

CAMPUS ACTIVITIES

Programming®

VOL. 51 ► NO. 3 ► SEPTEMBER/OCTOBER 2018

**Free Speech
Comes to
Campus:
What It Means
for YOU**

**Be a Programming
Board Advisor AND
a Social Justice
Advocate!**

**Fostering
Intercultural
Dialogue**

**Finding an
Advising Style
that's "Just Right"**

**Intangibles Student
Leaders Can Learn
from Athletes**

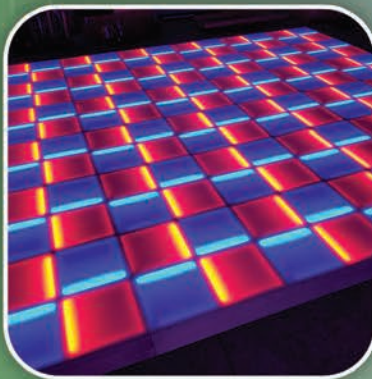


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Stewardship • Innovation • Communication • Respect • Learning • Inclusivity

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



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Showing Up in the Spaces We Inhabit



I RECENTLY RESIGNED from the board of a local arts organization. I realized I could no longer validate the conservative, anti-minority points of view of a number of its patrons and the surrounding community through the presentations we staged. Thematically, our most daring content would, at most, have been rated PG-13, and 99.9% was targeted toward a white, heterosexual audience.

Yet, at a board meeting that prompted my decision, I learned we received audience complaints about the “gay stuff” we presented. My initial reaction was, “What gay stuff?” I could think of only three incidents during the past decade that might qualify: a farce in which three heterosexual male characters wound up hiding under the covers of the same bed; a brief monologue I performed in which a gay man explained the lengths to which he went to conceive a child with a surrogate; and a staging of the 1970s play “Deathtrap,” in which one of the two male leads disingenuously tells the other he loves him. That last instance, occurring in 2009, resulted in a group walking out of the theatre, loudly proclaiming their objections. Surely our audience had evolved since then, I thought. Apparently not, and the current political situation hasn’t helped.

I’ve long been aware that, with attention to gesture and posture, I can show up in the spaces I inhabit as a seemingly heterosexual, cisgender white male, and can, accordingly, benefit from the privilege accorded that status by society. Rightly or wrongly, when I’ve been in threatening environments, I’ve allowed the perception. I’m truly sorry other marginalized people don’t have access to the same bullet-proof vest.

Nevertheless, when I became aware of the criticism the organization received, I remembered compliments I had earned from various patrons about the work I had done, understanding full well the political and social attitudes to which many of them subscribed, and knowing equally well they had no clue as to the truth of my life. How would they treat me if they were to know? I likely knew the answer. The other factor affecting my resignation resulted from learning the group had accepted funding for its youth group from a national fast food chain noted for supporting anti-LGBTQ initiatives.

In discussing my concerns with the group’s president, he admitted he could not know what it was like for me to serve an audience, any part of which would reject

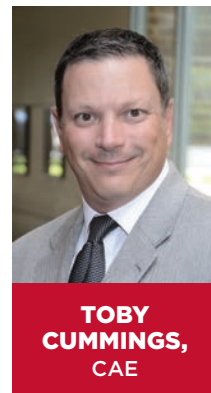
me. And that raises a salient point. There is not a single one of us, no matter our social, racial or ethnic status, who can truly understand what it’s like to be in the skin of another minority group member because *we are not living their experience*. I came to better understand this while watching a season one episode of Netflix’s “Queer Eye.” While on a shopping trip with a Georgia policeman benefitting from that week’s Fab 5 makeover, series star Karamo Brown and the policeman discussed police shootings of black men, particularly during traffic stops. Brown, who is African American, poignantly pointed out his teenage son was afraid to learn to drive, a rite of passage for so many teenagers, because he feared having a driver’s license might ultimately lead to his death.

Consider my mind blown and my consciousness enlightened. While traffic stops are no picnic for me, I have never feared they would lead to my death. Brown’s son’s concern is legitimate, but it had never occurred to me. In her article in this month’s issue, Courtney James stresses the importance of being aware of how we show up in the spaces we inhabit – how we must assess our personal identities and how those identities affect our interactions with others. Brown’s statement about his son’s fears was a powerful learning moment for me in that regard. Society, unfortunately, does not allow us all equal grace for how we “show up.”

In 1992, I participated in a Pride Parade for the first time as part of a Unitarian Universalist delegation. As we reached a plaza near a large hotel, a very angry old man got right in my face, profanely screaming for us all, in effect, to go to the devil. His hate was so palpable, it enervated me to the point that taking the next step down the street was the hardest thing I could do; I so much wanted to crawl under the pavement. I’ve participated in a few marches and protests since then, and I’ve come to understand hardcore activism is not my gift.

Upon coming to this realization, I told a friend my most effective personal approach for social justice was to ensure everyone in my life knows who I am and that what I have to offer is largely good. What I didn’t understand then was I was assessing my personal identities and deciding to show up in the spaces I inhabit. So, I hope you will read James’ article, as well as others in this issue that focus on social justice and activism, discover how you show up in the spaces you inhabit and move forward to support social justice for all. Arguably, it’s never been more urgent.

Our Impact on Higher Education Narratives



THIS SUMMER, I attended the Council of Higher Education Management Associations (CHEMA) meeting in Cleveland, OH. NACA is a long-time member of this group, which allows the chief staff and chief elected leaders of 30-plus member associations to meet each year. We were very fortunate to hear presentations from thought leaders in the Lumina Foundation, as well as get an update about the Washington, DC political climate surrounding higher education. The Lumina Foundation dedicates much time and valuable resources to its chief priority – to fundamentally rethink how higher education is delivered, and what outcomes can be expected from postsecondary completion. It is leading a national conversation about the disruptive innovations helping to design and build a 21st century system that meets the needs of all students.

As we considered various data sets pertaining to current major narratives about the value and perception of higher education, I was keenly aware of the impact our campus activities advisors are having on today's students. I took comfort in knowing that NACA, with all its programs and services geared toward our advisors, is, in fact, making a difference in these narratives. The articles in this month's issue of *Campus Activities Programming®* attest to that impact.

As I read through these articles, I have been reminded that our advisors on our 900-plus member college campuses are an amazing group of professionals who deal with myriad issues each day. Not only are they tasked with coordinating campus programs, but also with handling tough situations involving student activism, free speech and developing and maintaining a truly inclusive culture. Advising students has to be one of the most rewarding and challenging aspects of a student affairs professional's career. I have great respect for the many such professionals I've had the good fortune to meet and work with in the past four years.

When it comes to providing resources to help these professionals become more effective on their campuses, our fall regional conferences certainly play a significant role. Yes, the conference season is once again upon us! By now, I hope you've registered for your regional conference, secured accommodations and are preparing, either as a student or an advisor, to make the best of your time engaging with all the regional conference experience offers. Your regional conference is geared to help you be better and more fulfilled in your position on campus, no matter what it may be.

This is an exciting time of year at the NACA® Office, as well. It takes much energy and focus to work with hundreds of volunteer leaders in delivering value to our membership for a blistering seven consecutive weeks. But, it's a time we relish because we're able to have in-person, face-to-face connections with many of our member institutions' staff and students. All of the Zoom calls and emails tracking conference plans and related details are done and we reap the reward of seeing engaged learning and many "ah-ha" moments among conference delegates.

In the event you haven't yet registered to attend your conference, I encourage you to do so right away. (Visit www.naca.org to begin.) The ability to connect students and advisors face-to-face in engaging and intentional programming about the issues and events occurring now on campuses is a critical aspect of further enhancing higher education narratives. NACA prides itself in being the premiere professional association for those who directly advise students engaged in campus activities and we have an important role in influencing those narratives.

I hope to see you at your NACA regional conference this fall!

FREE SPEECH COMES TO CAMPUS

What Does It Mean for Students,
Staff and Administrators?

By

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THROUGHOUT HISTORY, HIGHER EDUCATION IN THE UNITED STATES has experienced a fair share of challenges to its role in free speech and expression. From Harvard's 1766 "bad butter" riot to controversial speech directed towards students by non-university community members such as the Westboro Baptist Church, balancing the need for free speech with maintaining a welcoming and inclusive campus environment stands as an immense test for higher education (Papandrea, 2017). This duality has drastically forced itself into the higher-ed spotlight in the past three years. From 2016 to August 2018, The Chronicle of Higher Education published 426 articles concerning free speech compared to just 198 articles during the 30 months preceding 2016.

The American Association of State Colleges and Universities (2018) also targeted free speech as its ninth most pressing state policy issue for 2018. The report outlines efforts of lawmakers to create legislation aimed at protecting free speech on campus. In 2017, 22 states introduced legislation to address topics including the overreach of free assembly areas and prescribing sanctions to students who disrupt speakers. Conversely, the increase of instances of hate speech and rallies against inclusivity have led many groups to call for the limiting of speech rights on campus (Hauslohner & Svrluga, 2017).

This is the paradox of free speech in higher education: allowing for unfettered free expression for all while also creating an inclusive environment that is conducive to learning. Arguments for unconstrained free speech on campus range from the desire to ensure the scholarly pursuit of knowledge (O'Neil, 1997) to the need to expose students to as many differing viewpoints as possible (Broadhead, 2004). Advocates believe it's imperative that college-educated members of society have the ability to think critically – a skill that cannot be gained without exposure to different views (Calvert & Richards, 2005). Free speech on campus is such a necessity that "society must be prepared to pay what may at times seem an exorbitant price by tolerating such extreme and provocative views" (O'Neil, 1997, p. xi).

Compelling arguments can be made that unlimited free speech on campus, particularly the normalizing of hate speech, serves as a tool to exclude and deprive minorities of their fair access to higher education. This notion of oppression through speech is rooted in the concept that hate speech not only offends, but also encourages cultural repression (Lawrence, 1990). When hate speech is used to target minorities, it serves the purpose of "lock[ing] in the oppression of already marginalized students" (Post, 1991, p. 273). Critics believe educational institutions have an obligation to ensure that all students can "earn an education without being marginalized" (Downey & Stage, 1999, p. 6). Additionally, Travis and Scott (2017) implore that institutions have the "obligation to help all students learn and maintain...respect for others if a civilized society is to endure" (p. 296).

Free Speech on Campus

Coined by Supreme Court Justice Oliver Wendell Holmes in *Abrams v. United States* (1919), higher education in the United States has long served as this country's most valuable "marketplace of ideas" (para. 4). To provide the most complete education possible, Holmes believed universities should be places where thoughts and ideas freely flowed and were not restricted.

When speech is restricted, it can be done only through a few narrow categories: time, place and manner. While these restrictions serve as the government's legal outlet to limit speech, attempts to do so must also be content-neutral (Letzring & Wolff, 2009). The Public Forum Doctrine was developed in 1972 to provide clarification as to when the general public may utilize government property for communicative purposes (Post, 1987). In a traditional public forum or designated open forum, the government cannot discriminate among speakers and can limit speech only when there is "a compelling state interest" (Wiggin, 1994, p. 2,021). A limited public forum represents areas that are traditionally not used for free speech but the government may choose to open to limited use. A nonpublic forum consists of areas that have been created by the government that do not operate as a location for public communication (Freeman, 2009). Using most parts of campus as a public forum, students have celebrated a long tradition of protesting and voicing displeasure around a multitude of causes.

Current Free Speech Landscape

A recent study of more than 3,000 students at the University of Central Florida helped shed some light on student attitudes towards free speech in today's polarized and hyper-partisan political environment (Oglethorpe, 2018). Considering the current political climate, one might deduce that free speech on campus is a partisan issue – this study found exactly the opposite. When it comes to political affiliation, students identifying as either Democrat or Republican held almost identical attitudes toward free speech. Students also indicated they had strong positive beliefs toward the importance of free speech on campus, but certain speech should not be tolerated. Particular examples of hate speech, racial slurs and homophobic rhetoric were almost unanimously selected as speech that has no place on campus.

By its mere nature, hate speech is degrading and offensive and commonly takes the form of slurs, insults, taunts and other types of threatening language (Kaplin & Lee, 2014). Post (1990) argues that hate speech is used to culturally repress minorities. By that logic, it would be understandable that students would not want to be exposed to such speech. The call to regulate hate speech on campus is often made because hate speech "locks in the oppression of already marginalized students" (Post, 1991, p. 273).

The issue is that while there is justification to limit mindless hate, it is not possible to limit it without also limiting hateful thought; the two are fundamentally different (O'Neil, 1997). Calvert and Richards (2005) further argue that speech deemed unacceptable or extreme is the precise language to which students should be exposed. It's impossible to develop critical thinkers and champions for diversity if students aren't first exposed to all viewpoints and given the opportunity to consider them. Confusion around the legality of hate speech on campus is commonplace. However, hate speech still stands as one of the most fervently protected forms of free speech in the United States.

Working with Free Speech on Campus

The results of this study show university administrators may be having the wrong conversations about free speech on campus. In near unanimous fashion (92%-97%), students indicated that many aspects of free speech are important. The question as to whether or not students care about free speech does not seem to be the right one. There appears to be dissonance between the legal definition of free speech and what college students believe free speech should represent. Hypothetically, students who say free speech is important should also believe that no speech should be limited. That was not the case in this study. If this dissonance truly exists between the legal interpretation of free speech and student perception of free speech, administrators must work tirelessly on educating students on exactly what the United States government views as free speech.

Speakers who come on campus to use particularly divisive language can also present many challenges for student affairs professionals. In such a tumultuous moment for higher education, free speech and assembly policies must be updated to reflect the changing landscape considering five key points:

- First, policies must be pro-speech, particularly pro-student speech. Students should never have to wonder if they are crossing a line.
- Second, universities should stay ahead of any pending legislation by accepting that many parts of campus should be public fora for non-community members and plan intentional interventions to better educate students.
- Third, because speech can sometimes be upsetting, ensure students have the support they need when exposed to particularly challenging or difficult speech.

- Fourth, have a network of staff who are trained and ready to respond to speech situations on campus, especially speakers whose intent is to trigger a confrontation.
- Finally, err on the side of allowing speech to occur as long as student and speaker safety is guaranteed – it is far easier to explain why speech was wrongly allowed to continue as opposed to why First Amendment rights were violated.

From a university-level standpoint, institutions must craft messaging to assure the student body of its support. Institutions will be far more successful in creating meaningful change by condemning speech as opposed to restricting it (O'Neil, 1997). Trustees and senior administrators should be on the front lines of condemning racist speech and incidents, which should leave no doubt that such expression does not align with an institution's values. In order to battle hate speech on campus, "universities should approach racism, homophobia, sexism, and the anti-Semitism through what they do best – education" (O'Neil, 1997, p. 25). This is the moral responsibility of departments, and institutions as a whole, to make strong statements regarding the expectation of respect on campus. Anything less is a failure of a campus' duty to create a healthy environment. Institutions must confront difficult speech on campus by publicly masking its disdain through full-throated support.

If students truly believe some speech does not belong on campus, they need to work together to appeal to university administrators, local, state and national lawmakers and representatives. If this current generation of students deems that the First Amendment, in its current practice, is not conducive with the collegiate atmosphere, they need to mobilize to ensure their own voices are heard.

Free speech has served as a contentious topic in United States higher education since its founding in the 1600s. Student affairs practitioners must be armed with the knowledge and training to assist students and community members exercising their rights to free speech and those who are negatively impacted by it. While many restrictive conversations revolve around hate speech and speech that may be unpopular to many on campus, it cannot be misconstrued that student attitudes unmistakably favor free speech on campus. The new challenge for students, administrators, and external stakeholders will be understanding exactly what that means.

“IF STUDENTS TRULY BELIEVE SOME SPEECH DOES NOT BELONG ON CAMPUS, THEY NEED TO WORK TOGETHER TO APPEAL TO UNIVERSITY ADMINISTRATORS, LOCAL, STATE AND NATIONAL LAWMAKERS AND REPRESENTATIVES.”

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You Can Be a Programming Board Advisor AND a Social Justice Advocate!



By
COURTNEY JAMES
DePaul University (IL)

BEFORE ATTENDING THE 2016 NACA® NATIONAL CONVENTION, I engaged in dialogue with peers at DePaul University about how we thought our programming board training didn't adequately incorporate social justice education. We were trying new and different things in training students as committee chairs, were pursuing new initiatives in event planning, and had some other exciting programs on the horizon. But, when it came to intentionally integrating social justice and identity consciousness training, we were lacking.

Therefore, at the Convention, I asked, "Who in student activities is using an identity consciousness approach to guide their board?" I must have polled over 20 people, but no one could answer me. However, I repeatedly heard, "That sounds like something we should do."

When I returned to DePaul, I began to work with colleagues to form a model that intentionally threaded social justice ally-ship and training into working with our programming board.

NACA® members are the "how to" people on campus, and it benefits us when we provide "how to" guides for each other. However, when reflecting on this topic and the best way to share it, I've realized any roadmap I can offer is laced with what has worked for us at DePaul University and requires quite a bit of reflection and planning throughout the process. Nevertheless, I'd like to share our insights on integrating social and racial justice advocacy into everyday work with programming boards

Reflecting on Your Personal Identities

Before you talk with others about their own identity consciousness or social justice issues, you must understand what influences how you “show up” in spaces. Evaluate your personal identities – not only what they are, but how you share them with the world. Are there more salient identities you have that others can immediately see? Are there identities you must choose to share? How comfortable are you with all those identities? Reflecting on these questions better prepares you to understand how you “show up” in spaces and how your identities influence your interactions with others.

After individual reflection, consider the Multiple Dimensions of Identity Development Model. Essentially, it shows us that no singular aspect of our overall identity can stand on its own. Each is influenced by our other identities and the whole is unique for each person. This model is also great to use with students to discuss how their identities intersect and influence their experiences.

It's important to remember that, to engage in conversations surrounding social justice and identity development, you don't need to be an expert. Rather, you need to understand the complex nature of identities and have a willingness to engage in conversations. Few people are true experts when it comes to these topics, but there are many who are willing to be part of the conversation, which is what programming board advisors should strive to do.

Understanding Your Competency Level

Reflect on industry standards surrounding social justice and inclusion. In 2015, ACPA and NASPA published 10 updated competencies for student affairs professionals, with one specifically focusing on social justice and inclusion. In these competencies, they outline standards for foundational, intermediate and advanced experiences. The social justice and inclusion competency focused on:

- Understanding of self and navigating systems of power,
- Critical assessment and self-directed learning,
- Engaging in socially just practice, and
- Organizational systemic advocacy.

While it's important to consider where you believe yourself to be with respect to this competency, you can elevate the conversation by asking those around you to share where they think you are. How do your supervisor or peers think you're doing? Do your students see you living out these competency areas? You may be reassured that you understand where you are, or you may be surprised to discover your social justice advocacy isn't quite as salient as you thought.

Commit to What Social Justice Is

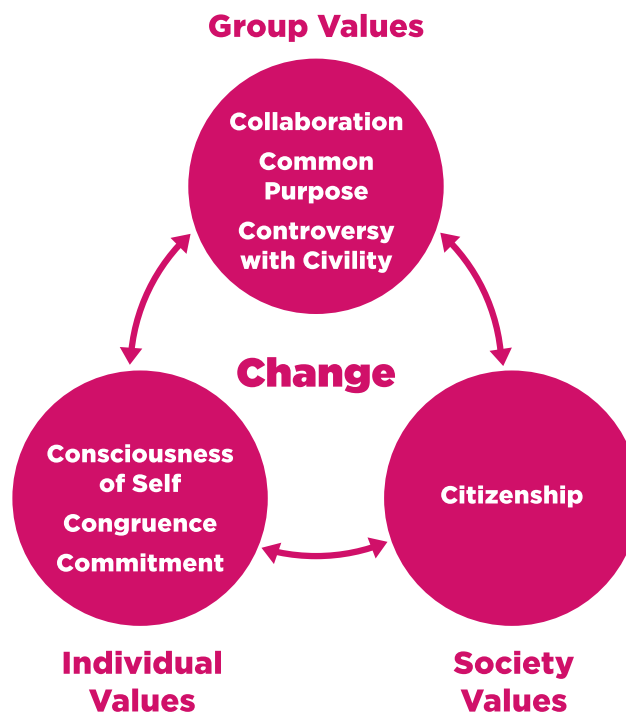
During a session I once attended, the facilitator asked, “What is social justice?” We were silent for a bit. Upon reflection, I realized it's not that we didn't know what it meant, it's just that some of us, having been committed to being social justice advocates for years, were blindsided by the simplistic nature of the question because we understood its true complexity. In the NASPA and ACPA competency guide, social justice is defined as “both a process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power” (NASPA and ACPA, p. 30). I really appreciate that they stipulate it's both a process and a goal. Social

justice as a concept is one for which we must always strive, particularly when incorporating it into work with programming boards.

Learn Your Theories

When incorporating social justice and identity consciousness in your work with programming boards, there are multiple frameworks available to create a model that works for your students.

At DePaul, the Social Change Model (developed by Alexander W. Astin and Helen S. Astin) provides a great framework for the work we need to do. It focuses on how individual, group and community values interact to create positive social change. We were able to use this framework to facilitate reflection for our students and as an opportunity to teach them about how to facilitate positive social change.



Adapted from Wagner, 2006.

Decide How “Neutral” You Want/Need to Be

Once during a staff meeting, several people said they had to “be neutral” in their work. I felt compelled to ask who was telling them that. Not a single person could identify who'd told them to be neutral; rather, the group consensus was that it was an accepted norm in our field.

However, neutrality always favors the side of the oppressor. When we say nothing, a system of hate and bigotry has the opportunity to flourish. I believe the need for neutrality is a myth and is, in fact, doing more harm than good to students. When we shy away from difficult conversations because we're remaining neutral, we're confirming the negative language or behavior in question through our silence.

Additionally, by saying nothing, we don't teach students to respectfully engage. No matter our political beliefs or worldviews, we must strive to respectfully model how to disagree with others. If Ruth Bader Ginsburg and Antonin Scalia could disagree with each

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other while serving on the U.S. Supreme Court and still get along, we can model such behavior for students.

Nevertheless, it's important to understand your university's culture regarding neutrality. Is there actually someone requiring you to be neutral? If so, what do they mean by neutrality? At DePaul, our university's Vincentian mission allows us to focus on social justice and encourages us to challenge students to answer the question, "What must be done?"

Developing a Model

Unlike semester-based institutions, DePaul is on a quarter model, giving us three 10-week quarters to work with our students. Consequently, we developed a model using each quarter to guide students through the Social Change Model and gave them the opportunity to put their social justice advocacy into practice.

- 1. Fall Quarter** – Focusing on Individual Values: Explore students' identities using the Multiple Dimensions of Identity Development Model.
- 2. Winter Quarter** – Focusing on Group and Society Values: Focus on how a student's identity influences how they interact as a member of the DePaul community, of Chicago, and of the world.
- 3. Spring Quarter** – Teaching students how to live as social justice advocates.

In the fall quarter, following initial introductions to the programming board and beginning-of-year training, we integrate opportunities to educate students on the Social Change Model so they know we're intentionally focusing on it throughout the year. We don't hide the fact we're doing this with them; we give them plenty of opportunities to learn about the model and understand how this will guide their experience. To encourage students to reflect on their identities, we use activities like the Social Identity Wheel and discuss how the different components of their overall identity influence one another.

In the winter quarter, we strive to have students consider how their identity influences how they interact with the DePaul community, Chicago, and the world. We don't ask them to think about it all at once; instead, we offer activities to have them think about DePaul, then Chicago, and finally the world. While the conversation

about their interaction with the world may seem lofty and out of reach, we offer activities to bring them back to Chicago and the DePaul community. Through activities such as Archie Bunker's Neighborhood, Black Lives Matter Exploration, and other activities facilitated by campus partners, our goal is to help students understand how they, as individuals, can influence different societal issues by the small things they do day to day.

By the spring quarter, our students have tested a few things they've learned. As they approach the end of their time with us, though, we want to ensure they can sustain these conversations on their own once they leave programming board meetings. Through their events, programs and one-on-one conversations, we encourage them to test their new understanding of their viewpoints by integrating them into situations with their peers.

Through all this, one of the most helpful techniques I've implemented is what I call the "Snowball Theory." While you won't find it in student affairs theory, I believe the most effective reflection comes from having students first participate in individual reflection, followed by a pair-and-share exchange, and concluding with large-group discussion. This model gives ample opportunity for students to gain affirmation or be challenged on their thoughts without fear of rejection by the group. When students can first think about what they believe, then test those beliefs with others, they gain comfort in talking about them outside their own circles.

Finding Middle Ground for Positive Social Change

One of the most common questions I'm asked about our experience in providing this training for students is, "Well, what if the students don't want to participate?" One of my foundational beliefs, which may be perpetuated because I work at a mission-driven institution, is that everyone is trying to make the world a better place. We just see different paths to get there. Our hope is that, through this process, we can teach our students we have more in common than not and we can find middle ground for positive social change. I believe that's more important than ever right now.

ABOUT THE AUTHOR



Courtney James is director of the Office of Student Involvement at **DePaul University (IL)**, where she previously served as assistant director. An active NACA® volunteer, she most recently served as the 2018 NACA® National Convention Chair and is currently a member of the newly created Live Event Action Group (LEAG). She received the Association's 2015 Legacy Award and was named the NACA® Region's 2012 Outstanding New Professional. She holds a bachelor's degree in English, social welfare and gender studies from Augustana College (IL) and a master's degree in college student personnel from Western Illinois University.

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DIFFICULT CONVERSATIONS: FOSTERING INTERCULTURAL DIALOGUE

By
LEEANNE SIPE
University of New Orleans (LA)



“Difficult conversations” and “intercultural dialogue” are hot topics on college campuses across the country – and for good reason. In recent years, political and social divides in the United States have come to a fever pitch, further polarizing the population. On many campuses, students are experiencing heightened levels of anxiety as public opinion (and policy) threatens their identities or those of their peers.

And we’re supposed to host parties for these folk?

The time is here for us, as campus activities practitioners, to think intentionally about the impact we’re poised to make as we foster community among our students. We have the responsibility of being responsive to our students; understanding them and their social climate are important first steps in helping them build strong communities. Difficult conversations can be a useful tool for fostering empathy and understanding in our students and across our campuses.

Each of our schools is different. I encourage you to be a conscientious consumer as you read this piece: take from it what you can and adapt its concepts as you see fit. I pose an approach for using difficult conversations as a programming tool: understanding our students (specifically, Generation Z) and understanding the theoretical foundations for implementing difficult conversations. I also describe two sample programs we’ve implemented successfully on my campus.

Understanding Our Students

Members of Generation Z were born between 1995 and 2010 (ages seven to 22), making them our traditional-aged college students. For many of them, their formative years were spent with a smartphone in hand, making information available anytime, anywhere. The oldest of this generation were in kindergarten on Sept. 11, 2001, meaning they have known only a world at war. OOHLLALA Mobile (2018) reported that the average attention filter for these students is eight seconds – they decide in only eight seconds whether what they are seeing/reading/hearing is relevant to them.

Seemiller and Grace’s (2016) research in “Generation Z Goes to College” offers insight into this group of students, including the following characteristics:

- Digitally hyper-connected
- Influenced by their parents and peers
- Politically disengaged
- Social-change minded
- Part of diverse social circles
- Socially liberal
- Financially moderate to conservative
- Apt to communicate through images
- Curators of their identities

While all theories are limited in that they may over generalize at the expense of minimizing some valid experiences (e.g., some students from low socioeconomic status [SES] backgrounds may not resonate with being



tech savvy), these characteristics are helpful to understand how our traditional-aged college students process the world around them, including their experiences on our campuses.

At the NACA® National Convention in Boston this year, I asked a group of campus activities professionals which characteristics of Generation Z would have the greatest impact on our practice. Their top three responses were:

1. Anxiety,
2. Technology, and
3. Their dedication.

In discussion, we talked about how serving with empathy and meeting students where they are is as important as ever. I further argue that, although this generation of students might be characterized by having diverse social circles, that does not necessarily make them more adept at navigating those differences effectively or empathetically. That makes practicing intercultural dialogue all the more important.

Why Difficult Conversations?

When I began thinking about difficult conversations as a programming tool, I started by thinking about what we know about culture. Considering culture as an iceberg, the part we see includes food, dress, music, art, language, holidays and other celebrations we often incorporate into campus programming. The concept of

culture below the surface – notions of beauty, values, relationships with authority, concepts of humor, attitudes towards time, etc. – is what causes more misunderstandings and more conflict. These concepts are more difficult to see and more difficult to talk about, but talking about them was clearly the next step in intercultural competence for my approach to multicultural programming.

Identity development theories such as Cross's Black American Racial Identity Theory (1971) and Helms's White Racial Identity Development Model (1995) propose that in students' identity development, new experiences or ideas can push them into realizing their racial identity for the first time (called "encounter" and "contact" stages, respectively). Paired with Hammer's (2015) Intercultural Development Continuum, these stages provide opportunities to program around difficult conversations in developmentally appropriate ways so that students can begin to explore their identities in a supportive space.

Here lies the "easier said than done" portion of our theoretical foundation: none of this works without an intentional, critical approach to Sanford's (1966) Challenge and Support model. Maximum growth relies on high levels of both challenge and support – if you do not have the capacity to provide both things, do not think you will successfully integrate difficult conversations into your programs and see intercultural development. Do some honest self-reflection about your resources and capacities before seeing what sticks – too much challenge leads to

Above: Sipe and several of her students review case studies as part of their Conversations Across Difference Program

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students who retreat and become apprehensive about difficult conversations. Too little challenge leads to students who stagnate and will, as a result, likely overestimate their intercultural competence.

Sample Programs for Fostering Intercultural Competence

I've been fortunate to have support from my students and colleagues in my work around difficult conversations – talking about the social capital necessary to host dialogues that might not be popular with donors is an entirely different article. As with all things, I encourage you to engage in some reflection as to what might work for you.

Cultural Conversations

A few years ago, my programming board (the Student Activities Council, or SAC) wanted to have a discussion about gun violence. They knew it would be controversial, and my students were very mindful about how to navigate that. They decided to host the conversation in a debate format and incorporate faculty to legitimize their event. They did research. They were thoughtful. There were faculty members involved. Great.

However, the event was not so great. While we covered topics from two balanced and opposing perspectives, the structure did not allow for dialogue or questions, nor did it account for how complex most issues are. Not so great. But not a failure.

I coached my students through flipping the format – hosting conversations in one-hour, one-off programs that were student led. Our cultural arts chair researches multiple perspectives and uses media to introduce concepts in pop culture. Using the group dialogue model and conversational justice, students talk through their initial reactions, understanding why different folks have different perspectives, and end with action planning. Each session ends with a list of resources for further reflection.

This format works for us, and has given us the flexibility to approach topics differently: through discussion, movie and discussion, social media, or a hybrid discussion with some students participating in person and others contributing through social media. This year, SAC hosted cultural conversations about cultural appropriation, the origin of Thanksgiving, undocumented students, gun violence, and homelessness. With appropriate support, students were able to take ownership of their learning and learn how to respect one another in dialogue.

Conversations Across Difference

Our “Conversations Across Difference” series was a collaboration between the University of New Orleans and Tulane University (LA) designed to prepare students for empathetic and effective dialogue to foster understanding and empower one another to create positive change on campus and in the community. The series was structured to encourage self-reflection about:

1. One's attitudes,
2. The impact one has on a community based on their social identities,
3. Ways to engage one's intercultural stress points to promote growth, and
4. Creating change for an inclusive and equitable community.

The program consisted of three in-person meetings and an online component to practice intercultural dialogue in person and digitally.

Current events and our location in New Orleans shaped the first half of the program; Mardi Gras specifically offers a complex look at culture, racism and privilege. The Intercultural Development Continuum shaped the second half of the program as we applied it as a tool for understanding others and making developmentally appropriate responses. We used the Intercultural Development Inventory (IDI) to quantitatively assess students' capacity in intercultural competency and found that in just 12 sessions, participants' overall intercultural competence moved an entire developmental orientation up the intercultural development continuum.

Safely and Appropriately Embracing Challenge

If you are concerned about implementing difficult conversations, there is financial support available for such programs. NACA offers a Research Grant each summer. The Bureau of Educational and Multicultural Affairs offers grants regularly. Campus Compact offers grants to member institutions.

In the two case studies referenced above, it is clear there is room for campus activities to lead the way in helping students bridge difference on campus and beyond. By building our own competence, we can provide environments in which students can safely and appropriately embrace challenge.

ABOUT THE AUTHOR



LeeAnne Sipe is director of the office of Student Involvement and Leadership at the **University of New Orleans (LA)**, where she previously served as assistant director. Sipe has served as a presenter and volunteer for NACA throughout her academic career, and her institution received NACA's Outstanding Diversity Achievement Award – Program in 2016. She holds a bachelor's degree in middle childhood education from Bluffton University and a master's degree in college student personnel from Bowling Green State University. She is currently pursuing a doctorate in higher education administration from the University of New Orleans. In addition, she is the NASPA Louisiana Communications Chair.



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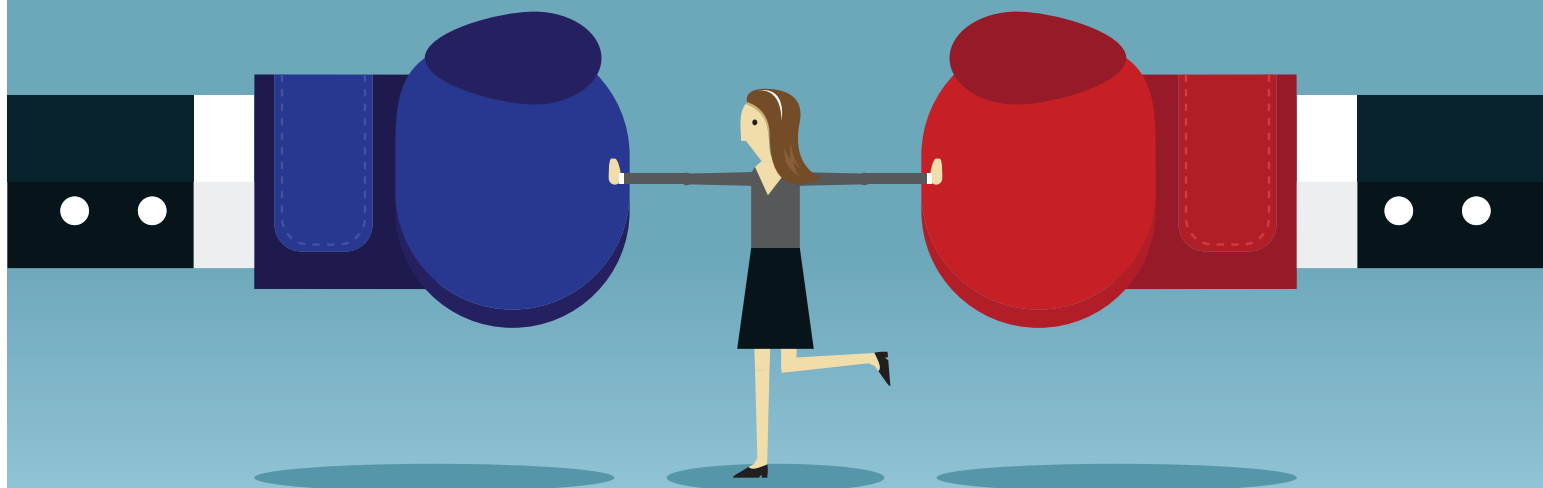
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Empowering Your Campus to Manage Polarizing Events



By
ASHLEIGH MOYER and **JORDAN SMITH-PORTER**
University of Tennessee-Knoxville

IT'S NO SECRET that college administrators across the country are challenged in developing plans and policy for managing circumstances when polarizing figures, controversial events, or protests appear on their campuses. In the wake of the political divisiveness our country has been experiencing, many campuses across the United States have managed some form of student activism. Whether it's surrounding controversial speakers, sexual assault or even football coach hires, students today are more likely to engage in campus activism.

As a matter of fact, it's important to note that today's college student is more likely to engage in activism than in any other time in the past half-century. Not since the Civil Rights and Vietnam protest eras have campuses experienced such student uprisings. According to a study conducted by the Higher Education Research Institute at University of California-Los Angeles, one in 10 first-year students expected to participate in a protest in college. Additionally, current students also have a propensity to support the protection of a "diverse and inclusive society" over protecting free speech rights (Cooperative Institutional Research Program Higher Education Institute, UCPA 2016).

As speakers deemed controversial have been traveling the country, many have been met with disruption by attendees disagreeing with their presentation topics. A recent study conducted by the Gallup Organization and the Knight Foundation found 90% of college students believe it's never acceptable to use violence to prevent someone from speaking. Additionally, 62% of student respondents indicated shouting down a speaker is not

acceptable, while 37% believed it was acceptable. Some of the largest legal issues surrounding controversial figures on college campuses relate to shouting down a speaker to violate the speaker's freedom of expression rights (Gallup and Knight).

Based on our experience at the University of Tennessee-Knoxville, we'd like to offer guidance on managing the dichotomy between common student sentiment and institutional requirements when it comes to hosting polarizing events. There are many lessons to be learned from the varying approaches that have been taken in the past year when it comes to navigating controversial campus events and students' responses to them.

Background and Response Plan

In 2017, the State of Tennessee adopted the Campus Free Speech Protection Act. Several other states adopted similar campus free speech legislation, including Arizona, California, Colorado, Missouri, North Carolina, Virginia and Utah. Wisconsin adopted campus free-speech measures without legislation (American Association of University Professors, 2018). The Campus Free Speech Protection Act reaffirmed state support of the First Amendment and seeks to maintain that campuses are a marketplace of ideas. Under the law, students and faculty are not permitted to substantially obstruct or interfere with the freedom of others to express their views (Campus Free Speech Protection Act, 2017).

To ensure compliance with the Campus Free Speech Protection Act, The University of Tennessee (UT) enacted a three tiered-response plan to intervene, if

necessary, if an individual sought to disrupt the freedom of others to express their views at a campus event:

- **Level 1** – The student organization leaders or student planners address the individual(s).
- **Level 2** – If the individual(s) continue(s) to disrupt the event, a student organization advisor or a student affairs staff member from the University then addresses the individual.
- **Level 3** – If the individual(s) do(es) not stop disrupting the event after the first two responses, the campus police department will address the individual and remove them, if necessary.

UT's plan provides a clear protocol for addressing hecklers in attendance at campus events to best ensure the speaker is able deliver their message and exercise their freedom of expression. This plan requires compliance by the student organization hosting the event, organization advisors and administrators, as well as campus police. The plan places ownership of crowd control partially on the students, which enhances student accountability for the events they choose to bring to campus. It also reinforces the University's commitment to all students that the campus is a marketplace of all ideas (Campus Free Speech Protection Act, 2017).

Campus Collaborations

Implementing a tiered-response to managing controversial events on campus requires continued campus collaboration. The two most important campus collaborators include the university's communication office and the police department.

It's important to include the university communication office because it's able to manage the press, including any requested press access, and also helps deliver messages to external constituencies.

The campus police department plays a crucial role in developing security plans to keep attendees, the speaker, and the university community safe.

It's also important to build a strong relationship with your campus legal counsel, which helps a campus activities office ensure no laws or freedom of expression rights are violated.

Security Measures

The security and safety of attendees at an event is of utmost importance. At the University of Tennessee-Knoxville, the Center for Student Engagement works closely with the host student organization and the campus police department to ensure that a security and safety plan is implemented for any event.

Simple steps taken to implement crowd control and enhance security can ensure a safe and successful event. One highly effective method is to require advanced purchase of a ticket before entering an event, which proves helpful in several ways. It allows event planners to have control over meeting, but not exceeding, venue capacity. Planners also gain an ongoing knowledge of event interest by knowing the sales numbers leading up to the event. Ticket sales may also be set up to allow limited or no access to the general public.

Media coverage and protester/counter-protester mobilization often wanes when it can be publicized that tickets are no longer available to an event. But, if an event sells out, some may show frustration. An alternative to limit frustration may be to use a live feed through social media or another outlet.

In addition, the police department may also implement a small, clear bag policy similar to what is done at sporting events. The police department can create a list of prohibited items, such as masks, posters, noisemakers and weapons. Prohibited item expectations should be clearly advertised online and on all event marketing material.

Finally, secure entrances to the event once it begins and don't allow re-entry when possible. Campus police, along with student organization leaders, administrators and advisors, work together to manage these entry point logistics and primary responsibility is often placed on the student organization to promote accountability.

Additional Available Resources

These methods reflect one campus' approach to managing controversial campus speakers invited by student organizations. Many other resources exist, through which you can find further tips and campus practices, notably in publications from the Education Law Association, the NASPA Research and Policy Institute, and the Chronicle of Higher Education's Focus Collection on Free Speech.

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Jordan Smith-Porter is assistant director of the Center for Student Engagement at the **University of Tennessee-Knoxville**. He holds a bachelor's degree in government from Millersville University of Pennsylvania and a master's degree in student affairs and higher education from Indiana State University. His professional interests include freedom of expression/speech issues, experiential learning through student involvement, and LGBTQ+ inclusion.

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Tips for Successfully Advising Students



By
MAYA GRAHAM
American University (DC)

I believe one of the greatest interactions campus activities professionals can have with students is when we advise them. I'm sure we've all had that moment – when a student has a breakthrough and you know all those one-on-ones were not in vain. As advisors, we not only bear the burden of implementing policy, we're tasked with helping students better understand their own skill sets, leadership styles and, many times, their own identities. How we advise students plays a key role in their development and creating positive experiences throughout their college careers.

Based on my own experience advising and being advised, I've learned some valuable pointers in establishing good rapport with new students and continuing the development of returning ones. Without a doubt, these tips have created relationships of trust that have helped me get students to where they need to be.

1. Always ask, “How are you doing?”

Although the work we do in campus activities is definitely important, it's not more important than the students themselves. No matter what, always begin meetings by asking how a student is doing. Get to know them, because you might learn why they've not been responding to emails or submitting work on deadline. With that being said, asking this question requires you to listen to the response. If a student mentions they have a big test coming up, be sure to ask at the next meeting how it went. Personally investing in your students will help them to personally invest in their work.

2. Stay abreast of current trends.

How many of you have no idea what your students are into nowadays? As each year passes, I realize I become further and further removed from my students' experiences with regard to popular culture. I struggle to keep up with who is relevant and which celebrity misspoke this week (or years ago), which may determine why we shouldn't bring them to campus. However, once I realized staying current means we can produce better quality programs that allow students to walk away happier and more positive than when they walked in, I knew staying up-to-date with popular culture and current events was imperative.

In addition, being aware of what students will want to bring to campus allows advisors to think through some of the risks associated with a given event. Challenge your students as to whether an event creates a welcoming environment for all. Is there a need for trigger warnings? Have we thought through a plan to welcome attendees with disabilities? Are you scheduling an event on a major (or minor) holiday that will exclude groups of students from attending?

Some of the ways I stay abreast are by following major social media outlets (everyone loves the Shaderoom, right?), researching artists or speakers that could be a good fit for our campus, bouncing ideas off of colleagues from other institutions (to see what they've done and learn how their students might respond), and taking time each week to read news articles and higher education publications. Making this a priority not only helps produce more intentional events, it can also help you better relate to your students. Because, if nothing else, connecting about Cardi B and her latest post to her haters can set the tone for a great one-on-one. Okurrrrrrr!

3. Set expectations from day one.

Through my experience, setting expectations from day one has yielded some of the best results. Every student

activities professional will have their own preferences for how they interact with students. They may even interact with each student differently. However, if you know your successful self-care means a student should not text you after 5 p.m., then you must clearly communicate that when they first assume their position. Obviously, most of us are not in a position to set that particularly limitation, but establishing boundaries prevents a possible strain on the relationship further down the line.

Additionally, setting high expectations for programming boards can also mean they incorporate more co-sponsorships this year or abide by a new policy that was just implemented. If you're not getting the results you believe students are capable of producing, ask yourself if expectations (and repercussions) were clearly stated when they assumed their positions. Keep in mind, however, that if expectations are set, it's also the advisor's responsibility to be an example and push students to adhere to them.

4. Evaluate and reevaluate.

One way to continually improve is to evaluate how you've been doing. Do not be afraid to ask your students for feedback and to create an environment welcoming enough to make that possible. Every year, I implement a midterm advisor evaluation in which I seek anonymous feedback from students. The information is always helpful because it allows me to stay grounded in what I'm doing right or challenges me to change. Also, what worked with past students might not work as well with current ones. Therefore, it's important to be intentional about getting student feedback to create the best possible experience for everyone.

5. Have fun.

I always tell my students that if we're not having fun, we're doing something wrong. I believe student activities professionals have the best jobs at their universities because we're paid to have a good time! What's most important, though, is that after all the hard work and months of planning, there comes a moment at an event where you can just enjoy the fruits of your labor. Be sure to make the process fun, to celebrate your students, and to not take events too seriously.

Advising is a very powerful tool that greatly contributes to the development of future leaders. Following these five steps has allowed me to witness the growth of my students and better understand myself as a professional. With each incoming class, I know there's opportunity to not only foster student talent, but also to commit to becoming a better advisor than the year before.

“Do not be afraid to ask your students for feedback and to create an environment welcoming enough to make that possible.”

ABOUT THE AUTHOR



Maya Graham is coordinator of Program Initiatives at **American University (DC)**. She previously served as a graduate advisor at the University of Maryland, where she earned a master's degree. She earned a bachelor's degree at the University of North Carolina-Charlotte. She is also a member of the Association of College Unions International (ACUI) and NASPA.

Editor's Note: 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.

Finding an Advising Style that's “Just Right”

By
JENN LABBANCE and **SHANNON ESPOSITO**
Massachusetts College of Liberal Arts

We've all had the one student we've helped see through their four years as an undergraduate student. This student may connect really well with you, with others in your department and with other departments around campus. That one student can really help you hone your advising style, as well as help you teach others how to better advise all our students.



Recently, I sat down with one of my students to pick her brain on how to help other advisors learn different styles to advise students in our organizations. After this discussion, we realized the advisor-student relationship is much like the fairy tale "Goldilocks and the Three Bears." The students we advise are "Goldilocks" and we advisors are among the many "objects" that "Goldilocks/students" reach(es) out to at different times depending on their needs.

• The Chair

The first thing our students test is the advisor/advisee relationship, the "chair." An advisor needs to understand the whole student. Most importantly, they attend our institution because of academics, but we all know the co-circular experience is critical to their entire college experience. What did they come to us to talk about? Do they just need general life advice? Many of our students are miles and hours away from family, so they need someone to connect with and to listen to them.

Or, did they come to us for help in planning an event within their role in the organization, knowing we have vast knowledge of risk management, adding fun and logistical skills that can help ensure their event's success? While they come to us for advice in our capacities as advisors, we must remember we are here to advise, not to take over and micromanage!

It's important to make sure to ask the "How are you?" questions before jumping in to help them plan an event. That minute or two we take to simply connect with our students will help build trust and understanding, and will go a long way when we get into situations where either of us is having a bad day or needing a little extra time for a project.

• The Bowl of Porridge

Students also test the qualities they are seeking in an advisor (the "bowl of porridge"). First and foremost, they are looking for a good listener, one who remembers details of their lives. Remembering the little things and asking about them before we ask the burning question of "Did you do X, Y and Z?" goes a long way in building a relationship.

They are seeking someone who doesn't have "tunnel vision"; they want someone who gives them different opportunities and thoughts that will help them make decisions rather than just telling them how to tackle a specific task.

Our students are also looking for us to set boundaries within our student-advisor relationship. It's easy to fall into the trap of being "friends," but we must remember we're the professionals. This is especially true if you're a new professional who may be closer in age to your students than your co-workers. We, the advisors, must hold our students accountable. This can be difficult because we understand students have many things going on in their lives, but if they don't finish a task we need them to complete, they must be held responsible. We aren't punishing them, although they may perceive it as such. Rather, we're explaining why they must follow through and are adding structure to their tasks.

Finally, students are seeking trust. We need to trust our students that the end result will happen no matter the route they take. This may be a hard one for many advisors because we may have completed a particular task before and know the easiest way to accomplish it.

However, we must remember we're teachers and there's no one right way or wrong way to get something done.

• The Bed

The last area our students like to test is how we assess whether the student-advisor relationship is working (the "bed"). When getting new students in leadership roles, it's important to set expectations at the beginning. It's difficult for students to "measure up" if they don't know the rules by which they are to be measured. That will lead to checking in on the relationship during meetings. Generally speaking, check-in meetings don't need to happen every week or even every month; it may be best to spread them out in three-, six- and nine-month intervals.

Check-in meetings should be separate from other meetings, especially if you have regularly prescheduled meetings with students. Regularly scheduled meetings should allow you and the student to review items you need to frequently discuss about their position, while the check-in meeting allows you to review your working relationship.

After a check-in meeting, evaluate how you feel about it. Did you feel you both simply went through the motions or did you each leave on the same page? If you have any negative feelings about the meeting, reassess them and find ways to change how you connect with your student at the next check-in meeting.

Tools for Advisors to Test

Just as Goldilocks tested different options for chairs, bowls of porridge and beds, we advisors need to test a few different tools with each of the students we advise. No two students are alike, nor can they be advised in exactly the same way. However, many of the same tools can be applied to advising multiple students.

A Simple Conversation

Ask students how they want to be advised. Most students haven't even thought about this and may need prompting or time to think about it, but it's a great starting point. Your role with them might vary as to how you need to be involved, but questions like, "During our weekly meeting, should I help you prepare an agenda?" and "How do you think you best would accept feedback?" will start the conversation nicely.

• A Progress Report

Just as we must have evaluations for our professional positions, we can use this same tool with students, even if the students we advise are not in paid positions. Each of the students we advise likely has a position description, which is comparable to a job description. You must create an evaluation that works for you and that applies to what you expect from your students. This will go a long way in making sure you and they are on the same page. Review the evaluation with them at the beginning of each year so they know the areas in which they will be evaluated.

• An Advisor Contract

Some groups we advise may need us only as a figurehead and don't expect us to attend every meeting and event. This usually applies to the general clubs each college has that can function largely without our direct supervision. Most of the questions/expectations in this contract would pertain to what each party expects of the advisor in helping define the clubs' needs.

• Allowing Students to Fail

Using this tool isn't fun and actually sounds a little cruel. But without it, our groups won't learn how to solve problems or get themselves from one issue to the next. This doesn't mean if we see a major problem arising we can't step in to help. But, for example, a group needs to advertise an event but hasn't done so beforehand because they may think it doesn't matter, believing 200 people will attend anyway. Let them proceed and, if attendance isn't as they hoped, have the educational conversation about what happened and why. (Conversely, the failure in such a case could be that the event goes well and students don't realize they won't always be able to not advertise and still attract high attendance!)

An Approach that's "Just Right"

At the end of the original "Goldilocks and the Three Bears," Goldilocks wakes up in one of the beds with the three bears staring at her, but runs away without experiencing any harm. We hope your students are equally free from harm as you come to better understand how to best advise them with an approach that is "just right!"

ABOUT THE AUTHORS



Jenn Labbanche is director of Student Activities at the **Massachusetts College of Liberal Arts**. She holds a bachelor's degree in political science from Longwood University (VA) and a master's degree in higher education from Old Dominion University (VA). She volunteers with the Alpha Sigma Tau Sorority as a Master Facilitator.



Shannon Esposito is the marketing/social media coordinator at **Royal Green Appliance (NY)**. She earned a bachelor's degree in English from Massachusetts College of Liberal Arts earlier this year. While an undergraduate, she served as Student Activities president, Student Government executive vice president and as an orientation leader.

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RIDDLE & BLOOM

Top Five Intangibles Student Leaders Can Learn from Elite Student-Athletes

By
GARRETT LAWSON
Florida Atlantic University

FOR TWO YEARS, I had the privilege of working with some of this country's most elite student-athletes at the IMG Academy in Bradenton, FL. The Academy was started in 1978 by Nick Bollittieri as a tennis academy focused on training young elite tennis players (IMG Academy, n.d., para. 1). Eventually, the sports agent group IMG took over the facility and expanded the number of sports and student-athletes (1,000) that train and receive their K-12 education on site. The time I spent with the student-athletes had a profound impact on me and how I view leadership. I'd like to share five leadership lessons I learned from working with them that can be applied to your daily work as a student leader.



1. Consistency

The quarterbacks I counseled on the top-ranked high school football team in the country were focused on continually improving themselves every day. They taught me that success is not measured on who we are, but on what we do. I learned that an athlete's performance and attitude on and off the field must be consistent to earn and keep the trust of their coaches and teammates. Similarly, student leaders need to work hard every day to earn the trust of their peers and advisors.

For example, one of the quarterbacks with whom I worked exemplified what it means to consistently strive to become a better player. I observed how he handled his daily schedule, which included school, practice, weight workouts and team meetings. In recent discussions, he told me how his highly structured daily routine freed him to focus his attention on only the one task assigned for a given period of time. This allowed him to get better and better each day during his scheduled sessions. He is now the starting quarterback in a top college program and is in the top 10 in the country in passing yards.

Student leaders need to provide consistency to their followers when managing an organization so everyone is on the same page and can channel their focus on the task at hand.

2. Persistence

The ability to overcome obstacles is an important skillset elite athletes must possess. Hall of Fame baseball player Lou Brock said, "Show me a guy who's afraid to look bad, and I'll show you a guy you can beat every time" (BrainyQuote.com).

One of the biggest obstacles student-athletes face is injury. One of the student athletes with whom I worked personified perseverance as a post-graduate baseball player. He had suffered a torn labrum in his senior year of high school and missed a significant part of the season. After graduating from high school, he arrived at IMG to prove he belonged in a Division 1 baseball program. He put in countless hours of shoulder rehab with trainers to prepare him for the upcoming baseball season. Despite numerous setbacks, he successfully returned to the baseball field he loved. Student leaders should embrace challenges as opportunities and persevere through the obstacles life throws their way.

3. Humility

Student-athletes realize they can become elite student-athletes only with the assistance of an entire team of people and resources, such as coaches, trainers and family. Staying humble and grateful for the people who've dedicated themselves to their success is vital.

Student leaders must realize that they, too, are dependent on their professors, peers and advisors for their successes. It means a lot when people are thanked for their support. For example, one of my former basketball students has regularly kept in touch with me

and expressed his gratitude for my continued support, despite all the attention he receives from the media now as a top basketball prospect.

4. Positive Mindset

Maintaining a level of positivity allows elite athletes the mental edge needed in physical training. "Athletes must strive for performance excellence, and personal excellence as well, with a positive mindset identified as making a vital 1% difference to performance" (Pidgeon, 2015, para. 3).

One of my lacrosse student-athletes exemplified how important having a positive mindset is to superior performance. Although he's always felt butterflies in his stomach, not from fear but from being anxious to perform, he overcomes those butterflies by talking positively to himself before games and by listening to upbeat music on his headphones.

How do you keep yourself going when you are faced with challenges? One way to do this is to remind yourself that your only competition is yourself. Dr. J.J. Lesyk states that elite student-athletes "view their sport as an opportunity to compete against themselves and learn from their successes and failures" (Lesyk, 1998, para. 8). Student leaders can keep a positive mindset by using positive self-talk to keep their focus on how they can solve the issues at hand.

5. Work Ethic

"Fall in love with the process and not the results" is a quote I learned from an elite student athlete at IMG Academy. Elite athletes have learned to focus their attention on training to the best of their ability and not waste time worrying about the results of a game or match. They realize they have control of their preparation, only, and not the outcome of the athletic event.

Last year, I had the chance to mentor and watch the progression of the nation's top high school point guard. Before I met him, I'd heard how great an athlete he was and how many of his talents on the court were considered God given. Although this may be true, I soon learned he had an insatiable work ethic that helped him maximize his natural talent. I've seen him in the basketball gym late at night practicing jump shot after jump shot to improve his shooting form. He worked hard to get better even when no one was looking. Student leaders also need to work hard to improve skills, even when nobody is watching!

Sharing Inspiration

Elite student-athletes have taught me a great deal about how to become an elite leader: leadership, persistence, humility, positive realism and work ethic are crucial. They've inspired me to become a better leader and I hope sharing these lessons will also inspire you to become an elite student leader, too.

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ABOUT THE AUTHOR



Garrett Lawson is a student-athlete advisor at **Florida Atlantic University**, where he is pursuing a master's degree in higher education leadership. He holds a bachelor's degree in interpersonal communication from the University of Central Florida. He was a student-athlete mentor at the IMG Academy (FL) from 2015 through 2017. He is also a certified diversity facilitator.

NACA® SPOTLIGHT

MEMBER NEWS EVENTS **SCHOLARSHIPS** LEADERSHIP **INSTITUTES** VOLUNTEER OPPORTUNITIES

Celebrate NACA® Institute Success!

Participants Share Memories and Photos

NACA's 2018 summer Institutes were remarkably successful this year, with programs filled to capacity, and delegates are sharing their experiences through words and photos.

"The 2018 Concert Management Institute, held at Vanderbilt University (TN), was a phenomenal sold-out event!" said Dwayne V. Elliot of Vanderbilt. "Participants heard from various industry professionals, which included agents, venue executives and artists, and toured the historic Ryman Auditorium. Participants ended the institute by attending the CMA Music Fest.

"During one of the educational sessions, our facilitator stressed the importance of trusting and being on one accord with all of the members of the organization," said Miyah Gibson, president of the Prairie View A&M University (TX) Panther Ambassadors, who participated in the Summer Leadership Institute at Disney World. "As president, I have a huge responsibility, and a very important role to make sure my organization is run well. But, I also have to understand I cannot do everything on my own, and that I have a great e-board and general members standing behind me willing to contribute to [our] perfection, as well."

Her fellow Panther Ambassador Khaliah Knighten praised the Summer Leadership Event for giving "us a look at other institutions and colleges and how they run events and student life on campus and share our way of life with others. We gave some ideas and took some ideas with us as we parted ways. ... From this experience, I learned to keep myself together and always take care of myself so that my effectiveness on the team will be beneficial."

Do you have Institute memories you'd like to share in NACA® publications? If so, just send photos and/or comments (less than 50 words) to glennf@naca.org about what you learned, the fun you had or any other outstanding experience you had during NACA's Institutes this year. In the meantime, take a look at special slideshows of Institute photos that are now available on the NACA® website at <https://www.naca.org/Institutes/Pages/Default.aspx>:

- Huge Leadership Weekend
- Programming Board Institute
- Concert Management Institute (photos also available at: <http://bit.ly/2LcIJjx>)
- Summer Leadership Event
- Student Organizations Institute



Above: Concert Management Institute participants engage in a small concert on the Institute's first day.

Below: Delegates interact during a breakout session at the 2018 Huge Leadership Weekend.



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MEMBER NEWS

Storck Retires from Anne Arundel

At the end of June, **Chris Storck** retired as director of Student Engagement at **Anne Arundel Community College (MD)**, where she had served since 1984. Throughout her career, she mentored many professionals and students and was actively involved in NACA.

She held a number of leadership positions in the former East Coast and the current NACA® Mid Atlantic regions. For East Coast, she served as Showcase Production Coordinator and was in charge of the region's newsletter. She ultimately chaired the NACA® Mid Atlantic Regional Conference Program Committee, but also served as its Associate Member Relations Coordinator and Business Networks Coordinator, as an Educational Program Reviewer, as its Campus Activities Marketplace Coordinator and as its On-site Associate Registration Coordinator.

On the national level, she chaired the Awards Committee and was named a recipient of the NACA® Founders Award, as well as a Foundation Sustainer for her contributions to the NACA® Educational Foundation. She also served on the Foundation's Board of Trustees.



Changes at Bobby K Entertainment

Bobby K Entertainment, located in Big Flats, NY, has been certified as a Service Disabled Veteran Owned Business. Also, **Bobby Kramarik III** (pictured) has been named president of the company, which provides novelty entertainment throughout the northeastern United States.



Piñeiro Moves to Westchester

Effective July 2, **Juan-Carlos Piñeiro** is assistant director of Student Involvement for Orientation and Programs at **Westchester Community College (NY)**. He previously served as coordinator of the Center for Student Involvement at **SUNY Orange**.



In his new position, he is responsible for coordinating programs, events and workshops for several hundred students who are transitioning into the college. He primarily advises the Westchester Events Board and works collaboratively with campus committees to develop programs for those who seek to enhance their multi-cultural competence among the student body of the institution.

Do You Have News to Share?

Got a promotion? Won an award? Got married? Had a child? Tell us all about it!

Contact Glenn Farr at glennf@naca.org with your latest news!

Garnett, Johnston Join Member Services Staff

Ebonie Garnett has joined the NACA Office staff as **Associate Services Coordinator**, while **Karen Johnston** has joined as **School Service Coordinator**.

Garnett serves as a frontline contact for associate members, as well as potential members. She is responsible for serving internal and external customers by responding to inquiries about membership, processing event applications/registrations and supporting showcasing and exhibiting processes. She holds a bachelor's degree in psychology from the University of South Carolina.



Johnston is responsible for school Institutes assistance, on-site event registrations, member/non-member registration, event registration cancellations/refunds, school membership inquiries and serving as an on-site point of contact for volunteers, associates and schools. Johnston holds a bachelor's degree in journalism with a concentration in public relations from the University of South Carolina and has more than 18 years experience working with associations.



Are You a New NACA® Volunteer?

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

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



Update Your NACA® Profile Today!

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

Welcome New NACA® Members

NACA welcomes these new members for the period of June 7 to July 11, 2018:

SCHOOL MEMBERS

Aims Community College (CO)
Earlham College (IN)
Francis Marion University (SC)
Mount Saint Mary's University (CA)
San Juan College (NM)
University of Texas-Tyler (TX)

ASSOCIATE MEMBERS

NATIONAL GENERAL

Blood Sweat Honey (CA)
DAB Inc (MA)
Emergency Room Agency (IL)
GigRoster.com by Professional Entertainment (WA)
Next Level Gaming (NH)
Noteworthy Music Productions, inc. (NY)
Passion River Films (NJ)
Vibez Recording Studio (TX)
Young Chicago Authors (IL)

NATIONAL SELF-REPRESENTED OR SOLO ARTIST

86 Supreme (NY)
Alex Stickels (TX)
Charlie Rey (CA)
Clinton Ware (PA)
CLU INC (CA)
Daniel in Stereo (OH)
Danielle Ponder Music (NY)
Elliot Productions (NY)
Evan Zwisler (NY)
Federal Prison Time Consulting (WA)
Glorious (NY)
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Noel Quiñones (NY)
Simon Coronel (CA)
Southern Belle Promotions, LLC (GA)
The Aspiring Professional (CA)
The Band Called Fuse (NJ)
The Prodigious Group (CA)
The West Coast Feed (WA)
Trigg Watson Magic (TX)

REGIONAL GENERAL

Coast To Coast Music (CA)
good music management (NV)
Kenney Polson (OR)
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On Target DJ (NC)
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Alex Weber (CA)
Appsionata Music (NY)
AR Entertainment Productions (IL)
Bridget Barkan (NY)
BrickHouse Dance Productions (CA)
Cal Kehoe (CT)
Compass & Cavern (CO)
Crowd Karaoke w/ Captain Karaoke (FL)
Dallas Thornton (CO)
Domino Effect Productions (FL)
Felix and Fingers Dueling Pianos (IL)
Flight of Fire (MA)
Full Potential Realized (NJ)
Haiko (NY)

Holiday Marketing (MI)
Jesse Gavin (CA)
Kevin Sean Entertainment (NY)
KHOREE 'The Poet' (CA)
KMG Kosher Media Group (FL)
Lets Tokyo (NY)
LOL Droyd Entertainment (NY)
Lukajiah Inc. (CA)
Made 2 Soar (NC)
Max Muscato (NY)
Megan Kemple (NY)
Mimo Exec, Corp (CT)
Paul Geiger Productions (NJ)
Placide Paul (NY)
Pineal Band (NJ)
POWER 2 THE POETRY LLC (WA)
Rhea Sunshine Poetry (TN)
Sean Coray (IL)
Shirts & Skins Band (MN)
Sid Ross (NY)
Sue-Ham Entertainment, LLC (SC)
Taylor Good Music (PA)
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Check it out today!



Looking for Some NACA® Swag?

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“Connect” through These NACA® Member Benefits

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

NACA® Connect

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

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

Join one (or more) of these communities today to share knowledge and resources to make your work and volunteer activities more rewarding. It's your Association, your community: NACA® Connect today!

Amplify Your Experience!

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



What's NEXT for Your Students?

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



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

Outstanding Performance? ENCORE Is Ready for You!

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



Job Opportunities from The Placement Exchange

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



2018 Regional Conference Fast Facts



NACA® South Sept. 27-30 Cobb Galleria Centre Atlanta, GA

Hotel

Renaissance Atlanta Waverly Hotel & Convention Center 2450 Galleria Parkway Atlanta, GA 30339

Phone: 770-953-4500

Fax: 770-953-0740

Single/Double/Triple/Quad: \$165 plus 14% tax & \$8 local option fees

Reservation Deadline: Sept. 5, 2018

Reservation Link: bit.ly/2HKfXo0

Hotel Parking: On-Site Parking, \$10 per day; valet parking, \$18 per day

Nearest Airport: Hartsfield-Jackson Atlanta International Airport (ATL), 21 miles

Hotel Shuttle: No

Estimated Cab Fare: \$55 one way

Transportation within Host City:

Uber, Lyft, local taxi service, MARTA public transit rail system, Atlanta Streetcar

On-Site and Nearby Dining:

- 2450—open for breakfast and lunch
- Medici—open for dinner
- KoFi—open for breakfast
- Big Chow Grill—open for lunch and dinner
- Stoney River Steakhouse and Grill—open for lunch and dinner
- Cinco Mexican Cantina—open for lunch and dinner
- Grub Burger Bar—open for lunch and dinner

On-Site Amenities:

- Fitness Center—24-hour access
- Indoor Saltwater Pool—Monday-Sunday, 6 AM-11 PM
- Outdoor Pool—Seasonal access
- Spa Waverly
- Gift/Newstand
- Beauty Shop

NACA® Central Oct. 4-7 Arlington Convention Center Arlington, TX

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. 13, 2018

Reservation Link: bit.ly/2JHjPb7

Hotel Parking: Complimentary self-parking

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

Hotel Shuttle: Yes

Estimated Cab Fare: \$35 one way

Transportation within Host City:

Uber, Lyft, local taxi service, Arlington trolley service

On-Site and Nearby Dining

- Parkside Grille—breakfast buffet; open for breakfast, lunch, and dinner
- The Market Place—snacks and beverages
- Pappadeaux Seafood Kitchen—open for lunch and dinner
- VB Steakhouse—open Sunday-Friday for lunch and dinner; open for dinner Saturday
- Mariano's Hacienda—open for lunch and dinner
- The Rock Wood Fired Pizza—open for lunch and dinner

On-Site Amenities

- Fitness Center—24-hour access
- Outdoor pool and whirlpool—Seasonal access

NACA® Mid Atlantic Oct. 11-14 Buffalo Niagara Convention Center Buffalo, NY

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. 20, 2018

Reservation Link: bit.ly/2HlPlTq

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 Cab Fare: \$35 one way

Transportation within Host City:

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

On-Site and Nearby Dining

- Atrium Bar & Bistro—open for breakfast, lunch and dinner
- Starbucks—open for breakfast, lunch and dinner
- Morton's The Steakhouse—open for dinner
- TGI Friday's—open for lunch and dinner
- Dinosaur Bar-B-Que—open for lunch and dinner
- Toutant—open for dinner

On-Site Amenities

- Fitness Center—24-hour access
- Rooftop, Indoor Heated Pool
- Spa
- Gift Shop

Associate Members:

Regional Conferences Guide Is Here to Help You Have Your Best Season Ever!

NACA's fall regional conferences begin in just a few weeks! In fact, some deadlines for earlier conferences have already passed. Nevertheless, the 2018-2019 Regional Conferences guide (<https://www.naca.org/RegionalConferences/pages/Default.aspx>) contains all you will need to know to plan your most successful fall regional conference season yet, so check it out today!

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

Advertise in the NACA® Spotlight Electronic Newsletter

Would you like the opportunity to reach your core customers through the NACA® Spotlight electronic newsletter? If you have questions or are interested in learning more about how to feature your company in this weekly electronic publication, produced in partnership with MultiView, contact **David Reeder**, Director of MultiBrief Advertising, at dreeder@multiview.com or call **972-910-6812** and request a media kit.



NACA® Mid America

Oct. 25-28

**DeVos Place Convention Center
Grand Rapids, MI**

Hotel

Amway Grand Plaza Hotel
187 Monroe Ave NW
Grand Rapids, MI 49503
Phone: 616-774-2000

Fax: 616-776-6489

Single/Double/Triple/Quad:

\$159 plus 14% tax

Reservation Deadline: Oct. 4, 2018

Reservation Link: bit.ly/2JKCxf

Hotel Parking: Valet parking for \$34 per day; Self-parking for \$29 per day. Both allow 24-hour in-and-out access.

Nearest Airport: Gerald R. Ford International Airport (GRR), 13 miles

Hotel Shuttle: No

Estimated Cab Fare: \$35 one way

Transportation within Host City: Uber, Lyft, Rapid Transit System, Downtown Area Shuttle (DASH)

On-Site and Nearby Dining

- Rendezvous—open for breakfast and dinner
- The Kitchen by Wolfgang Puck—open for lunch and dinner
- The Kitchen Counter by Wolfgang Puck—open for breakfast and lunch
- Ruth's Chris Steakhouse—open for dinner
- Cygnus27—open for dinner and Sunday brunch
- GP Sports—open for lunch and dinner, closed Sunday
- Starbucks—open for breakfast, lunch, and dinner

On-Site Amenities

- Fitness Center—Cardio and weights equipment in addition to outdoor tennis courts and racquetball court
- Indoor Pool & Hot Tubs
- Plaza Essentials Gift Shop
- Plaza Men's Shop
- Boutique Emmanuel
- Emmanuel, Too
- Spa and Salon

NACA® Northeast

Nov. 1-4

**Connecticut Convention Center
Hartford, CT**

Hotel

Marriott Hartford Downtown (Headquarters Hotel)
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. 11, 2018

Reservation Link: bit.ly/2JEZnrh

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

Nearest Airport: Bradley International Airport (BDL), 15 miles

Hotel Shuttle: No

Estimated Cab 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, 7 AM-7 PM

On-Site and Nearby Dining:

- Breakfast—buffet from \$18, continental breakfast from \$10.95, hot breakfast from \$12
- Vivo—open for breakfast, lunch and dinner
- L Bar—open for lunch and dinner
- Starbucks—open for breakfast, lunch and dinner
- Bear's Smokehouse Barbecue—open for lunch and dinner
- Ted's Montana grill—open for lunch and dinner
- The Capital Grill—open for lunch and diner
- The Blind Pig Pizza Co.—open for lunch and dinner

On-Site Amenities:

- Fitness Center—24-hour access
- Indoor Pool and Whirlpool—Monday-Sunday, 6 AM-11 PM
- Prossage Wellness—Spa
- Beauty Shop
- Gift/Newsstand

Additional Hotel

Hilton Hartford Hotel
315 Trumbull Street
Hartford, CT 06103

Phone: 860-728-5151

Fax: 860-240-7247

Single/Double/Triple/Quad:

\$156 plus 15% tax

Reservation Deadline: Oct. 11, 2018

Reservation Link: bit.ly/2l1H058

NACA® West

Nov. 8-11

**Ontario Convention Center
Ontario, CA**

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. 18, 2018

Reservation Link: bit.ly/2JAfeeV

Hotel Parking: Complimentary self-parking, valet parking not available

Nearest Airport: Ontario International Airport (ONT), 1.5 miles

Hotel Shuttle: Yes

Estimated Cab Fare: \$10 one way

Transportation within Host City: Uber, Lyft, local taxi service

On-Site and Nearby Dining:

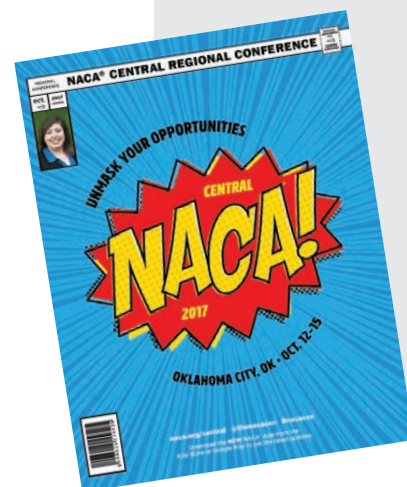
- Citrus West—open for breakfast and lunch
- Porter's Prime Steak House—open for dinner
- Starbucks—Open for breakfast, lunch and dinner
- Vineyards—open for lunch (12 PM) and dinner

On-Site Amenities:

- Fitness Room
- Gift Shop
- Pool

Associate Members: Advertise in NACA® Publications

The 2018-2019 publication cycle is well under way for Campus Activities Programming®, so make sure you keep your agency's attractions, brand and message in front of thousands of eyes in upcoming issue of NACA's flagship publication, as well as in the 2019 NACA® National Convention and 2018-2019 regional conference programs. Advertising deadlines are set, so review 2018-2019 NACA® Advertising Opportunities (https://www.naca.org/Documents/2018_Ad_Rates_revised.pdf) and contact Bill Spilman (advertising@naca.org) today to get premium space! It's waiting for you on the inside front cover, inside back cover, back cover and in two-page spreads.



NACA's Regional Structure and Upcoming Events

2018 Regional Conferences

NACA® South

Sept. 27-30
Atlanta, GA

NACA® Central

Oct. 4-7
Arlington, TX

NACA® Mid Atlantic

Oct. 11-14
Buffalo, NY

NACA® Mid America

Oct. 25-28
Grand Rapids, MI

NACA® Northeast

Nov. 1-4
Hartford, CT

NACA® West

Nov. 8-11
Ontario, CA

2019 Regional Conferences

NACA® Northern Plains

March 28-31
St. Paul, MN

NACA® South

Sept. 26-29
Chattanooga, TN

NACA® Central

Oct. 3-6
Arlington, TX

NACA® Mid Atlantic

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

NACA® Mid America

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

NACA® Northeast

Nov. 7-11
Connecticut Convention Center
Hartford, CT

NACA® West

Nov. 15-17
Ontario, CA

2019 NACA® National Convention

Feb. 16-20
Columbus, OH



Associates—Got a Tale to Tell?

Then write for Curtain Call in NACA's Campus Activities Programming® magazine (<https://issuu.com/naca>), like Jason LeVasseur, who appears on Page 40. Join him on our roster of associate member writers and fill that special page at the back of the magazine with up to 900 words of something that happened to you on the road that's bizarre, amusing or touching. (Just be sure to not directly promote your act or agency.) Interested? Contact Glenn Farr today at glennf@naca.org!



2018 NACA® South Student Leadership Scholarships Announced

Kelsey Milian, Rachel Pearson, Erin Stevens and **Makaela Whidbee** are recipients of the NACA® South Student Leadership Scholarship for 2018.

Milian, who is pursuing a degree in sociology and educational studies at **Furman University (SC)**, has served as a resident assistant at Furman, has studied abroad in Helsinki, Finland, and the Czech Republic, and is a published poet with *Mujeres De Maiz*, a LatinX-run magazine in East Los Angeles, CA. She has also tutored through America Reads, has been a summer intern with the Miami Music Project, and is involved with Americorps VISTA.

"I am eternally grateful to the NACA® Foundation for this scholarship," Milian said. "This will help cover remaining costs in my university tuition to help me study abroad in Osaka, Japan, this fall. I will be taking Japanese language, sociology and education courses, as well as finding out more about my own Japanese ancestry that dates back 150 years."

Pearson recently earned an associate's degree at **Roane State Community College (TN)**, where she maintained a 4.0 GPA. She is transferring to Tennessee Tech University this fall to study psychology. At Roane State, was involved with the Phi Theta Kappa Honors Society, she was on the Student Advisory Board and was a member of the 2018 All Tennessee Academic Team. She also served on the interview committee for the Roane State Community College CFO position.

"I would like to work in the school system as a school psychologist to help improve education for students," Pearson said. "I hope to find new ways to help teachers help all students perform to their upmost capacity. Receiving this scholarship will help me achieve my educational goals and relieve some of the financial burden from my parents, who will be paying for both me and my sister to attend college in the fall."



Stevens, who is pursuing an elementary education degree at **Lander University (SC)**, is the University Program Council vice president for 2018-2019 at the institution, is involved with Phi Mu and is an academic affairs student worker.

"This prestigious scholarship will help me pursue my studies in elementary education," Stevens said. "My experience with UPC and NACA have helped me to grow not only as a leader, but also as a person."



Whidbee, who is pursuing a degree in health care management at **Winston-Salem State University (NC)**, is a Dean's List student who has earned other scholarships, including the Carolina (UNC-Chapel Hill) Family Scholarship. She is affiliated with the National Medical Group Management Association, the Professional Healthcare Careers Club and Alpha Kappa Alpha Sorority. She was honored with the Medal of Achievement from the 2017 Presidential Inauguration Youth Leadership Congress and the National Academy of Future Physicians and Medical Scientists Award of Excellence.

"This [scholarship] will allow me to return to college and focus less on working off campus to meet my financial obligations and focus more on participating in a leadership student activity to culminate my last year of undergraduate studies," Whidbee said. "[It] will allow me the opportunity to fully engage as a college student and transform to a leadership role in healthcare management."



Multicultural Professional Development Grants Awarded

Shannon K. Ashford and **Alice Loc** are the 2018 recipients of NACA's 2018 Multicultural Professional Development Grants, awarded as part of NACA's affirmative action effort to increase the participation of ethnic minority individuals in the campus activities field. The grants provide economic assistance to attend NACA-sponsored training workshops, regional conferences or the National Convention.

Ashford, who holds a master's degree in higher education administration and student personnel from Kent State University (OH), is program manager for Student Diversity Education in the Office of Diversity & Inclusion at Wake Forest University (NC). Involved in NACA, she served as a staff member at the 2018 Summer Leadership Event, is currently a Diversity Advisory Group member, is a past Leadership Fellow and has written for Campus Activities Programming®. She is also affiliated with the National Association of Student Personnel Administrators.

"I will be serving as the National Diversity Initiatives Coordinator for the 2019 National Convention and plan to use these funds for my registration," Ashford said. "This grant will allow me the opportunity to creatively collaborate with NACA® volunteers across the nation to provide educational and impactful diversity and inclusion initiatives for Convention attendees. This experience will aide in my professional and personal development as a diversity educator at Wake Forest University."



Loc, who holds a master's degree in communication and leadership studies from Gonzaga University (WA), is program coordinator in the institution's Center for Student Involvement. She was an active leader throughout her college career, working with student involvement and leadership as a graduate student, as well as being a lead student ambassador, student entertainment board director and student body vice president while enrolled at Washington State University Tri-Cities.

"As an individual who strives to continually improve myself in order to better serve others, this scholarship will be an opportunity to do what I am passionate about, to learn more," Loc said. "My commitment in being an educator is knowing that every day is a new learning day. I am very excited to be in community with colleagues who are also dedicated to leadership development."



Nominate Deserving Individuals, Programs for NACA® Achievement Awards!

Do you know someone who's made an extraordinary impact on your career in campus activities or in leadership? What program or individual has made positive contributions to the development of cultural diversity on your campus? Do you know a new professional who has shown long-term potential in the field of campus activities?



Now's the time to nominate them for the **NACA® Achievement Awards** (<https://www.naca.org/AWARDS/pages/default.aspx>) to be presented at the 2019 NACA® National Convention. Nominations for all awards must be submitted by Oct. 15 (unless otherwise noted below) to be considered:

- **C. Shaw Smith New Professional Award**
- **Frank Harris Outstanding Student Government Advisor Award**
- **Legacy Award**
- **NACA® Founders Award** (Nov. 26 deadline)
- **NACA® Lifetime Membership** (Nov. 26 deadline)
- **Outstanding Diversity Achievement Award – Campus Program**
- **Outstanding Diversity Achievement Award – Individual**
- **Patsy Morley Outstanding Programmer Award**
- **Campus Legend Award** (Nov. 26 deadline)

Questions? Contact Laura Jeffcoat (lauraj@naca.org).

NACA® Central Students: Markley Scholarship Is for You!



If you're a student involved in and contributing to NACA® Central, apply now for the **Markley Scholarship** (<http://bit.ly/2aeKSLf>), open to students at both four- and two-year institutions. Only the first 75 qualified applicants will be considered for up to two awards, so apply by Sept. 30! (You don't want to be No. 76!)

The scholarship was created in recognition of **Larry Markley**, the acknowledged founder of the former NACA® South Central Region.

Additional upcoming scholarships with a Sept. 30 application deadline:

- **NACA® Mid Atlantic Undergraduate Scholarship (MAT)** (<http://bit.ly/29U6JVN>)
- **NACA® Mid Atlantic Higher Education Research Scholarship (MAT)** (<http://bit.ly/2L7CW1M>)
- **Lori Rhett Memorial Scholarship (WST)** (<http://bit.ly/2JffID>)

To find more information, visit www.naca.org and look for scholarship listings under the Resources tab. Questions? Write to Scholarships@naca.org.

And remember: shop at **smile.amazon.com** all year long and Amazon donates to the NACA® Foundation (<https://www.naca.org/Foundation/Pages/default.aspx>).

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You shop. Amazon gives.

#MATFEST Will Be Back for 2019!

The **Mid Atlantic Festival (#MATFEST)** will be back and better than ever in 2019! Join us March 8-9 at Shippensburg University in Pennsylvania for this two-day event designed specifically for newly formed programming boards and those with limited budgets.

#MATFEST (<https://www.naca.org/MATFEST/pages/default.aspx>) is the place to be if you are looking for a training opportunity for students who are new to NACA or your group is unable to attend larger scale events due to time or budget constraints. And while #MATFEST may be easy on the budget, it promises to have a big impact with outstanding showcases, exciting opportunities in the Campus Activities Marketplace and stellar professional development.

Register by Feb. 15 to receive the early discount!

School Registration Rates

- Early Member Registration: \$124
- Regular Member Registration: \$144
- Early Non-Member Registration: \$180
- Regular Non-Member Registration: \$206

Associate Registration Rates

- Early: \$150
- Regular: \$172

The headquarters hotel rate is \$99, plus tax.



10 QUESTIONS WITH ...

Amanda Cataldo

Assistant Director
Office of Student Activities
Farmingdale State College (SUNY)



1 Leadership/management book you are currently reading?

I'm not working on a book at the moment, but I try to stay abreast of current topics in higher ed by reading pertinent articles in The Chronicle of Higher Education, The New York Times, etc. All the other spare reading I'm doing at the moment is on assessment while I'm completing a certificate program

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

Believe it or not, a comedy night. The CAB decided to change things up a bit, and instead of having a comedy show in the theater (which garnered attendance of 20-30), they tried a show called "Comedy Cabaret," which was held in a different location on campus, had cabaret-style seating (vertical tables and chairs) and served a finger foods buffet. It gave the event a completely different vibe and filled the room to capacity (75 people).

3 Favorite campus program in your entire career and why?

That would probably be the first Spring Concert at my current institution. We worked really hard with the students to be able to hold an event of this magnitude, and the excitement of that first year – even just from the students who fought for the event – was incredible.

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

- Colored pens,
- Post-it® Notes of various colors and sizes, and
- My Zen garden.

5 Best teaching tool for your students?

Failure. Not a complete fail, but enough to have to re-evaluate methods and decisions. I've learned that students gain more from missing the mark than having me or another staff member "fix" their problem. We professionals can probably see a little further ahead than students, but I've learned to be able to "let the ball drop," so to speak, when the fallout isn't catastrophic. I'm not talking about an egregious error/policy violation/danger-type situation, but more of a situation like: "Oh, you forgot to order food for your event for which you advertised 'free food'?" OK, what are you going to do?"

6 Technology that most benefits you at work?

Group Me. It's the best way my students have to keep in touch with each other. When they're communicating in a productive manner, my job is a heck of a lot easier.

7 Most challenging aspect of your job?

As I continue to acquire more administrative responsibilities, it's difficult to give enough time to working directly with students. I found myself staying in my office for an extra two to three hours a few days a week because, in my head, I was "at work," so I wasn't using my personal time – which was not the point. I was still on my personal time whether or not I chose to leave my office. This leads into some of the difficulties with setting boundaries.

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

Set your boundaries. Will you respond to texts/emails at midnight? If so, you'll keep getting texts and emails at midnight. Will you share your cell phone number? Under what circumstances can a student call you? Setting boundaries early can help you and your students prioritize and better respect each other's "down time."

9 Best programming advice you've ever received?

Don't measure an event's success solely by the number of people who attended. Some of the most meaningful events have had 35 attendants. Sure, in days of budget tightening, we must be smart about spending, but if your goal of an event was met, it shouldn't matter that 35 people attended vs. 100.

10 Something unique about your programming board?

I'm proud to say CAB is made up of the most eclectic assortment of students in comparison to our other organizations. These are students who, without CAB, would otherwise never have crossed paths. We have extroverts, introverts, loudmouths, wallflowers, all ethnicities, and just about every other category possible. It's a beautiful thing.

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

CURTAIN CALL

Thanks for Your Shoes!



IN THE SUMMER, I work as the program director of a residential summer camp in Maine. It's located on a big clear lake and is beautiful. Counselors and campers live in rustic cabins, with the buildings connected by a maze of paths through the pine tree forest. All day, campers run from activity to activity along these trails, eager and excited to get from one event to another. They jump off big rocks and leap over tree roots as they scramble and race their friends to the next activity.

I was walking along one of the paths early in the summer and noticed one of our new campers walking slowly in my direction. He did not appear to be lost, as he wasn't looking up and around, searching for direction. He was just plodding along, scuffing his feet along the path, looking down, and moving very slowly. He would kick a pinecone, pause, and watch it bounce until it stopped. He was in no hurry.

When the gap between us closed to a speaking distance, I greeted him with a big, "Hi Shane, where ya' headed?" He lifted his arm out straight in front of him and pointed past me down the path and quietly said, "I'm headed that way." Immediately, I knew something wasn't quite right. After a brief conversation, I learned Shane was homesick and missed his dog and little sister. What a bummer. I knew exactly how he felt. I, too, had been a homesick camper my first summer at sleep-away camp. I had been "in his shoes."

I told Shane the story about my first summer and my own homesickness and the things I did to help me get through. I talked to him about other counselors and older campers who had also been homesick when they were new campers. I let him know it's OK to be homesick; it's normal. I also talked to him about how helpful he was going to be someday helping out other first-time campers, as he was now an "expert" in homesickness. This made him smile.

Over the next few days, I checked in with him to see how he was doing. I let other older campers and counselors know about Shane and they all did a great job keeping him busy and having fun. Soon, he was bouncing along the path and running from activity to activity. Shane will be a great help next summer with our new campers as they experience sleep-away camp for the first time. He has now "been in their shoes."

On your campus, in your residence halls, in your student center, walking across campus, there are students just like Shane. They may not be homesick but they may have some other challenge and could use your help and mentorship. After all, you are a student leader, an advisor, a counselor, a peer mentor, or one of the many other amazing people I've met through NACA. That's why you're reading this magazine. It's not your first day of summer camp!

But, you were once a new student. You overcame challenges and struggled through events. Your ability to share your unique story and connect with others is one of your most important jobs as a leader on campus. Your willingness to share your story with others is what makes you an influential life-changer to those you meet. You're able to help so many new students simply because you have been in their shoes and are able to lend an ear or offer some insightful advice. You do not need a title, name badge, or a counseling degree to change someone's life. You simply need to be yourself and be willing to listen to someone's story and let them know they are not alone.

There's a 98.7% chance you may have helped someone in a peer mentor role and not even realized it. Have you helped anyone find a tutor, make an appointment with the health center, register for classes or deal with homesickness? Have you given advice on time management or explained where to get a parking sticker? All of these actions put you in a mentor role. And the list goes on and on. You're helping your friends and new students every day. You rock!!!

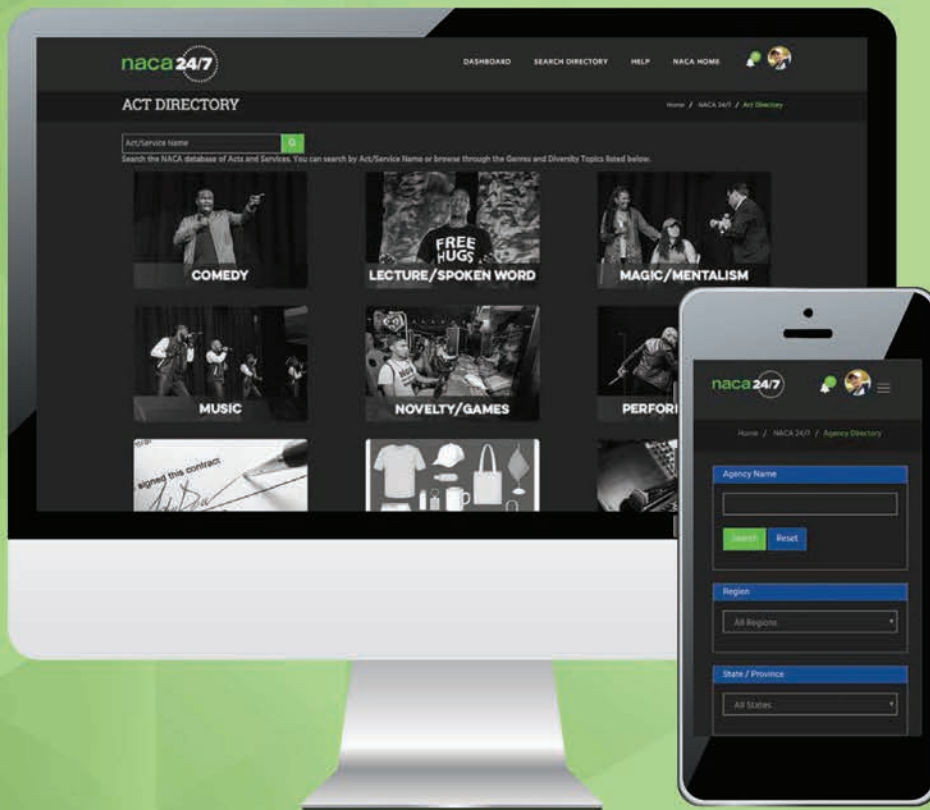
So, I offer up a big THANKS to you for giving back to your school through your service as a friend and mentor to those in your office or residence halls, in your clubs or Greek organizations, and even in the parking lot. You are influential everywhere on campus. Thanks for taking on that responsibility and accepting your role as an influential "I've been in your shoes" leader on campus. Keep up the great work!!!

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

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



THINK OUTSIDE THE



Doing Business. Your way.

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

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

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

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

And much more!

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

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

Think outside the box. Go beyond the blocks.





NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

13 Harbison Way
Columbia, SC 29212
naca.org

Write for Campus Activities Programming®!

No matter whether you're a novice or a seasoned writer, Campus Activities Programming® has a place for you. Take a look at the suggested topics for our Spring 2019 issues and see where your experience or expertise will lead you in contributing an article.

These topics are starting points for content and are not meant to be all-inclusive. Do you have additional ideas of your own? Contact Editor Glenn Farr at glennf@naca.org and share them!

March/April 2019

Marketing/Branding
Low-Cost Programs/Budgeting
Article deadline: Dec. 20, 2018

May/June 2019

Recruitment and Retention
Self-Care for Professionals
and Students
Article deadline: Feb. 20, 2019

In addition to these theme areas, each issue will include:

- An article focusing on some aspect of social justice,
- A Leadership Fellows article arranged by the Leadership Fellows Coordinator, and
- Curtain Call columns from associate members.

If you'd like to write for any of these recurring categories, contact Glenn Farr at glennf@naca.org for details.

