

CAMPUS ACTIVITIES

# Programming®

VOL. 50 ► NO. 7 ► MARCH 2018



BUILDING A CAPACITY  
FOR RESILIENCE

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WELLBEING

MEETING STUDENTS  
WHERE THEY ARE

GOING WITH THE F.L.O.

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# CAMPUS ACTIVITIES Programming®

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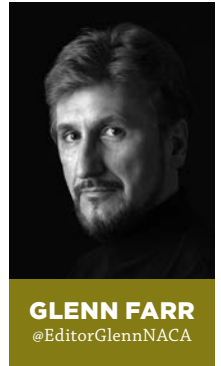
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IT'S NOT EASY. SOMETIMES, YOU'RE NOT SURE IF YOU'RE MAKING AN IMPACT, BUT IF YOU STICK WITH IT, YOU WILL TRULY HELP THESE OFTEN OVERLOOKED STUDENTS 'DREAM THE IMPOSSIBLE DREAM.'

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# Knowing when to Say, “No”



**AS A LOCAL THEATRE DIRECTOR**, one of the things I find most frustrating is the inability of many amateur actors to know when to say no to opportunities their health and schedules realistically won't allow. I've seen that star-struck greed for new roles in the eyes of many who, in those moments, completely forget the potential negative ramifications of overscheduling their lives, not only for themselves, for others with whom they will interact.

As I write this, I'm about to open a show, a comedy about family vacations that, while essentially a black box production, requires more than 140 lighting and sound cues to help paint pictures of a summer family road trip. Its technical complexity has demanded much of the actors involved, far more than a simpler comedy might. I attempted to make this clear during the audition process and included a space to list schedule conflicts on the audition form. The actors I cast would need to be completely available and committed. No one listed any significant conflicts.

However, when I distributed the rehearsal schedule shortly before rehearsals began, the young man I'd cast in the lead informed me his work schedule meant he couldn't arrive until halfway through the three-hour rehearsal block each night. He hoped I could "work around" that, as his previous director had done. I reminded him his character was in virtually every scene of the show, and it was impossible to "work around" his schedule, since our rehearsal facility was rented and our time in it each night was limited and inflexible.

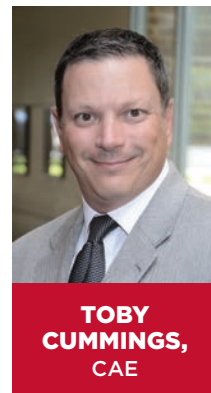
Within a few days, I was fortunate to be able to recast the role with a more experienced local actor who was well acquainted with the demands of juggling the multiple responsibilities of job, work and personal life, and the show is turning out well.

This experience has reminded me of past times actors have asked to skip days – or even weeks – of rehearsals to do everything from taking dance classes to participating in another play. On other occasions, before auditions, eager actors have explained their current show will run through the first two weeks of my show's rehearsal schedule, but they'd still like to be considered. I've taken such situations on a case-by-case basis, weighing an actor's work ethic, talent or how badly I needed them in a given role. However, my first response is usually, "No, that won't work." And it usually won't because an overcommitted actor is often unfocused during rehearsals and gives a less than optimal performance during a show's run because they're juggling too much. Such over-commitment can also lead to illness during a production, illness that can spread to other cast members. Ever seen a cast perform with a case of communal flu? Not pretty.

I don't remember when I began to understand when I should turn down that additional opportunity being dangled before me, but I do remember when I realized I had mastered the skill. A few years ago, I was asked to join the board of directors of a social action group. I told the person extending the invitation I was already on one local board and my schedule was full. As he attempted to persuade me, I quickly and firmly said, "I know my limits."

Perhaps I'm wise to know them. Regardless, I consider myself lucky to know when to say, "No."

# So Many Professional Development Opportunities, So Little Time



**THE HIGHER EDUCATION** professional conference season is in full swing. A brief perusal of the meetings trade news or The Chronicle of Higher Education will reveal many opportunities for student affairs professionals to travel and learn more in compressed, four-day events than you might imagine. The acronyms of associations hosting meetings throughout the country this time of year combine to become an organizational alphabet soup: NACA, NASPA, NIRSA, ACUI, ACPA and ACHUO-I, to mention a few. A complete list would be longer, but at least this number of organizations is offering training to higher education professionals within a very brief winter/spring window.

As I travel and interact with various student affairs professionals, and as I increasingly understand the details of their daily responsibilities on campus, I often wonder why so many professional development opportunities are made available in such a tight timeframe, with some events possibly even overlapping. I understand the general academic timeline indicates this is likely the best time of year to be away from campus. But with the multitude of roles and responsibilities of today's student affairs professionals, how do you choose which conference is best suited to provide what you need?

Perhaps, it's a matter of rotation: every other year, you choose a conference focused on training that may help solve a pressing issue on your campus. Or, maybe you're part of a fortunate minority who has the budget and time to participate in as many of these events as you can fit in a two-month window. More likely, you're like many in the non-profit association world: you must weigh and evaluate the return on investment of your time and budget dollars to gain what's most likely to help address a pain point or growing concern.

As I write this, we are about to depart for the 2018 NACA® National Convention in Boston, MA. Our registration numbers are good and I've witnessed the outstanding work of our volunteers and staff in developing the Convention's educational content. I am aware of the 335-plus student campus programming groups that will have taken advantage of these opportunities to gain insight into engaging fellow students on their campuses. I have heard from various artists and performers who've worked to perfect their craft to impress today's college students, who headed for Boston with the goal of connecting with school delegates and growing relationships that will serve both associate members and schools.

Needless to say, as you read this, I hope you've returned from the higher education conference season healthy and well. I hope you're achieving a high ROI (return on investment) for your time and budget dollars. Regardless, if you were able to attend events hosted by NACA or any of our many companion organizations, I hope you're finding solutions to any pain points you may have been experiencing.

If you were not able to attend a conference this year, I encourage you to stay involved and engaged in the many ways your professional associations strive to meet your needs outside of live events. There are countless online resources, podcasts, webinars and local drive-in options that may offer you solutions. One such new resource, NACA 24/7, launched at #NACA18, can be found here: [naca.org/NACA247](http://naca.org/NACA247). Check it out to see what this new tool can do for you and your campus!



# building a capacity for resilience

By

**JILLIAN VAN AUKEN**

University of Dayton (OH)





**D**URING MY NINE YEARS WORKING IN CAMPUS ACTIVITIES, I've noticed a shift in students' ability to problem solve, take responsibility for their actions and manage stress. Instead of working to find solutions to problems, my students more often come to me expecting to find answers or a nicely packaged solution. As a student organization advisor, I often find myself coaching students in how to use available resources and knowledge to come up with a viable solution to whatever problem they are currently encountering.

Based on my experience with the parents of the current generation of college students and increased access to technology, I presume students' limitations in these areas result from the expectation that their parents or technology will provide them the answers they seek in the blink of an eye. Their inability to solve problems and manage stress has led to a generation of college students with little to no resilience in the face of challenging circumstances.

Resilience is the ability to get back up when life knocks you down. It's the ability to manage stressful situations, examine your thoughts and find a way to move beyond a given situation. Resilience enables us to take on new challenges, develop stronger relationships and embrace the unknown. College presents many situations that challenge an individual's ability to be resilient, such as moving away from home for the first time, romantic breakups, not doing well on a test or getting turned down for a leadership position. The way an individual reacts to these types of situations will affect their ability to work toward their goals and succeed in college and later in life. We cannot control how events play out in our lives, but we can control how we respond to events. An individual who lacks resilience will likely respond to stressful situations in an unhealthy manner, leading to anxiety, poor self-care, depression, risky behaviors or even substance abuse.

Developing a capacity for resilience, as with any skill, takes time and practice. Keys to developing a capacity for resilience include:

1. Managing stress,
2. Examining your thoughts,
3. Building a support network,
4. Engaging in self care, and
5. Setting goals.

### **1. Managing Stress**

Taking time to identify the sources of your stress, and how you typically react to stress will help you face challenging situations in the future. Once you identify the sources of your stress, you can develop healthy coping strategies for navigating stressful situations. Healthy coping strategies might include exercise, meditation, spending time with loved ones or taking a break.

### **2. Examining Your Thoughts**

Examining your thoughts can help you understand how you interpret challenging events and your ability to process the emotions you experience because of those events. If your reaction to challenging events is negative, painting an inaccurate picture of the future, your ability to bounce back from a challenging situation will likely be difficult and unhealthy. Increasing your awareness of the emotions and thoughts you experience during a stressful situation can be helpful in finding ways to cope in a healthy manner. By replacing negative

thoughts and emotions with positive, productive thoughts, you can bounce back from difficult situations with more ease and strength.

### **3. Building a Support Network**

Individuals with strong support networks experience more resilience. Positive social relationships provide comfort, support and guidance during difficult times. Individuals who have family and friends to turn to, talk to or spend time with during stressful times experience a greater capacity to face and bounce back from challenging situations. Having a support system that provides encouragement and affirmation builds confidence and strength to move forward.

### **4. Engaging in Self Care**

Taking care of yourself is key to dealing with stressful situations and having the strength to keep going even when life seems unbearable. Stress breaks you down, making it harder to complete daily tasks. Individuals who take care of themselves have a better outlook on life and experience more energy to push through difficult situations.

### **5. Setting Goals**

Setting goals provides a sense of purpose and direction. Individuals who set goals that align with their strengths and values are more likely to succeed and, therefore, have a more positive outlook on life. Goals motivate you to keep pushing forward even during difficult times. Taking a step back and reflecting on your goals can provide motivation to keep growing.

### **Additional Tips**

As a campus activities professional, I've developed a few additional ways to assist my students in building a capacity for resilience. Having students set goals for leadership positions and identify opportunities for growth over the course of their term in office helps them stay focused and motivated during stressful times. Once my students have identified goals they want to accomplish, I do my best to connect them with the knowledge, resources and skills they need to succeed in their roles. This builds confidence and increases their ability to face the challenges they will inevitably encounter as student leaders.

College students need to learn it's okay to fail. As I noted above, I believe current college students have

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been brought up in an age in which it's been possible to get answers to problems without much effort on their part. Students need to learn it's okay to make mistakes, which help us learn important lessons and grow. Helping students reflect on situations they perceive as difficult provides them opportunities to examine their thoughts and emotions and face reality. When individuals are simply given answers, they don't have to deal with the emotional aspects of a given situation, instead moving on as if the situation never happened. It's important to occasionally stumble and fall; that's how we build strength and courage to step outside our comfort zones.

Lastly, providing students regular feedback assists them in becoming comfortable with identifying their areas of growth and finding solutions to problems in their lives. Resilience comes down to being able to use available resources to identify solutions and get back on track. Leadership is a process of increasing awareness of

self, learning to adapt to situations and managing life's chaos. Teaching students to seek and expect feedback will increase their ability to look at each situation they encounter as an opportunity to grow and learn.

## Increased Resilience and a Brighter Future

Adversity is all around us, but if we look for light in the midst of darkness and learn from the challenges we face in life, we will increase our ability to bounce back and keep moving forward. Building a capacity for resilience involves accepting the cards we're dealt and finding a way to play the game to the best of our ability. Increasing our problem-solving skills, taking responsibility for our actions and managing stress will lead us to increased resilience and a brighter future. Providing college students opportunities to practice these skillsets will better prepare them to face the inevitable issues they will encounter as they explore adulthood.

## ABOUT THE AUTHOR



**Jillian Van Auken** is assistant director for Student Life at the **University of Dayton (OH)**.

She previously was coordinator for Student Activities at Indiana University Purdue University Indianapolis, where she was named Advisor of the Year for 2010-2011 and 2013-2014. Also, while a graduate assistant at Miami University (OH), she was named Outstanding Graduate Advisor. She served as a 2015 Graduate Intern Mentor for NACA® Mid America, as the region's 2016 Assistant Special Events Coordinator, as its 2017 Special Events Coordinator, and currently as its Conference Logistics Coordinator. In addition, she has presented educational sessions for the region's conferences. She holds a bachelor's degree from Otterbein University (OH) and a master's degree from Miami University (OH).

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**Chandler Mueller**

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

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# Ways to Impact Student Wellbeing as an Activities Professional

By

**NATHAN HOFER**

University of Sioux Falls (SD)



**I DON'T KNOW ABOUT YOU,** but I continue to passionately pursue my career in higher education for the awesome students I get to work with each and every year. Walking alongside them as they learn, grow and develop is one of the greatest blessings I've experienced in my life. However, as the years go by, I see more and more of our students struggle in new and different ways, as issues of mental health come to a head, significantly affecting every area of their lives. So, if we aren't licensed mental health professionals, what can we do to help our students find greater wellbeing?

## **Student Mental Health Is a Big Issue**

Let's first consider what we know about student mental health. The Center for Collegiate Mental Health (CCMH) at Penn State University (Center for Collegiate Mental Health, 2016) gathered data over the course of 10 years and found some very interesting results when reviewing the last five academic years of the study (2010-2011 through 2014-2015). CCMH found that, on average, the number of students who were seeking counseling services rose by 29.6% over the course of five years and appointments with counseling services increased by 38.4% over that same time frame.

With enrollment over that time increasing by only 5.6%, it's safe to assume students are struggling with mental health issues in a significant way that simply doesn't correlate to the increased number of students at an institution. While some of you may be like me and want to dig into all the data in this 40-page document to further explore its conclusions, even without doing so it seems clear something is changing with our students. We could pour through articles and studies to try to pinpoint what's causing this shift in our students; instead, I'd like to focus on ways I think we, as activities professionals, can help care for them.

## **Knowledge Is Power**

As I write this, the NBC "The More You Know" PSA is flashing through my mind, with the image of that shooting star still reminding me of things I learned growing up. If I can remember Will Smith sharing a PSA about using your head instead of your fists, why shouldn't I expect our students to have the same ability to remember important information when they start their time in higher education? Coordinating engaging programming that addresses issues of mental health, including signs, statistics, available resources, etc. in conjunction with your university's orientation program/welcome week is a great way to get students thinking and talking about what's going on right from day one.

We take great care in training our student leaders about what to look for in student behavior that might be early warning signs of mental health issues, and we even talk about how to handle those tough conversations, but we need to have the same level of transparency with our new students as well. Providing students with appropriate education at the very beginning helps to normalize what's going on with them internally and it may even help them identify when issues have grown to be more than what they can, or should be, handling on their own. It truly is a matter of "the more you know."

## **How We Program Matters**

Creating a calendar full of options for students to get involved is one of my favorite things to do each year as I consider all of the fun, excitement, and connections students will experience in the coming year. However, I've learned over the years that sometimes filling the calendar isn't necessarily the best thing. I think I'm providing lots of safe, healthy options for students to engage in and often don't think twice about having days where we have two or seven events scheduled simultaneously because "students can choose what they want to do." The problem with that thinking is that many of our students want to do it all and don't want to miss out on any opportunities. The fact is that we can do only so much in a day, so if students try to do



a bit of everything, something has to give – and that is often sleep, studying, or other healthy behaviors, which negatively impacts their wellbeing.

Also, the time of day we program matters significantly. While late-night events are important programmatically, planning all of your events at 10 p.m.-12 a.m. when students have 8 a.m. (or earlier) classes doesn't model appropriate balance.

Additionally, how we program has an important effect on students. Budgetary issues always come into play in the planning process and we often struggle to decide whether we should charge students a fee to attend an event, especially in the case of large-scale programs. From our perspective in the planning and budgeting process, it often makes a lot of sense to have students pay a fee of some sort to offset the financial burden of an event. For students, that added financial strain can increase stress as they feel the need to balance the cost of enrollment with their desire to be involved and connect with the campus community as a whole.

Of course, there are no easy answers for how we can program better, but if we consider these things in the planning process, I believe we'll be doing our students a great service.

### The Mind-Body Duality

Our minds and our bodies are intimately connected. When we're dealing with issues of mental health we often find our bodies out of whack, as well. Sleep cycles are disrupted, the amount and type of food we intake changes, and even the amount of activity in which we engage during a week shifts.

While it might be difficult to get our mindset back on track, it's often easier to get our body back into rhythm. If someone is eating only fast food, choosing healthy options will create a shift. Finding a happy medium in portion sizes will make a big impact on an individual's wellness, as they won't be skipping meals or overeating.

Setting a strict sleep/nap schedule creates a rhythm the human body craves and promotes the release of neurotransmitters, specifically serotonin, which contributes to mood.

Lastly, a balanced exercise regimen keeps individuals in a healthy cycle of activity and sets them up to be active while providing a focal point to keep them from over-exercising.

With that said, we activities professionals often connect with, or even supervise, our campus recreation departments, which affords us many opportunities to provide options in the form of intramural sports, fitness classes, nutritional support, and wellness facilities/opportunities that can help us positively affect negative mental states before issues develop. This connection also

gives us ways to support the services provided by our campus counseling services.

### Sometimes, It's as Simple as Being There

I often think I have the best job. I get to create a campus environment full of energy and excitement and get out of the office to interact with students informally. This year in particular, I've been able to interact with more students than ever due to my one-year-old sidekick (my daughter), who wants to be everyone's friend as she waves and smiles at everyone she sees.

It's easy for us to focus on the task at hand and not on the students around us as we zip back and forth putting out little fires behind the scenes. However, in our roles as activities professionals, we have unique opportunities to interact with a large number of students, both those we supervise and those outside of whom we supervise, on a regular basis. We may notice that a formerly lively student who attended every event thus far might still be attending, but is now sitting in a corner, quiet and alone. Consequently, we walk among our students and experience life with them in ways most other professionals don't, which gives us the unique opportunity to be present for our students.

With that in mind, we all must remember that periods of mental distress are often accompanied by isolation, so what we do in creating community, and being part of that community ourselves, makes a huge impact. When I consider how many students may be struggling with issues of healthy wellbeing, I push myself to remember it's okay to get out from behind my computer sometimes and talk to students at the coffee shop or let some of the behind-the-scenes issues of an event work themselves out while I talk to students in attendance; it may be that taking time for a student may be more impactful than I'll ever know.

### Next Steps

So where do we go from here? I wish I had a simple answer, but I don't. We can do our work with an awareness that the individuals with whom we collaborate and the students with whom we connect are all fighting their own battles. We may never know what's going on beneath the surface or have the opportunity to walk alongside them as they work through hidden problems, but we can strive to be sensitive to the reality that mental health issues are affecting our students and those around us more than ever before.

The work we do does make a difference, so let's get back out there and do it!

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“WITH THAT IN MIND, WE ALL MUST REMEMBER THAT PERIODS OF MENTAL DISTRESS ARE OFTEN ACCOMPANIED BY ISOLATION, SO WHAT WE DO IN CREATING COMMUNITY, AND BEING PART OF THAT COMMUNITY OURSELVES, MAKES A HUGE IMPACT.”

### ABOUT THE AUTHOR



**Nathan Hofer** is director of student activities at the **University of Sioux Falls (SD)**, where he previously served as assistant director. He holds a bachelor's degree in psychology and a master's degree in student personnel counseling, both from South Dakota State University. In NACA, he currently serves as the Education & Professional Development Coordinator for NACA® Northern Plains. He previously served as the 2016 NACA® Northern Plains Regional Conference Showcase Production Assistant and served the region as its Graduate Intern Mentor Coordinator and Social Media Coordinator. In 2011, he was the National Convention Graduate Intern assigned to the Career Center. He has written a number of articles for Campus Activities Programming®.



# MEETING STUDENTS WHERE THEY ARE:

## *Persistence and Mentoring Come Full Circle*

By

**LASHAUNDA RANDOLPH**

Metropolitan Community College  
of Kansas City (MO)

*“Congratulations on being named as one of the first Great Griffon Award recipients by the Missouri Western Alumni Association Board of Directors. This award recognizes alumni from each college and school who brings pride to Missouri Western through their career achievements, volunteerism, or humanitarianism.”*

**I WILL NEVER FORGET** the day Missouri Western University notified me of this honor, which was presented during its 35th annual Alumni Award Banquet last fall. As I read the notification, I began to reflect on my journey. I am a product of the Chicago/South Suburban public school district and was born and raised in Harvey, IL, considered one of the most dangerous cities in the state.

Ultimately, however, I obtained my bachelor’s and master’s degrees, and I’m currently enrolled in my doctorate program. I’ve also received numerous recognitions and honors and have spoken on national and international platforms, in spite of the fact I was once a college dropout with a 1.5 GPA. It may be difficult to see someone with certain accomplishments as anything other than a scholar. While that label might be applied to me now, other labels had been applied to me well before I completed my first semester of college. I was “average” to some and “at risk” to others; they didn’t see I might actually be a missed opportunity.



## From “At Risk” to “Great Griffon”

I was kicked out of school early in my college career due to poor grades, with the institution’s president telling me I wasn’t “college material” and I should learn a trade. Although potentially quite lucrative, a trade wouldn’t have worked for me because nothing I knew of trade school reflected my passion. I wanted to work in a field where I could make a difference in the lives of our youth, with a specific focus on students who looked like me. I wanted to work with those that others might have passed on because they were “rough” or were “not scholars.” I had a particular passion for youth who came from neighborhoods like mine, where the odds were against them before they were even given a chance to show their capabilities. My mission became to change the narrative.

I made the decision to go back to the same school to show the president I was indeed college material. I got involved on campus, I joined the ACE Mentoring program through the Sigma Kappa Chapter of Alpha Phi Alpha Fraternity, Inc. Through that program, I was placed with a mentor and spent numerous hours in the library learning the importance of studying and about the resources our campus offered for student success. I also joined the Delta Confidant program through the Sigma Nu Chapter of Delta Sigma Theta Sorority, Inc., which not only placed me with a mentor, but also ensured I was empowered to be my greatest self – not only on my campus, but also in the community.

My engagement didn’t stop there. I joined an organization called The Ebony Collegians and that’s where I met mentors who have shaped me to be the professional I’ve become. These mentors advised The Ebony Collegians and what they taught me has become a part of my practice in higher education – to meet students where they are. Let’s face it; I wasn’t the easiest student to work with because, at first, I wasn’t involved and my grades weren’t good. Also, when they said, “Look left, look right: some people in this room won’t be here in the future,” they were talking about me.

But my student organization advisors, Karl Bell and Duane Bruce, were drawn to students like me. They looked beyond surface perceptions and saw me as a leader. They were more than advisors as they aided in my development, teaching me the importance of scholarly work, modeling the way, dealing with conflict, and focusing on my goals. They went above and beyond as advisors, and I am thankful to have had people like them in my corner during my undergraduate and graduate years to remind me to dream the impossible dream. However, students like me are often overlooked because of GPA, behavior, or for simply not being a good “fit” according to the lens through which some in charge may see them. I always knew when I became a professional, I would focus on students who were often overlooked and who simply needed guidance and support.

## Two Who Are No Longer Overlooked

Preston is a former inmate who had been in jail for over a decade. When released, his goal was to attend college, do better for himself and change his narrative. Having been imprisoned so long, he had difficulty adjusting to some things most of us take for granted. Smart phones were new to him and navigating that aspect of tech-

nology, alone, became a challenge. He also began getting robocalls and believed if someone called him with a deal, it must be legitimate because, “How else would they have my number?” He was also back in his former neighborhood, encountering people who knew him before. He was open about his past, but felt he was treated differently because of it and became discouraged when others seemed uneasy around him or walked the other way when they saw him.

Fortunately, he joined the Men of Color organization on campus and was paired with a mentor. He also came to the campus life and leadership office often to study or talk. Although I work with our Men of Color Program, the real work with Preston started when he began to visit me weekly. During our meetings, I worked with him to set up an academic plan, stressed the importance of reading the syllabus, discussed life coaching, and more.

Is this part of my job? Some might say no, but I say yes! We all have a responsibility to the students we serve and, for me, that included Preston. Every meeting wasn’t easy, as accountability in some areas wasn’t his strong point, but we worked on it. While it took some time, his grades improved, he received numerous scholarships and became motivated to “stick this thing out because it feels good getting A’s.” Again, this never would’ve happened if someone hadn’t reached out to him and met him where he was.

Estrella went to classes, but hung out in the hallways with her crew in between. She had “an attitude problem,” according to some staff who’d come in contact with her. She used profanity and didn’t care to be involved. One day, I saw her sitting in the hallway and stopped to chat with her about Snapchat. She looked at me with confusion at first, but helped me with the app. I told her who I was, where I worked and that she’d always be welcome to hang out in the office. I also told her I believed she’d be a student with whom we’d love to work. She didn’t come in at first, but I continued to drop by her hangout area to chat with her. Eventually, she came to our office!

The more I talked to her and got to know her, the more open she was to feedback on her behavior. Soon, we needed volunteers to hold the banners and lead the graduates in during commencement and I submitted her name. At first, my supervisor wondered, “Are you sure?” “Yes, she’s a leader and even though she doesn’t see it fully, it’s important that we expose her to opportunities like this,” I responded. My supervisor supported my decision and you know what? Estrella was ecstatic to get the opportunity, arrived on time and was truly happy to do it. Her advisor came to our office to talk to my supervisor about how different Estrella had become and expressed appreciation for how we helped her. I was very flattered to hear my supervisor say, “That’s the LaShaundra effect.”

## Commitment to Success for ALL Students

In truth, whatever encouragement I was able to give these students is a result of the mentoring I received and my continuing commitment to student success – and that means ALL students. It’s time to change the narrative, remove the labels, and truly meet our students where they are. It’s not easy. Sometimes, you’re not sure if you’re making an impact, but if you stick with it, you will truly help these often overlooked students “dream the impossible dream.”

## ABOUT THE AUTHOR



**LaShaundra Randolph** serves as the program coordinator at **Metropolitan Community College-Penn Valley in Kansas City (MO)**. She previously served as coordinator for student activities at the **University of Missouri-Kansas City (UMKC)**, where she advised the Union Programming Board and was named Advisor of the Year, an SGA Student Leadership Recognition Award. She also previously served as a residence hall director at Stony Brook University (NY). Active in NACA, she is now a member of the Board of Directors. She also served as the 2013 NACA® Central Regional Conference Chair, as well as the region’s Business Networks Coordinator and Showcase Selection Coordinator.

She holds a bachelor’s degree in criminal justice–juvenile delinquency from Missouri Western State University and a master’s degree in educational administration–higher education from the University of Missouri-Kansas City. She is currently pursuing a doctorate in higher education from UMKC.

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# Going with the F.L.O.

By  
**AMANDA PICKETT**  
Friends University (KS)  
and  
**JENNIFER TUOHY**

**HAVE YOU EVER FELT OVERWHELMED** by all the tasks that seem to pile on each week? Do you tell yourself next week you'll get organized and balance your life better, only to realize you never know where to start? We believe that making organization a priority and adopting practices that work for each individual are the keys to making a transformational change in your everyday life.

At a time management training session as an undergraduate, Amanda heard a story about a fictional woman who'd schedule meetings with herself every week to accomplish what she needed to get done at work. Amanda decided to adopt this practice and, having always enjoyed organization, found that creating a routine time for herself to actually get organized made the rest of her week go smoothly. She dedicated this as a time to "Figure Life Out" or (F.L.O. time), which can be used for life at work and school, or for personal reasons.

While balancing school, involvement opportunities, work and a social life, Jen found it hard to manage everything without an organization system. Although she attended many workshops, conferences and retreats on the topics of balance and organization, she felt none truly fit her lifestyle. Using a detailed store-bought planner with stickers, Post-it® notes, colored pens and highlighters to manage her life worked, but was not as efficient, was more expensive, and did not combat stress as much as the following tools we'd like to share with you.

As highly involved undergraduate students, we learned that managing time efficiently was the key to success. While attending graduate school at the University of Arkansas-Fayetteville together, we realized we had a similar passion for organization, but our styles were very different. Amanda enjoys thinking about details in the week, such as adding travel time to her calendar, whereas Jen likes to think about the bigger picture and likes to "go with the flow." We then started thinking about making organization less intimidating for everyone by giving people resources they could choose from to integrate into their lives as they saw fit. We see organization as a way to make life less stressful when there are many things going on, and it allows us to make room for fun! Before reading further, log into NACA's ENCORE (<http://naca.org/ENCORE/Pages/Default.aspx>) and find the forms we are about to discuss. Use "Pickett" as your search term.

## **Weekly F.L.O. - Amanda**

Getting organized takes time and needs to be a priority to work effectively. I schedule times to make things F.L.O. every week. I may not do every item on the list every week, but each box is a good reminder to ask myself if I need to work on that specific item that week. The idea is to keep things from falling through the cracks and make the week ahead F.L.O.!

**Time allocated:** One hour.

**Pro tip:** Remember that you are thinking through your week now so you don't have to worry about the details later.

## **Daily Planner - Amanda**

I used to use planners from the store, but I found myself wanting to further customize my planners to make them fit my life. I created one full

page that is broken up into boxes based on things I was involved in or were things I wanted to get accomplished most days. The different boxes allow me to view my to-do list in sections so I don't feel overwhelmed by one list. This is not only customizable for every person with different needs and interests, but it is also flexible for people who may have different classes during different semesters, have a project that lasts only a couple of months, or have a different goal each month.

**Time allocated:** One hour.

**Pro tip:** Have only two weeks printed at a time in case you want to swap out sections for something else. Flexibility and customization are key.

## **Weekly Planner - Jen**

This is based on the same concept as the Daily Planner, but is more approachable for someone who doesn't want to write down every detail of their week. This is another great tool for those who are just starting to get organized or those who don't want to spend as much time planning. The different boxes can be customized and allow you to create how you want to plan your week. Think about what you spend your time on each week and create a box for that task/obligation.

**Time allocated:** Two hours maximum.

**Pro tip:** Set aside a specific time and day every week to complete this tool. Sunday afternoons have always worked best for me. I grab a cup of coffee, put on some music, maybe light a candle, and organize my week so I will be prepared for the days ahead!

## **Monthly Planner - Jen**

This can be used to see what tasks (as opposed to events) need to be done. If you are like me and focus more on big-picture items, this organizational tool is for you! When working on college campuses or balancing student life, this planner provides the opportunity to see how your month will look with tasks and goals that need to be accomplished to better prepare when balancing events, assignments, celebrations and tasks. This tool is a quick reference to view which weeks are heavy with assignments and tasks, and which weeks allow for more "you time!"

**Time allocated:** No longer than 30 minutes to an hour.

**Pro tip:** Have your syllabus or work assignments handy when creating your task list. Create a schedule to accomplish these tasks with your monthly/weekly planner!

## **Two-Spread Calendar - Amanda**

This is designed to go in a binder that would allow for more space to write on and includes room for goals or notes on the side. It's great for writing all the events you need to remember during the month or for planning a semester's worth of activities.

The image displays three overlapping planning forms. The top form is a monthly calendar for August 17-23, 2023, with sections for Classes, Goals, Work, Daily, and Pack. The middle form is a daily student activity schedule for Thursday, March 1st, with sections for Class, Student Activities, Organization, Other, School, and Chores/Errands. The bottom form is a detailed task checklist with sections for SCHEDULING, ASSIGNMENTS, PREP, MEALS, and GOALS.

**Time allocated:** Two hours to fill in each month and then add as you go.

**Pro tip:** It's great to take to Block Booking sessions at NACA!

### Master Syllabus - Amanda

If you are needing more motivation to finish assignments and finish assigned readings, this one is for you. Put all your assignments in one place and add each individual page number so you can cross it off like a "sticker chart."

**Time allocated:** Two hours per class

**Pro tip:** Introducing sticker charts for different tasks like cleaning out your email inbox could be a fun way to stay motivated while completing not-so-fun tasks.

### Meal Planner - Jen

This helps with figuring out what items need to be purchased from the store for meal preparation and color-coding allows me to see when I need to pack a lunch or dinner versus when I have a meal that will be provided for me that doesn't need to be planned. Using the meal planner not only allows for better planning for the week, but also helps monitor your budget. Using this tool, you are able to plan meals that will be on campus, create new recipes for meal preparation, and plan for going out to lunches/dinners with friends.

**Time allocated:** No more than two hours (depending on if you want to try new recipes).

**Pro tip:** Create your grocery list while planning your meals and have a set budget when shopping.

### Time Saved Makes Life Easier

While it may seem tedious to fill out the forms, the time spent getting organized will save you time during the week. Actually scheduling time for tasks allows you to see how much time you have to work on each task. Have you ever waited too long to write a paper, only to realize you only have one night to do it? Have you been amazed at your ability to write that paper in one night? We do not recommend waiting that long to write a paper, but you were probably able to complete the task because you made it your number one priority. You may not have cleaned your room or hung out with friends that evening like you had wanted, but you finished your paper.

Getting in the habit of prioritizing will make your life easier. Don't wait until the night before something is due to make tasks a priority. Utilizing these tools provides you with an outline for your day so you do not constantly need to ask yourself what you should be doing.

We know these forms and tools will differ for each lifestyle and how much time you want to spend getting organized. Make these tools fit your own life by editing the documents through Word and Excel. If you would like to be emailed these documents or have any further questions, contact us at [jennifertuohy23@gmail.com](mailto:jennifertuohy23@gmail.com) or [amanda\\_pickett@friends.edu](mailto:amanda_pickett@friends.edu).

## ABOUT THE AUTHORS



**Amanda Pickett** (right) is the annual fund coordinator at **Friends University (KS)**, where she earned a bachelor's degree in business administration before earning a master's degree in higher education-student affairs at the University of Arkansas-Fayetteville. Active in NACA, she was the Campus Activities Marketplace Coordinator for NACA® Central and was named the Outstanding Graduate Assistant in 2016. She served as the Volunteer Engagement Center Graduate Intern for the region in 2015. While at the University of Arkansas-Fayetteville, she also served as vice president of Professional Development for The Higher Education Organization and earned the institution's Outstanding MEd Award in Higher Education.

**Jennifer Tuohy** earned a master's degree in higher education in student affairs from the **University of Arkansas-Fayetteville** in 2017, after earning a bachelor's degree in natural resources and ecology management from Louisiana State University. While in graduate school, she was a University Programs

graduate assistant and interned for the Arkansas Union and the Center for Community Engagement. She also was involved in leadership in Delta Gamma and Chi Sigma Alpha. She participated in the NACA® National Convention in 2016 and 2017 and was involved in NACA® Central in 2015-2016.





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# “WHAT IS Y’ALL DOING?”

*An Exploration of Allyship*

By

**JAMES C. THOMAS, M.S.Ed.**

Loyola University Chicago (IL)

**T**HE QUESTION “WHAT IS Y’ALL DOING?!” echoed across social media, blogs, radios, news articles, and friend circles last November when Chance the Rapper spoke at a Chicago City Council meeting to criticize plans to fund a \$95 million police academy while continually cutting school funding. This act mirrors what I’ve observed within my everyday life. In an age of targeted attacks on marginalized communities, there’s also been a rise in individuals asking what they can do to support these communities as allies.

To discuss ways we can be allies, we must define allyship. An online resource I frequently revisit is the Anti-Oppression Network, which defines allyship as “an active, consistent, and arduous practice of unlearning and re-evaluating, in which a person in a position of privilege and power seeks to operate in solidarity with a marginalized group” (2017). There are, of course, various ways to enact allyship, but let’s explore the three types defined in Keith E. Edward’s model of Aspiring Social Justice Ally Identity Development.



## Aspiring Allyship Overview

Allies, according to Edwards, are those who support social justice efforts in their actions of anti-oppression, while acknowledging all are not efficient as they could be and, in some cases, can be harmful. He names three forms of allyship in his model, which include aspiring ally for self-interest, for altruism, and for social justice.

I'd like to draw attention to the use of the term "aspiring" in these forms of allyship. This intentionally names allyship as an ongoing process and not a destination to reach and check off as a concluded task. Through sharing how I've participated in and observed these forms of allyship, I hope to offer suggestions that we, as programmers and individuals, can put into practice through our privilege in our everyday lives for greater change.

## Aspiring Allyship for Self Interest

As someone who holds a number of marginalized identities, before my time in graduate school, I was aware only of my privilege as a man and growing up in a household with both parents. But, as I started my graduate assistantship and program, I learned more about the privileged identities I held, one of which was being cisgender. I came to learn the most about this identity through my relationship with a student who openly identified as transgender. Once I learned about their journey and experiences, I went into overdrive with respect to how I could make sure I was shaping environments and programs to be inclusive of them.

When my students proposed a late-night pre-finals program that would divide the space and activities by gender, I immediately challenged them to consider not doing so. I explained that I knew a student for whom this format would not be inclusive. I simply wanted to ensure this student had an ally looking out for them. This practice of allyship was an example of aspiring allyship for self-interest.

Those operating in self-interest are described as often seeking to be an ally to an individual with whom they have a personal connection rather than to a group or an issue, much as I was with this student. I experienced dedication to this student, rather than having an interest in addressing the systems in place as being problematic overall. However, even without the knowledge of this student's gender identity, I should have been working to ensure inclusion for all.

Self-interest allies can feel powerful and self-actualized when intervening on behalf of individuals they care about and can become addicted to being heroes or rescuers and the resulting praise they receive. I admit that, on some level, I wanted to be acknowledged as a new GA who was doing the good work of an ally. My semester evaluation and how my peers and this student would view me were more important than anything else at that point in my life. So yes, I had positive intentions, but was compartmentalizing.

## Aspiring Allyship for Altruism

My first experience of an elevated service approach was when I served as a leader for an alternative spring break trip. It focused on a cultural immersion experience in which we lived with immigrant families, mirroring their lives and learning about the oppressive systems and laws that impacted them. The goal was the experience would serve as a catalyst for us to be informed change agents

and advocates. Throughout the trip, we engaged in reflection and one group session stood out. One student shared their joy in participating in the trip. When prompted to talk about what inspired this excitement, they explained they felt so much better as a result and no longer agreed with their parents, who disliked "illegal people." It hadn't occurred to me until I wrote this article that this person was acting as an aspiring ally for altruism in that moment.

Often these individuals seek to engage in ally behavior as a means of dealing with guilt, which becomes a primary underlying, often unconscious, motivator. When confronted with their own oppressive behaviors, they may become highly defensive or have difficulty admitting mistakes in an attempt to maintain their status as exceptional members of the dominant group and manage the guilt associated with their newly acknowledged privilege.

We observed this when a peer addressed the use of "illegal people" as being problematic and suggested other terminology to use. The student responded defensively, stating their intention wasn't to be offensive and that everyone should know that due to their presence on the trip. This student did continue the call to action we to which we committed at the close of the trip, but upon reflection, it seems to me they were also acting as an ally for self-healing from the guilt they carried with their privilege. I know I've felt this way at times during my journey of allyship. What's needed at such times is to continue doing self-work on guilt and refocus that energy into action.

## Aspiring Allyship for Social Justice

As members of NACA, we have access to numerous opportunities to champion inclusion and social justice. When I began my previous position as the program coordinator for Campus Activities at DePaul University (IL), I learned this quickly. My supervisor introduced me to the organization and a few opportunities to consider, one of which was the Leadership Fellows Program. This program provided me not only with community, but also with an instrument to increase the volume of voices from marginalized identities through programming, leadership roles and more.

In pushing and supporting me in the Fellows program, I felt my supervisor had reached her peak in allyship, but I was pleasantly proved wrong. As our relationship grew, we shared frequent conversations exploring what we could do better as programmers, and simply as human beings, in the sphere of social justice and inclusion.

An example of how discussion became action occurred last year in conjunction with the presidential inauguration. My supervisor had been tapped to serve on a webinar panel about post-election programming. While she would have done a phenomenal job, she asked if I'd serve in her place, acknowledging the panel consisted primarily of white-identified individuals. She felt my voice and lens as a non-white individual could offer more to the larger community. This is one of my first experiences of aspiring allyship for social justice.

Often, those acting through this form of allyship work with those from oppressed groups in collaboration and partnership to end systems of oppression. She recognized this hegemony wasn't just harmful to the marginalized identities it inadvertently silenced, it was

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harmful to the entire community. She also didn't put the weight of accountability to address this issue on me or others; she put in the work and continues to do. She still considers how she can use and give up her privilege in multiple areas to address inclusion and question systems. This reminds me not to lose sight of the small things I can do everyday while also focusing on larger pictures and goals.

## Call to Action

I offer the following tips for those of you on new or continuing journeys through allyship:

- **Look Inside.** To adapt from the wise philosophy of RuPaul Andre Charles, "If you don't know yourself, how you gonna understand somebody else?" It's important to explore all the identities you hold and how they intersect, especially those of privilege, to better position yourself in allyship.
- **Look Around.** Consider the five people closest to you. List the privileged identities you hold. What salient identities do you all, or the majority of you, share? Consider how this may impact the conversations and thoughts shared within your group.
- **Look at Outreach.** How do your identities and interpersonal relationships impact your outreach and connections? When tabling, building committees/

teams, and partnering with organizations, are you connecting primarily with individuals who share identities similar to yours? Who may be missing at the table when programs are created and developed? Reach out to audiences besides your initial target audience.

- **Look It Up.** There is continual work that must be done by an aspiring ally. Instead of giving a friend who may hold a marginalized identity the position of accountability and research guide, turn to yourself and our friend Google. You may have people in your life who volunteer to educate you, but doing self-work to make meaning can make a world of difference.

## Allyship Isn't Easy

Doing the work of becoming an ally isn't easy, but neither is being oppressed. For social justice to work and get us beyond equity to liberation, we need everyone putting in the work. This is especially true for our communities of aspiring allies, who must remain active and willing to relinquish privilege by dismantling the systems in place that give it to them. Instead of looking for a badge, let's roll up our sleeves. And, on a daily basis, ask, "What is y'all doing?"

## ABOUT THE AUTHOR



**James C. Thomas, M.S.Ed.** is program coordinator for Brothers for Excellence & LGBTQIA Initiatives at **Loyola University Chicago (IL)**. He previously served as program coordinator for Campus Activities at DePaul University (IL). He holds a bachelor's degree in biology from the University of Alabama at Birmingham and a master's degree in higher education and student affairs from Indiana University-Bloomington. In addition, he is the Community & Civic Engagement Outreach co-chair for the Pan-African Network of the American College Personnel Association.

Editor's Note: Articles written for the NACA® Leadership Fellows Series are crafted by participants in the NACA® Leadership Fellows Program, which serves as an opportunity for NACA® members of diverse backgrounds to become familiar with Association programs and professional development opportunities.

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# “Switch: How to Change Things when Change Is Hard”

By Chip Heath and Dan Heath

Reviewed by

**GAYLE SPENCER, Ph.D.**

University of Illinois at Urbana-Champaign

**M**ANY OF US GRAPPLE WITH THE COMPLEXITY AND DIFFICULTY OF MAKING CHANGE; whether it be in a company or organization, a community or even our own personal lives. Heath and Heath take us on a story-driven narrative to explore how our brains work and help us understand how we can effect transformative change. They contend that successful change follows a pattern, and that we can use that pattern to make transformative change.

## Overview

The authors begin with the premise that our brains have two independent systems at work at all times, the rational system and the emotional system. When we try to make a change, the challenge begins when our heart and mind disagree. Our rational side wants to change something, but our emotional side loves the comfort of the current routine. Using the work of psychologist Jonathan Haidt in his book “The Happiness Hypothesis,” Heath and Heath use Haidt’s analogy of the emotional side of our brain being an Elephant, and the rational side the human Rider. The Path consists of the external factors that impede our ability to make change. The Path is often a situational problem and when you shape the Path, you can make change more likely.

As Heath and Heath discuss the analogy, they highlight the following concepts with each part of it:

### **DIRECT THE RIDER (the rational system)**

- Find the Bright Spots
- Script the Critical Moves
- Point to the Destination

### **MOTIVATE THE ELEPHANT (the emotional system)**

- Find the Feeling
- Shrink the Change
- Grow Your People

### **SHAPE THE PATH (the external environment)**

- Tweak the Environment
- Build Habits
- Rally the Herd

Each of these concepts is discussed in detail, with examples that are real and easy to understand. The Rider plans and problem solves, the Elephant is the power for the journey. If the Rider and the Elephant disagree, the Elephant wins due to the power imbalance. For a new direction, you must shorten the distance and remove the obstacles in the way of your Path.

Finally, if you want to lead change, you must do three things:

1. Direct the Rider, giving them knowledge of how to get to the destination,
2. Motivate the Elephant, tapping into emotion, and
3. Shape the Path to allow for easy progress.

The final chapters of the book examine how to keep the switch going, examining how to take small steps and reinforcing these steps as they happen. They also provide some good resources about overcoming obstacles and other numerous resources available at [www.switchthebook.com/resources](http://www.switchthebook.com/resources).

## Recommendation

I highly recommend this book. It has been used for a class I co-teach on Creating Sustainable Change, and the concepts of this book have been used in one of the Illinois Leadership Center’s i-Programs. Students find this analogy easy to understand and actually use. In addition, the authors have a great YouTube clip titled, “The Elephant, the Rider, and the Path – a Tale of Behavior Change.” It’s a really great way to see and understand the concept. Because creating change is such a great challenge, we can all use some strategies to be more successful.

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## ABOUT THE AUTHOR



**Gayle Spencer, PhD**, is currently director of the Illinois Leadership Center at the **University of Illinois at Urbana-Champaign**. Previously, she served as an associate dean of Student Life and adjunct faculty member for the School of Leadership Studies at Kansas State University. Spencer earned a doctorate in student counseling and personnel services from Kansas State University, a master’s degree in college student personnel from Western Illinois University, and a bachelor’s degree in business administration from the University of Nebraska at Omaha. She was a member of the NACA® Board of Directors from 1999-2004, serving as Chair in 2002-2003. She chaired the 1999 NACA® National Convention Program Committee, as well as the NACA® Diversity Task Force. Spencer currently represents NACA on the Council for Advancement of Standards (CAS) for Higher Education National Board of Representatives.

*Editor’s Note: Find more information on “Switch: How to Change Things when Change Is Hard” and the Heath brothers at [heathbrothers.com/books/switch/](http://heathbrothers.com/books/switch/).*



“ THE RIDER PLANS AND PROBLEM SOLVES, THE ELEPHANT IS THE POWER FOR THE JOURNEY. IF THE RIDER AND THE ELEPHANT DISAGREE, THE ELEPHANT WINS DUE TO THE POWER IMBALANCE. FOR A NEW DIRECTION, YOU MUST SHORTEN THE DISTANCE AND REMOVE THE OBSTACLES IN THE WAY OF YOUR PATH. ”





# THE NACA® SPOTLIGHT

MEMBER NEWS EVENTS SCHOLARSHIPS LEADERSHIP INSTITUTES VOLUNTEER OPPORTUNITIES

## Go to NACA and Beyond with NACA® Northern Plains!

Don't wait until March 15, the early registration deadline, to register for the 2018 NACA® Northern Plains Regional Conference (<https://www.naca.org/northernplains/pages/default.aspx>), set for April 5-8 in St. Paul, MN!

### Why Register Now?

Because it can save your delegation money you can devote to other things - like booking fantastic entertainment for your campus!

### Early Registration Rates

- \$214 for members
- \$309 for non-members

**After March 15**, those fees increase to:

- \$249 for members
- \$359 for non-members

Day passes (limit one) are \$109 for members; \$159 for non-members.

### Additional hotel for NACA® Northern Plains

Need accommodations for NACA® Northern Plains, set for April 5-8 in St. Paul, MN? A fourth hotel has been added because the original three conference hotels are SOLD OUT! Hurry and make your reservations with:

#### Hyatt Place St. Paul/Downtown

180 Kellogg Blvd. East  
St. Paul, MN 55101-1406  
651-647-500

Learn more online (<https://www.naca.org/NORTHERNPLAINS/Pages/Hotels.aspx>) about NACA® Northern Plains, including showcase performers, educational sessions, a preliminary schedule, conference awards and more!



## Patrick Love Is NPL Featured Speaker

**Patrick Love, Ph.D.**, a writer, coach, consultant speaker and trainer with experience working with higher education in student affairs, will be the featured speaker for NACA® Northern Plains. He will address the Professional Development Luncheon on Saturday, April 8, at 12:45 p.m., speaking on, "Our Role in Advancing Student Success." He will present an additional afternoon session titled, "Disrupting Ourselves: Personal Renewal and Professional Transformation."

Currently the executive-in-residence for the Higher Education and Student Affairs graduate program at Bowling Green State University (OH), Love has worked in student affairs, academic affairs and as a professor in college student affairs. He is known for innovative approaches to management that encompass intellectual, social, and emotional integration, as well as a passionate commitment to student learning, development and transformation.



@thenaca



@thenacasnaps

## MEMBER NEWS

### Henry Welcomes Daughter

Saniyah Monaé Henry was born on Monday, Nov. 27, 2017, weighing 7 lbs., 4 oz., in Oshkosh, WI. Her mom, Kyonna Henry, works at Ripon College as the director of Multicultural Affairs, overseeing students from under-represented populations and serving their needs. Henry has been an NACA® Leadership Fellow and Fellows Mentor. She recently served as the Advisor Networks Coordinator for the 2018 NACA® National Convention.



### Do You Have News to Share?

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

Contact Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org) with your latest news!

## Welcome New NACA® Members

NACA welcomes these new members for the period Nov. 21, 2017 to Feb. 16, 2018.

### SCHOOL MEMBERS

Carleton College (MN)  
Chippewa Valley Technical College (WI)  
Colgate University (NY)  
Dartmouth College (NH)  
Ithaca College (NY)  
Lone Star College-University Park (TX)  
Louisiana State University-Baton Rouge (LA)  
Penn State University-Brandywine (PA)  
Student Union, Inc. of San Jose State University (CA)  
University of Nebraska at Omaha (NE)  
University of Providence (MT)

### SCHOOL INTERNATIONAL MEMBER

John Cabot University (Rome, IT)

### ASSOCIATE MEMBERS

#### NATIONAL GENERAL

Atomic Pro Audio (VT)  
Entertainment Specialists (MA)  
Fanbassador (NY)  
Madison House Speaks (CO)  
The Billions Corporation (IL)  
Up & Up Festival (NY)

#### NATIONAL SELF-REPRESENTED OR SOLO ARTIST

DocSpeak COMMUNICATE (MA)  
Marsiase Brinson (NC)  
Nxt Skool (NY)  
Steven Curtis (WA)

### REGIONAL GENERAL

Adventures in Climbing, LLC (NY)  
Green Kite Records (AZ)

#### REGIONAL SELF-REPRESENTED OR SOLO ARTIST

AWBV Entertainment (TN)  
Benjamin Berry (NY)  
Charlie Franks Productions (NV)  
ELSE (Eye Level Sex Education) (Tel Aviv, IL)  
GroundUp (MO)  
JC Coccoli (CA)  
Jonathan Jones Speaks (TX)  
Mike Bogle Productions (TX)  
The Western Sons (TN)  
The Catcalls (CO)

## Inaugural National Showcase Production Team Announced

The NACA® Board of Directors has announced the Association's inaugural **National Showcase Production Team (NSPT)**. The team works in collaboration with Regional Conference Showcase Production Coordinators to plan trainings and meetings and began its service immediately after the 2018 NACA® National Convention.

The NSPT serves as the liaison with any contracted services, such as sound, lights and staging, etc., answering policy questions and ensuring showcases and sound checks run smoothly. Regional Showcase Production Coordinators take the lead on all other responsibilities, including showcase slotting, supervising student stage crewmembers and serving as primary contacts for associate members. NSPT members are:

### Coordinator

• **David McGraw**, Quinnipiac University (CT) (one-year term)

### Assistant Coordinators

• **Elizabeth Gionfriddo**, Nichols College (MA) (two-year term)

• **Jeff Venekamp**, Augustana University (SD) (one-year term)

While inaugural NSPT members were appointed by the Board, subsequent team members will be selected through an application process. Questions? Contact Laura Jeffcoat at [lauraj@naca.org](mailto:lauraj@naca.org).



McGraw



Gionfriddo



Venekamp

## Missed Any Recent Webinars or Podcasts?

NACA regularly offers webinars that are free to NACA® members on a variety of topics of interest to those working in campus activities and student engagement. NACA also offers a series of informative podcasts.

If you missed any of these resources the first time around, the good news is, they're all still available in ENCORE, NACA's digital library, along with a number of papers and PDF files covering other topics of value to campus activities professionals and students. Check it all out today at: <https://www.naca.org/ENCORE/Pages/Default.aspx>.



## Are You a New NACA® Volunteer?

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

Questions? Contact **Laura Jeffcoat** at [lauraj@naca.org](mailto:lauraj@naca.org).



## Update Your NACA® Profile Today!

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



## Advertise in the NACA® Spotlight Electronic Newsletter

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

## Book with Delta and save!

NACA continues its partnership with Delta Air Lines to offer discounted airfares for NACA's spring events.

### Book online

- **Not a Delta Skymiles Member?** Visit <https://goo.gl/1jAQgn> to be directed to Book Your Flight online. Once on the Book a Flight page, enter your flight information along with meeting event code **NMRN3** to purchase tickets and so the negotiated discount may be applied.
- **You are a Delta Skymiles Member?** Log into your account, click on **Advanced Search** at the bottom of the Book a Trip tab, enter your flight information, along with meeting event code **NMRN3**, to purchase tickets and so your negotiated discount may be applied.

### Book by phone

Reservations and ticketing are also available by calling the **Delta Meeting Network Reservations** at **800-328-1111**. Note that a Direct Ticketing Charge will apply for booking by phone.



## Got a Great Idea for an Article?

If you have a great idea for an article for Campus Activities Programming® (<https://issuu.com/naca>), now's the time to let us know. Have you created a new program that was successful and might work for other schools? Have you developed an effective programming board training strategy? Have you figured out how to offer big events on small budgets? Do you have other experiences and ideas that would benefit your fellow NACA® members?

Now's the time to share those ideas. In the coming weeks, we will be developing themes and article content for the fall 2018 and spring 2019 issues of Campus Activities Programming® and your input is welcome! Contact Editor Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org) today!





# Looking for Some NACA® Swag?

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



## “Connect” through These NACA® Member Benefits

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

### NACA® Connect

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

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

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

### Amplify Your Experience!

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



### What's NEXT for Your Students?

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

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



### Outstanding Performance? ENCORE Is Ready for You!

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



### Job Opportunities from The Placement Exchange

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



## Four Receive Bedini Scholarships

**Arly A. Macario, Ashley Kaminski, Caitlin Moreau and Miranda Zygmunt** have been announced as recipients of the **Kenneth M. Bedini Student Leadership Scholarship** for 2017.



**Macario** is pursuing bachelor's degrees in government: law and public policy and sociology: crime and justice at **Suffolk University (MA)**. She has served as president, vice president and treasurer of the Suffolk University Program Council and is a resident assistant. She has also interned with the office of US Sen. Elizabeth Warren and the Massachusetts Convention Center Authority.

A first-generation college student, Macario said, "Student leadership has been a significant aspect of my undergraduate career, which has granted me the ability to build new skills in goal tasking, decision making, teamwork and management. With the support of [this] scholarship, I will be able to finance my preparation for a graduate program in education."



**Kaminski** is pursuing a bachelor's degree in marketing with a minor in sports management at **Southern New Hampshire University**. Active in student leadership, she has served as weekend chair and publicity chair for the Coordinators of Activities and Programming Events (C.A.P.E.) and most recently co-chaired her school's Arts and Culture Enrichment Series. Also active in NACA, she served as her school's Block Booker at two regional conferences and two National Conventions. Her additional activities include involvement with Relay for Life and the Student Government Association.

"I plan on attending a graduate program to study higher education and student affairs, so this scholarship will help me in furthering my education and focusing on making the most of the opportunities I have during my undergraduate and graduate career," Kaminski said. "I am extremely appreciative of this award and could not be more thankful."



**Moreau** is a senior pursuing a degree in English elementary education at **Central Connecticut State University**. During her academic career, she has served as a student orientation coordinator and as president of the Central Activities Network (C.A.N.), as well as a Pep Squad officer.

"This scholarship would be very helpful to cover the countless requirements I have in my career path to becoming a teacher," Moreau said, mentioning tests, books and supplies that are required for her to pursue her goals. "Overall, this scholarship would be a blessing and I am honored!"



**Zygmunt** is a senior pursuing a bachelor's degree in health science with a minor in biology at **Quinnipiac University (CT)**. A dean's list student, she is president of the Quinnipiac University Student Programming Board, which she previously served as vice president. She's also a member of the Alpha Eta Honor Society.

"It especially meant a lot to me that my friends and advisor on the Student Programming Board nominated me for this award," Zygmunt said. "The scholarship will help me greatly as I continue toward my goal of earning a doctor of physical therapy degree. With three more years of school ahead of me, I will be utilizing the Ken M. Bedini Scholarship toward my continuing education!"

## Pancak Receives Ross Scholarship



**Hannah F. Pancak**, assistant director of Campus Life for Student Centers and Student Involvement at **Quinnipiac University (CT)**, is the recipient of NACA's **2017 David A. Ross New Professional Scholarship**. The award honors one of the NACA® Northeast Region's founders and recognizes an individual who has made significant contributions to, and who demonstrates the potential and commitment for, excellence in service to their member institution and NACA® Northeast.

"The Scholarship will allow me to continue to expand my knowledge in the field of higher education as a new professional by attending drive-ins, and regional and national conferences. The National Association for Campus Activities provides a multitude of opportunities for professionals and I am excited to take advantage of them with these funds," said Pancak.

Pancak, who earned a master's degree in counselor education, with specialization in student development in higher education, in 2015 from Central Connecticut State University, has been involved in NACA since 2013. She has served as an educational program presenter, was a Block Booking graduate intern and has coordinated registration, communication and awards presentations, as well.

## Meuller Presented Fahey Award



**Chandler W. Mueller**, who is pursuing a master's degree in higher education in students affairs at **Salem State University (MA)**, has received the **2017 M. Kevin Fahey Graduate Assistance Award**. During his time at Salem State, he has been responsible for multiple aspects of Student Life Operations and has served as a Graduate Retention Fellow, as well as a conduct hearing officer. Throughout his college career, he has advised international students, mentored high school seniors and educated students about sexual harassment.

In NACA, he served as an NACA® Northeast Graduate Intern and was a presenter for the regional conference. He holds a bachelor's degree in psychology from the University of Akron (OH).

"Campus programming and activities have been a major part of my journey in higher education and have become the primary conduit for my professional development and interests," Mueller said. "Winning [this award] is an incredible honor and will be put toward helping to finance my academic books and student fees as I close out my fourth and final semester of graduate school."

## Upcoming Foundation Scholarship Deadlines

The NACA® Foundation offers 29 scholarships and six research grants, with application deadlines occurring throughout the year.

The next scholarship deadline is March 31 and applies to these scholarships:

- **South Student Leadership Scholarships** (NACA® South)
- **Multicultural Professional Development Grant** (All Regions)

Find more information online at

**naca.org/FOUNDATION/Pages/Scholarships.aspx.**

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



# NACA's Regional Structure and Upcoming Events

## 2018 Regional Conferences

### NACA® Northern Plains

April 5-8  
St. Paul, MN

### NACA® South

Sept. 27-30  
Atlanta, GA

### NACA® Central

Oct. 4-7  
Arlington, TX

### NACA® Mid Atlantic

Oct. 11-14  
Buffalo, NY

### NACA® Mid America

Oct. 25-28  
Grand Rapids, MI

### NACA® Northeast

Nov. 1-4  
Hartford, CT

### NACA® West

Nov. 8-11  
Ontario, CA

## 2019 Regional Conferences

### NACA® Northern Plains

March 28-31  
St. Paul, MN

### NACA® South

Sept. 26-29  
Chattanooga, TN

### NACA® Central

Oct. 3-6  
Arlington, TX

### NACA® Mid Atlantic

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

### NACA® Mid America

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

### NACA® Northeast

Nov. 7-11  
Connecticut Convention Center  
Hartford, CT

### NACA® West

Nov. 15-17  
Ontario, CA

### 2020 NACA® Northern Plains

TBD

## 2019 NACA® National Convention

Feb. 16-20  
Columbus, OH



## Associates—Got a Tale to Tell?

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



# Foundation Contributors

The NACA® Foundation Recognizes and Thanks the Following Contributors:

## 2017 LIFETIME GIFTS

### INDIVIDUAL GIFTS

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Rich Ramos  
Ebony M. Ramsey  
Dr. Steve Westbrook  
Dr. Regina Young Hyatt

#### Promisors (\$100-249)

Cecilia Brinker  
Dr. Lucy Croft  
Toby Cummings  
Greg Diekroeger  
Dan Ferguson  
Brian and Jeni Gardner  
Frank Harris  
Dorita L. Hatchett  
Dr. Beth Hoag  
Thanh Le  
Erin Morrell  
Katie W. Reichner  
Becky Riopel  
John Robinson  
Callie Smith  
Caryl M. Stern  
Christine Storck  
Dr. beth triplett

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Angela Andrews  
Jessica N. Barraclough  
Michael Baumhardt  
Theresa Beebe Novotny  
Joseph Benyish  
Katey Bignall  
Kayla Brennan  
Dr. Kim Bruemmer  
Emily Callahan  
Caroline Carter  
Tiffany Clayton  
Penny D. Cothran  
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Victoria Dean  
Mary DeNiro  
Rob A. Einhorn  
Ellen Engh  
Thomas L. Faessel  
Stefano Fasulo  
Andee Fisher  
Chris Gill  
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Kimberly Goler-Stubbs  
Lauren Gyurisin  
Meghan Harr  
Peggy Hoffman  
Daniel Hurley  
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Allison Marconi  
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MaryJo Mertens  
Mark Miller  
Tifaney Millwood  
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Dave Stevens  
Stan Sweeney  
LaDarius Thompson  
Lamar Walker  
Julianne Watterson  
Evette Williams

### CORPORATE GIFTS

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NACA® Mid Atlantic Region

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Babco Entertainment LLC (FL)  
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Maryville University of Saint Louis (MO)  
NACA® Northern Plains Region  
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OnCampus Text (MA)

# Scholarships & Grant Recipients List

Congratulations to 2017 NACA® Foundation scholarship recipients!

## **ALAN DAVIS SCHOLARSHIP**

Kelly Marie Wrobel, Bradley University (IL)

## **DAVID A. ROSS NEW PROFESSIONAL AWARD**

Hannah Pancak, Quinnipiac University (CT)

## **JOHN ZAGUNIS SCHOLARSHIP FOR STUDENT LEADERS (2016)**

Nathan Taylor, Rutgers University (NJ)

## **KENNETH M. BEDINI STUDENT LEADER AWARD**

Ashley Kaminski, Southern New Hampshire University

Arly Macario, Suffolk University (MA)

Caitlin Moreau, Central Connecticut State University

Gwen Weissinger, Bridgewater State University (MA)

Miranda Zygmunt, Quinnipiac University (CT)

## **LORI RHETT MEMORIAL SCHOLARSHIP**

Justin Holmstead, Brigham Young University (UT)

## **M. KEVIN FAHEY GRADUATE ASSISTANT AWARD**

Chandler Mueller, Salem State University (MA)

## **MARKLEY SCHOLARSHIP**

Chinyere Turner, University of Missouri

## **MAUREEN McDERMOTT/MICHELLE DELANEY STAFF PROGRAMMER AWARD**

Joshua Luce, Sarah Lawrence College (NY)

## **NACA® FOUNDATION GRADUATE SCHOLARSHIPS**

### **WILLIAM E. BRATTAIN GRADUATE SCHOLARSHIP:**

Alexa Bilich, Illinois State University

Eboni Turnbow, Wayne State University (MI)

### **HAYWARD M. "SKIP" DAUGHERTY, JR. GRADUATE SCHOLARSHIP:**

Eboni Turnbow, Wayne State University (MI)

### **MCCULLOUGH GRADUATE SCHOLARSHIP:**

Collette Alicia Mighty, University of Miami (FL)

## **NACA® MID ATLANTIC UNDERGRADUATE SCHOLARSHIP**

Devina Cólón, Seton Hill University (PA)

Ryan Elizabeth Clark, Thomas Jefferson University (PA)

## **NACA® SOUTH STUDENT LEADERSHIP SCHOLARSHIP**

Calandra Autrey, Auburn University at Montgomery (AL)

Tyrone Fleurizard, Wingate University (NC)

Mary Whiteacre, Lees-McRae College (NC)

## **SCHOLARSHIPS FOR STUDENT LEADERS (2016)**

### **NACA® CENTRAL/MID AMERICA SCHOLARSHIP FOR STUDENT LEADERS:**

Micaela Elizabeth Procopio, Michigan State University

### **NACA® CENTRAL/NORTHERN PLAINS SCHOLARSHIP FOR STUDENT LEADERS:**

Robert Lyons, Simpson College (IA)

### **NACA® MID AMERICA/MID ATLANTIC JOSEPH D. GIAMPAPA SCHOLARSHIP FOR STUDENT LEADERS:**

Julia Huddy, Dickinson College (PA)

### **NACA® MID ATLANTIC THOMAS E. MATTHEWS SCHOLARSHIP FOR STUDENT LEADERS:**

Julia Huddy, Dickinson College (PA)

### **NACA® NORTHEAST SCHOLARSHIP FOR STUDENT LEADERS:**

Amanda Oulette, Bryant University (RI)

### **NACA® SILVER ANNIVERSARY SCHOLARSHIP FOR STUDENT LEADERS:**

Sara Peppard, University of Arkansas for Medical Sciences

### **PUBLIC MEDIA INC./FILMS INC. SCHOLARSHIP FOR STUDENT LEADERS:**

Clayton Bond, Fontbonne University (MO)

## **TESE CALDARELLI MEMORIAL SCHOLARSHIP (2016)**

Eboni Turnbow, Wayne State University (MI)



## 10 QUESTIONS WITH ...

# Fred Tugas

Associate Director of Programming

University of North Carolina-Asheville



### 1 Leadership/management book you are currently reading?

I just finished “The Effective Manager” by Mark Horstman. It’s a great, practical read for anyone looking for foundational knowledge on management.

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

Last December, we held our inaugural NowPoints Live Prize Auction with a room at full capacity. By strategically incentivizing our campus programming, the turnout and excitement that night clearly showed us that our new incentive really paid off!

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

Highsmith After Dark, a new, late-night program at UNC-Asheville. The line for check-in was out the door (and building). I saw enthusiastic students engaged in a way I have never seen before on campus. The energy was sustained throughout the night – it was wonderful!

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

- Post-it® Super Sticky Notes,
- A four-function calculator, and
- A reminder diagram of the Eisenhower Decision Matrix.

### 5 Best teaching tool for your students?

I am a firm believer in the Social Change Model for Leadership Development. The key is ensuring you know your audience to deliver a powerful, honest message about their ability (and capability) to be agents of positive social change in the community.

### 6 Technology that most benefits you at work?

Trello! My teams use it to manage project workflows from event management to graphic design approvals.

### 7 Most challenging aspect of your job?

I seem to be in many more meetings now as a mid-manager. Note to self: continue to center students in your work and don’t lose touch.

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

Take your lunch, even if it is with colleagues or students. You’ll always be busy, so you owe it to your wellness to take a break daily.

### 9 Best programming advice you’ve ever received?

When advising students, you “ride on the side.” Think like a driver’s education instructor. Challenge students to see the OOs (organizational objectives) instead of their PPs (personal preferences).

### 10 Something unique about your programming board?

I am proud of our programming board winning Outstanding Delegation at NACA® South in 2017!

“10 Questions with ...” recognizes individual campus activities professionals for their outstanding work, letting readers know more about them. If you’d like to recommend a professional staff member to answer “10 Questions,” contact Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org).

## CURTAIN CALL

# Hanging on to Hate

**I WAS ABLE TO VISIT ISTANBUL** in April of last year with my Armenian friend, Mark Parsekian. I'm Jewish. Sounds like the set-up for a joke: "An Armenian and a Jew walk into Istanbul ... ."

First, a little history of this ancient city: Istanbul was created as Byzantium in 660 BCE by the Greeks, but the Romans took over the mortgage in 330 CE, made it the center of Christianity and renamed it Constantinople. Jump ahead a mere 1,100 years or so and, on May 29, 1453, the Ottomans needed a place to put their feet up, and the fashion and furniture of the times changed. They put a fresh coat of paint over the Christian mosaics in the Hagia Sophia and Jesus was out and Mohammad was in, and he's been waking up folks here at 3:30 in the morning for prayers ever since.

When I was telling friends about my pending trip there, I received one of two responses:

"You're going to love it!" or "You're going to die!"

The telling difference between the two is that the latter speaker's understanding of this incredible, beautiful and historic 2,700 year-old city was based on Wolf Blitzer and Wikipedia, while those giving me the former response had actually been here.

Coming from a majority Christian nation, you immediately sense a difference in the vibe of this sprawling Muslim city of 18 million people that straddles both Europe and Asia – making it the only city in the world to sit across two continents. Mosques are everywhere, like churches here. Walking the streets are Muslims of all genders, shapes, sizes, colors and dress. Like Christians here. They hail from Albania to Zazas, not like Christians here, who hail from Corpus Christi to Chicago. They have three officially recognized minorities: Armenians, Greeks and Jews. We have quite a few more that you can recognize, and some get pulled over by the police more frequently than others.

Istanbul is a modern city with old-world sensibilities. Like the amazing shave I got. It was the first time I ever had a shave in a barber's chair! I was a little nervous, as it was the first time anyone named Ali had ever had a razor blade resting on my jugular vein. No risk, no reward. Hot towel, that long sharp single razor, alcohol splashed on my face. This guy found hair on me I didn't even know I had. What a shave!

We visited the historic Blue Mosque, which was my first time visiting a mosque. We took off our shoes and walked through an entrance that had something like a vinyl shade lowered to a height of about five feet so we had to duck to go in.

I asked the guy organizing the shoe removal why the entrance was so low. He told me that many members of the mosque wear hats to delineate their position in the mosque leadership, and as they enter they are reminded to remove

their hats and with it any ego that might lead them to feel they are superior to anyone else. All are equal under God. Some of our Judeo-Christian places of worship could use a low hanging doorway.

My short visit to Istanbul opened my eyes and my heart to the generosity, warmth and bargaining power of the Muslim Turks. They love to bargain, and with so few European and American tourists there now, they are working harder than ever to make a sale. One merchant at the Grand Bazaar asked me sarcastically, "Come in, let me sell you something you don't need." This journey helped to dispel stereotypes of Islam for me, firsthand. And Mark had talked, broken bread and laughed with Turks, a people who had caused great pain and suffering to the Armenians. He said to me, "These are my brothers."

As we flew back to America, Mark expressed his desire to work for reconciliation and peace between the two people. "Why can't we all get along? I know firsthand from my grandmother about the genocide, but if we don't get past the past, and overcome our hate in the present, we will never change the future," he said.

After returning home, I was in line at a market in West Cambridge, MA, which is adjacent to the town of Watertown, where Mark grew up. Watertown has the second largest Armenian population in America behind Los Angeles.

As I stood in the "10 items or less" lane I noticed the name on the tag worn by the teenage cashier: V-r-e-j. We shared the following dialogue:

**ME:** How are you today, Vrej? Did I say it right?

**VREJ:** Very close. It's V-r-e-jjjjj.

**ME:** What does "Vrej" mean?

**VREJ:** Revenge.

**ME:** Wow, that's a hard name to live up to. Is it Armenian?

**VREJ:** Yes. My grandfather gave it to me. You know what I'm talking about?

**ME:** Does it have to do with a country that's adjacent to Armenia?

**VREJ:** Yes.

**ME:** I was in Istanbul just last week.

**VREJ:** You mean Constantinople. Maybe one day we have our revenge.

I gave him a nervous "not knowing how to respond" grin, paid and walked off. I called Mark and told him I had just met a high school kid named Vrej at the market. He said it was a popular Armenian name, like John. I asked him if he knew what it meant. He didn't. When I told him, he didn't believe me.



**LARRY JAY TISH**

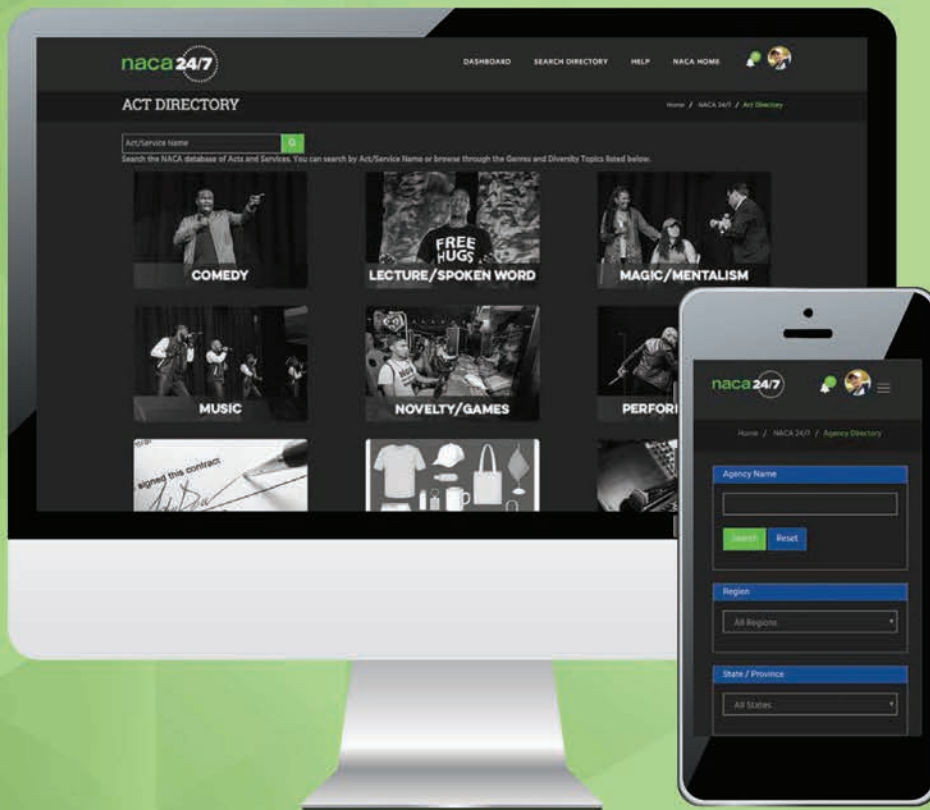
**LARRY J. TISH** is managing director with NACA® associate member Dialogues On Diversity (MA) ([www.dialoguesondiversity.com](http://www.dialoguesondiversity.com)).

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





# THINK OUTSIDE THE



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