Vol. 48 / No. 7 **MARCH 2016**

CAMPUS ACTIVITIES Programming®

THE OFFICIAL MAGAZINE OF THE NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

HEAR THE STORY YOUR DATA TELLS

Using ALL of Your Assessment Data

Creating a Multi-Year Assessment Cycle

SAFETY FIRST

Comprehensive Crowd Management

Identifying and Managing Risks

Accessibility for All

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National Association for Campus Activities

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THE OFFICIAL MAGAZINE OF THE NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

EDITOR'S PAGE

The Story Is in the Numbers

By **Glenn Farr**
@EditorGlennNACA

I RECENTLY TOOK POSSESSION OF A CAR my late father bought only four months before his declining health forced him to stop driving. I am grateful to have the car, but I admit I wasn't quite prepared for the levels of technology installed in it – tech I can't imagine my father ever wanted or learned how to use. It was quite a change for me since I had driven my previous car for 14 years, a car that was nice enough in its day, but was a dinosaur, technologically speaking.

As I became acquainted with the car, I learned about its satellite connection and the fact that, if I chose, it could have its own phone number. Let that sink in if you're not already familiar with such things. More than that, I can start and stop the engine, lock and unlock the doors, sound the horn and request a real-time diagnostic on the car's functions (fuel remaining in the tank, available driving range, tire pressure, and oil life) all through my smartphone. And to cap it off, I get a monthly email giving me a cumulative diagnostic on the car. If I were wont to say such things, I would go, "Squeeeee!!!" (But I won't.)

The car's tech I find most useful, however, involves aspects that are both old school and new. Between the speedometer and tachometer is a small rectangular screen offering a number of real-time readouts, most importantly, actual miles per gallon as I drive (new tech, for me, at least). And there is the cruise control (old school, since a form of it was first used as early as 1900). I use these two features to constantly monitor my driving in hopes of squeezing every mile possible out of each gallon of gasoline the car's tiny engine sips. And to do this, even in city driving, I frequently employ the cruise control. It's remarkable to see the mpg rise when the cruise control is doing its job and how precipitously it falls should I floor the accelerator.

As much fun as it is to play with my car's gizmo's, my point is this vehicle is constantly sharing data with me – and that data is already influencing how I drive, how much money I ultimately spend (or save) on fuel, and how well I maintain the car and, thereby, extend its operating life.

Data is nothing new to professionals and students involved in campus activities. Assessment efforts have long been in play in campus programs, even if they are sometimes viewed as tedious tasks. The thing is, they don't have to be. As several of our writers in this issue point out, there can be fascinating stories told by the numbers yielded by your assessment efforts. Read what they have to say and find inspiration to pursue your own assessments and learn even more about what's going on with your programs. The story really is in the numbers.

And, if you have a car that talks back to you, listen.

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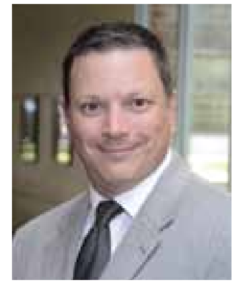
FROM THE EXECUTIVE DIRECTOR

So … How Are We Doing with That?

By **Toby Cummings**
@toby_cummings



"SO, HOW ARE WE DOING WITH THAT?" This is the closing line my pastor uses on certain Sundays when he is dealing with a particularly tough and, at times, sensitive subject in the sermon. To get the full weight of it, you really have to be in the seat that morning and experience the minutes leading up to that line. He hasn't used it very often in the past two years I have attended. But when he does, and then simply walks away from the stage, you spend the next moments in serious self-assessment.

Some of the articles in this month's issue connect directly to that heavy line, "So how are we doing with that?" Have we assessed the program or event to see if we achieved the desired outcome? Have we used data to determine what changes may need to be made as opposed to just spit-balling ideas and hoping for the best? Many times, organizations skip this important aspect of quality management and confuse motion with progress..

At times, NACA has also been one of those organizations. But this year, a talented group of volunteer leaders on the Education Advisory Group (EAG) have finalized the new NACA® Comprehensive Program Review process for all of NACA's programs and events. To date, we have run just two programs through this trial process, but I'm confident in the recommendations and direction produced by the reports.

However, assessment doesn't have to be as complex as an entire comprehensive review. In fact, NACA has also borrowed a tool used by our US military for almost all of their missions or sorties. We have implemented a simple after-action review (AAR) type assessment in the NACA® Office to help us capture three key aspects of what has just concluded. The AAR is a timed exercise focusing first on what went well, second on what didn't go well, and finally on what we learned that would improve the next similar event. The entire process takes no more than 45 minutes and produces a tangible document that can be reviewed during future planning processes.

As NACA® Executive Director, I get ample time in flight to various conferences, both NACA- and Higher Education-related. While the advent of in-flight Wi-Fi has made this time much more productive in recent years, I often take this time to think through the "what if's" of an organization with our real estate, full-time employees, diverse programs, participants and thousands of volunteers and student delegates. Ultimately, the "what ifs" boil down to one simple word, also the name of a famous Parker Brothers board game – Risk!

Trust me, in today's litigious society, no matter how well you plan or back up insurance policies with umbrellas, you assume some degree of risk. The lesson that is apparent in this month's issue, as well as in life, is how we manage that risk. We can and should take calculated steps to ask the "what if" questions and plan in advance for worst-case scenarios. While this is never the fun part of programing or leadership, it is necessary. The NACA® Office is concluding our on-site emergency action plans for natural disaster or tragedy and will soon be practicing what we have implemented to be assured we are properly prepared and managing the risks I consider while on those numerus flights. I hope you find the information on risk shared here by your peers of great value.

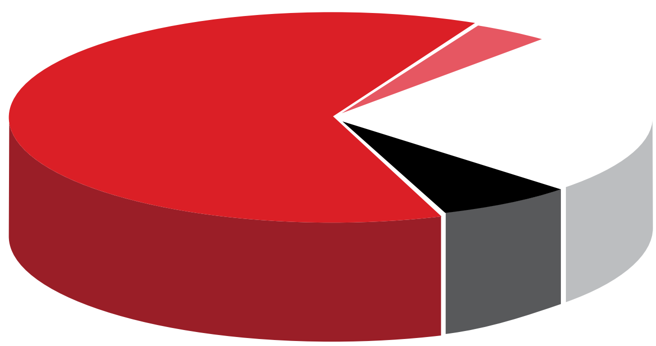
By the time this reaches you, we will have wrapped the 2016 NACA® National Convention in Louisville, KY. We will have laughed and danced, elected new board members and officers to lead NACA, booked the perfect act to engage our campuses at family weekend, celebrated our past volunteer leaders and award winners, and raised money for the NACA® Foundation. HOPEFULLY, you have taken time to complete Convention and ed session evaluations. Those evaluations are a critical part of our assessment to make NACA® Conventions better for you, the members and end users. Each and every ed session had an eval in the NACA® All Access app. And, I am certain we sent a post-Convention evaluation to your email.

So … how are we doing with that?

Got Data: Must Share

By
KATHRYN KUCZAJ and **VERONICA RIEPE**
University of Nebraska-Lincoln

As programmers and practitioners in student affairs, we are often tasked with solving various types of puzzles. One recently trending puzzle pertains to assessment. What to assess, whom to assess, and what methods to use are just a few of the pieces. While there are many articles available about these topics, the puzzle piece that is often forgotten is what to do with the data once we have it.



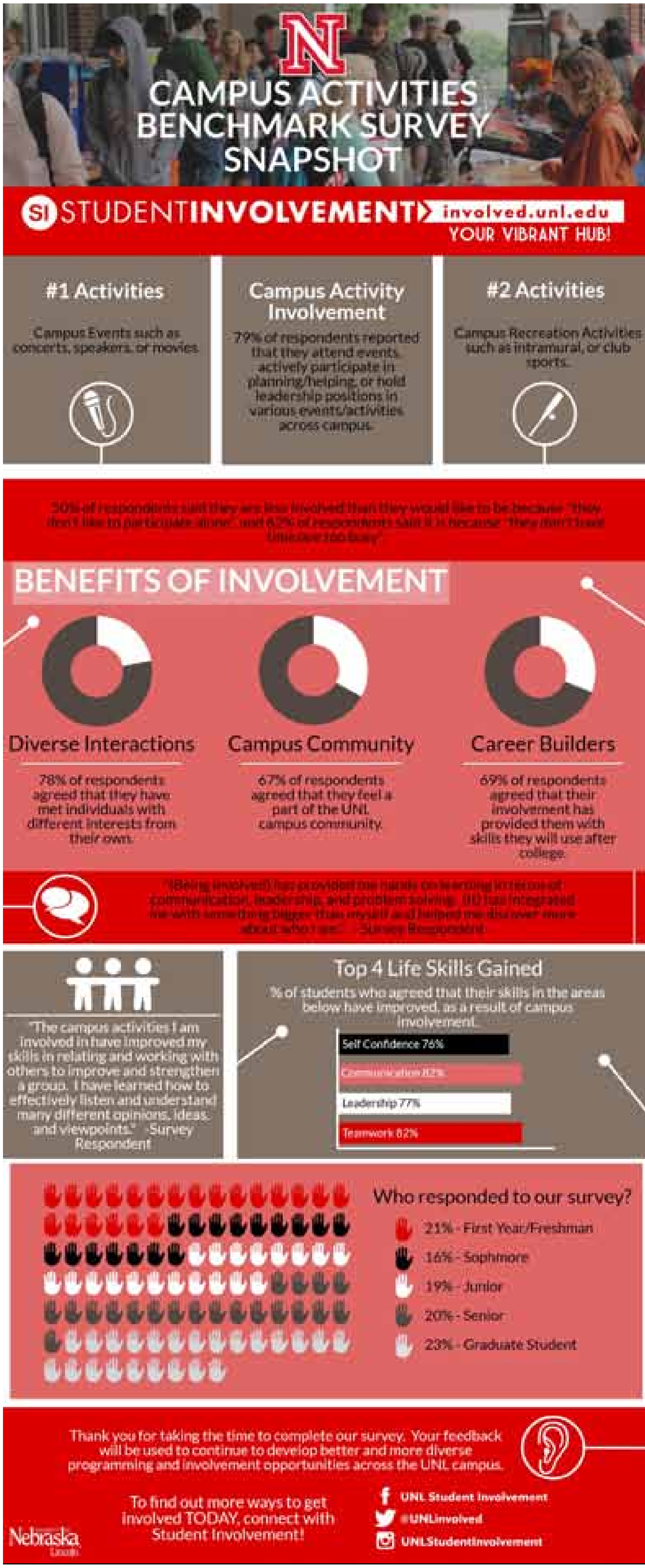
THE CLASSIC ASSESSMENT CYCLE tells us to close the loop by revising our practices or implementing changes based on our data, but what are we doing beyond that? How are we sharing our data, our stories, and our value? Sharing why it all matters is an important, yet often overlooked, final piece of assessment.

Why share?

Sharing our assessment data and information to both internal and external constituents is one of the guiding principles for effective assessment practice. By following this simple principle, we create opportunities to dive deeper into our own assessment processes by utilizing data or information we already have, engage more stakeholders in our assessment practices, and become more transparent with our results, good or bad. These principles encourage us to tell our story by providing evidence so that others can see the value in what we do and come to understand why we do it (Baker, Jankowski, Provezis & Kinzie, 2012).

There has been a shift with regard to assessment. It is no longer sufficient for student affairs divisions to just have an assessment plan. There must also be evidence of how we are using the results from our assessments to improve learning and the student experience. This can often lead to an increase in assessment efforts by departments, and constant new technological advances in higher education make it much more convenient to deliver these evaluations. This influx of assessments may cause assessment fatigue and/or survey apathy among our students and others in our campus community, who are the main culprits when it comes to low response and survey completion rates. By sharing data we already have and by being willing to ask for data, we can eliminate redundant questions and surveys while still obtaining the information we seek (Adams & Umbach, 2012).

Maintaining a culture of evidence can be challenging without the support of our constituents and stakeholders. Being service oriented, as most student affairs departments are, having supportive stakeholders at all levels who buy into and value our mission is crucial. By engaging and involving



our partners and stakeholders, we see a new level of investment and support in the assessment process, results, and the entirety of the work that we do. Sharing our data with numerous partners in diverse formats demonstrates that we are listening to our students and campus community, that we value their feedback, and that we care about their learning and experiences. This transparency also creates expectations and a level of accountability that we will follow through with our planned changes and improvements.

With whom do we share it, and how?

In beginning our efforts to share our data, we have found success in developing different strategies for different constituents across campus. We realize that certain data might be impactful information to one group, but may be of no interest to another. Not all constituents are going to react to data in the same way. Some populations love hard numbers and text, while others understand visual data representation more easily. It is crucial to share data in a way that is inclusive and will allow the group you are sharing it with to engage. Here are a few strategies demonstrating with whom we are sharing our data and how we are trying it on our campus:

Students

When considering what to share with students, we incorporate data and information we think they would find relevant or interesting. We share updates about programs or procedures we have changed because of their responses. For example, according to our most recent Campus Activities Survey, students reported that one of the top factors for why they don't participate in programs and events is because they do not like to participate alone. We were able to share this information in a few ways. One was simply relaying this information to the student respondents to show they are not alone in that thought. Another was by sharing with student leaders, like residence assistants or student organization leaders, so they could encourage their residents or group to attend events as a unit.

We also try to incorporate results that go against students' perceptions of college norms. For example, we might share a statistic about frequency of alcohol usage to first-year students to help break the stereotype of the college campus climate regarding alcohol that is regularly portrayed in the movies.

When sharing data with students, we create visually appealing and engaging pieces that usually

At left is a "Survey Snapshot" used to share assessment data with students.

include more graphics, tables and charts than text. One method we have started for our larger assessments is creating infographics based on results and responses, and then sending that infographic to the students who participated in the assessment. We call them "Survey Snapshots," and they include data ranging from benefits of attending the event to rankings of different aspects, to the demographic breakdown of the event. We also include respondents' quotes that we pull from the open-ended questions within the survey. Sending the "Survey Snapshots" helps us thank students for participating in our assessments, and gives them a glimpse of other students' feedback about the event.

The "Survey Snapshots" are then formatted to fit on our website and distributed throughout our social media outlets so other students and the campus community can also see our results. The students are the voice and heart of the campus, and our hope is that by sharing this information and data with them in a user-friendly way, our story will continue to spread.

Campus Connections

After holding several focus groups with campus colleagues and partners, we discovered that people were very interested in our programs and services and what we were learning about students. Unfortunately, they were having a hard time finding the data easily. They were eager to help us spread the word about the benefits of being involved on campus, but just did not have the hard facts readily available to share with students with whom they came in contact on a daily basis.

From these discussions, we developed a strategy of sending our data to them through an electronic newsletter format. The newsletter became a blend of upcoming programs and events and the data evidence to back up why we were hosting those programs in the first place. We are able to share data related to students' needs and motivations/disincentives for participating, but also data pertaining to learning or programmatic outcomes we developed for various educational and social programs.

Currently, we send a monthly electronic newsletter we call "In the Loop" to academic advisors that includes a calendar of events and upcoming programs. We also include data we have collected from a number of assessments we think academic advisors would find valuable and useful. For example, we shared a data point from our Campus Activities Survey that showed only 60% of student respondents know where to go on campus to get involved with campus activities. So, along with that data point, we included contact and location information for all our offices. That way, academic advisors would know that this is an issue with students, and have resources readily available to share with those who are looking to get involved.

The electronic newsletter format allows us to send a variety of information to campus partners. It allows the individual to read the content relevant to them and their discipline when they have time and can utilize it.

Not all departments want our assessment data in an electronic newsletter format, though. Some want the data to help guide their own work. Our colleagues who develop and deliver the Parents Association monthly newsletter often use our assessment data, as statistics about the benefits of students being engaged and transferrable job skills their students are gaining are things in which any parent or guardian would be interested. We think by sharing our data with parents and guardians we are creating a win-win. They are learning about our department and are able to share that knowledge with their student.

Our colleagues who develop and deliver the Parents Association monthly newsletter often use our assessment data, as statistics about the benefits of students being engaged and transferrable job skills their students are gaining are things in which any parent or guardian would be interested. We think by sharing our data with parents and guardians we are creating a win-win.

We have also been able to help our Alumni Association colleagues with relevant data regarding the correlation between engagement and academic success, which can then get into the hands of alumni, prospective students and others.

Those who have "assessment" in their job title are not always in a position to take direct action to make change happen. By sharing our data with our campus colleagues, we hope it is being used to make a bigger impact for our students and the campus community than we could have done on our own.

Administrators

We are fortunate on our campus to have resources and support when it comes to assessment. Our division houses an assessment committee that includes representatives from each of the departments under Student Affairs. This group is a great avenue for us to share assessment ideas and data across the division, but also for contributing to the total impact of Student Affairs. As a committee, we collect data to create an annual report, which encompasses successes from around the division, as well as divisional strategic plan objectives that each department is working on to help Student Affairs meet. It is delivered in a formal report, with print and digital copies, so it can be shared with administrators, alumni or potential donors.

When sharing data with our administrators, we relay information relating to specific objectives within the divisional and institutional strategic plans to show, with evidence, how we are each contributing to the larger picture. For example, one of our divisional objectives is to see an increase in students who actively participate or hold leadership positions in activities.

We were able to provide evidence from our recent Campus Activities Survey to show that there has been an increase in this area from the last time the survey was administered in 2011.

Finding the right balance of sharing quantitative and qualitative data is important, especially for larger institutions where students may feel like just a number. Our administrators expect quantitative data, but our committee did not want the diversity and individualization of our students to be forgotten, and the valuable qualitative data to be lost in the shuffle. Therefore, the report included personal testimonies from a diverse group of students across campus to show the value and impact of our programs and services from the students' perspectives. By sharing an annual assessment report with our administrators, we help them to be aware of what we are accomplishing and where we are going, and encourage them to assist us in telling the Student Affairs story.

Opportunities of Creativity, Collaboration and Growth

Developing strategies for sharing data can create opportunities of creativity, collaboration and growth for any department or program. As higher education comes under more scrutiny in various political and public forums, the time is now to share our data, and tell the story of our programs and services. While we have seen success with our strategies, we know there are many other ways that data can be shared throughout an institution. We look forward to developing new ideas and strategies, and to hearing about where institutions have found success.

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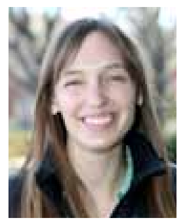
About the Authors



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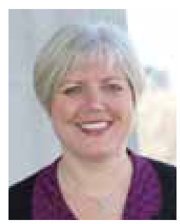


Veronica Riepe is Director of Student Involvement at the **University of Nebraska-Lincoln**. She previously served as Director of the Rogalski Center & Student Activities at St. Ambrose University (IA), after working in residence life at Emporia State University (KS) and student services at William Penn University (IA). Riepe was active in NACA in the 1990s, serving in several capacities for the former Upper Midwest Region. Her most recent NACA® involvement included writing an article for the October 2013 issue of *Campus Activities Programming*®.

Program Assessment Tools for the Everyday Programmer

By
ALEXANDRIA GURLEY, MA
Quincy University (IL)

Was your event what you intended it to be? Take advantage of a few assessment tools and you should be able to better answer that.

Planning events can be a very challenging, yet enjoyable and rewarding job. On one hand, you have free range to be as creative and innovative as you like. On the other, there is a certain level of inconsistency that will always need to be factored into events (whether this be the number of people in attendance, the weather, sickness, or any other set of unknowns). To assess the success of any event, one of the initial tasks is to determine what student learning outcomes (SLO) are and what individual event goals and objectives are.

Program assessment can include a number of factors, but first, I'd like to distinguish between types and categories of events. Most can easily fit into one of three categories:

- **Small Scale:** These are events with attendance of up to 150. Venues for small-scale events can be conference rooms, classrooms, smaller lecture halls, or other performance spaces. Examples of small-scale events are discussion groups, film screenings, workshops, speakers or lectures.
- **Large Scale:** These are events that range in attendance from 151 to 500-plus. Venues for large-scale events can be arenas, stadiums, gyms, large lecture halls, or other large performance spaces. Examples of large-scale events are major concerts, speakers or well-noted performers.
- **Sliding Scale:** These are events where, more often than not, attendance cannot be accurately tracked. Venues for sliding-scale events can be outdoor lawns, fields, parks, or open lounge areas. Examples of sliding-scale events are welcome picnics, open houses, organization fairs, or outdoor festivals.

Additionally, events are more than likely either annual (long-standing events) or pop-up events (one-time events). If you're considering a pop-up event, it should be thoroughly assessed to determine if there is a possibility for it to turn into an annual event. If the event is a long-standing one, it should be assessed to determine where and how it might be improved upon for the following year.

Assessment is conducted either directly or indirectly. Direct assessment techniques are conducted and transmitted in person and results are achieved almost instantly. Direct assessments include:

1. **Evaluations/Surveys:** Evaluations are surveys with a given set of questions regarding the event for attendees to complete during or immediately after the event to gather their opinions. Evaluations are a great tool to use because results are immediate and people are more prone to be honest because evaluations rely on anonymity and there is no fear of consequences for those completing them.
2. **Exams:** Post-program exams or questionnaires are a given set of questions to test attendees' knowledge of critical information transmitted during the event. Attendees will most likely be hesitant to take an exam, so it might be wise to call it by another name, like "trivia" or "crossword," or to offer a chance for a prize for its proper submission.
3. **Post Q&A/Discussion:** With proper time management, a question-and-answer portion can be factored into the overall time of the event. This can be a simple, on-the-spot discussion with two or three questions to gauge where people are:
   - How did you find out about this event?
   - On a scale of one to 10, how did you enjoy the event?
   - Would you recommend this event to anyone else?

More often than not, once people leave an event, they will forget the comments/critiques they would have made when they were there.

Indirect assessment techniques are conducted in person and/or through some form of technology, and yield results over a period of time following the conclusion of the event, anywhere from one week to one year out. Indirect assessments include:

1. **SWOT Analysis:** A Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis is done by an executive team or planning committee members in which they sit together to brainstorm what went well, what could be improved, and what factors are out of human control.
2. **Focus Groups:** These are roundtable sessions of five to 10 students that are conducted sometime after the event.

Focus groups are informal and are meant to be done in a casual climate.

3. **Data Analysis:** Statistical data is normally conducted on a year-by-year basis. These are initiatives pursued campus-wide and serve to shift the focus of overall student learning outcome goals based on whether or not they've been fulfilled.
4. **Performance/Practical Application:** When a student can actively demonstrate the goals of a program have been realized over time, success has been achieved.
5. **Journals/Learning Logs:** Weekly journals tabling progression from the onset of a program to the conclusion of a program are a good tactic to determine a student's acquisition of knowledge and development of critical analysis.
6. **Observations:** Informal observations of students are a beneficial tool outside of and along with formal assessment techniques. Things to look for are behaviors outside of the student's normal routine, a student's general interest in the program of your office, and/or a sudden desire for a positon of leadership.

One of the key things to remember in program assessment is that attendance is a very small factor in comparison to all other measuring components. Having 500 students attend an event but not really be "present" is the same, theoretically speaking, as having 50 students actually not present at an event. The roads taken are different, but they lead to the same outcome. Try not to be discouraged if an event does not turn out as you hoped. Focus. Redirect your energy. Revisit your original expectations. You will find that your program was probably 10 times more successful than you ever thought it to be.

About the Author

Alexandria Gurley is the Assistant Director of Campus Events and Coordinator of Multicultural Programs at **Quincy University (IL)**. She previously worked as a Student Development Assistant at Tarrant County College (TX) and as a Graduate Assistant for Claremont Graduate University (CA). Her previous work also included serving as Assistant Branch Director for the Boys and Girls Clubs of Greater Fort Worth. She holds a Bachelor's degree in African American Studies from the University of California, Irvine and a master's degree in Cultural Studies from Claremont Graduate University.

SAMPLE EVENT/PROGRAM SURVEY

Name of Event ______________________________

Name of Presenter ___________________________

1. How did you hear about this event?

☐ Social Media
☐ E-newsletter
☐ QU-Announce
☐ Flyers/Posters
☐ Word of mouth
☐ Other (please specify)

Please evaluate each statement according to the following scale:
1: Strongly Disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree
6. Not Applicable

The Presenter(s)
_____ Was/were knowledgeable about the subject.
_____ Was/were well prepared.
_____ Was/were engaging and interesting.
_____ Encouraged participation/discussion.

The Session
_____ Helped me learn to acquire/interpret information.
_____ Had a clearly defined purpose.
_____ Provided useful/helpful ideas.
_____ Increased my understanding of topic(s) discussed.
_____ Format was appropriate to the subject.
_____ Visual aids enhanced the session.
_____ Topic(s) should be presented on again.

2. How would you rate the event overall?

☐ Excellent
☐ Good
☐ Average
☐ Poor
☐ Very poor

3. What did you like most about the event?

4. Was there anything about the event you think could have been done better?

Using ALL of Your Assessment Data

By
REBECCA GOLDSTEIN, University of South Carolina,
and
KATIE MILLER, Purdue University (IN)

With some of the strategies shared here, data that has gone unused or underutilized can help organizations better understand their students and events in order to make data-driven decisions.

ASSESSMENT HAS BECOME A BUZZWORD IN HIGHER EDUCATION, and can mean many different things. Using Suskie's (2009) definition, assessment is the systematic process of determining what students should learn, providing multiple opportunities to learn it, finding ways to determine if the students have learned it, collecting data regarding students' learning, and making changes for the future based on data related to what students did and did not learn.

This definition can be modified for programming organizations to say assessment is a systematic process of determining the purpose of the program, deciding what a successful program would look like, finding a method to measure success, collecting data, and using data to guide decisions for the future. Organizations that successfully complete all parts of this cycle are better able to make decisions and prepare for the future by analyzing all of their data.

However, many organizations struggle with how to complete an entire assessment cycle, especially when it comes to analyzing all the data they collected. Data is collected for many reasons. Sometimes organizations collect it to know the number of people who attended an event. Other times, organizations use surveys, focus groups or comment cards to gain feedback. The true tragedy is when data is collected and never touched again.

The good news is that learning to use your data is not as hard as it seems. We will discuss ways for organizations to use survey data, card swipe data, and qualitative data to make more informed decisions.

Survey Data

Many organizations choose to distribute surveys after their events. These surveys can be accomplished using paper and pencil or via an online provider such as Google Forms, Survey Monkey, Qualtrics, or Campus Labs. There are many types of survey questions – scaled *(strongly disagree to strongly agree)*, multiple answer *(check all that apply)* demographic *(questions about the participant such as age, gender, etc.)* and open ended *(please share any additional comments)*. Surveys give rich data in the answers to questions they contain. However, with a little extra time, surveys can be mined for more information.

The Crosstab:

A crosstab summarizes the answers to a survey question with reference to another variable, such as a demographic. To do this, place the answers to a scaled question across the top of a grid, and the demographics down the vertical side. Then, fill in the middle with the number of people who fit both criteria. Alternatively, PivotTables in Microsoft Excel can be very helpful for creating these tables by putting one variable in the "rows" category and one variable in the "columns" category.

An example of a crosstab regarding engagement for a Cougar Comedy Club event is shown on the next page. The crosstab shows that while 20 students strongly agreed that the program was hilarious, 15 male students said this, while only five female students felt similarly. This data gives the club insight into trends at the event, and helps them make better decisions to include all demographics.

Cougar Comedy Club was hilarious.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Male	15	10	2	1
Female	5	10	10	9
Total	20	20	12	10

Lumping Students' Opinions:

When telling the assessment story, another useful technique is lumping data together to make it easier for readers to quickly understand. For instance, lumping the following Cougar Comedy Club data would be beneficial.

Cougar Comedy Club was worth my time.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Students	32	20	5	5

The data clearly has two distinct groups of students who attended the program; those who thought the program was worth their time, and those who did not. When summarizing data, make it as easy as possible for readers to digest. Combining, or lumping, the number of students who said strongly agree/agree or strongly disagree/disagree aids in the reader's understanding of the data.

Lumping is beneficial in summaries and reports because it gives the readers what they want to know in a quick and effective manner. Additionally, lumping helps to eliminate some of the subjectivity associated with scaled answers. In this example, with the data lumped together, it becomes clear that 52 students agreed with the statement, while 10 did not. That's a lot easier for a student, parent or fellow administrator to understand!

Cougar Comedy Club was worth my time		
	Strongly Agree/Agree	Strongly Disagree / Disagree
Students	52	10

Longitudinal Questions:

If a program occurs multiple times throughout a year, longitudinal questions are beneficial to see change over time. Longitudinal questions require asking the same exact question at each event, and graphing the results on a time axis. This allows the organization to see how different weeks have different results.

For example, each week the Cougar Comedy Club asks, "How likely are you to come to another event?" The results are shown on the following graph. As a team or board, a guided reflection can help students quantify how they are doing over time. These graphs can be made in Microsoft Excel, but can also be plotted on a whiteboard. Either way, with longitudinal data, make sure the organization sees the results in a timely manner so you can then make inferences for future programs.

Card Swipe

Many organizations choose to have students swipe their student IDs when entering an event as an easy way to count attendance. The data from the swipes often includes more than the student's presence at the event; it may include the student's gender, major, age, address, academic classification or other demographic variables. Additionally, the dataset often includes the timestamp of the student's entrance at the event. This data can be graphed and charted to show trends in the type of student attending. However, there is much more that can be done with the data.

Looking at Customers:

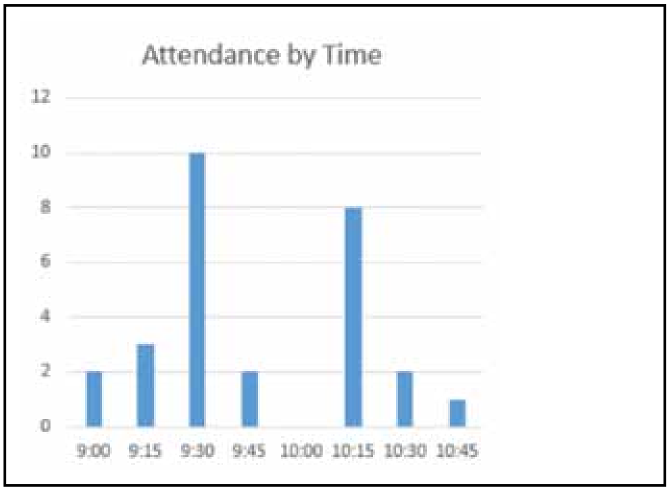
Card swipe data can show the number of times students have attended an event series throughout a semester. For example, let's look at the students who attend Bagels and Fables, a weekly diversity program that tries to dispel myths regarding different identity groups. Once duplicate data is sorted using a PivotTable, a core group of 20 students who have attended seven or more events emerges, as well as a semi-core group of 48 students who have attended three or more events.

These groups of students are showing a high level of engagement in the programming topics. Hosting a focus group with these students would be an efficient use of time, since the students are invested in the programming and have multiple experiences to draw upon. Additionally, these students might be looking for more opportunities to get involved and could be interested in leadership positions within the organization.

Using the same PivotTable, Bagels and Fables can also look at the 75 students who attended only one event during the semester. Hosting a focus group with these students or sending them a specialized survey would be a simple way to gather feedback on the program. The results may show weaknesses those closest to the organization may not see.

Using Timestamps:

When students swipe in, the day and time (down to the second) is recorded. This timestamp can be used to help event organizers understand when students show up. By using the "mround" function in Excel, times can be rounded to the nearest quarter hour, half hour or hour. Even though Bagels and Fables events last from 9-11 am, most students come around 9:30 am or 10:15 am. The data indicates that for future events, the speaker should start at 9:45 am, so that the maximum number of students can be in attendance. Another way to optimize attendance would be to start at 9:30 am, since that is when most students arrive.



Comparing to the Target Population:

With a little bit of math and research, card swipe data can be used to compare who shows up at events versus the makeup of the university. This is most often done with demographic variables such as gender or academic classification. For instance, a Bagels and Fables event in October had 28 students attend. If the university is 50% male and 50% female, but the students at the program are 22% male and 78% female, then this event was not representative of the university as a whole. To achieve their goal of educating all students, Bagels and Fables may want to reach out to male participants in new ways to be more inclusive.

Qualitative Data

Qualitative data is typically known as the realm of "warm fuzzies" and is crucial in "telling the story" of a program. "The power of stories comes primarily from three elements: the emotional content, themes conveying larger truths, and powerful images" (Woosley and Moderson, 2013). Qualitative data offers the opportunity for organizations to share students' feedback in their own words, adding emotional content and powerful images to the reader's mind.

Qualitative data includes any non-numeric data, such as focus groups, open-ended survey questions, and other forms of feedback. Qualitative data is useful when the reader is able to quickly and easily digest the key takeaways. If done correctly, qualitative data will add personality and spark to the report, keeping the reader engaged. Qualitative data also poses a challenge because it is hard pin down into actionable steps. Luckily, there are some solutions.

Mixing Quotes with Pictures:

Adding in qualitative data to marketing, both on social media and in print, can be highly effective in sharing past programming results. For example, when hosting a Bacon, Eggs and Better Grades event, students are going to be much more inclined to attend if they see a visual of bacon on the marketing materials. However, the quote from a former student also helps sell the event!

Quotes can also be used in conjunction with graphs to help illustrate why students may "strongly agree" that they learned a lot from Bacon, Eggs and Better Grades. If a student says, "Through this program, I learned three concrete ways to manage my time a bit better and I know I need to write things down in one place, prioritize, and get enough sleep to actually function," then it is evident this student acquired very useful information. This student's quote could also be used in future online posts and advertising materials.

Keyword Search:

If working with a great deal of qualitative data – say from an open-ended survey question – it is helpful to type up all of the data and look for common words using a "find" search or conditional formatting. To choose the words to search, look to the learning objectives or goals of what the organization hoped students would gain from the experience. Searching for the main words from those learning objectives would be an indicator of the program's effectiveness.

For a Bacon, Eggs and Better Grades event, words to search for might include "time management," "learned," "study skills" or "planner." Additionally, counting positive words such as "great," "awesome," "fantastic," "I liked … ," or negative words such as "bad," "OK," "I didn't … " can help quantify students' feelings.

Online software programs can help manage qualitative data. Programs like Wordle or Tagxedo generate word clouds, which visually show the most common words in an appealing way. More common words are shown in larger fonts, while less common words are shown in smaller fonts. Using the example of a Bacon, Eggs and Better Grades Tagxedo word cloud, it is evident that bacon was the students' biggest takeaway, followed by the study skills and time management.

Numerous Ways to Showcase Successes and Challenges

There are numerous ways to use survey, card swipe, and qualitative data to showcase the successes and challenges of events and plan for the future. It's all about knowing the tricks and dedicating the time to the assessment process. With some of the strategies outlined here, data that has gone unused or underutilized can help organizations better understand their students and events in order to make data-driven decisions. Programming is important, but sharing the results and impact of programs is just as crucial to best support students and for the longevity of an organization.

Now, go experiment with your data! It's been waiting!

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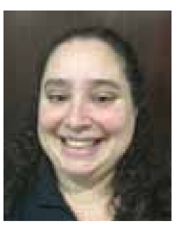
About the Authors



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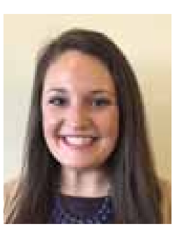

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FEAR NOT...YOU CAN EXCEL!

Throughout the adjacent article, different Microsoft Excel techniques are mentioned. For your convenience, the techniques are summarized below. (It is important to note that Microsoft 2010 for PCs was used for these examples.)

Conditional Formatting

Conditional formatting is helpful in manipulating data to differentiate variables based on the information needed. For instance, to find duplicate values, first select the correct range of data. Then go to the "conditional formatting" tab under the "home" menu. Select "highlight cell rules" and "duplicate values." A notification box will pop up to confirm the formatting for the duplicate data. Once confirmed, the duplicates will be displayed, with the formatting selected, throughout the spreadsheet.

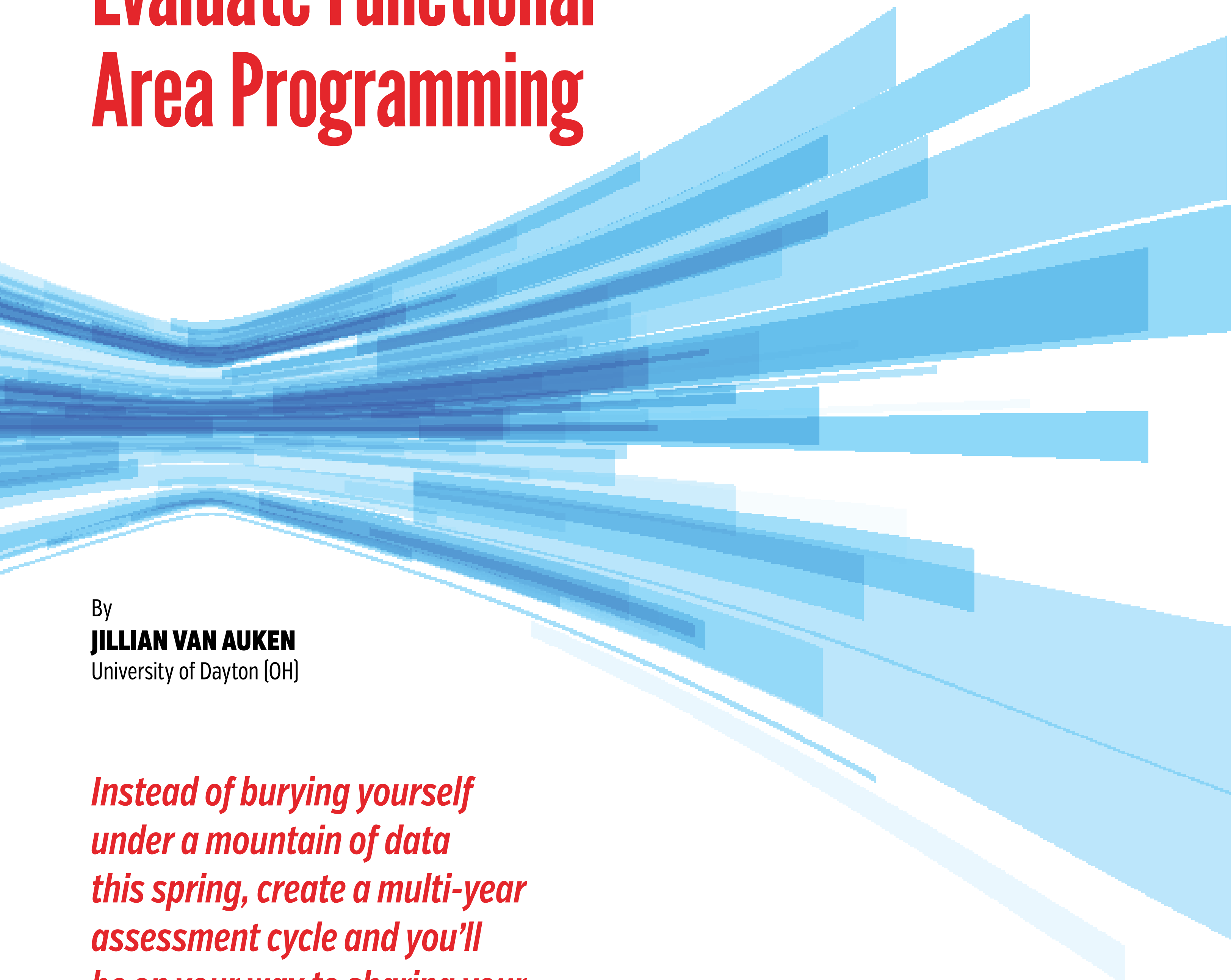
The conditional formatting technique can also perform keyword searches, dates before or after, money above or below and other numeric functions.

PivotTables

PivotTables are powerful tools that combine and sort data based on selected variables. To insert a PivotTable, select "PivotTable" under the "insert" tab. A "create PivotTable" notification box will pop up asking for a data range. If the data range is correct, select "OK." A new Excel sheet will automatically be created with all of the variables included in the "PivotTable field list" on the right hand side of the Excel sheet.

Much like conditional formatting, PivotTables can also find duplicates within a spreadsheet. If searching for the number of duplicate students, simply drag the "students" field to the "row labels" and "Σalues." The Σalue should say "count" to ensure that the number of students is not summed or averaged. The data will automatically populate into the PivotTable and will indicate the number of times the students' names appear in the data table selected.

Creating a Multi-Year Assessment Cycle to Evaluate Functional Area Programming



By
JILLIAN VAN AUKEN
University of Dayton (OH)

Instead of burying yourself under a mountain of data this spring, create a multi-year assessment cycle and you'll be on your way to sharing your assessment story stress-free.

AS A STUDENT AFFAIRS PROFESSIONAL working in student activities, I have the pleasure of overseeing the development of programs and activities that contribute to the student experience on a college campus. The learning that takes place outside the classroom complements a student's academic course work and positively impacts the student's overall development. Students learn transferrable skills that they take with them as they graduate and start their first professional positions. This invaluable knowledge assists students in achieving their goals, navigating the world around them and balancing the increasing demands on their time. This knowledge includes, but is not limited to, time management, leadership development, communication skills, relationship building and interpersonal skills.

Demonstrating the importance of the knowledge students attain outside of the classroom has become a necessary part of my work, as I am asked to provide evidence for the continued need for social, educational and entertainment opportunities for students. To accomplish this, I find myself tasked with the ever-growing challenge of assessing the impact of the numerous programs and services provided as a part of student activities, while simultaneously making improvements to those programs. A few years ago, I found myself buried under a mountain of data, spending countless hours writing assessment reports, wondering if I would ever complete all of them.

In an effort to reduce the number of those assessment reports, my supervisor and I created an assessment cycle to rotate the programs and services evaluated each year over the course of a four-year period. The cycle we created assisted us in planning the evaluation of programs, activities and leadership development opportunities, and helped us focus our energy on a few programs and services each year instead of trying to complete an assessment report for each of the programs and services under our advisement. Creating an assessment cycle provided us a way to reasonably manage the evaluation of our programs, while ensuring each program and service under our advisement was sustainable and received the proper amount of attention.

Use a Systematic Approach

Creating an assessment cycle can assist you in organizing your data and developing an action plan for prioritizing the data you report each year. By grouping the data you're collecting into umbrella categories and choosing one program or service per category to focus on, you can provide a snapshot of the learning that is taking place through your departmental programs and services without getting overwhelmed by the number of reports you're required to complete. Developing an assessment cycle reduces the number of programs and services evaluated each year and provides a systematic approach to assessing the reach and impact of your department on the student experience.

An assessment cycle categorizes similar programs and services into groups that meet a particular departmental goal. By grouping the programs and services housed within your department into categories, you can demonstrate how your department is reaching your outlined goals each year through the evaluation of a couple programs and services, instead evaluating every program and service each year. As a result, you can invest more time and energy into the improvement and growth of specific programs and services, instead of making small changes to all of your programs at one time. In addition, rotating the programs and services that you evaluate annually ensures that all programs and services are regularly assessed over the course of a specified cycle. The number of programs and services under your portfolio will determine the number of years it will take to complete a full assessment cycle.

Understand Your Assessment Needs

Before creating an assessment cycle, it is essential to understand your assessment needs and the role assessment currently plays in reaching your department goals. Understanding your assessment needs starts with asking yourself a few easy questions:

1. How do you currently use the assessment data you're collecting?
2. How would you like to use it in the future?
3. What type of data do you need to tell your story?

Answering these questions can provide you insight into how to prioritize and categorize your data. My supervisor and I were tasked with demonstrating the reach of our programs by quantifying the number of students from diverse student populations that attended our programs, providing evidence of the learning taking place at the activities provided to students through qualitative data and understanding the programming needs of the campus community.

To accomplish this task, we started by breaking down our data down into the following categories:

1. Student leadership development,
2. Advisor development,
3. Large-scale programming, and
4. Involvement in student organizations.

Each of the above categories included four to five programs or opportunities under our advisement. We based the categories on the information we were asked to report to the university and the data we were required to provide to ask for increased resources to continue the development of the opportunities afforded to students. The information we collected contributed to two main university assessment reports:

1. The Division of Student Affairs Annual Report, and
2. The Assessment of Learning in Student Affairs.

We also used the data we collected to demonstrate the need for increased resources in our annual budget proposals. In addition, the categories aligned with the overarching outcomes of our area and the strategic priorities of the Division of Student Affairs and the university. The department outcomes included:

1. Providing leadership development opportunities to students through the organizations we advised (program board, peer leadership consultants, homecoming committee and the spring carnival committee),
2. Providing workshops to student organization advisors to equip them with the knowledge and skills needed to be effective advisors,
3. Implementing large-scale programming to contribute to the development of a positive campus culture, and
4. Demonstrating the learning that is taking place in student organizations.

Identifying our assessment needs and understanding how our needs aligned with our department goals, the priorities of the Division of Student Affairs and the university served as a great foundation for the development of our assessment cycle.

Create Your Cycle

Once you understand your own assessment needs, it's time to create your assessment cycle. The key to accomplishing this is making the data work for you. As discussed above, the first step is developing the categories you will use in your assessment cycle based on your needs and the goals of your department. If your categories are aligned with your needs and goals, it will be easy to use the data to make improvements to your programs and demonstrate the participant learning taking place as a result of your programs.

Next, determine the number of programs you want to include in each category and the length of the cycle. To ensure your cycle is effective and manageable, it should include no more than five categories with four to five programs in each category. The number of programs in each category will determine how many years it will take for you to complete one full assessment cycle. For example, if there are five programs in each category, it will take five years to complete a full cycle.

Also, consider the size (i.e. the number of participant responses and the number of questions included in the assessment) and type (quantitative vs. qualitative) of your assessment. Assessments that include qualitative responses or a combination of qualitative and quantitative responses take longer to analyze and decode than assessments with only quantitative data. Taking this into consideration when selecting the programs to evaluate in each year of your assessment cycle will provide balance to your cycle and reduce the amount of time spent on assessment reports each year.

Consider the Scope

A third thing to consider is the scope of the assessments you're grouping together in each year of the cycle. If the focus of all the assessments in year one of your cycle is programs, services and opportunities afforded to students involved in student organizations, you'll get an in-depth look into the impact that involvement in a student organization has on the student experience, but you can provide evidence only for the learning that took place as a result of one type of experience instead of providing a snapshot of the learning taking place across all of your programs.

However, if you mix up the types of programs you're selecting from each category, the information you're reporting will be well-rounded and will provide a better snapshot of the learning taking place each year.

Once you understand your assessment needs, create the categories for and determine the size of your cycle, you are well on your way to improving your practice and reducing the amount of time spent on assessment.

Update Your Cycle as Needed

Creating your own cycle will help you navigate the ever-changing practice of assessment. The categories you select for your assessment cycle will provide you a great foundation for organizing data and routinely evaluating programs and services. You can adapt and revise your cycle as needed to add new programs or services, or as your assessment needs change. It is important to keep your assessment cycle up to date to reflect changes in programs and services, or as your approach to evaluating programs changes. Adapting your cycle to reflect changes in programming will ensure that you continue to provide an accurate representation of the learning that is taking place as a result of the opportunities afforded to students through your department. Updating your assessment cycle will also ensure you maintain a manageable amount of data to analyze and include in your annual assessment reports.

The Key Ingredient

Assessment is the key ingredient to the successful planning, promotion and implementation of programming on a college campus. Regularly evaluating the effectiveness and impact of the programs and services afforded to students assists student activities professionals in improving their practice and in demonstrating the value of co-curricular opportunities in the university environment. Creating an assessment cycle can help student activities professionals in accomplishing this task in a few easy steps. By organizing your data, understanding your needs and aligning your practice with the priorities of the division and university, you will save time and increase the effectiveness of your reporting.

In addition, if you're strategic about your approach to data collection and take the time to categorize the programs under your advisement, you will balance your assessment load and simplify your process. So instead of burying yourself under a mountain of data this spring, create a multi-year assessment cycle and you'll be on your way to sharing your assessment story stress-free. By managing the assessment of your programs, you can strengthen your practice and consistently provide evidence for the importance of learning outside of the classroom.

About the Author

Jillian Van Auken is Assistant Director for Student Life at the **University of Dayton (OH)**. She previously served as Coordinator for Student Activities at Indiana University Purdue University Indianapolis, where she was named Advisor of the Year for 2010-2011 and 2013-2014. While pursuing a master's degree at Miami University (OH), she was named Outstanding Graduate Advisor for 2009-2010. Active in NACA, she has presented educational sessions and has written multiple articles for *Campus Activities Programming*®. She most recently served as a 2015 NACA® Mid America Graduate Intern Mentor. She also holds a bachelor's degree in education from Otterbein University (OH).

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SAFETY FIRST

Developing a Comprehensive Crowd Management Plan

By RATON REMICKIE
Florida Atlantic University

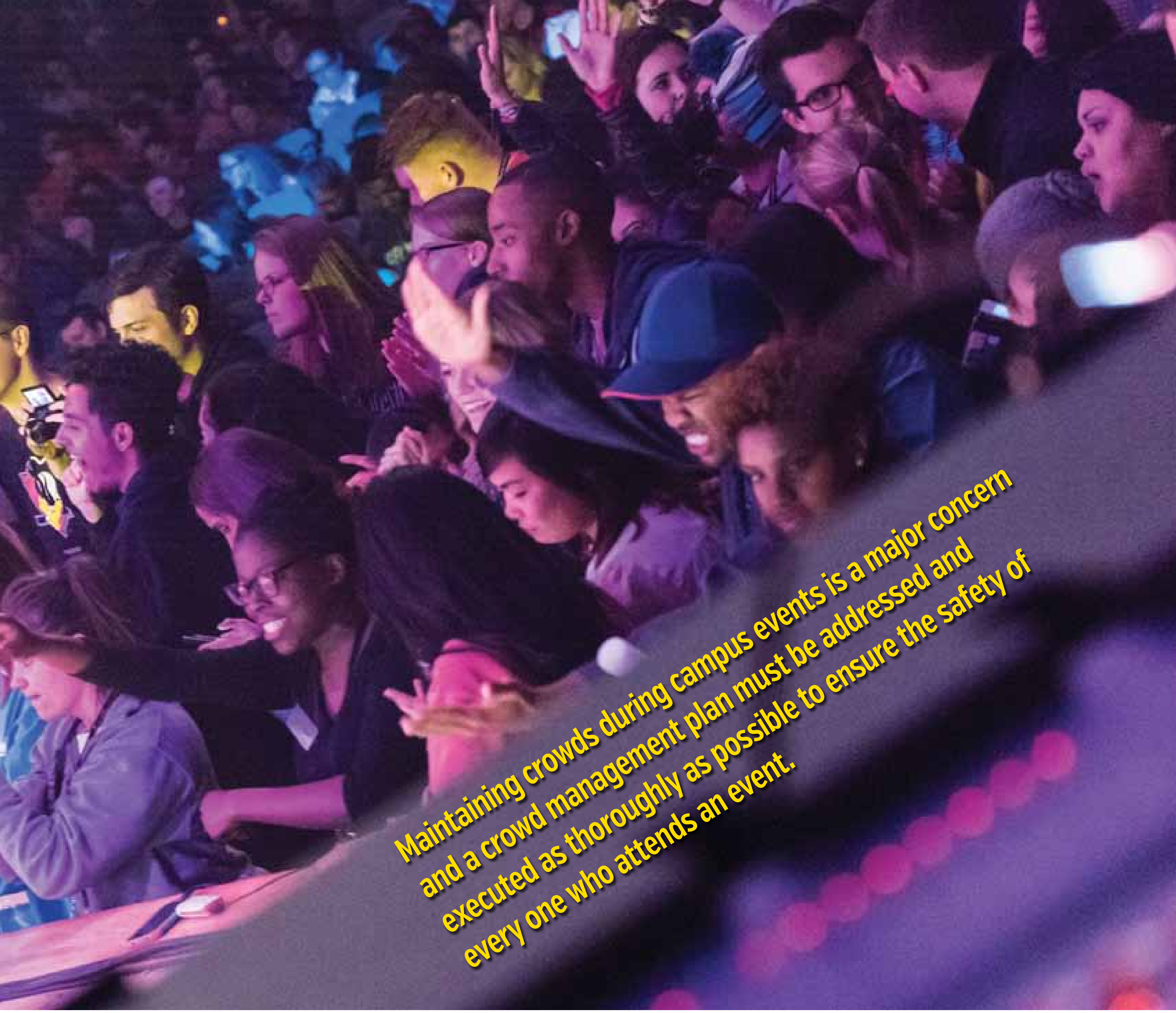
CAMPUS SAFETY CONTINUES TO BE A MAJOR CONCERN for administrators, faculty and staff. Student activities programmers are charged with ensuring that students are safe at social events they sponsor on campus. Given the large number of events on college campuses, it is important that student programmers be aware of how they can minimize the risk associated with offering large campus events.

Risk management is defined as "the practice of identifying potential risks in advance, analyzing them and taking precautionary steps to reduce/curb the risk" (The Economic Times, 2015, para. 1). When planning an event, especially one that will likely attract large crowds, it is imperative that campus programmers consider and minimize risks. I'd like to share with campus activities programmers a checklist of things to include in your comprehensive crowd management plans.

Comprehensive Crowd Management Plan Components

What exactly constitutes a crowd? Kingshot (2014, p. 275) defines a crowd as "an assembly of persons large enough to produce a sense of considerable mass, casually gathered together without organized discipline or order." Effectively managing large crowds is complex because no two crowds are the same. A crowd can be either passive or aggressive, depending on the type of event. For example, the crowds for a gospel concert and a heavy metal rock band performance are likely going to behave differently.

The most important thing to do to ensure large events run smoothly is to work closely with your staff advisor to ensure that all aspects of your crowd management plan are sound. Components of a crowd management plan include, but are not limited to: "the potential crowd's sociological behavior;



seating arrangements; transportation; weather conditions; demographics; size; box office; and concession stands" (Abott & Geddie, 2001, p. 260).

Sociological Behavior

A crowd can either be passive or aggressive, but let's dig deeper into these terms. An aggressive crowd looks for any opportune time to be disruptive. A disruption can stem from a physical action by one or more people in the crowd or by someone who is not a part of it (Kingshot, 2014). Because of this, it is important to monitor a crowd carefully and to have ways to relay concerns about behavior to the proper authorities.

Another type of disruption is verbal, which can come in the form of booing or shouting derogatory chants. I have experienced this type of verbal disruption firsthand. One year at the annual bonfire held the day before my school's first home game, we had a well-known band scheduled to perform, which attracted a huge crowd. Before the band was introduced, the president of the university and his wife said a few words to the crowd. Due to the fact the band performance was delayed for some unknown reason, the crowd had become impatient and took out their disappointment on the president and his wife by booing them.

To prevent such things from happening, it is important to make sure the itinerary proceeds as smoothly as possible and that there is a clear plan for communicating with the crowd about unexpected events. Transparency can go a long way towards alleviating uncomfortable situations, such as what happened to the president and his wife.

Monitoring drug and alcohol use is also a part of crowd management. Programmers need to be knowledgeable about campus drug and alcohol policies. Coordinate with your campus police department well in advance of the event to determine appropriate police coverage for it and specific ways to deter illegal student behavior.

Seating Arrangements

If the event is held in a venue with seating, it is good idea to assign seating ahead of time to avoid potential injuries from crowds rushing into the facility to get a good seat. Also, when a crowd has assigned seats, there tends to be less commotion and arguments involving personal space.

Transportation

For events being held off campus, programmers will need to work with their advisors to ensure that safe modes of transportation are available to students. For campuses with a large number of commuter students, it will also be important to take into consideration parking issues. Keep in mind that sometimes parking spaces for faculty and administrators are available to students after a certain time of day.

Weather Conditions

There should be a back-up plan in place for all events that are to be held outside. Ideally, there should be a nearby indoor venue that can accommodate attendees if the weather is not good. Even if the back-up plan is to cancel the event, the programming committee needs to have a clear communication plan for letting potential participants know what will happen if weather precludes holding the event in its original outdoor location.

Ticketing and Concessions

Any campus event is subject to the possibility of having non-university people “crashing” it. Requiring students to present their student IDs at events will assist in making sure that only students are in attendance. This small step helps to ensure the safety of all participants.

Students with Disabilities

Students with disabilities should also be considered in crowd management planning. Programmers should make an appointment to meet with an official from their campus office of student disabilities to ensure that events are safe and enjoyable for all students.

Make Your Plan as Fluent as Possible

Maintaining crowds during campus events is a major concern and a crowd management plan must be addressed and executed as thoroughly as possible to ensure the safety of every one who attends an event. Things such as the sociological behavior of the crowd, seating arrangements, transportation, weather conditions, ticketing and concessions and students with disabilities are all factors to consider to ensure that a crowd management plan is as fluent as possible.

Use this article as a checklist when creating an event and addressing crowd management issues, and also keep in mind the concept of risk management to ensure safety, as well. Remember that anything that can go wrong, will go wrong, so be sure to address any types of issues that have the potential to occur before, during or after the event.

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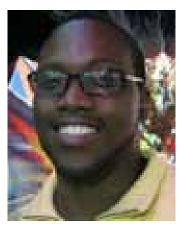

Raton Remikie is a graduate student pursuing a master’s degree in educational leadership at **Florida Atlantic University**, where he is a Graduate Assistant working with the Student Government Program Board. He holds a bachelor’s degree in sociology from the University of Central Florida.

Monitoring drug and alcohol use is also a part of crowd management. Programmers need to be knowledgeable about campus drug and alcohol policies. Coordinate with your campus police department well in advance of the event to determine appropriate police coverage for it and specific ways to deter illegal student behavior.

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IDENTIFYING AND MANAGING RISKS IN CAMPUS PROGRAMMING

The approach – and response – to dealing with risk can have significant impact on campus event planners, their programs and audiences, and even the university, as a whole.

By

MICHAEL C. BAUMHARDT

University of Miami (FL)

DAY IN AND DAY OUT, event planners in higher education are continually faced with risks that impact the work they do. These event planners, be they students or professional staff, are entrusted with a high level of responsibility and the critical thinking required in each decision they make. Dealing with risk can be broken down into identifying the types of risk and participating in internal and external partnerships that can aid in managing risk.

Proactive vs. Reactive Approaches

A comprehensive analysis of risk management is an important component of effective event planning. A skilled event planner will examine the multiple facets of a program in advance across various dimensions. This proactive approach, which is as much of a cumbersome and time-consuming process as it can be, is important from the perspectives of carrying out a successful program and mitigating the legal issues that may be associated with it. This approach also allows for the consultation of knowledgeable individuals from across campus that cannot only serve as resources, but also more importantly, help develop a process that will further protect the university in an event that legal proceedings or lawsuits were to occur.

Conversely, you may have to be reactive as situations arise. While a skilled event planner will take a proactive approach, at times a program may involve unforeseen circumstances that will necessitate a decision needing to be made in a matter of moments. These split-second decisions traditionally revolve around emergency situations, but may also involve instances that even the best event planner could not have predicted.

Roles of Student Leaders and Advisors

Both student leaders and advisors play a critical role in ensuring a successful and safe event for all attendees. Student leaders are traditionally heavily involved in both the planning and execution of many campus events. Therefore, it is important that these leaders have an understanding of the risks that may be associated with an event and the broader impacts those risks may have upon the programming board, attendees, and the entire campus.

Although each campus will have its own criteria for determining risk, it remains important for student leaders to engage with other programming boards through conferences and continuous trainings that allow them to further refine their processes. Lastly, student leaders play an important role as they may be the only campus representative at an event depending upon the scale of the event and campus activities staff attendance.

Advisors play an important role not only in their work with the students who may be developing and managing events, but also with respect to the experience and broader analysis they are able to provide. An advisor is not only able to offer insights from previous events and experiences, but also has the responsibility to weigh in regarding the legal risks as an employee of the college or university. With this in mind, it is highly encouraged, if not required, for the advisor to have an open line of communication with the campus' risk management office and general counsel. Through strong partnerships with each of these departments, the advisor is able to have the support of staff members with the education in risk and legal implications required to make well-informed decisions.

Identifying Types of Risk

As a student or professional staff event planner in higher education, you have an obligation to the safety of individuals and resources that are a part of the associated program. In assessing each of the risk areas describe below, it is critical to ascertain the probabilities and consequences that may arise. Once you've completed your assessment, you must decide to accept, modify, transfer or eliminate the risks you identify.

Physical Risks

Physical risks can primarily be classified as those that could result in injuries or fatalities. Examples of events involving these kinds of risks may include inflatable obstacle courses, live animals, hypnosis, and off-campus event transportation. An analysis of these risks is best conducted with colleagues from risk management and your legal departments. More often than not, they will recommend that a liability waiver be developed that will allow participants to review and sign off on the assumption of risk.

An increasing layer of complexity comes into play when students who may be under 18 years of age participate, as this will require a parent's or guardian's signature on a liability waiver.

It is up to both advisors and student leaders to recognize the risks associated with an event, and practice due diligence to ensure the university has taken the necessary actions throughout the process. Each campus will have specific waivers and procedures, so it is best to review this area of risk with special care to avoid any possibility of negligence and to mitigate future chances of a lawsuit against the university.

Financial Risks

Depending upon the organization's budget size and how it is derived (student fees, ticket sales, fundraising), the level of analysis in this case may vary. Since finances can have a lasting impact upon an organization, this area should not be neglected.

A prime example of a financial risk many campuses may face relates to large-scale concerts. With the costs of artists' fees rising and increasing interest from students to see prominent music acts, a large budget is required if both demands are to be met.

Some campuses may be able to produce concerts that meet all demands directly with funds from student fees, while others may be more dependent upon ticket sales to cover additional expenses. The financial risk comes into play if a performer does not sell as many tickets as expected and revenue falls short. If this occurs, the organization might have to divert money from other events that year or from the next year's concert budget. Either way, if this risk is assumed and funding does not cover all expenses, the impact lasts a surprisingly long time.

On the other hand, if the university books an artist who completely sells out and a profit is realized, the additional revenue may be able allocated as a safety net to offset future financial risks.

Facilities Risks

The safety of event organizers and attendees needs to be taken into consideration when addressing venue risks. A primary component to consider is event access. By determining which levels of facilities access event planners and attendees have may help alleviate dangerous situations. The use of event credentials detailing access areas, and the use of security guards or police to further restrict access, are important in ensuring safety. These practices prove particularly important in large locations, such as arenas, or with events featuring high-profile performers.

Should an emergency occur, it is crucial is to ensure that the event venue adheres to proper safety standards, including those applying to fire exits, fire code attendance requirements, emergency evacuation plans, or hold-in-place plans. You can plan for these risk-prevention measures by working proactively with facilities managers, emergency management directors, the university police department, and the local fire marshal.

CONDUCTING AND IMPLEMENTING RISK ANALYSES FOR EVENTS CAN BE A CUMBERSOME PROCESS, BUT DOING SO IS HIGHLY NECESSARY FOR THE SAFETY, SECURITY, AND SUCCESS OF YOUR EVENTS.

Reputation Risks

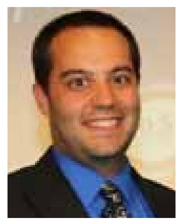
You might not immediately think of risks impacting the reputation of your organization, department, the entire campus or specific individuals (including you), but these are crucial to consider, as well. Each of these parties can have their reputations damaged if something goes wrong at an event, and the severity of the impact may have resounding effects impacting town-gown relationships for your institution, the future number of admission applications, or donations by alumni to support philanthropic efforts.

For instance, a religious institution may have the opportunity to bring a lecture to campus that could be considered controversial. It would be important for the advisor and students to determine the mission, goals and values of the organization and how this aligns with the speaker. Understanding how liberal or conservative your institution is may assist in determining the viability of this event. At times, the objective with such an event may be to expose attendees to challenging ideas or different ways of thinking, but in the end, such an event and its potential impact needs to be thoroughly considered with the reputations of all constituents in mind.

It Begins with You

A crucial responsibility that comes with serving as a student or professional event planner is to fully consider each event and be proactive in determining the risks that may be incurred. While not all risks can be fully predicted, proper planning will allow for preparations to be in place that can help you offer the best response possible. Throughout the process of working with risky events, remember to assess the needs and safety of all individuals who will be coordinating and attending them. And always engage campus partners who are experts within the areas of risk management, legal issues, and emergency preparedness. Conducting and implementing risk analyses for events can be a cumbersome process, but doing so is highly necessary for the safety, security, and success of your events.

About the Author



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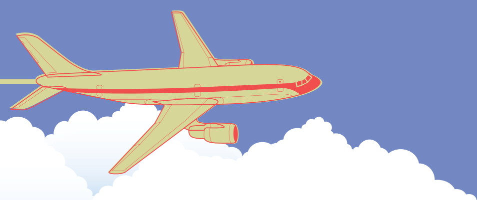

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BEYOND COMPLIANCE

Making Your Programs Accessible for All

By
JOSHUA LUCE
Sarah Lawrence College (NY)

The key to ensuring accessibility to audience members with disabilities is to design events from inception to include the fewest possible barriers to access.

DIVERSITY AND INCLUSIVITY IN CAMPUS PROGRAMMING has long been a topic of discussion in the student activities world. A topic that is often overlooked or seen as separate from that conversation is the issue of accessibility for people with disabilities. Disability accommodations can often be lumped into a list of legal obligations and considerations (e.g. fire code, liability risk, noise ordinances) during the event-planning process. I would like to challenge that view of accessibility and help move it into the realm of inclusivity in terms of diversity.

What do we mean by "compliance?" Providing accommodations for people with disabilities is required by an array of federal, state and local laws. You have probably heard of the Americans with Disabilities Act (ADA), but there are also many other laws that could apply, depending on the activity you are planning. Unfortunately, accommodations are often seen only through the lens of what is legally required of us and not as a way to include more members of our communities in the events we are planning.

Legally, we are required to provide reasonable accommodations when they are requested. However, the goal should be to plan and implement our events in ways that include the most people possible, without the need for additional accommodations. This concept is called Universal Design, which in this context means designing events with the least possible barriers to access. It's always better to be proactive in your planning and try to anticipate the needs of your audience, rather than reactively piecing together accommodations later on.

Key Etiquette Considerations

In general, there are some key etiquette considerations that should be followed when working with people with disabilities. This is not an exhaustive list and just scratches the surface of how we can all work to make sure people with disabilities feel respected and welcomed in our communities.

- **People-First Language:** When talking with or about individuals with disabilities, we should try to use people-first language. This means that the person should always be the primary focus, with any additional descriptors related to a disability coming second. A primary example of this is using "person with a disability" instead of "disabled person."
- **DNA: Do Not Assume:** As with many things, assumptions can really get us in a lot of trouble. Disabilities can be both visible and invisible. It's easy to make quick assessments about what disability, if any, a person is affected by, but it is critically important that we ignore this instinct. Making snap judgments about a person without their input can be very marginalizing and those judgments are often wrong. Generally, you should allow a person with a disability to tell you what they need for assistance, if anything.
- **Avoid Labels:** It's human nature to want to put everything

and everyone into neat little categories. Unfortunately, labels can be very damaging, especially when used to describe individuals who are already marginalized in other ways on a daily basis. Labels can also oversimplify very complex disabilities. For example, labeling someone as "blind" implies that they are completely without sight, when, in fact, visual impairments occur on a broad spectrum and different levels of impairment can lead to very different needs for accommodations.

- **Focus on Needs, Not Diagnosis:** When we are talking about disabilities, it is easy to want to talk about the diagnosis instead of the needs that arise from that diagnosis. As an event host, the only piece of information you need to know is what the person needs to help them participate in your event. You do not need to know the medical diagnosis that is responsible for those needs and you should not ask.

Common Barriers to Access

Some of the common barriers individuals with disabilities may experience will be very obvious, but some will take a little more critical thinking to understand. My hope is that you continue to expand upon this list as you plan your events and apply these skills to your campus environment and facilities.

In general, barriers to access include anything that may inhibit a person's ability to attend or participate in an event or activity. These barriers can come in a variety of forms, but mostly fit into a few key categories. Barriers can present themselves in a number of different ways and the solution for one individual may not work for everyone. This is where you will have to work through your specific situation within your organization and come up with whatever you think is the best possible solution, while working toward the goal of universal design.

The basic categories I share here are not comprehensive, but are intended to provide a starting place for your conversations around disability access.

Physical

This applies to anything that impairs a person's ability to move through space at an event.

- **Elevation-related barriers:** Are stairs the only way into the space? Is there access to a ramp or elevator? At events with participation, like an open mic night, is the stage accessible? Is there a seating area available if someone comes using a wheelchair or other mobility device?
- **Tripping Hazards:** Are wires and cables taped down and marked clearly? When possible, it's best to route cables around the main audience space, instead of directly through it. Do any of your decorations pose tripping hazards? Are changes in floor level or other tripping hazards clearly marked?
- **Participation:** If audience participation is expected during your event, will the activity be open to all guests, no matter what their physical abilities may be? Is there a way to give options for people to choose from, so that an individual who cannot participate in a more physical activity can feel included?

Visual

When the content of an event is primarily visual, this can severely diminish the ability of a person with a visual impairment to participate. If you are hosting an event with a significant visual component, consider other ways the information can be communicated. If a PowerPoint is used, for example, the important written information should also be shared verbally. If there are images being shown and they are important content for the event, you can verbally describe them to help those who cannot see them understand what is being shared.

Auditory

Similarly, if the content of an event is primarily auditory, this can impair the ability of a person with a hearing impairment to participate. Most events include an audio component and may require some kind of accommodation. In the case of a speaker, this may include a sign language interpreter. If you're hosting a film, make sure closed captions are available.

Learning and Sensory

There are components of events that can be challenging to people in other ways, mostly in ways that are completely invisible to others.

- **Learning:** Learning disabilities can show up outside of the classroom, too. They are more likely to be an issue at trainings and workshops, rather than at your typical social events. Thinking about ways to make these environments as comfortable for all of your participants is very important. For example, it's helpful to schedule frequent breaks during workshops that require a lot of focus and concentration. While this is just generally helpful for your audience as a whole, for a person with an attention-related condition, this may make or break the experience for them.
- **Sensory:** Many people can become overwhelmed in environments with large crowds, loud noises and certain special effects. Sometimes, these environments are central to the type of event being hosted, but there may be ways to provide options for people who need less intense surroundings. For example, if you are hosting a dance, carve out a quieter space in your venue for people to get away from the dance floor.

Tips for Planning

Throughout your planning process, consider all of these potential barriers to access. To help you incorporate accessibility into everyday practice, I offer some tips and pointers.

- **Add Accessibility to Your Event Checklist:** Adding an "Accessibility Check" to your standard event-planning checklist can help keep accessibility on the table. This should be something you consider for every program you plan, so make sure to actually audit your events for potential barriers.
- **Know Your Audience:** As campus programmers, you typically know your campus community better than anyone, so use that knowledge to help anticipate issues that may arise. For example, if you know from past events

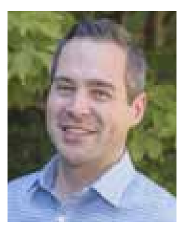
IN GENERAL, BARRIERS TO ACCESS INCLUDE ANYTHING THAT MAY INHIBIT A PERSON'S ABILITY TO ATTEND OR PARTICIPATE IN AN EVENT OR ACTIVITY. THESE BARRIERS CAN COME IN A VARIETY OF FORMS, BUT MOSTLY FIT INTO A FEW KEY CATEGORIES. BARRIERS CAN PRESENT THEMSELVES IN A NUMBER OF DIFFERENT WAYS AND THE SOLUTION FOR ONE INDIVIDUAL MAY NOT WORK FOR EVERYONE.

that you have a number of people in your community with hearing impairments, you should make sure your events are accessible to them. This doesn't mean you should ignore other potential barriers, but at least you can make sure to prepare for the more common ones.

- **Find Your Campus Resources:** There are many people on your campus who may be able to help you in considering accessibility. You probably have a disability office of some kind, so seek it out and begin a relationship. Many campuses also have disability-related student organizations, so reach out to those groups as partners. No matter how your campus is structured, there will likely be many people already thinking about accessibility, so all you need to do is start asking around.
- **Think about the Food:** While food allergies and restrictions aren't always considered disabilities, the food you serve can limit an individual's access to your event. Make sure you diversify the options you are providing and think about some of the common allergies and restrictions like nuts and gluten. Labeling food is key, so work closely with your catering department to make sure everything is clearly labeled.
- **Provide Closed Captions:** Providing closed captions as an option during a film event is important and there are several ways you can provide this service. Some campuses feel captions should be in place for all films, so no one has to ask to have them turned on. Another option would be to post something at the front of your screening room informing guests how to request that captions be turned on. This option makes sure accommodations can be requested in a discrete manner.
- **Diversify Your Publicity:** Be sure to diversify the types of publicity you are distributing for your events. If publicity is supplied only in one format, it may limit access to the information. For example, if you are using only printed fliers to promote your event, a person with a visual impairment may not be able to see your materials. If you also provide the information in an electronic format (e.g. online calendars, websites, social media), various forms of screen reading technology can help provide access.
- **Create Standard Accommodations Language:** One of the most important aspects of all planning is to provide an outlet for individuals to request accommodations, or ask questions about potential barriers. Many campuses have created standardized wording for disability statements for event publicity. On our campus, we use the following: "Individuals with disabilities requiring accommodations or information on accessibility should contact College Events at xxxx@sarahlawrence.edu. We ask that requests be made in sufficient time to arrange any accommodations." We chose to direct all requests to our events office, but some campuses choose to direct everyone to the host of the individual event.

I hope this brief overview of planning for access to your events has given you a few ideas to share with your campus programming organizations. The goal is to incorporate these considerations into your overall event-planning process. While you can't expect to cover every individual need, thinking through access for individuals with disabilities in advance will better prepare you for anything that comes up at your events. And for the person attending an event where you proactively removed a barrier without them needing to ask for accommodations, it makes a huge difference in their ability to truly feel like a member of your campus community.

About the Author



Joshua Luce is Director of Student Activities at **Sarah Lawrence College (NY)**. Active in NACA, he currently serves the NACA® Northeast Regional Conference Program Committee as Student Projects Coordinator. He previously served on the Committee as Conference Logistics Coordinator, Communications Coordinator, Diversity Initiatives Coordinator, Registration Coordinator, Block Booking Assistant and Volunteer Center Coordinator. He has previously written the articles "Re-Envisioning Your Programming Board" and "Expanding Your Community Impact" for *Campus Activities Programming®*. He holds a bachelor's degree in zoology and a master's degree in higher education from the University of Maine-Orono.

The Top 4 Communication Skills of Effective Student Leaders

By
JOURDAN HARMON
University of South Carolina

No matter how adept current students are at using social media and the electronic devices that facilitate it, they still need to know basic, "old-school" communication skills to be successful as leaders in college and beyond.

TODAY'S COLLEGE STUDENTS WHO GREW UP TEXTING, instant messaging and interacting on social media may not have as much experience communicating in person as previous generations. Many Millennials have mastered high-tech communication, but may lack some of the basic face-to-face communication skills. Yet, employers are looking for college graduates with the ability to verbally communicate with others inside and outside the organization (NACE, 2013).

Plenty of potential candidates will have nice suits, relevant work experience, and stellar GPAs, but the ability to communicate face-to-face effectively will set a candidate apart from the rest. I would like to share with student programmers four basic communication skills for enhancing leadership effectiveness and becoming more marketable to future employers.

1. Build Rapport/Relationships

Make a positive first impression. When first meeting someone, it is important to stand up to greet the person with a warm smile and introduce yourself. Social psychologist Amy Cuddy notes, "Warmth is really about making the other person feel understood. They want to know that you understand them, and doing that is incredibly disarming" (Capps, 2012, para. 22). It is important to quickly build trust in order for people to feel free to be themselves. Believe in the goodness of others and embrace the appreciative mindset where your default assumption about others is that their intentions are good (Bloom, Hutson, & He, 2008).

One way to build trust is to be authentic, kind and intentional in your conversations. Maya Angelou once said, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel" (Faith, 2012, para. 14). Remember that every interaction you have with someone else represents an opportunity to help make their day even better.

2. Ask Open-ended Questions

An important way to build rapport with others is to ask them positive, open-ended questions to learn about their story. This can be challenging for busy student leaders who are struggling to balance their classes, relationships and student programming responsibilities. During meetings, it may seem most efficient to delve right into business, but to increase the long-term effectiveness of the organization, it is important to make time to get to know your peers' values, strengths and what energizes them so you can better assign tasks to people that are congruent with their skillsets and strengths.

By taking the time to ask questions such as, "You mentioned you went home to visit your family this weekend. What was the highlight of your weekend?" or "What have you enjoyed the most so far about your position in the organization?" These questions can be individually asked before the meeting or there can be time built into the agenda for members to share their stories. The great news is that asking positive, open-ended questions provides the opportunity to learn a lot about another person in a very short amount of time (Bloom, Hutson, & He, 2008).

3. Actively Listen

Asking good, open-ended questions is an important skill, but equally important is being a good, active listener as people respond to questions. People will feel safe to share their answers and stories if you seem genuinely interested in what

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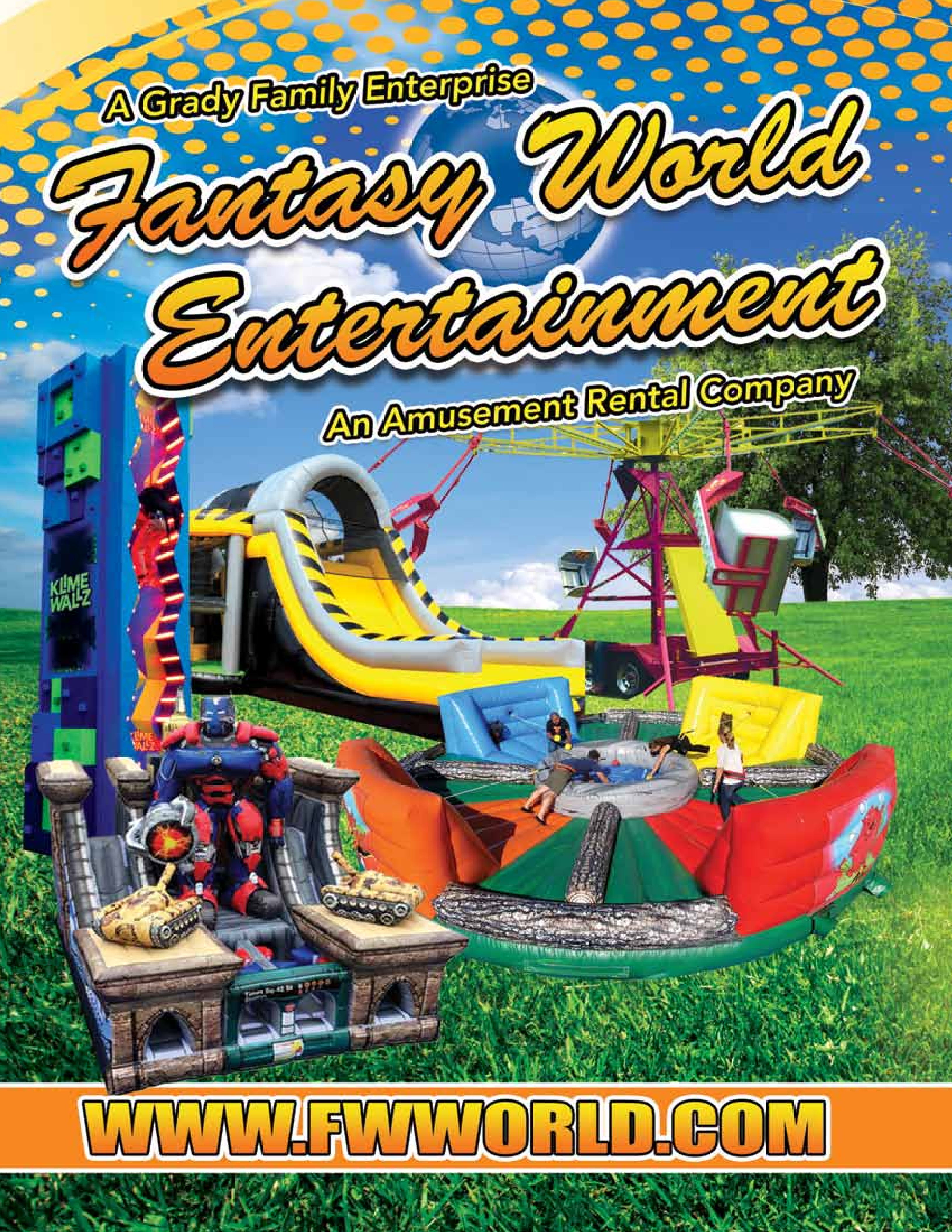
RAPPORT AND RELATIONSHIPS
OPEN-ENDED QUESTIONS
ACTIVE LISTENING
PARAPHRASING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IT MAY APPEAR TO BE MORE EFFICIENT TO COMMUNICATE ELECTRONICALLY WITH OTHERS, BUT THE REALITY IS THAT **FACE-TO-FACE COMMUNICATION ALLOWS YOU TO BUILD STRONGER AND MORE TRUSTING BONDS WITH OTHERS.**

they are saying. Be fully present, which means minimizing distractions and really listening to the other person. To stay engaged in the conversation, be sure to put away electronics, because 92% of human communication is nonverbal (Forbes, 2012). When listening to someone, be sure to be attentive and authentic (Ivey & Ivey, 1999). Pay attention to your body language because crossed arms and avoiding eye contact signals disinterest and boredom.

Conversely, maintaining eye contact with relaxed and open body language will encourage the person to share their story (Ivey & Ivey, 1999). Another key is to not change the subject before the person has finished sharing (Ivey & Ivey, 1999, p. 33). Giving your full and undivided attention to members will make them feel valued. People are more likely to give you their best when they feel appreciated.

4. Paraphrase

One way to help members know you truly understand what they are saying is to paraphrase what they have told you to ensure accuracy (Ivey & Ivey, 1999). You may paraphrase by using sentence stems in conversations such as, "It sounds like you're saying..." and "As I hear you…" to rephrase what was stated (Ivey & Ivey, 1999, p. 116). After paraphrasing, a "Check-Out," a brief question at the end of the paraphrase, can be asked to confirm that you accurately interpreted the person's message (Ivey & Ivey, 1999, p. 117). Examples of a Check-Out are, "Is that right?" or "Did I understand correctly?" (Ivey & Ivey, 1999, p. 117). Paraphrasing will ensure that you are listening empathetically and truly understanding what the other person is saying and feeling.

An Expected Skill

Effective face-to-face communication is a skill employers are expecting college graduates to possess. To really see and understand another person involves face-to-face interaction and a degree of vulnerability. It may appear to be more efficient to communicate electronically with others, but the reality is that face-to-face communication allows you to build stronger and more trusting bonds with others. Student programmers can build more effective relationships with others by asking open-ended questions, actively listening to responses, and paraphrasing to ensure accurate interpretation of what was said. These skills will enable student leaders to create more effective organizations and provide enhanced programming. In addition, organization members will feel valued and will, therefore, be willing to give their all to the organization.

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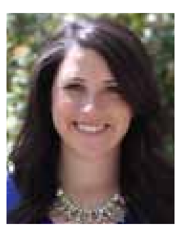

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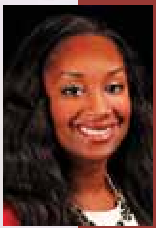

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STANDING FOR 20 HOURS

What a Dance Marathon Can Teach Us about Student Development

By
STACEY MALARET,
COURTNEY BUZAN
The University of Central Florida; and
MICHAEL PRESTON,
Florida Consortium of Metropolitan Research Universities

Sari Misek is a freshman at the University of Central Florida. It is the morning of March 28, 2015, and she is joining her sorority at Knight-Thon for the first time. From the moment she arrives, she is encouraged to take a seat. There will be plenty of time to stand later, the others remind her. But she is nervous, antsy, and ready to get things underway. She is here partly to satisfy her sorority's requirement to participate and partly because it seems everyone else is doing it.

For months, she has been working to raise funds as part of her team. Her sorority is dead set on being the top fundraising team at Knight-Thon. But what does that mean? What is this whole thing for?

Then, the doors open. The "Moralers" all stream out of the arena, there is a quick blast of the air conditioning inside. A deejay fires up some music, people rise, they scream, they cheer, they check in. The time has come. Sari is about to become a Knight-Thoner. She gathers her bag, tightens her shoelaces, and allows her anxious feelings to be replaced with excitement. Its go time.

SARI IS NOT ALONE. Every year, they come to stand. Last year, they were over 1,000 strong. The personal reason each student gives is different, but in the end, the students at The University of Central Florida stand, for one day, to benefit the Children's Miracle Network. Knight-Thon, as it is known on the UCF campus, is a one-day dance marathon. Now coming into its 20th year, this program has seen its ups and downs, but recently has become the official student philanthropy for UCF. Since its inception, Knight-Thon has raised nearly $2 million dollars for the Children's Miracle Network and last year raised $688,049.19, making it a top 10-dance marathon and poised our participants to join a small group of million-dollar dance marathons.

Knight-Thon works much in the same way any other dance marathon would. Students register for the event, either as an individual or as a team, and then spend time raising money

UCF Students welcome "Miracle Families" to the stage to learn about the illnesses that Knight-Thon raises money to cure.

for CMN through various efforts. On dance day, they agree to stand and dance for 20 hours. This grueling task is made easier by offering an event that is really a 20-hour party and celebration of a yearlong effort. There are theme hours where dancers participate in luaus or get a little country. There is an interactive zone where inflatable games, scavenger hunts and other activities are offered. Every hour, there is a morale dance everyone learns early on and is used to invigorate the crowd. There is a main stage, where local artists perform. The hypnotist is a Knight-Thon favorite, because if a participant is chosen as part of the act, they get to sit for a little while.

There are also ways participants can buy their way into a crash pad to rest their legs, there are six meals offered to keep everyone's energy up, and if someone gets out of line, they may end up in jail, where they must work the phones to raise their bail. Most importantly, they get to meet Miracle Families and hear their stories so participants get to know the children they are helping.

An Edutainment Model

If this sounds like more fun than work, that is because it is. It is all part of the Office of Student Involvement's efforts to transform its programming into an edutainment model. Edutainment refers to the willful acknowledgement that student programs and services should be appealing and engaging and that doing good and having fun are not exclusive. The result has been a culture shift for Knight-Thon from a focus on raising funds to building a collaborative culture where students take ownership of the program, from the rookie dancer all the way to our Knight-Thon Director.

Some of the success of Knight-Thon is due to the fact that Orlando, FL, has a Children's Miracle Network (CMN) charity hospital in the local area. Through this partnership, students are able to meet Miracle Children and their families who are directly impacted by the philanthropic efforts that the students plan and execute. This helps to foster a deeper sense of pride and commitment to the cause.

But most of the credit for the growth and success of Knight-Thon goes to students like Nicole Ramierz, the current Student Director for Knight-thon. She describes her initial interest in Knight-Thon as part peer pressure and part looking for something to keep her "busy," much like Sari. During her first year with Knight-Thon, Ramierz held a coveted spot on the Morale Team, a group of students who keep the energy up throughout the duration of the entire Knight-Thon event. Leading into the event, Ramierz had no idea what to expect other than the eagerness to find out what all the "excitement" was about. However, when the event was done, the exhaustion had truly set in, and the excitement was fulfilled, Ramierz realized the event was truly "powerful," and that it was "definitely a movement worth being a part of."

Since that first year with Knight-Thon, Ramierz has held numerous executive board positions with the organization. The diversity of her leadership roles has provided a way for her to observe the organization and how it operates. She knew she found her fit within Knight-Thon, and she absorbed as much of the holistic view of it as she could in order to analyze where she could benefit the organization and the cause best. Although there have a been a few times when she felt she would not reapply for the board for various reasons, that all changed at the ultimate event, after the countless hours on her feet, when the total amount raised was revealed, and all the tears were shed.

"I had been a part of every event leading up to Knight-Thon, and I had seen every phase of the year," she said. "I had witnessed the excitement and the fear of not reaching our goal, and I had observed so much around me." So when the idea came up for Ramierz to take on the top leadership role after the whirlwind of her previous Knight-Thon experiences, her thought process was clear: "How could I NOT do Knight-Thon next year? It had become a part of who I was."

Why Invest in Non-academic Philanthropic Efforts?

Some may question why universities should invest time and effort into these philanthropic efforts when they may not be deemed academic in nature. Or some may question why universities should raise money for other non-profits when the university itself is a non-profit in need of funds. The answer can be found in the literature and in our history. Universities, as a whole, should become social change agents in the local community (Marullo & Edwards, 2000). Events like Knight-Thon allow universities to give back financially and provide excellent opportunities for non-profits to work with our college students. In fact, "to reconnect higher education to its earlier and higher civic purpose a social movement is required" (Hollander & Hartley 2000, p. 345).

Universities must also address the major issues facing society or they will, in essence, become socially irrelevant. Universities should be committed to improving society and not just be residents of the society they occupy, but assist in cultivating the area, people and resources, as well (Boyer, 1994). This type of engagement can begin with programs like Knight-Thon.

Sari Misek certainly saw the impact of her participation on social change. By the time she made it to the end of the event, Misek described the pain in her legs as "unbearable;" however, she does not regret one minute of the experience.

"The closing ceremony wraps everything together," she said. "The impact we [all] made became a reality. It made it all worth it."

And, a few months after the event concluded, Misek reflected on her Knight-Thon experience and how she planned to move forward: "Knight-Thon made me understand why philanthropy at UCF is so powerful. And it allowed me to see that we, as students, can grow with the program and truly make an impact."

Practicing Learned Leadership Skills

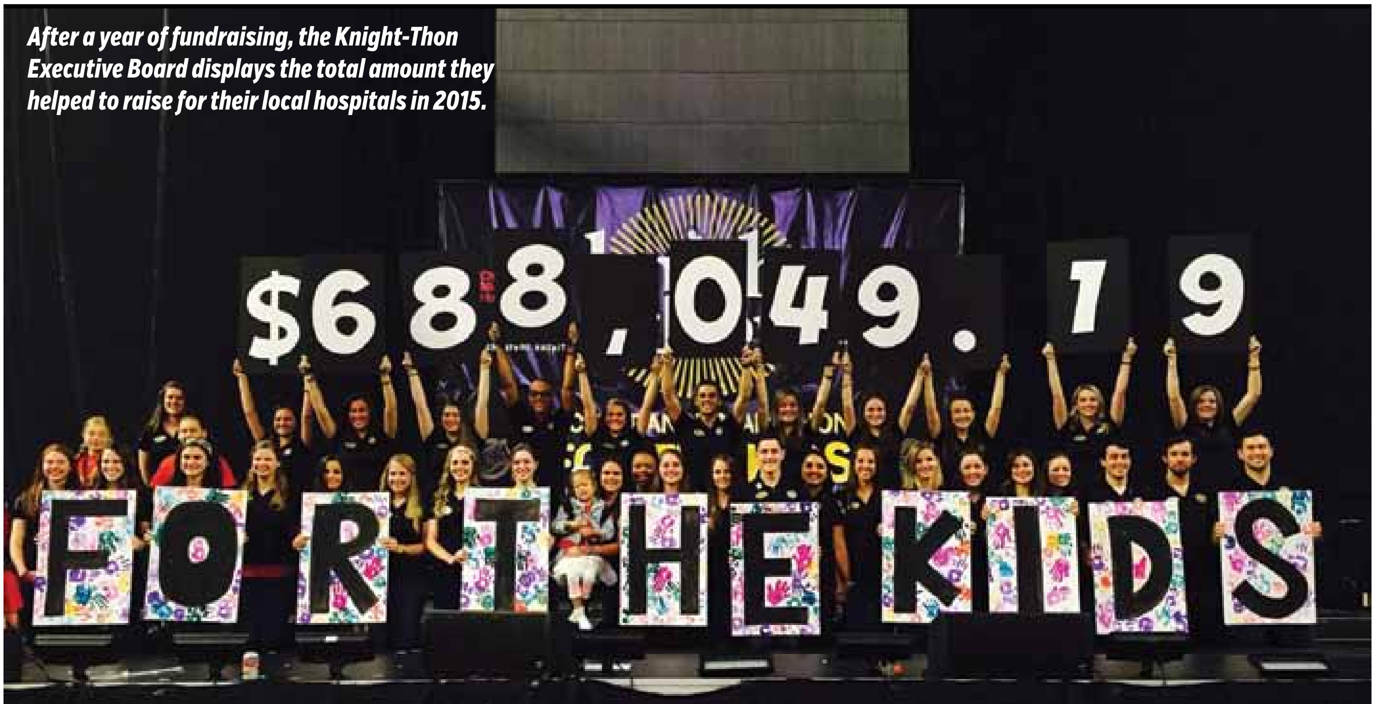
Colby and Ehrlich (2000) stated that universities should push for students to learn "personal integrity, social responsibility, and civic and political engagement and leadership" (p. xxxiii). Events like Knight-Thon and the skills attained as a result of fundraising and planning large-scale events allow students to practice learned leadership skills. These transferrable leadership skills can then be applied to the career the student eventually practices.

"Attending a college where other students are highly committed to social activism tends to encourage students' own involvement in their communities in the years after college" (Sax 2000, p. 14). Several Knight-Thon members have stayed involved with Children's Miracle Network (CMN) charities after graduation. This speaks to their commitment to the philanthropic cause, passion for helping others and developmental readiness to take what they learned as undergraduate students and put into practice the skills they attained after graduation. One alumna from UCF has worked full-time as a university liaison with CMN and other philanthropic events. Others have continuously shown support as donors and volunteers with Knight-Thon years after graduating.

Knight-Thon alumna and former Greater Orlando CMN Development Coordinator Amanda Harris credits Knight-Thon for her chosen career path with CMN: "When you voluntarily spend countless hours on something that makes such a great impact, you don't want that to disappear when you graduate college, which is why I knew I needed to find a way to work for this organization. I know that I wouldn't be in the role I am in today without the professionalism and passion that Knight-Thon ignited within me."

Practicing the Social Change Model

Strauss and Howe (2000) state that Millennial students, born approximately between 1982 and 1998, are interested in being part of something bigger than themselves. Participating in an organization like Knight-Thon allows them to be a part



After a year of fundraising, the Knight-Thon Executive Board displays the total amount they helped to raise for their local hospitals in 2015.

of an enormous cause with great effects on the community. This leads to a sense of pride and belonging within the society at large.

When asked why she thinks students continue to commit to Knight-Thon, Ramierz said, "It's an opportunity to be a part of something bigger than themselves. The urgency to pay it forward and to unite the campus with this movement never dissipates with each graduating class, but rather, it increases now with an alumni population that is as eager to participate as the current students are."

Students involved with Knight-Thon are effectively practicing the Social Change Model of Leadership and the seven C's within the model. This model allows individual values, group values and societal/community values to work in tandem while effectively allowing students to become social change agents. Knight-Thon dancers learn more about their individual attitudes, values systems, strengths and weaknesses through the event planning and fundraising process. This *consciousness of self* will serve as a motivational springboard for students to take action. They also learn about the importance of *commitment* to the Knight-Thon team and CMN charities through events and fundraising opportunities. Additionally, individuals learn the importance of *congruence* or behaving in a manner that is consistent with the values of the philanthropy and university.

As Knight-Thon members advance into leadership positions (Knight-Thon Moralers, executive board members, etc.) students have the opportunity to practice effective group values. They utilize *collaboration* with their fellow leaders and work together towards the *common purpose* of helping children with life-threatening illnesses. Also, through group work, differences in opinion may occur. Effective student leaders learn how to practice *controversy with civility* when conflict occurs. Lastly, students develop of sense of *citizenship* when individuals and groups work together to assist their community and effectively affect positive social change for the betterment of society (Komives & Wagner, 2009).

However, being part of a top fundraising team within Knight-Thon does not come without added pressure, even as it builds community. Sari Misek was nervous going into the event, not only because of concerns about her personal stamina to endure the 20 hours, but also because she did not know the fate of her team's fundraising efforts towards the final total. There is a fear of failure for many of the team members that also serves as a motivating factor.

Knowledge of models like the Social Change Model and other student development theories are necessary for student affairs practitioners to assist students through their developmental journey. Proper advising of student leaders in organizations like Knight-Thon will allow students to learn, develop and grow at an appropriate rate. Stacey Malaret, Director of the LEAD Scholars Academy at The University of Central Florida, has conceptualized a Model of Co-curricular Advisement to assist student affairs practitioners in advising student leaders who participate in co-curricular programs like Knight-Thon. The UCF Model is based on various theoretical models that help students learn, develop and grow through their leadership journey.

The Theory of Flow

Mihaly Csikszentmihalyi developed the Theory of Flow to describe individuals who were given a challenge that was developmentally appropriate for their skill level. The individuals who were provided the appropriate challenge had a sense of "flow," or the ultimate psychological state, when engaged in an activity that limits boredom and anxiety and allows one to achieve great focus on the task at hand. This engagement leads to success for the student (Csikszentmihalyi 2008).

Students achieve this sense of flow when the student affairs practitioner suggests an intervention that is created with the student's developmental level in mind. Student affairs practitioners must evaluate where a student is developmentally prior to suggesting an intervention so the practitioner can ensure that this level of flow can be attained. Knight-Thon participants are challenged along every stage of the flow model through opportunities specifically engineered to meet the student where they are developmentally, be they a new dancer or the event director. By making the opportunity match the skill level, the student gets to experience and recognize success. This, in turn, encourages a reach for a higher goal set.

Challenge and Support

Another theorist, Nevitt Sanford, developed the challenge and support model. Students need a balance of challenge and support to developmentally grow and succeed. Too much challenge leads a student to withdraw from the task at hand, as they may not be developmentally ready for the intervention. On the other hand, too much support leads to dependence and a lack of growth for the student. This does not allow a student to progress to a further developmental level (Sanford 1962).

Our Model of Co-Curricular Advisement

With both Csikszentmihalyi and Sanford as the base, The Model of Co-curricular Advisement has six steps and allows student affairs practitioners to effectively close the loop on assessing whether a student has successfully demonstrated learning, following an intentional intervention that is based on the developmental readiness of the student. This model takes into account the level of challenge and support needed by the student to reach the ultimate state of "flow." The steps are:

1. *Listen* to the problem, need or developmental growth opportunity that a student may have (this will be different for every student).
2. Hypothesize which *student development theory and stage* relate best to the student and their specific need.
3. Suggest an *intervention* that will support the student through this problem or will assist the student in moving through the situation stated. This intervention should be developmentally appropriate for the theoretical stage hypothesized.
4. Craft a *student-learning outcome* the student should achieve as a result of the intervention.
5. After the student completes the intervention, *assess* whether the outcome was achieved successfully.
6. *Follow up* with the student and reflect on the intervention to plan what is next for the student leader.

Student affairs practitioners tend to listen to students (step one) and then suggest an intervention (step three), but do not take the time to practice the other four steps listed. For effective co-curricular advising to occur, all steps are needed. This allows the student affairs practitioner to assist the student in effectively closing the loop and assists the student leader to progress to the next stage in their leadership journey, all while providing the appropriate level of challenge and support and allowing "flow" to be achieved.

Although the majority of Knight-Thon participants will not get the opportunity to have one of the of highly sought roles on the executive board, students' registration numbers still increase year after year. Hundreds of new participants join the movement every year to witness the experience that is Knight-Thon at UCF. By following the Co-Curricular Advisement Model, the advisors of Knight-Thon can craft personalized experiences that keep our participants coming back for more. More importantly, over time, the student leaders begin to emulate the model and this creates a culture that can lead to a $688,000 fundraising year.

Events like Knight-Thon and the skills attained as a result of fundraising and planning large-scale events allow students to practice learned leadership skills. These transferrable leadership skills can then be applied to the career the student eventually practices.

When asked what they have gained from participating in Knight-Thon, each student will share something different. For some, it may just be a great event to hang out with friends all night long while dancing the night away. Misek described Knight-Thon as an event that "makes the UCF community seem smaller."

"Knight-Thon is an opportunity for students to prove the stereotypes wrong about today's college students and to prove that they can make a difference," she added.

Engagement, Not Just Involvement

The University of Central Florida does not believe it is enough to be involved; there is an expectation for students to be engaged. Each event produced is constructed from the point of view of student impact, both on the participant and the event coordinators. Knight-Thon is a prime example of that effort. Within the past four years, Knight-Thon has gone from a $60,000 fundraiser to a nearly $700,000 event. That does not happen by simply raising expectations.

Knight-Thon is successful because advisors and students changed the culture, utilized theory-to-practice models, and allowed the students to set the direction in that culture change. For the students, the focus was less how much they fundraised and more about if they understood the impact of Knight-Thon, felt they were part of the movement, and felt supported by the KT board. By accomplishing this, Flow could be achieved and students could reach past previously accepted boundaries.

This commitment to a culture shift has resulted in a situation where students who participate in Knight-Thon call themselves Miracle Workers and Knight-Thoners. Many view it as a lifelong commitment and leverage their experience into a rewarding career or a long-term connection with the Children's Miracle Network through future fundraising efforts. This form of intensive involvement assists with skill building and a positive self-efficacy and is one that UCF is in the process of duplicating all over campus. This year (April 2016), under a mid-spring sun, hundreds more new dancers, just like Sari, are lining up for the first time. They are likely nervous and sensing mystery. Luckily, the Co-Curricular Advisement Model is there to lend them support on their way to personal flow.

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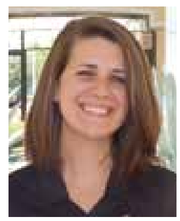
About the Authors

Stacey Malaret is Director of LEAD Scholars Academy at **The University of Central Florida**. She previously served as Assistant Vice President for Student Development at St. Joseph's College (IN). Earlier in her career, she was involved in NACA, serving in several volunteer positions in the former Illiana Region. Also involved in NASPA, she received that organization's Student Leadership Programs Knowledge Community's Outstanding Contribution to Student Leadership Programs Award in 2013. In 2012, she was named the NASPA-Florida Mid-Manager of the Year. She holds a doctorate in educational leadership and a master's degree in counselor education, both from The University of Central Florida, and a bachelor's degree in psychology from the University of Southern Mississippi.



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Some may question why universities should invest time and effort into these philanthropic efforts when they may not be deemed academic in nature. Or some may question why universities should raise money for other non-profits when the university itself is a non-profit in need of funds. The answer can be found in the literature and in our history.

BEYOND THE PROGRAMMING BOARD:
Enhancing Student Organization Advisor Support

By
TEARRIA BECK-SCOTT and
JERRICA WASHINGTON
Duke University (NC)

Do you have more student organizations to advise than you have time or staff to manage? If so, you might want to call on your colleagues from across campus.

ARE YOU CHARGED WITH PROVIDING STUDENT ORGANIZATION ADVISOR SUPPORT? As a programming board advisor, do you have dual responsibilities of providing support to other student organizations? Do you have great student organizations, but feel mentorship for students is lacking? If so, what we have to share is just for you.

Have you heard any of the following from your student groups?

- "How do we transition leadership?"
- "How do I navigate the contracts process?"
- "How do we manage conflict among the executive board?"
- Or our favorite, "Do you have few minutes to talk through some ideas?"

A 10-minute conversation with 300-plus organizations? You do the math. It's just not possible.

Serving at a university with over 300 student organizations, it would be impossible for the Student Involvement Team at Duke to be the only group offering student organization support. Consequently, our model of student leadership allows us to look to our campus partners to help with advising our broad array of organizations. Because of this, we not only have developed numerous resources, but we also have created workshops and a daylong conference to make sure our advisors are prepared to help.

We put our student activities brains and theming abilities to use. Similar to brainstorming and planning events for the student body, the Duke University UCAE (University Center Activities & Events) Student Involvement Team decided to do the same for student organization advisors. As a result of the 2015 NCAA National Championship victory achieved by our basketball team, we decided to incorporate the idea of March Madness into advisor support materials and efforts. Here is our 2014-2015 action plan for advisor support.

Student Organization Advisor Playbook

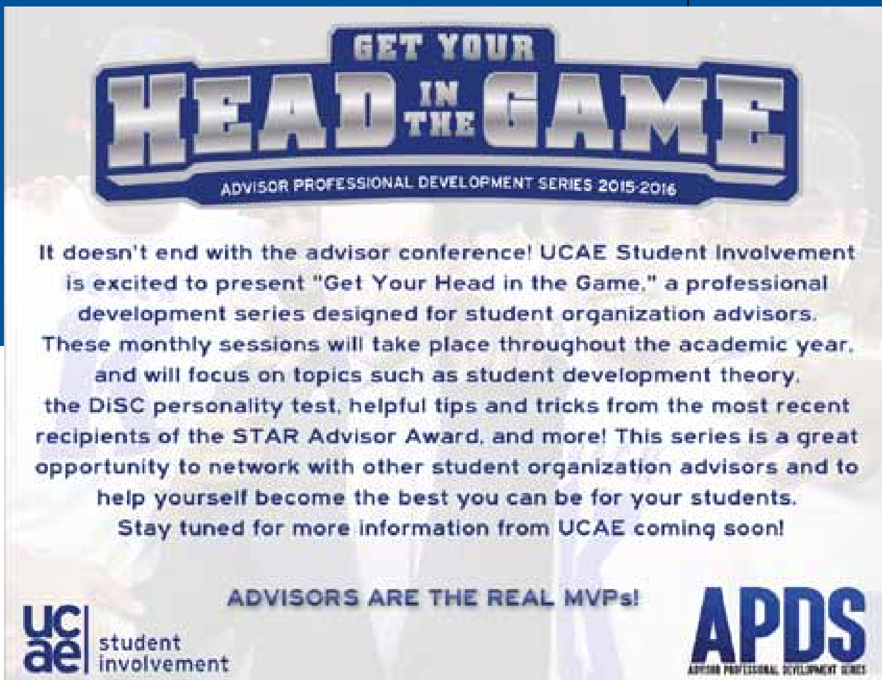
Mirroring the Student Organization Handbook we provide each student group, we wanted to provide advisors a single reference for relevant policies, procedures and worksheets, so we created our Advisor Playbook for the Year, containing much helpful information for all organization advisors.

Launch Advisor Training

We received positive feedback about the Advisor Playbook, which led Launch, our peer-to-peer student involvement and leadership development agent, to create a workshop that would allow student leaders and advisors to interact and discuss successes, challenges and opportunities.

Student Organization Advisor Conference: "August Madness"

Feedback from Launch workshops enabled us to coordinate our first daylong Student Organization Advisor Conference in August 2015. As the student involvement team began the day with a buzzer counting down to the opening, we had spots for 75 student organization advisors who were each able to attend four sessions throughout the day. We partnered with our Director of Student Athlete Development to champion our audience with the analogy of teamwork and coaching support.



This effort to offer more intense advisor support has definitely empowered our community members in their roles. We have seen an overall positive shift in advisor knowledge and student organization performance.

Topics included:

- Funding and Banking
- Contracts
- Expectations
- Role of the Advisor
- Legal Aspects
- Student Org Management Software (DukeGroups, a CollegiateLink-powered site where our student organizations can be accessed online)
- Fun Ways to Build the New Team
- Transitioning
- Knowing Your Leadership Style
- Program Management, Logistics and Execution

At lunchtime, our participants were able to enjoy watching the national championship game while we offered intentional opportunities for conversation. We concluded our conference full of interactive, informative and theory-based sessions with a reception allowing our attendees to network and recap their day, in addition to a survey we administered to determine the event's effectiveness. We have since used this data to direct this year's advisor support efforts in preparation for next year's conference.

Professional Development: "Get Your Head in the Game"

Building on the great response from our conference, Duke's UCAE Student Involvement Team decided to create a monthly yearlong professional development series specific to student organization advisors to address the following topics:

- DiSC® (assessment tool to improve teamwork, productivity and communication) facilitation
- Tips and Best Practices from Our STAR Student Organization Advisors
- Student Development Theory
- Free Speech and Student Groups
- Student Organization Transitioning

Our team of five realized the need to utilize our 180 student organization advisors to manage the involvement experience on our campus. This effort to offer more intense advisor support has definitely empowered our community members in their roles. We have seen an overall positive shift in advisor knowledge and student organization performance. We believe that with the continued development of our growing community of advisors, student organization success will continue to grow, as well.

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Tearria Beck-Scott is a Program Coordinator for Student Involvement at **Duke University** in Durham, NC. She holds a bachelor's degree in political science and a master's degree in public administration, both from Georgia State University. Active in NACA, she has attended and presented at several regional conferences and National Conventions. She has served as a 2013-2014 NACA® Leadership Fellow from NACA® Mid America and as a Leadership Fellow Mentor, as well.

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Lessons in Enhancing SPIRIT on Campus

By
KATE PIPER
Illinois State University

THROUGH MY WORK AS A SPECIALIST in the Student Activities and Involvement office at Illinois State University, I have been involved in and exposed to a variety of programs geared towards creating and enhancing traditions on campus. While most events relating to spirit and tradition on campus are very specific to that particular campus, I believe there are general lessons to be learned about starting and enhancing traditions on any campus. By looking at a few key events at Illinois State, I would like to share my insight into growing an event, modifying a tradition, and creating partnerships on campus.

Homecoming Carnival: A Lesson in Growing an Event

Homecoming occurs in various forms at colleges and universities all over the country and is a key tradition at Illinois State University. The Steering Committee for Homecoming is chaired by an individual in our Alumni Relations department, but representatives from various entities all over campus also sit on the committee. For our campus, the focus isn't just on alumni or current students. The Steering Committee also coordinates opportunities for faculty and staff to get involved, as well as members of our larger Bloomington-Normal community. Homecoming encompasses a few key events run by our program board students (KickOff, Carnival, and Bonfire), a Redbird Rumble Teams Competition hosted by our Campus Recreation department, and then the Saturday activities leading up to the football game – a 5k run, a parade, and tailgating.

Other opportunities for involvement include businesses getting their windows painted by students, a royalty process that not only crowns a student king/queen, but also an alumni king/queen and a prince/princess (a child of an alum between the ages of four and seven), and a campus office decorating contest, with winners announced during a faculty/staff appreciation lunch.

The Homecoming Carnival at Illinois State is one specific event on which I would like to focus because it demonstrates how the students with whom I work took an event from something basic to something extraordinary and turned it into a campus tradition along the way. In fall 2008, the University Program Board's Spirit Committee hosted a carnival in the fieldhouse on campus. The event included inflatables, novelties, cotton candy, and games hosted by other student organizations. At the time, we considered the carnival to be a successful event with an attendance of around 400 students. The next year, the event was moved to the ballroom in the student center and attendance doubled.

For 2010, its third year, we expected another minor rise in attendance, so the students increased the activities and added more carnival-themed food in another room. We were blown away with what actually happened that night. The increase in attendance went from 800 in 2009 to 2,000! I wish I could tell you what caused the increase to be so drastic, but the truth is we have no idea. In that particular instance, our students responded by raiding their storage closet to set up extra activities, including a hula-hoop contest on stage and a spin wheel with prizes. I was incredibly proud of them for how they

Opposite page: 1. Students have fun at the Illinois State University Fear the Bird finale party, held at the end of the academic year. 2. A Gamma Phi Circus clown says "yes" to free cotton candy. 3. Members of the Illinois State University Gamma Phi Circus perform a bicycle routine during the Homecoming Carnival. 4. A sampling of some of the exclusive giveaways used in the Fear the Bird campaign at Illinois State University.

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adapted to the situation, and from there, how they moved forward to create the carnival we offer today.

In that third year, we realized we had hit on something special and our students knew they would have to grow the program to keep up with the crowds. In fall 2011, the fourth year of the carnival, we expanded to the entire first floor of the student center. More activities were added, including one resulting from a partnership with our student circus group, Gamma Phi Circus (the oldest collegiate circus in the country). Gamma Phi Circus now performs two shows in our ballroom during the carnival, which has become something our students really looked forward to every year. Besides those performances, most of the other activities require waiting in lines – caricature artists, balloon artists, face painting, henna painting, a game room, a photo op room, etc. To keep the atmosphere engaging for all attendees, our program board members mingle with the crowds, handing out helium logo balloons and cotton candy.

The Homecoming Carnival has continued to be a tremendously successful program on our campus, with an average attendance of 1,600 to 1,800 students each year. The event also won Program of the Year honors at the 2014 NACA® Mid America Regional Conference, which was not only a win for that year's group of students, but also for all of the students who have worked on the event since its inception. While not everyone has the ability to host this particular type of event on campus, my point is it's important to start a program and then work to improve that project or event every year to see how it grows.

Sing for a Shirt: A Lesson in Modifying a Tradition

Sing for a Shirt is another traditional program that has been offered at ISU since spring 2008. Illinois State University has a big basketball rivalry with Bradley University, so for the ISU/Bradley game in the spring semester, the program board orders special shirts. Each year, the design is a different theme that pokes fun at the rivalry while also supporting school spirit. Students then must sing the fight song to get a free shirt. (We do provide the lyrics for students who might not know the words.)

We have also created entertaining videos showcasing the musical stylings of our students. Participants range from the very musically inclined, who know the fight song, to the not so musically inclined, some of who have trouble finding the song's correct rhythm. We also distribute spirit beads or other spirit-related items with the shirts if the budget allows.

For a few years before the Sing for a Shirt program, shirts had been given out to students through an advertisement in the student newspaper. To get a free shirt, students were required to bring the advertisement to the program board office. Before the 2008 game, the committee had conversations about how to turn the completely passive program into a more active, engaging one. Those conversations are how Sing for a Shirt was born.

> **IT IS ALSO IMPORTANT TO TAKE A LOOK AT EXISTING TRADITIONS TO MAKE SURE THEY REMAIN RELEVANT FOR THE CURRENT STUDENT POPULATION. CONSIDER WAYS TO MODERNIZE TRADITIONS THAT MAY NOT HAVE AS SIGNIFICANT AN IMPACT ON CAMPUS AS THEY HAD IN THE PAST.**

The first few years of Sing for a Shirt took place in the program board office with our student workers singing along with all of the students who stopped in to participate. Later, our program board members adapted the program again by taking it to the students. As a result, our program board students rent a golf cart to drive around the Quad or set up inside one of the dining centers or academic buildings on campus.

As with growing a program such as the Homecoming Carnival, it is also important to take a look at existing traditions to make sure they remain relevant for the current student population. Consider ways to modernize traditions that may not have as significant an impact on campus as they had in the past.

Fear the Bird: A Lesson in Partnerships on Campus

The Fear the Bird program is a Division of Student Affairs initiative and involves a partnership between our Bone Student Center and Barnes & Noble campus bookstore. Every year, the design for the event changes and students in the School of Art design possible options for the shirt we offer. Approximately 40 entries are usually narrowed down to a top five, and then the campus votes for the favorite shirt design. The shirts are sold for $9.99 at our bookstore and lobby shop in the student center. On Fridays during the academic year, there is always a discount at different venues in the student center for those wearing the current version of the bird shirt. The discounts range from a free drink with a meal purchase to half-price menu items or a free game of bowling in the Bowling and Billiards Center.

The Fear the Bird program involves much more than discounts, though. There is also a spring break photo contest, in which students are encouraged to submit pictures of themselves in their Fear the Bird shirts taken wherever they happen to be spending spring break. ISU has photos of students wearing their bird shirts in more than 20 countries and 33 states, which is pretty impressive.

There are also several other really fun aspects to the program, such as exclusive giveaways of items that can't be purchased anywhere else, but that promote the brand, and a finale party at the end of the year with food and prizes. It's interesting to note that there are roughly 32,000 bird shirts in circulation since the program began in 2007. What started as an idea involving only a few people has turned into one of the most successful spirit campaigns on Illinois State's campus. While this particular program may not be feasible for every campus, the idea of creating partnerships to enhance school spirit is possible for everyone.

A Few Suggestions

There are no one-size-fits-all approaches to boosting spirit on campus. As with everything, it is important to figure out what works for your campus, because each campus is different with regard to whether it's public or private, its size and demographic breakdown, whether it's a residential or commuter campus, or the overall atmosphere of student life on campus. Even with each campus being unique, though, I do believe that learning about what other campuses are doing can spark ideas to enhance spirit on your own campus.

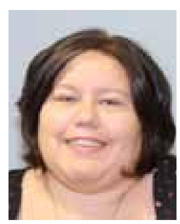
In addition to the specific programs at Illinois State University I have highlighted, I also want to share some tips to help you if you are unsure where to begin with enhancing spirit-themed programming on your campus.

1. Utilizing school colors and mascots are easy ways to incorporate campus spirit into your programming. Our mascot at Illinois State is Reggie the Redbird; hence we offer programs like Redbird Rumble Team Competitions during Homecoming and the Fear the Bird program. Our students like to include Reggie at certain events, and for Homecoming, also book him to go street teaming with them to promote events.

2. With tight budgets, this is a more difficult suggestion, but giving away spirit swag that your students will want to wear and use is always successful. At ISU, we have a great response to our Sing for a Shirt program and our giveaways during Homecoming – poms, foam fingers, spirit beads, eye blacks, etc. Even if you can't center an entire program on giveaways, try to incorporate swag baskets as raffles at events. You can also search for sponsors to split the costs of items. For the cups our students give away every year, we have a partnership with a local pizza franchise. They sponsor the cups, so we include their logo on them. It's a win-win.

3. Are there popular administrators, staff, or faculty on your campus? Rely on them to draw attention to your program or to spark an idea for a program. Another popular program at Illinois State is our Pig Out w/the Prez event that has been offered since 2007. The program results from a partnership between the University Program Board, Student Government Association, Association of Residence Halls and Student Alumni Council. Each year, those four groups sponsor a free cookout on the Quad for all students. The President, as well as other key administrators, joins in to interact with students. A key component of the event is a big inflatable chair for photo opportunities, which creates some memorable moments. Last year, the President and four vice presidents posed in the inflatable chair for a pretty comical picture.

Creating or enhancing spirit on campus is usually seen as an abstract concept, but it doesn't have to be. Think about what you want to accomplish and explore various events and programs that could help you get there. And be sure to have some fun along the way.

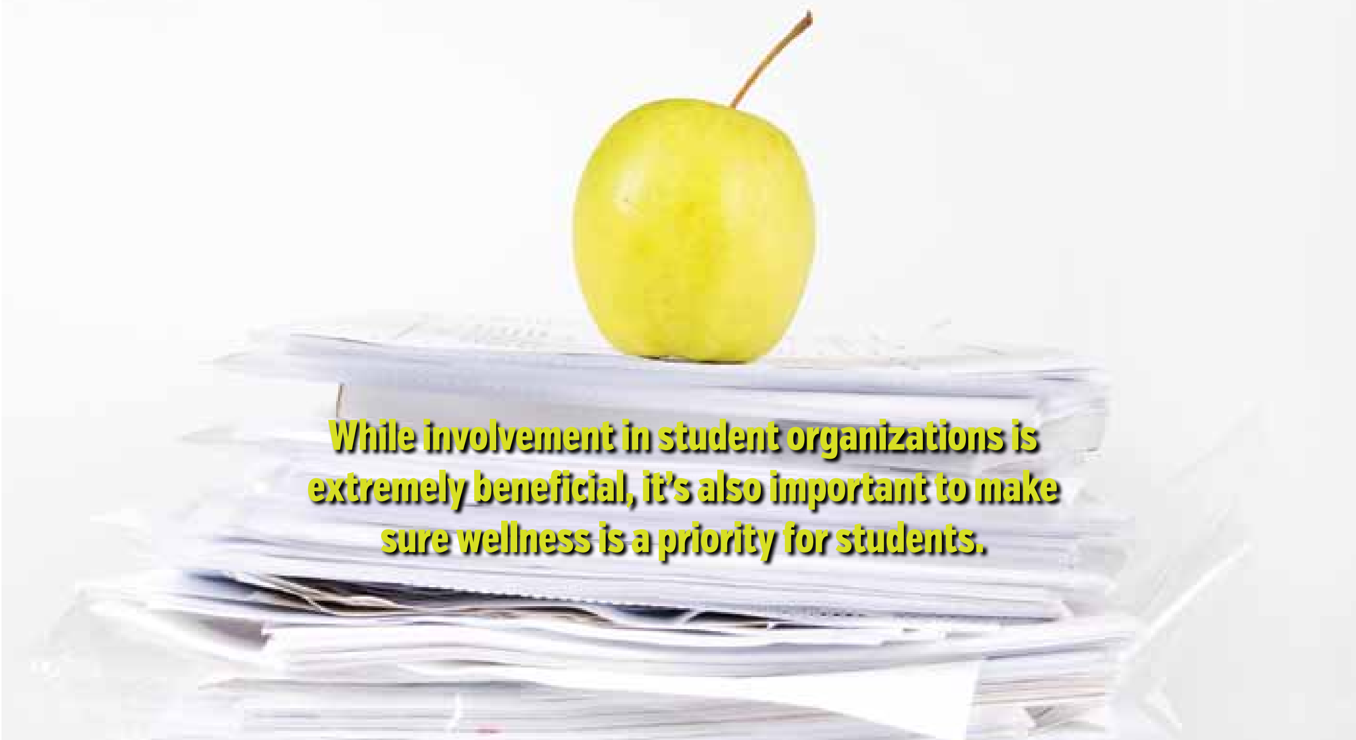


About the Author

Kate Piper is a Specialist in Student Activities and Involvement at **Illinois State University**, where she earned a master's degree in college student personnel administration. She previously served as Coordinator of New Student and Special Programs at Eureka College (IL), where she earned a bachelor's degree in business administration. She earned an associate's degree in arts and science from Illinois Central College. In NACA, she currently serves as Showcase Production Assistant for NACA® Mid America. She previously served the region as its Graduate Intern Coordinator.

Prioritizing Wellness within Student Organizations

By
LEXI HINSON
University of South Carolina



While involvement in student organizations is extremely beneficial, it's also important to make sure wellness is a priority for students.

FOR MOST STUDENTS, extracurricular involvement through student organizations can enhance the overall college experience. Students are often involved in several extracurricular opportunities at their institutions, including participation in student organizations, internships and part-time jobs, research projects, athletics and community activities.

Astin (2006) determined that involvement in college student organizations provides the chance for students to achieve personal growth through the development of leadership skills and interpersonal skills. According to Gellin (2003), students who choose to engage in multiple extracurricular activities outside the classroom are exposed to multiple viewpoints through their interactions with their peers and faculty advisors, which encourage them to reevaluate prior opinions, as well as gain critical thinking skills.

However, balancing extracurricular involvement with academics could lead to stress and compromise a healthy lifestyle. Results from the American College Health Association's Spring 2015 National College Health Assessment II showed that 9.1% of students reported that participation in extracurricular activities was a factor that affected their individual academic performance, while 30% reported stress impacted their individual academic performance. In addition, 42.7% reported their overall level of experienced stress as being "more than average stress" (American College Health Association, 2015).

These alarming statistics pose the following question for student organization leaders and advisors: what can you do to encourage your organization's members to maintain a healthy balance of academic success and student involvement while ensuring they are sustaining an appropriate level of personal wellness? It is possible to promote a healthy lifestyle within student organizations through the efforts of organizational leadership, and I hope to provide you with numerous ideas and resources to use collaboratively to that end.

Areas of Focus for Health Promotion

The most important things to keep in mind are that the health promotion initiatives you implement within your student organizations need to be tailored to trends at your institution, as well as to your student population. Here are recommended target areas for health promotion that can be emphasized during strategic planning:

- **Mental Health Resources:** This would involve educating student members on various mental health issues that a number of college students experience, including depression, anxiety, eating disorders, and suicidal ideation. It is essential to educate students on how to access on-campus and off-campus resources specific to assisting students with mental health conditions.
- **Stress Management:** To balance academics and extracurricular activities, the topic of time management should be addressed within your organization. Methods of managing proper emotional and physical coping mechanisms for stress should additionally be considered.
- **Self Care:** College students have been told multiple times to stay active, eat well, and get plenty of rest. When students become stressed and overwhelmed with their responsibilities, self care can take a backseat as a compromise for managing deadlines. Proper nutrition, increased physical activity, and additional hours of sleep should be emphasized through your efforts to implement health promotion initiatives.
- **Bystander Intervention:** The concept of bystander intervention has become prevalent in several student health initiatives at colleges and universities across the nation. The Women and Gender Advocacy Center at Colorado State University defines bystander intervention as "find[ing] ourselves in situations where we witness troubling and potentially harmful behavior, and at that moment we have the choice to either interrupt the problematic behavior or remain complacent and allow the situation to escalate" (Women and Gender Advocacy Center, 2015). Bystander intervention campaigns can be implemented within your student organization for alcohol and other drug misuse, interpersonal violence prevention, and mental health recognition to increase the probability that student organization members will be able to look out for other members of the campus community and assist when needed.

How to Implement Your Health Promotion Initiatives

Planning at Leadership Retreats

Planning student health initiatives can begin during your organization's leadership retreat or planning meeting at the beginning of the semester. When developing your organization's strategic plan at that time, the goal of increasing education about wellness should be added and discussed. During this leadership meeting, all attendees should equally contribute to the conversation when brainstorming ideas.

It is essential to set realistic goals for health promotion efforts and keep in mind the organization's budget, the timing of events, and the number of students involved in the planning and execution of the goal. It may prove beneficial to designate a student leader or a committee of student members to specifically work with health promotion efforts to ensure that time and effort will be dedicated towards designing and implementing wellness initiatives.

Incorporating Guest Speakers

Incorporating guest speakers during your organization meetings would provide education for attendees and expose students to wellness resources they can utilize that are available both on and off campus. During your leadership team's brainstorming session, create a list of campus officials and community leaders who would be able to educate your organization about topics of interest. A few recommendations for guest speakers include staff from the campus wellness office, the institution's behavioral intervention team, the counseling center, leaders from student organizations that focus on various health initiatives, such as a student health advisory committee, and employees from non-profit health promotion organizations. Strive to schedule these guest presentations at the beginning of the meeting and communicate to the presenters that presentations should not last longer than 10 to 15 minutes so that other agenda items can also be covered.

Providing Professional Development Opportunities and Educational Campaigns

Health promotion events held on and off campus can serve as professional development opportunities for organization members. Encourage members to attend any of these events that relate to wellness. If your organization delegates a leadership role or a committee for health promotion, one of the assigned job responsibilities can be to seek out events that other student organizations, campus offices, or off-campus partnerships are hosting. Also, if your organization's budget allows, consider planning and hosting a student wellness event to educate students on a particular health initiative.

Student health initiatives can reach a large student population through educational awareness campaigns, which can be achieved through utilizing social media outlets and tabling events at popular locations on campus. Some well-known educational prevention or awareness week campaigns include National Suicide Prevention Week (American Association of Suicidology, 2015), National Collegiate Alcohol Awareness Week (Health and Safety Programming Toolkits, 2015), National Eating Disorders Awareness Week (NEDA Toolkits, 2014), and Sexual Assault Awareness Month (2015). Keep up with any campus wellness trends you notice at your institution to use as inspiration, and collaborate with campus offices to create and implement your educational campaigns.

Assess Your Health Promotion Efforts

At the end of the semester or academic year, it is important to assess your leadership's efforts to determine which were successful or unsuccessful. Assessment can be completed

PLANNING STUDENT HEALTH INITIATIVES CAN BEGIN DURING YOUR ORGANIZATION'S LEADERSHIP RETREAT OR PLANNING MEETING AT THE BEGINNING OF THE SEMESTER. WHEN DEVELOPING YOUR ORGANIZATION'S STRATEGIC PLAN AT THAT TIME, THE GOAL OF INCREASING EDUCATION ABOUT WELLNESS SHOULD BE ADDED AND DISCUSSED.

by creating and utilizing an online survey or a focus group in which organization members can participate. Develop questions to ask your members to help determine the success of your efforts and also provide the opportunity for open-ended feedback responses so students can make suggestions for future projects.

After you complete the assessment, your leadership team should meet to discuss how members responded to the implemented efforts, if the health promotion efforts were cost-effective, and if your leaders were designating enough time and energy for implementing the wellness initiatives. Use all of the feedback to tailor your health promotion efforts for upcoming projects. All feedback should be documented in order to serve as a resource for transitioning officers for the following semester or academic year.

Successful Health Promotion Is Easily Attainable

Implementing health promotion efforts within your student organization can be easily attainable through the dedicated efforts of your leadership team. There are numerous ways to be creative and promote the importance of wellness among the members of your organization, and it is necessary to assess your activities to determine how to improve efforts in the future.

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About the Author

Lexi Hinson is a Graduate Assistant for the Office of Equal Opportunity Programs at the **University of South Carolina**, where she is pursuing a master's degree in higher education and student affairs. She holds a bachelor's degree in health science from Clemson University (SC), where she served as a peer educator for a first-year student health and safety dialogue and where she was also an intern for Healthy Campus and Redfern Student Health Center. In addition, she served on Clemson's Student Health Advisory Committee. She co-presented on the topic of dialogue-based peer education programming at the BACCHUS General Assembly in November 2014.

The Person Called You: Why You're Here, Why You Matter & What You Should Do with Your Life

By Bill Hendricks

Reviewed by **Emily Loudon,** King University (TN)

You might think giftedness applies to a few, exceptional people, but Bill Hendricks begs to differ – he posits that we all have our own, unique gifts.

How do you motivate and inspire others? What is the "gift" you give to others in the workplace or bring to a group setting? What is your giftedness to others? These are questions student affairs professionals often ask themselves at the start of their careers, at a time of job or career change, or in the middle of the semester balancing homecoming events, housing situations, judicial meetings and administrative meetings with offices and departments across campus.

Bill Hendricks outlines exactly what giftedness is and what yours is in *The Person Called You*. With a background in organizational effectiveness and individual career guidance, Hendricks is president of the consulting firm *The Giftedness Center,* based in Dallas, TX. He holds a degree in English, with master's degrees in mass communications and Biblical studies. The first half of the book presents general ideas about giftedness, followed by specific examples of calling and purpose in the second half.

Giftedness

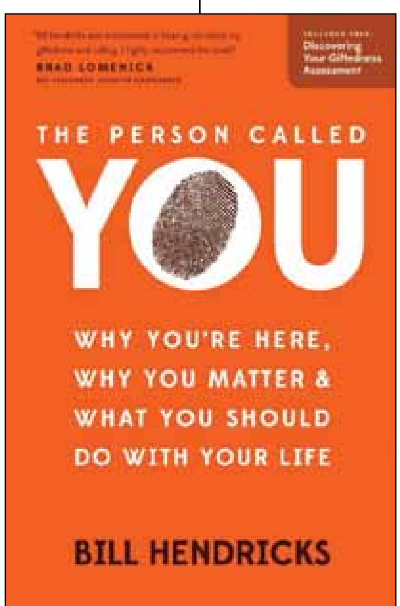
In part one, the first four chapters of the book, Hendricks outlines the uniqueness of individuals and how that is manifested through a person's behavior. He discusses patterns throughout a person's life that repeat again and again. These patterns, he writes, are what operate and drive people in their daily lives. These patterns are also the natural way of functionality or living for them. In outlining giftedness, and what it is, the best example Hendricks (2014) gives is how someone is "wired" to do a certain thing – calling that behavior someone's "sweet spot." For example, you may best relate to this when you say, "That is so how X person is," or "They are just being X person" (p. 27). We know exactly what the person means when they reference another individual and their behavior in describing their characteristics. We, as human beings, know and recognize others' individual patterns, even if we know nothing about this phenomenon Hendricks refers to as *giftedness* (p. 27). His definition of giftedness is:

> *Giftedness is the unique way in which you function. It is a set of inborn core strengths and natural motivation you instinctively and consistently use to do things that you find satisfying and productive. Giftedness is not just what you can do but what you are born to do, enjoy doing, and do well (p. 28).*

We often think of elite athletes as gifted when performing at high levels in championships, the Olympics, or similar competitions. Although elite athletes such as Michael Phelps, Pete Rose, Michael Jordan, Cal Ripken, Venus and Serena Williams, Lebron James, Kobe Bryant and Peyton Manning are referred to in pop culture as "gifted," Hendricks maintains that normal, everyday people express and have consistent patterns in the routines of their lives, too. These patterns, which we don't often recognize on our own, may be simple things such as the clothing we wear, kind of car we drive, political party we prefer, religious convictions we hold, TV shows we watch, or from which stores we buy things. We don't recognize these patterns because, as a society, we have been told that giftedness is and often refers to elite learners in schools, those in gifted programs or who have high IQs, or test in the elite percentages on standardized tests.

Hendricks (2014) says, "every person has their own unique pattern of behavior and motivation and the pattern begins in childhood and remains consistent through their life" (p. 26). These giftedness traits are innate to who we are, similar to our personality, and can be identified through assessments such as the DISC® (personal assessment tool), StrengthsFinder or Myers-Briggs tests.

In a Myers-Brigg personality assessment, the first pair of psychological preferences defines how people regain energy to re-charge. People identify for themselves



The Person Called You: Why You're Here, Why You Matter & What You Should Do with Your Life
by Bill Hendricks

published by Moody Publishers in Chicago (ISBN: 978-0-8024-1201-1) either Introversion (I) or Extroversion (E) as the first letter in their personality type. People either recharge by focusing on the inner world of ideas and images, as in the case of Introversion (I), or by focusing in the outer world of people and things as in Extroversion (E) (Myers& Briggs Foundation 2015).

While Myers-Briggs states and identifies people recharging with the inner or outer world, Hendricks (2014) aligns giftedness as a "*genuine sense of motivational satisfaction and something someone gains energy from doing*" (p. 33). Unlike in Myers-Briggs, where the energy is in recharging a person, giftedness is something a person enjoys doing. Giftedness is not the activity in itself, but is the person's sense of joy in fulfilling and accomplishing the task/activity. In a Myers Briggs assessment, like many other personality assessments, you are given the basic outline for your personality characteristics, along with others who share those same traits and fall into the same category. These assessments do not, however, nail down the uniqueness that is *you*. That uniqueness is what Hendricks is trying to identify (p. 90). Basically, he is seeking to identify what motivates a person to get out of bed in the morning and go to a job or pursue a career – what someone does on a daily basis.

Calling and Purpose

The second half of the book uses a religious perspective to solidify the concept of giftedness and introduces the ideas of *calling* and *purpose*. Hendricks maintains that God created each individual with unique giftedness and how one uses this giftedness creates delight for the individual and honor to God. Hendricks (2014) says your calling and purpose in life are related to God-given giftedness. The first half of the book is explained to the reader in the second half by assuming a belief in God. What you love and were created by God to do – your giftedness – effects your job or career, marriage, parenting of children, your relationship with parents, coworkers and bosses and friends.

Part two of the book, starting at Chapter 5, explores the process of how to find your giftedness as an individual. The book provides a couple of exercises with inserts in the back, as well as online exercises (which are free!) to complete. I logged in to the online activity, printed out the work sheets, and completed the exercise before reading and completing anymore of the book once I had reached Chapter 5. I chose to do this to get a thorough understanding of what my giftedness was and to help me provide a thorough review of this book.

While I was hesitant to complete this exercise with a colleague/co-worker as the book suggested, I did find the exercise useful to complete, not only for my understanding of my giftedness, but for the thorough understanding it provided and because it helped me relate the rest of the book to my giftedness. The exercise took about an hour and a half to complete, which I spent mostly recalling stories, situations, past events and activities I was involved in or completed, and then writing about both big and small details associated with these activities. Although it was initially difficult to come up with the events, once I chose the events I wanted to use for the activity, I recalled both the big and small details involved fairly readily.

The book also discusses eight fail factors; Ignorance, Fear, Doubt, Pressure, Traps, Restrictions, Fog, and Isolation. These factors, while not a complete list, make you think about your giftedness if you are stuck while completing the activity sheets. Identifying these factors also helps if you are trapped or feel stuck in your life, career or direction. Most likely, one of these eight factors is impeding your progress.

Broadly Applicable

The Person Called You is applicable to a wide range of professionals, including graduate students just entering their student affairs graduate program, recent graduates entering the field as new professionals, entry level professionals, and even mid-level-to executive-level professionals. The book relates to all areas and departments of student affairs, including judicial affairs, residence life, activities, orientation, Greek life, multicultural affairs, counseling, and health education. I recommend this book in particular to younger professionals to help you identify your giftedness early and know what it is as you progress through your career in student affairs and beyond.

However, if you have been in the field or your career for an extended period of time and haven't yet discovered your unique skills or giftedness, then you need to put this book on your reading list. It would be helpful, not only for you, but also for students and other administrators with whom you work on a daily basis. Hendricks (2014) says, "We not only discover that our giftedness is a gift to us but a deeper truth – that each of us is meant to be a gift to others, if we use our gifts appropriately" (p. 30).

Happy Reading!

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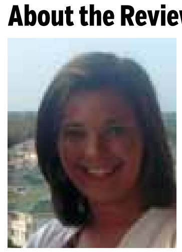
About the Reviewer

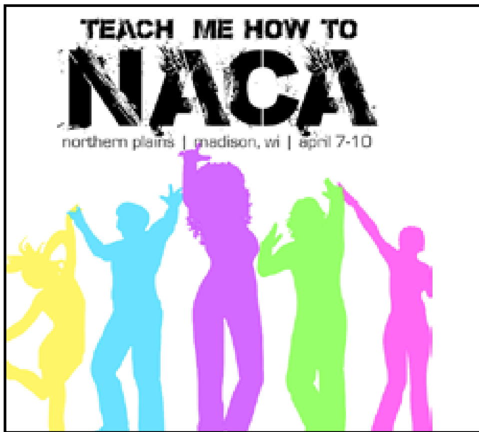


Emily Loudon is Director of Student Life at **King University (TN)**. Active in NACA, she has presented at NACA® South and at the National Convention on topics ranging from campus activities programmers working with the community and assessment and motivation to transitioning from graduate student to new professional. She has also written for *Campus Activities Programming*® on several occasions. She holds a bachelor's degree in exercise science from the University of Mount Union (OH) and a master's degree in higher education administration from the University of Akron (OH).

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.

NACA® SPOTLIGHT

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



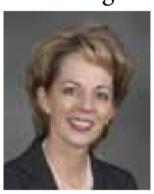
Not Too Late to Register for NACA® Northern Plains!

Register now for NACA's sole spring regional conference – NACA® Northern Plains at http://naca.ws/1Sz5grx and get ready to "learn how to NACA." Also, book your hotel accommodates at http://naca.ws/1TnNhTK.

More information about NACA® Northern Plains, including tips for a successful conference, is available at http://naca.ws/1Ws3oz5.

Mason, Hatch Are Featured Speakers for NACA® Northern Plains

Dr. Tisa A. Mason, President of **Valley City State University (ND)**, and **Erik Hatch**, Recovering Youth Director with **Hatch Coaching (ND)**, will be Featured Speakers at the 2016 NACA® Northern Plains Regional Conference, set for April 7-10 in Madison, WI.



Dr. Mason, who has more than 30 years experience in higher education, earned a doctorate from the College of William and Mary (VA), a master's degree from Eastern Illinois University, and bachelor's degree from Transylvania University (KY).

She will present the Professional Education Session "Leading from the Heart," in which she will explore how an individual's knowledge, relationships and courage shape the legacy they leave behind.

She was recently recognized as a NASPA Pillar of the Profession and is a recipient of the Robert H. Shaffer and Sue Kraft Fussell Distinguished Service Awards from the Association of Fraternity/Sorority Advisors, the Distinguished Service Award from the Fraternity Executives Association, and the Excellence in Service to Students Award from the National Society of Leadership and Success.

Hatch "proudly" claims to be "a hot mess." Having ridden the roller coaster of life, he's experienced giant ups and downs, all with a smile on his face. He will make you laugh, challenge you to get out of your comfort zone, and will probably reference bacon a few times, too. Hatch isn't content with the status quo or being average.

Are feeling burned out? Do you struggle with the everyday grind of things? Do your relationships feel a bit superficial? Are you craving MORE out of life? Is there clutter in your mind and in your life that needs to simply stop occupying space and energy?

Hatch will help you answer these questions as he shares how he has cracked the code to living an abundant life. You'll laugh, you'll probably roll your eyes, but you'll leave feeling inspired to make a few tweaks in your normal routine, freshening it up with just a few simple changes.

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**, 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.

Support NACA® Foundation through Amazon Smile

You can support the NACA® Foundation while shopping through the Amazon Smile program – just log in at the Amazon Smile website (https://smile.amazon.com/), then make the NACA® Foundation your charitable organization of choice. For more information, visit: http://smile.amazon.com/about. When you purchase items on a qualifying list, a percentage will be donated to the NACA® Foundation for scholarships and research grants. You may also contribute (http://naca.ws/1k4P9CB) directly to the NACA® Foundation.

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!

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, Buffalo, NY
NACA® Central, Oct. 20-23, Arlington, TX
NACA® Mid America, Oct. 27-30, Covington, KY
NACA® Northeast, Nov. 3-6, Hartford, CT
NACA® West, Nov. 10-13, Ontario, CA

NATIONAL CONVENTIONS

Feb. 18-22, 2017: Baltimore, MD
Feb. 17-21, 2018: Boston, MA

Follow Up on Block Booking to Save $$!

Schools now have the ability to indicate if a Block Booking form previously submitted at an NACA® event was eventually contracted with the artist or program. This is a great way to help other schools form blocks with you.

- Begin by logging into the Block Booking site: https://blockbooking.naca.org
- Click on My Bookings. Any forms approved by the Agency can be upgraded to a Contracted Performance (CP).
- Click on the date of the electronic form.
- Adjust the date on the form (if needed).
- Scroll down to the bottom of the form and select **Contracted Performance (CP)**.
- When finished, an email will automatically be sent to the Agency for final approval.

Simple as that! Your efforts to update Block Booking information may help other schools save money!

BLOCK BOOKING WITH NACA

Ready for Your ENCORE?

ENCORE, the Exclusive NACA Collaborative Online Resource Engine, is ready for you! It gives extended life to your programs and research in the campus activities field. Submit resources associated with your events, programs, meetings and more, and they get repeat play – making your knowledge and experience available to other NACA® members.

In addition to allowing you to submit your own resources, ENCORE allows you to search its vast library by keyword, student competency, author, institution or resource type so you can view great work from other NACA® members, as well.

ENCORE is a member-only benefit, so log in at www.naca.org. Click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video at http://naca.ws/20E7kOd, or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan at kaylab@naca.org.

Upcoming NACA® Foundation Scholarship Deadlines

The NACA® Foundation offers numerous scholarships that are available to undergraduate and graduate students, student leaders, professional staff and associate members on an annual basis. Scholarship nominations are solicited year-round, depending upon the specific scholarships. Upcoming scholarship deadlines include:

- **NACA® Mid Atlantic Undergraduate Scholarship – March 31:** Undergraduates in the NACA® Mid Atlantic Region who apply for this scholarship must be in good standing at the time of application and when the scholarship is awarded. They must maintain a GPA of 2.5 or better and hold a significant leadership position on campus.
- **NACA® South Student Leadership Scholarships – March 31:** Open to current undergraduate students in the NACA® South Region, these scholarships seek applicants who are in good standing at the time of the application and during the semester in which they are awarded. Applicants must hold a significant leadership position on campus and must have made significant contributions via volunteer involvement, either on or off campus.

For complete information on these and other scholarships, visit the NACA® Scholarships web page at http://naca.ws/1LtDAge.

CAMPUS NEWS

New Position for Wilson

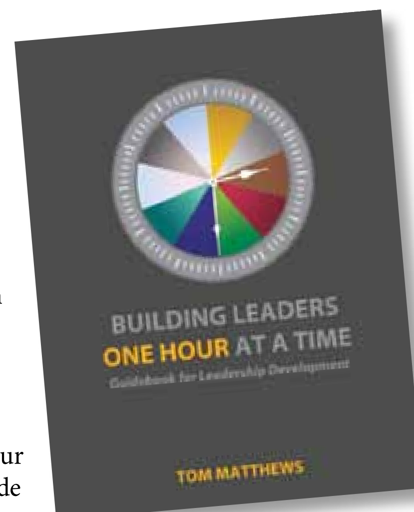
Effective Jan. 1, 2016, **Torrez M. Wilson** became Assistant Director of Student Involvement and the Student Center at **Georgia Gwinnett College**. He previously served as Coordinator of Student Involvement at the institution.

A past NACA® Leadership Fellow, he is a co-author of the article "Building Effective Campus Collaborations," which appeared in the January/February 2016 issue of *Campus Activities Programming®*. He also recently served as an Educational Program Reviewer on the 2016 NACA® National Convention Program Committee.

Building Leaders One Hour at a Time

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

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



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

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

New NACA® Members

NACA welcomes these new members, effective Feb. 15, 2016.

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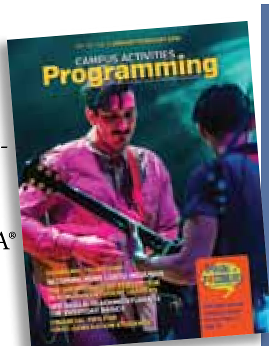
Update Your NACA® Profile Today!

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

Have a Great Article Idea? Want to See It Published?



If you've never written for a professional publication, your NACA® membership gives you a great opportunity to do just that. If you have a great idea for an article that will be helpful to other NACA® members, now is the time to pitch it for inclusion in *Campus Activities Programming®*. Theme areas for the 2016-2017 publication cycle will be announced soon, so there's no time like now to offer your input. Questions? Contact Editor Glenn Farr at glennf@naca.org.

Writers Seeking Input on Utilizing Social Change Model

This year marks the 20th anniversary of the publication of the Social Change Model of Leadership Development, which has become a widely used model for college student leadership development. Kathy Shellogg, an original member of the ensemble that authored the model, and Jon Dooley, former chair of the NACA® Board of Directors, are planning an article for *Campus Activities Programming®* about the history and current use of the model by campus activities professionals. If your office uses the model for training or leadership development programs and you are willing to be interviewed for the project, contact the authors at jdooley4@elon.edu or shellk@rpi.edu.

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.

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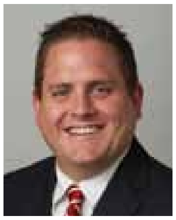

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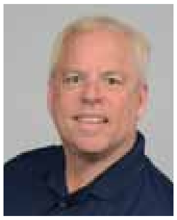

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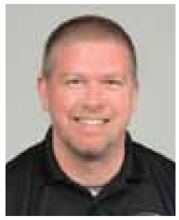

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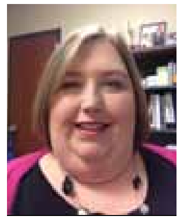

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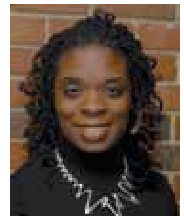

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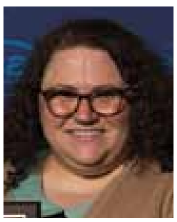

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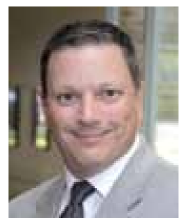

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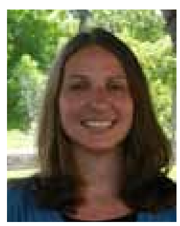

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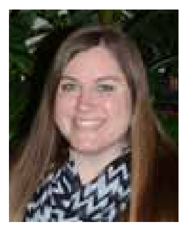

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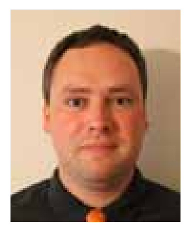

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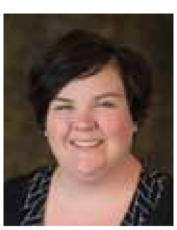

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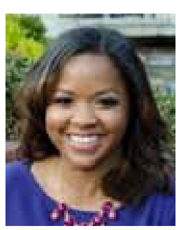

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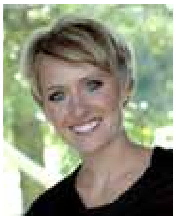
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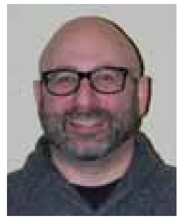
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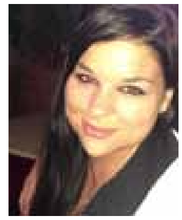
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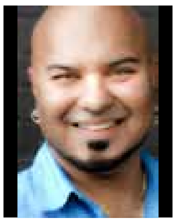
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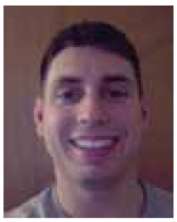
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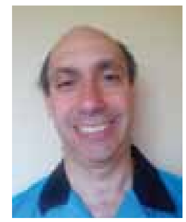
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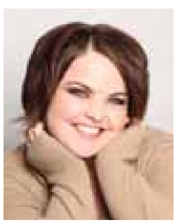
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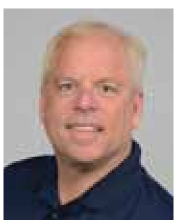
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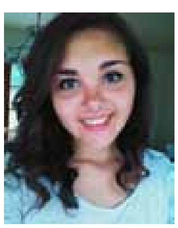
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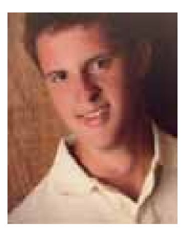
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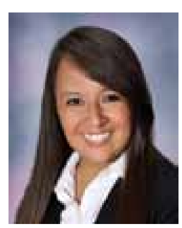
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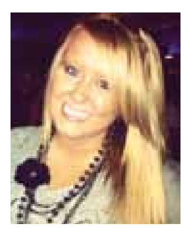
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Opportunities abound throughout the year. You don't have to attend an event to contribute to the Association. Find out more at www.naca.org or contact Laura Jeffcoat at lauraj@naca.org.

10 QUESTIONS WITH…

Torrez Wilson, MPA

Coordinator of Student Involvement

Georgia Gwinnett College

1. Leadership/management book you are currently reading?
The Heart of a Leader: Insights on the Art of Influence by Ken Blanchard. It is filled with awesome quotes followed by anecdotes giving wisdom and inspiration to those looking to lead. It is very refreshing, uplifting and educational.

2. What recent campus program most exceeded your expectations and why?
This year, Georgia Gwinnett College's annual Rev. Dr. Martin Luther King Jr. Commemorative Celebration was absolutely exceptional. It included singing, a guest speaker, a great meal, and the recognition of students who've made positive contributions to the community through volunteerism and civic engagement. Also, student representatives from the college's multicultural organizations led a social justice litany and bell ringing ceremony.

3. Favorite campus program in your entire career and why?
In 2014, we hosted a "CLAWnival" at the beginning of the fall semester, which included a Ferris wheel, the Ring of Fire rollercoaster, pictures with our school mascot, a Parent's Pavilion, lawn games, and more. It was fun-filled and very well attended. I remember it as the first time we offered attractions of that magnitude and it definitely set the tone for a great semester.

4. Three things on your desk right now you couldn't live without for work?
- My laptop, my lifeline due mostly to the many calendars I manage.
- My "Upcoming Events" binder containing everything related to upcoming programs, which keeps me organized.
- My stereo, which keeps me energized and entertains visiting students.

5. Best teaching tool for your students?
Event Function Worksheets. I have developed a worksheet that allows students to thoroughly plan events from conception to completion. It facilitates thinking and understanding relationships among the various elements of event planning. It has been invaluable in getting students to plan ahead and be organized, which allows them to run events more smoothly.

6. Technology that most benefits you at work?
Our Get Involved System (Collegiate Link). I once worked for an institution that did everything manually, which was quite daunting. Having a system serving as a central repository for all of our organizations is invaluable. I use it every day for event management, space reservations, documents, budgeting and assessment.

7. Most challenging aspect of your job?
Keeping our programming board members motivated and retaining them when they are not being financially compensated. Although they receive perks and gain transferable skills, being on the programming board is a huge commitment on top of classes, work and family obligations.

8. Tip you can share for balancing work with a personal life?
One of the best things I've done has been to maintain a clear boundary between the two. I stopped taking my work laptop home and I have a separate work cellphone I can put away when I'm off campus. This allows me to relax and explore my hobbies. I also plan some type of vacation every year. It doesn't have to be an elaborate trip; even attending or participating in activities in the city helps me recharge and stay energized.

9. Best programming advice you've ever received?
First, trust your instincts. I have realized we get "gut feelings" for a reason and they are not meant to be ignored. Second, always have a backup plan, and sometimes even a second backup plan. I have experienced unexpected setbacks with programming, but having a backup plan helps relieve the stress of last-minute changes.

10. Something unique about your programming board?
Our name. Georgia Gwinnett College's programming board is called the Greenlight Activities Board. When it was established in 2010, not only did we want a unique name, but also something that was reflective of the college and the students we serve. Our school colors are green and gray, and Greenlight represents a group where students are given the "green light" to dream, lead and achieve.

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

CURTAIN CALL

No Good Deed Goes Unpunished …

By **Mark Nizer**

I HAVE BEEN LUCKY ENOUGH to meet and get to know many of my idols and mentors during my life. The juggling world is so small that we not only can seek out, but also often can become friends and even colleagues with the best.

One performer I have always "looked up to" both literally and figuratively is Philippe Petit. For those of you who don't know that name, you know his feats. He is the man who walked between the World Trade Center towers on a high wire 1,362 feet above the ground. I, too, performed between the World Trade Center towers, except my performance was for a lunch gig and the stage was three feet off the ground.

So … I was working my first and only fair in the Meadowlands in New Jersey. I showed up hours early to set up and make sure everything would be ready for my first performance later that day. I pulled into the massive empty parking lot with my newly acquired rental car, parked and headed for my stage.

Setup went fine and, as time went by, the activity level around me quickly increased. Next thing I knew, it was time for my first show. It was 4:00 pm on a Thursday and my audience was non-existent. Suddenly, like a scene out of The Right Stuff, in walked the gods of juggling: Francis Brunn (arguably the greatest juggler who ever lived), his sister Lottie (also a world class juggler), her son Michael Chirrick (a prodigy and mentor to me), Ted Chirrick (a circus expert and promoter) and Philippe Petit and his wife.

My heart sank as I realized this was going to be my entire audience for my first fair gig. I think I blacked out, because I don't remember much about the show, except that I survived and stepped off stage to greet the entourage.

Philippe Petit, whom I had never met, but idolized and wanted to impress, mentioned he had to head back to the city and asked if I knew where the nearest bus would stop. I would have none of that. I had time before my next show and could drive them back to the city in my rental car that was sitting just over there in the parking lot. This was my chance to impress him and have him remember me.

They gratefully accepted and I attempted to mutter some French words to ingratiate myself. We headed to the parking lot and suddenly I realized I was screwed. The parking lot was huge and, by then, full of cars. Worse yet, I had no idea where my car was, what kind of car I had or its color. Nothing. This was before car remotes, so I couldn't push a magic button and have it make a sound or flash its lights. All I had was the license plate number scribbled on the key fob from the car rental company.

So, we were looking for XY7-32DK. For what seemed like hours, we wandered the aisle looking for this license plate. By this time, Petit could have gone to the city six times on a bus and perhaps even gotten his professional bus driver's license.

I stayed upbeat and continued childish French-speak. As time passed, the agony of my situation grew until I realized Philip Petit would indeed remember me, just not in the way I had hoped.

We found the car (or, rather, his wife did) and I drove them back to the city. The memory of the agonizing silence in the car still makes my chest hurt.

No good deed goes unpunished.

MARK NIZER, a long-time NACA member, is an award-winning juggler and comedian who incorporates 3D technology into his performances. He is represented in NACA by DCA Productions (www.dcaproductions.com). For more information, visit http://nizer.com or contact him at mark@nizer.com.

"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.