CAMPUS ACTIVITIES
Programming®

THE OFFICIAL MAGAZINE OF THE NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

CHANGING TRADITIONS

BECOMING MORE LGBTQ-INCLUSIVE

THE IMPORTANCE OF PERCEPTION IN MANAGING STUDENT LEADERS

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FINANCIAL TIPS FOR FIRST-GENERATION STUDENTS

IMAGINE THE POSSIBILITIES
2016 NACA® NATIONAL CONVENTION | LOUISVILLE, KY

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**2016 NACA® National Convention
Special Preview Begins on Page 59**

The Times, They Are a Changin'

By **Glenn Farr**

@EditorGlennNACA

THE FIRST TIME I HEARD A RECORDING OF "THE TIMES, THEY ARE A CHANGIN'," it wasn't by the song's composer, Bob Dylan; rather, it was an early cover by Cher. Even though I was drawn to the plaintive youthfulness of her '60s singing voice, I was too young myself to really understand the text of Dylan's lyrics. Safe to say, a number of decades later, I get the message: change is inevitable and he who hesitates to move with it will be left behind.

At least, that's my interpretation.

Regardless of the meaning anyone might attribute to Dylan's song, we can all agree change is inevitable. It is often difficult, yet it is equally often very good for us. When I review recent years on both personal and broader social levels, I realize change is undeniable and, whether it should be lauded or lamented, might include everything from developing wisdom and growing confidence with age to larger but disparate issues such as an increasingly outrageous political atmosphere, undeniable shifts in global climate and the achievement of marriage equality in the US, to mention only a few.

Having served as editor of *Campus Activities Programming*® for a quarter century, I've also noted changes in the topics our writers and readers seek to know and better understand. For example, one of this issue's articles focuses on one institution making its homecoming pageant more inclusive so that, ultimately, there was not a king and queen crowned, but a winner and two runners up named – with the gender of the person achieving each of those positions being irrelevant.

Another article focuses on making programming more LGBTQ-inclusive. When this issue reaches you, I'm sure many of you will read the article and take advantage of the guidance it offers. However, I can't help but remember when we first included an article focusing on the LGBTQ population more than 20 years ago, the writer was not allowed by his institution to list his employment affiliation in his byline.

When it comes to the 2016 National Convention, which is also a focus of this issue, it can be argued that there is a familiarity in the Convention's schedule and some of its events for those who are no longer new to the experience. And surely there have always been – and will likely always be – musicians, comedians and lecturers in the showcase lineup. But when it comes to specifics, the music and messages that come from those performers and presenters are likely very different from those of 10, 20 or more years ago.

Yes, the times – and everything else – are a changin', as can be evidenced not only by events in the world at large, but in the content of this magazine.

I say we roll with it.

Imagine the Possibilities in Loo-A-Vul!

By **Brian Gardner** @stl_bg

IT'S TIME FOR THE NATIONAL CONVENTION! Let that sink in … let the excitement take over … IT'S TIME FOR THE NATIONAL CONVENTION! Surely I'm not the only one who is excited to be in Louisville, KY, in a few weeks. If nothing else, I know Michelle Whited and the entire National Convention Program Committee are excited.

The theme of this year's Convention is "Imagine the Possibilities" and I think it's a very fitting theme at this point in NACA's history. I am proud of the good work the NACA® Office Staff and the NACA® Board of Directors continue to do to advance the Association and provide value to its members of all types. And, with the fall conference season under our belts, I am reminded of just how valuable our volunteer leaders are to NACA. As I reflect on all that, I can truly Imagine the Possibilities.

Imagine with me, the National Convention:

- **Imagine the Relationship Building.** I would argue relationship building is the most valuable component of the National Convention. Opportunities abound for advisors to build relationships with their students; for school members to build relationships with associate members; for volunteer leaders to build relationships with NACA® Office staff; for schools to build relationships with schools. These are relationships that impact everything from how we all do our jobs to the activities and programs schools bring to campuses and business associates are able to conduct.

- **Imagine the Educational Sessions.** The National Convention always features the best lineup of educational sessions and professional development opportunities available to students, staff and associates in the entire higher education association world. There will be a plethora of topics explored by some of the most prolific leaders in the field. Our associate members will contribute, our student leaders will contribute and our professional staff will contribute. We'll even see some familiar (and beloved) faces from yesteryear walking the halls and providing education to attendees.

- **Imagine the Showcases.** The lights seem to shine a bit brighter at the National Convention. From Jay Leno to the Zac Brown Band and Daniel Tosh to Jeff Dunham – take a walk down memory lane through the NACA® Hall of Fame and you'll get an idea of the caliber of showcases that are on deck for the National Convention. Who knows, you may be seeing the next Matt Nathanson or Margret Cho in that showcase in Louisville!

- **Imagine the Block Booking.** Our friends in the Central Region coined the phrase "popping collars & saving dollars," and we'll be hearing it a lot throughout Feb. 20-24! Imagine how much money your school might be able to save by participating in Block Booking at the National Convention! But, it's not even about saving money – it's about getting the dates you want for NACA's hottest performers and programs. Come prepared to do business: review the showcase selection results before the Convention so you can get input from your committees and arrive ready to select dates and submit forms.

Regardless of your role, if you're reading this right now, you're busier than you've ever been. The demand on the time of our student leaders seems to be at an all-time high. Our professionals are no longer specialists, but are called to be involved in all aspects of the university while doing more with less and less. Our associate members are managing growing rosters of talent and programs that are matching the ever-changing needs of our campus populations. And, let's not forget, the NACA® Office Staff are consistently meeting demands from a Board of Directors that wants big things for the Association and its members.

This is exactly why you need to be in Louisville in February. Consider the National Convention as an investment in time management. Where else will you be able to spend five days dedicated to doing your job and doing it effectively? Don't save the calendaring for later when you'll have more and more on your to-do list; participate in Block Booking and leave with at least a start to your calendar. Don't save your professional development for a webinar that's going to be interrupted by emails, phone calls, and walk-ins; attend educational sessions. Don't just leave your important professional relationships for Facebook and SnapChat; bring your business cards and stay up too late with the friends you see only once a year.

Most importantly, start practicing now: it's pronounced LOO-A-VUL. See you there!

CHANGING
TRADITIONS

How Bridgewater State University Made Its Homecoming Pageant More Inclusive

By
MATT MILLER, CASEY MULCARE, Bridgewater State University (MA);
and **RILEY FICKETT,** Mount Holyoke College (MA)

> Changing a cherished campus tradition can be risky, but with forethought and consideration for all stakeholders, it can be accomplished.

CAMPUS TRADITIONS ARE A GREAT WAY TO ENGAGE STUDENTS, help connect them to institutional history, showcase community culture and provide an opportunity for everyone to enjoy shared experiences. For many colleges and universities, Homecoming, or a similar event, is often one of the largest of the year. Homecoming-type events offer the opportunity to really share our school spirit, reconnect with alumni and sometimes bring our extended families to campus.

At Bridgewater State University (MA), our Homecoming included several events that would often be considered "typical" for a such a tradition, one of which was a Homecoming Pageant. This annual tradition brought together 10 members of the senior class, five women and five men, who competed for the titles of King and Queen. Although we don't have exact records, we know this event has occurred for several decades.

Changes to this event were minimal during the past 10 years. Before our 2014 Pageant, the biggest change related to how the winners were crowned with a panel of judges being utilized in coordination with a popular vote to make the selections. This event had become ingrained in university tradition, though, so we knew any substantive changes might be difficult.

Initiating Change

During the past decade, conversations on our campus were becoming more focused on social justice and inclusion. Many students seemed to like the idea of being more inclusive in how they conducted club business and events, but were not always sure where to start. Program Council, our programming board, wondered what impact it could make in this area. The "easy" answer was to plan events that showcased different perspectives and initiated conversation by adding new ideas to their typical portfolio. These included collaborations with our International Student Services and Scholars office, planning roundtable events on immigration, homelessness and cultural fashion. These types of events were making an impact, but few changes were made to events that had been regular offerings for the organization.

As the group started to get comfortable with the changes it was making, conversation began to move toward, "What else?" The campus community was also beginning to have more conversations around inclusion, starting to allow students to add a preferred name to their campus records, looking for ways to have gender neutral restrooms available, and rethinking housing policies around gender identity. With all of this change happening, there was an opportunity to initiate change around one of our long-standing traditions, the Homecoming Pageant.

As the main sponsor of the event, Program Council began to have conversations internally to determine if it should pursue making the Homecoming Pageant more inclusive. Members of the organization began to do research through outreach to other institutions and conversations at our NACA® Regional Conference to see if other schools were making changes to similar events, or if they even still offered them. The students began talking to other students on campus to get their perspectives, as well.

One of the main driving forces of this change was the organization's own mission: "To provide non-exclusive events and activities in an exciting environment, while promoting campus pride and diversity within the BSU community." In many ways, this event was the epitome of their mission, but did not live up to being non-exclusive. These conversations took several months, but in the end, the students were ready to pursue change, even if they knew it would likely include some challenges.

Building Support

The Homecoming Pageant is a beloved Bridgewater State University tradition, so to make a change, the input of students outside of the programming board was crucial to the process. We recruited students from organizations such as the Student Government Association, students who worked closely with the GLBTA Pride Center, and even graduate students to serve as consultants who would discuss the pros and cons of the impact of change, how to best approach change, and ideas of what to specifically change about the pageant in order to make it more inclusive.

This group met several times before the Fall 2013 Homecoming Pageant to discuss how the event had been perceived in the past, how it could be improved, and to discuss what the group could examine about the event while in attendance. The consultants looked at everything from the application to the main event and the crowning of the winners. Everything was on the table for review, but the consultants knew it wasn't guaranteed that every recommendation would be implemented.

Making a Plan

From these discussions, a survey was created for the consultant group to fill out while watching the pageant. They reviewed topics such as inclusivity in each of the event categories, which included costume, formal wear, interview, and talent, as well as other features of the event like the opening dance routine. Things the group identified as areas of concern included the pairing of the male contestants with the female contestants two-by-two during the opening number. A few of the focus group members noted that this could promote heteronormativity. Our contestant pool (known as the Homecoming Court) had also typically called for five males and five females, but holding to this practice could be considered exclusive to students who identify as male or female.

Bridgewater's 2014 Homecoming Pageant Opening featured an appearance by school mascot Bristaco the Bear.

Homecoming Pageant contestants perform an opening dance routine.

The 2014 Bridgewater State University Homecoming Court members wave to paradegoers.

These observations inspired us to explore an option where the Homecoming Court included 10 contestants of any gender.

Another observation made by the focus group concerned the "King," "Queen," "Prince" and "Princess." They were all thought to be very aligned with the male and female genders and did not leave much room for students who might not identify as male or female, or students who choose not to identify as any gender. To address this issue, we thought to allow our contestants to choose their titles when they became part of the Homecoming Court, so that when they are announced as the winner, they will be addressed as the title that makes them feel the most comfortable and with which they most identify. A list of titles was developed that offered a range of options from King or Queen to Champion, Royal or even Winner. Students are also given an option of submitting their own title, which must be approved in advance.

Another observation was that the winners of the pageant historically included one female and one male, as well as one female and one male runner-up. Because the winners were paired in such a way, the focus group members noted that this could also promote heteronormativity. To address this, we thought to name three overall winners in first, second, and third places, and the winners could be of any gender. Hopefully, with these changes, we could promote a more inclusive event and create a welcoming environment for all students.

Conversations were also held with student leaders on campus to get their thoughts on the potential changes. These tended to be more casual in nature, but provided an opportunity to share the reasons for the changes, while gaining insight into where we might receive pushback or challenges.

Implementation

While it all sounded great on paper, we weren't sure how the changes were really going to be accepted until applications began coming in for the Homecoming Court. Program Council opened applications to the campus and, in the end, 12 applications were received for 10 spots on the Court. We made sure to promote the change right in the application, letting applicants know we were looking for 10 participants who best exuded campus pride and who would put on an entertaining show, regardless of gender expression or sexual orientation. While the planning committee received a question or two about why the change was made, most applicants were genuinely excited about the new format.

Ultimately, we selected 10 students, seven of whom identified as female and three as male, for the Pageant. We were intentional in selecting applicants with various campus affiliations to showcase the diversity of our campus community. We again explained the format to the newly selected Homecoming Court at its first rehearsal meeting, and the members again seemed to enjoy the challenge of competing to be the event's sole winner.

The night of the event, we had to sell the changes to yet another group of students – this time, the audience. The student planners incorporated a great strategy to highlight the individuality of the Court by theming the event around the popular HBO series *Game of Thrones*. Our Pageant hosts

told the story of how the Court members would be competing to be the sole champion, and would have to "battle with the other contestants to be the one true champion." We even had our mascot, Bristaco the Bear, enter the Ballroom with a regal crown and cape, to tie the entire theme together.

MANY STUDENTS SEEMED TO LIKE THE IDEA OF BEING MORE INCLUSIVE IN HOW THEY CONDUCTED CLUB BUSINESS AND EVENTS, BUT WERE NOT ALWAYS SURE WHERE TO START.

Contestants made their way into the Ballroom with the *Game of Thrones* theme playing, and introductions were made as they walked among the crowd. The theme and the way the introductions were handled (along with a hilarious opening dance routine) kicked off the Pageant in a way that was perfect for implementing the new format. The Court competed in the Pageant's various stages, from the Costume portion to the always-entertaining Talent portion, and on to Formal Wear portion, and nowhere along the way did the format change affect the quality of the show or the enthusiasm with which the Court participated in it. In fact, there was even more drama to the competition, as the crowd knew only one person would win in the end. A panel of judges voted for the winner and runners-up, and a crowd favorite was also chosen, but the winner was not announced until halftime at the Saturday Homecoming football game.

In the end, we crowned our Homecoming King (his chosen title), who only barely beat out First and Second Runners-Up, amid much fanfare and applause from the crowd at the game.

Challenges

Initially, the group faced some challenges in early conversations as to why the format should be changed, as some students or staff enjoyed the tradition afforded by the Pageant's existing format and did not see the need to change it. It took a few conversations with students to help them understand how the format change could benefit not only the event going forward, but also how all students would view the group, Homecoming, and the university. Most students, in the end, wanted the event to be one all students felt comfortable attending and participating in.

Once Program Council tackled that hurdle, it was simply a matter of changing small parts of the program (like the introductions) to include the changes students wanted to see. It is always tough to change a "traditional" event, from both an outsider's view of it and what they expect out of it, to the planners and areas on campus that help produce the event on the back end. It was crucial to have the conversations with as many stakeholders as possible to build a groundswell of support and understanding. Doing this eases the transition and makes change a smoother process.

The Conversation Continues

While campus traditions can be difficult to change, we must be open to the possibilities while considering the impact the change may have on the event and on the campus community. For our campus, this process truly started in casual conversation about three years before the change was implemented. Although we don't always have the luxury of time when making changes, we need to constantly be looking at the changes that are happening and how we may need to adjust, accordingly. In many ways, making a change too fast may be just as detrimental to a tradition as being resistant to making any change at all.

For us, the conversation is not over. One of the observations our consultant group made was that our Formal Wear competition within the Pageant could be a barrier to many of our students who face financial challenges. We have heard of other schools finding sponsorships with local department stores or formal wear outlets to make sure this isn't a problem. Although that is not a change we have been able to make, it is one we will be working to pursue. Campus traditions are meant to celebrate all students and all members of our community, so we will continue to make sure they are as inclusive as they possibly can be.

About the Authors

Matt Miller is Associate Director of Student Involvement and Leadership at **Bridgewater State University (MA)**. Active in NACA, he served as the 2013 NACA® Northeast Regional Conference Program Chair and currently serves as the National Volunteer Development Coordinator. He was a 2011 recipient of the Association's Legacy Award. He was also honored with the 2005 NACA® Northeast's David A. Ross New Professional Award. He holds a bachelor's degree in economics from Drew University (NJ) and a master's degree in applied educational psychology from Northeastern University (MA).

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QUEERING CAMPUS PROGRAMMING
Making Campus Events More LGBTQ-Inclusive

By
STEPH LANZA
University of South Carolina

Campus programmers have a unique opportunity to make college environments more welcoming and inclusive for people of all sexual orientations and gender identities.

WITH INCREASED EXPOSURE TO LESBIAN, GAY, BISEXUAL, TRANS-GENDER AND QUEER (LGBTQ) ISSUES in politics and the media, awareness of the LGBTQ community on college campuses is high. To understand the diverse LGBTQ community, it is important to clarify the distinction between sexual orientation and gender identity. Sexual orientation refers to an individual's degree of attraction to another person, while gender identity refers to the gender with which a person identifies. Both sexual orientation and gender identity can be uniquely expressed from person to person, but together, both are important elements of each person's identity.

According to Rankin, Weber, Blumenfeld & Frazer (2010), "only about 46 percent of LGBT high school seniors have come out to their families" (p. 9). Recent studies have found that mid-adolescence is when many youth "come out" or start to express their LGBTQ identity openly within their communities (Ryan, 2009). Approximately 30 percent of lesbian, gay and bisexual students consider their sexual orientation as a factor in deciding their choice of college (Einhaus, Viento, & Croteau, 2004). Once on campus, many LGBTQ college students experience some form of harassment, mistreatment, or bullying because of their gender identity and/or sexual orientation (Campus Pride, 2010). Transgender college students are especially likely to report abuse by students, teachers and staff, including "harassment and bullying (35 percent), as well as physical (5 percent) and sexual assault (3 percent)" (Grant et al., 2011, p. 39). As these sources show, LGBTQ students face a variety of challenges and obstacles on college campuses.

Campus programmers have the opportunity to make all student organizations and campus events more LGBTQ-inclusive and the power to create positive change and educate the overall student population about the LGBTQ community. I would like to discuss the importance of making college campuses more inclusive for LGBTQ students in the planning and execution of campus events and programming and offer tips on how to make that happen.

The Importance of an Inclusive Campus

After LGBTQ students arrive on campus, some have the option of visiting their school's LGBTQ resource center. However, only about 7 percent of four-year institutions have an LGBTQ office operated by at least one paid professional or graduate assistant (Consortium, 2015). Given this small percentage of college campuses with a dedicated LGBTQ office, LGBTQ students may feel isolated or invisible due to the lack of support and campus programming.

The isolation of LGBTQ students can have serious implications. For example, Kulkin, Chauvin, & Percle (2000) found that most suicide attempts among lesbian, gay and bisexual people occur during adolescence and young adulthood. Similarly, the Suicide Prevention Resource Center (2008) completed a study of transgender people over the age of 18 and found that 32 percent had attempted suicide. These students obviously need support and programmers have the potential to play a key role in creating a safer, more educational environment where all students can feel valued as important members of the campus community.

Tips for Being More Inclusive

All campus organizations can benefit from being more inclusive in their programming. People who are LGBTQ encompass many different identities, and because of this, it is important to recognize that each group has unique needs, and that LGBTQ identity is just as much about being inclusive of gender identity as it is sexual orientation. Here are some specific tips for providing more inclusive programming.

Avoid Gendered Programming

Marketing events toward specific genders, unless they involve talking about gender, can make people feel isolated and excluded. For example, having a Super Bowl or other sports event that specifically targets men on promotional materials sends a message that only men, and all men, enjoy these types of events. Likewise, only targeting events related to beauty and fashion to women can be problematic because of the assumptions that underlie these decisions. It is best to advertise in a gender-neutral tone unless the event specifically discusses gender and gender differences or is catered toward an event for gender-exclusive Greek life organizations.

Monitor the Language of the Event

Many programming events involve applications, registration forms, and/or evaluation surveys that include questions about gender. For transgender, gender nonconforming (people who do not follow gender roles or stereotypes for how they should look or act based on the sex they were assigned at birth) and genderqueer/non-binary (people who identify outside of the two distinct classifications of man and woman) individuals, it can be difficult and frustrating to fill out forms that list gender only as "male" or "female," "man" or "woman," or even forms that give an "other" section.

A better option is to provide a blank space for students to fill in their own gender identity. This technique can also be used to inquire about participants' race, ethnicity, and sexual orientation. The advantage of this approach is it allows students to freely express themselves. Ask members of the organization if they would prefer to be assigned by gender, and importantly, how they identify their gender from the beginning. Additionally, the language of program advertisements can reinforce gender and sexual orientation norms during events that ask guests to bring their "girlfriend" or "boyfriend." Utilizing gender-neutral language such as "partner" or "friend," or simply saying that bringing someone to an event is optional can put less unintentional pressure on event attendees.

Provide Intentional Staff Training

Many campuses offer Safe Space or Safe Zone diversity education training sessions to students, faculty and staff. Having your programming board participate in such training is beneficial because board members can learn more about topics and identities within the LGBTQ community, especially sexual orientations and gender identities. Raising awareness is essential and can help your board create more inclusive programming.

Collaborate and Co-Sponsor Events

Partnering with LGBTQ or other multicultural organizations and offices on campus to plan events is a great way to cater to multiple audiences and provide a platform for diverse programs. Academic departments provide another option for collaboration, as they often have the ability to procure funding for events that enrich academic communities on campus. One of the best ways to encourage LGBTQ students to attend events is to bring people who look like them or have life experiences similar to their own. Hosting events that welcome public figures, speakers and performers of different races, cultures, gender identities, and sexualities will make campus events more welcome for all students.

Research Best Practices

Researching what other schools are doing in terms of LGBTQ programming, collaboration, and general initiatives can be a place to look for innovative programming ideas. A helpful starting place is Campus Pride, an organization devoted to serving and supporting LGBTQ college student organizations. Campus Pride (2014) releases an annual list of the top 50 most LGBTQ-friendly colleges and universities in the United States. This list can serve to inform programming board members about innovative programming ideas across the country.

Regularly Assess Programming

Cutting-edge programming boards are committed to continuously assessing and improving their offerings. It is crucial to engage LGBTQ-identified members of programming boards in the planning and execution of events to ensure that they are LGBTQ friendly and appropriate. In addition, programming boards need to find ways to assess and evaluate regular programming and events and then make improvements based on the data collected.

A More Inclusive Environment for All

LGBTQ students are on every college campus and they are rightfully becoming more vocal about articulating their programming needs. All students need to have space on their campuses to learn, grow and enact change. The more students, faculty and staff who are exposed to the stories and experiences of those who identify as LGBTQ through campus events and initiatives, the more inclusive the institution as a whole becomes. Campus programmers have the opportunity to make a huge impact on their campus environment by following the steps outlined here to create more inclusive programming for LGBTQ students, as well as on LGBTQ-related topics for all members of the campus community.

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IMAGINE THE POSSIBILITIES

2016 NACA® NATIONAL CONVENTION | LOUISVILLE, KY

imagine the possibilities...

where you don't have to spend the entire programming budget
to book diverse talent on your campus

where an educational session sparks an idea you can use to
create a successful program

where you and your peers come together for a week of sharing ideas,
making connections and doing business

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Cooking is an essential skill that many students might not have the opportunity to learn while in college.

LIFE SKILLS
Teaching Students the Everyday Basics

By
KATHARINE CURLES
Whitman College (WA)

"When I graduated, I could write a paper but had no idea how to cook."

"So there I was, 20 and with a diploma showing I could do school, but not really sure about life outside the classroom. How do you knit? Or change a tire? Don't even get me started on plumbing."

TIME AND TIME AGAIN, we heard students and alumni at our small liberal arts college say these things and more. Although we were preparing them academically and providing leadership opportunities through various campus activities, we found our students and alumni often lacked everyday life skills.

Our solution: to begin life skills instruction at our college. Our Life Skills Series aims to partner students with Whitman staff or our greater Walla Walla community members who can share their passion and/or expertise in a field or task that is not necessarily taught within the classroom. These classes

range from how to fix a car, taught through a regional tire center franchise, to how to make sushi, taught in a professor's kitchen. Our series has been under way for four years, we are offering six to 10 classes every other week, and almost all of them fill up within two or three days of being posted.

Here's how we do it.

Step 1 – Recruit teachers.

At the beginning of each semester, we send an email to our staff and faculty Listservs recruiting teachers. These emails usually include a brief description of the program, a list of ideas for classes students have requested, and a request for them to contact us if they would like to teach one of the proposed classes or have ideas of their own.

We have also established intentional partnerships with community members and businesses. For example, every semester, Les Schwab Tire Centers hosts a group of 10-15 students to work on a car to learn common automotive challenges and respective solutions. A local bike shop brings in a mechanic to teach how to change a tire and perform regular bike maintenance. Kind alumni and friends of the college offer their time to teach everything from fly-fishing to etiquette. We have even partnered with an alumnus, who is now a farmer, who takes students out to the fields to learn the mechanics of wheat farming and lets them explore his equipment.

All these groups and individuals offer their time while we pay for the supplies they need to make their courses successful. We also try to budget for a "take-home" item for participants, such as bike tools, knitting needles, or free pizza during courses that take place during mealtimes.

Step 2 – Make reservations and market the courses.

We offer courses bi-weekly and we work to line up teachers for each course. Once we confirm teachers, we finalize space reservations and times based on teacher availability. Because the majority of our courses are designed to accommodate from six to 15 students, we have much flexibility in scheduling them and accommodating our volunteer instructors.

Once we have finalized the schedules, we put them on a half-ledger flyer *(right)*, highlighting the courses available for that given week. That flyer goes up all around campus and includes a QR code and website address for registration.

Step 3 – Register students.

Once our flyer is up, we send an email to students who are on our Life Skills electronic mailing list and then to the general student body. Registration takes place via a Google Doc indicating class size and offering applicants the ability to sign up for a class, or to be put on a waiting list if a class has filled up quickly.

Top right: A course on wheat farming offered through Whitman's Life Skills Series allows students to learn about farming techniques and equipment.

Center right: Whitman students show the beginnings of an exotic dessert they are learning to make.

As far as we know, we haven't had any problems with students abusing our first-come, first-served honor system for registration. They have been very good about signing themselves up for the next available spot.

During the registration period, it's also helpful to check in with teachers to ensure they have the supplies they need for their courses.

Step 4 – Execute the program.

During Life Skills week, we send reminder emails the day before and the day of classes to remind students about the opportunity to which they have committed themselves. We also order a great deal of pizza for mealtime classes.

Step 5 – Reflect.

At the end of the courses, we send thank-you postcards to the teachers, as well as an email asking how their courses went.

When the semester closes, we email all the students who participated in the courses, sending them a link to our survey. The survey asks what classes they were involved in, what went well, what they would change, and what courses they would like to see offered in the upcoming semester. The feedback is vetted and sent to teachers, and students' course ideas are used in our next recruiting effort.

Students have given great feedback on our classes:

"It provided an hour of peace in an otherwise crazy day! (The teacher) was very knowledgeable and provided great resources for further education."

"I enjoyed the fact that these were classes teaching things that are pretty basic skills, and yet I had never had anyone sit down and teach me before."

"I learned about important life skills that are often overlooked."

This program has been a wonderful and engaging addition to our campus student activities office offerings. Our students have loved having these resources available and have immediately utilized the new skills they have learned. The ability of the program to enhance all-around student learning through preparing them for the real world and easing their anxiety about life's next steps has been extremely validating for all concerned.

About the Author

Katharine Curles is Assistant Director of Student Activities at **Whitman College (WA)**, where she has served in that capacity for five years and where she earned a bachelor's degree in psychology. She later earned a master's degree in transformational Leadership from Bethel University (MN). In NACA, she most recently served as the 2015 NACA® West CAMP Coordinator, after having served as the region's Assistant Block Booker in 2014.

Whitman students display garments they made in a Life Skills course in sewing.

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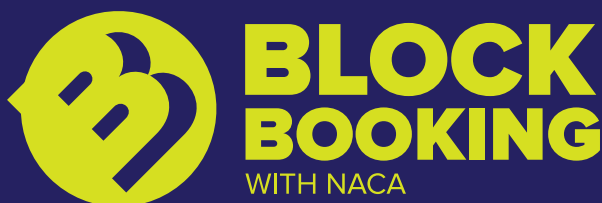
CO-PROGRAMMING
ON A SMALL COLLEGE CAMPUS
Five Lessons Learned

Co-programming with other student groups on any campus comes with its own challenges, but there are a few things you can do to make the process a smooth and successful one.

By
MIC BRUNNER
Newman University (KS)

*Participants of an Intramural
Student vs. Staff Kickball Game*

ASK ALMOST ANY STUDENT on the campus of Newman University in Wichita, KS, what they believe is the best part of being at Newman, and they will tell you all about our small campus, intimate class sizes, and the personalized experience they enjoy. This is a common theme and selling point of small colleges and universities throughout the country, but with the small school setting also comes some not-so-small challenges.

The Campus Activities Board (CAB) here at Newman is comprised of 10 undergraduate students. There are four programming committees – Arts and Entertainment, Community Service, Health and Fitness, and Jet Pride – along with a Chair and Public Relations Coordinator. While our programming board is small, it is very strong.

At a two-day training at the beginning of the year for the Campus Activities Board members, my CAB co-advisor and I gave our students an open-ended challenge: to partner with as many organizations as possible on campus to co-program events. We wanted to see what the students would do with such an ambitious and ambiguous challenge, even though it was nearly impossible to complete. Nevertheless, they were receptive to the challenge and exhibited an eager spirit about co-programming, and from this challenge, we learned five important lessons.

1. Communicate

Fast forward to the middle of that first semester, and we come to our first lesson. One committee wanted to work with a multicultural club on campus to host an event that included authentic cuisine. But the students on CAB had one vision for the event, and the leaders of the other club had another. In time, we learned that those two visions were quite different in many respects. When the event took place, the final product much more resembled the initial vision of the multicultural club than that of the CAB.

While this event turned out to be quite successful, attracting larger than average attendance and gaining mostly positive feedback from participants, it also included its fair share of frustrations. As a programming board, we learned quite a bit about working with other organizations. Both the partner club and our Campus Activities Board could have benefitted from having more specific and intentional dialogues.

One of the primary things we learned from this experience was the need for complete communication between CAB and the other club so we could develop a unified vision of the final program. With strong communication comes the ability and willingness of each organization to trust the other, ensuring the partnership will be beneficial and provide a program greater than either group could do on its own.

2. Write It Down

In another co-programming learning experience, the Campus Activities Board was approached by a department-sponsored club about offering a program that would attract good participation from students, allow for the CAB and the club to work together, and give students something to take with them after the event's conclusion. Our committee members were excited about the program, but a little nervous about working with this club; our members did not want to be dominated by the other group and were, instead, seeking an equal programming partnership, which is what we advisors always want for our students. During the planning process, it became clear the other club was not very interested in working closely on planning, seeming instead to be more interested in sharing our financial resources to cover the cost of the event.

From this experience, our students learned the importance of written documentation. For this event, there were just a few vague emails between the two organizations, and this led to several instances of miscommunication. This event became the impetus for our new Event Collaboration Contract, which we now use with any group that expresses the desire to co-program with the CAB. The contract provides a means for all interested parties to discuss an event in great detail weeks before its proposed date and encourages the partners to continue the conversation throughout the planning process.

Our Event Collaboration Contract (see Page 19) includes five sections:

- A general information section requesting the name of and contact information for the primary contacts for both organizations, the names of both groups' advisors, and the title and date of the event.
- A section detailing the program's budget. I tell my students this section does not have to be exact, but each group should have an idea of how much they are able to spend, as well as the overall percentage each group contributes to the final budget. This section may also be adjusted later if both groups agree to the proposed changes.
- A planning section specifying the number of meetings the groups will share, as well as event details that must be discussed.
- A section covering specific responsibilities for each organization on the day of the event.
- A section specifying an after-event evaluation session shared by the organizations to review the planning, implementation and assessment outcomes of the event.

3. Don't Be Afraid to Ask

As Student Life Coordinator, I also advise several clubs on campus, and I serve in that capacity for the Board Games Club. This organization likes to host tournaments throughout each academic year featuring various card and board games. When the president of the club approached me about having a *Catan* tournament on campus, we began to brainstorm about how to make this an incredible event. I had previously played in various *Catan* tournaments, so I reached out to Mayfair Games, the producers of *Catan,* about co-sponsoring a tournament. Much to everyone's surprise, Mayfair was excited about the idea and was willing to work with us in any way possible, including loaning us copies of the game and offering to make our tournament a qualifier to the National *Catan* Tournament in Indianapolis, IN. Mayfair also agreed to pay for the hotel room and entry fee the national tournament for the winner if we paid for travel and ran the tournament.

From this experience, we learned that you should not

be afraid to ask for what you really want. You never know how someone will respond to your request, and the worst that could happen is that they might say no. I've found that people are generally willing to work with organizations to the degree they are able, and this has helped us turn many good programs into superb ones!

4. Understand that Bigger Can Be Better

There's an old adage that says, "Two is greater than one." Mathematically speaking, that is true, which also means that three is greater than two and four is greater than three. When talking about programming, this is mostly true, as well. Each October, the Campus Activities Board produces a Boo Bash event, which provides an opportunity for students to get into the Halloween spirit. For this event, we strive to involve numerous organizations in a variety of ways.

In 2014, four groups sponsored events at Boo Bash: the Board Games Club hosted a game show event; the Department of Residence Life sponsored various pumpkin-related events, including carving and smashing; the Theatre Club provided actors for a haunted hallway; and the Psychology Club gave free phrenology readings. The Campus Activities Board hosted this event, but with all of these great organizations assisting, our team created an event for students that was engaging and offered variety without experiencing the stress of offering such a program alone. As this example shows, when it comes to co-programming, bigger can be better.

5. Be Flexible

I also oversee a brand new intramurals program on campus. This was something the university offered many years ago, but over time, interest dwindled and it was allowed to lapse. When creating the new program from scratch, I reached out to a number of different organizations, including the athletic department. Its administrators were in favor of the program and supported intramurals however they could, including offering us facility use.

Unfortunately, the majority of our campus athletes were prohibited by their coaches from participating, which is completely understandable due to the risk of injuries. Newman is a small campus, and student athletes comprise anywhere from one-third to one-half of all students. Therefore, to attract participation in the Intramurals program, we discovered the importance of flexibility.

Instead of giving up on having athletes participate in intramurals, we found an opportunity to work with athletics and our various sports teams. For our tournaments and leagues, athletes have the option of serving as game managers. A game manager must have knowledge about the sport being played and be able to control game flow, which is similar to the function of a referee. Consequently, our student athletes could still be involved with our intramurals program without risking any injuries that might take them out of play in their official sport. Arriving at this solution allowed me to create a program that was greater than what it would have been without support from our athletics department and its athletes.

Collaborative programming at Newman University (KS) has resulted in many different kinds of programs and activities, including this Painting and Mocktail event co-sponsored by the CAB and the Art Club.

For a copy of the Collaboration Contract, email the author at brunnerm@newmanu.edu.

One of the best ways to increase student engagement and produce more successful programs is to learn how to work well with other organizations in creating and implementing programs. When it comes to your own co-programming efforts, remember our five lessons learned:

1. **Communicate.** Make sure everyone involved has a clear understanding of what the end goal is for the event, and be sure to articulate your own ideas as well as listen to other ideas that are brought to the table.

2. **Write it down.** Or, as my students like to say, "Scribe it!" Once everyone has a clear idea of how the event will look, put pen to paper. This will ensure that everyone is held accountable for their responsibilities. Feel free to use our Event Collaboration Contract, or come up with your own, as long as you have a written agreement of some kind.

3. **Don't be afraid to ask.** The worst that could happen is that you are told no, but many times people may surprise you with what they are willing to do. You will never know if you don't ask.

4. **Understand that bigger can be better.** This is definitely one way of taking an idea for a large program and making it a reality. The more, the merrier!

5. **Be flexible.** This is as true for campus programming as it is for so many other aspects of working at a university. Embrace the fact that co-programming is no longer any one person's idea, but a compilation of ideas to create an enhanced program.

About the Author

Mic Brunner is Student Life Coordinator at **Newman University (KS)**, where he advises the Campus Activities Board, the Newman Board Games Club and the Newman Ultimate Frisbee Club. He also coordinates Newman Intramurals. He holds bachelor's degrees in educational studies, mathematics and music from Concordia University-Chicago (IL) and is pursuing a master's degree in organizational leadership from Newman University.

CAB members Delaney Hiegert and Max Werner at Welcome Back Bash 2015.

BUILDING EFFECTIVE CAMPUS COLLABORATIONS

By
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WITH HUNDREDS OF STUDENT ORGANIZATIONS and departments at any given institution, college life is booming with activities and campus-wide events. Have you ever spent a significant amount of time creating an amazing program or event, only to learn that another organization or department is planning the exact same thing? On every campus, there are many organizations and departments that, although different, share similar goals and student populations, but fail to work together.

For example, at Eastern Illinois University, National Hunger and Homelessness Awareness week is in November. A social justice and diversity housing committee was planning to host a canned food drive, as well as some educational events during the week. Simultaneously, on the other side of campus, a programming board's cultural awareness committee was planning a food drive and educational events for the same cause.

These two groups had the same objectives and ideas. It wasn't until a student who was both a Resident Assistant and a member of the Campus Activity Board suggested they communicate and collaborate that they actually met and realized they were planning duplicative events. After opening lines of communication, the organizations were able to pool their resources to create a larger, more impactful program.

Students pose on the Salve Regina Campus during Fall Festival Weekend.

As a result, not only did they have more financial resources to draw upon, but also additional staffing and ideas. The week of events included bagged lunch speakers, collaboration with the community service center, and registered student organizations participating in philanthropy competitions. There was also a successful "stuff the bus campaign," through which students filled a school bus with canned goods and clothing donations throughout the week. The entire campus was involved and the two groups were responsible for the participation of thousands of students in Hunger and Homelessness Awareness week.

Following this collaboration, the two groups cemented their relationship and continued to program together. Although forming the relationship may have taken some time and effort, it produced successful events and it significantly increased student engagement.

Take a moment to brainstorm here. What does collaboration mean to you? How do you see effective collaboration occurring on your campus? According to Merriam-Webster, in order to collaborate, one must "work jointly with others or together especially in an intellectual endeavor," or "cooperate with an agency or instrumentality with which one is not immediately connected" (Merriam-Webster).

Benefits of Collaboration

To collaborate or not to collaborate? That is the question. The answer is YES! Here's why: working jointly with others can have many benefits, including building stronger relationships, diversifying your audience, increasing attendance, recruiting new members, and being more cost effective. Let's take a look at each of these benefits in more depth.

Relationship Building

As a leader, you should understand the value of networking; relationship building is an extension of that concept. Once you decide to collaborate, you become a relationship builder, and in doing so, you are opening the door for possibility, creativity and financial flexibility. The objective is to foster and nurture these relationships. In fact, you're working with them to bring both of your assets to the forefront to be applied for the greater good.

Diversifying Audience and Increasing Attendance

When you collaborate with another person or group, you have a greater chance of reaching multiple audiences with varied and similar interests. Additionally, a greater number of students are reached through promotion and marketing on behalf of both parties. Therefore, attendance is likely to increase. For example, a concert with different genres of music will invite all the students who like the various genres and provide them the opportunity to hear something to which they aren't normally exposed. After that experience, they may be more likely to attend other events that cater to their newfound interests.

Recruitment

If you are in an organization that is struggling to reach membership goals, collaboration can have a positive influence on your recruitment efforts. Your scope is broadened and more students become aware of what your organization is and what it has to offer. You can also encourage officers to "work the room" and invite students to your next general body meeting or event. This gives them a personal connection, as well as an appeal to come back.

Cost Effectiveness

Last, but certainly not least, we all have budget concerns! Everyone wants to get the most bang for their buck and,

depending on your funding structure, collaboration could really benefit your student organization. Some vendors can be expensive, but you know the students really want that cool oxygen bar you saw at CAMP during your NACA® regional conference, so reaching out to collaborators can help fund its cost. Or, if you reach out to a cultural organization to provide entertainment at your art showcase, some of their budget could also go towards marketing materials. Can't beat that – you save money and you've collaborated on an event you really want to see succeed.

Things to Consider when Pursuing Collaboration

Collaboration has many benefits, but the reality is that working with another organization on a common goal can sometimes cause more stress than working alone, if not handled appropriately. It is important to work with others who share a common mission, and you should always remember that your program is for the enjoyment of the entire campus community, not any individual person. Here a few things to consider when initiating a collaborative project.

Identify the Partner:

There are various collaborative opportunities possible on a college campus. If there is an interest in partnering with another organization or department, it is important to understand its mission and goals. If those are in alignment with your program, then approach the organization for a partnership. The program should be one that would benefit

A student shows her parents the Salve Regina Campus.

each entity involved.
Here are a few questions to answer:
- Who could you collaborate with? And why?
- How does this collaboration benefit both parties?
- What vendors could we contact?
- What is our budget?

Have a Partnership Meeting:

Once you have identified the organization or department with which you would like to partner, it is a good idea to have a meeting with representatives from each group. Before attending the meeting, you should know what your needs are and what your group is able to contribute to the partnership. You should also be organized and open to hearing other ideas.

During this meeting, you and your partner organization should outline event details and discuss and delegate specific responsibilities and set realistic deadlines. Don't be afraid to say "no" to things you are not able to provide.

Here are a few details it's important to take care of in the partnership meeting:
- Who will be financially responsible for the program? Will the costs be split or will each group pay for a specific element (artist/food/marketing, etc.)?
- Who will reserve the space (venue)?
- Who will secure food/catering?
- Who will request the A/V and setup needs?
- Who will contract the act?
- Who will be responsible for marketing?

Fall Festival Weekend at Salve Regina University provides activities for students' parents and family members.

• If raising funds, how will the proceeds be divided? Will a donation be made to a cause or non-profit organization? If so, which one and what will the donation be?

Compose a Partnership Agreement:

After the partnership meeting, incorporate the details that were discussed into a partnership agreement and be sure it is signed by a representative (preferably the president or event chair) from each group.

Execute the Program:

Once the partnership agreement is complete, it's time to actually do the work of planning the program. Most likely, each group has a list of responsibilities to execute, and each group representative can delegate them among fellow group members. Since there are many moving pieces to planning a program, we recommend using a file-sharing platform to keep everyone on the same page. This also ensures accountability for each group. Among the more popular sharing platforms are:

• Google Drive (Google.com/Drive) – Google Drive is a file storage and synchronization service that allows users to store, share and edit documents.
• Dropbox (Dropbox.com) – Similar to Google Drive, Dropbox is an app that allows you to upload documents and share them with other users. The app can be

downloaded to your computer or mobile device.
• MediaFire, 4Shared, SkyDrive, and iCloud are other applications and websites you can use. Find the one that works best for everyone and use it to give real-time status updates.

An Example of Effective Collaboration

Fall Festival Weekend is Salve Regina University's (RI) rendition of Parent/Family and Alumni Homecoming Weekends combined into one event. Featuring a full weekend of performances, activities, social gatherings, athletic competitions and award ceremonies, is a strong and successful example of a collaborative effort. As is common with an event that reaches many different constituencies and provides a broad range of activities, planning begins far in advance and follows a collaborative leadership structure with one office serving in the lead coordinator role working with a committee of staff members from several different functional areas, each of whom is critical to the success of a segment of the weekend.

In identifying the partners for Fall Festival Weekend, planners began with the basic large-scale event team that included Facilities, Security, and Conference & Events representatives. The particular scope of this event warranted the participation of many others on campus, including representatives from Dining Services, the web team, Athletics, Student Activities, Academic Affairs, the Dean of Students Office,

Fall Festival Weekend participants enjoy a musical performance.

music and the performing arts, the Mercy Center for Spiritual Life, and the Office of Residential Life chief among them.

The initial partnership meeting allowed all team members – many from functional areas that don't regularly interact with one another – to meet, voice opinions about the event overall, and specifically to share what support resources would be needed from other members of the team. This occurred several months before the event so there was time to engage community members in the some of the countless details that are necessary to making an event of this scale function, and also to have plenty of time to develop and disseminate a comprehensive plan.

By providing regular overarching updates and progress reports from the coordinator to each member of the collaborative team, we were able to ensure that all community members

were informed and on the same page with respect to general event details. We also paced the planning process so that each separate event proceeded in lockstep with the other campus resources that were in play for the weekend. Following up with individual team members allowed for the detail-oriented specific planning components to occur without unnecessary committee meetings, which, in turn, allowed the coordinating office to establish and build rapport with individuals who were responsible for specific events and details.

The clearing-house style format of utilizing one office with a coordinator leading the charge ensured that no details "fell through the cracks." Each member of the planning team knew that all space reservations, audio/visual needs, communication with outside vendors, contracting, and marketing materials, etc. for the weekend would pass through one office. This process successfully ensured continuity of University support and provided the various support services involved with a single point of contact for questions that might arise.

Pursuant to the initial partnership meeting, the coordinator developed an overview document that outlined all specific events, support services needed, responsibilities of specific functional areas or team members, and timing of all moving pieces. This document was presented to all participating University departments. During the presentation, departments were able to not only ask questions about their particular responsibilities, but were also able to see all the weekend's details and, therefore, identify any overlooked elements in the planning process. This became a critical document to keep University community members informed during a particularly busy weekend on campus and represented the cumulative effort of the planning team's process. Consequently, Fall Festival Weekend was a huge success.

Remember that collaboration is a mutual effort and everyone involved bears responsibility for its success. All parties involved must value communication, set deadlines, and outline clear responsibilities for a collaborative project to run smoothly. Also, do not be afraid to ask questions and set expectations, because holding each other accountable is important to the success of the relationship you are building. By keeping these things in mind, you will see that teamwork does, indeed, make the dream work!

All photos courtesy of Salve Regina University (RI).

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Students at Salve Regina University show school spirit.

About the Authors

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UNDERSTANDING THE IMPORTANCE OF
PERCEPTION
in Managing Student Leaders

When it comes to managing student leaders,
perception truly is everything.

By
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Lake Superior State University (MI)

WORKING WITH STUDENT LEADERS IS NEVER A CLEAR-CUT JOB; it takes patience and flexibility on the part of the professional. Upon taking a position in student affairs that specialized in student activities over six years ago, I thought I knew exactly how to deal with students. I came to this conclusion mostly because, less than two years prior to starting this position, I was a college student. Having just recently lived the college life, I thought I had the necessary experience and skills for managing student leaders.

However, I learned very quickly that, as much as I knew how to *be* a college student, I did not know how, as a university administrator, to *manage* them, especially student leaders. I was confident I knew the policies and procedures of the university and I had the needed leadership skills, but what I lacked was the ability to analyze individual interactions and reactions and to understand that the perceptions the student leaders had of me and our relationship might not be what I had intended to deliver.

During the first couple of years in my new role, I found myself in my vice president's office feeling frustrated, as I could not seem to manage the student leader relationship in a way that was actively growing student involvement. I sometimes wondered if there actually was an effective way to have a collaborative relationship with student leaders, or if, perhaps, it would be more beneficial to adhere to a top-down hierarchy. One of the primary outcomes of a student involvement position is leadership skill enhancement, but ensuring this happens can become difficult if there is not a cohesive environment shared by student affairs staff and student leaders.

Most involvement activities are created to intentionally foster a co-curricular experience. To do that in our case, it became apparent to me that a top-down system would never work. Our goal had to be to find a way to create and maintain a working collaborative relationship. I could not at the time understand what my VP meant when he suggested that, instead of focusing on the aspects of the relationship, I needed to focus on the perception of the relationship. I didn't immediately understand what he meant. I thought that a relationship is a relationship, right?

No, It Doesn't Work that Way

When I began work in student affairs, I came from an enrollment services background. Nevertheless, I had my student activities and residential life experience as a student leader to fall back on. By the end of my first day, I had read all the university policies and procedures that would apply to my students and had a to-do list from my director. I was ready. As student leaders began to visit my office, they came armed with needs for their organizations. As we began to review their lists, I listened to their needs and answered "yes" or "no," depending on what I knew we could do.

But I began to experience conflict, not collaboration, with my student leaders. As I tried to understand this, the students told me my answer was always "NO." But wait, I thought. *My* answer was not "no." It was really the university's answer, and it was the responsibility of my position to relay that information to student leaders.

As my first year continued, I considered better ways to soften the blow of the "no's" I was charged with relaying. However, no matter how much I tried, the students seemed to stop at the "no" and not hear the "why it is not possible" explanation that followed. I explained each "no" by sharing the policy or procedure involved. Our biggest issue at the time was event risk management. I realized it was not just me telling these student leaders "no," it was also the administration above me telling *me* "no." That is when I began to realize I did not like how "no" sounded. Hearing that word stopped my thoughts in their tracks.

In some cases, hearing "no" actually upset me. It is a very interesting realization to experience the very issue you are trying to solve. As I analyzed my own experience of being told "no," it became clear it was quite possible my perception of the interaction I had with higher administration was not that far off from that of my students when interacting with me.

Even if the answer is ultimately "no," it is important to provide a learning opportunity to student leaders. Creating an effective co-curricular experience means the leader must do the work in resolving an issue. Student leaders generally are exceptional students, but there are many occasions where, as busy professionals, it is easy for us to want to just give the quick answer or to simply complete the process for them. However, taking those actions does not contribute to their learning experience and often results in a negative relationship, as leaders begin to think of professional staff as hindrances instead of resources.

No, But What If … ?

By this point, I knew that just saying "no" but offering an explanation was no longer effective in working with my student leaders. But how could I soften the "no?" "No" was still "no," but what if I offered an alternative? The first chance I had to try this came when my student leaders wanted to use a mechanical bull at an event. This would have been the first time the university had ever hosted such an event for our students. The leaders were very excited, but I was told "no" by a member of the upper administration. Because "no" accompanied by an explanation was not working, I tried, "No, but what if we do this?" I met with our student leaders and proposed alternatives; they seemed very understanding at the time. I had figured out how to manage and work with these student leaders. I had a plan. At least I thought I did.

Preparation for the event was proceeding smoothly. On the night it was scheduled, everything was in place, except my student leaders were nowhere to be found. They had not shown up to work the event. They had helped plan it, but from the beginning, it was not the event they wanted. My so-called plan apparently was not a plan, after all.

That was probably my lowest point in working with student leaders. Not only had I not been effective in communicating with them, I really had no idea where to turn. I went to see my VP, who had also become my mentor. While explaining what had happened, and again venting my frustration, he returned to focusing on the perception of the relationship. I saw that it was time to really figure this out.

Yes, But We Need this First

Everything is a process, and one of the benefits of working in student affairs is, as a professional, you learn right along with your student leaders. Analyzing the difficulty I was having in effectively managing my student leaders, I continued to reconsider my own experience of being told "no." What could have happened differently? How could that interaction have gone better? How could my perception have been adjusted? The only way I felt things could have gone better would have been if I had been told "YES." Even if I had to do more to implement the activity, a "yes" would have been so much better! I began to wonder how things might go if I never again told a student "no?" Considering this helped me realize that the majority of events proposed within student activities are actually possible. Making them happen simply requires going through the proper channels and, in many cases, doing the research necessary to develop an action plan.

I realized my leaders perceived I did not trust them to do what had to be done. They perceived that our relationship was not one built on trust or willingness to work together, even though this could not have been further from the truth. That was their perception. I now understood what my VP meant; I could not effectively manage student leaders until I could understand how they perceived our relationship.

By saying "yes, but" to various requests, I have learned that almost everything is possible. We finally got a mechanical bull, but it required my student leaders doing research and working with our risk manager to make it possible. As a result, my student leaders have gained valuable experience in analyzing situations and developing plans of action. Now, before even coming to me, they not only have an idea of what they want to do, they already have a plan of action and know what other kinds of information they need to seek and details they need to manage.

Our most recent adventure is a paint party. A few years ago, that same vice president mentioned earlier would have said "no," but by concentrating on the possible and not the impossible, we have a paint party scheduled and ready for implementation. Also, instead of student leaders shying away from my advice, now they frequently come to my office just for advice on day-to-day matters. I have experienced a complete reversal in my relationships with student leaders as compared to six years ago.

The best part of this transition has been that our current leaders are now teaching new leaders how to implement events. They understand to look at each event's various requirements and know from which departments and individuals to request assistance.

Learning how to manage student leaders did not come easy for me. As you can see, it took me a few trials to finally understand my students' perceptions differed from my own. I do think that my experiences as a student leader were helpful, but more so in navigating administrative bureaucracy. Once I understood the transition and adjustments in perception I needed to make as a professional, I became much more effective in managing student leaders.

I'm Confused; Could You Help Me Understand?

Saying "yes, but" is only part of what is needed in managing student leader perceptions. You must continuously be aware of how a given situation is unfolding. Depending on various factors, things can become tense, which can facilitate a negative environment. You'll always need to have a few things in your professional arsenal to help relieve tension.

Always play Columbo. After each side of a conflict has expressed its concern, I say, "I'm confused. Are you not saying this?" And then I ask the same of the other side. After taking that step back, both sides begin to understand they actually have the same idea and goal in mind and the door opens for collaboration and better communication.

This technique has also helped me in effectively working with other administrators on campus. I believe the biggest contributor to difficulty is in understanding the situation. We all have different perceptions depending on the situation at hand, and that is a key realization that must be reached. Taking a step back to analyze your perception of a situation can help in managing student leaders by improving communication and enhancing learning experiences.

A great follow-up to "I'm confused" is asking the other side to help you understand. This has been very beneficial for me in managing conflict among my student leaders. I must admit I do not always understand their perceptions or what they want to accomplish. But, as student leaders come into my office, I always try to be actively aware of my responses, especially when I do not fully understand their concerns.

Becoming a Better Professional

When I became a new professional, one of my most pressing goals was to do a good job. I realize that, until recently, I did not fully understand what that meant. At first, I thought that abiding by policies and completing to-do lists were the most important aspects of getting the job done. However, to move in the right direction, it is important to provide student leaders with intentional co-curricular experiences that will help them now and after degree completion.

To engage student leaders, you must first be sure you portray yourself in a way that facilitates a positive environment. I have learned that this is an important aspect of not only managing student leaders, but also of interacting with people on an everyday basis. Perceptions can make or break any relationships because there are so many aspects (environment, culture, situation) that go into anyone's perceptions. Also, being aware of how a situation is unfolding (and being prepared for what could happen) and having appropriate language and methods to respond contribute to effective and positive results.

About the Author
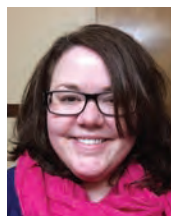
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WORKING IN STUDENT ACTIVITIES:

Transitioning from Undergraduate to Professional

By
RICH RAMOS
and
KRISTEN WAGNER
Simpson College (IA)

The keys to a successful transition from student to professional in the student activities field include finding the right fit in a graduate program, as well as in your first full-time position.

MANY OF US WHO WORK IN STUDENT ACTIVITIES have found our way into this field due to our past advisors/supervisors opening the door and our minds to the fact that we could build a career on our involvement in student activities. So what does the journey from an undergraduate/graduate to professional look like? As an undergraduate, what do you look for in graduate schools, how do you choose assistantships, survive graduate school and, subsequently, how do you navigate the job search?

On the other side, what is that potential new supervisor looking for in a new professional?

Let's consider all this through the lens of a relatively recent graduate who has navigated the process [Wagner], as well as from the perspective of a seasoned professional who has hired a number of recent graduates over time [Ramos].

Choosing the Graduate School that Is Right for You

There are many factors to consider when embarking on the graduate school search. While completing your senior year coursework and your various involvements, you are tasked with trying to find your fit at a new institution that will launch your professional career. The first thing to keep in mind when searching for a graduate school is what you are seeking in that experience. There are many types of student affairs programs available, so do your research and choose what will work best for you:

- Are you looking for a more administratively based program or one that is assistantship-based?
- Do you want to be a part of a cohort or take classes with a variety of graduate students in various programs?
- What geographic location would you prefer? Would you like to stay in a certain region or would you prefer to search nationwide?

As you investigate programs, do not hesitate to reach out to each institution's program admissions team to ask questions to help you learn what best fits your needs in a program and a new institution. We encourage you to visit these institutions and keep an open mind during the interview process, as what you might consider your true fit can always change once you have seen a campus and had a chance to interact with its faculty.

Coming from my [Wagner's] experience, I know I had my mind set on one institution, but after interviews, I knew I fit in better with the institution I ultimately chose to attend. If you need help in finding all of the graduate programs available to you, explore this list from NASPA: http://naca.ws/1HGQ2gn.

Determining whether You Need an Assistantship

When it comes to working in student activities, I [Wagner] could not recommend an assistantship more highly. I found the combination of applying what I was learning in my classes to the work I was doing in my assistantship invaluable. An assistantship provides an opportunity begin to build your work experience beyond your undergraduate involvements, and this is often what can set you apart from other candidates in your future job search.

In choosing an assistantship, consider your professional goals. What experiences and skills are you seeking to gain and how might these be transferrable and relevant to student activities? Consider assistantships that not only fit in with your past involvements in college, but also any that relate to your passions or will stretch/challenge your abilities. Graduate school is the perfect time to explore other functional areas and broaden your reach. If your ultimate professional goal is within student activities, search for assistantships within the student activities office, but also keep in mind that even assistantships outside of that area hold many transferable skills that are desirable within the field.

Furthermore, if you are interested in getting a variety of experiences, search for schools that allow mobility in assistantships between your first and second years or that provide semester-long practicum experiences. This will allow you to branch out to more than just one office or functional area.

The Job Search

The job search can be a daunting and stressful, yet exciting, process. Having gone through this just under three years ago, I [Wagner] can still recall the nervous excitement I experienced in finding my first professional job in student activities while trying to finish my last semester of graduate school. Similar to finding the right college, you have to find the right job. I acknowledge the pressure to just find a job – being employed after graduate school is the goal and it would certainly ease your mind financially. However, I caution you to not snatch up the first job offer you receive without truly considering what you are seeking in your first professional experience.

Questions to consider include:
- What experience or skills am I seeking to gain in this position?
- What location do I want to be in?
- Am I willing to take a dual position, e.g. a live-in position combined with working with a programming board?
- Am I willing to work nights and weekends (spoiler alert, many student activities positions include some odd hours!)?
- What am I seeking in a supervisor and what type of office culture do I want to be involved in?

These are just a few questions to consider, but the most important aspect of the job search process is to stay true to who you are. This is easier said than done, as there is much pressure to portray yourself as precisely the person you think the employer is seeking. However, employers recognize authenticity and value it, and you will be much happier with a position you accept after being yourself throughout the interview process.

Do not be afraid to turn down an on-campus interview or a job offer if it doesn't feel right to you. In my [Wagner's] job search process, I received an offer I sat on for about a week – I was enticed by receiving a job offer right after graduate school, but I knew in my gut it was not the right fit for me. Turning down that job was one of the hardest decisions I've had to make, but the offer I eventually accepted ended up being the best fit for me in the long term, even if I did experience some anxiety waiting for the right opportunity to come along.

Finding the Right New Professional

Finding the right match between a new professional, supervisor and institution can sometimes be like finding the right piece to fit into a puzzle. Each institution has its own culture and community and, in most cases, it is a matter of finding the person who is willing to be a part of that culture and community, all the while being able to bring new energy, excitement and ideas to the campus.

From a seasoned professional's perspective, I [Ramos] look for candidates who have a passion for the field and who are enthusiastic about making things better. While that genuine enthusiasm is important, that should not discount the academic preparation, as well as the past involvement and experiences, of the potential new employee. It is important for a new professional to have those past experiences to draw upon when starting their first new position. They might best be considered a solid base to build upon and there will certainly be plenty of new experiences to build upon as you get into the first few months in your first position.

REMEMBER THAT BEING THE NEWBIE IN YOUR JOB OR PROGRAM DOESN'T MEAN YOU ARE MORE OR LESS CAPABLE THAN THOSE WHO HAVE BEEN THERE FOR MANY YEARS. LEARNING NEVER STOPS, EVEN FOR A SEASONED PROFESSIONAL, AND THEY WILL LEARN AS MUCH FROM YOU AS YOU WILL LEARN FROM THEM.

In some cases, the curtain has been pulled back, so to speak, once you begin your first professional position, and all of those things your advisor or mentor did that you weren't aware of become apparent. Life as a student activities professional is more than just planning programs on campus and the realities of pursuing this career become clear pretty quickly. It's important to remember that, while you may be closer in age to current students than to your fellow staff members, you are not a student anymore. You are on staff and the expectations and responsibilities affecting you have been elevated, which is something you began to learn while working as a graduate assistant.

Often, graduate students fresh out of school are all about changing the world and come to the table at full speed, full of the confidence instilled in them by their program that they are the next to lead and can change the world. While this energy is awesome and very much welcome, we must be realistic.

We all like to think our programs and our institutions are bastions of nimbleness and freethinking that are willing and open to change at light speed. In reality, significant change takes time and patience, especially when you are immersed in a new environment. It is the responsibility of seasoned professionals, on occasion, to pull back on the reigns and slow you down a bit as you learn the culture and continue your efforts to change the world.

Please don't hear this as anything other than advice as to what to expect. Please keep believing you are going to change the world overnight, because when you do, it keeps pushing me [Ramos], as a seasoned professional, to do better and not become cynical.

Trust Your Gut

Making a successful transition from being a graduate student to a professional really comes down to finding the program and first job that are right for you. If either doesn't feel right, you should probably assume it might not be the best decision to attend that program or work at that institution. Your gut instincts are likely your best gauge. Be true to yourself and don't change anything just to land a job. Be open and excited about the opportunities that lie ahead and be prepared for what may, at times, be a rollercoaster ride. Most of all, know your passions and find the place where you can foster and serve them.

Remember that being the newbie in your job or program doesn't mean you are more or less capable than those who have been there for many years. Learning never stops, even for a seasoned professional, and they will learn as much from you as you will learn from them. Keep pushing and don't forget you are there to serve your students and, hopefully, to groom them to become the next generation of higher education professionals.

About the Authors

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10 Financial Tips for First-Generation College Students

By
HILARY CORNA
Corna Productions, LLC (TX)

Students who are the first in their families to attend college face a number of challenges not experienced by many traditional students, including finding ways to pay for their education. But, with a focused approach and appropriate support communities, first-generation students can succeed academically – and financially.

NATIONWIDE, ROUGHLY 20 PERCENT of the 7.3 million undergraduates attending four-year public and private colleges and universities are first-generation students (Pappano). Furthermore, about 50 percent of all first-generation college students in the US are low income (Saenz, Hurtado, Barrerra, Wolf and Yeung).

A first-generation college student is defined as one whose parent(s)/legal guardians have not completed a bachelor's degree at a four-year college or university and are the first in their immediate family to attend a college or university. Being the first person in your family to attend college can be tough.

As a first-gen college student who was raised in a family of five first-gen college students, I know first-hand the various financial challenges that come with striving to graduate on time with nominal debt. I attended a university where my education cost $120,000 and I walked away with only $7,000 in student loans, all of which I paid off within one year of graduating.

In addition to relying on my own experience to help you negotiate the financial aspects of attending college as a first-generation student, I've also reached out to my community of college students on social media to seek their input, which I share with you here. I encourage you to use this article as a worksheet for planning your own financial strategy for college.

Fair warning, though: If you are not committed to doing the work to succeed financially in college, you have no need to read further. The tips I share with you require work.

1. Create a vision for your financial status.

Most college students facing financial responsibilities at a young age spend much of their lives reacting to these challenges instead of being proactive and planning. You must know where you want to be in order to get there.

The first question you must ask is: What is your goal? As an example, is your goal to graduate with $150,000 in student debt? If so, you have no need to read this.

Is it to graduate with $100,000 in debt and pay it off within five years?

Is it to graduate with $5,000 in debt and pay it off within one year?

Or, is your goal to graduate debt-free?

There are many variations to this question, and as a result, many different actions a first-generation college student must take based on this goal.

Consider setting a goal that is:

- Specific – Ask yourself what, how much, how often, or where, depending on your particular goal.
- Measurable – How will you measure it?
- Attainable – Is it achievable?
- Realistic – Are the goal and your timeframe to achieve it realistic?
- Time-bound – There is a timeframe within which you plan to achieve your goal.

This is your starting point: deciding the vision for your financial status. Now that you know how to set one, what is your ideal goal? Write it here:

_____
_____
_____

2. Develop a plan to achieve your vision.

Now that you have a goal, how are you going to make it happen? Let's work backwards and develop your clear plan for achieving your vision. You have plenty of options! And it starts with understanding the current situation.

Adults who are the first in their family to attend a university tend to have more complex financial situations than those whose parents have been to college:

- They are either low-income themselves and must work

multiple jobs or help meet their family's financial responsibilities; or
- They may not be low-income, but they don't have the experience and guidance to help manage their finances while in college.

With which one do you relate? Or do you relate with both? Circle which one sounds more like your situation.

3. Create a budget.

Now that you understand the current situation, let's talk about what you have available. Budgeting 101: Finance is a simple equation of how much you owe vs. how much you have.

What is the actual amount due each semester to the university? Do you know? Enter that figure here:

_____

What is the actual amount you have in cash every semester? Enter that figure here:

_____

Do you have a monthly budget? Circle: YES or NO

If you circled NO, it's time to make a budget. It's as easy as knowing how much you have vs. knowing how much you owe on a monthly basis. Don't get overwhelmed by keeping it simple. There are plenty of online tools and apps to help you do this. If it's your first time, visit the financial aid office or get assistance from a professor on your campus. They want to help and have the exact tools and expertise waiting to be used by you. This leads to my next tip.

4. Visit your financial aid and admissions office.

Use what you pay for! You have the right! Tell the office you are a first-generation college student and are seeking help in how to budget your school expenses. If you call my alma mater's FAO (financial aid office) and ask the lovely women there if they remember my name, you're bound to get a resounding, "Of course!" I was there weekly.

In case you are not yet in college but are preparing for it, contact the financial aid office at the school you want to attend and ask for help completing the FAFSA (Free Application for Federal Student Aid) form. Many first-generation college students fill out the financial aid form themselves. As one college student explained, "They put all these numbers down and expect you to know what each one means. My mother doesn't know and she expects me to find out and tell her how it all works."

Please understand that financial circumstances for every student are different. You do not have to go it alone in seeking financial aid and no one is expecting you to. Use this as an opportunity to learn to ask for help, which is a great life skill for the future.

What is the number to your FAO?

_____

When will you visit your FAO?

_____

What will you ask them for help with?

_____

5. Seek out financial aid.

During a given college career, averaging four years (if one graduates on time), the financial aid landscape is likely to change. Government legislation and rates change and new scholarships start. When I was in school, more grants became available so that, over time, I was able to get more financial aid than when I started school two years prior.

While you are working with the financial aid office on your budget and the FAFSA form, ask about specific grants, waivers or aid for which you might qualify. Often, there are even on-campus aid resources depending on your major or on-campus job if you have one, but you may never know about unless you ask.

6. Find scholarships.

Consider scholarships to be an investment of your time with a high return. Pursuing scholarships is a strategic way of acquiring college funding and often have a higher return on investment then an hourly part-time job would have. Further-more, seeking them offers an intangible benefit: you learn research and essay-writing skills, and you also utilize that time to explore your interests, passions and values via the appli-cations, which is much more beneficial then waitressing for unhappy customers.

Commit a certain number of hours per week to searching scholarships. You likely don't want to hear this, but it just takes time. But, the more you research, the more you'll get. A simple Google search for "college scholarships" will show you over 157 MILLION sites that want to help you pay for college. But you have to do the work.

I received about 20 scholarships during my freshman year of college, each of which came with different requirements and paperwork. Set up a folder for them, organize them separately from your classwork and ensure that you meet all the require-ments so that you don't miss your chance to receive them and that you don't lose them.

Never stop searching for scholarships. I continued to get scholarships all the way through in my senior year. Remember that during four years, much can change and many additional scholarship opportunities may become available.

When will you begin your scholarship search?

How many hours a week will you commit to searching?

7. Seek part-time work.

It is common that first-generation college students must work part-time during school. During my four years of college, I did everything from working at the school's library to working for an international fitness champion. If you must work during school, be strategic about both the qualitative and quantitative benefits of the job you take. Let's review the pros and cons of my college jobs as an example:

- **School library:** Poor pay, but it gave me time to do school work.
- **Nanny:** Excellent pay, but was exhausting and the

evenings took up quality time with friends.
- **Steakhouse waitress:** Excellent pay, but it was even more exhausting, the community of other waitresses was not a good influence and was full of drama, and the evenings took up quality time with friends.
- **Bartender:** Even more excellent pay, but the job was still more exhausting (staying up to close a bar until 3 am kills a study day). The community was a terrible influence and, again, the evenings took up quality time with friends.
- **Personal assistant to an international fitness champion:** Medium pay, but it was not exhausting, and the work didn't require a lot of thought, so I could focus on studying, and I could do it at home with my friends.
- **Stuffing envelopes in the mail room of an insurance agency:** Great pay, but was DE-motivating, with no windows and very negative co-workers.

As you see from my vast and self-deprecating experiences, there is no perfect part-time job. Still, you must strive to find one that achieves the following:
- Provides you a reasonable amount of income for your budget.
- Does not take away too much time from your studies and does not make it difficult for you to study once you have the time.
- Provides other benefits, such as access to professors or the dean, free food, etc.
- Does not completely inhibit your ability to have quality relationships and enjoy the environment of the college community.

Your best part-time job will be the one that, based on your vision, is the best combination of these factors.

What is your image of your best part-time job?

8. Find a community for support – NOW!

Organizations and groups are popping up all over the internet to support first-gen college students, like www.I'mFirst.org, an online community established specifically to celebrate, inspire and organize fellow students. I cannot stress this enough. I hung out with the wrong crowd when I joined college. None of them were first-generation college students and many of them were in sororities or fraternities. There is nothing wrong with these communities. I found they just tended to have different spending habits then mine. I succumbed to peer pressure, spending money on T-shirts, Starbucks and visits to the mall.

When you must be financially frugal, it's useful to keep yourself around similar people who share your values. If your friends have more flexible budgets, make a concerted effort to propose other ideas for doing things together like being active, studying together or attending free festivals.

Ask your admissions representative if you can be introduced to a current student who is a first-generation graduate. One tends to relate to another better when they come from a similar background. Once you connect, ask them about their mistakes

and what they would have done differently with their finances if they could go back in time.

9. Maintain healthy relationships with your parents.

It's common for first-gen college students to worry about their families and/or to try to support them. If you are a student who is supporting your family, it's important to keep your priorities in order and to not jeopardize your education for their sakes. You can work only so many hours and this is one reason your budget will become so handy. Once you figure out what you can afford and find a strategic part-time job, your priorities become easier to fill.

If it's difficult for your parents to understand your college experience, keep in mind that all they want to do is love you. The best thing you can do is keep in conversation with them, sharing your college experience. Do not ignore them. Share, call, email, or otherwise communicate what is going on with your college life so that they can understand it and how it affects you.

10. Be aware (or beware) of other considerations, including additional costs, student discounts and credit card offers!

Student discounts are everywhere, especially in college towns, so always make sure to ask for them. Similarly, the Student Advantage card and/or a AAA membership can easily pay for themselves with discounts on travel and other purchases.

Be aware that you'll start getting credit card offers. However, the only cards you should consider accepting are those with no fee that offer cash-back rewards (usually from 1-5%). If you do get one, never carry a balance. Never put more on it than you have in your checking account, and set a reminder for yourself to pay it off twice per month. These are all budgeting tips that you'll hear from your FAO.

Textbooks are expensive. If you can, borrow your books from friends who have taken the classes in which you enroll. Otherwise, there are plenty of ways to rent or buy used books, and sell them as soon as you've finished the class. The resale value drops quickly, especially if a new edition comes out.

It's not impossible to succeed financially as a first-generation college student. It's just more difficult than it might be for others. Stay organized, schedule your responsibilities, find mentors and track everything you spend. And remember that this effort to manage your finances is an investment in your future. You'll be years wiser than your peers when you graduate.

Bonus:

In making any plan, you should identify next steps and target deadlines for them. What are your next steps after reading this article?

Next steps:

To-Do: By when:
1. _____
2. _____
3. _____

And finally, three brief tips from the first-gen college community:

@Heatherchelle2010 says, "Pay bills first, fill up your tank next, put money into savings after that. Then [with] what is left, treat [yourself] to one item so you don't feel constricted in your spending."

@bigbear045 says, "Scared money doesn't make money."

@theshowoff22 says, "Don't spend the refund check."

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About the Author

Hilary Corna is an author, businesswoman, founder of the #DareYourself Campaign, and speaker on leadership, diversity, and women's empowerment. Formerly Senior Executive Officer for Toyota in Asia, Corna wrote a memoir about her work abroad called *One White Face,* and the book is now being adapted into a screenplay. She is a TED speaker, a spokesperson for Toyota USA, and a Coca-Cola Scholar. Corna has been featured in *The New York Times, Forbes-Woman,* and on NBC, and has spoken to over 30,000 students. She is based in Austin, TX. Connect with her at www.HilaryCorna.com or @HilaryCorna.

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Leaders Eat Last
By Simon Sinek

Reviewed by **Kaitlyn Schmitt,** College of William and Mary (VA)

THE CONCEPT CONVEYED BY THE TITLE OF *LEADERS EAT LAST* is not new for student activities professionals. In the literal sense, we routinely encourage students to allow event attendees, not the organizers, to eat first. Moreover, often we do not even need to verbalize it; many student leaders understand the importance of letting others eat first.

While that is admirable behavior, Simon Sinek reminds us in *Leaders Eat Last* that servant leadership is much bigger than just eating last. In a conversational style, and through abundant examples from corporate America, he provides an overview of concepts through which leaders can examine the culture of their organization and create changes that will benefit all members.

THEMES

The big question Sinek considers is why some teams are successful and others are not. Through this lens, success is defined as members of the team feeling valued, inspired and fulfilled, thereby leading to greater productivity. Other teams may experience conflict, frustration or lack of motivation, and consequently struggle to achieve their goals.

What are the issues at work in these situations? And how can leaders foster teams that fall into the former category instead of the latter? To answer these questions, Sinek uses examples from corporate America to explore a few central concepts: the Circle of Safety, biological chemicals that influence behavior, and the idea of leadership as service.

The Circle of Safety

Many leaders of organizations, especially corporations, believe competition is an effective way to increase productivity. Accordingly, they create competition through regular layoffs and other tactics. But these practices only serve to make everyone in the group uneasy. When people see their colleagues not being cared for, they themselves do not feel safe. And when group members perceive a threat, they start to make decisions based on what is best for themselves individually rather than what best benefits the whole group.

Conversely, in groups where people feel safe, they tend to feel a sense of belonging. In these groups, members cooperate with one another and make choices that benefit the entire group. They feel they are part of a "Circle of Safety," where the leaders and fellow members of the organization provide protection for their teammates. The leaders trust the members and the members trust one another. And it is through this trust that they find a balance between individual and group needs to help the group succeed.

Biology

Human behavior and emotion are complex and are influenced by brain chemistry. Dopamine is an individually focused chemical that is released based on accomplishment. When an individual achieves something or completes a task, dopamine is responsible for the resulting good feeling. Conversely, oxytocin is a selfless chemical, released based on behaviors exhibited by someone else. Oxytocin facilitates trust and bonding. Interacting with others in a positive way, physical contact, doing good deeds, or seeing others do good deeds releases oxytocin.

In prehistoric times, these chemicals worked in balance with one another to facilitate survival of individuals and society. But in the modern world, social systems are configured differently. As a result, dopamine is released frequently: when receiving email, completing a to-do list item, receiving notifications of likes on our Facebook status, or making progress toward tangible short-term goals. And oxytocin is much less prevalent, especially as many relationships are formed electronically rather than in person. This imbalance reinforces itself, and many organizations tend to build cultures that result in dopamine addictions without the balance of oxytocin. When leaders create incentives to boost productivity by focusing on reaching individually focused metrics, those systems reward with dopamine and feed the dopamine addiction. Few incentives focus on building relationships with oxytocin.

Sinek mentions one more important chemical: cortisol, the stress chemical. When individuals feel stress, it is due to increased cortisol in their system. In organizations with a weak Circle of Safety, cortisol levels among members are generally high. This leads to decreased health among members and general feelings of
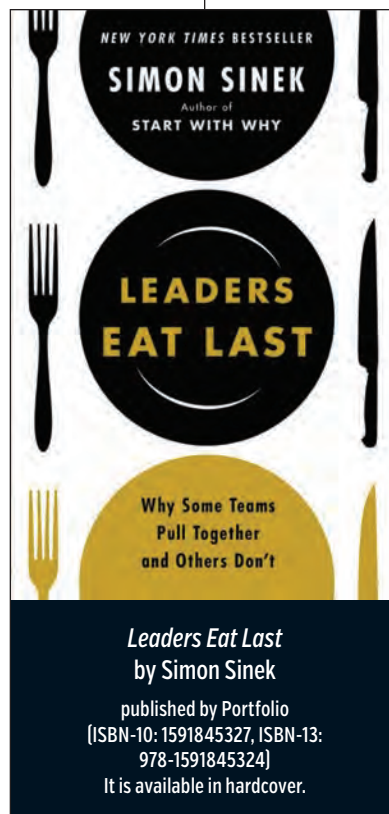
unhappiness, which has a negative impact on productivity. Organizations with strong Circles of Safety, where individuals' oxytocin levels are high, also have less stress, less cortisol, happier members, and greater productivity.

Leadership as Service

Throughout history, positional leaders have enjoyed special advantages. Prehistoric tribal leaders would have the first choice of food, sleeping locations and mates. Modern-day CEOs receive large salaries with perks like company cars, reserved parking spaces, and bonuses. But Sinek reminds us that these advantages come with an expectation that they are earned by serving those they lead.

Ancient tribes happily gave their leaders perks because the leaders also provided them protection from the many dangers of the primitive planet. Similarly, modern-day employees expect protection from their leaders, though not in quite the same form. They expect leaders to provide continued employment, make decisions that move the whole company forward, secure the future of the organization, and create environments in which employees can feel an overall sense of belonging. When CEOs make selfish choices or appear to break this implied contract, people are frustrated; they see the leader receiving all kinds of advantages while wronging those he or she is meant to serve.

This is why it is critical that leaders eat last. By caring for those they serve and being willing to give up their perks and/or sacrifice themselves for the organization, leaders create an organizational culture with a strong Circle of Safety, where individuals feel lower levels of stress. The members of these organizations are not only happy, but also proud to belong. All members tend to make decisions for the betterment of the organization, which leads to greater productivity of the group.

In this Information Age, it can be difficult for leaders to remember the people they serve. Many relationships are relegated to virtual relationships, resulting in little connection. Concepts are abstracted to numbers and, as Sinek states, "numbers of people aren't people, they're numbers" (p. 108). It is easy for leaders to make decisions that adversely affect tens, hundreds, or thousands of people to make other numbers, such as profits, more favorable. These decisions provide a dopamine hit for the leader while he or she feels little attachment with the individuals affected by the decision. Sinek advocates for leaders to remember the individuals they serve, particularly by spending in-person time with them, hearing their stories, and building a personal relationship.

THE BEST LEADERS

Throughout the book, Sinek provides concrete advice for people striving to emulate successful leaders. He asserts that good leaders:

- **Care for others.** Leaders are valuable to an organization because they provide protection. The best leaders make decisions that are in the best interests of those they lead. They aim to get to know the people they lead so they can understand the people behind the numbers.

- **Act with integrity.** Leaders often spend time and energy trying to make themselves seem perfect. But everybody makes mistakes and poor decisions sometimes. Leaders who are honest about situations, especially when it is unfavorable to the individual, build trust with their constituents. The members can then trust the leader to provide good direction for the organization. Leaders who act without integrity lose the trust of their members, fracture the Circle of Safety, harm the productivity of the group, and often end up leaving their position in disgrace.

- **Delegate.** Many people view leadership as power and expect leaders to have the authority to make decisions. However, leaders making decisions are usually not the ones performing the day-to-day operations. Therefore, they do not have first-hand knowledge of systems and they may be making decisions without relevant information. By delegating, they can provide authority to those closest to the information to make the appropriate decisions.

- **Provide vision.** If leaders empower their members to make decisions, the members need to know what they are working toward. Successful leaders provide the vision of what the direction and goals of the organization should be.

- **Self-sacrifice.** It is important for leaders to bond with those they lead. Bonding is best achieved not in times of comfort but during periods of struggle. While struggling alongside each other, oxytocin is released and builds trust and connection. The best leaders struggle with others to achieve a higher purpose (specifically, the mission of the organization) by putting others before their own personal comfort.

- **"Eat Last."** The decisions leaders make have far-reaching impact. Their policies and procedures create a culture within an organization and determine whether members feel safe or threatened. By remembering the people they serve and "eating last," leaders can create a positive culture and foster an environment that self-motivates others, thereby improving the experience and the performance of their members.

IMPLICATIONS

While most concepts in *Leaders Eat Last* may seem repetitive for many leadership development professionals, Sinek provides interesting insight on how leadership manifests in the world outside academia. His concepts and examples are a great reminder of how our work is meaningful and necessary in order to prepare graduates for future employment and leadership.

In addition to the brief concepts discussed here, Sinek supplies even more significant material in the book. He analyzes leadership from a historical perspective from the 1920s through today, considering the values of generations and their influence on leaders and organizational culture. He discusses the impact of the cultures of excess, individualism, technology, abstraction, and instant gratification. This historical review provides a deeper understanding of leadership in modern times. His thorough examples include organizations such as Barry-Wehmiller, Citigroup, Goldman Sachs, Costco,

General Electric, the US military, and more.

Leaders Eat Last provides campus activities professionals with additional language to use when discussing leadership with students. The examples can be used as a way to consider leadership concepts in practice in corporations and, in particular, highlight how decisions by leaders impact organizational culture. The book also provides a lens through which we may reexamine our own leadership within our professional careers. For example, when setting policy that affects students, how often do we consider the impact on the individuals rather than just abstracting the concept to "the general student?"

As educators, we should always look to educate and improve ourselves, as well as our students. This book can be used to consider important concepts as we strive to both build students' leadership capacity and emulate the qualities of good leaders ourselves.

ABOUT THE REVIEWER

Kaitlyn Schmitt is Coordinator for Programming at the **College of William & Mary (VA)**. She previously served as the Union Activities Board Advisor at North Carolina State University and was a graduate assistant at Boston College (MA), where she earned a master's degree in higher education. She also holds a bachelor's degree in mathematics from the University of Notre Dame (IN). She most recently served as the NACA® South Graduate Intern Coordinator, after previously serving as the region's Advisor Networks Coordinator. She has written about trends in late-night programming, as well as the process for student organization officer removal, for *Campus Activities Programming*® and on competencies among new professionals in the union and activities fields for the *ACUI Bulletin*. In 2013, she received ACUI's 2013 Chester A. Berry Scholar Award.

The Leadership Development Book Review Series provides reviews of books that share information useful to student activities and campus engagement practitioners and the students they serve. If you would like to recommend or review a book, contact *Campus Activities Programming*® Editor Glenn Farr at glennf@naca.org.

NACA® SPOTLIGHT

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

NACA® Foundation Scholarships

Evans Receives Northeast Region Scholarship for Student Leaders

Alexander Miles Evans is the recipient of the **2015 NACA® Northeast Region Scholarship for Student Leaders**, presented through the NACA® Foundation's Scholarships for Student Leaders Program.

Pursing a bachelor's degree in communication from **Bryant University (RI)**, Evans is also a cross-country student athlete. In addition, he serves as a resident assistant, has been an orientation leader, and is a writing consultant for the institution's Writing Center. Evans maintains a 3.86 GPA.

"I am incredibly grateful to receive the NACA® Northeast Region Scholarship for Student Leaders," Evans said. "It will help me pay for my books and tuition for my upcoming senior semester at Bryant University. Furthermore, the recognition by the National Association for Campus Activities has instilled the confidence I need in order to pursue an internship in the communication field this upcoming summer."

Monnot Awarded Zagunis Scholarship

Kyle Monnot, who is pursuing a bachelor's degree in biology at **The University of Akron (OH)**, has received the **2015 Zagunis Student Leader Scholarship**, which provides assistance to student leaders in the NACA® Mid Atlantic and Mid America regions.

Monnot is a Resident Hall Council/Government Representative and is involved in the LeadAkron Leadership Certificate Program and the Emerging Leader Leadership Program. He is also an Emerging Leader Ambassador. In addition, he volunteers with the nonprofit Akron Hope, the DreamAkron tutoring program and the Pre-Dental Club.

Having gained improved self-esteem after a dentist corrected his smile, Monnot plans to pursue a career as a children's dentist. He says the Zagunis Scholarship "will help me save whatever money I have for the extremely expensive graduate school I will be attending for four years. … I am deeply grateful for the blessing of receiving it."

Peterson Awarded Unnamed and Heart of America Scholarships for Student Leaders

Olivia Peterson, who is pursuing a bachelor's degree in communication studies at **Gustavus Adolphus College (MN)**, is the recipient of an **Unnamed Scholarship for Student Leaders** and the **Heart of America Scholarship for Student Leaders**, which are presented through the NACA® Foundation's Scholarships for Student Leaders Program.
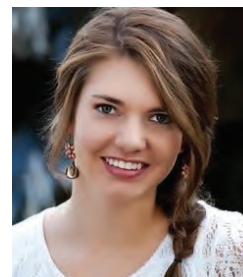
Peterson serves as the Marketing and Publicity Executive on the Gustavus Campus Activities Board and is President and Co-Founder of the Gustavus Advertising Club. In addition, she is Vice President of Marking for Gustavus Social Entrepreneurs. She earned first-place honors in the 2015 NACA® Northern Plains Graphics Competition.

"NACA helped develop my marketing and advertising skills through various educational opportunities and through the connections I've made with other campus activities members," said Peterson. "I am very honored to receive the NACA Heart of America Region Scholarship for Student Leaders and the unnamed Scholarship for Student Leaders. These funds will help me continue to pursue an undergraduate degree and grow as a leader in the Gustavus community."

Schenning Awarded Caldarelli Scholarship

Sandra Schenning, who is pursuing a bachelor's degree in gerontology at **Towson University (MD)**, is the recipient of the NACA® Foundation's **Tese Caldarelli Memorial Scholarship**.

A Dean's List student, Schenning currently serves as Director of Special Projects on the Executive Council of Towson's Student Government Association. She previously served as the organization's Assistant Director of Civic Engagement. She is also involved in Phi Sigma Phi, the Initiative for Maryland Higher Education to High School Students in Baltimore City and County, LASO (Latin American Student Organization) and QSU (Queer Student Union).

"My career goals are to work for the Department of Aging, to become a geriatric case manager, or work in a nursing home after I graduate," Schenning said. "With this scholarship, I will be able to help pay off the out-of-pocket expenses for college. After I complete my undergraduate degree, I want to further my education by getting a master's in gerontology. An average of 10,000 people turn 65 every day. This demographic is growing immensely as our population's age structure shifts. The older population is of paramount importance to our generation and I want to give people hope of a quality way of life and compassionate treatment as they age."

Thompson Receives Public Media Incorporated/Films Incorporated Scholarship

Sarah Thompson, who is pursuing a bachelor's degree in business with a concentration in marketing at **Indiana University Southeast**, is the recipient of the **2015 Public Media Incorporated/Films Incorporated Scholarship for Student Leaders**, presented through the Scholarships for Student Leaders Program.

A Dean's List student, Thompson has served as president of the Campus Activities Board at her institution and has also served in the Student Government Association and several other organizations. In NACA, she volunteered for the National Convention Stage and Video Crew in 2014 and 2015.

"NACA has played a huge part in helping me achieve academic and career goals, whether it be through conferences, networking, volunteering or scholarships," said Thompson. "This scholarship will help me with my college journey by financially supporting me enough so that I will be able to spend more time focusing on my classes and gaining new experiences."
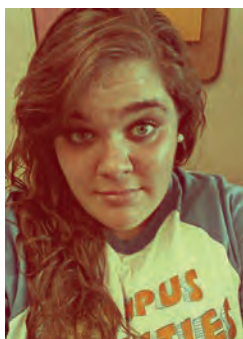
Warren Awarded Illiana Scholarship for Student Leaders

Megan Warren, who is pursuing a bachelor's degree in athletic training at **Defiance College (OH)**, is the recipient of the **2015 Illiana Scholarship for Student Leaders**, awarded through the NACA® Foundation's Scholarships for Student Leaders Program.

Warren is Student-Athlete Advisor Committee President and is a representative to the NCAA Division II Student-Athlete Advisory Committee. She is also a resident assistant and orientation leader, as well as a Defiance College Ambassador, a First Year Peer Leader and an LGBT student panelist. She is a Dean's List student and an NFCA Academic All-American and was named the 2015 Defiance College Softball Most Valuable Player.

"I feel as if my academic success has led to a lot of extra-curricular success in leadership roles on campus and at a national level," Warren said. "I am delighted to continue improving my leadership skills and this scholarship is going to help me grow in every way."

Woods Earns Matthews and Giampapa Scholarships

Valerie Woods, who is pursuing a bachelor's degree in marketing and management from **Wilkes University (PA)**, is the recipient of the **2015 Thomas E. Matthews Scholarship for Student Leaders** and the **2015 Joseph D. Giampapa Scholarship for Student Leaders**, presented through the NACA® Foundation's Scholarships for Student Leaders Program.

At Wilkes University, Woods has served as a resident assistant and Programming Board President, as well as an E-Mentor and Transfer Mentor for first-year students. She has interned with the Small Business Development Center and has served as a work-study student for The Center for Global Education and Diversity, both in Wilkes-Barre, PA.

"With these awards from NACA, I will now be able to pursue my dreams of studying abroad in Ireland while serving as a study abroad ambassador for Wilkes University," said Woods. "I hope to inspire current and future Wilkes students to study abroad and become involved with their institutions through on-campus clubs, organizations, and volunteer experiences. With this generous scholarship, I feel more confident I will be the first in my family to graduate college. I hope to start a master's degree in student affairs to continue working with students in higher education."
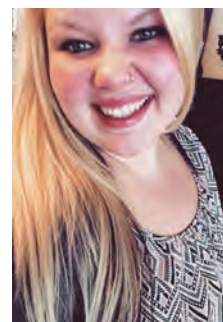
Foundation Scholarship Deadlines

The NACA® Foundation offers numerous scholarships (http://naca.ws/1WhjufP) that are available to undergraduate and graduate students, student leaders, professional staff and associate members on an annual basis. Scholarship nominations are solicited each year. Questions may be directed to Kayla Brennan (kaylab@naca.org) at the NACA® Office.

Upcoming Scholarship Deadlines

• NACA® Mid Atlantic Undergraduate Scholarship – March 31

• NACA® Graduate Scholarships – May 30

naca
National Association for Campus Activities

FOUNDATION

NACA® 2015 Fall Regional Conference Photo Album

Pictured here are photos submitted by school delegations who participated in NACA's fall regional conferences. If you'd like to see a photo of your delegation at your regional conference published in *Campus Activities Programming*®, send your photos – at the highest resolution available – to Glenn Farr at glennf@naca.org. Also, if you plan to attend the upcoming 2016 NACA® National Convention in Louisville, KY, Feb. 20-24, send us photos you take while there, too!

Student delegates join in the fun during a showcase at NACA® South.

Getting down to business in CAMP at NACA® West, a school delegate and an associate discuss booking options.

NACA® Central delegates take a moment to regroup during the conference, held Oct. 15-18 in Tulsa, OK.

Although the 2016 NACA® National Convention was several months away, student delegates at NACA® South were ready to Imagine the Possibilities.

The University of Tennessee-Chattanooga's delegation to NACA® South was named Outstanding Delegation for the third consecutive year and also earned Best Poster honors in the Graphics Competition.

Members of the Birmingham-Southern College (AL) delegation with NACA® Executive Director Toby Cummings (right) at NACA® South.

A delegate enjoys getting her face painted during CAMP at NACA® West, held Nov. 12-14.

The Cabrini College delegation "in a league of their own" at NACA® Mid Atlantic, held Oct. 22-25 in Buffalo, NY.

NACA® Member Benefit:
Job Opportunities from The Placement Exchange

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

Support NACA® Foundation through Amazon Smile

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

Building Leaders
One Hour at a Time

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

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

Learn more about the book and order copies online (http://naca.ws/1RU7Uq5). A portion of every book purchased will be donated to the NACA® Foundation to help fund scholarships and research grants for our members. Use promo code NACA when ordering.
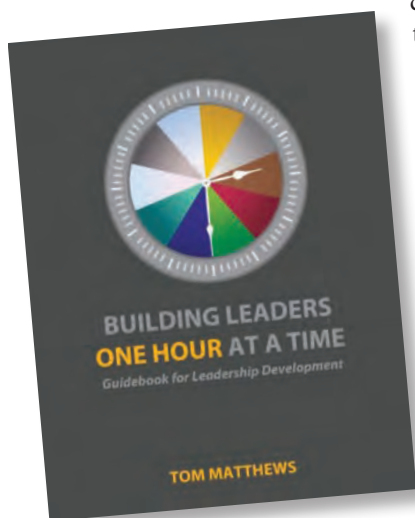
Submit Summer Webinar Proposals by Feb. 15

NACA will host four summer webinar programs in 2016 for professional school staff and associate audiences. If you are interested in presenting a webinar, please submit (http://naca.ws/1mpKT2y) your proposal for consideration by Feb. 15, 2016. The call for fall webinar session proposals will begin in March. Contact Kayla Brennan at kaylab@naca.org for more information.

Dr. William E. Brattain, Past Chair of the NACA® Board of Directors, Dies

Dr. William E. Brattain, 77, a past Chair of the NACA® Board of Directors (1974-75), died Friday, Dec. 25, 2015, in Springfield, IL.

"Dr. B," as he was known by several generations of students, retired as Associate Vice President Emeritus for Student Services and Professor Emeritus of Recreation, Park and Tourism Administration at Western Illinois University. In 2014, the institution renamed its University Union Prairie Lounge as the William E. Brattain Lounge in honor of his 24 years as Director of the Office of Student Activities and the University Union.

Throughout his career, Brattain played a crucial role in providing leadership opportunities for hundreds of students who've gone on to success in their careers. He began his career as Union Director at Manchester College (IN) before becoming Associate Director of the Indiana University Memorial Union. He became Director of the Student Union at Western Illinois University in 1971. Throughout his life, he remained active in a number of community organizations and the Methodist Church.

In addition to serving in the NACA® Leadership, Brattain served on the boards of the Association of College Unions International and the Association of Performing Arts Presenters. He was honored with NACA's Founders Award and ACUI's Butts-Whiting Award, both of which are the highest honors each organization bestows. NACA also established the William E. Brattain Graduate Scholarship in his honor.

"Dr. B" with two of his former students who later became Chairs of the NACA® Board of Directors: Dr. Gayle Spencer (left), Director of the Illinois Leadership Center at the University of Illinois at Urbana-Champaign, and Dr. beth triplett (right), Vice President for Enrollment Management at Clarke University (IA).

In addition to his wife, Jacquie, Brattain is survived by three daughters and their families, which include eight grandchildren and five great-grandchildren. A complete obituary (http://naca.ws/1YTEzfE) is available online. The family requests, in lieu of flowers, that donations be made to the William "Dr. B" and Jacquie Brattain Transfer Scholarship (http://naca.ws/1ktR9oh), which Dr. and Mrs. Brattain established through the Western Illinois University Foundation.

Submit Your Content Ideas for *Campus Activities Programming*® Today!

Planning for the 2016-2017 production cycle of NACA's *Campus Activities Programming*® begins now! Do you have a theme or article idea you'd like to see in the magazine? Is there a particular topic you'd like to see explored in its pages?

Then share your ideas with us now. Contact Editor Glenn Farr at glennf@naca.org today!
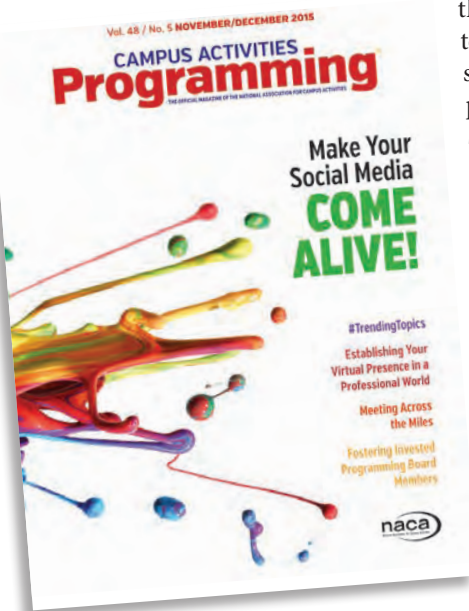
Share Your News!

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

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

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

New NACA® Members

NACA welcomes these new members, effective Dec. 11, 2015.

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  SouthShore (FL)
Lincoln College (IL)
Loras College (IA)
South Puget Sound Community College
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University of Minnesota-Crookston (MN)
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  at Manchester (NH)

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National General
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Nick Toombs Comedy Hypnotist (TN)

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NACA® MID ATLANTIC FESTIVAL

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March 11-12, 2016

Mark your calendars for one of best opportunities
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attractions.

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And, what if we told you that means you will work around your college schedule on your own campus with national and global brands to expand your skills in marketing? Gain experience. Earn cash. Build your resume.

We'd love to meet you! Stop by our booth during CAMP and say hello.
You can find us at Booths 314-316.

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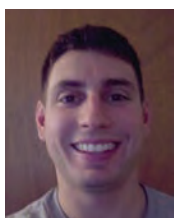
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MARIE MONROE
EVO Entertainment (PA)

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Sophie K. Entertainment,
Inc. (NY)

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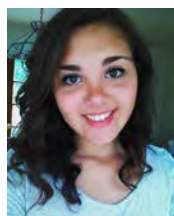*Member*
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The College Agency (MN)

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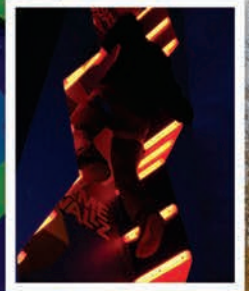SUNY-Oneonta

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

Cara White

**Program Coordinator
for Student Involvement**

University of Delaware

1. Leadership/management book you are currently reading?

I am reading a book on race relations called *Why Are All the Black Kids Sitting together in the Cafeteria?* It was recommended to me while I was in grad school. With current events in our nation involving student protests on campus, it's important to have a foundation to continue the conversation on these important matters.

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

Our new late-night weekend programming series that we kicked off this semester, specifically our Friday night programming, Perkins Live. It takes place in our Perkins Student Center from 10 pm-1 am every Friday. We ran series during the first 10 weeks of the fall semester and it was a huge success! Students found the programs fun, creative and innovative. The series has a following, and students are anticipating its continuation.

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

At Old Dominion University (VA), we had a traditional program called Campus Chaos that took place at the end of the spring semester and included a double-feature film screening on the green to kick off events. The next day included Day Chaos and Night Chaos: Day Chaos featured novelties, attractions and free food, such as paintball and go-karts. Night Chaos featured three stages around our University Center offering live music by performers from different genres. It was a great way to expose students to different types of artists, and with all the program's components, there was something for everyone!

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

Speakers for my music, a hot water kettle (for tea), and a phone charger.

5. Best teaching tool for your students?

Experience. I like to use real-life situations and examples from my time as a student to provide insight and a sense of realness and something to which they can relate.

6. Technology that most benefits you at work?

My iPad. I have it with me always, fully equipped with my synced calendar and Google Drive!

7. Most challenging aspect of your job?

It can be challenging to work late evenings and weekends at times, especially being away from family. However, it's rewarding to see the success of these programs despite the challenges they may bring.

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

I build in time for health and wellness, making sure I have designated times to work out. I think this is very helpful, especially when you are working long and sometimes late hours. My tip is to always give yourself some "personal time" and to do whatever it is that gives you a sense of peace. Consciously making these efforts really allows for balance.

9. Best programming advice you've ever received?

Never limit yourself to things of the past or traditions. Always be creative and innovative.

10. Something unique about your programming board?

We have programming boards that serve specific communities, such as Haven, our LGBTQ group, and HOLA, our Hispanic programming board. They are smaller than are largest programming body, SCPAB (Student Centers Programming Advisory Board), but the three groups often work together and are affectionately called SCHOVEN when they do.

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

Reach Out to the Crowd and Show 'Em How to Shake It!

By **Jason LeVasseur**

DREAM WITH ME FOR A MINUTE ... . You are the lead singer in the coolest band in town. Yes, YOU are a rock star and tonight is your big show. You have been planning this night for a long time and you're psyched that the day has finally arrived. You are ready to rock. You have practiced on your own and rehearsed with the band and they are ready to take the stage with you. Tonight, you will sing like you've never sung before. And, because you are a great performer, too, you will "shake your thing" like it has never been shaken! Oh yeah, you - will - be - AMAZING!

In your audience tonight, there will be a few people who have never seen your show, never been to the venue, and have never even seen a live band. They are curious, nervous, excited, and not really sure what to expect. They are the "newbies" and you are the "rock star." And, you have the ability to rock their world!

Let's take that relationship between rock star performer and brand new audience and look at it from the perspective of seasoned professional and brand new professional, or experienced student leader and brand new student committee member. One of them is the "experienced rock star" and one is the "audience." And you, yes YOU, are the rock star and the new folks are the audience because they will be looking to you for guidance.

Just your action of opening this magazine and reading this column allows me to deduce that you are active and engaged in your profession and position. It also tells me you have already gained experience and knowledge in your field. After all, you made it to this page, deep in this magazine! Maybe it's your first time opening up *Campus Activities Programming*® magazine or perhaps it's your 100th. Either way, you are probably not the "new kid." Not anymore. You have coordinated programs and have been on committees, you understand the roles and responsibilities of student and staff programmers, and you have most likely attended a conference or two. That knowledge and experience makes you a "rock star" in the eyes of your new "audience."

So, now that you understand that the spotlight is on you, what will you do with your influence? The audience will be watching what you do, listening to what you say, and definitely looking at the way you "shake your thing." So, be aware of how you shake it and embrace the idea that you truly have "rock star" influence.

I recently watched a Bruce Springsteen video for his 1984 hit "Dancing in the Dark." It has received over 40 million views (I am not the only Springsteen fan). It's a really catchy song. But the part that sticks with me is when, at the end of the video, he pulls a fan out of the crowd to dance with him on stage. It's awesome. He actually reaches out and pulls someone up onto the stage. In so doing, he is including them in his experience. It's a very cool rock star moment that he creates for himself and for his audience member. By bringing someone "in" and showing them how to "shake it," he enabled everyone, band and audience, to have a bigger and better experience.

On campus and in our communities, this is exactly what we should be doing with our influence and our spotlight. We should always look for ways to reach out to the crowd and pull them onto our stage to share in our experience. Consider all of the opportunities you have to create these moments for others. Are you programming an event this month? Do you need to recruit new members to your team? Will you be attending a conference soon? Is there something you would like to share with the world? How will you positively impact their lives? Think about yourself as the "rock star" and then think of the act of recruiting, promoting and teaching as "reaching out to the crowd." After all, you are a rock star and the spotlight is already on you. The fans are looking to you for guidance, for inspiration, for education, and for the invitation to participate!

Remember the dream we had earlier? You are the lead singer in the coolest band in town. You, yes YOU, are a rock star! In your audience, there are folks who have never seen your show, never been to the venue, and never heard your story. They are curious, nervous, excited, and not really sure what to expect. Your new fans are eager to see where you will take them. Embrace your influential role, reach out to the crowd, and show them how to shake it!

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