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Programming

VOL. 52 ▶ NO. 3 ▶ SEPTEMBER/OCTOBER 2019



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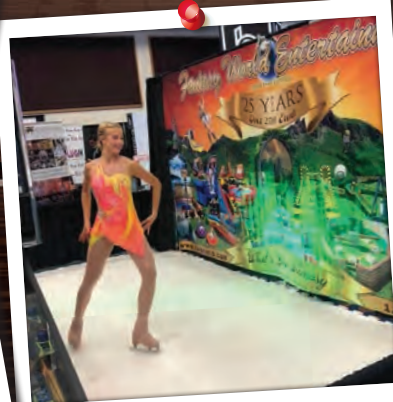
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FROM OUR ARCHIVES

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In 1984, the National Association for Campus Activities named rock band **The Police** as its Entertainers of the Year while also honoring a number of other entertainers in various categories in the Campus Entertainment Awards.

'Grandma Ruby Johnson' Made the Showcase

In 1985, none other than **Jenifer Lewis** ("Blackish") was included among the showcasing artists for that year's Convention.

For more about these memorable NACA performers of the past, turn to Page 23.



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"... THE TIME SPENT TEACHING
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THE HOW AND WHY OF
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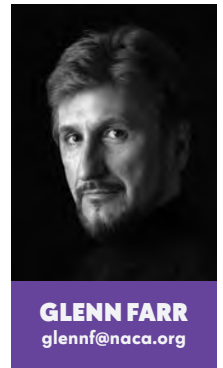
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The 'Star Trek Incident' and Other Interactions with Campus Power



GLENN FARR
glennf@naca.org

AS A FIRST-GENERATION COLLEGE STUDENT in the mid- and late-1970s, I felt a significant imbalance of power when dealing with my advisors and professors. Perhaps most students feel that way, but I assumed it was because almost everything about college seemed out of my comfort zone, as well as that of my parents.

In a meeting with my academic advisor as I was about to become a senior, he became frustrated because I insisted I needed another French course. He looked at my course record and yelled, "Don't take anymore French classes unless you're changing your major to French! You don't need any more foreign language credits!"

I really wanted another French course (I was up to conversational level), but I knew by his tone that this English discussion was over.

Once, for a history elective, I misunderstood an assignment and the paper I submitted did not meet its requirements. The professor called me in, arrogantly asserting I shouldn't use papers from other classes for his assignments. I was stunned into silence, for at no time in my life had I cheated academically. Fortunately, he allowed me to redo the assignment, but I long regretted not finding the wherewithal to rebut his accusation.

I was excited to take an English elective in science-fiction literature because I grew up fascinated with "Lost In Space," "Star Trek" and more. I posited in

one assignment that the contentious relationships among the Federation, the Klingons and the Romulans in "Star Trek" were analogous to then current diplomatic relations among the United States, the Soviet Union and China, respectively. The professor dismissed my analogy, saying, "Russians are not Klingons." I finished the course perplexed, with a lower grade than I had anticipated.

Years, later, I related the "Star Trek incident" to a fellow Trekker. He was flummoxed by the professor's opinion, saying, "But those relationships WERE analogous!" Yes. Thank you.

Fortunately, these incidents were exceptions. I did have a number of helpful advisors, most notably, the kind journalism advisor who made great effort to steer me through the department's curriculum revision, which threatened to leave me without a credit crucial for my degree. He patiently worked with me to find an equivalent credit and secured approval for its substitution from the department head.

In your campus activities work, advising – and teaching – are major components of what you do. Your experience and training, much of which comes from your involvement in NACA, give you the tools to be more like that journalism advisor who helped me get what I needed to graduate. I'm sure your students will long appreciate you, your patience and understanding. ■

What Does 'The Board' Do?



BECKY RIOPEL
nacachair@naca.org

DO YOU EVER WONDER what the National Association for Campus Activities Board of Directors does? Perhaps you've heard of "The Board," but who are we and why would you want to know?

NACA's Board of Directors is comprised of nine elected volunteers who represent our school membership, each of whom serves a three-year term. It has an internally elected leadership group that includes the chair, chair-elect and immediate past chair. Our role is to see the Association from a figurative 30,000-ft. vantage point so we can better determine what our members want. What are the predominant trends within higher education, college talent buying and national news and how do those trends impact our members and the Association as a whole? We seek opportunities to partner with other associations and businesses as appropriate, review the Association's fiscal health and assess our member services on a regular basis. We meet in person four times per year, and when we're not meeting face to face, we meet monthly via Zoom. You will see us at regional conferences this fall and at our national event, NACA® Live, in February.

A board member serves as a liaison to ensure communication between our volunteers and the Board of Directors. While the nine of us focus on higher-level work, it's important for us to stay connected with our membership to meet evolving needs. That's why the Association's strength comes from the work of our many volunteers. If you're serving on an advisory committee or other leadership group, thank you for your service to the Association.

We work with the staff at the NACA Office to see our strategic plan realized, our goals achieved and our member services utilized. When we volunteers return to our paying gigs, the Office staff in Columbia, SC work diligently to ensure the Association's success. In conjunction with several staff changes during the past year, they've put in long hours and I'm very grateful for their commitment. Their passion and love for NACA runs deep; there is a reason several have been with us for more than 15 years.

It's been an honor to serve currently as chair and previously as a regional, national and board volunteer. I've been able to work closely with incoming Executive Director Amber Shaverdi Huston to share the story of who we are and who we want to be. She joined us for our July board meeting (prior to her official start in the office on Aug. 5) and it was immediately clear she is ready to dive in, learn, be our advocate and lead us into our next phase. She is eager to meet all of you via Zoom, email and, hopefully, in person at our live events.

I can't wait for you to meet the board and Amber in the coming months. Please reach out, say hello and ask any questions you have about the Association or the Board of Directors. Not going to a live event? All of our email addresses are accessible on the NACA website under "About NACA." We're here to serve our membership and want to hear from you. ■

RULES *of* ENGAGEMENT

QUANTIFYING *the* INTANGIBLE

BOBBY DUTTON

GrooveBoston
(MA)

JESSICA CLAAR

Degy Booking
International (FL)

MANY OF US HAVE BEEN FACED WITH THE CHALLENGE

of quantifying engagement, especially when it is used to measure return on investment (ROI). When everyone has an opinion and programming budgets are tight, you need to determine how to consistently and objectively evaluate events – without stripping away the subjective magic that might be the most critical driver of success.

If you can spend less and get the same result, that's a win. Consequently, some institutions impose a black-and-white bid process on programming. But this assumes two things:

1. The product or service in question is identical to (or interchangeable with) the alternatives (in other words, they'll deliver the same return), and/or
2. The cheapest option is the best.

Unfortunately, this process doesn't always have the desired effect when applied to creative services. Many campus programmers have spent \$50,000-plus for musical performances, but definitely didn't want the \$200 alternative.

A Better Way to Measure Return

We need a way to measure return that factors in objective analysis AND emotional impact. Let's divide a program into three phases to ensure we're looking for value in the right places:

1. **The Ramp Up:** A huge amount of value happens before the day of the show. What's the buzz on campus? What's the stress level of student leaders? Are you confident you'll attract students?

2. **The Show:** Even within the show itself, there are sub-phases: The arrival experience; the entrance to the event; engagement with the performance or presentation; the exit. Did the program grab and retain students' attention at each of these points?

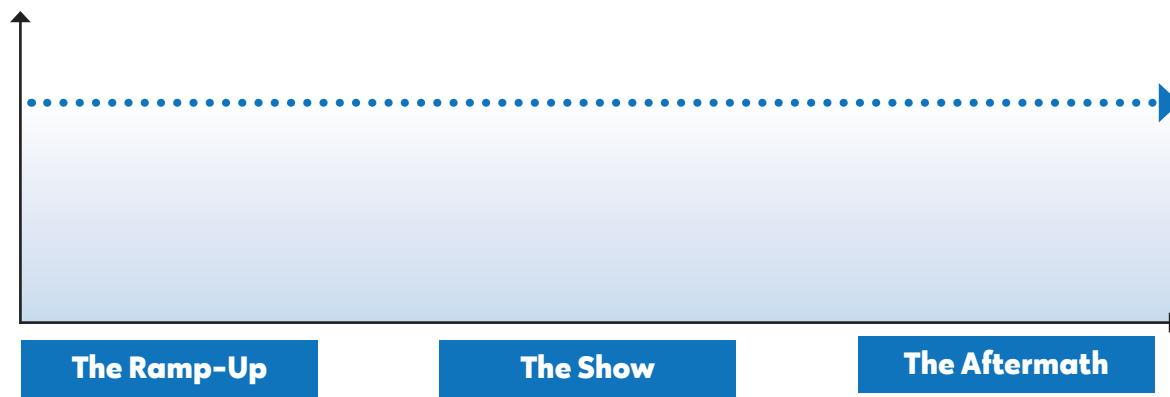
3. **The Aftermath:** How students feel after the program is arguably most important because this is what will ultimately fuel both the short- and long-term opinions they'll have about the program or tradition.

The aftermath's "extended engagement" is also a bit easier to measure, thanks to social media. How many posts did you see featuring the event hashtag? What was their tone? How many people viewed or used your Snapchat filter? How many people tagged you? Was there an official recap post or aftermovie? Did students want to share it (indicating they are proud to have been there)? Did those shares get social traction?

Engagement Arcs

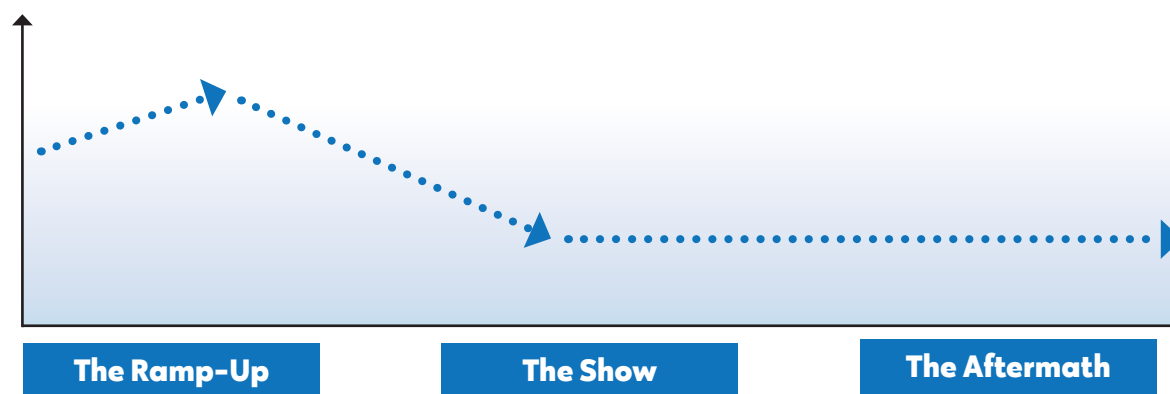
Let's consider a few hypothetical events to get a sense of how each performance phase can make us feel about a program's success.

1. Perfection



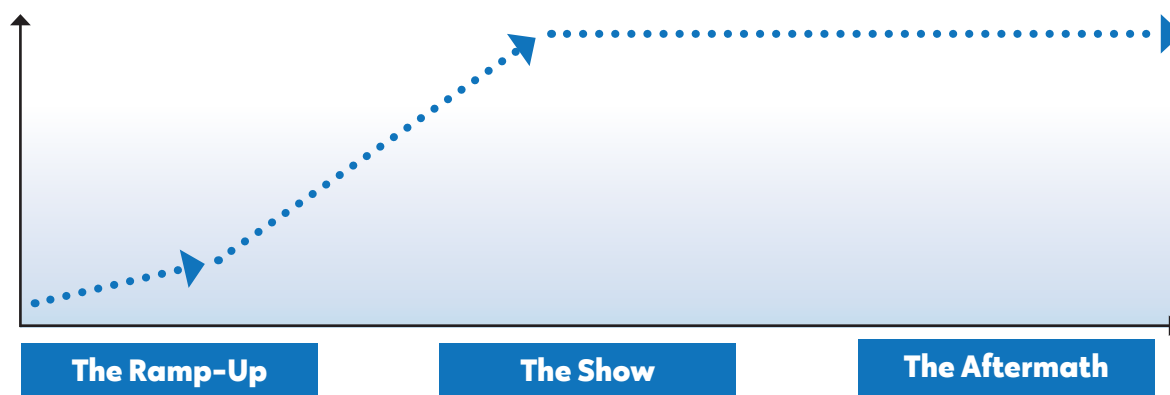
It was the perfect show. The preparation was an absolute delight and everyone felt great from day one. The announcement was well-received by students across campus. On show day, they arrived early, hyped to be there. Event logistics were flawless. Students supported every aspect of the program, which was so engaging it created a glorious shared reality, bringing everyone together in seamless euphoria. The exit was smooth, the load-out was quick and easy and students couldn't wait to talk about their epic experience. You left wanting to begin next year's project.

2. Great Expectations



The planning was okay. The idea was well received and generated solid interest around campus. When show day arrived, students trickled in, but never really achieved critical mass or focused energy. Most were buried in their phones, looking for engagement elsewhere. The crowd thinned quickly and at day's end, you were glad it was over and happy to move on.

3. Wait. WHAT?!

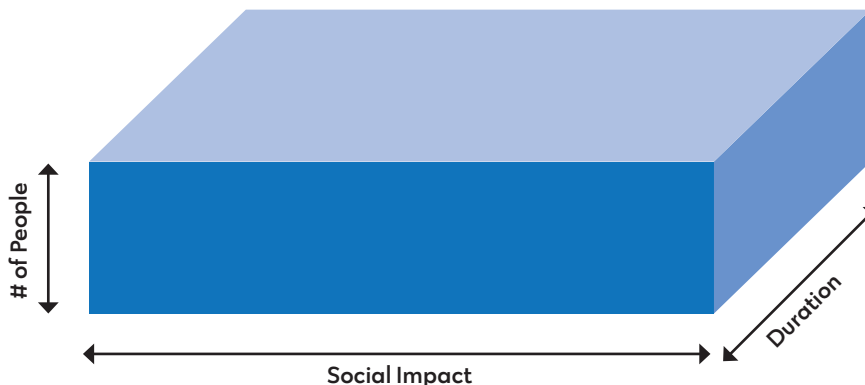


Let's be honest: It was an uphill battle. You tried to shake things up, but had a hard time getting campus buy-in. Ultimately, you worked your butts off, and when this event got going, it absolutely crushed expectations.

Engagement arcs can be a great way to drive useful conversation as you debrief your events.

'Blue Brick of Engagement'

To actually quantify engagement, let's use the "blue brick of engagement." To measure the mass (engagement) of the brick, we measure each of three dimensions:



- **Length** = Degree of (peak) social impact
- **Width** = Duration (of social impact/engagement)
- **Height** = Number of people affected

Relative ROI

The brick helps us compare programs, which come in all shapes and sizes: Our tallest bricks focus on the entire campus community; our widest bricks are the programs prospective students hear about on campus tours.

ROI = Engagement Over Cost

As we consider the ROI for programs, we should answer these questions:

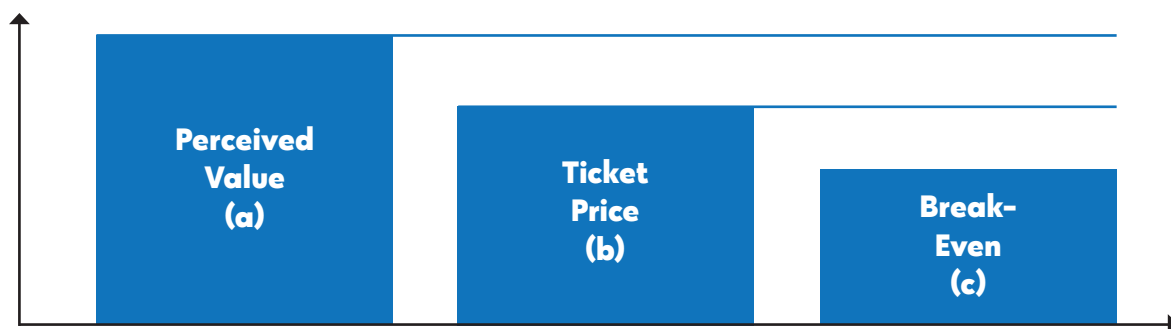
- How is the brick shaped for each project? How heavy/substantial was it?
- How much did it cost?
- Was it worth it? Could we have gotten the same overall substance with fewer, larger bricks or more smaller bricks?

Using this approach, you'll find that some programs were "a massive brick at a really great price" or (sadly) were "a really, really expensive, thin, flimsy shard of clay."

Values-Based Pricing

Let's take it a step further: What makes an event viable? Let's consider three key metrics:

1. **Perceived Value:** What do students think this experience is worth?
2. **Ticket Price (or cost per capita for non-ticketed events):** How much does it cost (per person) to attend?
3. **Break-Even Point:** How much (per person) would it take to cover all expenses or hit the financial target for the event? (Taking into account the goal of your individual institution may not necessarily be to break-even, this number should account for any financial obligation you might have.)



The rule is simple: If $a > b > c$, the event is viable.

If, however, $c > b$ or $b > a$, the program needs to be re-evaluated.

So What Can You Do?

Having concrete shapes, formulae and rules can help us see engagement challenges with new degrees of clarity and forewarning. We can identify specific, helpful questions:

- How do we strengthen the aftermath phase of this program?
- What actions can we take to further extend engagement?
- How can we boost students' perceived value of the program for the future?

These factors are interconnected, but by focusing on them separately, we can be more intentional in how we create engagement, how we measure it, and how we deliver value for our students and teams. ■

ABOUT THE AUTHORS



Bobby Dutton created **GrooveBoston (MA)** in 2004, built on the statement “Music is No Longer a Spectator Sport.” His team (now called GBM6) has since produced 10 US concert tours and delivers major concert traditions on college campuses with some of the biggest artists in the world. His pioneering work on “The New Concert Model” has won him awards internationally and he was voted one of the “Top 25 Young Event Pros to Watch” by Special Events Magazine. (www.gbm6.com)



Jess Claar grew out of the Atlanta music scene, and got her start in events and campus programming as an undergraduate. She spent 12 years working in higher education advising programming boards and producing student events. Following her roots back to live entertainment, she now works as a Major Events Operations Manager for **Degy Booking International (FL)**. Her passion is creating experiences to make people happy.

Together, Claar and Dutton have produced award-winning concerts and presented sessions on quantifying engagement at both national and regional NACA events.

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#GradGoals

Eight Tips for Strong Supervisor/Graduate Assistant Relationships

Deanna K. Wicks

Saint Vincent College (PA)

Victoria Dean

Saint Peter's University (NJ)

Most of us have had a Miranda Priestly in our professional lives. A main character in “The Devil Wears Prada,” she’s a great example of a truly *terrible* supervisor. She sets up her team for failure by stoking unhealthy competition, refusing to truly connect with her employees, and fostering an intimidating office structure. Finding success within a negative workspace can be nearly impossible, yet some graduate assistants are forced to choose between unhelpful work experience or none at all.

At a time when pre-professional experience is considered essential for employment, positive supervisory relationships can make or break a graduate assistantship. Through our personal experience working together as supervisor and graduate assistant, we’ve learned much about support, care and kindness, and have created eight tips to help strengthen these kinds of relationships.

For Graduate Assistants

- 1. Trust the Process.** During your assistantship, you won’t always understand or agree with your supervisor. You might find you are relying on limited experience and may not be aware of the range of options at your disposal. As you start to grow professionally, you’ll begin to see things in a new light. Work to trust your supervisor and the experience they bring to your relationship.
- 2. Remember that Support Isn’t One-Sided.** You may often be overwhelmed by the responsibilities of your program and assistantship. You may expect your supervisor to be your main support system. However, your supervisor faces large stressors and challenges of which you may not be aware. In fact, your supervisor may often be twice as stressed as you. They may actually need your support. Offer it by helping with projects, being the face of positivity or reminding them why they chose this profession. Showing support not only strengthens your working relationship, it also brings you closer.

For Supervisors

- 3. Take Time to Train Your Graduate Assistant.** For a busy supervisor wearing many hats, it’s faster and simpler to complete tasks and projects by yourself. It takes conscious effort to teach your graduate assistant certain tasks. You may prefer assigning them the easier ones. However, the time spent teaching your graduate assistant the how and why of more challenging tasks will help cultivate a stronger relationship and enhance the knowledge and capabilities of your entire department.
- 4. Mentor Your New Colleague.** You are working with a graduate student who will be entering your profession very shortly. You have the opportunity to help shape

your newest colleague. The lessons learned from your mentorship will go with them into their first professional role, which means your reach and influence will continue to make a difference at other institutions and in more ways than you might imagine.

For Graduate Assistants and Supervisors

- 5. Set Early Expectations.** Work together to grow together. By setting expectations of each other at the start, you’ll be able to hold one another accountable. Communication doesn’t end simply because you’ve been working together for a semester or even a year. Things change; you change. With open and honest communication, you get to experience each other grow.
- 6. Be Authentic.** Don’t be afraid to be yourself. Showing who you truly are allows for a stronger bond to develop. Find something you both love and dive in. It can be as simple as catching a few Pokémon on a town tour, like we did, but the quickest way to bond is to find an activity in which neither of you have participated and both fully commit to it. You might attend a monster truck rally, take a painting class, participate in an escape room or anything fun you can find. In doing something neither of you have experienced, you share a bond of discovery and strengthen your reliance on each other.
- 7. Appreciate Everything.** Your relationship needs to be deeper than the office, so fully invest in one another, especially in things outside of work. Recognize each other’s value and continually acknowledge aspects of each other for which you’re grateful. Learn from your experiences together, each leaning on the other’s strengths. Let yourself be impacted and changed by your relationship. The stronger your relationship becomes, the better you’ll support each other and the happier your department will be.
- 8. Envision the End Goal.** You are both working toward bettering your student community. Even if you disagree, learn to put it aside and do the best you can to help your students succeed and thrive. You both are striving to do what’s best for your students, but your respective approaches to that goal may differ.

Our supervisor/graduate student relationship had its good days and bad, of course. But following these guidelines helped us grow and develop as colleagues, no matter what challenges appeared. Even Miranda Priestly could have been happier if she had learned to appreciate everything. After all, there is no better work environment than one filled with care, kindness and support. ■

ABOUT THE AUTHORS



Deanna K. Wicks is director of Campus & Multicultural Student Life at **Saint Vincent College (PA)**, where she has also worked in Residence Life & Student Programming. She led an educational presentation at the 2018 NACA® Mid Atlantic Regional Conference and she advised the Saint Vincent College Activities Programming Board, which was named the region’s Outstanding Programming Board that year. She holds a bachelor’s degree in elementary instruction and a master’s degree in curriculum and instruction from Saint Vincent College.



Wick’s former graduate assistant, **Victoria Dean**, is associate director for Leadership & Engagement at **Saint Peter’s University (NJ)**. After assuming her current position, she co-presented with Wicks at the 2018 NACA® Mid Atlantic Regional Conference. She holds a bachelor’s degree in biology from Stockton University (NJ) and a master’s degree in student affairs higher education from Indiana University of Pennsylvania.

Using Transition Theory to Address New Advisor Challenges



CHELSEA FRICKER
University of Dayton (OH)

AT SOME POINT DURING YOUR CAREER, you'll likely find yourself serving as a new student organization adviser. Regardless of your experience level, there are a number of hurdles to clear when transitioning into this role: Memorizing new account codes, encountering student resistance to change, getting to know an organization's values, establishing expectations with students and colleagues and more.

You know the integral role programming plays at various transition points in students' lives. Welcome week eases transition to college and graduation celebrates the end of one chapter while marking the beginning of a new one. So how can you take transition theory and apply it to becoming a new advisor?

Dr. Nancy K. Scholssberg's Transition Theory defines transition as "any event, or non-event that results in changed relationships, routines, assumptions, and roles" (Evans, et al., 2010). There are four key tenets of the theory – situation, self, support and strategies – through which new advisors can find ways to deal with challenges. Additionally, there are two ways to conceptualize each tenet:

1. How you experience it.
2. How your students experience it.

Situation

"Situation" encompasses any aspect of the circumstances surrounding the need for transition (Evans, et al., 2010).

When becoming a new advisor, you may be starting your first job out of graduate school, moving onto a second or third job or being asked to take on additional responsibilities in your current role. Consider what triggered the transition for you and how you feel about it. If you have control over it, you may have a more positive outlook than if it were assigned to you. Acknowledging and working through your own feelings about the transition can help you with any internal challenges you experience. Use a positive attitude toward the transition to keep you motivated when you face inevitable missteps, like emailing the wrong person, forgetting to order snacks for student training or missing a spelling error on marketing materials.

How do your students experience the situation? Did they have a say in selecting their advisor? What was their experience with the previous advisor? When students feel a transition is positive and timely, it's easier for them. If they feel negatively about it, reframe it by immediately seeking their input and assuring them an appropriate level of autonomy throughout the transition.

Self

"Self" takes into account personal or demographic characteristics and how they might impact the transition. Use this tenet to get ahead of challenges.

Before taking on a new role, remind yourself of and articulate your strengths and areas for growth. This will help you share with your students what they can expect from you, what you expect from them

and goals for the year. For example, if one of your areas for growth is delegation, that opens a conversation with students about defining organizational roles and tasks. If one of your strengths is meeting deadlines, sharing that will help students understand why you expect assignments to be completed on time.

The self tenet can also ease challenges that arise with students. Your transition as advisor will be easier if you get to know who is a quiet leader, who is stubborn, who is a people person, who boosts morale, etc. Getting to know their individual strengths and areas for growth can help you become a better advisor and also help you avoid future challenges.

Support

"Support" helps you see the types of help available, its function and how to measure the assistance you will need during transition.

Finding your support system is crucial. Determine the types of support you need and look for it. Do you need help navigating campus politics? Implementing a change? Figuring out how to work the copier? It's important to remember you can't do it all yourself, it's okay to ask for help, and you need to build relationships, not just self-serving connections.

Strategies

"Strategies" acknowledge your ability to move forward through transition. Look specifically at strategies that can modify the situation, control the meaning of the problem, and help manage stress in the aftermath of transition.

Developing strategies helps you face current challenges or prevent new ones. Helpful strategies include:

1. Setting goals and expectations,
2. Getting to know your surroundings: The culture, the structure and the stakeholders, and above all else,
3. Finding a way to give yourself some grace.

No strategy will work exactly as you intended. Consequently, your strategies should be fluid and flexible. You're entering a situation where people may know better than you about certain things and may be able to improve your strategies in ways you never expected. Those people may very well be your students.

Also, your strategies may pose changes students initially resist. To counteract that, include students in strategizing. Don't try to change systems before getting to know them and, "if it ain't broke, don't fix it."

While becoming a new student organization advisor comes with challenges, it also offers rewards. You'll make mistakes but will learn about yourself and grow. Take comfort in knowing you were given this role for a reason and, on days when that isn't enough, acknowledge the "situation" at hand, recognize your "self," find your "support" and mold your "strategies." ■

ABOUT THE AUTHOR



Chelsea Fricker is associate director of Student Leadership Programs at the **University of Dayton (OH)**, where she previously served as assistant director of Kennedy Union Operations and where she is pursuing a doctorate in educational leadership. She has been a presenter and educational session reviewer for NACA regional events, most recently serving as the NACA® Mid Atlantic Special Events Coordinator. She holds a bachelor's degree in communication and a master's degree in educational leadership and policy analysis, both from the University of Missouri.

REFERENCES

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Advising Lessons from Student and Peer Feedback

AKYANNA SMITH

University of South Florida–St. Petersburg

AS I ENTER MY SECOND YEAR AS A PROFESSIONAL, I realize I've been very privileged to have insightful students and a supervisor who really care about my professional development. They've taught me two valuable lessons I plan to use as I continue my career.

1. You cannot be a savior for your students all the time.

This has been very difficult for me to accept. I love to help people and I feel I always need to have the answers for questions and solutions to problems. But I often found myself bending over backwards to make things happen for my students, missing chances to have teachable moments. When I constantly picked up slack when deadlines were missed, my students didn't understand the consequences of lack of follow-through.

There are aspects of an event that must happen. You must have a reserved location for an event and you need to market it. But smaller details, like having food, decorations and a cool DJ, won't necessarily make or break an event, even though students will definitely notice the lack of impact it might have had. Understanding which pieces can and can't fail helps me understand when I need to step in to make sure things happen for my students' events when it appears crucial elements might not be coming into place.

My takeaway: I should let my students fail, but within reason.

2. Your opinion matters and your students want to hear it.

I'm an introvert, sometimes to a fault. I like to observe and hear others' perspectives before I even consider sharing mine. But I learned last year that my students

genuinely want to know what I think about an idea and whether it will work on campus. Students like their ideas to be challenged and it's a greater learning opportunity for them when they have to sell an idea to make it happen.

I ask clarifying questions that require my students to dig deep to communicate their vision, thereby helping ensure I understand their thinking. I restate their idea in my words to show them I understand. Then, I raise any potential conflicts or barriers that could inhibit the execution of their idea. Lastly, I share my suggestions of how they can make their idea even better, but encourage them to ultimately make it their own. When I've pursued this process, it's helped us develop a wonderful blend of their ideas and my suggestions, resulting in events that are comfortable for them, but realistic and innovative enough to be captivating for our student body.

My takeaway: Communicating effectively helps my students feel heard and understood AND gives me the power to share my thoughts comfortably.

Being a new advisor who happens to be an introvert has certainly had its challenges, but I now feel empowered to give my students what they need from me due to the thoughtful feedback I've received. When an advisor allows students the opportunity to give constructive feedback, both parties learn and grow together. I am ready to start my second year feeling supported, heard, validated and empowered. ■



ABOUT THE AUTHOR

Akyanna Smith is Student Programs Coordinator at the **University of South Florida–St. Petersburg**. She was the 2018 NACA® National Convention Graduate Intern for Graduate Initiatives and was a 2019 NACA® Programming Board Institute staff member. She holds a bachelor's degree in psychology from Emmanuel College (MA) and a master's degree in education/college student affairs from the University of South Florida.

Articles written for the NACA® Leadership Fellows Series are crafted by participants in the NACA® Leadership Fellows Program, which serves as an opportunity for NACA members of diverse backgrounds to become familiar with Association programs and professional development opportunities. Learn how you can become involved: Contact Laura Jeffcoat Sosa, Coordinator of Volunteer Services, at lauraj@naca.org or 803-732-6222.



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- Artist reviews
- Video and audio files

And much more!



A Delicate Balance

Recruiting & Retaining Students while Practicing Self-Care

TIMOTHY JOHNSON

Guilford College (NC)

SHANTÉ MOORE

Prairie View A&M University (TX)

Articles written for the NACA® Leadership Fellows Series are crafted by participants in the NACA® Leadership Fellows Program, which serves as an opportunity for NACA members of diverse backgrounds to become familiar with Association programs and professional development opportunities. Learn how you can become involved: Contact Laura Jeffcoat Sosa, Coordinator of Volunteer Services, at lauraj@naca.org or 803-732-6222.



IT'S A FAIR ASSUMPTION

many campus activities professionals don't work for institutions that are on prospective students' top 10 lists. Accordingly, we must be creative in our approaches to recruit students to strong (but sometimes overlooked) institutions that are well equipped to provide valuable, nurturing campus life experiences.

Recruiting & Retaining Students

1. Engage FOMO

If your institution/department can't be accessed on a mobile device, you definitely will be passed over. Students want to access a campus from the comfort of a car's passenger seat, their living room or while moving from one app or web page to another. Recruitment starts well before a student takes a campus tour or has a conversation with you.

It's crucial you ensure that content students seek is easy to find and you respond immediately to their queries. Otherwise, they'll lose interest and move on. Be sure your current events are visible and your informational display reflects variety. Make your campus feel 100 times larger than it is and be sure your media content presents it as a lively environment. Engage students' FOMO (fear of missing out) before they arrive.

2. Nurture a Sense of Home

Determine the kind of college experience students want and whether your institution can offer it. Students want to walk onto campus and have that "gut feeling" your campus is "home."

That may not always happen when they first arrive, so it's important to survey them beforehand. The questions you ask and prospective students' responses will help both parties decide if your campus is the right fit. For example, if you already know a student wants to major in pre-med, was involved in student government in high school and occasionally plays in a band, you have a wealth of information to use in tailoring their campus visit.

But remember it's not just the student to whom you're selling your campus. You're also wooing parents or guardians. The services you offer, the outstanding amenities your campus provides and the ultimate day of graduation are key to these stakeholders.

3. Be Transparent

There comes a point in recruiting a student when you must be honest about what they want and what you can offer. This is also

where things can come undone if we forget the importance of compromise.

When meeting with prospective students, don't sell false dreams. Instead, be honest about what their future experience may be like from the moment they arrive on campus. Let them know what day-to-day life on campus and in campus activities is like rather than selling them on any glamorous aspects or events that may happen only once or twice a semester.

4. Help Students Reach the Finish Line

Reinforce for students that graduation will happen and your campus is the place where that dream can certainly come true. Build personal connections so they can see that your college or university will be with them all the way.

Among the most important aspects of retention are removing barriers that may interfere with students reaching graduation and helping them overcome such obstacles when necessary. Strive to provide as stress-free an environment as possible to allow co-curricular learning and engagement that will prepare them for life after college and give them lifelong memories.

When first becoming involved in campus activities, students might expect Beyoncé or Kendrick Lamar to walk through the door at any time or that they'll always be getting free swag. Encourage student retention by nurturing personal connections and experiences that will help students retain a sense of balance as they participate in events, take on leadership roles and/or strive to make the dean's list.

Practicing Self-Care

To successfully recruit and retain students, student affairs practitioners must be available to provide guidance and support. Answering late-night text messages, resolving programming board drama, and serving as part-time, non-licensed counselors can leave us feeling drained and sometimes confused.

Practicing self-care is crucial, but it often falls to the end of a very long to-do list. At any given moment, we may find ourselves

simultaneously on the phone with a vendor, replying to emails, eating a bag of chips (our lunch on a busy day) and telling students where to find the black permanent markers. We become proficient at multitasking, but often at the expense of professional and personal relationships. Therefore, we must:

1. Say No With a Smile

We must realize that someone else's problems often are not our emergencies and say "no" with a smile. This not only gives us a deserved sense of relief, it also frees us to take care of responsibilities already on our to-do lists. Saying no doesn't mean we don't care, it just means we understand that our needs are also priorities.

2. Reclaim Our Time

Sometimes, when we're away from work, we immediately check our phones, tablets or computers when we hear a notification chime, which interferes with our ability to relax and recharge for when it's actually time to return to work. Email can wait until the next morning. In most cases, it's also safe to turn off text and GroupMe alerts. Time away from work should be time away from work.

3. Relieve Stress

Planning large-scale events, completing reports, preparing presentations and other tasks often come with stress. We deal with this daily, if not hourly. Throughout the day, it's helpful to step away for a nice walk across campus or sit on a bench outside a campus coffee shop. Working out at the campus recreation center or local gym can alleviate stress and frustration at the end of the day, or a morning workout routine can help make the day easier.

4. Make Time for Fun

Event planning and engaging with multiple personalities can take a lot out of us, but making time for what or whom we love helps bring balance. Student affairs practitioners tend to make sure we're always available for our students, but being able to spend time with our families and friends, or engaging in something just for fun, can make all the difference. ■

ABOUT THE AUTHORS



Timothy Johnson is director of Student Lead & Engagement at **Guilford College (NC)**, where he previously served as assistant director of Student Activities. Currently a Leadership Fellows Mentor, he was a 2016 Leadership Fellow. He served on the 2017 NACA® National Convention Program Committee and on the 2016 NACA® South Diversity Committee. He is a contributor to Sonja Ardoins and becky martinez' "Straddling Class in the Academy: 26 Stories of Students, Administrators, and Faculty From Poor and Working-Class Backgrounds and Their Compelling Lessons for Higher Education Policy and Practice." He holds a master's degree in higher education administration from the University of North Carolina at Wilmington.



Shanté Moore is executive director of Student Engagement at **Prairie View A&M University (TX)**, where she previously served as the assistant director. Currently a Leadership Fellows Mentor, she was a Leadership Fellow in 2018. She was the 2017 NACA® Central Student Project Coordinator and a conference presenter on the topic, "What Hip-Hop Taught Me about Campus Activities." She holds a degree in counseling from Prairie View A&M University.

MAKING MONEY MOVES

Using Programming Budgeting Skills in Your Personal Life

MICHAEL CROAL

Wake Forest University (NC)

Too often, students graduate from college without having learned many of the skills crucial to “adulting” – one of them being budgeting. Through campus activities board involvement, however, students can learn about budgeting and transfer those financial skills to their personal lives.

Typically, programming boards use some combination of the following budget types:

- Zero-based
- Activity-based

In a zero-based budget, every expense must be justified. These budgets are often used by programming boards that must request funding from a fee committee for each event. Such a budget includes line items, with each item having a specific dollar amount allocated to it (such as \$40 for stickers, \$109 for posters, etc.).

In an activity-based budget, funds are generally allocated for a program or activity. For example, a certain amount is allocated to the concerts committee, with the committee determining how the money is spent.

Take a similar approach to your personal budget to maximize funds. First, determine which budget type will work best for you. Regardless, make sure you account for all expenses, including those that may surprise you. And, just as you would in planning a program, always expect the unexpected.

As a campus programmer, you're likely trained to reduce, reuse and recycle. You find ways to reuse supplies and decorations whenever possible. You might also save money by shopping through wholesale

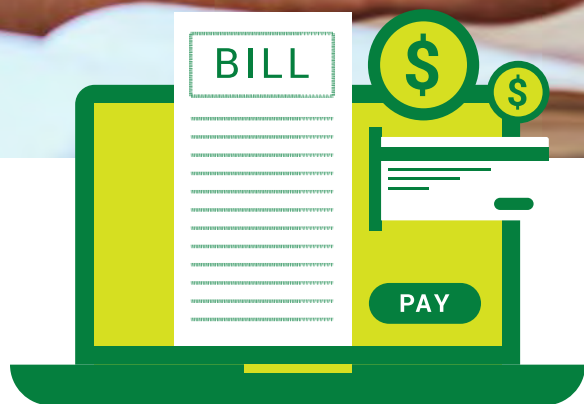
retailers or using online coupons, which are widely available. After an event, do you also review the budget in detail to determine which costs were superfluous? This helps formulate program and budget recommendations for next year, including items that could be eliminated.

When it comes to your personal finances, keep a detailed track of all expenses in a spreadsheet or download them from your bank's website for one month. Review expenses to see what can be eliminated. If you're striving to reduce expenses to save money for future needs, transfer the amount previously spent on unnecessary expenses to a savings account.

To enhance saving on expenses, download a local grocery store app to find sales and coupons. Stores often offer great deals that are available only through an app. Many grocery stores are now linked with gas stations that will offer fuel points based upon what you buy. Redeem fuel points for discounted gas.

As graduation nears, consider everything you've learned through programming board involvement that can help you succeed in “adulting.” Certainly, some of the more valuable skills you've acquired through this unique learning lab are financial and will serve you well for years to come. ■





Multiple digital resources are available to help you set up and keep track of budgets, from spreadsheets to apps and more. Be sure to take advantage of them. For example, a list of nine recommended financial apps for college students is available at **nerdwallet.com/blog/banking/9-budgeting-apps-college-students**.

ABOUT THE AUTHOR



Michael Croal is assistant director of the **Wake Forest University (NC) Student Union**, where he served as graduate assistant while in school. Upon completing his education, he was assistant director of Programming at Bradley University (IL). Currently the NACA® South Showcase Selection Coordinator, he received NACA's C. Shaw Smith New Professional Award in 2019 and was named NACA® Mid America's Outstanding New Professional in 2017. Additionally, he was the 2019 NACA® Programming Board Institute Coordinator. He holds a master's degree in education from the University of North Carolina-Greensboro and a master's degree in public policy and administration from the University of Tennessee.

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MEMBER NEWS EVENTS SCHOLARSHIPS LEADERSHIP INSTITUTES VOLUNTEER OPPORTUNITIES

STAFF ANNOUNCEMENTS



Amber Shaverdi Huston, CAE
amberh@naca.org

New Executive Director Named

The National Association for Campus Activities Board of Directors announced **Amber Shaverdi Huston, CAE** as the Association's next executive director, effective Aug. 5. She is the first woman to hold the position in NACA's nearly 60-year history.

Shaverdi Huston previously served as chief operations officer of Delta Sigma Phi National Fraternity & Foundation, an international membership association comprised of 6,000-plus undergraduate members, over 115,000 alumni and a separate charitable foundation.

"Amber's previous experience as a partner with higher education institutions gives her valuable insight into our school member experiences and how those members can be best supported," said Board Chair Becky Riopel. "Her prior work with strategic planning, forecasting and relationship building across constituencies will help us strengthen our vision for the future of NACA and work to build an innovative structure to support that vision for all our members, schools and associates alike."

As executive director, Shaverdi Huston will oversee and administer activities, programs and services; provide strategic counsel and support to the Board of Directors and the NACA® Foundation Board of Trustees; manage and develop staff members; and provide budget oversight.

"I am truly excited to join the team. It is a tremendous honor to be selected as NACA's next executive director," Shaverdi Huston said. "I am excited for our future and the positive impact the Association will continue to have on higher education."



Dr. Sarah Keeling
sarahk@naca.org

Director of Education & Research Announced

Dr. Sarah Keeling joined the National Association for Campus Activities as director of Education & Research on July 29.

For the past 11 years, Keeling served as student services manager in the School of Library and Information Science at the University of South Carolina. Her previous experience includes five years as academic advisor in the Academic Success Center at the University of South Carolina Aiken and seven years as academic advisor in the START UP Center at Augusta University (GA).

Keeling received a bachelor's degree in interdisciplinary studies from the University of South Carolina Aiken and a master's degree in higher education administration, also from the University of South Carolina Aiken.

In 2009, Keeling earned her doctorate in higher education administration from the University of South Carolina Columbia. Her dissertation, "The Influence of the CAS Standards on Academic Advising Programs that Utilize the Standards," received the Southern Association for College Student Affairs' Dissertation of the Year award. Keeling was awarded the 2018 Martin Luther King Jr. Staff Social Justice Award from the University of South Carolina.



naca.org



NACA® Live UPDATE

Have you started planning for your Denver travels this winter? NACA® Live will take place Feb. 22 to 26 and you do not want to miss the debut of this event. We're adding new information all the time to the landing page at naca.org/nacalive.

60th ANNIVERSARY COUNTDOWN

The Police on the Campus Beat

In 1984, the National Association for Campus Activities named The Police as NACA's Entertainers of the Year and featured them and other honorees from Jazz to Country Music, Comedy and more in the March 1984 issue of Campus Activities Programming®. By that time, The Police had won six Grammys and were known for such hits as "Every Breath You Take," "Don't Stand So Close to Me," "Roxanne" and more.

After they disbanded in 1986, lead vocalist Sting pursued a solo singing career and became an occasional actor ("Dune"). Guitarist Andy Summers pursued a solo recording career, composed film scores and became a noted photographer. Drummer Stewart Copeland composed music for video games, opera and ballet and was ranked 10th on Rolling Stone's "100 Greatest Drummers of All Time." The Police were inducted into the Rock and Roll Hall of Fame in 2003 and regrouped for a reunion tour in 2008.

Do you have written or digital memories to share? Tell us about:

- Your most memorable National Association for Campus Activities story.
- How many years you've been attending NACA events and why.
- Vintage photos or NACA keepsakes.
- Birthday wishes for the Association.

Send your NACAversary Notes to Glenn Farr at glennf@naca.org.



FROM OUR ARCHIVES

'Grandma Ruby Johnson' Made the Showcase

According to the January/February 1985 issue of Campus Activities Programming®, none other than Jenifer Lewis was included among the showcasing artists for that year's Convention. At the time of her selection, she was already known for creating the role of Effie in early workshop productions of "Dreamgirls." She had also enjoyed multiple Broadway successes, including "Eubie," "Ain't Misbehavin'" and "Mahalia." These days, she plays the outspoken Ruby, matriarch of the Johnson family on ABC's "Blackish."



NACA® FOUNDATION

Apply for These Scholarships

Each year, the NACA® Foundation awards 32 scholarships and six research grants to assist undergraduate students, graduate students, professional staff and associate member in pursuing educational interests and career development: naca.org/foundation.

Sept. 30 Deadline

- NACA® Mid Atlantic Undergraduate Scholarship
- NACA® Mid Atlantic Higher Education Research Scholarship
- Markley Scholarship (CEN)
- Lori Rhett memorial Scholarships (WST)

Dec. 31 Deadline

- Scholarships for Student Leaders (All Regions)
- Zagunis Student Leader Scholarship (MAT, MAM)
- Tese Caldarelli Memorial Scholarship (MAT, MAM)

CORRECTION

A July/August Campus Activities Programming® article naming 2018 Bedini Student Leader Awards recipients listed scholarship namesake Ken M. Bedini as vice president of student affairs at Eastern Connecticut State University. He left that position in 2017 and is now vice president of Student Affairs at the University of Saint Joseph (CT).

Fall Regional Conference

FAST FACTS



NACA® South

naca.org/south

Chattanooga, TN

Sept. 26-29

Early registration and hotel deadline:
Sept. 5

Chattanooga Convention Center

1150 Carter St.
Chattanooga, TN 37402
Phone: 423-756-0001
chattanoogaconventioncenter.org

HEADQUARTERS HOTEL

Chattanooga Marriott Downtown

2 Carter Plaza
Chattanooga, TN 37402
Phone: 423-756-0002
Fax: 423-308-1010
Single/Double: \$140;
Triple/Quad: \$150 plus 17.25% tax
Reservation Deadline: Sept. 5
Reservation Link: naca.org/south
Hotel Parking: On-Site Parking, \$11 per day;
valet parking, \$16 per day

OVERFLOW HOTEL

Days Inn Rivergate

901 Carter St.
Chattanooga, TN 37402
Phone: 423-208-9227
Single/Double/Triple/Quad:
\$119 plus 17.25% tax
Reservation Deadline: Sept. 5

NEAREST AIRPORT

Chattanooga Metropolitan Airport (CHA), 15 miles

Hotel Shuttle: No
Estimated Taxi Fare: \$28 one way
Transportation within Host City:
Uber, Lyft, local taxi service

NACA® Central

naca.org/central

Arlington, TX

Oct. 3-6

Early registration and hotel deadline:
Sept. 12

Arlington Convention Center

1200 Ballpark Way
Arlington, TX 76011
Phone: 817-459-5000
arlingtoncc.com

HEADQUARTERS HOTEL

Sheraton Arlington Hotel

1500 Convention Center Dr.
Arlington, TX 76011
Phone: 817-261-8200
Single/Double: \$152; Triple/Quad: \$162 plus
15% tax & \$1.90 local option fees
Reservation Deadline: Sept. 12
Reservation Link: naca.org/central
Hotel Parking: Complimentary self-parking

NEAREST AIRPORT

Dallas-Fort Worth International Airport (DFW), 13 miles

Hotel Shuttle: Yes, on request
Estimated Taxi Fare: \$40 one way
Transportation within Host City:
Uber, Lyft, local taxi service, Super Shuttle

NACA® Mid Atlantic
naca.org/midatlantic
Buffalo, NY

Oct. 17-20

Early registration and hotel deadline:
Sept. 26

Buffalo Niagara Convention Center

Convention Center Plaza
Buffalo, NY 14202

Phone: 716-855-5555

buffaloconvention.com

HEADQUARTERS HOTEL

Hyatt Regency Buffalo

Two Fountain Plaza

Buffalo, NY 14202

Phone: 716-856-1234

Fax: 716-852-6157

Single/Double/Triple/Quad:

\$169 plus 13.75% tax

Reservation Deadline: Sept. 26

Reservation Link: **naca.org/midatlantic**

Hotel Parking: Valet overnight parking with in and out privileges, \$25 per day; adjacent Augspurger Parking Ramp, rates vary; Lot directly across the street from hotel, rates vary.

NEAREST AIRPORT

Buffalo Niagara International Airport (BUF), 13 miles

Hotel Shuttle: No

Estimated Taxi Fare: \$35 one way

Transportation within Host City:

Uber, Lyft, local taxi service, ITA Shuttle, Metro bus and rail system

NACA® Mid America
naca.org/midamerica
Covington, KY

Oct. 24-27

Early registration and hotel deadline:
Oct. 3

Northern Kentucky Convention Center

1 W RiverCenter Blvd.

Covington, KY 41011

Phone: 859-261-1500

nkyc.com

HEADQUARTERS HOTEL

Cincinnati Marriott at RiverCenter

(Co-Headquarters Hotel)

10 West RiverCenter Boulevard

Covington, KY 41011

Phone: 859-261-2900

Fax: 859-261-0900

Single/Double: \$175;

Triple/Quad: \$180 plus 11.06% tax

Reservation Deadline: Oct. 3

Reservation Link: **naca.org/midamerica**

Hotel Parking: Valet parking for \$28 per day; self-parking for \$10 per day

OVERFLOW HOTEL

Embassy Suites Cincinnati RiverCenter

(Co-Headquarters Hotel)

10 East RiverCenter Boulevard

Covington, KY 41011

Phone: 859-261-8400

Fax: 859-261-3828

King Suite (up to 4 guests): \$175; Double Suite

(up to 6 guests): \$185 plus 11.06% tax

Reservation deadline: Oct. 3

NEAREST AIRPORT

Cincinnati/Northern Kentucky International Airport (CVG), 12 miles

Hotel Shuttle: No

Estimated Taxi Fare: \$25 one way

Transportation within Host City:

Uber, Lyft, local taxi service, bus, Executive Transportation

NACA® Northeast
naca.org/northeast
Hartford, CT

Nov. 7-10

Early registration and hotel deadline:
Oct. 17

Connecticut Convention Center

100 Columbus Blvd.

Hartford, CT 06103

Phone: 860-249-6000

ctconventions.com

HEADQUARTERS HOTEL

Marriott Hartford Downtown

200 Columbus Blvd.

Hartford, CT 06103

Phone: 860-249-8000

Fax: 860-249-8181

Single/Double/Triple/Quad: \$182 plus 15% tax

Reservation Deadline: Oct. 17

Reservation Link: **naca.org/northeast**

Hotel Parking: Valet parking for \$23 per day; on-site parking for \$19 per day.

OVERFLOW HOTEL

Hilton Hartford Hotel

315 Trumbull St.

Hartford, CT 06103

Phone: 860-728-5151

Fax: 860-240-7247

Single/Double/Triple/Quad: \$156 plus 15% tax

Reservation Deadline: Oct. 17

NEAREST AIRPORT

Bradley International Airport (BDL), 15 miles

Hotel Shuttle: No

Estimated Taxi Fare: \$44 one way

Transportation within Host City:

Uber, Lyft, local taxi service; free downtown shuttle (Dash) circulates every 15 minutes to downtown hotels, restaurants and more.

Dash departs every 15 minutes from the Connecticut Convention Center every weekday from 7 a.m. to 7 p.m. The 30-Kennedy Road (Bradley Flyer) route provides direct service to the Connecticut Convention Center and Union Station in Hartford for \$1.75 each way.

NACA® West
naca.org/west
Ontario, CA

Nov. 14-17

Early registration and hotel deadline:
Oct. 24

Ontario Convention Center

2000 E Convention Center Way

Ontario, CA 91764

Phone: 909-937-3000

ontariocc.org

HOTEL

Doubletree by Hilton Ontario Airport

222 N Vineyard Ave.

Ontario, CA 91764

Phone: 909-937-0900

Fax: 909-937-1999

Single/Double/Triple/Quad: \$160 plus 14% tax

Reservation Deadline: Oct. 24

Reservation Link: **naca.org/west**

Hotel Parking: Complimentary self-parking; valet parking not available.

NEAREST AIRPORT

Ontario International Airport (ONT), 1.5 miles

Hotel Shuttle: Yes

Estimated Taxi Fare: \$10 one way

Transportation within Host City:

Uber, Lyft, local taxi service



We're pleased to continue our partnership with Delta to offer discounted airfares for our regional conferences this fall. Use Delta event meeting discount code NY2MB when you book your flights online.

VOLUNTEER OPPORTUNITIES

Find Challenging, Fulfilling Volunteer Opportunities with Us

Here are current volunteer opportunities open to members.

For more information and application forms, visit **naca.org/volunteer**.

2019 Fall Regional Conference Stage Crew Positions

- NACA® Mid America – Apply by Sept. 20
- NACA® Northeast – Apply by Oct. 4
- NACA® West – Apply by Oct. 4

Check the NACA® Spotlight, our weekly Thursday email newsletter, for up-to-date listings of open positions.

MEMBERSHIP

Welcome, New NACA Members!

These members joined June 6–July 25, 2019:

SCHOOLS

STANDARD MEMBERSHIP

- Augusta University (GA)
- Columbia College (MO)
- Life University (GA)
- Manchester Community College (CT)
- Mott Community College (MI)
- Swarthmore College (PA)
- University of Arkansas Rich Mountain (AR)
- University of Colorado-Boulder (CO)

Earn FREE Registrations & Memberships

Recruit new members through our Amplify referral program and you can earn free event registrations and memberships: **naca.org/AMPLIFY**. New this year? You can immediately use your earned registrations.



Member Benefits

Networking at regional and national events, professional development training and saving money through Block Booking have long been benefits of National Association for Campus Activities membership. Here are some additional benefits that enhance the value of your membership and help you reach your professional development and volunteer goals:

NACA® Connect

Have a question about leadership, two-year institutions, student government or volunteering? Why not ask others who share your interests and responsibilities? Visit **naca.org** and click on the NACA® Connect button to discover communities available to you as NACA members, including:

- Leadership Education
- NACA Volunteer Central
- Student Government (Staff/Graduate)
- Two-Year Institutions

Join one (or more) of these communities today to share knowledge and resources to make your work and volunteer activities more rewarding.

What's NEXT for Your Students?

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

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



Webinars on Demand: ENCORE Is Ready for You!

Submit your resources and assessment plans to ENCORE at **naca.org/encore** and make your knowledge and experience available to other members all year long. While you're there, find our webinars ready to watch on demand! ENCORE is a members-only benefit, so log in at **naca.org**, click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video by clicking the highlighted links or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan at **kaylab@naca.org**.



Nominate a Superstar Volunteer

Without its volunteers, the National Association for Campus Activities would never have reached its 60th birthday. You are the Association's driving force in creating programs, events and services our members have come to depend upon.

There have always been those volunteers who have gone above and beyond their volunteer assignments to contribute significantly to NACA's growth and success. Do you know one of them? ARE you one of them?

In 2020, each issue of Campus Activities Programming® will honor one "superstar volunteer," but we need you to help us determine who they will be. Tell us what makes your nominee special:

- Have they attained outstanding volunteer accomplishments?
- Do they have tireless energy?
- Are they dedicated beyond the call of duty?
- How have they positively impacted others in the Association through their involvement?
- How have they helped steer the Association in a positive direction?

Submit nominations to Glenn Farr at **glennf@naca.org** by Sept. 30.

Write for Publication

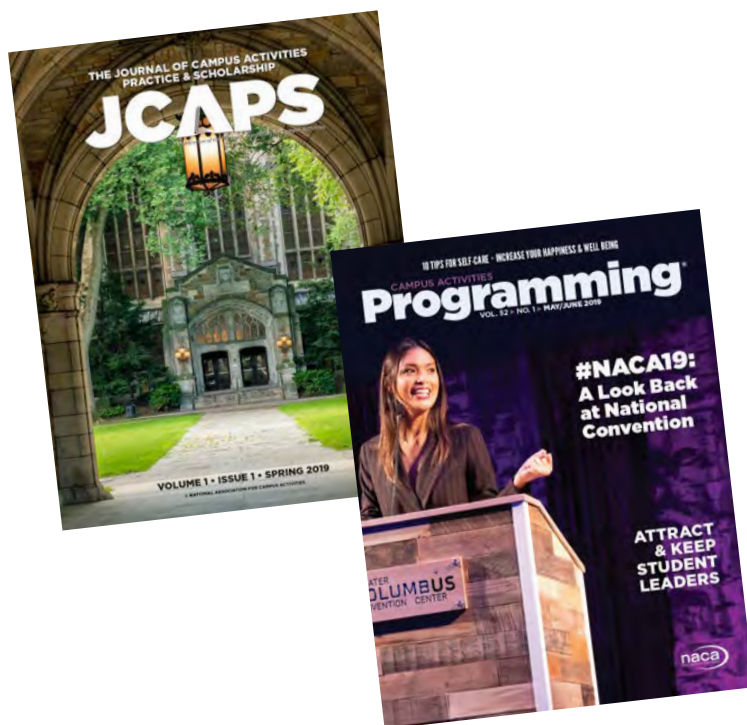
Ready to become a published author? NACA can help you make it happen:

Journal of Campus Activities Practice and Scholarship (JCAPS)

The Journal of Campus Activities Practice and Scholarship is a biannual social science peer-reviewed journal focusing on publishing rigorous, relevant and respected scholarship related to postsecondary education co-curricular campus activities and translating such scholarship to practice. Learn more at naca.org/JCAPS and plan your submissions.

Campus Activities Programming®

NACA's award-winning magazine, published six times a year, offers experiential articles designed to inspire collaboration in bringing educational and entertainment programming to college campuses. Contact Editor Glenn Farr at glennf@naca.org for more information.



Are You a New Volunteer?

If so, we're going to need a little information about you, including your contact information, headshot, a brief professional/volunteer bio and any special accommodations you might require while participating in NACA events. Just complete the Volunteer Information Request Form (<https://goo.gl/WJyXZg>). It's easy, takes only a few minutes and we won't have to pester you later when we need your bio, headshot or other information. Questions? Contact Laura Jeffcoat Sosa at lauraj@naca.org.



Associate Members: Gain great exposure for your business by becoming a Regional Conference partner!

All partnership opportunities include the following benefits:

- Partnership recognition on conference signage
- Partnership recognition in a full-page ad in the conference program

For more details:

naca.org/RegionalConferences

Women's Leadership Institute: Are You Seeking Career Advancement?

Learn to navigate senior leadership roles and conflict resolution and participate in affinity group roundtables during the **2019 Women's Leadership Institute** from Dec. 9-12 at the Ritz Carlton at Amelia Island, FL. There are three pre-Institute workshops covering personal finance, public speaking and career readiness. Early registration by Sept. 20 is \$799 for partner association members (which includes NACA) and \$999 for nonmembers. The registration form, which may be completed on either the ACUI or NASPA websites, will allow you to identify yourself as a NACA member.



Download the NACA® App!



10 QUESTIONS WITH ...

Jillian Van Auken

Assistant Director for Student Life
University of Dayton (OH)



1 Leadership/management book you are currently reading?

Cy Wakeman's "No Ego: How Leaders Can Cut the Cost of Workplace Drama, End Entitlement, and Drive Big Results." I received it as a gift from the Center for Leadership at the University of Dayton after completing the Supervisory Leadership Certificate Program. She outlines strategies for decreasing emotional waste and bypassing the ego to increase productivity within organizations. She says when describing the "No Ego" approach, "Your circumstances are not the reason you can't succeed; they are the reality in which you must succeed."

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

This spring, the University of Dayton Campus Activities Board (CAB) collaborated with Alumni Relations and the Office of Advancement to plan and implement our first Senior Send-Off. Combining resources, we hosted a daylong celebration for graduating students and the campus community that included a seniors-only brunch, a student band showcase and the annual CAB spring concert. More than 3,000 students participated.

3 Favorite campus program in your entire career and why?

In my first professional position, at Indiana University-Purdue University Indianapolis, I developed Homecoming Week, recruiting a committee of students and relevant campus partners. Creating a new campus tradition instills excitement, engages creativity and challenges use of resources. That first Homecoming Week included student competitions, a pep rally, novelty performers and a king/queen competition.

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

- Candle warmer
- Post-it® Notes (for my to-do list)
- Coffee!

5 Best teaching tool for your students?

Monthly professional development sessions. Learning and development need to be ongoing, not one and done. Providing students opportunities to learn about topics relevant to their leadership roles ensures they're regularly reflecting on their leadership journeys and weaves learning into the organization's fabric.

6 Technology that most benefits you at work?

Google Calendar, Drive and Chat keep me organized, help me schedule my time and provide great archival tools. With frequent student turnover, saving documents in the Campus Activities Board Google Team Drive allows for a smooth transition between officers and graduate assistants.

7 Most challenging aspect of your job?

Keeping up with our campus community's changing demographics. Each incoming class brings students from a variety of backgrounds and a new set of social needs. Although sometimes challenging, meeting students' changing social needs keeps work exciting and challenges my creativity. Regularly surveying students on social media and attending NACA conferences help, too.

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

Including personal/social events on your calendar ensures you follow through with personal commitments. Also, find a weekly release from work to which you can look forward on stressful days. I take cardio dance classes to help me de-stress, clear my mind and escape reality for an hour.

9 Best programming advice you've ever received?

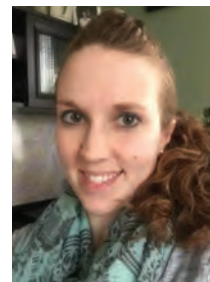
Build relationships with campus partners. They're your best advocates. Having trusted partners who believe in your work and sing your praises makes a tremendous difference.

10 Something unique about your programming board?

With the exception of Orientation and Family Weekend programming, all CAB programs are homegrown. Students brainstorm event ideas and/or themes, develop program content (which most times includes contracting with vendors), craft program descriptions and bring programs to life. This approach keeps CAB's events fresh and challenges the creativity of student programmers and directors. ■

"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.

There Are No Questions Like Show Business Questions



JOLENE CHEVALIER

ON ANY GIVEN DAY AS A MIDDLE AGENT, I may be answering hundreds of questions via phone and email, or I may be running around a college campus on show day answering questions from both artists and university programming team members. One thing a middle agent is always doing is answering questions. We hear some repeatedly, such as “How much does it cost to book ____?” and “Can we get this poster approved?”

Every few days, I’m asked a question I’ve never heard before. I LOVE those moments. They either require creative thinking or just provide a moment of humor in my daily routine. Here are some of my favorites:

From engineering schools:

- Do we need to ask the artist’s permission to have a 15’-working volcano in the audience?
- Who from the artist’s team can we talk to about coordinating all of our pyro?

From some of the “high-maintenance” artist teams:

- Can you get these boots repaired at a legit boot repair shop?
- Can we get a seamstress on site in the next 30 minutes?
- Can we spray paint the side of the school van to get rid of the campus logo?
- Can you tell the caterers not to come in here? And don’t bring in any food. My dog will bite them. And you. And everyone.

From sentimental artists:

- Can we get puppies on site? Or does anyone have a dog?

- Can you help us facilitate an engagement proposal during the show?

From artists who have no idea what’s appropriate on a college campus:

- Can we have five stripper poles on stage?
- Can you find us some guests for our tour bus?
- If we can’t do the lap dance part of our show to a student ... what about you?

The key for me has been keeping a sense of humor. My general rule of thumb is that if something is going to make an artist team or school team happier, without compromising the integrity or policies of the other, I try to make it happen.

Yes, we did find a legit boot repair shop, we did bring in a dog for backstage morale, and I’ve seen about five proposals happen at shows I’ve booked. Yes, we did have a 15’-working volcano at a show, and the headline artist will probably never forget it. Yes, my engineering schools have had fireworks coordinated to an artist’s music.

But no, we did not paint the side of a campus van, and the stripper poles didn’t happen. I always say no to sending student guests onto a bus or into a dressing room, and I definitely passed on receiving the on-stage lap dance.

What are the oddest questions you’ve been asked while programming shows? I hope they made you smile. As you continue working with campus programs, I hope you’re learning it takes a sense of humor and some creative thinking to work in the entertainment business. After all, there is NO business quite like SHOW business. ■

JOLENE CHEVALIER
began her entertainment career as a student programmer and now heads her own middle agency, How To Concerts (howtoconcerts.com) in De Pere, WI. She regularly presents educational programs at NACA events and has contributed a number of articles to Campus Activities Programming®.



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