of alcohol or drugs or while one participant is sleeping or passed out.



California recently became the first state to make affirmative consent a law. Senate Bill 967 requires institutions that receive financial aid to require students to obtain “affirmative, conscious and voluntary agreement” before they engage in sexual behavior (Grinberg).

The newest player in the college consent game is a smart-phone app called Good2Go (Ramasastry). Would-be sex partners document their affirmative consent by answering a series of questions on their mobile devices. In response to a proposition for sex, a user can agree to the request, deny the request or reply, “Yes, but we need to talk first,” presumably triggering a discussion about what will happen next (Ramasastry). If the user denies the request, the app informs the initiator that “no means no” and that “yes can be changed to no” (Ramasastry).

Next, the app walks users through a self-assessment of their intoxication level. The app shuts down if a user self-identifies as “pretty wasted,” but a user who says she is “mildly intoxicated” or “intoxicated but ‘good2go’” is still allowed to use the app to consent (Justia.com). Critics find fault with the app’s reliance on these subjective assessments. They also question whether the app will be accepted by courts as evidence of consent and whether the app’s developers have adequately addressed privacy issues.

### Ongoing Concerns

In 2007, two football players at a university in Iowa allegedly sexually assaulted a female athlete after a night of drinking (Hevel). In 2010, a senior student athlete who had been out drinking was murdered by a former boyfriend, who

was also drunk and who had been arrested twice on alcohol-related charges (Hevel). In 2011, reports surfaced of rape allegations by two students who claimed that members of the men’s basketball team had raped them after they had done six shots of vodka each (Hevel).

Title IX has raised awareness of alcohol- and sex-related issues, but much work remains to be done. One university that has been in the spotlight recently already has a sexual violence policy (University of Virginia Policy and Procedures for Student Sexual Misconduct Complaints) and website (Sexual Violence Education & Resources), a Title IX Coordinator and an alcohol education and awareness program (Sexual Violence Education & Resources, appendix3).

### The Difference Maker

The person that can make the most impact is the bystander. We need to educate and empower bystanders, especially male bystanders. All too often, we men remain silent even when we don’t agree with what is being said or done, simply because we are afraid of what other guys will say about us. I’m here to say it’s time to take ownership and step up when we see a risky situation. Students need to be educated on the laws of consent and alcohol affects the ability to give consent. We need to educate them on how to spot a risky situation and empower them with both direct and indirect bystander intervention techniques. With the right knowledge and empowerment, the bystander can be the difference maker we need.

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## About the Author



**Robert Hackenson Jr. of DynamicInfluence.com** is a professional speaker and college “edutainer” who is on a mission to engage and educate by infusing hypnosis skits and magic with messages into his lectures to create an “educational experience” and make the lessons memorable. After graduating from Western New England University (MA) with a bachelor’s degree in criminal justice, he earned an MBA and Certificate in Advanced Organizational Leadership (CAOL) from Nichols College (MA). He previously worked in the corporate world as the digital marketing manager for Winbrook Inc. (MA) and sat on the board of the American Marketing Association’s Boston Chapter. As a

magician, he studied Neural Linguistic Programming (NLP) and body language and became a Certified Hypnotist through the National Guild of Hypnotists. A member of NACA since 2005, Hackenson is also a professional member of the National Orientation Directors Association (NODA), the Northeast Association of College and University Housing Officers (NEACUHO), and the National Speakers Association (NSA). Over the years, he has developed and delivered a variety of presentations to colleges all over the country, including: “Social Media Safety & Responsible Posting,” “Substance Awareness & Positive Decision Making,” “Sexual Assault Awareness” and “Hazing & Bullying Prevention.” His website may be viewed at [www.DynamicInfluence.com](http://www.DynamicInfluence.com) and he may be reached via email at [Robert@dynamicinfluence.com](mailto:Robert@dynamicinfluence.com).

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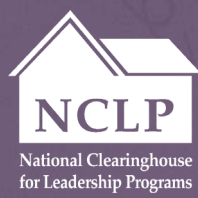
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# Are We There Yet???

## A Roadmap to Retreat Planning

*To make your next retreat effective and memorable, consider the “Five W’s” when you begin planning it.*

By  
**JERRICA WASHINGTON**  
Duke University (NC)

“HONESTLY, I WOULDN’T CHANGE A THING. I loved it. Great job!!”

If you are a programming board advisor, comments like these always give you the “warm and fuzzies” (especially when the retreat is mandatory). In addition to setting the tone for the year, a retreat has the potential to be one of its most talked-about events, so you’ll want to make your next retreat a good one!

Planning a retreat will either be a really exciting task or a really daunting one. Determining your retreat’s purpose is always a good starting point, as it will provide a foundation for the events, workshops or sessions you offer. No matter whether you want board members to bond or review policy, or if you simply want to introduce new students to the programming world, your retreat should provide a unique opportunity unlike any other weekly regularly scheduled meeting.

### The Five W’s:

There are several things to consider and many questions to ask when planning your retreat. Go back to the basics and use the “Five W’s”:

#### **Who: Attendance should be mandatory for everyone directly involved in the day-to-day functions of your board.**

*Who should attend?* Generally, students who don’t attend the retreat do not feel as connected to the board as those who do. Also, all direct advisors of the programming board should attend.

*Who should facilitate?* Engage students in the facilitation process as much as possible. Have them present on topics that are timely and relevant to the board. Have students dictate the “feel” of the retreat and advise as you see fit to ensure that desired outcomes are achieved. There is also value in having outside consultants facilitate the retreat to get other opinions and points of view. It all depends on your board and its specific needs.

#### **What: The information shared at the retreat should be intentional.**

Do you do the same thing at every retreat? Do you share the same information each time? While you have students for such an extended period of time, what would you like to share? What is the purpose of your retreat? Budgeting, evaluation, marketing, assessment, leadership development and intentional bonding activities are just a few common topics that are often covered during retreats.

#### **When: Timing is everything.**

You know your board best. Is a summer, spring or fall retreat most effective? Be strategic in the retreat’s timing. Do you prefer to have the retreat right after the board has been elected or after they have had some time to get things going?



A retreat that feels inconvenient for students may cause them to “check out” and become disinterested. (Don’t forget to take into account religious holidays, home sports games, etc.)

### Where: On campus or off?

Think about how much time your students already spend in your on-campus facilities. Consider an alternative location. Do you want to make it a road trip or keep it local? Think outside the box. Retreats don’t always have to take place in a rustic setting, as they can be set in a beach house, hotel or conference center.

Don’t forget to keep your budget in mind. Some groups may not have the means for a “destination retreat,” in which case going to an off-campus, but close-by, location provides the necessary change of scenery.

### Why: Ask and assess!

Ask students why they think it is important to participate in a retreat and meet their needs. Consider sending out pre-assessment surveys to board members asking them what they plan to get out of the retreat, how connected they feel to the board, and how well they understand their roles. Make sure students understand the retreat’s purpose and are able

to define clear learning outcomes for those present.

As part of a post-retreat assessment at my institution, a student shared, “I really enjoyed the informal game time, including Cards Against Humanity, Taboo, Mafia, and even the impromptu football games. I just feel like our capacity to do our absolute best as an executive board has been greatly enhanced by the bonding that happened this weekend, and that’s the most important goal for the retreat in my opinion.”

### Make it FUN!

Your retreat should not feel like a long meeting. Include a personality assessment, start a retreat tradition, include energizers and physical activity, etc.

### Sample Retreat Itinerary

At Duke University, the programming board’s Vice President of Internal Affairs (VPI) plans a retreat as one of their first assigned tasks. Our retreats for a new executive board occur within the first few weeks of the academic year, so most planning takes place during the summer. The itinerary displayed below is from an overnight retreat for 25 people at a campsite an hour away from campus.

#### FRIDAY

**6:30 pm**

*Dinner in the office*

- Bonding/icebreaker activity
- Set community norms and rules for the retreat

**8 pm**

*Depart for Camp Oak Hill*

**9 pm**

*Arrive at Camp Oak Hill*

- Free time/hanging out – (Newlywed Game with the advisors)
- Board/card games: Apples to Apples, Taboo, etc.

#### SATURDAY

**8:30 am**

*Breakfast*

**10 am**

*Low ropes activity (facilitated by camp staff)*

- Low ropes in two groups
- Debrief discussion

**12 Noon**

*Lunch*

**1:30 pm**

*Group Session 1*

- Committee chair Introductions – Students bring one item that represents their committee and/or position in addition to answering the following:
  - What does your committee do each year?
  - What do committee meetings look like?
  - What are the committee’s strengths? Weaknesses?
- DUU Smart Goals
- What are our goals for the union this year? What steps do we take to accomplish them?
- How can you apply SMART goals to your committee looking forward?
- Defining DUU – Brainstorming Session
- What makes DUU a cohesive union?
- How do we portray that to the student body?

*ENERGIZER: Bhangra Dance Lesson*

**2:30 pm**

*Advisor relationships and professionalism (facilitated by advisors)*

- New policy overview
- Individual advisor expectations

**3 am**

*Personality assessment – The DiSC*

- How is this reflected in your leadership style?
- How can you use your strengths to contribute to your committee? To DUU as a whole?
- Collaboration opportunities

**3:30 pm**

*Breakout sessions (facilitated by students)*

- Non-programming members lead sessions for smaller groups; members choose which session is most relevant to them/their committee
- Partnerships and collaboration
- Budgeting or marketing – marketing on a budget?
- Committee leadership and structure

**4:30 pm**

*Rock wall climbing*

- Free time

**6 pm**

*Dinner (sit with your advisors!)*

**8 pm**

*Murder Mystery – A DUU Retreat tradition*

**9:30 pm**

*Bonfire*

#### SUNDAY

**8:30 am**

*Breakfast*

**10 am**

*“Touch Someone Who” exercise*



### The Retreat Is Over: Now What?

Rest. If the retreat was successful, you are probably tired from all of the late nights and laughs you shared. All your planning and preparation have paid off, but you are not finished. You may feel good about the retreat, but do the participants agree? Ask them!

Consider sending out post-retreat assessment surveys and match the resulting data to pre-retreat data. What did the students gain from participation? What should you continue doing? What didn't work so well?

Be sure to revisit any goals you discussed at the retreat throughout the semester/academic year.

### Until the Next Retreat ...

Taking all of the "Five W's" into account will help ensure a tailor-made and successful retreat. Ultimately, you know your board (and your budget) best. Weeks later, when your board members have continually put what they learned into action, their events are running smoothly, and everyone is counting down until the next retreat, pat yourself on the back. Soon enough, you will be planning your next retreat.

### ABOUT THE AUTHOR



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# The Red Rubber Ball at Work

By Kevin Carroll

Reviewed by Tasha M. Myers,  
Georgia Institute of Technology

**Carroll attempts to shift the reader's paradigm with the idea that play shouldn't be isolated to childhood and, when used effectively, can actually improve productivity.**

**VISIONS OF A RED RUBBER BALL** in the work setting would put most in the mindset of their department's field day activities, with a possibility of a breakout game of kickball. However, Kevin Carroll's last book in the red rubber ball series, *The Red Rubber Ball at Work: Elevate Your Game through the Hidden Power of Play*, shares countless vignettes of how various individuals have used the metaphor to reach new levels in their professional careers.

Although it's not necessary to read the two previous books in the series to find value in this one, it is important to understand their message. *Rules of the Red Rubber Ball* outlines the seven rules he discovered for himself after learning how to use play to drive his passion in every area of his life, which was inspired by his reflections on the red rubber ball he chased on a playground as a child and how universal the concept of play is. The Rules of the Red Rubber Ball are:

1. Commit to it.
2. Seek out encouragers.
3. Work out your creative muscle.
4. Prepare to shine.
5. Speak up.
6. Expect the unexpected.
7. Maximize the day.

*What's Your Red Rubber Ball?* is more of a workbook that aids the reader in uncovering that one thing that drives them. While following the format of a self-help activity book, it contains exercises and activities that would serve as a much-needed refresher for anyone who has gotten so lost in their work that they have disconnected from their actual passion. It could even serve as a great source for a non-traditional activity during a professional retreat for both staff and students.

The books are meticulously woven together by Carroll's engaging skill in storytelling, matched with bold and colorful illustrations. Both align in an expectantly charming way, as if the words on the page

speak to your inner child. This is what makes *The Red Rubber Ball at Work* so powerful. Divided into sections based on the theme Carroll is striving to convey, each story features a real person who has tapped into their own inner child, not in a Peter Pan-"I don't ever want to grow up" kind of way, but in an "I can use the lessons and wisdom I learned as a child during playtime to hone and increase my professional expertise" way.

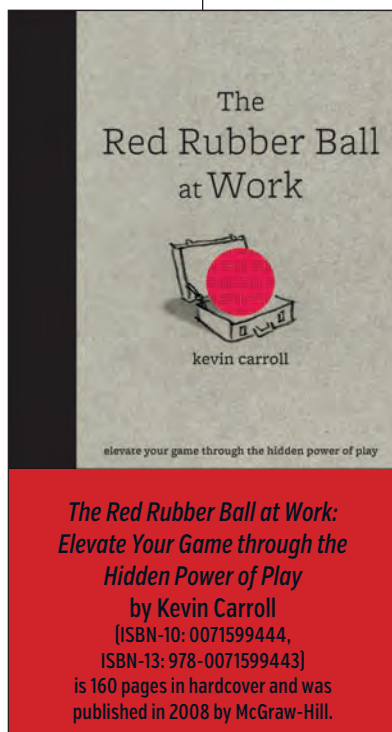
Carroll attempts to shift the reader's paradigm with the idea that play shouldn't be isolated to childhood and, when used effectively, can actually improve productivity. He then goes on to share stories presented in such a way that the reader is driven to think of their own childhood experiences in a new and intriguing way. Categorizing the stories into sections on innovation, results, teamwork, leadership and curiosity, the book finds ways to challenge the reader to recall their own applicable examples.

## Innovation

One of the examples of innovation profiles Tom Kelley, General Manager of Ideo. Tom's brother, who is four years his senior, would push him beyond his current abilities for the sake of having a live-in playmate, including teaching him to ride his bike at the age of four. Their love for bike riding inspired them to engineer and build a tandem bike out of disassembled bicycle parts. The brothers' use of innovation not only took their pastime to a new level, but also gave them an opportunity to literally explore the world around them. They did not allow any limitations to bind their ability to create new adventures for themselves. What they were doing as children wasn't very profound, but in the workforce, refusing to impose restrictions, either on ability or current circumstances, can be used to find creative solutions to all kinds of problems.

## Results

Regardless of the industry, results are often the thing drawing focus. Good ideas are meaningless if the aftereffect does not somehow improve the department or its process. Marc Hacker's story is a touching one, in which he uses materials in his father's shop to tinker together a piano





made of two pieces of wood. These leftover materials were magical in the hands of his five-year-old self and he would fashion them into an attempt to make his ill mother feel better. To his pleasure, it worked. This showed him the ability for using imagination and tinkering to produce results, which he would remember later in his career. Even the discarded can be reimagined if you have the ability to see what else it can be. As he advanced professionally as an architect, this particular example reminded him that making someone feel better is also a result, one that should not be undervalued. Having those you work with feel important encourages them to dispel their own feelings of being discarded and to reimagine their own productivity into results.

### Teamwork

When we remember our childhood games, we also remember that no one liked to be picked last; it was always a major blow to the ego we took personally. The desire to not only be on the team, but also to be wanted on the team is what drives that emotion. That feeling is not something that is easily outgrown and often shows itself in situations where teamwork is included in the workplace. Each of the reflections in this section have a unifying theme of showing how the simple concept of getting along with others can be transformed into creating a suitable network. Teamwork is shown to be more than just working together, but learning about each other, connecting with each other and learning how to leverage each other's strengths.

It is also worth noting that each person featured in this section is someone Carroll knows personally. On the playground, teams were picked based on getting together your favorites to be against someone else's team, but Carroll shows that success becomes exponential when you tap into someone's team to benefit mutually. Being a part of a team does not mean you have to be at odds with other teams; this way everyone can actually win.

### Leadership

There has been much published about whether or not a leader is made or born, how to inspire vision and how to actually lead. But Carroll approaches leadership from another angle. For example, one of the leadership profiles he includes is of Duff Goldman of Charm City Cakes, who is famously known for his television show, *Ace of Cakes*. As a kid, Goldman had two favorite pastimes, Legos and cooking, both elements of which he uses daily in the elaborate cake decorating business. Both require a lot of imagination and creativity to meet the extraordinary requests of his clients. When Carroll describes Goldman's leadership, he shows how

## RULES OF THE RED RUBBER BALL

1. COMMIT TO IT.
2. SEEK OUT ENCOURAGERS.
3. WORK OUT YOUR CREATIVE MUSCLE.
4. PREPARE TO SHINE.
5. SPEAK UP.
6. EXPECT THE UNEXPECTED.
7. MAXIMIZE THE DAY.

he has done a great job of creating a culture of renewed creativity by providing two months of vacation per year for his staff and encouraging them to explore their interests outside of work, with the expectation that while they are at work, they challenge the status quo and produce the best possible results. And he, himself, sets the example for his staff.

For some, leadership in the workplace is about maintaining productivity at all costs, but this example shows that giving staff the room to explore other passions allows them to use all the lessons learned outside of the workplace to enhance the work they do.

### Curiosity

This section explores how sometimes the lack of structure promotes the inquisitive nature in us all. Instead of focusing

on specific targets, the individuals profiled allowed for free flow of thoughts and watched their own imaginations turn into passions and careers. Being free enough of restrictions to be able to allow yourself to ask, "What would happen if ...?" and then just doing it not only brought them joy in the process, but also to others who were able to benefit from the results in ways never imaginable.

In essence, the ability to recognize, and even more, to appreciate, play at work is what made all the difference in the world for each person Carroll chronicles. One of the best things about this book is that while Carroll gives the reader just enough to spark their interest, he also provides references for articles, books, movies and other challenges for the reader to pursue for deeper study at the end of each chapter, as well as at the accompanying website, [www.rrbatwork.com](http://www.rrbatwork.com). The site includes conversation starters for the reader to submit their own story of how play impacts their work, literally leaving the (red rubber) ball in your court.

### ABOUT THE REVIEWER



**Tasha M. Myers** is Associate Program Director at **Georgia Institute of Technology**, where she advises the African American Student Union and the Musician's Network. She previously worked in student activities at Spelman College (GA). She holds a bachelor's degree in public and cultural communication from the University of South

Florida and a master's degree in college student affairs administration from the University of Georgia. Active in NACA, she has attended and presented at regional conferences and has previously written for *Campus Activities Programming*®. She is also affiliated with the Association of College Unions International on the regional and international levels.

The Leadership Development Book Review Series provides reviews of books that share information useful to student activities and campus engagement practitioners and the students they serve. If you would like to recommend or review a book, contact *Campus Activities Programming*® Editor Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org).



# NACA® SPOTLIGHT



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

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## Delegates Take the Stage in Minneapolis:

**Educational Sessions and Featured Speakers, Entertainment Showcases and the Campus Entertainment Marketplace, Foundation Fundraising and more.**

Minneapolis might have been expectedly cold during the 2015 NACA® National Convention, held Feb. 14-18, but delegates found it a warm place to Take the Stage. From exciting showcases, the Campus Activities Marketplace and Block Booking to informative educational opportunities, featured speakers addressing timely topics and fun NACA® Foundation fundraising activities, delegates had plenty to see, do and consider during their four days at the Minneapolis Convention Center.

For example, delegates were treated to a Convention Kick-Off hosted by comedian **Brent Morin** of *Undateable* and a Convention Welcome featuring NACA® Hall of Fame recipient **Matt Nathanson**. Entertainment at the Convention was also diverse, from regular showcases to special events such as StandUp NBC.

When it came to diversity, it was also reflected in special activities such as the interactive Diversity Connections sessions, the Diversity Mix & Mingle-LGBTQIA, the Black History Month Display, and the Coffee and Conversations Exchange; the Diversity Dinner with Featured Speaker **Dr. Zebulun R. Davenport** and the Diversity Achievement Awards; and the Convention Keynote by Pulitzer-Prize-winning journalist and filmmaker **José Antonio Vargas**, as well as a showing of the film *Documented* that chronicles much of his life as an undocumented immigrant.

All this and more made the “stage” a very exciting place to be this past February. [For awards coverage from the Convention, see the April 2015 issue of *Campus Activities Programming*®.] In the next several pages, enjoy images from the 2015 National Convention as you continue to “Take the Stage” back on your campuses and in your offices. Primary photography in this section is by Kenneth Breivik, with additional photography by Casey Steinmiller of Pittsburg State University (KS).

2015 NACA®  
NATIONAL  
CONVENTION

# TAKE THE STAGE

MINNEAPOLIS  
FEB. 14-18







***Clockwise, from bottom left: Convention Kick-Off Host Brent Morin; Black History Month Display; delegates in the Campus Activities Marketplace; Larry Yazzie of Native Pride Dancers; and Keynote Speaker José Antonio Vargas.***







*Clockwise, from bottom left: Judah & The Lion showcase for the student audience; delegates connect for productive conversation; student programmers meet with agents in the Campus Activities Marketplace; Chloe Hilliard entertains during the Mainstage Showcase.*







2015 NACA®  
NATIONAL  
CONVENTION

# TAKE THE STAGE

MINNEAPOLIS  
FEB. 14-18











*Clockwise from bottom left: Viktoria Grimmy displays her circus skills as a Roving Artist; participants of the Graduate Student Breakfast; Featured Speaker Teri Bump, who addressed the Professional Development Luncheon; Babes drummer Jeff Baird keeps the beat; and Lady Caress takes the stage during the Club Showcase.*

2015 NACA®  
NATIONAL  
CONVENTION

# TAKE THE STAGE

MINNEAPOLIS  
FEB. 14-18





2015 NACA®  
NATIONAL  
CONVENTION

**TAKE THE  
STAGE**

MINNEAPOLIS  
FEB. 14-18







*Clockwise from bottom center: a packed educational session; a panoramic view of the Campus Activities Marketplace; Diversity Dinner Speaker Dr. Zebulun R. Davenport; and Eh440's Stacey Kay cranks out the vocals.*





**BLOCK  
BOOKING**  
WITH NACA

## Fall Conference and National Convention in Review

By  
**EVAN SCHAEFER**  
NACA® Block Booking Coordinator

Block Booking, the cornerstone on which NACA was founded, has, during the past two years, undergone a significant transformation to being 100% online. We have revolutionized the business aspect of the Association by making the system more accessible to the collegiate market. We are now able to offer schools the opportunity to track all of their Block Booking in one centralized location instead of trying to keep track of paper forms.

Block Booking activity has seen a slight increase since going entirely paperless. By and large, activity for the Regional Conferences is up 11% from last year. Additionally, there has been an increase in the amount of schools participating in Block Booking than last year, as well.

Overall, including the National Convention, there has been a 9% increase in activity within Block Booking. Notably, at all of the events where there were declines in business, there was also a drop in attendance. However, it is important to note that despite the drop in attendance, the amount of schools that participated in Block Booking increased, overall.

Block Booking with NACA has come a long way over the past year and we look forward to the progress that it will make in coming years. Don't forget to continuously use the Block Booking system as we shift into a 365-day use model.

As we continue to develop the system, we invite you to send us your feedback. If you have any comments, suggestions or constructive criticism, please email us at [blockbooking@naca.org](mailto:blockbooking@naca.org).

	YEAR	CR	CB	SD	SI	Active Forms	Upgrades	Declined	TOTAL Activity
<b>SOU</b>	2014	22	56	70	112	260	76	34	370
	2013	88	62	153	128	431	% change from 13-14		-14%
<b>MAT</b>	2014	38	114	61	109	322	73	17	412
	2013	55	79	60	181	375	% change from 13-14		+9%
<b>CEN</b>	2014	11	47	67	126	251	86	11	348
	2013	14	24	60	162	260	% change from 13-14		+36%
<b>NST</b>	2014	70	111	72	175	428	98	39	565
	2013	102	104	74	157	437	% change from 13-14		+30%
<b>MAM</b>	2014	77	177	155	206	615	160	45	820
	2013	95	137	172	252	656	% change from 13-14		+26%
<b>WST</b>	2014	59	99	47	96	301	103	28	432
	2013	87	140	100	186	513	% change from 13-14		-13%
<b>NC</b>	2015	148	358	184	408	1,098	212	86	1,396
	2014	322	312	369	556	1,559	% change from 14-15		-10%
Average % INCREASE:									+9%

### KEY

**CR:** Contract Requested on site

**CB:** Commitment if Block forms

**SD:** Single Date

**SI:** Strong Interest

**Active Forms:** Combined sum of all levels [SD, SI, CB, and CR].

**Upgrades:** These were forms that have been changed by the school member, then approved by the Associate. This could be anything from a date, interest level and/or time of day.

**Declined:** These were forms that have been DECLINED by the Associate. This could be anything from a date, interest level and/or time of day.

**Total Activity:** This is the sum of all forms, upgrades and declined forms through the course of the conference.



## Schools That Were the Most Active in Block Booking

(Schools submitting 10 forms or more)

School	CR	CB	SD	SI	Total
Maryville University of Saint Louis (MAM : Saint Louis, MO)	0	0	3	26	29
Morningside College (NPL : Sioux City, IA)	1	15	4	0	20
Western Carolina University (SOU : Cullowhee, NC)	0	15	2	3	20
Mount Ida College (NST : Newton, MA)	15	2	1	1	19
Aurora University (MAM : Aurora, IL)	0	6	9	3	18
Augustana College (MAM : Rock Island, IL)	2	0	0	15	17
Xavier University (MAM : Cincinnati, OH)	4	5	6	1	16
Drake University (NPL : Des Moines, IA)	8	4	1	3	16
University of Arkansas-Fayetteville (CEN : Fayetteville, AR)	2	0	0	14	16
University of Central Arkansas (CEN : Conway, AR)	0	0	0	16	16
North Central College (MAM : Naperville, IL)	0	7	0	8	15
University of North Carolina at Chapel Hill - Carolina Union (SOU : Chapel Hill, NC)	0	2	2	11	15
Hamline University (NPL : Saint Paul, MN)	0	1	0	14	15
Hartwick College (MAT : Oneonta, NY)	0	10	0	4	14
Culver-Stockton College (MAM : Canton, MO)	0	3	2	9	14
The University of Akron (MAM : Akron, OH)	0	0	6	8	14
University of South Carolina-Columbia (SOU : Columbia, SC)	0	0	4	10	14
Penn State University-Harrisburg (MAT : Middletown, PA)	0	8	2	3	13
Arcadia University (MAT : Glenside, PA)	4	6	0	3	13
Texas State University (CEN : San Marcos, TX)	0	7	3	3	13
Lynchburg College (SOU : Lynchburg, VA)	0	6	0	6	12
Penn State Erie-The Behrend College (MAT : Erie, PA)	7	4	1	0	12
Washington & Jefferson College (MAT : Washington, PA)	0	5	2	5	12
Oakland University/Residence Hall Programming (MAM : Rochester, MI)	3	4	1	4	12
Marian University (NPL : Fond Du Lac, WI)	0	4	1	7	12
Cleveland State University (MAM : Cleveland, OH)	0	7	0	5	12
Elmira College (MAT : Elmira, NY)	8	1	1	2	12
Albright College (MAT : Reading, PA)	2	9	0	0	11
Southern New Hampshire University (NST : Manchester, NH)	1	6	2	2	11
University of St. Thomas-Twin Cities (NPL : Saint Paul, MN)	0	2	0	9	11
University of Massachusetts-Dartmouth (NST : North Dartmouth, MA)	0	7	2	2	11
Rhodes College (SOU : Memphis, TN)	0	1	1	9	11
Embry Riddle Aeronautical University-Daytona Beach (SOU : Daytona Beach, FL)	3	2	4	1	10
Texas Woman's University (CEN : Denton, TX)	0	0	3	7	10
University of Houston-Main Campus (CEN : Houston, TX)	0	7	1	2	10
Rockhurst University (CEN : Kansas City, MO)	1	2	2	5	10
Northeastern State University (CEN : Tahlequah, OK)	1	1	1	7	10
Converse College (SOU : Spartanburg, SC)	0	0	0	10	10
The University of Scranton (MAT : Scranton, PA)	0	6	2	2	10
St. Charles Community College (MAM : Cottleville, MO)	0	10	0	0	10



### Artists Receiving the Most Forms

(Artists/programs receiving 15 forms or more.)

Artist/Agency	CR	CB	SD	SI	Total
Zoltan Kaszas - Artists West Entertainment	1	37	0	6	44
Brett Young - Neon Entertainment	5	25	3	9	42
Mission IMPROVable - Bass/Schuler Entertainment	1	16	6	16	39
Eh440 - Houla Entertainment, LLC	2	9	5	21	37
Carlos Andrés Gómez - The College Agency Speakers	6	15	3	12	36
Katie Wirsing - The College Agency	3	16	4	12	35
That Drummer That DJ - The Barry Agency	5	13	4	11	33
Geoff Keith - Summit Comedy, Inc.	3	18	3	9	33
The Icarus Account - DMS, Inc.	8	11	5	7	31
Jose Barrientos - H2F Comedy Productions	3	17	3	7	30
Two Worlds - Developing Artist Booking, LLC	0	11	7	10	28
Iliza Shlesinger - APA Comedy	1	3	5	17	26
Noah Guthrie - Westwater Entertainment	5	5	5	11	26
Kevin Yee - Sophie K. Entertainment, Inc.	3	6	4	10	23
Lady Caress - Neon Entertainment	2	7	5	9	23
Chicago Boyz Acrobatic Team - Coleman Productions, Inc.	4	7	2	10	23
The Found Footage Festival - Bass/Schuler Entertainment	2	10	5	6	23
G Yamazawa - Neon Entertainment	2	8	1	7	18
Brent & Co. - Brent & Co.	6	6	3	2	17
Josh Vietti - Hip Hop Violinist-Diversity Talent Agency	3	8	2	4	17
Matt Beilis - Matt Beilis Music	3	7	2	4	16
Stand-Up NBC College Tour - Sophie K. Entertainment, Inc.	5	4	3	4	16
Chloe Hilliard - Summit Comedy Productions	1	11	1	2	15

#### KEY

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**CB:** Commitment if Block forms

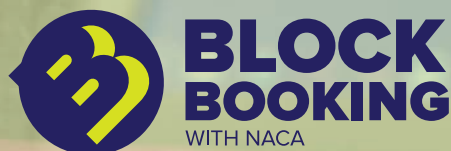
**SD:** Single Date

**SI:** Strong Interest

### Associate Firms Receiving the Most Forms

(Firms receiving 15 forms or more)

Agency	CR	CB	SD	SI	Total
Neon Entertainment	12	45	13	41	111
Bass/Schuler Entertainment	8	39	18	29	94
Sophie K. Entertainment, Inc.	11	17	13	24	65
DMS, Inc.	13	16	9	13	51
Developing Artist Booking, LLC	1	18	10	21	50
Artists West Entertainment	1	37	1	7	46
The College Agency	4	16	5	16	41
Houla Entertainment, LLC	2	9	8	22	41
The Barry Agency	5	13	5	14	37
H2F Comedy Productions	4	18	5	10	37
The College Agency Speakers	6	15	3	12	36
Coleman Productions, Inc.	6	10	2	17	35
Summit Comedy, Inc.	4	18	3	9	34
APA Comedy	1	3	9	20	33
Degy Dance	6	5	12	7	30
Westwater Entertainment	5	5	5	12	27
Brent & Co.	6	6	3	2	17
Summit Comedy Productions	1	12	1	3	17
Diversity Talent Agency	3	8	2	4	17
Matt Beilis Music	3	7	2	4	16





## Upcoming NACA® Foundation Scholarship Deadlines

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

- **NACA® Graduate Scholarship (McCullough, Brattain & Daugherty Scholarships):** Apply by May 30.
- **NACA® Mid Atlantic Graduate Student Scholarship:** Apply by May 30.
- **Alan Davis Scholarship:** Apply by June 1.
- **NACA® Mid Atlantic Higher Education Research Scholarship:** Apply by June 15.
- **Lori Rhett Memorial Scholarship:** Apply by June 30.
- **NACA® Mid Atlantic Associate Member Professional Development Scholarship:** Apply by Aug. 1.
- **Barry Drake Professional Development Scholarship:** Apply by Aug. 1.
- **Markley Scholarship:** Apply by Sept. 1.

Questions may be directed to **Morgan Grant** at [morgang@naca.org](mailto:morgang@naca.org).

## Submit Proposals for 2015 NACA® Research Grant

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

## Apply for Advancing Research in Campus Activities Award

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

An amount of \$1,500 will be budgeted each year, with \$500 given for each of the three awards. Another three awards will be given to provide access to NACA® membership for research sampling. For a complete list of application requirements, review the Call for Content brochure ([www.naca.org/EdSessions/Documents/Call\\_for\\_Content\\_2015-16.pdf](http://www.naca.org/EdSessions/Documents/Call_for_Content_2015-16.pdf)) or contact **Director of Education and Research Dr. Telesia Davis** at [telesiad@naca.org](mailto:telesiad@naca.org).

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

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



Missed the Convention? No problem. Book any time, anywhere.  
Visit <https://blockbooking.naca.org> for more info.



## Apply now to serve on your Regional Showcase Selection Committee

Take an active role in determining who will appear on the showcase stages at the upcoming NACA® Fall Regional Conferences. Applications from students and staff are now being accepted for positions on Showcase Selection Committees. The Showcase Selection process involves reviewing audio/visual and printed material submitted by NACA® associate members and selecting showcases following discussion and deliberation. A broad view of campus activities and a strong ability to work through the decision-making process as a group member is essential. Share this information with any students or staff that you feel would be interested in these exciting opportunities.

*The following regions are still accepting applications:*

### **NACA® Central**

**Application Deadline:** May 8

**Meeting Dates:** June 25-28

**Meeting Location:** Rockhurst University [MO]

**Contact:** Shelby Coxon, Metropolitan Community Colleges of Kansas City, [Shelby.Coxon@mccckc.edu](mailto:Shelby.Coxon@mccckc.edu)

**Application Form:** <http://naca.ws/censhowselcomm>

### **NACA® Mid America**

**Application Deadline:** May 15

**Meeting Dates:** July 6-9

**Meeting Location:** Xavier University [OH]

**Contact:** Sharmay Wood, Lake Superior State University [MI], [smwood@lssu.edu](mailto:smwood@lssu.edu)

**Application Form:** <http://naca.ws/MAMShowSelComm>

### **NACA® Mid Atlantic**

**Application Deadline:** May 22

**Meeting Dates:** July 8-12

**Meeting Location:** Delaware Valley University [PA]

**Contact:** Andee Fisher, Delaware Valley University, [andrea.fisher@delval.edu](mailto:andrea.fisher@delval.edu)

**Application Form:** <http://naca.ws/MATShowSelComm>

### **NACA® Northeast**

**Application Deadline:** May 22

**Meeting Dates:** July 19-22

**Meeting Location:** Sacred Heart University [CT]

**Contact:** Amanda Rowe, Sacred Heart University, [rowea@sacredheart.edu](mailto:rowea@sacredheart.edu)

**Application Form:** <http://naca.ws/nstshowselcomm>

### **NACA® West**

**Application Deadline:** June 1

**Meeting Dates:** July 26-30

**Meeting Location:** Western Oregon University

**Contact:** Megan Habermann, Western Oregon University, [habermam@wou.edu](mailto:habermam@wou.edu)

**Application Form:** <http://naca.ws/wstshowselcomm>

## NACA® National Convention Graduate Intern Program Application Deadline Set

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

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

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

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

## Leadership Fellows Program Seeking Applicants, Mentors for 2015-2016

If you'd like to become an NACA® Leadership Fellow or Mentor, now is the time to apply. **The deadline is June 30, 2015,** and an application is available online (<https://www.naca.org/Volunteer/Pages/NationalPositions.aspx>).

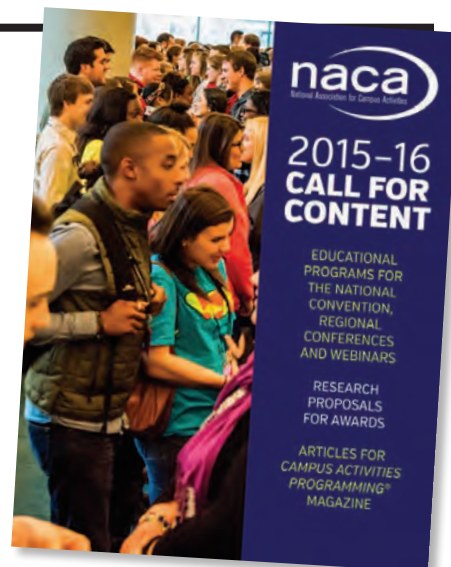
The NACA® Leadership Fellows Program provides opportunities for members of underrepresented ethnicities to become familiar with Association programs and professional development opportunities at both the regional and national levels. The program provides opportunities for graduate students or new professionals to become Fellows, as well as opportunities for seasoned professionals to become Mentors. NACA institutional membership is preferred, but not required.

NACA® Leadership Fellows are able to choose among options to contribute to various Association programs and services, including writing for the Association's flagship publication, *Campus Activities Programming*®, presenting educational sessions at regional conferences and the National Convention, and serving on the staff of an NACA® Institute. Mentors assist their assigned fellows in becoming acclimated to NACA and the higher education field.



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

NACA is seeking proposals for educational programs at the **2016 NACA® National Convention**, all **2015-16 NACA® Regional Conferences**, and the **2015-16 NACA® Webinar Series**. NACA is also seeking proposals for the 2015 NACA® Research Grant and articles for **Campus Activities Programming®** magazine (see related article on content areas) for the 2015-16 publication cycle. For details on how to contribute to any of these content areas, download the full Call for Content brochure at [www.naca.org/EdSessions/Documents/Call\\_for\\_Content\\_2015-16.pdf](http://www.naca.org/EdSessions/Documents/Call_for_Content_2015-16.pdf).



### 2015-2016 Campus Activities Programming® Content Areas

#### OCTOBER 2015

[Article Deadline: June 12, 2015]

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

#### NOVEMBER/DECEMBER 2015

[Article Deadline: July 29, 2015]

- Social Media (its role in career development, communication, marketing, etc.)
- Engagement
- Student Learning

#### JANUARY/FEBRUARY 2016

[Article Deadline: Sept. 18, 2015]

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

#### MARCH 2016

[Article Deadline: Nov. 19, 2015]

- Concert Management
- Risk Management
- Assessment

#### APRIL 2016

[Article Deadline: Dec. 11, 2015]

- Leadership Development
- Professional Development
- Graduate Student Issues
- Work/Life Balance

#### MAY 2016

[Article Deadline: Jan. 14, 2016]

- Budgets (for the following year)
- Low-cost Programming
- International Programming (for foreign students, study abroad, etc.)
- Orientation (for the following year)
- Retreats (end of year, beginning of next year)



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

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

### Coming in the Back to School 2015 Issue of Campus Activities Programming®

Keep an eye out for the Back to School 2015 issue of *Campus Activities Programming®*, in which we'll help you get ready for the fall regional conference season with articles about how and why you should become involved with NACA, how to work the Campus Activities Marketplace, how to negotiate contracts and offer artist hospitality, and tips for effective school/agency communication. Also, learn more about marketing and branding your organization and the events it produces.

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

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

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



# Registration Open for NACA® Institutes

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

## HUGE LEADERSHIP WEEKEND

**May 28-31**

**John Newcombe Tennis Ranch (TX)**

Audience: Students, New and Seasoned Professional Staff

### Regular Registration Fees and Deadlines:

- \$370 for NACA® members after April 24
- \$462 for non-members after April 24

**Final registration deadline: May 8**

Contact Morgan Grant at [morgang@naca.org](mailto:morgang@naca.org).

## PROGRAMMING BASICS

**June 4-7**

**Washington University in St. Louis (MO)**

Audience: Student and Advisors

### Regular Registration Fees and Deadlines:

- \$586 for NACA® members after April 27
- \$730 for non-members after April 27

**Final registration deadline: May 11**

Contact Morgan Grant at [morgang@naca.org](mailto:morgang@naca.org).



2014 Concert Management Institute Participants

## S.P.I.R.I.T. INSTITUTE

**June 5-7**

**Clemson University (SC)**

Audience: Students, Professional Staff, Athletic Department Staff

### Regular Registration Fees and Deadlines:

- \$395 for NACA® members after April 27
- \$495 for non-members after April 27

**Final registration deadline: May 11**

Contact Dionne Ellison at [dionnee@naca.org](mailto:dionnee@naca.org).

## SUMMER LEADERSHIP EVENT

### AT WALT DISNEY WORLD® RESORT

**June 21-24**

**Walt Disney World® Resort, Florida (FL)**

Audience: Students and Advisors

### Early Registration Fees and Deadlines\*

- \$780 for students until May 4
- \$1,090 for advisors until May 4

### Regular Registration Fees and Deadlines

- \$825 for students after May 4
- \$1,135 for advisors after May 4

**Final Registration Deadline: May 18**

Contact Dionne Ellison at [dionnee@naca.org](mailto:dionnee@naca.org).

*\*Beat the early registration deadline for a chance to win a \$100 VISA gift Card.*

## CONCERT MANAGEMENT

**June 23-26**

**Marquette University (WI)**

Audience: Students and Advisors

### Early Registration Fees and Deadlines:

- \$505 for NACA® members until May 15
- \$640 for non-members until May 15

### Regular Registration Fees and Deadlines:

- \$586 for NACA® members after May 15
- \$730 for non-members after May 15

**Final registration deadline: May 29**

Contact Dionne Ellison at [dionnee@naca.org](mailto:dionnee@naca.org).

## NACA®/ASCA/NIRSA/ACUI STUDENT ORGANIZATIONS INSTITUTE

**June 29-July 2**

**University of Denver (CO)**

Audience: Professional Staff

### Early Registration Fees and Deadlines:

- \$580 for NACA®/ASCA/NIRSA/ACUI members until May 15
- \$715 for non-members until May 15

### Regular Registration Fees and Deadlines:

- \$660 for NACA®/ASCA/NIRSA/ACUI members after May 15
- \$805 for non-members after May 15

**Final registration deadline: May 29**

Contact Dionne Ellison at [dionnee@naca.org](mailto:dionnee@naca.org).

## STUDENT GOVERNMENT

### WEST INSTITUTE

**July 9-12**

**Colorado School of Mines**

Audience: Students and Advisors

### Early Registration Fees and Deadlines:

- \$505 for NACA® members until May 29
- \$640 for non-members until May 29

### Regular Registration Fees and Deadlines:

- \$586 for NACA® members after May 29
- \$730 for non-members after May 29

**Final registration deadline: June 12**

Contact Dionne Ellison at [dionnee@naca.org](mailto:dionnee@naca.org).

## STUDENT GOVERNMENT

### EAST INSTITUTE

**July 16-19**

**Stockton University (NJ)**

Audience: Students and Advisors

### Early Registration Fees and Deadlines:

- \$527 for NACA® members until June 5
- \$656 for non-members until June 5

### Regular Registration Fees and Deadlines:

- \$613 for NACA® members after June 5
- \$753 for non-members after June 5

**Final registration deadline: June 19**

Contact Morgan Grant at [morgang@naca.org](mailto:morgang@naca.org).

## NACA®/NCLP NATIONAL LEADERSHIP SYMPOSIUM

**July 20-23**

**University of Louisville (KY)**

Audience: Professional Staff

### Early Registration Fee and Deadline:

- \$564 until June 12

### Regular Registration Fee and Deadline:

- \$595 after June 12

**Final registration deadline: June 26**

Contact Dr. Telesia Davis at [telesiad@naca.org](mailto:telesiad@naca.org).



# Dates, Locations for Future Conventions, Regional Conferences

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

## 2015 REGIONAL CONFERENCES

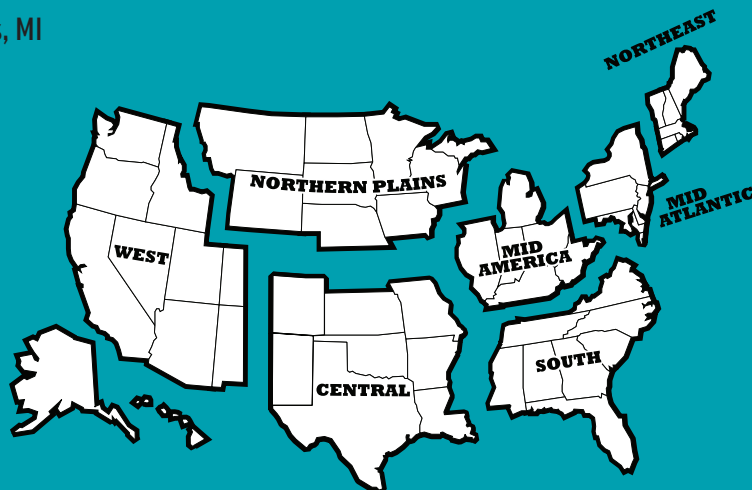
NACA® Northern Plains, April 16-19, Madison, WI  
 NACA® South, Oct. 1-4, Chattanooga, TN  
 NACA® Central, Oct. 15-18, Tulsa, OK  
 NACA® Mid Atlantic, Oct. 22-25, Buffalo, NY  
 NACA® Mid America, Oct. 29-Nov. 1, Grand Rapids, MI  
 NACA® Northeast, Nov. 5-8, Hartford, CT  
 NACA® West, Nov. 12-15,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

## 2016 REGIONAL CONFERENCES

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

## NATIONAL CONVENTIONS

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



Share  
Your News!



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

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

To submit information, email it to Glenn Farr, editor of *Campus Activities Programming*®, at [glennf@naca.org](mailto:glennf@naca.org).

## PUT NACA.ORG ON YOUR EMAIL SAFE LISTS

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



## 2015-2016 Associate Member Regional Conferences Guide Now Available!

The **Associate Member Regional Conferences Guide** contains all the information you need to purchase exhibit space, apply to showcase and register delegates for NACA's upcoming regional conferences.

Take time now to become familiar with all event policies. Review them and keep them on hand. You will be responsible for knowing policies and following them. You're spending your money, so be sure you understand where it's going and how the process works. Our website includes links the *Guide*, as well as links to purchase your booth space and submit to showcase. It's all in one handy location ([www.naca.org/RegionalConferences](http://www.naca.org/RegionalConferences)).





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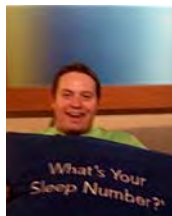
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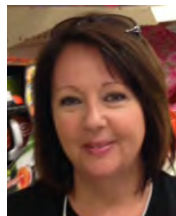
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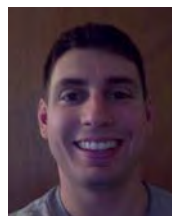
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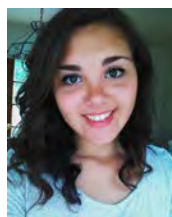


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**May 28-31, 2015**  
**John Newcombe Tennis Ranch (TX)**  
**Audience: Students, New and Seasoned Professional Staff (must be 18 years or older)**

The mission of the **NACA® Huge Leadership Weekend (HLW)** is to provide students development and growth in a variety of areas that will assist the student in enhancing their collegiate experience as a student leader. HLW strives to serve new and seasoned professionals in a dynamic environment which fosters communication, discussion, and cognitive enhancement on a focused topic or interest.

For more information on this institute, please contact:  
**Morgan Grant | [morgang@naca.org](mailto:morgang@naca.org) | 803-217-3471**



## 10 QUESTIONS WITH...

# Kaitlyn Schmitt

**Coordinator for Programming  
College of William and Mary (VA)**



### 1. Leadership/management book you are currently reading?

*Leaders Eat Last* by Simon Sinek. This is the most recent selection for our office book club.

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

At the end of March, we hosted actor Jeffrey Tambor. As I expected, we were close to a sold-out show, with over 650 people. What I didn't expect, though, was the phenomenal audience reaction. When he took the stage, there was such a loud cheer from the audience. Afterwards, the students leapt to their feet to applaud and raved about how emotional and inspiring he was. Seeing their excitement about this event served as a great reminder of why we work so hard for campus programs!

### 3. Favorite campus program in your entire career and why?

I love events that allow students to demonstrate their creativity and transform the event space. At Boston College (MA), we hosted a dance called Middlemarch in an old mansion, now used as a student center. Once, the theme was Harry Potter. Students decorated with House banners, recreated the obstacles on the path to the Sorcerer's Stone, drew a mural of the Hogwarts grounds on a wall-size mirror, and even made a flying car built of chicken wire coming out of the wall! They got creative with publicity, too: they composed a song and filmed a music video to announce the theme. Also, the students who attended the dance dressed up in creative costumes, like witches and wizards, Golden Snitches, Patronuses, Goblets of Fire, and more.

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

I keep all of my meeting notes in one notebook that I take everywhere. I also couldn't work without my computer and phone, which keep me connected with students.

### 5. Best teaching tool for your students?

I try to answer the question "Why?" for students, sometimes before they ask it. Not only does this model transparent leadership, but it also helps them understand our processes, my advice and my decisions. They might not always agree and we have the developmental conversations about that, sometimes leading to changes. More frequently, they say, "Yeah, that makes sense" or "I didn't think of it that way." When we all know the "why," we can work together toward having the best systems and decisions for the organization.

### 6. Technology that most benefits you at work?

An online calendar. It helps keep me organized and where I need to be.

### 7. Most challenging aspect of your job?

Helping students grow as leaders when some only want to focus on programming details. I ask them leading questions to turn the subject towards their leadership skills, but it doesn't always work. In those situations, I celebrate the small wins.

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

With so many nights and weekends expected of me, I strive for one day a week when I don't come to campus. It's not always possible. Luckily, students are usually pretty understanding of my reluctance to meet on a Sunday when I explain the importance of balancing work with a personal life.

### 9. Best programming advice you've ever received?

"People can't come to your event if they don't know about it." Too often, publicity is an afterthought. Students create a Facebook event and think that's sufficient. But if we can prioritize publicity as an organizational goal, we can come up with creative publicity ideas that stand out from other campus marketing and make our events more likely to succeed.

### 10. Something unique about your programming board?

Alma Mater Productions (AMP), the programming board at the College of William & Mary, has over 150 members, large for an institution with about 6,000 undergraduate students. The expectation for members is not that AMP is their first priority; instead, we aim to make their commitment minimal, but meaningful. We also have ways for students to get more involved in AMP, so each student can craft the experience they want from it. I'm excited about a new unique leadership opportunity in the structure of AMP. While each member is part of one of nine committees on the board, we recently created two Councils composed of a representative of each committee to focus on big-picture internal and external organization issues. I look forward to seeing more students thinking beyond just their committee to considering AMP as a whole.

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



# Go Away! Please, Go Away!

By Jason LeVasseur



**LIKE TO TAKE CHILDREN INTO THE WOODS.** Really, I like to take children into the woods. In the summer, it's my job. I'm a camp counselor, a wilderness guide and a trip leader. As a camp counselor, I have been very fortunate to go on hundreds of camping trips with different groups of students, campers and staff. I love it. We go to the woods to experience something new, to challenge ourselves individually, and to learn new ways to become better team players.

Henry David Thoreau "went to the woods" to get away from the everyday, to leave the big city, to think about where he had been in his life and to contemplate where he was going. He needed a place where he could escape and get a new perspective. He went on a "retreat." That is what we do at summer camp when we go on guided camping trips. And it is what we do on our campuses when we "go away" with our teams, committees and fellow student leaders. We go away with the goal of learning more about each other and to learn to work together more productively. We leave the everyday routine to contemplate where we've been and to dream about where we'd like to go.

The one important thing we recognize in all of these examples is that we "go away." We change the scene and experience something new. We do this because it is good for us; it challenges and stimulates the brain. It encourages everyone, teacher and student, advisor and committee, to look at things from a different perspective. When we go to a new location, our minds open up. The sights, smells and sounds of our new environment help to invigorate our senses, making us more alert and open to new ideas.

It's also important for educators and advisors to learn to teach from a new platform, a new stage, a new pile of dirt in the woods. When we teach and facilitate in a new environment, we do so with a renewed energy, and we become more attuned to what we want to accomplish. This new space raises our awareness, as well as that of our audience. Perhaps we prepare a little bit more for these events when we know there is more at stake and when our audience is listening a bit harder and paying closer attention than before. In these moments, we also recognize that our message can be more impactful, because the listener is more in tune.

Retreats come in all shapes and sizes. I have hiked up mountains, paddled down rivers, climbed ropes courses and scaled rock walls. But I have also had incredible experiences inside heated buildings, in the safety of a well-lit multipurpose room, on the second floor of a student center. And, in this imaginary desolate and dangerous far-away place, I have stepped to the top of a four-legged chair, standing stoically upon the plush fabric seat, pretending to have no fear. From this elevated position in a colorfully carpeted room, I have crossed my arms in front of me, clasped my hands together, closed my eyes, and fallen backwards into the arms of trusted friends. In that moment, my mind was not in the room. I was not on campus. Sometimes, a chair can be as challenging and scary as a mountain.

The most important thing we can do when planning a retreat is make it happen, regardless of whether or not we have the budget to physically take ourselves anywhere. We need to "go away," even if we stay on campus. It is the change of scene that is important. It is the feeling of "going away" and creating a new environment that needs to happen. Simply having a meeting in a new space offers the team a new perspective and the brain is forced to fire on more cylinders. It just takes a little creativity and the willingness to try something new.

Consider all the buildings and spaces on your campus. You can transform a meeting room, multipurpose room, or gymnasium into a completely new space that suits your needs – as long as there is a feeling something is "different" about the space you are using. You can do this by readjusting the furniture, decorating with a theme, and, more importantly, making sure the space is yours and yours alone, not to be intruded upon by the hustle and bustle of normal campus life. The retreat must be a retreat. It must be "away." Remember, even if you do not have the budget to take your group on an overnight trip to an exotic location, there are still great ways to create the "retreat" feel in your own back yard.

So, please go to the woods. Even if "the woods" are a few rooms in a building you've never visited, or a professor's back porch, or a piece of lawn near the science building. I encourage you to go away. For yourself and for your students, please, go away!

JASON LEVASSEUR lives in Nashville, TN, and is one of the most awarded music performers in campus entertainment. He is also a keynote speaker, workshop facilitator, summer camp counselor, husband, father, and the creator of "The Rock Star Project." Visit [www.jasonlevasseur.com](http://www.jasonlevasseur.com). He is represented in NACA by Bass-Schuler Entertainment in Chicago, IL..

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