

CAMPUS ACTIVITIES

Programming®

VOL. 51 ▶ NO. 1 ▶ MAY/JUNE 2018

**Navigating
Change and
Campus Politics**

**4 Steps to
Providing Relevant
Programming**

**Resilience:
The Superpower
that SAVES You!**

**Pop! Goes
Your Time**

**Plus: Photo
Coverage of
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NASA astronaut Leland Melvin delivers the Keynote at the 2018 NACA® National Convention. Photo by Robert Levy. See more Convention photos beginning on Page 16.

What Goes Around ...



I RECENTLY POSTED ON FACEBOOK that in the past few months, I had viewed NEW episodes of some of my all-time favorite television series: “Star Trek,” “The X-Files,” “Will & Grace,” “Rosanne” and “Lost in Space.” Even “Dynasty” was back with fresh high-glam shenanigans. I capped my post with the question, “What year is this?”

What year, indeed. The original versions of these shows premiered anywhere from 1965 to 1998 – yet, here in 2017-18, production had resumed on all of them and, for the most part, they were airing to great ratings success. I wasn’t the only one, it seems, who had missed these programs, identified with some of their characters, and wanted to experience new stories within their respective universes. While “The X-Files,” “Rosanne” and “Will & Grace” picked up where their original versions ended with essentially the same casts, “Star Trek” (as “Star Trek: Discovery”), “Dynasty” and “Lost in Space” are reimagined versions (or a prequel in the case of “Star Trek”) of the original shows, offering updated concepts for modern audiences with completely new casts.

Regardless, it reminds me that “what goes around comes around,” a truism applying not only to TV shows, but also to life in general, and to campus activities, in particular. I have a unique perspective as editor of Campus Activities Programming® in that I’ve developed its content for nearly 30 years. Consequently, I’ve seen thematic trends resurface on a number of occasions. Diversity was a prominent content trend in the early and mid 1990s, which has resurfaced more than once, re-emerging recently as “diversity and inclusion” and “social justice.” When the economy faltered, budgeting came to the forefront. Service-learning has re-emerged after natural disasters, as students have volunteered to assist in rebuilding, as was the case after Hurricane Katrina.

Another thing coming around again for Campus Activities Programming® is its publication frequency. You will note the masthead identifies this issue as “May/June” rather than “May.” At the 2018 National Convention, the NACA® Board of Directors approved setting the frequency at six issues per year, a change from the existing eight. This decision yields greater efficiencies in planning, production and mailing, and also should make it easier for you to remember when to expect the next issue. From here on, the issues published each NACA® fiscal year will consist of: May/June, July/August, September/October, November/December, January/February and March/April. Every two months, you will receive a new issue, rather than receiving some issues one month apart, while waiting longer for others.

However, it’s not the first time the magazine has been produced on a bi-monthly basis. Until the summer of 1979, when the publication frequency changed to nine times a year, Student Activities Programming (as the magazine was then known), was produced six times a year. It became an eight-issue-a-year publication in May 1997.

So, like the TV shows I referenced above, will the six-times-a-year Campus Activities Programming® be a continuation or a “reimagining” of what has come before? Probably, a bit of both.

Stay tuned.

The Gold Standard



DEMETRIA
BELL
ANDERSON

AS WITH ANY LEADERSHIP TRANSITION, it is imperative to demonstrate consistency and continuity, while courageously forging a new path pursuing progress. As we enter the second year of our three-year strategic plan, we will indeed remain the premier association for campus activities as espoused by Immediate Past Board Chair Dr. Lucy Croft. However, adding to that status, this year our focus will now include taking every opportunity to highlight and showcase our Association's full body of work, our products, programs and services, in the effort to cement ourselves as the gold standard for campus activities!

My commitment to the Association for 2018-2019 is to continue the good work already underway with our strategic plan goal one – "Advisor Development [that seeks to] Establish NACA as the premier professional association for those who directly advise students engaged in campus activities [while] Equipping advisors with relevant tools, resources and networks" Adding to that, this next year will focus on goal two – "Membership Growth and Engagement [by highlighting our efforts to] Stimulate membership growth and engagement by acting with intention, nimbleness and responsiveness in all endeavors." As further articulated in our strategic plan, "the second focus ... will frame how the Association conducts its interactions and ensures its offerings provide value to members ... [as well as ensuring we will] solidify the NACA® role as the leader in linking learning through campus activities with the entertainment industry" – that last piece underscoring our plan to be the gold standard.

During my transition remarks at the 2018 National Convention in Boston, MA, as chair-elect of the NACA® Board of Directors, I shared that my hope for this year is to "Be Bold and Go for the Gold Standard." As I said then, it is my expectation that our programs, products and services demonstrate we are not just better than others at live events and leadership development, but that we are truly known and expected to be the greatest organization for live events and leadership development in campus activities. This is perhaps a tall order, but I am sure it is more than manageable in the hands of our Executive Director, National Office staff and volunteer leaders if built on the right collective and collaborative approach.

Organizational research indicates that members are attracted to greatness. Whether we are discussing our student members, associate members or professional staff members, this thought holds true. Whether we are engaging with longtime-seasoned or first-time volunteers, all are

attracted to greatness, and all are looking for the opportunity to be a part of and serve an entity greater than themselves. As we embark on this NACA® leadership transition journey together, in the spirit of Kevin Ross, I ask you – members of NACA – do you want to be great? In his song, "Be Great," Ross asserts that it's time to "shift the culture and move with focus" He acknowledges that the "goal is to be bigger and better than those who came before us ... ," that he would "rather overdo everything than half a\$ it ... ," and that he will "take my time, won't compromise for nobody." As someone who loves music and meaningful lyrics, these words describe who I see we are, where I see us going, and how I envision us getting there together!

In the time leading up to the start of my term as Chair, I reflected on my own NACA® experience, those experiences of my students through the years, my campus colleagues and our friends in the industry, and I have been consistently reminded that the greatness of NACA is borne out of the Association's core values: Stewardship, Innovation, Communication, Respect, Learning and Inclusivity. What I find special and truly magical about the Association is the role and responsibility each of us has to uphold and adhere to our core values. All we do as an Association programmatically, and every fiduciary decision we make as a board of directors, office staff and volunteer leaders are made with each one of our core values in mind. Equally important to note, all decisions are made with intentional care and thought related to the impact each may have on all areas of our membership, as well.

In addition to our shared core values, I pledge and commit to our Association that I will operate with greatness in mind, and with a spirit of transparency, accountability and accessibility – just a few of my own personal and professional core values.

But, I am eager to hear from you; I want to know your thoughts pertaining to the greatness of NACA. As a treasured member of NACA, I ask and encourage you to consider these questions related to the greatness of NACA:

1. What does it mean to you for NACA to be great?
2. What is your role in facilitating greatness in NACA?
3. What are your needs to assist NACA to be great?

Let's begin the conversation now, because, as you know – membership has its privileges! Besides, this year will come and go before you know it. "Don't believe me, just watch!" (Mars)

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Assisting Program Board Members in Navigating Change and Campus Politics



By
**JILLIAN
VAN
AUKEN**
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Change – “the act or instance of changing ... to become different” (Dictionary.com).

During the past eight years as a student activities professional, I’ve become very familiar with the concept of change. The world of student activities is ever adapting and evolving to meet the needs of students on college campuses across the country. Keeping up with the interests and hobbies of and latest trends pursued by college students can sometimes feel like a full-time job, but that’s what makes student activities an exciting place to be. Each day is certainly not like the last, bringing a new challenge or problem to solve.

However, change is not always fun, it can sometimes be challenging to navigate, can cause politics to erupt, and can create detours to achieving goals. As a program board adviser, I’ve learned the importance of coaching student leaders on how to navigate change and campus politics so they are prepared to tackle whatever obstacles come their way.

Navigating Change

Dealing with change starts with pausing to analyze the facts and brainstorming the best way to tackle the

situation at hand. I often advise student leaders to take 30 seconds to reflect on their current circumstances and think before acting. At first glance, the change they’re encountering may seem overwhelming, but after closer examination, they may find it will have a positive impact on them and/or the organization. Change by nature is stressful, no matter what its outcome may be, so it’s helpful for students to reflect on the possible outcomes of change and why they might be resistant to it occurring. Often, we fear change because we’re unsure of what lies ahead or we have become comfortable with the status quo, so we aren’t able to see the potential benefits of pending or proposed change. Helping students leaders recognize the benefits of change can ease their worries and assist them in seeing the reason why it’s occurring.

I’ve also found it helpful to have student leaders develop a game plan for breaking down a proposed change into a manageable timeline. Recently, the program board I advise merged with another student organization on campus, the Campus Concert Committee. This organization did not have the sustainable resources to continue as a stand-alone organization and merging with the program board provided it greater access to advising and financial support, as well as allowing the organization to tap into partnerships the program board had established on and off campus.

When the merger was proposed to the Campus Concert Committee, it was met with hesitation, concern and many questions. To address those, I worked with the leadership of both organizations to create a timeline for the merger and a plan to ensure a smooth transition for both organizations. As part of the plan, the organization leadership discussed their expectations for the merger, created a new structure for the organization to incorporate the Campus Concert Committee into the current program board structure, and designated when specific aspects of the merger would take place. Creating a plan provided the organization's leadership direction and clarity, and ensured both organizations were on the same page throughout the transition process.

Understanding Change as a Process

Change takes time and requires a little faith that things will work out. The current generation of college students is accustomed to pretty, packaged solutions that magically appear for them. But life is messy. Students often come to me seeking a neat solution to a problem they're facing and become discouraged when they discover the solution will take time. My advice to them is to stay open minded and trust the process. By remaining open minded when change is taking place, we open ourselves to new perspectives and possibilities and, many times, find the solution to our problem is within reach.

Trusting the process takes persistence and drive to keep pushing forward through obstacles in our way. I advise students to do what they can with available resources and then trust that the pieces will come together. Growing and learning require change. It's through change that we discover our ability to adapt, develop a better understanding of our values and learn our strengths and limitations.

Navigating Campus Politics

With change, inevitably comes politics. Navigating campus politics involves being strategic, understanding the context of a situation and learning how to "play the game." Within any organization, there are competing priorities, unclear rules and, at times, a lack of information that leads to politics. Understanding how to navigate campus politics takes practice, but is necessary in achieving established goals. In my experience, doing your research, sensing the current climate, knowing your audience and learning to pick your battles are the keys to successfully surviving campus politics.

It's essential to know the history, perspectives and context behind a situation before becoming too deeply involved. Gathering the information needed to understand the context of a situation can be accomplished through meeting with students and staff who can provide insight, or through benchmarking the topic of discussion with peer institutions to gain perspective on the issue.

It's also beneficial to understand the current climate and know your audience. Talking to key stakeholders involved in the situation can shed light on why certain perspectives exist and help determine the steps needed to resolve the issue.

When it comes to campus politics, it's important to pick your battles. Some are worth fighting, while others won't aid your progress and should be left alone. Choosing to fight every decision you don't agree with leads to exhaustion and frustration. It's important to be strategic about where you choose to put your energy when it comes to campus politics in order to successfully navigate them.

Using Three Key Skill Sets

I believe students need to learn three key skill sets to successfully navigate change and campus politics:

1. Understanding their conflict management style,
2. Effectively communicating their ideas and perspectives, and
3. Building and maintaining partnerships across campus.

When students understand their conflict management style and the conflict management styles of their peers, they increase their ability to effectively communicate their ideas and perspectives and can create a plan to successfully address the issue at hand. Understanding how individuals tick and their approach to conflict provides valuable insight into what steps to take in addressing it. It's important that students recognize their communication style and the barriers that might get in their way of effectively communicating their ideas. Effective communication is key to ensuring all perspectives are heard and included in the process.

Lastly, learning how to build and maintain partnerships on campus increases students' ability to effect change and provides them a seat at the table. Building rapport with staff and students across campus with similar perspectives will provide access to resources and support when campus politics arise.

Recognizing Change as Constant and Inevitable

Change is a constant, inevitable part of life and of participating in any organization. How we choose to navigate change and campus politics will make the difference between achieving and not achieving our goals. Staying open minded, trusting the process and equipping ourselves with the knowledge we need to successfully navigate a situation will assist us in choosing the best course of action and in reaping the benefits of change. Assisting student leaders with navigating change and campus politics will better equip them with the ability to address conflict and organizational dynamics on and off campus, as well as later in life.

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She holds a bachelor's degree from Otterbein University (OH) and a master's degree from Miami University (OH).

RESILIENCE:

The Superpower that SAVES You!

By

BRITTANY STEPHENSON

Florida Atlantic University



ONE THING ALL SUPERHEROES HAVE IN COMMON is they never let the enemy defeat them – they keep coming back to vanquish their foes. In sum, they use the superpower of resiliency to win. Student programmers also have this superpower of resiliency at their disposal to deal with the inevitable trials and tribulations they will encounter as student leaders.

Resilience is defined as “The process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress such as family and relationship problems, serious health problems or workplace and financial stressors. It means bouncing back from difficult experiences” (American Psychological Association, 2017). Campus activities programmers will certainly face unexpected situations, roadblocks and barriers as they plan programs for their fellow students, as well as when they navigate their own personal, academic and career journeys.

Given the important roles campus activities programmers play on college campuses, I’d like to share three common mistakes student programmers make and provide a framework for increasing your resiliency. By increasing your resiliency, you will be better equipped to overcome the inevitable challenges life will present to you.

Three Common Mistakes

1. Over Commitment

Do you find yourself spread thin? Have your leadership qualities attracted many opportunities to plan, organize and execute events for the student body? Have administrators picked you first to lead because they recognize you can manage multiple responsibilities?

If you love to plan events and lead meetings, it can be flattering when tapped for leadership opportunities by multiple departments and student organizations. However, when you find yourself at 3 a.m. having to decide between finishing a term paper and composing an event summary because both are due at 9 a.m., you may be overcommitted. In overcommitting, there is opportunity for loss – loss of social connections and credibility. When you are overcommitted, it feels as if there is never enough time to do anything. It’s also easy to neglect family and friends and the danger is that test grades suffer, events do not go as well as expected, and people become disappointed in you. For a student whose life revolves around their success in the classroom and in campus activities, this can be traumatic.

2. Unrealistic Expectations

Do you find that, despite your hard work, you feel your efforts are never good enough to meet the expectations you, your family, and/or supervisors have set for you? If you’re this type of leader, you are dedicated to the pursuit of achievement, and in this pursuit, you connect achievement to your sense of worth as a human being. Thus, when failures happen, as they inevitably will, your confidence in your ability to be a leader deteriorates and you convince yourself you are not enough (Eells, 2017). These feelings are detrimental and can produce a negative self-image, anxiety and/or depression.

3. Staying Busy as an Escape Mechanism

As a leader, do you immerse yourself in your responsibilities to escape from other stressors? Do you find that you avoid stressful circumstances by diving deeper into your responsibilities, all while pretending everything is OK? Do your peers view you as always positive while secretly you battle negative thoughts of failures, financial issues or family trauma? If so, you likely make the inevitable mistake of concealing your internal struggles by maintaining the façade of a dynamic

student leader. When everything is not OK, you keep taking on more responsibilities to distract yourself from dealing with other issues.

The SAVES Model

The SAVES model is a helpful framework to address these three mistakes and for increasing resilience. The acronym is derived from: Social connection, Attitude, Values, Emotional acceptance, and Silliness (Eells, 2017). Let’s explore how this model can be used to develop your resilience superpower.

S – Social Connection

Social connection is vital to developing resilience because human beings are unquestionably social creatures. Our social connections form one of the most important components of resilience and are protective against mental illness. It is important for us, as leaders, to prioritize our connections with our family and friends because they literally strengthen our stress response. Brown (2010) argues that our sense of connection is essential to health and happiness and comes from knowing our worth. Eells (2017) recommends prioritizing social connections when deciding how to prioritize multiple roles and responsibilities. Accepting help and support from those who care about you and will listen to you strengthens resilience (American Psychological Association, 2017).

A – Attitude

To develop resilience, leaders must change their attitude. This component of the SAVES model describes how a change in mindset can exponentially promote resilience in the face of challenging circumstances. Student programmers have a choice in how they view their circumstances. Acceptance and Commitment Theory is a psychological flexibility construct that encourages leaders to view their situations as a sunset or a math problem (Eells, 2017). Sunsets are metaphors referring to life’s events that are to be accepted and appreciated just as they are. They can be described, but they cannot be changed. Math problems, on the other hand, are metaphors referring to those life events to be solved through discipline and effort (Eells, 2017).

The trick is for student programmers to put forth their best efforts and to accept their failures as sunsets. These failures are a valuable part of their experience from which much can be learned. It takes vulnerability to accept the opportunities to learn from our failures (Brown, 2010).

V – Values

The V in the SAVES model refers to defining your Values (Eells, 2017). Determining what is truly meaningful allows overcommitted student leaders to choose the responsibilities they accept and which roles they should respectfully decline. As a leader, you should be consciously seeking to pursue your values and focusing your strengths toward those activities that are important to you. Reflect on who you are, what you love to do, and why you love what you do. It’s in this reflection you understand that to help others, you must first take care of yourself and build your resilience muscle. By prioritizing those activities that align with your values, you create a better chance of being successful.

To illustrate, leaders who value service and making a difference demonstrate this by making personal efforts that lead to a positive impact on individuals and their institution. Leaders who value integrity do so by demonstrating moral courage, ethical strength and trustworthiness, and keeping promises and fulfilling expectations. It can be difficult to provide quality service and make a difference if your responsibilities spread your efforts thin. Keeping your word also becomes difficult if

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you are so overcommitted that assignments and tasks are turned in late or not completed at all. Therefore, time for reflection is essential to developing student leaders' resilience, so find out what matters to you.

E - Emotional Acceptance

Emotional acceptance involves being active, aware of and embracing what is going on inside of us, with or without trying to change things (Eells, 2017). There will be circumstances that are outside of student programmers' control. Natural disasters occur, contracts get lost, and bad things happen to good people. It's OK to feel emotions. In fact, denying that you are feeling frustrated, upset or angry makes those feelings stay around longer. Naming the emotion you are feeling will help you move forward and re-focus your attention on how to solve the problem at hand.

S - Silliness

Silliness/humor is a core component of our ability to bounce back from stressful situations. It's vital to have fun, and humor allows us to not take ourselves too seri-

ously. Various studies have shown that laughter lowers levels of cortisol, the stress hormone, and laughter has been shown to improve memory (Bains et al., 2014). Silliness can be difficult to muster in stressful times, but taking a moment to laugh and find joy in every moment can mean the difference between success and failure.

Resilience Is Essential to Effective Leaders

Developing the superpower of resilience is not an easy task. However, campus activities programmers are leaders and with great power comes great responsibility. It's essential for student programmers to develop their resilience superpower so they can be effective leaders. Resilience can be enhanced by developing strong social connections, maintaining a positive attitude comprised of learned optimism and a growth mindset, clarifying values by pursuing what matters, learning emotional acceptance by accepting what is, and using silliness to bring laughter into our experiences. I hope these strategies and concepts provide a foundation for developing the resilience you need to defeat your adversaries.



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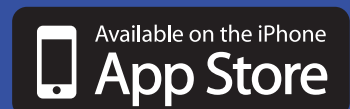
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POP!

Goes Your Time

By
KAELA LUNT
Utah Valley University (UT)

A day can be measured as 24 hours, as 1,440 minutes or as 86,400 seconds. This is the amount of time available to us in a given day. No more, no less. Yet, we often feel we have control over the amount of time available to us, that we can “make” time for certain things, or that we don’t have “enough” time for all the items on our to-do lists.

Picture this. I have two balloons. The first represents someone who is busy and overworked. Each breath of air reflects each commitment that person has made. With each commitment, the balloon gets bigger and bigger, eventually popping because it’s stretched too thin. The second balloon represents someone who is not overworked, who has a leisurely lifestyle and understands balance. Each breath of air also reflects a commitment that person has made, but in this case, the balloon doesn’t pop. It’s not stretched too thin because the person it represents understands their limits.

As we continue to make ourselves busier and busier, we risk stretching ourselves too thin. We overwork ourselves and eventually, in a sense, we pop. Each time we say yes to something, we’re actually saying no to an infinite number of other things. So we must ask ourselves: Am I a beautiful balloon that isn’t stretched too thin? Or am I a popped piece of rubber lying on the floor?

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Journal of Consumer Research. (2016). Lack of leisure: Is busyness the new status symbol?. *ScienceDaily*. Retrieved from <https://www.sciencedaily.com/releases/2017/03/170322122631.htm>.

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If we want to be a beautiful balloon that isn't stretched too thin, we need to learn to work smarter and not harder, to stop multitasking and have an understanding of self-management.

As children, many of us were taught that if we just worked hard, we'd be successful. While hard work does pay off, working hard isn't always the best way to manage our time. We need to work smarter by playing to our strengths, delegating to others and utilizing available resources.

Recognize Your Strengths

As we're becoming more self-aware, we need to truly understand what we're good at doing and what we're not. This doesn't mean we must stop working on our weaknesses to turn them into strengths. Rather, if our uncommitted time is limited, we should favor our existing strengths.

Delegate to Others

Delegation is a useful and efficient tool. I realize this and recommend delegation to my students. Still, I find myself not only reminding them to delegate, I also struggle with the practice myself. Delegation occurs when we trust another person to take care of a task or responsibility. The key word is trust. To delegate, we must trust our team members and give them actual responsibilities. If we do trust others, we won't have to worry about projects not being completed or not having enough volunteers to clean up after the big event. The more we delegate, the more that people know we rely on them and, in the end, we experience a win-win.

Use Available Resources

Resources that can assist us with time management are often easily available and consist of more than just money or materials; they also can be people. In fact, people are often some of our best resources. Ask yourself who or what might be able to help you function more efficiently? Is it your advisor? Publicity room? Available budget? Other departments on campus? Your committee? Look for the resources surrounding you every single day that can help you work smarter, not harder, and make the most of your time.

Stop Multitasking

Contrary to what you might think, multitasking doesn't really help us achieve our goals. Psychologists who've studied cognition when people try to perform more than one task simultaneously have learned the brain isn't designed for heavy-duty multitasking (American Psychological Association, 2006). Multitasking may seem efficient, but it actually takes up more time and results in more errors. So, if you think you're being more productive by multitasking, accept the fact that it's not really working. It can cost as much as 40 percent of your

productive time (American Psychological Association, 2006), and when there are only 24 hours in the day, eight of which you should be spending asleep, you're not getting as much done as you thought.



IF WE WANT TO BE A BEAUTIFUL BALLOON THAT ISN'T STRETCHED TOO THIN, WE NEED TO LEARN TO WORK SMARTER AND NOT HARDER, TO STOP MULTITASKING AND HAVE AN UNDERSTANDING OF SELF-MANAGEMENT.



Understand that Time Management Is Self-Management

If we don't learn to manage ourselves, time will manage us. Rory Vaden, a bestselling author, keynote speaker and co-founder of Southwestern Consulting, has pioneered the concept of "multiplying time" to experience better self-management. He talks about "the focus funnel," in which you include a list of tasks you can choose to either eliminate, automate, delegate or procrastinate (Vaden, 2015). He offers four checkpoint questions to help you choose:

1. What can I live without?
2. Could this be systematized or automated?
3. Can this be done by someone else?
4. Can this wait until later?

These questions give you permission to determine what is important now and what can wait for later (Vaden, 2015).

If you're sick of time managing you to the point you feel you might pop, start managing time by being more focused and engaged. Work smart by playing to your strengths, delegating, utilizing your resources and focusing on one task at a time to efficiently produce quality work. Who knows? You might actually have more available time than you thought.



ABOUT THE AUTHOR

Kaela Lunt is the UVUSA Clubs coordinator at **Utah Valley University (UT)**. For NACA, she has participated in the NACA® Mid America Regional Conference, the Student Government-West Institute and the Summer Leadership Event at Disney. She earned a bachelor's degree in family consumer human development from Utah State University, where she served on a number of student activities committees and earned several scholarships.

Four Steps to Providing Relevant Programming for Your Campus

By
SEMLINE DELVA
Florida Atlantic University



EACH NEW ENTERING CLASS has its own expectations, group mindset, and set of cultural experiences that make its members unique. Programming that was appealing to your entering class two years ago may no longer be attracting the attendance numbers or positive reviews it did initially. Time flies and it is incumbent upon programming boards to provide relevant programming for all students.

I'd like to share a four-step framework to help you ensure your programming board is providing up-to-date and compelling programming.

1. Pay Attention

Pay attention to the habits, needs and wants of student sub-groups. For example, incoming first-year and transfer students are likely looking for opportunities to feel connected to other students and to campus. However, third-year students have typically already built connections and are now focusing on securing internships and preparing for graduation and their first full-time professional positions. Proactively thinking about the needs of students at different stages of their academic careers can help ensure you are providing an array of programming that is pertinent to various groups.

2. Seek Feedback

Without intentionally and consistently seeking feedback about the effectiveness of the programming you offer, your organization is missing a golden opportunity to improve your services. Ways to seek feedback include surveys, focus groups or post-event assessments. It is important to seek feedback from a broad array of students when gathering

information and to use that feedback to make changes to ensure the needs of all students are being met.

Also, "demographic and contextual profiling could be used to locate students or student groups reporting various styles of engagement" (Coates, 2007, p. 136). This is a model that can identify different styles of student engagement within a student population. The different format of feedback allows programming boards to have knowledge of student engagement characteristics, which in return provides different approaches that can be developed to enhance programming and student involvement.

3. Remember that Diversity Matters

To ensure that the needs of all students are met, it is vital for programming boards to be staffed by a diverse group of students with varying leadership experiences. Diversity means having students involved from each class and from as many racial/ethnic groups, religions, experiences, etc. The more voices that are helping make programming decisions, the broader the appeal of the programming your board will provide.

Ensuring diversity and inclusivity demonstrates to students that they matter and that programming has been created to meet their needs. Representation of all students provides a sense of belonging within their campus community.

Since not all students are able to make a time commitment to serve in senior leadership positions, create smaller leadership roles for students to enable them to gain experience, build relationships with other organizational leaders, and share their perspectives and opinions. Creating a variety of

leadership experiences will ensure that fresh ideas and perspectives are being infused into the programming schedule.

4. Be on the Lookout for Fresh Programming Ideas

Take advantage of opportunities to stay on top of current trends. For example, the National Association for Campus Activities (NACA) hosts regional and national conferences, Institutes and other programs throughout the year, which provide training on leadership development, programming planning, diversity, concert management, etc. (Visit www.naca.org and look under the Events/Programs and Resources tabs.) These conferences and programs also provide programming board leaders the opportunity to learn from their peers at other institutions. This is a great way for student leaders to form connections with other students, share and exchange programming ideas, or find new ideas to bring back to their respective campuses. Also, never underestimate the potential of identifying cutting-edge programs by searching the Internet.

Remaining relevant can be challenging because it seems things are changing every day. Incorporating this four-step framework within a program structure can help create great programming for all students. As student leaders transition through their undergraduate years, they need to pay attention to the needs of and seek feedback from their peers, ensure that their programming board reflects the diversity of the student body, and seek new and engaging programming ideas to ensure they are providing relevant programming.



ABOUT THE AUTHOR

Semline Delva is a graduate student in the Master of Higher Education Program at **Florida Atlantic University**. She is the graduate assistant for the Weppner Center for LEAD & Service-Learning.

Within her role, she co-facilitates the Introduction to Leadership course and assists with the coordination and planning of the Leadership Studies Minor Mixer, as well as with the office's banquets and student leadership conferences. She hopes to make an impact in student affairs through leadership

and community building with students, staff and faculty on campus. Her mission is to create a safe space where those from minority populations and the marginalized can discover their true potential for leadership, volunteerism and mentorship by investing in themselves and their communities.

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“The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever”

By Michael Bungay Stanier

Reviewed by

LOREAL E. ROBERTSON

Texas A&M University-Kingsville

Michael Bungay Stanier’s “The Coaching Habit” offers tools on how to better manage your employees, support your co-workers and become a better steward of your own time in the workplace. The book can be useful to everyone, more specifically to those individuals who manage a group and/or team, but it can help anyone desiring to be a greater leader. If you prefer active reading, this is an excellent book for you as the author provides additional resources such as e-books, podcasts and videos to help you to dive deeper in building new habits.

Stanier encourages readers to create a coaching habit that will allow you to “...work less hard and have more impact” (p. 3). To begin this process, you must first understand how to change the behavior before looking at what to change (p. 17). He says in order to build an effective new habit, you need five essential components: a reason, a trigger, a micro-habit, effective practice and a plan (p. 18). He takes the readers through each of these steps, emphasizing, however, to not practice all of these suggestions at once, as change is a process and, with change, comes resistance.

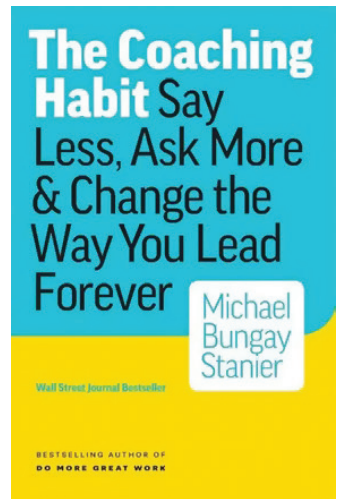
At its core, the book focuses on the Seven Essential Questions that aid in building a coaching habit. Additionally, there are Question Masterclass lessons and activities to help ensure use of the Seven Essential Questions. Working these activities helps readers learn how to put bad habits of coaching to rest and construct new ones. As you begin

to turn “insight into action” (p. 33), creating and writing out the new habit holds you accountable for implementing change within your own life.

Too often as leaders, we offer advice or provide answers without gaining perspective or truly understanding what issues are involved. Stanier guides readers to do “a little more asking people questions and a little less telling people what to do” (p. 17). He offers a way to challenge yourself to become a better manager and co-worker to your peers by making conversations more meaningful and effective and to “genuinely listen to answers” (p. 155) as you ask questions to promote higher-level thinking that, in turn spark, curiosity.

However, the book can become intimidating as you try to recall situations that trigger old habits while attempting to develop new ones. Don’t be afraid to put the book aside or skip some of the activities. Also, you may opt to watch one of the recommended videos or listen to one of the podcasts in lieu of building a new habit. The book provides enough content and resources for you to understand the ideas Stanier is implying without feeling the need to complete every activity. You can always go back at a later time. Essentially, the idea is to engage yourself introspectively as you change how you interact interpersonally.

Forming a coaching habit will help you become a better version of who you already are and who you aspire to be while helping you motivate others to create a coaching habit of their own.



ABOUT THE BOOK

“The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever.” Michael Bungay Stanier. ISBN: 978-0-9784407-4-9. Canada: Box of Crayons Press, 2016. 242 pp.



TOO OFTEN AS LEADERS, WE OFFER ADVICE OR PROVIDE ANSWERS WITHOUT GAINING PERSPECTIVE OR TRULY UNDERSTANDING WHAT ISSUES ARE INVOLVED.



ABOUT THE REVIEWER

Loreal E. Robertson is coordinator of Campus Activities at **Texas A&M University-Kingsville**. She served as the 2016 NACA® Central Region’s Conference Logistics Coordinator and has also presented on the regional level. She holds a bachelor’s degree in journalism from the University of Arkansas and a master’s degree in educational administration from the University of Nebraska-Lincoln.



“CAMPUS PROGRAMMING AND ACTIVITIES HAS BEEN A MAJOR PART OF MY JOURNEY IN HIGHER EDUCATION AND HAVE BECOME THE PRIMARY CONDUIT FOR MY PROFESSIONAL DEVELOPMENT AND INTERESTS. WINNING THE M. KEVIN FAHEY GRADUATE STUDENT SCHOLARSHIP IS AN INCREDIBLE HONOR AND WILL BE PUT TOWARD HELPING TO FINANCE MY ACADEMIC BOOKS AND STUDENT FEES AS I CLOSE OUT MY FOURTH AND FINAL SEMESTER OF GRADUATE SCHOOL.”

Chandler Mueller

2018 Candidate for MEd Higher Education in Student Affairs, Salem State University

2017 NACA® M. Kevin Fahey Graduate Assistant Award Recipient

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#NACA18 Brings Diversity and Inclusion to Education and Entertainment; Unveils New Business Platform

The NACA® National Convention is always filled with possibilities for booking great entertainment (and saving money while doing it), for student leadership and professional development through educational programs, and for getting in on the act behind the scenes through volunteering. At #NACA18 in Boston, delegates were certainly not disappointed in any of the opportunities the Convention afforded them.

Inspiring delegates were newsmakers and leaders such as Keynote Speaker Leland Melvin, an NFL athlete and NASA astronaut; Hall of Fame Award recipient Andy Grammer; and Diversity Keynote Speaker Dr. M. Lee Pelton, a nationally and internationally known speaker and writer on the value of liberal education and the importance of leadership.

Diversity is always at the heart of the NACA® National Convention and 2018 was no different, as evidenced by the NBC StandUp for Diversity comedians and other showcase attractions, and the diversity of topics in educational sessions and other activities focusing on inclusion, including the A Peace of My Mind Display, designed to inspire community conversations about service to others, civic responsibility and social change.

A significant highlight of #NACA18 was the unveiling of NACA® 24/7, which gives college buyers the freedom to book entertainers, events and services anytime, anywhere. The new platform is designed to complement NACA's Block Booking to make it easier and more convenient to book events. (See Page C3.)

All this and more gave delegates much to experience, ponder and take back to their

campuses after their four days in Boston. In the next several pages, enjoy images from the 2018 National Convention. If you'd like to have copies of these and other photos by photographer Robert Levy, visit <https://goo.gl/fC6gWv>. Log in using the word boston18 (all lower case) as your password. There, you can see all the photos taken at the Convention and download your favorites:

1. Click on the day you want to view.
2. Click on the words SELECT PHOTOS on the upper right side of the page above the photos.
3. In the bottom of each image on the right side is a black circle; click on that circle and you will select the image you want.
4. Click on the word DOWNLOAD on the upper right side of the page.
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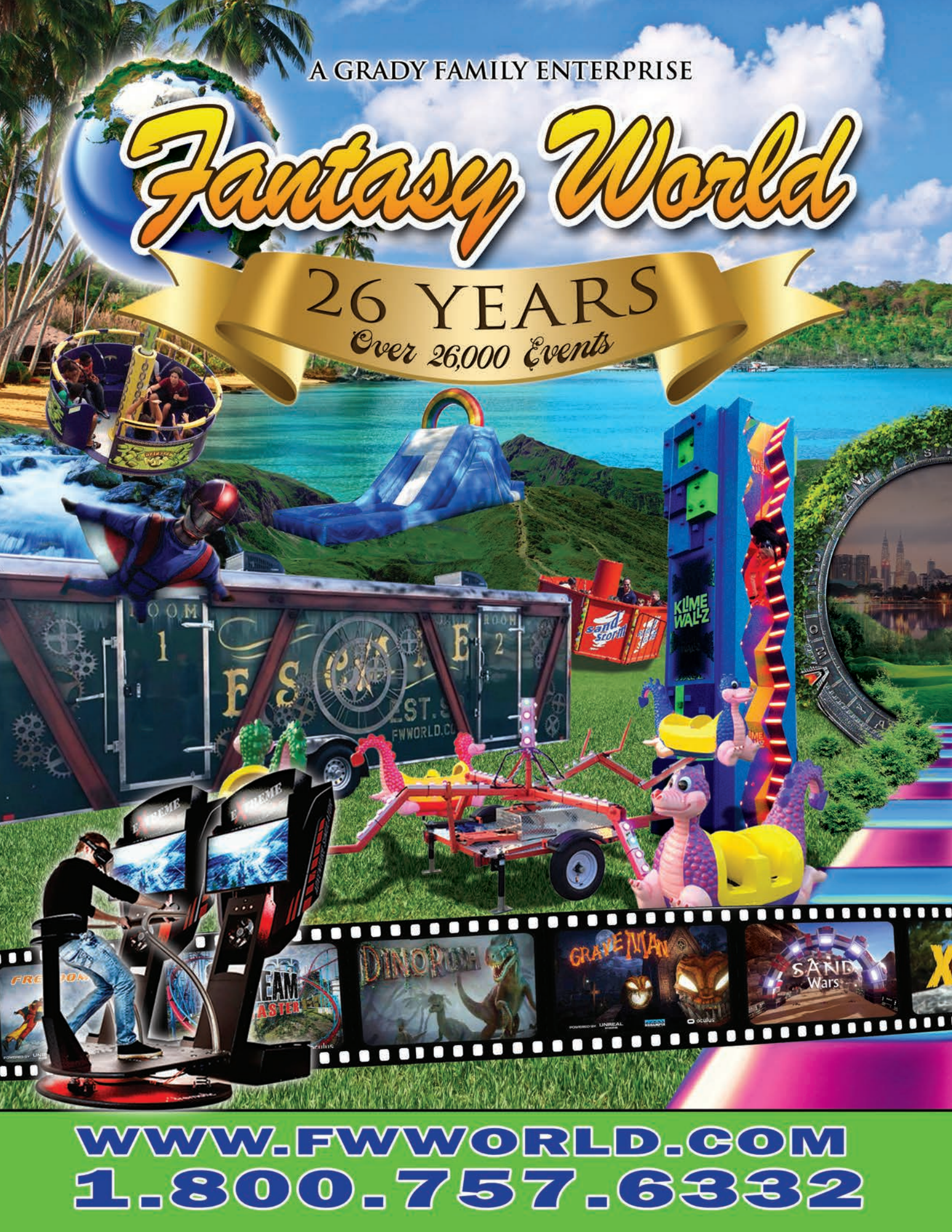
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Delegates learn to “think outside the blocks.”



Morning wellness sessions help delegates get the day off to a strong start.





The National Convention Program Committee blows off a little steam.



Incoming NACA® Leadership Fellows enjoy a lighter moment with Chair of the Board Dr. Lucy Croft.



Showcases offer a variety of talent for buyers to consider booking for their campuses.





This page: Featured speakers and other presenters bring higher education experience and expertise to #NACA18. Clockwise, from lower left: Pre-Convention Workshop presenter Vernon A. Wall; Diversity Keynote speaker Dr. M. Lee Pelton; and Professional Development Luncheon speaker Dr. Liza Talusan.

Opposite page, top: Keynote speaker NASA astronaut Leland Melvin

Opposite page, bottom: The A Piece of My Mind display inspires community communication.







Fundraising activities conducted during the 2018 NACA® National Convention generated more than \$4,000 for the NACA® Foundation. General donations, raffle tickets, car magnets and “Thank Your Mentor” buttons accounted for \$2,488 of the total, while the Foundation Trivia Tournament (left) netted the remaining portion.

Below, and on the opposite page: Getting down to business with Block Booking and in the Campus Activities Marketplace.





Inaugural Diversity Advisory Group Springs into Action



Ashford



Crust



Dawson



James



Jones



Lewis



Musnicki



Overall



Tyler



Randolph

NACA is excited to announce the highly anticipated launch of one of its newest volunteer groups – the Diversity Advisory Group (DAG), which has as its primary mission to provide direction to the Association on matters pertaining to diversity and inclusion. Its establishment brings to fruition the second of two recommendations from the Diversity and Inclusion Task Force established in 2016. The first of these, the “Competencies for Diversity and Inclusion” resource, launched in July and is available online at <https://goo.gl/hEohB9>.

“Now that the Diversity Advisory Group has been selected,” said **Stan Sweeney**, chair of the inaugural DAG team, “I look forward to working with a team of individuals committed to advancing diversity and inclusion within NACA. This is exciting work and something that is needed for the Association and its membership.”

Sweeney, director of the Highsmith Student Union & Student Activities at the University of North Carolina-Asheville, has a wealth of experience in student activities. Before serving at UNC-Asheville, he was assistant director of Reeve Union and Student Leadership & Involvement at the University of Wisconsin-Oshkosh, director of Student Engagement at Missouri Western State University, and associate director of Student Activities for Greek Affairs at Indiana University, among other positions.

He also brings a wealth of knowledge and expertise in the area of diversity and inclusion, as evidenced by his involvement in several initiatives, including overseeing union renovations with a major goal to highlight diversity and inclusion, creating a diversity and inclusion area to educate majority students and serve as a resource to underrepresented groups, serving on a student affairs diversity committee, hosting a black Greek leadership conference, and coordinating a diversity and leadership conference.

“Members selected to serve on the DAG collectively provide over 50 years of experience in NACA,” Sweeney said. “This group of individuals brings passion, depth, insight and perspective to support our association in its diversity and inclusion efforts.”

Diversity Advisory Group members include:

- **Shannon Ashford**, program manager of student diversity education, Wake Forest University (NC)
- **Allyson Crust**, assistant director of student involvement, Maryville University in St. Louis (MO)
- **Tonya Dawson**, assistant director of programming, Center for Student Involvement, University of Richmond
- **Courtney James**, assistant director of student involvement, DePaul University (IL)
- **Ron Jones**, executive director of Dialogues on Diversity (MA)
- **Dustin Lewis**, associate director of the Office of Student Involvement, Xavier University (OH)
- **Sundi Musnicki**, interim associate director of Student Activities, Involvement & Leadership, Eastern Washington University
- **Dexter Overall**, assistant director of programming, Center for Student Involvement, University of Richmond (VA)
- **Lerren Tyler**, student activities coordinator at Macalester College (MN)



Sweeney

LaShaundra Randolph, program coordinator at the Metropolitan Community Colleges of Kansas City (MO), will serve as the Board Liaison to DAG, and **Telesia Davis**, director of Education and Research, will serve as the NACA® Office Liaison.

MEMBER NEWS

Members Announce Nuptials

Assistant National Block Booking Coordinator **Jessica Searcy** of **Embry-Riddle Aeronautical University-Daytona Beach (FL)** married Sean Murphy in New Orleans, LA, on Sept. 3, 2017.



Searcy, Murphy

Assistant National Block Booking Coordinator **Nellie Hermanson** of the **University of Iowa** married Adam Link in Iowa City, IA, on March 17, 2018.



Hermanson, Link

Welcome New NACA® Members

NACA welcomes these new members for the period March 15 to April 11, 2018:

ASSOCIATE MEMBERS
REGIONAL GENERAL
 Infinite Music (GA)

REGIONAL SELF-REPRESENTED
OR SOLO ARTIST
 Aaron Hunnel - Press Play (WI)
 Analog Heart (MA)

EPOCH FAILURE (PA)
 Maximitou Enterprises (GA)
 Nature Nick's Animal Adventures (NY)
 Uncle Fats/San_Ton Entertainment (OH)

Do You Have News to Share?

Got a promotion? Won an award? Got married? Had a child? Tell us all about it! Contact Glenn Farr at glennf@naca.org with your latest news!

TAKE NOTE

NACA Professional Development Updates

EDUCATION SESSIONS

NACA is now accepting proposals for the 2018-19 conference season. Pay attention to the new deadlines! Submit a proposal at www.naca.org/EdSessions after reviewing the Education Advisory Group's 13 tips for a successful proposal.

13
TIPS FOR
SUCCESSFUL
EDUCATIONAL
SESSION
PROPOSALS

These suggestions might take more work on the front end, but they provide big positive outcomes. Your session will be more likely to be accepted, attended, and appreciated!

naca
National Career Assessment

Find in the side navigation options on the education session page.

South	June 28, 2018
Central	July 5, 2018
Mid Atlantic	July 12, 2018
Mid America	July 26, 2018
Northeast	August 2, 2018
West	August 9, 2018
Northern Plains	December 28, 2018
#NACA19	September 6, 2018

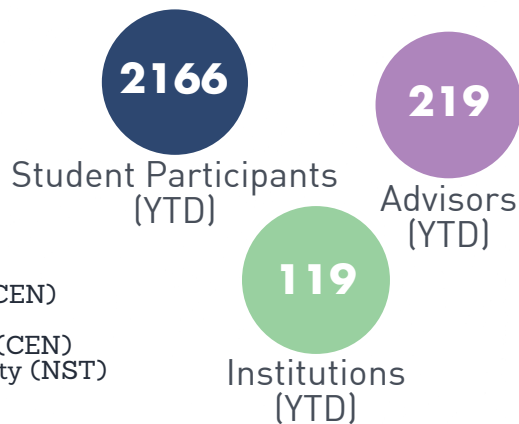
NACA® NEXT

NACA® NEXT is an evaluation tool for employability skills. Advisors can evaluate students AND students can evaluate themselves, after which they are provided with suggestions for mastering these skills through their involvement in campus activities.

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Baker University (CEN)
Texas A&M University at Galveston (CEN)
Southern Connecticut State University (NST)
University of St. Frances (MAM)



DON'T FORGET ABOUT ENCORE!

NACA's digital library is a great database of webinars, podcasts, articles, and member resources.

www.naca.org/ENCORE



MOST DOWNLOADED RESOURCE(S)

Rebel Events Board (REB) Retreat Outline [PDF Document]
Program Planning Basics [PowerPoint Presentation]



NACA® Institute Season Is Under Way: You Still Have Time to Engage in Outstanding Experiential Learning Opportunities This Summer!

NACA offers eight Institutes in 2018 that provide team building, effective training and inspiring programming ideas that will leave you highly motivated to build better programs on your campus in the coming year. Registration is open now, so visit our Institutes home page at <https://goo.gl/4GuB4B>, check out the Institutes menu and register for the one (or more) you plan to attend! Information on registration deadlines and fees are listed with each Institute.

Questions? Get in touch with the contact person listed on each individual Institute page.

Huge Leadership Weekend

Dates: May 31-June 3

*Location: John Newcombe
Tennis Ranch (TX)*

*Audience: Students, New and Seasoned
Professional Staff*

Huge Leadership Weekend facilitates student development and growth in a variety of areas that will assist students in enhancing their experience as leaders and offer new and seasoned professionals a dynamic environment fostering communication, discussion and cognitive enhancement on focused topics of interest. Student and professional tracks are offered.



Concert Management Institute

Dates: June 5-8

*Location: Vanderbilt University (TN)
Audience: Students and Advisors*

The Concert Management Institute gives students a practical understanding of managing big-budget productions. However, the skills students acquire can apply to any show, any size, at any institution. Advisors will have opportunities for roundtable discussions and conversations among peer groups regarding advisor challenges with respect to large-scale concerts.



Programming Board Institute

Dates: May 31-June 3

*Location: Xavier University (OH)
Audience: Students and Advisors*

The Programming Board Institute (PBI) is designed to enhance the essential skills college student programmers need to host events on their campuses. This hands-on, interactive Institute offers students the opportunity to develop those skills through large-group sessions, small-group discussions, and on-site event planning. One of the unique experiences PBI offers is that each participant will work with their designated small group to plan and execute an event from start to finish for the entire institute to enjoy.



Summer Leadership Event at Disney

Dates: June 10-13

*Location: Disney's Coronado
Springs Resort (FL)*

Audience: Students and Advisors

The Summer Leadership Event uses Disney Youth Education Series (YES) Programs in its leadership development curriculum for student leaders and professional staff. Among topics for students are leadership development and inclusive team environments, while advisors will focus on coaching students for their roles as peer supervisors and helping students connect leadership experiences with employability skills, and more.



Student Organizations Institute (sponsored by NACA & ACUI)

Dates: June 4-7

*Location: Furman University (SC)
Audience: Professional Staff*

The Student Organizations Institute offers new and seasoned professional advisors opportunities to network with peers while exploring best and promising practices, learn strategies for risk management, advisor development and student leadership development. In addition, participants will discover resources that make advising student organizations easier.

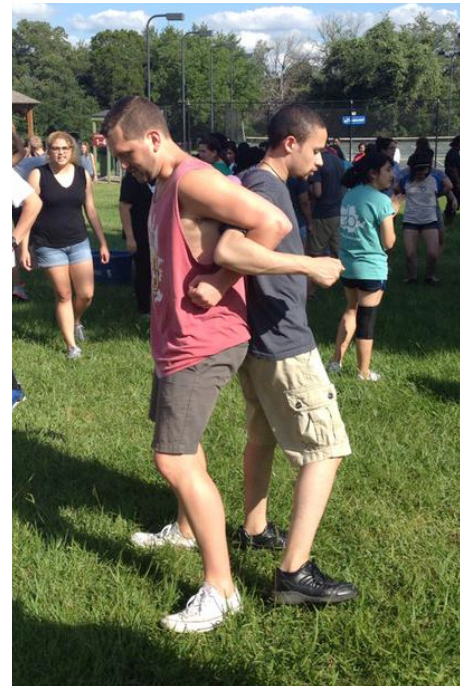


Student Government Institute-West

Dates: July 19-22

*Location: Fort Lewis College (CO)
Audience: Students and Advisors*

Using various current leadership development theories, this Institute's curriculum provides participants with strategies to best represent diverse groups of students and organizations. It offers a hands-on curriculum designed to focus on refining personal leadership skills, building professional experiences and defining the role of student government.



A past HLW training exercise

Student Government Institute-East

Dates: July 12-15

*Location: Xavier University (OH)
Audience: Students and Advisors*

This Institute assists student governments in the development of strong, effective student-driven leadership on campus and helps define the role of student governments as liaisons for students and organizations. An advisors track offers resources on networking, idea sharing and more.



National Leadership Symposium (Sponsored by NACA and NCLP)

Dates: July 16-19

*Location: University of Tampa (FL)
Audience: Professional Staff*

In its 28th year, the National Leadership Symposium (NLS) is an intensive, interactive and intimate opportunity to connect with noted scholars and practitioners around current topics in leadership. The 2018 theme, "Leadership and Democratic Engagement: The Role We Play and Messages We Send," is a critical, reflective and practical examination of the intersection of leadership education and democratic practice. Participants should come prepared to invest in the community we build, in the dialogue we have, and in supporting each other in critical self-reflection.





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Introducing **NACA® Near Me**—a convenient, affordable way to expand your network and knowledge. We're looking for campus connectors who are interested in engaging practitioners in networking, idea sharing, and professional development. Up to seven applicants will be selected this year to receive a \$750 grant to host NACA® Near Me event on their campus.

Hosting an NACA® Near Me event is your chance to design a one-day experience for professionals from neighboring schools (within a three-hour driving radius) to help them navigate topics relevant to campus activities. For more information and to submit an application for a fall, spring or summer event, go to naca.org. **Application deadline is June 15, 2018.**

Questions? Contact Telesia Davis at NACA at 803-732-6222.



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 (<https://goo.gl/WJyXZg>)! It's easy, takes only a few minutes and we won't have to pester you later when we need your bio, headshot or other information.

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



Update Your NACA® Profile Today!

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



Advertise in the NACA® Spotlight Electronic Newsletter

Would you like the opportunity to reach your core customers through the NACA® Spotlight electronic newsletter? If you have questions or are interested in learning more about how to feature your company in this weekly electronic publication, produced in partnership with MultiView, contact **Grant Connell**, Director of MultiBrief Advertising, at salesinquiries@multiview.com or call **469-420-2629** and request a media kit.

Upcoming Foundation Scholarship Deadlines

Each year, the NACA® Foundation awards 32 scholarships and six research grants to assist undergraduate students, graduate students, professional staff and associate members in pursuing educational interests and career development. The deadline to apply for the following scholarships is June 30:

- **Barry Drake Professional Scholarship** (open to national associate members)
- **NACA® Graduate Scholarships** (NACA® South, Mid Atlantic, Central, Northeast, and Mid America)
- **NACA® Northern Plains Regional Student Leadership Scholarship** (NACA® Northern Plains)
- **Alan Davis Scholarship** (all regions)

Find more information online at naca.org/FOUNDATION/Pages/Scholarships.aspx.

Questions? Contact **Kayla Brennan** at kaylab@naca.org.

Luce receives Delaney/McDermott award

Joshua Luce, director of Student Involvement and Leadership at **Sarah Lawrence College (NY)**, has received the Michelle Delaney/Maureen McDermott Staff Programmer Award, presented by NACA® Northeast to a staff member at an institution in the region who has served in the campus activities field for more than four years and who demonstrates long-term professional potential.

Before assuming his current position, Luce was assistant director at Sarah Lawrence. He has been involved with NACA since 2005, when he was an undergraduate, and has held a number of regional positions, working with conference logistics, student projects, diversity initiatives and more. He is currently the Northeast's Regional Conference Program Committee Chair.

"I am incredibly grateful to have received the Michelle Delaney/Maureen McDermott Staff Programmer Award this year," Luce said. "The funds that accompany the award will allow me to participate more fully in professional organizations I am a part of and supplement the limited professional development funds my institution is able to provide."



Looking for Some NACA® Swag?

Maybe an NACA® mug for your early-morning/late-night caffeine boost, a sweatshirt to lounge around in, or even a new shirt for your furry friend? The NACA® Foundation store has it all! Check it out at www.cafepress.com/NACAFoundation for items bearing your favorite NACA® logos. The best part? You'll be providing funds for the Foundation's scholarships and research grants that help shape the future of campus activities!



“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 (<https://www.naca.org/ENCORE/Pages/Default.aspx>) – make your knowledge and experience available to other NACA® members all year long. While you're there, find our webinars ready to watch on demand! ENCORE is a members-only benefit, so log in at naca.org, click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video by clicking the highlighted links or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan at kaylab@naca.org.



NACA's Regional Structure and Upcoming Events

2018 Regional Conferences

NACA® Northern Plains

April 5-8
St. Paul, MN

NACA® South

Sept. 27-30
Atlanta, GA

NACA® Central

Oct. 4-7
Arlington, TX

NACA® Mid Atlantic

Oct. 11-14
Buffalo, NY

NACA® Mid America

Oct. 25-28
Grand Rapids, MI

NACA® Northeast

Nov. 1-4
Hartford, CT

NACA® West

Nov. 8-11
Ontario, CA

2019 Regional Conferences

NACA® Northern Plains

March 28-31
St. Paul, MN

NACA® South

Sept. 26-29
Chattanooga, TN

NACA® Central

Oct. 3-6
Arlington, TX

NACA® Mid Atlantic

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

NACA® Mid America

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

NACA® Northeast

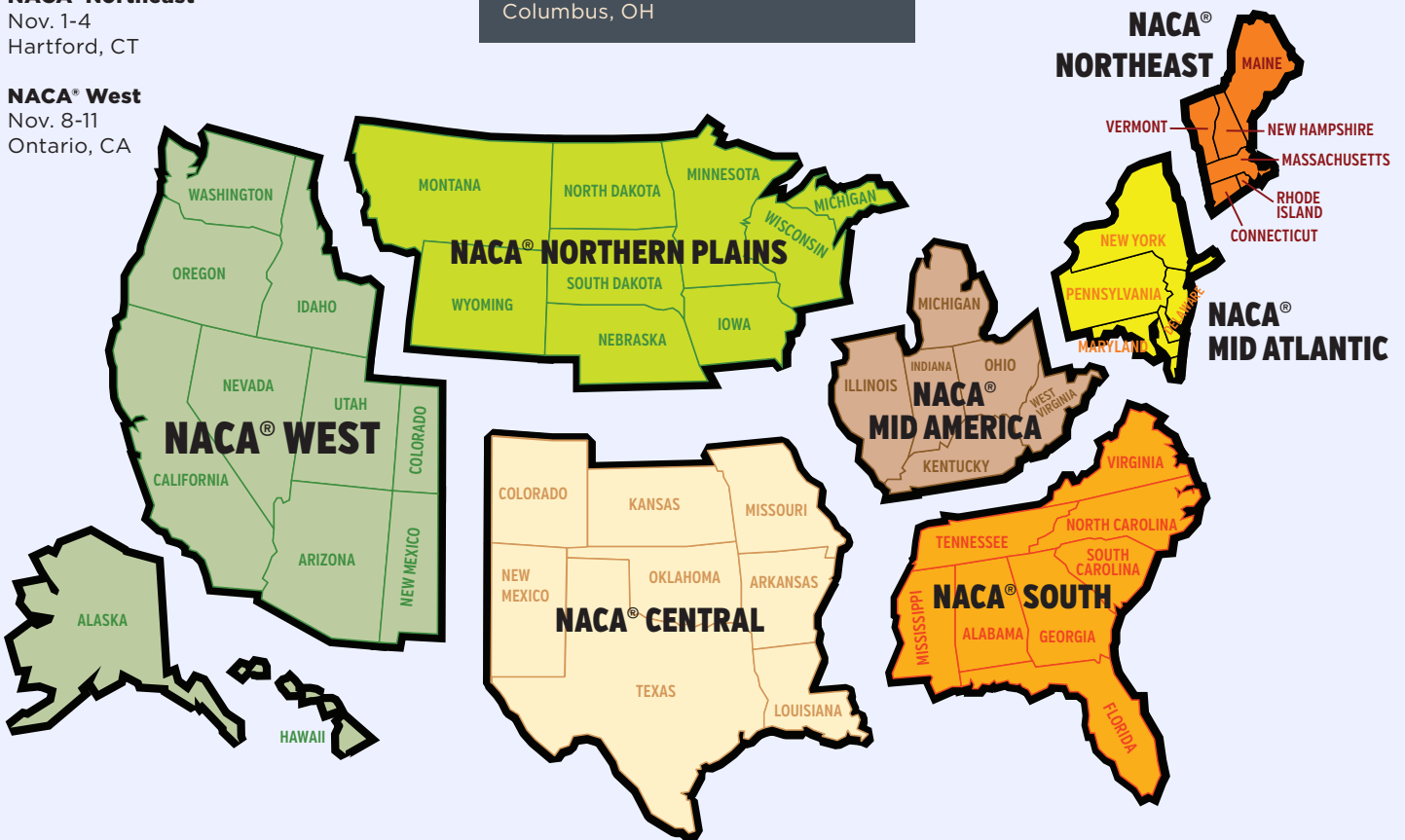
Nov. 7-11
Connecticut Convention Center
Hartford, CT

NACA® West

Nov. 15-17
Ontario, CA

2019 NACA® National Convention

Feb. 16-20
Columbus, OH



Associates—Got a Tale to Tell?

Then write for **Curtain Call**. If you're a performing artist or agent who's experienced something on the road that's bizarre, amusing or touching, tell us about it. Send us your story (no more than 900 words and must not directly promote your act or agency) and we'll consider it for publication. Questions? Contact Glenn Farr at glennf@naca.org.



10 QUESTIONS WITH ...

Zachary N. Clark

Director of Student Activities and Assessment
Indiana University of Pennsylvania



1 Leadership/management book you are currently reading?

I'm enamored with "Off-Centered Leadership: The Dogfish Head Guide to Motivation, Collaboration, and Smart Growth" by Sam Calagione, founder and president of Dogfish Head Craft Brewery in Milton, DE. I'm a huge craft beer nerd, and I love the key mantra he shares: collaboration. We can learn much from the craft beer movement and its environment of working together (both internally at individual companies and externally in the profession), which creates a culture of impactful communication, trust and alignment with values.

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

While comedy might do well at most schools, IUP students have never really supported a campus comedy series – until this year, when STATIC (our campus programming board) did their homework and sold out two comedy events. Last fall, we welcomed "America's Got Talent's" Drew Lynch and this spring, we welcomed "Broad City's" Ilana Glazer. Both were amazing and the crowds had a blast.

3 Favorite campus program in your entire career and why?

I have two. In April 2011, we hosted IUP SexFest, an evening of educational and culturally enriching activities centered around sex featuring an hour-long keynote by acclaimed sex educator Sue Johanson from Oxygen's "Talk Sex with Sue Johanson." That was her very last public appearance before retiring. The second is our annual STATIC Cookout, our large end-of-the-year campus carnival and cookout that's held on the last Sunday in April. Thousands from the IUP campus community attend, representing our student body's unity.

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

- My favorite pen, which writes beautifully and is weighted perfectly.
- Framed photos of my mom and my partner, Karen. It's always reassuring to have their smiling faces nearby.
- My Dunkin' Donuts iced coffee cup, since most of my blood is made up of medium dark roast iced coffees with caramel swirl, black, less ice.

5 Best teaching tool for your students?

Experience. The experiential learning offered to student programming board leaders by way of brainstorming, planning, promoting, managing and evaluating events is the best pedagogical tool I can provide them. This is pre-professional work to help them fine-tune "soft skills" (communication, listening, conflict resolution, decision-making, teamwork and collaboration), develop a repertoire of experiences and résumé-builders, and create networks across the music and entertainment industries.

6 Technology that most benefits you at work?

GroupMe is invaluable to our executive board members, and our use of mobile-friendly surveying options, especially those available on Qualtrics, IUP's official survey tool, is generating better-than-ever data.

7 Most challenging aspect of your job?

Achieving work-life balance. Across higher education, budgets are slimmer and organizational charts have been trimmed to save on salaries and benefits. Where there were once four jobs, now there is one. This hinders our ability to disconnect at the end of the day, or limit the number of 16-hour days in a week.

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

Self-care is very much neglected, but at the end of the day, turn off your phone and silence your email notifications. Those messages will be there in the morning. On a Saturday you actually have off, spend time with friends or loved ones. Put some physical and mental distance between you and your campus. Do whatever it takes to ensure your physical, mental and emotional health.

9 Best programming advice you've ever received?

A former supervisor and mentor (who retired after 35 years) once quipped it's sometimes "A-OK" to let your programming board fail at something so they can know how failure made them feel. When I share this with other student affairs educators, they're often shocked. But, in that failure, they learn much about real life and how the world actually operates. They learn new skills quickly, build stronger team relationships, and think more quickly on their feet in the future.

10 Something unique about your programming board?

STATIC appears to be pretty typical, but there are some really cool, unique qualities about it when compared to other programming boards. It's relatively young, formed by combining two pre-existing boards, The Entertainment Network (TEN) and Black Emphasis Committee (BEC), in May 2016. This allowed us to form a new group from scratch, keeping what worked and discarding what didn't from the previous boards. STATIC allows us to remain nimble in an ever-evolving campus activities market. It's very operationally centered, devoting resources to fine-tuning its operations. Artists, vendors and agencies often compliment us on events that run as fine-tuned machines. Finally, STATIC enjoys a high level of respect and autonomy from the university without undue oversight given its strong track record of high-quality, well-managed 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.

CURTAIN CALL

The Twilight League— A Summer Camp Tradition



IT WAS MY FIRST DAY OF SLEEP-AWAY SUMMER CAMP and I was nine years old. I did not know anyone and I was nervous, excited and anxious, experiencing all the emotions that can run through a new camper's mind. I was embarking on a seven-week journey of sleeping in a cabin with a bunch of other boys, all strangers!

Many of the campers had been there before, so they greeted each other by name, sharing big handshakes and high-fives. I stood and stared. It seemed everyone else already had friends. As I watched, I realized they not only knew each other's names, they also knew the names of buildings and landmarks around camp. They all knew where to go when a counselor said, "Let's all meet in five minutes at Croggle's Bench." These places were unknown to me. There were other mysterious places, too – "Crow's Point," "Heron's Castle" and "Slug Hill." I was lost.

In the whirlwind of that first day, I somehow made it to a place where everyone in camp was eating. They called this place "The Barn." I ate at a table with a group of counselors and campers who all talked a million miles a minute. I was trying to make sense of all of the new words and names I heard and the new faces I saw. One of the things I kept hearing about was "The Twilight League." What could that be?

As that first meal came to a close, a tall grown-up guy with a mustache walked to the middle of the barn and stuck his two index fingers in his mouth. He proceeded to whistle the loudest attention-grabbing whistle I had ever heard. Everyone stopped chattering. Then the mustache-whistler said a bunch of things about this and that. Campers and counselors clapped and cheered. He then mentioned The Twilight League and the whole room erupted in a chaotic hurricane of exuberant noises. Campers beat on the tables, counselors yelled "woohoo" and some even stood up and danced a little jig. Of course, I cheered too, even though I had no idea why I was cheering!

Many years later, I understand why there was such excitement about The Twilight League. It was an old camp tradition, an all-camp, all-inclusive, mixed-age, designed-for-fun softball league. The games were held after dinner and every camper was on a counselor-coached funny-named team. Some examples of the funny names over the years included "The Lettuce Heads," "Bizarre Gardening Accident," "Bad Robot" and "The Floundering Sewage People." Just imagine the counselor skits that accompanied these names.

On my first nine-year-old night of camp, the teams

were announced and the counselors did their skits. The coaches of each team read aloud the names of their new players and my name was read by a counselor dressed as an alien! I was going to play for "The Space Invaders." I was on a team. I was part of something. It felt good. I loved being on The Space Invaders and have loved being involved with many more teams over the years.

Today, I am the program director at the same summer camp where I was once the "new kid." We continue to replicate The Twilight League experience year after year. A big goal of this league is to make sure every camper has fun, is included as a batter and as a field player, and that, at any age and skill level, they know they're an important member of their team. This is the league tradition.

Even today, I witness 15-year-old campers exemplifying the all-inclusive win-or-lose sportsmanship as they teach younger campers that sometimes you strike out and sometimes you get on base. They teach each other to cheer for the successes of the players on the other teams and to console our cabin mates when their team loses a big game. When I was nine years old, I was learning valuable life skills by participating in an institutional tradition.

One of the best things about The Twilight League tradition is that it supports the mission of the summer camp and its founders. When we do things year after year, we call them "traditions" and it's these traditions that help influence our summer camp and also our school cultures. In the case of The Twilight League, we continually remind every camper and counselor that we're all important to the whole.

What are some of the traditional events on your campus? Do they help support your school's mission? Do they add to the success and well being of your students? How do your events add to the positivity of your campus culture? Are there some traditions you should rethink and reconsider? Just because something has been done year after year does not make it a "good" thing. When considering the age-old events on your campus, always ask yourself and your student coordinators a couple questions:

- Is this helping or hurting our students?
- Is this "tradition" elevating our campus? How can we make it better?

Be sure to always strive for great outcomes from your campus traditions and continue the positive inclusive legacy of your own Twilight Leagues.

JASON LeVASSEUR lives in Nashville, TN, and is one of the most awarded music performers in campus entertainment. He's also a keynote speaker, workshop facilitator, summer camp counselor, husband, father, and the creator of "The Rock Star Project." Visit 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*® (<https://issuu.com/naca>) in which performers or agents who are members of NACA share anecdotes that help illuminate their perspectives and experiences in the college market. Entertainers and agencies wishing to submit a prospective column should contact Editor Glenn Farr at glennf@naca.org.



THINK OUTSIDE THE



Doing Business. Your way.

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

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

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

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

And much more!

NACA® 24/7 makes doing business easier and faster than ever before.

To learn more about NACA® 24/7 visit NACA.org/NACA247.

Think outside the box. Go beyond the blocks.





NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

13 Harbison Way
Columbia, SC 29212
naca.org

A graphic advertisement for Rent-A-Fence. The background is a chain-link fence with green ivy leaves climbing over it. The sky is blue with white clouds. In the center, a white rectangular sign with a water droplet texture contains the following text:

NATIONAL
RENT-A-FENCE®
800-352-5675
rentnational.com

Two monarch butterflies are also visible: one on the right side of the sign and one at the bottom left corner of the sign.