

Gannon University Student Talent Going “Off the Hook”

Appealing programming that is staged during the first six weeks of students' time in college can be crucial to engagement and retention.

By
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In addition to student talent, Off the Hook includes fun and adventurous activities like zip lining that allows students to “unplug.”

GANNON UNIVERSITY (PA) is a four-year Catholic university, dedicated to providing a liberal arts education integrated with professional skills and faith-based learning. Located in Erie, Gannon's enrollment comprises approximately 2,800 undergraduate students and 1,200 graduate students. The annual Gannon Goes Off the Hook is an example of the types of events the University's dedicated Student Development Team hopes will engage the entire student community.

The people at Gannon University do an amazing job celebrating student talent, which can be a very diverse

spectacle. In an attempt to continue this tradition, we created an event called Off the Hook. We realize that the first six weeks of a student's first year are crucial to student engagement and retention; therefore, we have focused on providing intentional programming during this time period. We created Off the Hook to complement several other events that occur on campus during the first six weeks of the academic year, and also to fill a programming gap that had traditionally occurred during the second weekend of fall semester.

We saw Off the Hook as a programming opportunity to



showcase student talent and reflect Gannon's commitment to foster social responsibility, an important aspect of Gannon's Mission as a Catholic university. Our university is dedicated to a liberal arts education integrated with professional skills and faith-based learning. Because of the University's holistic approach to engaging and celebrating its students, we attempted to create a celebratory, safe, diverse and engaging event. It was also meant to offer students an opportunity to "unplug" from their electronic devices and have fun, which is why we named it Off the Hook.

2012

We featured Off the Hook for the first time in the fall of 2012. This inaugural event highlighted student talent on stage, such as poetry readings and dance, an arts challenge and ghost stories around the campfire with a popular Gannon faculty member. About 250 students attended and the reaction to Off the Hook was very positive. We knew we could do better, though, so we quickly began planning for the next year.

2013

The second year of Off the Hook incorporated a new set of programming hands. Students were asked to have a larger role in the event's vision and planning. A few student leaders, as well as the Activities Programming Board, created new and exciting events. With an attendance of about 300 students, we showcased a rock band (Alpha Rev), poetry slam artists (Mayhem Poets), karaoke, lawn games and the now famous ghost stories around the campfire. In an effort to continue celebrating student talent, we also welcomed to the stage student poetry readings and performances from Gannon's theatre fraternity, Alpha Phi Omega.

The student reactions we received were positive yet again. Our surveys revealed that 90 percent of the 300 students in attendance wanted us to repeat the program next year, and 79 percent graded the program quality in the "very good to excellent" range. We also discovered that 30 percent of the students surveyed replied that they would have been at a location where alcohol would have been available if they had not attended Off the Hook.

After reviewing the surveys, we felt we were slowly reaching the goals we had set for Off the Hook. During the second weekend of fall semester, we had provided an engaging atmosphere that encouraged students to unplug for a few hours and enjoy a diverse set of events celebrating student talent.

2014 and Beyond

This past year proved to be another successful year with similar events on the schedule. Off the Hook 2014 included an acoustic singer-songwriter (Todd Carey), a comedian (David James), a mystifying magic act by Bobby Borgia, zip lining, karaoke, lawn games and ghost stories. Once again, we were able to celebrate Gannon student talent with various student performances and a great team of student leaders coordinating Off the Hook events.

Gannon film students Brandon Fronk and Keefer Kopco produced a "making of" style documentary film focused on Off the Hook, which they presented to higher education professionals at the Association of College Unions International (ACUI) national convention in Orlando, FL, in the spring of 2014. Nicole McAllister presented the film and discussed her involvement in the coordination of Off the Hook at the NACA® Mid Atlantic Regional Conference in Lancaster, PA, in October 2014.

Gannon's Off the Hook student team is now ready for this fall's event, with new student leaders offering even more exciting ideas. Each year, as students take greater ownership and leadership of Off the Hook, we experience increasingly better reactions from participants. The Off the Hook team hopes to continue celebrating Gannon's students and working to increase student engagement and retention.

ABOUT THE AUTHORS



Nicole McAllister graduated in May 2015 with a bachelor's degree in biology. During her four years at **Gannon University**, she served as President of the Activities Programming Board, worked as a nursing assistant at a major local health center and was involved in many extra-curricular activities. She is attending **Vanderbilt University (TN)** this fall, where she is pursuing a doctorate in microbiology and immunology.



Alan M. Swigonski is Director of the Waldron Campus Center at **Gannon University**, where he also serves as co-coordinator of Leadership Seminars, a required course in Gannon's Liberal Studies core curriculum. He holds a bachelor's degree in business administration and a master's degree in public administration, both from Gannon University.

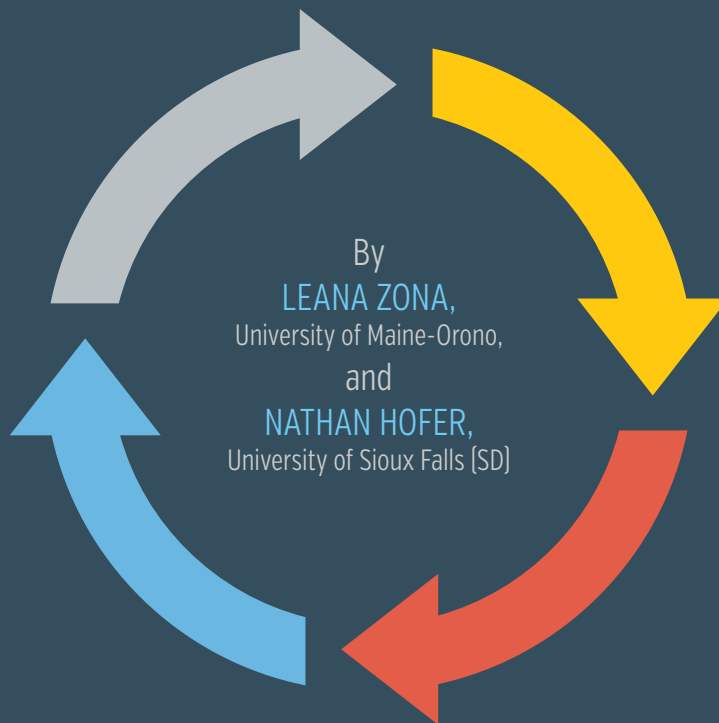


Sam Hyman is Technical Director of Campus Events at **Gannon University**. He directs an on-campus student hangout called The Knight Club, as well as the newly opened Fresh Café in Gannon's new Recreation and Wellness Center. He earned a bachelor's degree in music composition and theory from D'Angelo School of Music at Mercyhurst University (PA). In addition to his work at Gannon University, his musical compositions have appeared on television and in film around the globe.

McAllister, Swigonski and Hyman are co-founders of Gannon's Off the Hook event.

Time for a CHANGE

Restructuring Your Organization



Sooner or later, it will likely be necessary that you restructure your student organization. That may be daunting, but change is not only possible, it can be immensely beneficial for the organization.

CONSIDERING THE TYPES OF CHANGE WE OFTEN SEE in our professional practice concerning board structure, programming efforts, student involvement, marketing, re-branding, and more, having an appreciation of the need for change and how to produce it more effectively can prove to be beneficial, because, no matter where or with what group we work, change in your organizations is inevitable.

However, knowing that a restructuring is likely in your future does not make the prospect any less daunting. Change is hard, but it is definitely more difficult without a framework to build upon. Our hope is that by using John Kotter's (2012) eight-stage process of change, sharing action steps, and discussing obstacles you will likely face that you will be more than prepared for any restructuring in your future, whether that be today or five years from now.

Kotter's Eight-Stage Process of Creating Major Change

1. Establishing a Sense of Urgency

The first stage in Kotter's (2012) process is establishing a sense of urgency. This stage values the impact that cooperation toward a shared goal has on a group. Kotter (2012) attributes much of the momentum lost toward a common goal or vision to complacency, a silent killer to which most of us can relate from dealing with it time to time in higher education. Sometimes, we see this in our students when we work to make a change to a board's structure or a programming model. Other times, we might see this with other departments or organizations on campus, which, for example, might not want to tweak the homecoming "tradition" or thematic programming to create a more focused and inclusive campus.

Because many of us serve as supervisors for those boards, our jobs heavily rely on this very first stage to get any job done. Motivating, encouraging and setting standards for expectations and success are all ways to up the ante and start strong in establishing the drive needed to push forward and overcome complacency.

2. Creating the Guiding Coalition

The second stage, creating the guiding coalition, involves a group of individuals with the "right composition, level of trust, and shared objectives" (Kotter, 2012, p. 92). With an emphasis that this stage must be developed early, Kotter (2012) stresses how important it is to have a coalition that can keep up with the pace of change – and in higher education, especially, change can, and often does, happen rapidly and frequently.

Consider a situation where you and the programming board you advise want to re-brand your organization, something you feel is necessary to keep up with the changes in technology and branding of the institution. It would be important in this instance to deliberately form a team, one where the "right" people are involved. This could, for instance, include your institution's marketing representative, the students on your board, and representatives from other departments with whom you program closely. Having

members of the team who are well informed and who want to be involved is beneficial to moving forward with your change. It is important to note that this stage isn't just about having the right people on board; it is important that this group works to build trust in the team and outline its shared objectives as it is building the coalition in order to truly succeed.

3. Developing a Vision and Strategy

The third stage encompasses developing a vision and strategy. Kotter (2012) describes vision as being central to great leadership. With vision, a "picture of the future with some implicit or explicit commentary on why people should strive to create that future," the clarity, motivation and coordination that it provides toward a specific goal are immensely beneficial (Kotter, 2012, p.118). When authoritarian decree and micromanagement become the methods of transforming organizations, Kotter (2012) points out that these transformations are often unsuccessful because shared vision is key. Whether it's re-framing your programming board's structure, developing a new series of programs, or re-branding your organization, having a clear direction of what you are trying to change is fundamental to your success.

4. Communicating the Change Vision

Kotter (2012) highlights communicating the change vision as the fourth stage of creating major change. When a vision is truly understood, it can be immensely powerful, especially for the coalition and other agents of change. Leading by example, repeating the vision to others, showing examples of what you want to accomplish, and keeping it simple are all elements of communicating vision that Kotter (2012) suggests.

5. Empowering Others

By generating understanding and having commitment from others through effectively communicating the vision of change, you can empower broad-based action, which is Kotter's (2012) fifth stage in the process. The empowerment of others in the coalition to take initiative and exceed barriers that might be in the way of the change vision is incredibly important in creating success. Kotter (2012) highlights structures, skills, systems and supervisors as being the greatest obstacles that must be addressed to allow others to feel empowered to lead change.

Consider these barriers in the higher education setting – silos between departments, a top-down leadership approach, technology systems, funding and lack of or weak training systems. These barriers can create a lack of opportunity for those involved with creating change to really take the lead. A great leader who is cognizant of this can provide training, confront those who don't understand the need for change, and work toward eliminating barriers that are incompatible with the overall vision so others involved can do their part, as you cannot initiate a change on an island (Kotter, 2012).

6. Generating Short-term Wins

The sixth stage, generating short-term wins, encompasses the belief that "major change takes time" (Kotter,

2012, p.195). Short-term wins should be related to the change effort, be clearly recognized by others, and be visible to people outside of the coalition (Kotter, 2012). Short-term wins can be beneficial in improving performance, as motivation is continuously re-energized as others see progress – no matter how small the victory (Kotter, 2012). When all your team can see is the proverbial mountain, it is important for its members to see how far they have come and how each success is taking them closer to the summit of their goal.

7. Consolidating Gains and Producing More Change

This stage involves a similar theory of motivating performance (Kotter, 2012). Change may stall when leadership becomes complacent with small changes and wins. It is important to continue the momentum in a change effort even after short-term wins are gained. Leadership within the coalition is important, in this instance, to keep the energy and motivation strong so your team doesn't settle for adequacy at the expense of the greatness of the end goal.

8. Anchoring New Approaches in the Culture

Lastly, Kotter (2012) believes good change concludes with anchoring new approaches in the culture. Culture, according to Kotter (2012), "refers to norms of behavior and shared values among a group of people" (p. 243). So, when we consider anchoring change in higher education, we must consider the core of the culture of our institutions and how the change mission aligns with that (Kotter, 2012). We must do all of this while remembering that culture changes quickly in higher education, especially for our students. To truly anchor a change within our culture, Kotter (2012) concludes that it is dependent upon how clear it is that the new approach is beneficial to the culture, how much it is verbally supported and appreciated, and how decisions are made keeping in mind the new change that has been achieved.

Steps to Success

Keeping in mind Kotter's (2012) eight stages and potential obstacles a professional might face while trying to enact change in the student engagement setting, identifying action steps and a plan of action is key.

Identify Clear Goals

Whether you're trying to re-structure your programming board's hierarchy or redefine your organization's face on campus, writing down clear goals of what you hope to accomplish with change is vital.

Gain Perspective on Progress and Reasons for Change

Consider where your organization has come from and what caused this change to be necessary in the first place. To move forward with your established goals, understanding where you've been is important. This is especially true in the world of higher education, where the demographics of our students and the missions we serve are continuously evolving. It is important to consider the realm of change as part of the process we have to trust. Establishing where

you've been and identifying why something needs to now be different can be fundamental to how you move forward in generating a change movement.

Collaborate with Others

To create strong movement, we recommend collaboration. As Kotter (2012) defined creating a successful guiding coalition, "only when all the members of a guiding coalition deeply want to achieve the same objective does real teamwork become feasible" (p.113). We believe this teamwork is an essential step to not only enacting change, but also for professional growth because little can be accomplished in isolation. Collaboration can significantly and positively affect the attitude towards change and the way we serve our students. We are all working toward the same goal of seeing our students become successful and grow, not just as students in the world of academia, but also as human beings who will create a better world. No matter whether your change involves students, staff or faculty, remaining cognizant of how vital relationships can be in getting your job done is essential.

Don't Become Discouraged

And finally, it is important not to become discouraged with your progress if you don't see your end goal result as quickly as you might like. As Kotter (2012) stated, enacting good substantial change takes time, and we could not agree more. Be happy with your success, no matter how large or small. Give yourself and your teams praise each and every step of the way. Even when you think you might be stretching too far or think you won't get the results for which you were hoping, don't forget that change can be good and is undoubtedly necessary to embrace in our ever-changing field.

Navigating Obstacles

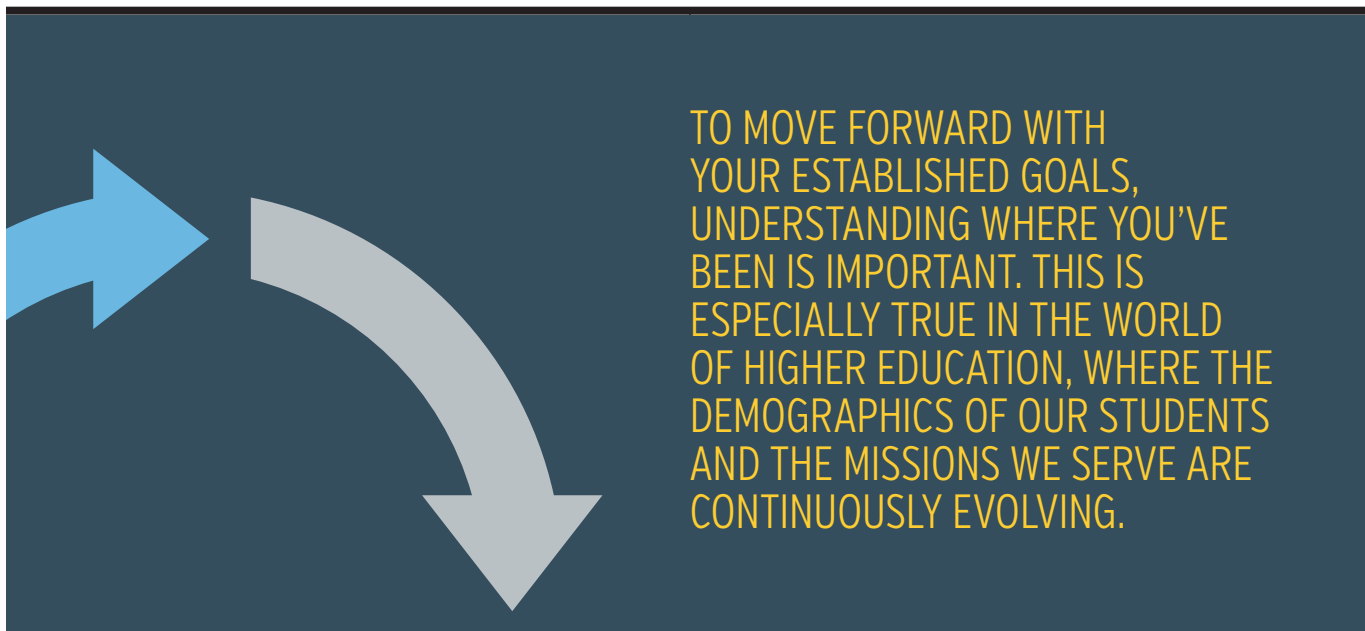
There will be obstacles to face, though. Change can and likely will be hard. While we aren't able to foresee all the obstacles you may face, we do know some of the difficulties you are likely to encounter and have some ideas on how to prepare for them.

Confront the Cultural Tradition of Your Institution

One of the first obstacles you are likely to face relates to something we touched on briefly above while describing the final stage of Kotter's (2012) process – the cultural tradition of your university. The phrase, "It's always been done that way," has been a momentum killer for far too many initiatives. Traditions can become engrained in higher education very easily, which is both good and bad news for you as an agent of change. Every four to five years, you have a completely new student population that will adopt your culture as "the way it is." You just have to weather the storm and know that each year will get better and better.

Deal with Administrative Pushback

If your change isn't coming from the top down, you will likely have to deal with a governing body or upper-level administration that dictates the fate of your organiza-



TO MOVE FORWARD WITH YOUR ESTABLISHED GOALS, UNDERSTANDING WHERE YOU'VE BEEN IS IMPORTANT. THIS IS ESPECIALLY TRUE IN THE WORLD OF HIGHER EDUCATION, WHERE THE DEMOGRAPHICS OF OUR STUDENTS AND THE MISSIONS WE SERVE ARE CONTINUOUSLY EVOLVING.

tion and approves any change you might try to implement. In addition, you may run into the obstacle of potentially creating a less efficient organization through your change. The fear of failure that comes from change is powerful for both the administration and the student body.

Collect Data

An effective way to deal with these obstacles is to do your homework and collect data. As we stated earlier, knowing where your organization is coming from helps inform your decision for change before you and your organization leap into a restructuring process. Also, look at peer institutions from around the country, see what they are doing and use their successes and failures as a litmus test for the efficacy of your initiative; there's no need to completely reinvent the wheel.

Collect More Data

Also, once your change has been administered, collect more data. Don't just celebrate the small successes, record them. The more data you have that indicate how your change has been successful, the better. Data can consist of measurements of attendance, student satisfaction polls, cost per student ratios, or even casual conversations with students. Analyzing all the data you collect continues to make your case more powerful and will help you deal with unanticipated obstacles you might face moving forward.

So, Are You Ready to Change Your Organization?

We know you will accomplish much and shake things up as you proceed, get going and have fun while you do it. Good luck on your new structure; we can't wait to hear all about it.

References

Kotter, J.P. (2012). *Leading change*. Cambridge, MA: Harvard Business Review Press.

ABOUT THE AUTHORS



Leana Zona recently earned a master's degree in student development in higher education at the **University of Maine-Orono**. She earned a bachelor's degree in sociology from the University of North Carolina-Charlotte, where she served as the CAB Director before becoming CAB President. She served as a Graduate Intern at the 2015 NACA®

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Nathan Hofer is Assistant Director of Student Activities at the **University of Sioux Falls (SD)**. He previously served as Director of Student Activities at Dakota Wesleyan University, as well as Assistant Director of Student Service-Programming at the University of South Dakota. He holds a bachelor's degree in psychology and a master's

degree in student personnel counseling, both from South Dakota State University. Active in NACA, he currently serves as the NACA® Northern Plains Regional Conference Showcase Production Assistant. He previously served the region as its Graduate Intern Mentor Coordinator and as its Social Media Coordinator. In 2011, he was the National Convention Graduate Intern assigned to the Career Center. He has written for *Campus Activities Programming®* in the past on organizational restructuring, as well as on the realities of becoming a new professional.

THE GRADUATE EXPERIENCE

time flies MAKING THE MOST OF GRADUATE SCHOOL

By
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Austin Arias, first row right, during his summer National Orientation Directors (NODA) Internship at Furman University (SC) in 2012, with the orientation student staff.

WHILE YOUR SCHEDULE MAY OFTEN BE OVERWHELMING when you are in graduate school, it's important to take advantage of experiences outside of your graduate program that may enhance your skill development and professional growth.

As you begin your graduate school experience, you will notice your to-do list begins to pile up. Between finalizing the curriculum for an upcoming program and working on that eight-page paper, you feel thankful to squeeze in a coffee break with some colleagues or cohort members. Acknowledging that your graduate school experience is jam-packed with opportunities, it is important to be specifically aware of personal and professional development opportunities so you can make the most of your graduate school experience. We'd like to share tips and suggestions to help graduate students make the most of your one to two years in a student affairs graduate program through finding experiences outside of your 20- to 30-hours-a-week graduate assistantship.

One way to ensure your success is to become more aware of development opportunities and connect with resources that promote personal or professional growth. What do you want to get out of your assistantship? Have you ever thought about teaching a class? How about contributing new knowledge to the profession by presenting at a conference? These are all valid and important questions graduate students should be asking themselves. Graduate students who take advantage of opportunities outside of the classroom are more likely to gain skills and knowledge about different functional areas, better understand different types of institutions, become more hireable professionals and get jobs.

Building a Personal and Professional Growth Plan

First, it's important to introduce the idea of "work-life balance." Many professionals search for balance in their personal and professional lives. And, as a graduate student and as a professional later on, you will have busy weeks and not so busy weeks. It is important that you find balance however you can. Some weeks, it will feel like you are working more than everyone else in your cohort, but it is important to consider the experience you're getting and how that aligns with your personal and professional growth plan. A great resource to use for this is the National Association of Student Personnel Administrators (NASPA) and American College Personnel Association (ACPA) Professional Competencies (available at naca.ws/1Lfj9Bf). These cover many of the skills you'll need to develop and serve as a great place to start a framework for your professional development.

Personal & Professional Growth Plan

Consider your career objectives. Do you hope to advise student union boards or do you see yourself working in a residence hall supervising resident assistants? It is important to think about your career development and search for opportunities that align with these goals.

Connect with your supervisor and/or graduate program faculty to discuss your growth plan. How can they help provide you with resources to ensure your success?

Goal setting! Goal setting! Goal setting! One of the best ways to help develop a personal and professional growth plan is to establish goals and mark your progress. Make sure you are setting SMART (Specific, Measurable, Attainable, Realistic, Timely) goals for yourself.

Engage in reflection. I know you have heard it a few times in your program, but it works. Find opportunities to reflect on your experiences and understand what you learned from each one, what was difficult, and what was easy for you. Then, consider whether you could see yourself doing that work for the long term.

Make sure your plan is flexible so you can change things as your interests or goals change. Graduate school is going to open your eyes to many things. As you continue to grow, your plan may change, and that's okay.

Make sure to involve your assistantship supervisors and program advisors or faculty in developing your plan. It will be difficult to complete everything alone. These people will be able to support you, give you guidance and feedback, and connect you with appropriate resources.

On-Campus vs. Off-Campus Experiences

It is important to understand the differences between on- and off-campus experiences. You must follow your interests and your goals so that you stay motivated and enjoy your experiences. Do not feel pressured to pursue one over the other based on your cohort. Everyone has a unique graduate school experience. Your supervisor and faculty are great resources in helping you explore and understand your interests and goals so you can make sure you have the time to commit to them and that they fit within your program curriculum. Be realistic, have fun and do what works best for you.

On campus, you have a better understanding of the campus culture and the individuals who work there. Reach out to your colleagues for volunteer opportunities. Off campus, there are formal and informal ways to get involved. Formal ways include membership in professional associations (membership benefits, conference attendance/presenting, webinars, and internship programs). Informal ways might include reaching out to an institution in any functional area that interests you and creating your own opportunity. Everyone needs help, and we all must reach out to others.

On-Campus Opportunities

Practicum/Internship Experiences

These experiences will allow you to grow within your current institution, but in a different functional area. You will be able to build a greater connection on campus, work with a similar population in different circumstances and still enhance specific skills. Make sure an internship is very different from what you are currently doing in your graduate assistantship, but still fits one of your interests.

Volunteer Roles

Experiences like co-advising an alternative spring break, facilitating various leadership programs and institutes, serving on university committees for programming/traditions like homecoming or a dance marathon, serving on boards for student organization funding or sitting on search committees for open full-time positions are all great experiences to give you different perspectives on the field.

Teaching Assistant Experiences

Some programs allow you the opportunity to serve as a teaching assistant for first-year experience courses, leadership studies, or orientation leader or resident assistant training courses. These opportunities can provide you experience in writing a curriculum and teaching college students and allow you to see the classroom in a different way.

Research

Research is a great opportunity to flex your statistical or development muscles, providing you tangible experience that will be desirable to potential employers. Gather your cohort and offer to do a benchmarking study on your graduate program or a particular office within student or academic affairs. If there is an office that is looking for extra help writing curricula or building a program, but cannot fit this work into a current staff member's or graduate assistant's responsibilities, this could turn into a significant opportunity. Ask if such research projects could count as independent study course credit for even greater benefit.

Student Organization Advising

Ask staff members in charge of registered student organizations that, if there are any groups that recently lost their advisors, whether you might be able to serve as a replacement, based on the university's policy on organizational recognition and advisor requirements. Groups that are specific to interests that align with your own, professional or personally, could provide learning opportunities for advising, but also fulfill you in other ways.

Off-Campus Opportunities

Practicum/Internship Experiences

Getting the chance to do a practicum/internship experience at another institution will provide you the opportunity to work with a different student population and type of institution. Look for experiences at institutions that are very different from your own. For example, if you are in graduate school at a large, public, comprehensive institution, seek an internship at a small, regional or private institution. If you are currently pursuing student activities, try orientation or housing.

Summer experiences like those provided by the National Association for Campus Activities (NACA) (www.naca.org), the Association for Orientation, Transition, Retention in Higher Education (NODA) (www.nodaweb.org), or the Association of College and University Housing Officers-International (ACUHO-I) (www.acuho-i.org) will provide you the opportunity to act as a full-time professional for

two to three months, completing large projects and running major programs. These formal processes open applications in late fall and interview through the beginning of the spring semester, with offers coming in mid spring.

There are also a small number of internships in fraternity and sorority life that are often posted on the Association of Fraternity and Sorority Advisors (AFA) website (www.afa1976.org), student center/union positions posted on the Association for College Unions International (ACUI) website (www.acui.org) or international opportunities that are often posted on studentaffairs.com. These kinds of opportunities, secured through non-formal processes, will follow different timelines, so act quickly.

Also, your graduate program coordinator will likely receive a number of emails about opportunities, and you can take advantage of experiences at nearby institutions for your fall or spring practicums. Institutions that may be in the same city or nearby (less than one hour away) would likely welcome an intern who would receive class credit for doing 10 to 15 hours a week of work at their institution. If there are nearby institutions that are different from yours, look into this for the fall.

Volunteer Roles

There are a number of great volunteer roles for graduate students in various professional associations. The ACPA Ambassador Program and NASPA Graduate Associate Program provide opportunities for you to share the great work of a professional association on your campus and help spread the word about their programming and what they offer graduate students. NACA offers graduate student internships for those going into their second year of graduate school on the regional conference program committees and National Convention Program Committee to gain more experience in student activities while being mentored by seasoned professionals. The Association of Fraternity and Sorority Advisors (AFA) and Association for Fraternal Leadership and Values (AFLV) both offer graduate internships for their major conferences, as well. All of these internship opportunities are great ways to participate in conferences with some of your fees waived, while offering you significant professional development and mentorship experiences.

Conference Attendance

Many professional associations offer reduced rates for graduate students to attend regional and national events. Many also offer scholarship opportunities to cover portions of the fees involved. Conference attendance allows you to network with others in the field and learn much through breakout sessions and featured speakers.

Webinars

Professional associations are always offering webinars that could not only benefit you, but also your entire office. If you join an association and it is offering an appropriate webinar, ask your supervisor to see if your office could cover any costs involved. It's a win-win for everyone.



CONSIDER YOUR CAREER OBJECTIVES. DO YOU HOPE TO ADVISE STUDENT UNION BOARDS OR DO YOU SEE YOURSELF WORKING IN A RESIDENCE HALL SUPERVISING RESIDENT ASSISTANTS? IT IS IMPORTANT TO THINK ABOUT YOUR CAREER DEVELOPMENT AND SEARCH FOR OPPORTUNITIES THAT ALIGN WITH THESE GOALS.

Pictured, third from right, is Devin Hall with the Rowan University orientation team during his 2013 National Orientation Directors Association (NODA) Internship.

Translating Experiences

What do you do once you've gained these professional experiences? It is important to be able to understand them and be able to translate them into ways that will make sense not only for you, but also for your program, cohort and your future employers. This applies for any graduate student, regardless if you are embarking on a summer practicum/internship experience search or your search for your first professional role outside of graduate school. The worst thing you could do is have all of these experiences on your résumé and then not be able to talk about them. Use the assessment tools you built into that personal and professional development plan to get started. That plan also can serve as a great framework for reflection.

How Do You Share Your Experiences?

Skills Assessment

Before you launch into any search (practicum/internship/professional position), reflect on the skills you brought with you into graduate school, those you were able to fully develop from your graduate school experience and the new skills you've been able to obtain. Did you have the opportunity to advise a group of students? What did the advising

teach you about group dynamics, communication, or student development? Did you get the chance to teach a course? You most certainly will have gained experience writing curricula, planning lessons and facilitating.

Résumés and Cover Letters

Adding these experiences to your résumés and cover letters in the appropriate way is incredibly important. You want to make sure you are providing the key details of your experiences, but because these experiences are outside your assistantship, make sure they do not take up more than three to four bullet points. Your assistantship experience should occupy twice that much space on your résumé because you committed one to two years to that position. If the description of your additional experiences is longer, you need to reevaluate whether you are getting the most out of your regular assistantship. Make changes to that experience as soon as possible if you are not.

Use action words like "facilitated," "coordinated," "managed," "advised," and "created" when referencing these experiences so you can share what you accomplished and that you were able to grow. In your cover letters, bring up these experiences only if they would actually apply as a trans-

ferable skill to the job for which you are applying.

The more numbers you can use the better. For example, “managed an orientation leader development budget of \$10,000 as a fiscal agent for the orientation office” sounds much better than “managed office budget.”

Interviews

Review your experiences before each interview and figure out which makes the most sense to mention during interviews. Your interviewers will see you have these experiences on your résumé, so bring up only those that are pertinent instead of telling your entire graduate school story in the “tell us a little bit about yourself” opening question.

Supervisor/Advisor Reference Management

Since many of your supervisors in your outside experiences may not be at your institution or even in your city, especially if you explore off-campus opportunities at nearby institutions or through internship programs, make sure you communicate with your references when you have applied for a job. Do not put every supervisor you have ever had on the reference page of your résumé. If you are applying for orientation jobs and you completed an orientation internship experience, add that reference. If you are interviewing for a housing and student activities job and you already have multiple other supervisors in those two functional areas, list them instead.

Make sure to ask permission to put references on your résumé list and ask them for their preferred contact information. After you complete phone interviews, notify your references, share the position description, share what interested in you applying for the job and let them know they may be contacted before you get an on-campus interview offer. You do not want your reference to be blindsided by a phone call from a potential employer.

Reflection Techniques

Utilize techniques like journaling and practice interviews as an opportunity to review your experiences and understand how to translate them into everyday work or interview settings. Sometimes, verbalizing your reflection will make it easier. Be concise and give directed answers that provide enough information but do not take up too much time.

Take Charge of Your Experiences

Remember that, as a graduate student, you have an influence on your personal and professional development. As you diversify your résumé, you become more marketable as an entry level professional. Potential employers will see that you have taken the initiative to learn more outside of your program and that you took charge of your experiences. You will be able to share these experiences in interviews and allow yourself the opportunity to apply for different types of jobs and experiences that broaden your professional horizons. You want to be able to use the experiences you had throughout graduate school and be able to apply them to future roles you may pursue.

ABOUT THE AUTHORS



Austin Arias is Assistant Dean of Students at **The University of Tennessee at Chattanooga**.

He previously served as a Graduate Assistant for Student Programming at Illinois State University, where he earned a master's degree in college student personnel administration. He earned a bachelor's degree in mass communications from the University of South Florida-St. Petersburg. Active in NACA, he is currently the NACA® South Region's Block Booking Coordinator. He has held a number of leadership positions in NACA, including NACA® South Graduate Student Intern Coordinator, NACA® South and NACA® Mid America Student Projects Coordinator, NACA® South Foundation Fundraising Coordinator and NACA® National Convention Graduate Intern for Educational Sessions. He has previously written articles for *Campus Activities Programming*®, focusing on collaboration and cost-effective series programming. He serves as an interactive workshops facilitator for CAMPUSPEAK, Inc. and as a risk management program facilitator for Pi Kappa Phi Fraternity. Connect with him on Twitter at @AustinArias.



Devin Hall earned a master's degree in student affairs from **Iowa State University** in May 2015, where he served as the Leadership Education and Development Graduate Advisor in the Office of Greek Affairs, as well as the Programming Graduate Assistant in the Student Activities Center. He also holds a bachelor's degree in studio art, with

a minor in sociology, from the University of West Florida. He co-wrote the article “Theory to Practice: Participating in the Order of Omega Case Study Competition” for the Nov. 14, 2014 edition of the Association of Fraternity/Sorority Advisors *Essentials* newsletter. He recently accepted a position as the Coordinator of Interfraternity Councils (IFC) Services for the North American Interfraternity Conference.

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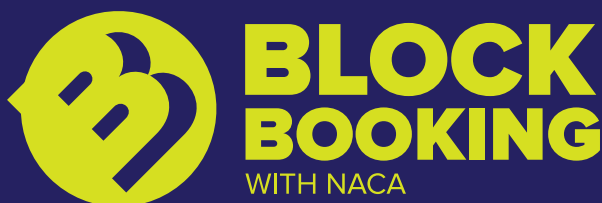
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Map Label	Interval	Date Range	School / Venue	Dist From Parent University	Distance from Parent
C	CR	11/05/2014 (Thu) Night	Test University Columbia, SC	75	84
D	CR	11/06/2014 (Thu) Day	Patent Junior College Charleston, SC	152	118
E	CR	11/07/2014 (Fri) Day	Patent Community College Milledgeville, SC	190	9
F	CR	11/08/2014 (Sat) Day	Patent Tech School Georgetown, SC	181	58

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Creativity, Inc.

By Ed Catmull, with Amy Wallace

Reviewed by **Pamela F. Mirabelli**
University of South Carolina

Among Pixar's creative culture are many "starting points" that could well serve those working with student teams.

Creativity, Inc. was written by one of Pixar Animation Studios' co-founders, Ed Catmull, to reveal how Pixar was able to grow from a dream of a graduate student at the University of Utah into a multi-million dollar public company. Although we in student affairs may never create a full-length computerized movie, win multiple Academy Awards, or make millions at the weekend box office, that doesn't mean we cannot learn from their best practices to enhance our work and better our students' experiences.

While the book proceeds in chronological order with regard to the company's history, its heart is structured around what Catmull calls "starting points." The 33 starting points he includes are principles Catmull has instilled in the Pixar culture to protect and foster a healthy creative culture. What I appreciate about Catmull is his emphasis on thinking of each starting point "as a prompt toward deeper inquiry, and not as a conclusion" (Catmull, 2014, p. 315). The introduction of each starting point is woven into the narrative, as each starting point's creation is based on multiple real experiences he had working with various teams creating Pixar's films. While not every starting point is applicable to work in student affairs, I feel a majority can have transferrable implications.

The Braintrust

Before offering an example of a starting point, I want to highlight a secondary asset covered in this book, Pixar's Braintrust. This group consists of seasoned directors, writers and heads of story whose purpose is to provide candid and honest feedback to the teams who are working on the development of Pixar's movies. During a Braintrust meeting, which occurs every three to six months as needed, the movie's team will present what they have thus far through storyboards and dialogue. The Braintrust members will then provide their reactions and discuss what is working, where there

is a problem, and where there is potential for growth. It is ultimately up to the director to decide what/how the feedback is used, the movie is revised, and the process repeats.

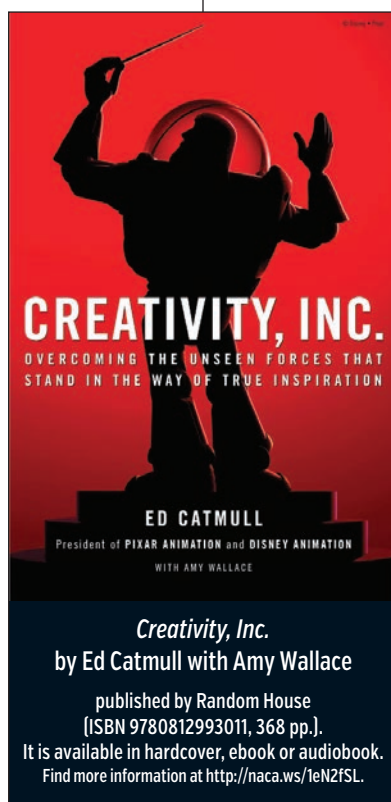
What makes the Braintrust unique to Pixar and why it has worked so well is twofold. First and foremost, the Braintrust consists of individuals who have been through the movie-making process before. They have a deep knowledge base on which to draw and are respected members of the Pixar team. Second, and more importantly, the director is not required to follow any of the suggestions made by the Braintrust. The Braintrust's notes are intended to bring the root of the problem to the surface, thus allowing the director and their creative team to generate the best solution. Pixar believes "ideas (and in their case, the broader context of films) become great only when they are challenged and tested" (Catmull, 2014, p. 93).

How amazing would it be if there was a place on your campus where student organizations and/or individual students could go to candidly vet their ideas and know they, and their ideas, will be greater because of it. Where is there potential for such a team or place to exist? Who should be included and why? How can you create a culture where feedback doesn't feel hurtful or mandatory, but rather the first step in a journey toward making something great?

The Starting Points

Of the starting points, one that was most impactful for me was, "Give a good idea to a mediocre team, and they will screw it up. Give a mediocre idea to a great team, and they will either fix it or come up with something better. If you get the right team, chances are that they'll get the ideas right" (p. 315). This principle came from what was nearly not the movie *Toy Story 2*.

During the first year of the film's development, the team was sequestered in a separate building to work alone, rather than being in the heart of the company and going through the normal vetting process by the Braintrust. The resulting product nine months before the film's deadline to be submitted to Disney was well below the standard Pixar had set for itself. The incredibly difficult, but



in the long run best, decision was to completely overhaul the film. This meant the team was relocated to the main Pixar building, the story went through a severe vetting by the Braintrust, and the leadership of the team was changed. We all know *Toy Story 2* went on to be yet another box office success, but the struggles of its team and their idea brought the principle home.

Ideas don't just appear, nor are they singular. The ideas that have had the greatest success, from the plot of *Toy Story 2* to the design of the new residence hall on your campus, are the result of the work of a team of individuals. Having the right individuals on the team to develop an idea to its fullest potential is the key. You can have the most talented individuals available on a team, but if they can't work together as a unit, then only frustration and lack of success will result. Even if you do have an underperforming team, when is it appropriate to step in to give them new direction and focus?

And for all those who by this point are wondering if Pixar starting points and the Braintrust could function outside of Pixar Studios, take a look at Disney Animation. Pixar and Disney merged in 2006 and Ed Catmull became President of both studios. He was able to implement, with some adaptations, what he learned at Pixar to Disney Animation. The result was a rebirth of creativity, production and focus that had not been seen since *The Lion King*.

A Reflective Spark

Even if you are not the biggest Pixar or Disney fan, you will likely find one or two different starting points that speak to your current situation. It's refreshing to know we in student affairs are not the only ones who struggle with team dynamics, communication and fear of change. Catmull's reflections sparked in me some personal reflection on how I could create and foster a better team dynamic, more efficiently solve a problem, and what I truly do value as a leader. In the end, I may not have a team that creates a movie phenomenon similar to *Frozen*, but I can lead a team that creates an environment where students feel it is okay to fail and where their ideas are challenged to grow. And, at graduation, I can watch students leave toward a brighter future.

ABOUT THE REVIEWER



Pamela F. Mirabelli is Residence Life Coordinator at the **University of South Carolina**. She previously worked in residence life at The Pennsylvania State University, The School of American Ballet (NY) and Seton Hall University (NJ). She holds a bachelor's degree in psychology from The College of New Jersey and a master's degree in curriculum and instruction from The Pennsylvania State University. She is also affiliated with NASPA and Sigma Sigma Sigma National Sorority.

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Is there someone who has made an extraordinary impact on your career in campus activities or 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?

Please help maintain the prestige of this recognition program by nominating your peers and colleagues. Each year, NACA presents awards to deserving recipients at the NACA® National Convention for their contributions to the field of campus activities.

Nominations will be accepted for the following:

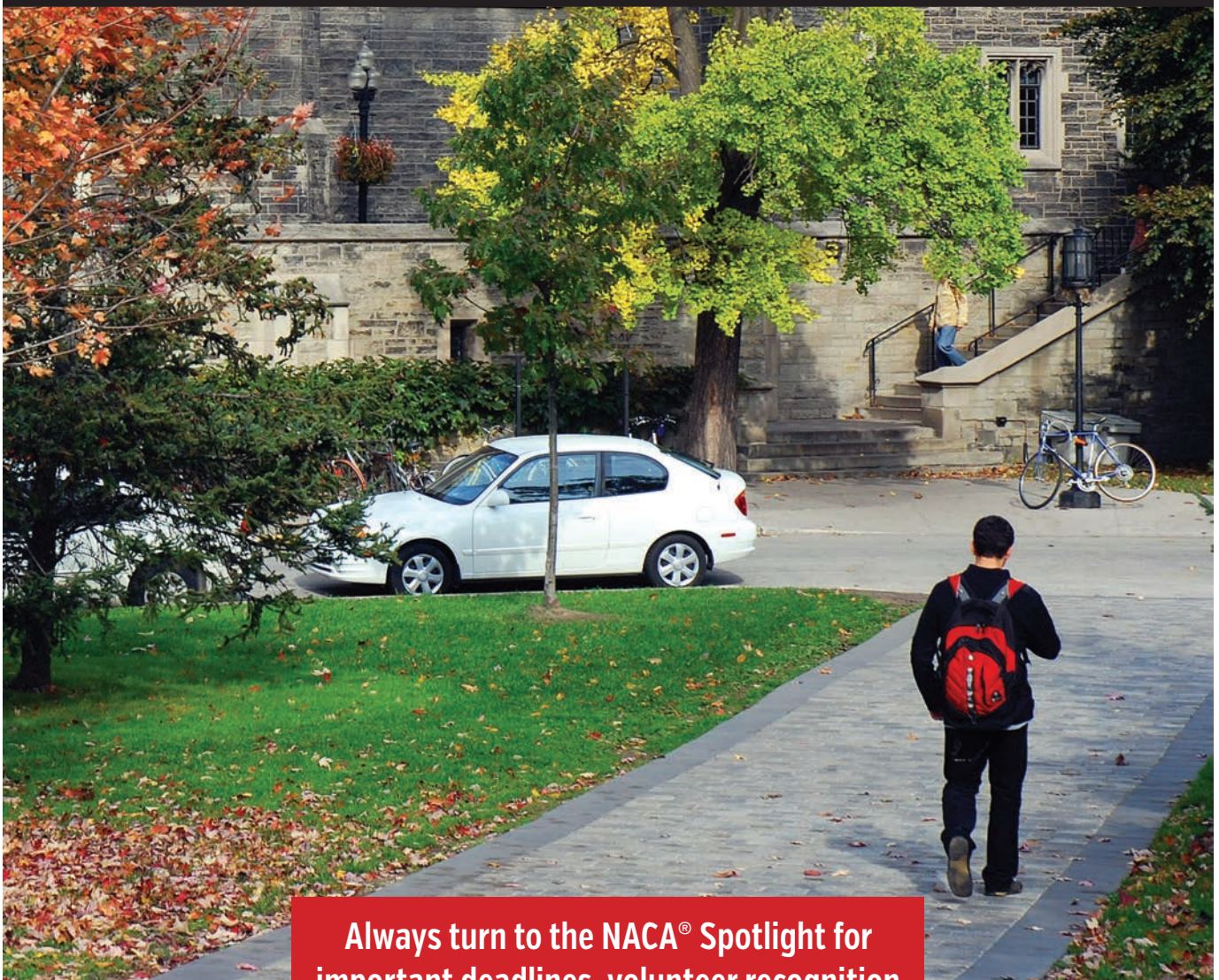
C. Shaw Smith New Professional Award
Frank Harris Outstanding Student Government Advisor Award
Patsy Morley Outstanding Programmer Award
Diversity Achievement Award—Campus Program
Diversity Achievement Award—Individual
Founders Award
Legacy Award
Lifetime Membership

Nomination Deadline: Oct. 15, 2015

For more information or to nominate an individual or program, visit www.naca.org/Awards



NACA® SPOTLIGHT



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

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SETH A. NEWELL,
UNIVERSITY OF
MICHIGAN-DEARBORN

NATIONAL CONVENTION UPDATE

By

MICHELLE WHITED

2016 National Convention Program Committee Chair



On behalf of the National Convention Program Committee, I am excited to invite you to join us to **Imagine the Possibilities** at the **2016 NACA National Convention** in Louisville, KY. The Committee is busy creating new initiatives for participants, sparked by Louisville's reputation as the Possibility City and designed to meet the ever-changing interests and needs of our members. We invite you to join us in imagining how the opportunities to connect, learn and teach merge at a Convention designed for innovation, inclusion and fun.

We will continue to provide updates over the next few months that will highlight the many educational, entertainment and business opportunities provided by the 2016 National Convention. In the meantime, we encourage you to check out all that Louisville has to offer (www.gotolouisville.com/index.aspx) to learn why we cannot wait to host our Convention in this city. For more information, visit the NACA® website (<http://naca.ws/1L4o7Hu>) and follow NACA through social media.

Imagine the Possibilities in 2016!



Michelle Whited

Coordinator of Student Activities
& Involvement
Illinois State University
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2016 NACA® National Convention Program Committee



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State University
*Campus Activities
Marketplace Staff
Coordinator*



LYNN GOLD

University of
Louisville (KY)
*On-Site Educational
Session Review
Coordinator*

Dates, Locations for Future Conventions, Regional Conferences

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

2015 REGIONAL CONFERENCES

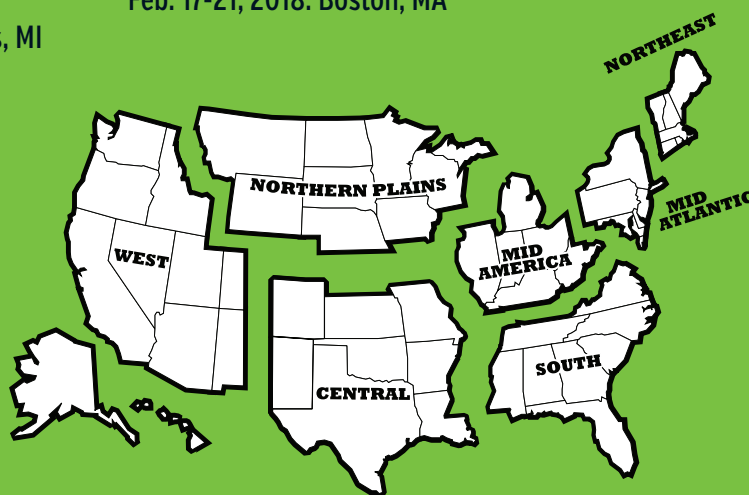
NACA® South, Oct. 1-4, Chattanooga, TN
NACA® Central, Oct. 15-18, Tulsa, OK
NACA® Mid Atlantic, Oct. 22-25, Buffalo, NY
NACA® Mid America, Oct. 29-Nov. 1, Grand Rapids, MI
NACA® Northeast, Nov. 5-8, Hartford, CT
NACA® West, Nov. 12-15, Spokane, WA

2016 REGIONAL CONFERENCES

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

NATIONAL CONVENTIONS

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



BEWARE OF HOTEL SCAM

Several companies inaccurately representing themselves as NACA's "housing vendor" may be contacting NACA® members, soliciting business. Specifically, they will offer to make hotel reservations within the NACA® block on your behalf, or even offer you a discount from the NACA® rate. **NACA is not utilizing the services of this or any housing service for any events.** Reservations should be made directly with the event hotel, either by phone or via its web reservation system. If you provide your credit card information to any of these unauthorized vendors, your card may be charged, but you may not have a reservation when you arrive. This is a scam.

Submit Proposals for Educational Programs!

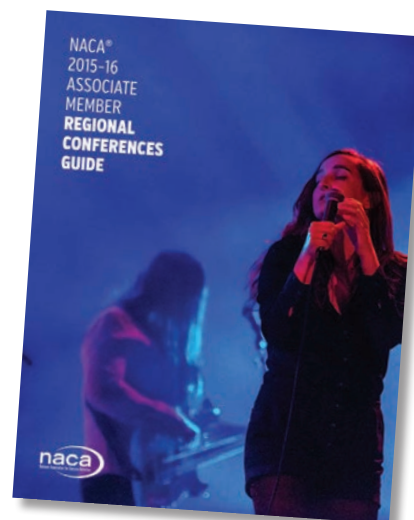
Educational program submissions are now being accepted for the 2016 NACA® Northern Plains Regional Conference, the 2016 NACA® Mid Atlantic Festival and the Webinar Series. Visit <http://naca.ws/1SZ3gXN> for more information and mark the following deadlines on your calendars:

- **NACA® Northern Plains** - Nov. 3, 2015
- **NACA® Mid Atlantic Festival** - Nov. 3, 2015
- **Webinar Series** - open submission

2015-2016 Associate Member Regional Conferences Guide Now Available!

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

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



2015 NACA® INSTITUTES

Participants Share Perspectives on Learning – and Fun!

Each spring and summer, NACA® offers experiential learning opportunities for students and professionals through 10 Institutes, each designed, in different ways, to provide participants with experiences and skills to help them further excel as campus leaders. Through team building, effective training and inspiring programming ideas, participants leave Institutes highly motivated to build better programs on their campuses.

Institutes offered this year included:

- **Huge Leadership Weekend:** May 28-31, John Newcombe Tennis Ranch (TX)
- **Programming Basics Institute:** June 4-7, Washington University in St. Louis (MO)
- **S.P.I.R.I.T. Institute:** June 5-7, Clemson University (SC)
- **Summer Leadership Event at Walt Disney World® Resort:** June 21-24, Walt Disney World® Resort (FL)
- **Concert Management Institute:** June 23-26, Marquette University (WI)
- **Student Organizations Institute:** June 29-July 2, University of Denver (CO)
- **Student Government-West:** July 9-12, Colorado School of Mines
- **International Experiential Learning Institute:** July 12-15, Suffolk University (MA)
- **Student Government-East:** July 16-19, Stockton University (NJ)
- **National Leadership Symposium:** July 20-23, University of Louisville (KY)

Beginning in the Back to School 2015 issue of *Campus Activities Programming®* and continuing in this and subsequent issues, we are featuring responses from Institute participants about what they learned and how the Institutes benefited them professionally and personally.



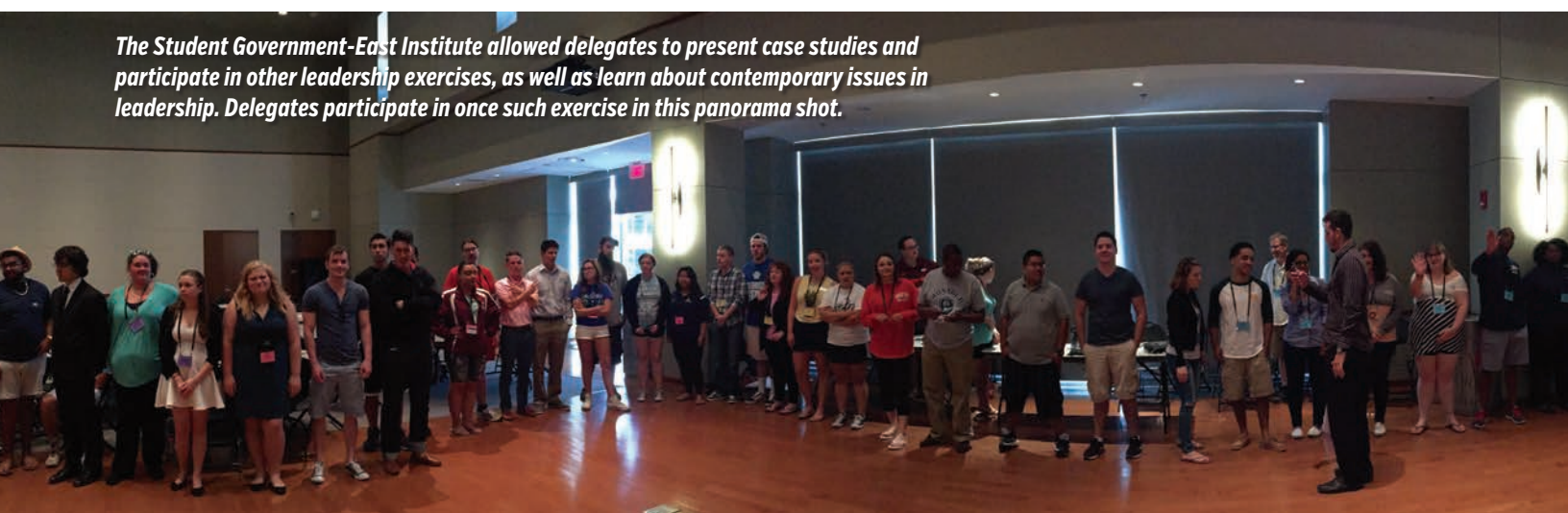
Programming Basics Institute Offers Hands-On Learning for New Programmers

The NACA® Programming Basics Institute was geared toward new college student programmers who have little or no experiences coordinating campus programs and events. With hands-on opportunities for participants, it helped develop and enhance essential skills needed to produce campus programs.

Through large-group sessions, cluster discussions and hands-on practice, participants were able to learn about creating, promoting, implementing and evaluating events; to develop a network of peers to call on for ideas and support; how to publicize and promote events; to improve leadership skills in delegation, meeting facilitation and communication; and to learn more about contracts and negotiations.

“Thank you @nacapbi for putting on an AMAZING

The Student Government-East Institute allowed delegates to present case studies and participate in other leadership exercises, as well as learn about contemporary issues in leadership. Delegates participate in once such exercise in this panorama shot.



conference! @WCSU_PAC is so grateful we got to come! #NACAPBI2015,” tweeted **Eden Edwards-Harris** of Western Connecticut State University.

“Just used Periscope for the first time to broadcast my social media innovation cafe for @nacapbi #nacapbi #nacapbi2015,” tweeted **Nicole Saunders** of Johnson & Wales University-Charlotte (NC).

Learn more about participant reaction to the Programming Basics Institute on Twitter @nacapbi and #nacapbi2015.

S.P.I.R.I.T. Institute Explores Spirit, Related Program Aspects

“The NACA S.P.I.R.I.T. Institute was a great event that allowed a variety of people from varying institutions to come together and explore the important notion of school spirit and related concepts,” said **Jason W. Lee**, Sport Management Program Coordinator at the University of North Florida. “Clemson University (SC) proved to be a wonderful host site that treated Institute participants to Southern hospitality in a consummate college town setting. I truly enjoyed getting to discuss and exchange ideas regarding the importance of establishing strong relationships among various university and town stakeholders.”

The S.P.I.R.I.T. Institute was a three-day event focusing on Spirit, Pride, Involvement, Relationships, Impact and Traditions in order to allow participants to learn about best practices in enhancing these qualities in their campus programs. For a recap of the S.P.I.R.I.T. Institute in photos and participant commentary, follow it on Twitter at @naca_si or on Facebook at <http://naca.ws/1WjE1kG>.

Summer Leadership Event at Disney World® Resort Imparts Skills, Fun!

From the comments posted on Twitter, it seems the NACA® Summer Leadership Event at Disney World® Resort offered students and advisors exactly what it promised – leadership training in targeted tracks in a “magical” and fun setting. The student focus track covered peer-to-peer training and supervision and customer service skills, as well as other leadership

skills, to help students excel as leaders. The advisor focus track offered insights on student leader training, communication with student leaders and connecting student leader experiences with future goals.

“Give people a purpose, not a job,” tweeted **Kaylee Bloom**, President of the Central Michigan University Program Board, about what she had learned.

“Disney leadership philosophy: Be ‘strategically uncomfortable’ – do things outside your comfort zone in order to learn & grow,” echoed **Karli Anne Sherman**, Student Activities Coordinator at the University of West Florida.

“Thanks to our amazing facilitators for leading us as we earned our ears and learned how to create magic back on our own campuses,” tweeted **Courtney James**, Assistant Director, Student Engagement for Campus Activities at the University of Central Oklahoma.

“The NACA® Summer Leadership Event is an excellent opportunity for students and advisors to learn in a unique environment,” said **Ahmed Samaha**, Assistant Vice Chancellor of Student Life at the University of South Carolina Aiken. “Disney provides world-class customer service, as well as management and leadership training for its cast members. Through this program, participants were able to learn insights and tips to help improve programming and leadership programs back on their college campuses.”

“One of my favorite events was the Epcot Cultural Dinner Immersion,” added **Stephanie Russell Krebs**, Dean of Students at The University of Tampa (FL). “We split into groups and dined at different locations in Epcot. During our dinner, we had diversity discussion topics and then were encouraged to learn information about the country we were dining in through a social media challenge. I learned from an Epcot Cast member from England that he thought his country’s biggest contribution to the world was the invention of tea and the Magna Carta. It was wonderful to experience this type of diversity while eating some yummy food with new friends!”

Follow the Summer Leadership Event at Disney World® Resort on Twitter at #NACADisney15 or on Facebook at <http://naca.ws/1L6yF69>.



Concert Management Institute Imparts Professional Skills

For students and advisors seeking to produce professional level concerts on their campuses, the 2015 NACA® Concert Management Institute offered training in specially designed tracks and roundtable discussions. Students learned about everything from choosing appropriate acts and venues, working with budgets and middle agents, negotiating contracts and technical riders, marketing and promotion, risk management and more. Advisors also enjoyed discussions and other conversations among peer groups designed to address challenges they face in working with large-scale concerts.

A highlight of the Institute involved delegates working in teams to develop a mock concert based on interactions with industry professionals. Additionally, they were treated to venue tours and a behind-the-scenes look at Summerfest in Milwaukee.

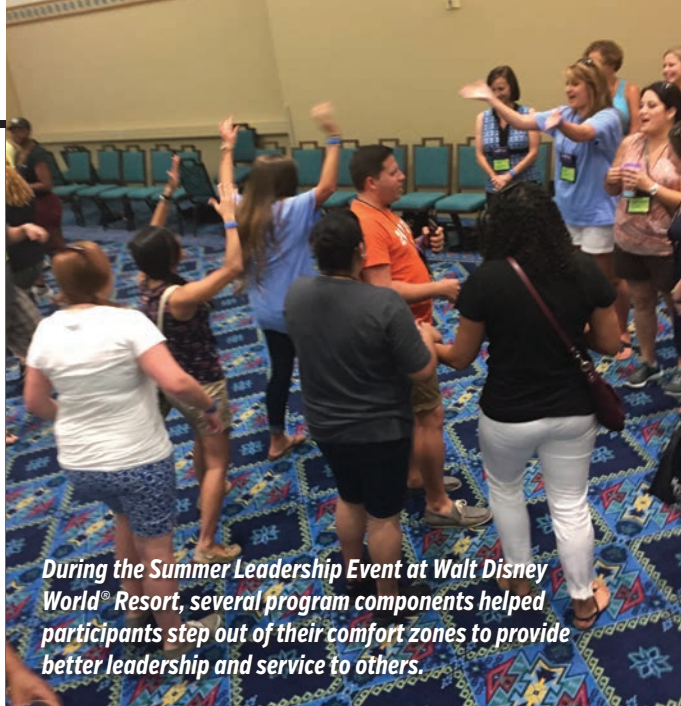
“CMI was one of the most interesting and eye-opening NACA® conferences that I’ve attended,” said **Shaunice Grier**, Homecoming Director at **Virginia Commonwealth University**. “The staff ensured that everyone had a solid foundation/background in concert management via PowerPoints and interactive activities. Aside from the lecture style sessions, I’d like to say that I gained the most insight from interacting with my peers and inquiring information and advice from the staff. I’d recommend this Institute to anyone who’d be interested in increasing their knowledge on concert management processes.”

SOI Institute Focuses on Student Organization Issues, Practices

The Student Organizations Institute offered higher education professionals and student organization advisors opportunities to explore issues impacting organizations on campus, ranging from advising, risk management and sexual assault to recruitment and retention practices, registration and administration processes, student organization database software and more. Institute staff and presenters brought expertise from a variety of organizations, including NIRSA-Leaders in Collegiate Recreation, the Association of College Unions International (ACUI), the Association for Student Conduct Administration (ASCA), and NACA, among others.

Student Government-West Institute Prepares Students for Campus Responsibilities

The NACA® Student Government West Institute, designed for student government representatives, provided a curriculum to give participants strategies to best represent diverse groups of students and organizations on their campuses. Delegates were able to develop their own leadership skills, enhance their knowledge of student government basics, learn how to improve relationships with university officials and campus staff and share resources with other school delegates through networking opportunities. The 2015 Institute, gave delegates what they needed and more. If you followed #nacasgw15 on twitter, you saw tweet after tweet telling what delegates learned



During the Summer Leadership Event at Walt Disney World® Resort, several program components helped participants step out of their comfort zones to provide better leadership and service to others.

and enjoyed during their stay in Golden, CO.

@ShiondaSkyy tweeted, “Great experience with some great people.”

@Jonnaleanne tweeted, “I can’t believe I only have 1 more day w/these students! Time flies when you’re having fun at @nacasgw #nacasgw15”

Learn more about the Student Government-West Institute on Facebook at <http://naca.ws/1N5C5JI> or on Twitter at @nacasgw and #nacasgw15.

Student Government-East Institute Promotes Strong Student-driven Leadership

With a theme of Governance, Teamwork and Leadership, the NACA® Student Government-East Institute (@nacasge, #nacasge) offered student government representatives multiple opportunities to develop strong, effective, student-driven leadership on campus.

Keynote speaker **Jeff Wakeman**, Director of Development at **Stockton University (NJ)**, shared 10 characteristics of a servant leader, as well as important traits and obligations for leaders. Other featured speaker presentations and educational sessions focused on Leadership in the Age of Innovation, Exploring Kuk & Banning’s Student Organization Diversity Typolog, Marketing in Creative Ways, Leading for the Right Reasons and more.

Delegates were also challenged to use social media to communicate throughout their time at the Institute and were encouraged to participate in Overall Best Tweeter Award and Overall Best Instagram Photo competitions. In addition, delegates took advantage of educational sessions and roundtables, and had the opportunity to work closely with each other and learn from shared resources. There was also an advisor’s track designed to serve as a resource for networking, idea sharing and more.

Learn more about the Student Government-East Institute on Facebook at <http://naca.ws/1Nd3Lv5> or on Twitter at @nacasge and #nacasge.

NACA: Telling Our Story

JOSHUA LUCE

Director of Student Activities
Sarah Lawrence College (NY)



“NACA has been a consistent presence and support throughout my time in student affairs. The network I have developed through volunteering with NACA has kept me motivated and energized, and I know that all I need to do is reach out to my NACA® friends if I need a reminder of why I do this work.”

Luce is currently volunteering as the Conference Logistics Coordinator for the NACA® Northeast Regional Conference Program Committee. In the past, he has served on the Northeast RCPC as Communications Coordinator, Registration Coordinator, Diversity Initiatives Coordinator, Volunteer Center Coordinator and Regional Block Booking Assistant Coordinator. In addition, he has written articles for *Campus Activities Programming*®.

Would you like to share your story of how NACA® involvement has benefited you, your institution or agency? In addition to sharing your experiences with colleagues, your story may also be used in NACA® membership recruitment to demonstrate value in NACA® membership. Contact Glenn Farr at glennf@naca.org.

NACA: Telling Our Story

DENISE WALLACE HEITKAMP

President, The College Agency (MN)



“After experiences as student programmers, associates, and a successful college act, our team fell in love with the NACA® experience and the campus activities world. NACA has been the key to our success through its networking opportunities and ability to showcase our talented artists, as well as by providing education about the changes in the campus activities marketplace. Rarely will you find such a combination of quality people, life-changing experiences and business opportunities like you will as a member of NACA.”

Heitkamp cofounded The College Agency (MN) with her husband, Craig, in 2003. She has been recognized by the NACA® Northern Plains Region as the recipient of the Sarah Boatman Award, as well as being named the region's Associate of the Year four times. She is a past member of the NACA® Board of Directors, having also served on its Executive Committee.

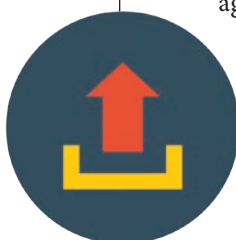


Volunteers are responsible for much of what you see and experience at the National Convention or your regional conference. Anthony Maly (left), Northeast Missouri State University, Amma Marfo (center), Emmanuel College (MA), and Leona Zona (right), university of Maine-Orono, volunteer at the 2015 NACA® National Convention.

Tell Us about Your NACA® Volunteer Experience

Tell us about your volunteer experience by completing the new **Volunteer Transition Report**, available at <http://naca.ws/1GfINbT>. Submit this form within two weeks of completing your volunteer term or following the conclusion of an NACA® event. Please upload any documents, handouts, forms, etc. that would be helpful for next year's volunteer. Your feedback will assist us as we seek new ways to develop and improve the volunteer experience!

Questions? Contact **Laura Jeffcoat**, Coordinator of Volunteer Leadership Services, at LauraJ@naca.org.



Members and Volunteers: Tell Us Your Story!

Would you like to share your story of how NACA® involvement has benefited you, your educational institution or agency? Why have you maintained NACA® membership over the years? Why do you volunteer? Tell us your story in 50 to 75 words. In addition to sharing your experiences with colleagues, your story may also be used in NACA® membership recruitment to demonstrate value in NACA® membership. Contact **Glenn Farr** at glennf@naca.org.

SCHOLARSHIPS

2015 NACA® Foundation Graduate Scholarships Awarded

Erika Bell of The Ohio State University, **Ebony Ramsey** of Florida Southern College, **Heather Wyatt** of the University of Massachusetts-Lowell and **Ashlee Talbot** of Salem State University (MA) have been announced as recipients of NACA® Foundation Graduate Scholarships.

NACA offers four Graduate Scholarships – the Donald L. McCullough Memorial Scholarship Fund, the New England McCullough Memorial Scholarship Fund, the William E. Brattain Graduate Scholarship Fund and the Hayward M. “Skip” Daugherty Jr. Graduate Scholarship Fund. All applicants for these scholarships (<http://naca.ws/1DQElBg>) must be matriculated in a master’s or doctorate degree program in student personnel services or a related area and must have demonstrated experience and involvement in campus activities and be committed to pursuing a career in the field.



Bell, recipient of the Daugherty Graduate Scholarship, is pursuing a master’s degree in higher education and student affairs at The Ohio State University. She holds a bachelor’s degree in psychology with a concentration in education from Davidson College (NC).

She currently serves as the Graduate Associate Advisor for the Ohio Union Activities Board, which has an annual budget of \$2.3 million. During the summer of 2015, she serves as a Pre-College Program Coordinator with the Emory University (GA) Office of Residence Life. As an undergraduate, she served as Ticket Office Manager for the Alvarez College Union at Davidson College. She is a Board of Trustees Student Member for the Association of College Unions International (ACUI) Central Office in Bloomington, IN.

“In one year, I hope to have secured a position as an advisor to a programming board in a college union,” said Bell. “Ideally, I hope to be at a liberal arts institution similar to my alma mater, Davidson College. In five years, I hope to transition to a job in operations/facilities in order to broaden my experience to become a union director. Thank you, NACA, for this scholarship and for helping me get one step closer to accomplishing my long-term goals!”



Ramsey, recipient of the Brattain Graduate Scholarship, is pursuing a doctorate in education and human resources studies (higher education leadership) at Colorado State University. She is Director of Student Involvement at Florida Southern College, having previously served at Delaware State University, Winston Salem State University, and several other institutions. In NACA, she was an NACA® Leadership Fellow, has served on the National Convention Program Committee in multiple capacities and has made many professional presentations on the national and regional levels. She is also affiliated with the National Association of Student Personnel Administrators and other professional organizations. She holds a master’s degree in adult education/higher education from North Carolina A&T State University.

“I am very interested in how I can add to the further development and sustainability of historically black colleges and universities,” said Ramsey. “There are not many academicians that are documenting or researching trends or current issues that pertain to this niche area. It is my hope that, upon the completion of my program, I am able to further pursue research in this area. I would like to be a part of the telling of the HBCU story.”



Talbot, recipient of the Donald L. McCullough Graduate Scholarship, is a graduate student enrolled in the higher education in student affairs program at Salem State University (MA). She currently holds an assistantship at the university, where she oversees campus center building operations, as well as student employee leadership programming. In the upcoming year, she will transition from supervision to advising and will co-advise Program Council and the National Society of Leadership and Success. Her prior student affairs experience also includes orientation, leadership programming and academic support services.

“NACA was one of the primary organizations that helped me decide on my career path, and I’ve been immersed in the realm of student affairs ever since I attended my first Northeast Regional Conference several years ago,” said Talbot. “With their assistance, I will be able to complete my degree and enter the field as an educated and highly motivated professional with a passion for students and the numerous activities with which they are involved.”



Wyatt, recipient of a New England McCullough Memorial Graduate Scholarship, is pursuing a master’s degree in education administration with a higher education option at the University of Massachusetts-Lowell, where she previously earned a bachelor’s degree in psychology.

In the Office of Student Activities and Leadership at her institution, she is a Graduate Fellow in Greek Life and Leadership Development. She previously served as an Assistant Resident Director in the Office of Residence Life. She presently serves on the Multicultural Programming Committee and is an NACA® Northeast Graduate Intern. She is also affiliated with the Association of College Unions International.

“Receiving this NACA® Foundation Graduate Scholarship better enables me to achieve all of my goals I have set for my next journey in student affairs,” said Wyatt. “The gift of a lower financial burden can be life changing, and it is one that allows me to take away the constant questions of how I will handle my loans as I head into my second year of my academic program, fellowship, and [into] the start of my search for an entry level position. This scholarship enables me to put myself as a priority, and I am so thankful for the opportunity to work on myself without having as heavy of a financial burden in my future.”

Sarangarajan Receives NACA® South Student Leadership Scholarship

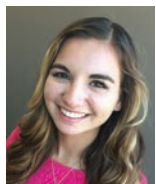


Preeti Sarangarajan, who is simultaneously pursuing master's and bachelor's degrees in finance at the **University of Florida**, is a recipient of the **NACA® South Student Leadership Scholarship**, which is awarded to students enrolled in institutions in the former NACA®

Southeast Region. Recipients must demonstrate significant leadership skills and ability and hold a significant leadership position on campus, as well as having made notable contributions via volunteer involvement.

Sarangarajan currently serves as Vice President of Internal Affairs for the Reitz Union Board. She has been named to the Dean's List and is an Anderson Scholar. She is also affiliated with Beta Gamma Sigma, the Florida Leadership Academy and Florida Women in Business. Additionally, she has served as an intern for Credit Suisse and Verizon.

Smouse Presented Lori Rhett Memorial Scholarship



Becca Smouse, a student in the Walter Cronkite School of Journalism and Mass Communication at **Arizona State University** in Phoenix, is the recipient of the **Lori Rhett Memorial Scholarship**. Currently serving as

President of the school's Programming and

Activities Board, she oversees a staff of 15 in planning and executing weekly events for ASU. She previously served as the programming board's Director of Live Entertainment.

She has represented her school as a delegate to the NACA® National Convention, is involved in student government and has interned for *USA Today*, *The Arizona Republic* and ABC15 Arizona. Among other scholarships she has earned are the Arizona Press Club Scholarship and the Joe W. Milner Scholarship from the Walter Cronkite School of Journalism.

"I feel so incredibly blessed to be receiving the Lori Rhett Memorial Scholarship from the NACA® Foundation," Smouse said. "I've learned so much from getting involved on campus at Arizona State University, and I can't wait to continue growing as a student leader throughout the rest of my college career."

Law, Samuels Awarded NACA® Mid Atlantic Undergraduate Scholarships

Tenasia Law and **Carly Samuels** have been named recipients of the 2015 **NACA® Mid Atlantic Graduate Scholarship**.



Law, who is studying broadcasting at **Point Park University (PA)**, recently completed an associate degree in liberal arts at the University of Pittsburgh at Titusville, where she served as President of the Black Student organization, Vice President of Student Government, as a member of the Diversity Committee and as Captain of the women's basketball team. She received the 2015 Outstanding Student Award, the Student Leadership Award and the Sophomore Award in Arts, Letters, History and Philosophy.

"With the financial generosity of the scholarship program, I am now one step closer to achieving my academic and career goals, which makes me excited for what the future has to offer," said Law. "I hope I can give back and help someone achieve their goals, as this scholarship will do for me."



Samuels is pursuing a bachelor's degree in management and entrepreneurship at **Rowan University (NJ)**, where she is director of Signature Events (Student University Programmers), and is a resident assistant and a Higher Education Intern for the College for Graduate and Continuing Education. She has been named to the President's List, Dean's List and the Beta Gamma Sigma Honors Society and has earned scholarships from Eagle Wealth Management, the Student Government Association, the Charis M. Wilson Memorial and others.

"This opportunity will allow me to continue to pursue my academic career by helping with my tuition costs," said Samuels. "It also is highly beneficial to my career goals because it reestablishes my confidence in my future in student activities."

The scholarship, established in 1995, was created through an endowment by the former NACA® East Coast Region to the NACA® Foundation. The fund provides for up to two scholarships annually. Recipients must have made significant contributions via volunteer involvement on or off campus, must demonstrate significant leadership skills and ability, be enrolled in a college or university in the NACA® Mid Atlantic Region and have a 2.5 or higher GPA.

Amanda Lee Named First Alan Davis Scholarship Recipient



Amanda Lee, who is pursuing a bachelor's degree in marketing and music at **Millikin University (IL)**, is the first recipient of the Alan Davis Scholarship to be awarded after it was established by Fluent in 2014.

Lee is an intern/Interim Marketing Coordinator for Bass/Schuler Entertainment (IL), as well as the Novelty Chair/Special Events Chair of the University Center Board at Millikin. She is also President of the Distributive Education Clubs of America (DECA) Executive Board. In addition, she is a Dean's List student and a James Millikin Honors Scholar. She is affiliated with the Phi Kappa Phi Honor Society and the Alpha Lambda Delta Honor Society. She previously served as the Folkal Point Combo Leader at Millikin.

"The funds I receive from the Alan Davis Scholarship will help pay for me to

reach my goal of obtaining a bachelor's of science in marketing and music," said Lee. "This scholarship will also get me closer to graduate school. I am excited about the opportunities this scholarship will give me in pursuing my education."

The scholarship honors former NACA® Executive Director Davis, who was instrumental in creating Campus Entertainment, now Fluent, which provides paid internships, live events, speakers and other experiential learning opportunities to students. Fluent is NACA's exclusive marketing partner.

The scholarship is open to full-time undergraduate students, sophomore or higher, with a 3.0 or higher GPA and who are active in at least two on-campus student organizations or activities and who hold a significant leadership position in one organization. They also must have demonstrated original and entrepreneurial efforts on or off campus and have made significant contributions to their campus communities.

Upcoming NACA® Foundation Scholarship Deadlines

The NACA® Foundation offers various scholarships (<http://naca.ws/1IKP2qM>) that are available to undergraduate and graduate students, student leaders, professional staff and associate members on an annual basis. Scholarship nominations are solicited each year. Advisors, please share this information with your students and encourage them to apply today!



- **Scholarship for Student Leaders:** Apply by Nov. 1
- **Tese Caldarelli Memorial Scholarship:** Apply by Nov. 1
- **Zagunis Student Leader Scholarship:** Apply by Nov. 1

Direct any questions to **Dr. Telesia Davis** at telesiad@naca.org.

Fundraising Success for 15th Ross-Fahey Golf Tournament!



The **NACA® Northeast Region's 15th and Final Ross-Fahey Golf Tournament** successfully raised \$9,300 to support scholarships for NACA® members. Held June 24, 2015, at the Heritage Country Club in Charlton, MA, the event featured 72 golfers, with more than 30 associate members and individuals sponsoring holes.

"Special kudos to our Silver Sponsors: Concert Ideas, Inc., Party People and FUN Enterprises, Inc. for their 15 years of support," said **Michelle Delaney**, Director of Student Center & Student Activities at **Eastern Connecticut State University**, who coordinated the event.

Since 2005, the Tournament has successfully endowed the David A. Ross New Professional Award, the M. Kevin Fahey Graduate Student Award, the New England Donald L. McCullough Student Leader Scholarship, the New England Scholarship for Student Leaders, the New England Region Multicultural Scholarship and, most recently, the Kenneth M. Bedini Student Scholarships. This year's total is added to more than \$95,000 the Tournament has raised during its 15-year run.

Students: Help Regional Conference Showcases Run Smoothly!

Students who would like to play an important role in helping regional conference showcases run smoothly should apply for a position as a stage crew member at an NACA® fall regional conference. Those selected will gain experience in producing a large-scale event, have the opportunity to use their skills behind the scenes during event showcases and bring back valuable knowledge to campus. NACA covers lodging and meals for the time they are working. All showcase crew are volunteer, non-paid positions.

The NACA® South deadline has already passed, but others are listed below. For more info and to access the applications, visit these links:

NACA® Central, Sept. 3 deadline: http://naca.ws/CEN_CREW
NACA® Mid Atlantic, Sept. 10 deadline: http://naca.ws/MAT_CREW
NACA® Mid America, Sept. 17 deadline: http://naca.ws/MAM_CREW
NACA® Northeast, Sept. 24 deadline: http://naca.ws/NST_CREW
NACA® West, Oct. 1 deadline: http://naca.ws/WST_CREW

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

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



Register Early for Lead365 National Conference and Save!

Register (www.lead365.org/event-registration/) by Oct. 5 for the **Lead365 National Conference** (<http://www.lead365.org/national-conference/>), set for Nov. 5-7, 2015, in Orlando, FL, and save significantly over regular registration rates. Registration by that date is \$439, while regular registration is \$539.

Designed for undergraduates, graduate students and professionals, Lead365 is committed to preparing collegiate leaders to effectively serve, producing individuals well equipped for the work force, and inspiring service to humanity. The National Association of Student Personnel Administrators (NASPA), the American College Personnel Association (ACPA), the National Clearinghouse for Leadership Programs (NCLP) and NACA are partner organizations for Lead365.



Step Up and Be Published!

If you've ever had a secret desire to be published, it's time to let the secret out. Article openings are still available for the issues of *Campus Activities Programming*® listed below. Check this list to see if any topics align with your expertise or pique your interest, then write to Editor Glenn Farr at glennf@naca.org. You might just be starting a rewarding new adventure in print.

MARCH 2016

[Article Deadline: Nov. 19, 2015]

- Concert Management
- Risk Management
- Assessment

APRIL 2016

[Article Deadline:
Dec. 11, 2015]

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

MAY 2016

[Article Deadline: Jan. 14, 2016]

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

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



Coming in the October 2015

Campus Activities Programming®

In the October issue of *Campus Activities Programming*®, learn about spirituality in programming, defining values, family programming, and more. Also, expect to see articles targeted towards graduate students and from one of NACA's current Leadership Fellows. And Jason LeVasseur will be back in Curtain Call. Coming your way soon: don't miss it!

Performers Share Tales of Life on the Road in "Curtain Call"

The life of a traveling performer can be entertaining in itself. Want to know what some of your favorite campus performers experience while out on the road, whether it's outrageously funny or touching and even sometimes sad? Then read "Curtain Call" in each issue of *Campus Activities Programming*® magazine. Read it online (<http://naca.ws/1FMqKq6>) anytime! See Page C3 of this issue for Mark Nizer's hilarious account of how he met Barry Manilow in Heaven.



In Case You Missed These ...

Articles in NACA's *Campus Activities Programming*® have a remarkably long shelf life. You can refer to them months or even a year or two (or longer) after they've been published to get ideas for new programs, learn how to tweak existing programs and even how to deal with difficult situations on campus.

In the March 2015 issue (<http://naca.ws/1gEeHol>), **Mike Esposito, MAE**, **Robert A. Mayer, PhD**, and **Cassidy Sansone, MS**, explore the time and resources needed to create an undergraduate student affairs internship – and the long-lasting rewards – in "Crafting an Undergraduate Student Affairs Internship."

In the April 2015 issue (<http://naca.ws/1Pa4T1a>), **Anna Baldassarre** and **Monique L. Gore** of **Gettysburg College (PA)** share how they avoided potential problems while planning their annual CAB Springfest in "Potential Conflict Turns into Learning Opportunity for One Institution's Spring Event Planners."

You may have begun recruitment earlier this spring for your organization's fall semester, or recruitment may be an ongoing process for you. Nevertheless, **Tolulope Taiwo** of **Colorado State University** shares valuable tips for recruiting staff and volunteers for your office or organization in "Planning Recruitment for Next Year," which appears in the May 2015 issue of *Campus Activities Programming*® (<http://naca.ws/1FMqKq6>). Learn more about getting the word out about available positions in your office or your student organization and attract the people you need to ensure your programs' success.

Check these out today!

Advertise in the NACA® Spotlight Electronic Newsletter

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

NACA® News

Busch, Past NEC Board Chair, Dies



Robert W. "Bob" Busch, a past Chair of the National Entertainment Conference (NEC) Board of Directors, died Friday, Aug. 7, in Wausau, WI, at age 84.

Busch served as Chair of the NEC, the organization that eventually became the National Association for Campus Activities, in 1973-74, when he was the University Center Program Director at the **University of Wisconsin-Stevens Point**.

A Jefferson City, MO, native, he began his career as a principal and teacher in Virginia and Maryland. He and his wife, Helen, moved to Wisconsin in 1956 and he began his career with USWP in 1967 as Director of Student Activities.

Busch was a key figure in the National Entertainment Conferences in the late '60s and early '70s. In addition to serving as NEC Chair, he also served the organization as Vice Chair for Units and Foundation Chairman. In 1976, the former Wisconsin Region created the Robert W. Busch Award to honor exemplary service.

Busch was active in the Boy Scouts while growing up and, in 1948, received the National Council of Boy Scouts of America's High Heroism Award for saving a life. He was also a lifelong member of the Lutheran Church, Missouri Synod, and was active in Lions Club International, Optimists International, the Association of College Unions International and the National Association of College Auxiliaries.

He is survived by his wife, three sons and their spouses, seven grandchildren and four great-grandchildren.

A memorial service has been set for Sept. 12 at 1:30 pm at St. John's Lutheran Church, 2291 Church Road, Dancy, WI. A reception and reflection of his life will follow from 2-4 pm in the church's Fellowship Hall.

Share Your News!

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

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

To submit information, email it to Glenn Farr, editor of *Campus Activities Programming*®, at glennf@naca.org.

Hoag Becomes Associate Director of Illinois Leadership Center



Beth Hoag, a member of NACA's Education Advisory Group, is now Associate Director of the Illinois Leadership Center at the **University of Illinois at Urbana-Champaign**. Her primary responsibilities include coordinating academic partnerships and collaborations and overseeing office research and assessment efforts. Before accepting this position, she was a full-time doctoral student at Bowling Green State University (OH), as well as the doctoral graduate assistant for the National Student Affairs Archive.

A longtime NACA® volunteer, Hoag's past volunteer positions have ranged from serving as a Student Representative to the NACA® Board of Directors and Chair of the National Convention Showcase Selection Committee to serving as Chair of the NACA® Mid America Regional Conference Program Committee. She has also contributed to *Campus Activities Programming*® magazine.

Preston Named Executive Director of New Consortium



Effective in July, **Michael Preston** became Executive Director of the **Florida Consortium of Metropolitan Research Universities**.

The Consortium, which consists of Florida International University, the University of Central Florida and the University of South Florida, aims to help larger numbers of students graduate from college while boosting economic development in the state.

Preston most recently served as Director of the University of Central Florida's Office of Student Involvement and has taught in the UCF higher education program on the topic of organization and administration in higher education. He holds a bachelor's degree in English from East Carolina University (NC) and a master's degree in higher education from Southern Illinois University at Carbondale, and a doctorate in higher education from Texas A&M University at Commerce.

Preston has an extensive history as an NACA® volunteer, having served in several capacities in the NACA® Central and NACA® Mid Atlantic regions. He is a past Co-Chair of the National Leadership Symposium and a past Chair and current member of the NACA® Research & Scholarship Group.



BOOK ANY TIME, ANYWHERE.

Visit <https://blockbooking.naca.org> for more info.



NACA® REGIONAL CONFERENCE SPONSORSHIPS: GET GREAT EXPOSURE FOR YOUR BRAND

The 2015 NACA® fall regional conferences offer a diverse and flexible selection of sponsorship options for associate members. Opportunities range from sponsoring items distributed to all school delegates, supporting receptions or luncheons, providing recognition for professional staff, grad students and volunteers, and much more. Many items allow for a sponsor logo to be imprinted. No matter your budget or size, a partnership with NACA is a great opportunity for you to increase your brand exposure. A list of available sponsorship opportunities may be found on each NACA® Regional Conference page of our website. Start here: <http://naca.ws/1l7jHcd>.

NACA® SOUTH

Oct. 1-4, 2015 • Chattanooga, TN

NACA® CENTRAL

Oct. 15-18, 2015 • Tulsa, OK

NACA® MID ATLANTIC

Oct. 22-25, 2015 • Buffalo, NY

NACA® MID AMERICA

Oct. 29-Nov. 1, 2015 • Grand Rapids, MI

NACA® NORTHEAST

Nov. 5-8, 2015 • Hartford, CT

NACA® WEST

Nov. 12-15, 2015 • Spokane, WA

Interested in sponsorship opportunities? Contact **Gordon Schell** at gordons@naca.org or call **803-217-3480**.

Advertise in NACA® Publications: Deadlines Near

If you'd like to get your advertising message to delegates at this year's NACA® regional conferences, time is running out. The ad contract deadline for remaining regional conference *Programs* are:

- NACA® Northeast: Sept. 2
- NACA® West: Sept. 9
- NACA® Northern Plains: Feb. 3, 2016

Contact **Bill Spilman** at advertising@naca.org or call **803-217-3469** today for more information about advertising in regional conference *Programs*, as well as *Campus Activities Programming*® magazine. Request a media kit, which includes NACA's new advertising rate sheet and contract.

The advertising contract deadline for the November/December issue of *Campus Activities Programming*® is Sept. 25, so contact Spilman today!

Find more information about advertising by visiting the *Campus Activities Programming*® page (<http://naca.ws/1FMqKq6>), then click on the advertising opportunities link.

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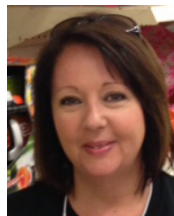
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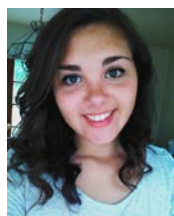


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VOLUNTEER WITH NACA!

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

10 QUESTIONS WITH...

Seth A. Newell

Coordinator of Campus Activities and Residential Engagement

Office for Student Engagement
University of Michigan-Dearborn



1. Leadership/management book you are currently reading?

Daring Greatly by Brené Brown. This book challenges me to think about my leadership style through the lens of being vulnerable. For those of us working in student affairs, this book is particularly salient as it touches on an open-heartedness and care that are required in securing a balance of challenge and support with students.

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

We brought Kinsey Sicks! Dragappella to campus in April 2015. I was pleasantly surprised by the turnout and support of faculty, students and community members, as the program can be somewhat controversial and more so given the conservative religious perspectives of our geographic area. Despite the fear of a fire alarm being pulled (which has happened at other controversial campus events), we were able to successfully execute the event with a phenomenal turnout.

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

I love doing Fear Factor as a campus life program. It is a great opportunity to push students out of their comfort zones and get them to try something new, which is a great metaphor for their college experience, as well. Never be afraid of trying something different, even if it is a sour cream and chive cricket!

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

Coffee, Post-it® notes and my '80s Glam Sharpies!

5. Best teaching tool for your students?

The best teaching for my students has consisted of developmental conversations. These are tied mostly to working with our student organizations, but apply to advising the programming board, as well. I enjoy sitting down and having difficult conversations with students about what their challenges are/ have been and opportunities to plan ahead, rectify their consequences and move forward. These conversations have led to some fantastic succession planning initiatives.

6. Technology that most benefits you at work?

Google everything! From Google Documents to Google Chat, we utilize the functionality of Google for many of our office processes and information sharing.

7. Most challenging aspect of your job?

The most challenging aspect of my job is also the most rewarding, and that is working with students who desperately scramble to meet deadlines or plan their organizations' events. Although at times it can throw me for a loop, the opportunity for learning is often worth the initial discombobulation.

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

Take your vacation time! Make a conscious effort to take your vacation time, whether it be for a warm, sandy destination (this is appealing, as I reside in Michigan) or a simple staycation, it is important to build in time for yourself, the things you love and the people you love to do them with!

9. Best programming advice you've ever received?

"Inclusive programming isn't about overtly stating you are inclusive, but through covertly placing acts, performers and events that meet the needs and interests of all of our students." When I came into my current position at the University of Michigan-Dearborn, we had a board of students who had a mindset that, by the event being open to campus, it was inclusive. Throughout the year, we intentionally pushed our boundaries considering varied perspectives, identities and ideologies, and involved students in the program planning process to create a calendar that was reflective of our students' interests, backgrounds and needs.

10. Something unique about your programming board?

Our programming board has been in existence for over 25 years!

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

Meeting Barry Manilow in Heaven

By Mark Nizer

@marknizer



IN FIFTH GRADE, David Toubichaw (I have changed his name to protect his identity) and I sat in my closet listening to Barry Manilow and singing our brains out. We were still too young and innocent to think this amazing music was not cool or to feel weird about sitting in a closet together listening and singing to Barry Manilow. To be completely honest here, I think the guy is a genius. I was first introduced to him via the Columbia Record Club. (For those of you under 40, records are round discs that gave you music like iPhones but could melt in your car.) Once I heard the glory that is Manilow, with its comforting tones and poignant lyrics, I was hooked. This was my first foray into the power of music and it was a transforming experience. We knew every album, song and word. To say we were his biggest fans would be an understatement.

Fast forward 20 years and I found myself living my childhood dream. I was opening for Barry Manilow on his North American Tour. Traveling on his private jet, we appeared at massive outdoor amphitheaters, some nights performing for as many as 30,000. As his opening act, my instructions were clear: take up time until the sun went down, then get off.

After my 20-minute-or-so set, I would go back stage and continue to practice to make sure I maintained my much longer 90-minute show. So one night, there I was, bouncing a volleyball on my head while juggling four rings. I had a good practice and was ready to wrap things up as I could tell Barry would be done soon, as he was just on the other side of the main drape about 20 ft. to my right.

The ending of the trick I was practicing involves bouncing the ball 15 feet up off my head, pulling the four rings down around my neck, then snapping my head back to flip the rings off my neck and catch them right before they hit the ground between my legs. But I immediately noticed my head bounce had sent the ball way in front of me. I really wanted to successfully complete this catch to end on a good note. I was bent all the way forward after making the four-rings catch and began to sprint to snag the wayward ball. As I launched into the darkened wing, I failed to notice the steel lighting truss used to store stage lights in the semi trucks. So ... I ran full speed, head down into its sharp corner and WHAM! I was out cold.

To this day, I really have no idea how long I was out. What

I do vividly remember is being in total blackness, my head spinning and not knowing if I was dreaming, dead or both. As my senses slowly returned, I figured I was probably dead and transitioning to the afterlife. I could actually hear the angels, quiet at first, then slowly swelling, until the sound took over my entire consciousness:

You came and you gave without taking,

But I sent you away.

Oh, Mandy.

Wait ... what was that last word? Mandy?

Instead of this realization bringing me back to reality, it was simply confirmation in my dazed mind that I was dead and, as expected, the playlist in Heaven does, in fact, include Barry Manilow!

You kissed me and stopped me from shaking,

And I need you today.

Oh, Mandy!

As I stumbled to my feet, ready to begin my ascension, I slipped on the substantial pool of blood on the floor from the large gash in my skull. Luckily, all giant venues are required by the Occupational Safety and Health Administration to have a doctor on site, so I found a security dude who wrangled the doctor for me.

He wanted me to go to the hospital, but since I would miss the jet and the rest of the tour, we negotiated for him to super glue the skin flap down and that I check in with the doctor at the next venue. He wrapped my head in gauze and sent me on my way.

I looked terrible. I knew the band members, who had become my friends, would rag on me to no end if they found out, so I went to front of house and bought the only head covering available—an official Barry Manilow baseball hat. I stuffed the bloody gauze up into it and before I knew it, I was back on the jet sitting directly across from Mr. Manilow as usual, except, as his biggest fan, I was now sporting an official Barry Manilow hat—and an epic headache.

Dreams really do come true!!!

P.S. Later, on that same tour, we performed near my hometown. When I was announced as Manilow's opening act, there was some insane screaming in the crowd. My childhood friend and his mom were in the audience. They had no idea I was touring with him.

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

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

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