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Turn to the NACA® Spotlight on Page 26 for a listing of award winners honored at NACA® Live in Denver through a revamped ceremony called Inspire Live. Awards were presented to students, professionals and associate members for their achievements in programming, their leadership and for their legendary status as NACA icons, including Deon Cole, who was inducted into NACA's Hall of Fame.

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Career Guidance



GLENN FARR
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WHEN PSAT SCORES WERE REVEALED NEAR THE END OF MY JUNIOR YEAR IN HIGH SCHOOL, the top five high scorers from each of several area high schools were invited to take two summer courses at a local private college – for free. It was a clever gambit by the institution to build enrollment. For the first summer session, I pursued an English literature course in which I learned more than I ever wanted to know about Samuel Taylor Coleridge. However, it was a painting course during the second summer session that impacted me most.

To enroll in this course, I had to secure special permission from its professor, at the time a one-man art department, because I was only 17 and the course wasn't meant for beginners. I shyly showed him some of the drawings and crude paintings I had done from early childhood on and he approved my enrollment. During those six weeks, I completed two acrylic paintings – one of a man playing cards under an overhead light source and one of a couple in an anchored boat at sunset. I had never painted under instruction, but I took to it well and my professor seemed to be impressed.

As it turned out, he also coordinated the county fair art exhibit that fall and he insisted I enter my paintings in the amateur category. Both won blue ribbons and the card player won best of show in its division. I was stunned, especially when my professor shared the judge's comments with me. Upon learning I was only 17, she allegedly said, "What do you DO with someone like that?"

My professor seemed to know exactly what to do. He immediately sought approval for me to take an evening drawing course at the college the following fall, again tuition free. He began to share the "politics" of the art world and encouraged me to enter a finished drawing from that course in a statewide exhibit (I didn't win anything, but a judge praised my work's composition.) Later in my senior year, he introduced me to his colleagues at the state-supported university I planned to attend after graduation.

Headly stuff for a painfully reserved high school senior, and the intensity of his approach intimidated me. He insisted I pursue an MFA in painting and prepare for a career as a college professor. Being a "good boy," I went along with the plan through the end of my freshman year of college. But as I completed that first year, my shyness, my conservative rural background and my professor's intense mentoring style combined to cause the plan to unravel. His insistence that I must teach to make a steady living in art conflicted with my deeply rooted fear I could never do that. I also didn't feel I could become the kind of freethinker the art world demanded. (It's ironic now that I teach in my professional and personal lives and I've become very much a freethinker.)

When it came time for advisement for my sophomore fall semester, in a capricious moment I may never completely understand, I switched my major from fine art to broadcast journalism and began to rid myself of my broad Southern accent. Fortunately, I had a radio-friendly voice and could string a few words together. I found mentors in radio and print journalism while pursuing my courses and some 40 years later, I've enjoyed an editorial career with its share of successes.

Nevertheless, my experience makes me aware that career guidance can be a tricky thing. The mentor must truly meet the mentee "where they are," offering advice the mentee can process before pushing further. I am grateful that, in the campus activities field, advisors and other counselors are able to offer gentle and well-considered guidance when it's needed. I'm sure it's appreciated as your students move forward along their career paths.

In 2001, I experienced an epilogue of sorts. While taking an evening ceramic sculpture course at my alma mater, I was encouraged to see an exhibit at one of the campus galleries. Yes, 25 years after having first met my art mentor, I coincidentally ran into him at the exhibit. He was pleased to learn I was making art again and I'm glad I had a moment to come full circle with him, because he died a few years later. In retrospect, I understand his early career guidance had not been bad at all. I just wasn't ready for it. ■

Cheers to Our Continuing Journey!



WHAT AN AMAZING JOURNEY serving as your Chair has been! When I was elected to the NACA Board of Directors in 2016, I had no idea what was in store for me. I ran because I was passionate about an association that gave me the tools and opportunities to learn who I wanted to be in my professional career. I also didn't want to be the person who would critique the efforts of others without being willing to put the work in needed for change. I wanted to play a role in making a difference. As my time as Chair nears its end, I'm pleased to say I've witnessed incredible change in a short amount of time, all for the greater good.

In February 2019, at the NACA® National Convention in Columbus, OH, when I shared what I was hoping to do as Chair of the Board when my term began the following May, I focused on communication, transparency and innovation as a board and association. While there is always more work to be done, I'm proud of what we have accomplished. We selected and supported the transition to a new NACA executive director, reviewed the Association's mission and vision, focused on self-assessment of the Board of Directors and began reviewing our election policies/procedures. We reimagined our national convention as NACA® Live, which speaks for itself when it comes to innovation in our live events. We celebrated 60 years, looking back to our roots and forward to the future of campus activities. We continued to review our fiscal responsibilities and look for new growth opportunities and partnerships to expand programs and services for our members.

My fellow Board members continuously engaged in conversation about representation, member support and doing what we can to firmly establish NACA as the premier association in campus activities. I'm forever grateful for the thoughtful, enthusiastic and passionate conversations in which we have engaged. We become better when we bring diversity of thought to the table.

The work of the Board would not be what it is if it were not for the work and commitment of the NACA Office staff – just 20 people who believe in what we're doing and who we want to be. In addition to attending to individual responsibilities and Association priorities, they support the work and ideas of hundreds of volunteers. They spend a lot of time behind the scenes to make our events and programs possible, and we could not achieve our goals and vision without them. I'm forever grateful.

It has been an honor to serve the Association. I wanted members – schools and associates – to be seen, heard and feel their voices had made an impact. I was proud to carry the baton passed to me, and I know that as Ebony Ramsey becomes Chair, we are on an incredible path. Although I will be stepping aside May 1, I will always be an advocate and supporter of who we are and who we can be.

Cheers to our continuing journey! ■

8 STEPS TO DEVELOP A SUCCESSFUL AND FULFILLING CAREER PLAN

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Whether you are just beginning college or are a seasoned higher education professional, building a career you love takes time and smart decisions, both professionally and personally. Highly successful people don't sit around waiting for their next big break because they know success is never accidental. Instead, it's the culmination of proper preparation, effective planning and a personal commitment to making your dreams a reality. The same tenacity should be employed when developing an individual career plan.

Such a plan is comprised of a list of short- and long-term career goals and the actions you commit to making those goals a reality. Career plans can help provide personal clarity during times when you need to make important life decisions and can help you successfully communicate your ambitions to close friends and family members.

Legendary basketball coach John Wooden once said: "True success comes only to an individual by self-satisfaction in knowing that you gave everything to become the very best you are capable of" (p. 14). Here are eight steps you can employ at any point in your career to develop a plan for your next slam-dunk opportunity.

Step 1: Examine your interests, pastimes and hobbies.

Finding a career filled with passion and that ignites a fire in your soul can be as simple as asking yourself what it is you love doing. If your answer is a personal hobby not reflected in your current work situation or career plan, it might be time to consider how to better align your interests with your reality. Examining your hobbies and other leisurely activities can provide a great deal of insight into what brings you joy as you contemplate your career path. Even if you don't turn your hobby into a job, review aspects of your hobby that make you happy and write them down. These will serve as a list of desirable traits you can use to vet career opportunities and potential employers.

Step 2: Identify potential career options.

List potential careers you can consider at any stage in your life. If you're unsure about where to begin, consider taking a career self-assessment to examine your interests, skills and values. After reviewing the results and your list, narrow potential career options by reviewing any available career information and industry trends, and by talking to professionals in potential career fields. The US Department of Labor has a great free online tool you can use called O*Net. It can help you discover what your interests are and how they might relate to the rapidly changing world of work. Access this tool at <https://www.onetonline.org/>. The career services office on your campus may also have free tools you can use to explore potential careers.

Step 3: Prioritize.

Ask yourself:

- How does this opportunity align with my skills?
- What interests me the most from my list and why?
- What is important to me personally?

We all have motivations for how and why we choose the careers we pursue. Whether it's because you find the work intellectually stimulating, you like the salary, or you love the location, it helps to know what matters most to you and what are potential deal-breakers in any opportunity. You may end up wanting to pursue several opportunities to increase your chances of success. You may also consider narrowing your focus to one or two opportunities. There is no wrong way to develop a plan that feels right for your situation.

Step 4: Get SMART about your career and job goals.

Imagining the future can be an effective way to plan your career. Reflect on where you'd like to see yourself in one year, in five years, and at the end of your career. After reflection, begin to develop a road map to achieve career success. Setting SMART goals can assist you in turning your reflections into an action plan. SMART goals help develop specific, time-bound goals and outline steps necessary to put your plan into action. SMART goals are:

- Specific (simple but significant)
- Measurable (meaningful to you and motivating)
- Achievable (something you can attain and agree to complete)
- Relevant (reasonable, realistic and results-based)
- Time-bound (there should be an end in sight)

Step 5: Document your career plan.

While your previous academic and professional experience might help you reach your goal, it's equally important to have a documented plan for success. Successful individuals are systematic in setting and achieving their career goals. In addition to using SMART goals to establish a timeline of accomplishment, develop a definition of what "success" means to you. Using this, create a blueprint to achieve your personal vision of success. Simply committing your plan to paper can improve your chances of realizing it.

Step 6: Share your plan with a mentor or career advisor.

A mentor can be crucial to your personal and professional development. There are multiple benefits to having mentors in your personal

and professional lives. In addition to sharing knowledge, they can provide honest feedback about your career progression and in handling difficult situations. They can also provide sage advice, having "been there" in many situations you might experience. And they can often provide access to a wide network of colleagues who can offer a broad range of career assistance. But most importantly, mentors can also share whether or not your career goals are achievable within your desired timeframe and help you adjust your approach when necessary.

Step 7: Pursue additional education as needed.

Human knowledge continues to expand at an exponential rate. To keep up with advances in technology and career fields, it's important to regularly pursue training and education that will keep you competitive in any field. Invest in yourself in this way and consider pursuing such self-investment when negotiating job offers and promotions. Examine career trends regularly to note where you may need additional training or opportunities for growth.

Step 8: Schedule a career check-up.

Just as you would schedule regular physical exams with your doctor, you should regularly step away from the distractions of everyday life to review your career plan's progress. Place an annual reminder on your calendar to examine the status of your career and its potential trajectory:

- Do you see any obstacles in your way?
- Do you need to adjust course to take into account a new obligation or opportunity?
- Does the career you've chosen continue to bring you joy? If not, how do you change course?

Success Is Planned

We believe success is planned and the direct result of preparing for your bright future and focusing on what's most important in your life. Remember, success isn't just measured in the office. You can apply these steps to reach personal goals in every area of your life.

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WELCOME TO YOUR CAREER

Acclimating to Your First Professional Role

DEBORAH O. AYOADE
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Whether you are the over-involved student who snagged a job right after graduation or a newly minted masters-level professional, acclimating to your first professional role comes with its own set of complications. Unfortunately, nothing taught in a lecture hall can prepare you for handling office politics. Success in navigating workplace culture is something gained only through direct experience. In my time as a student affairs professional, I've been blessed with supervisors and other colleagues who have readily advised me about my new campus environments. Here is some advice I've found most beneficial as a new professional.

Write Everything Down

I cannot stress this enough. Use a journal, an iPad or your laptop to record all of the information with which you will be bombarded during your first few weeks on the job. Each day will likely be full of meetings to update you on departmental programs and initiatives. Everything that is shared in these meetings is important. Take notes, ask questions and re-read your notes each night. The next day, ask any clarifying questions you may have.

Even after your formal onboarding is complete, you can refer to these notes before asking someone for assistance. Do not misunderstand: asking for help is always welcome, but no one wants to be asked a question they've already answered multiple times. The more comfortable you are locating the necessary information on your own, the more confident you will feel as a professional and, ultimately, as a member of your organization.

Do Your Job

As a new professional, you have one job – the one you were hired to do. While in truth your job may consist of several positions in one, your team expects you to become an expert in that job as efficiently and as competently as possible. Starting a new role can be both exciting and confusing. There are interesting committees, cool people and, if you are in a new city, the potential for great experiences. Your first priority should be to learn and fulfill your obligations to your office and your role at the institution.

The first 90 days are typically seen as a probationary period, so be sure you are aware fully of what is expected of you. At your first check-in with your supervisor, ask them to clearly identify their goals and initiatives for your position. This will give you direction and provide you with your supervisor's metrics for success. You will need to consistently and clearly communicate your progress in these areas to your supervisor. Be sure to periodically seek feedback on your performance. If any areas of improvement are identified, be sure to create a targeted plan to increase your competency in that area.

Your relationship with your supervisor is crucial to your success. It should be a partnership in which information is shared freely and not just unilaterally. This is critical to both of you in your professional development. With appropriate boundaries in place, you should be able to provide your supervisor with critiques of their supervision style. Boundaries inform each of you of the other's comfort-level with negative feedback and the best method for communicating criticisms. Boundaries should be communicated early, as they will impact your relationship with your supervisor and other campus partners.

Get to Know Your Surroundings

In the first few weeks at an institution, new employees are introduced to a number of new people. No one expects you to remember everyone you meet initially, but I recommend writing down their names. You are meeting these people for a reason; they are your campus partners. If you do not have anything to write with at the time, do not be afraid to take a business card. Taking a colleague's contact details tells them you see them as someone you need to remember. Also, it may come in handy when you least expect it. In student affairs, we pride ourselves on our respective knowledge bases; however, your network is just as important.

YOUR RELATIONSHIP WITH YOUR SUPERVISOR IS CRUCIAL TO YOUR SUCCESS. IT SHOULD BE A PARTNERSHIP IN WHICH INFORMATION IS SHARED FREELY.

My first supervisor instructed me to tour different departments during my first few weeks just to meet colleagues and to give them a chance to meet me. This helps build rapport and makes you more than just a name attached to an email. Be sure to follow up with the people you meet. You will appreciate your campus partners immensely when you need a check processed quickly, when you need to reserve a space at the last minute, or when you find yourself helping a student with a financial aid issue.

Find Your "Teammates"

Building relationships on campus is key to being successful in a new position. This strategy is beneficial in navigating office politics. You need to identify your allies, your mentors and, if you are lucky, your sponsors. Allies are faculty and staff members who genuinely wish to see you succeed. An ally will support you in your initiatives and work with you to see those things come to fruition. A mentor is someone who will advise you while challenging you to grow as a professional. A sponsor is someone in a senior leadership role who advocates for you in the spaces you do not have the privilege to enter. They bring your name up for significant opportunities and continue to keep you a part of the conversation. They will provide you with or direct you toward resources you may not have known were available to you. It takes some time to find a true sponsor, but once you find that person, you will not regret the relationship.

Identifying your "teammates" also allows you to pinpoint those who are not in your corner. It is unfortunate, but everyone may not have your best interests in mind. It's not personal and it may not be due to any action of your own. Some people are simply focused on their own paths. Trying to reconcile those relationships may be futile at this time. You will have to allow your work ethic and work performance to advocate for you.

Also, consider the fact that while there are hundreds of colleges and universities across the country, the higher education community is not as large as you might think. Everyone knows someone somewhere. Even if people cannot sing your praises, you should ensure that they also have nothing with which to discredit your proficiency. You are a student affairs professional and you will only grow from this point forward.

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

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Avoiding the
**SUNK COST
FALLACY**

ALEX M. STEWART
Florida Atlantic University



WHEN I WAS AN UNDERGRADUATE MARKETING MAJOR, I was often asked, “What are you going to do after college?” As I considered my life post-graduation with some trepidation, I replied as I thought I should, saying, “I want to work for a marketing firm.” Sometimes, if I felt brave, I’d say, “I’m still exploring my options,” which was code for, “I have no earthly idea what I want to do.”

My lack of a solid career plan did not reflect a lack of trying to figure out my life. I had done my due diligence – I got an internship in sales where I performed cold calls to sell advertising space in a newspaper. But every moment of that internship was pure agony. Later, I acquired a part-time job selling products at a popular body care store, only to realize I was not happy there, either. Next, I tried business-to-business marketing. I was able to focus on social media and graphic design, which were both passions of mine. Although I enjoyed this experience more than the previous ones, I was still unsatisfied.

As a marketing major with no real desire to pursue the job for which my university had trained me, I felt like a failure. Meanwhile, it seemed all my classmates were excited to pursue careers in business. For me, the mere thought of cubicles and corporate retreats were enough to send me running and screaming. However, a voice inside my head kept telling me I should not waste the four years I spent earning a business degree. I often thought I should just suck it up and pursue a career in marketing even though I’d be miserable. That voice was leading me to believe in the sunk cost fallacy. Thankfully, I didn’t listen to it, instead deciding to pursue a master’s degree in higher education leadership in preparation for a student affairs career.

The Sunk Cost Fallacy Defined

A sunk cost is one that has already been incurred and cannot be recovered (Bondarenko, 2015). Business students learned that sunk costs should not be considered when making future decisions. Wood (2017) uses a simple analogy to understand the sunk cost fallacy: a “... gambler sitting at a slot machine, unable to walk away because they’ve spent so much already that the only outcome they can accept is a big win. Of course, the big win rarely comes, and eventually, they just run out of resources” (para. 7). The sunk cost of time and quarters deposited in slot machines are what casinos count on to keep gamblers glued to them until all their money is gone. The sunk cost fallacy also applies to how many people get stuck in jobs and relationships that no longer make them happy. How many people do you know who are in a workplace they can’t stand? How many couples cause you to wonder why they’re still together? Sunk costs make it hard to let things go.

In my case, pursuing a marketing degree was both an emotional and financial sunk cost. I poured my metaphorical blood, sweat and tears into my degree, as well as paying its costs. But just because I had invested that time and energy into it did not mean I was obligated to pursue a career in marketing. And, as I have subsequently learned, it turns out that the transferable knowledge and skills I learned as a marketing major have served me well in pursuing a student affairs career.

People often think they’re making decisions based on logic and reason. When you’re creating a program board, you often try to recruit people with the skills necessary to succeed in each role. The truth is that human beings are flawed. We are innately emotional and attached to things that often hinder our own decision-making processes. We choose people for positions because we knew them in high school. We hire people onto teams with which they do not work well just because positions need to be filled. With the sunk cost fallacy, “Your decisions are tainted by the emotional investments you accumulate, and the more you invest in something the harder it becomes to abandon it” (McRaney, 2011, para. 2).

The interesting thing about the sunk cost fallacy is that the moment you identify something as a sunk cost, it helps you move forward to make better decisions for the future. That “aha” moment comes when someone decides to cut their losses and walk away. After interviewing, researching and applying to marketing companies for months, I finally realized I did not have to pursue a career in marketing. I felt completely free and was able to move forward in another career direction.

Self-Coaching Through Your Sunk Cost

To avoid the sunk cost fallacy, first identify the decisions you’re making that might be impacted by sunk costs. You can blog, start a journal, or even lean on apps to reflect on how sunk costs might be impacting your decisions. Maybe your programming board is continuing to offer a certain program even though attendance has decreased dramatically over the past several years. Maybe you’re in a position you do not enjoy, but because you have the most experience, you agree to be in charge of your area. To get a better look at your decision-making process, perform a life audit. Ask friends and family for opinions on sunk costs that are limiting your future and that of your organization. Where have they seen you at your happiest? What career or goal could they see you accomplishing?

It’s also important to realize you’re not a victim of the past. This helps to reset your brain and allows you to look at things through a more positive lens. Stephen Covey (n.d.) says, “I am not a product of my circumstances. I am a product of my decisions” (para. 2). Ultimately, you make

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your own decisions every day as to what actions you'll take. Use proactive and positive language like "I can" or "I will" rather than "I have to."

Determine how best to remove the sunk cost from your life or figure how to navigate around it. There are some people and things you can't completely cut out of your life. For example, family relationships are something many people are not willing to give up. In such circumstances, a certain measure of creativity may be required. Instead of completely eliminating exposure to family members who bring drama into your life, perhaps you can limit the amount of time you spend with them and/or the topics you will discuss with them. Setting firm boundaries can help you manage tough situations.

Finally, change how you talk about the sunk costs in your life, even in your programming board meetings. If you worry about what could have been, you risk missing out on amazing opportunities awaiting you. Jim Collins (2003) suggests that the best New Year's resolution is to figure out what you will stop doing in the coming year instead of adding more things to your to-do list. Break bad habits instead of focusing on making new ones. Explore the aspects of your background you can use to push yourself forward. Can you repurpose skills and experiences? What do you want for your future, regardless of your past?

Moving Forward

Although I will not be working for a marketing firm anytime soon, my roles still require marketing expertise. The late Steve Jobs (Yarrow, 2005) often spoke about how his background in calligraphy influenced Apple's design aesthetic later in life. My marketing experience accomplishes something similar for me as I transition into my higher education role.

I pursued a graduate assistantship in housing and residence life even though I had never worked in that area before. By repurposing my marketing and other extracurricular experiences, I have transferrable skills that have led me to quickly be able to learn about the various aspects of housing, including conduct, supervision, coaching, event planning and logistics.

Ultimately, your lived experiences inform how you see the world. Like me, you will be able to repurpose the information and experiences you've acquired. My marketing degree has provided me with a valuable and unique skill set many of my peers do not have. My background often helps me see situations differently than others. Although I can't predict how my career will play out, it may well be that my marketing degree will help me do something innovative I may have never done without it. Own your past, but do not let it limit your future.

ABOUT THE AUTHOR



Alex M. Stewart is a career consultant at **Florida Atlantic University**, where she has also served as vice president of the Chi Sigma Alpha honor society. She previously served as a peer consultant with the Ohio University Career and Student Success Center. She holds a bachelor's degree in business administration in marketing from Ohio University and is pursuing a master's degree in education from Florida Atlantic University.



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West–Date and Location TBD
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DOUBLE DUTY

*Parenting While
Working in
Student Activities*

JERRICA STOVALL

University of South Florida-
St Petersburg

KYONNA HENRY

North Carolina Agricultural
& Technical State University



Kyonna Henry (center) and family

Jerrica Stovall (second from left) and family



PARENTING CHILDREN WHILE PURSUING A CAREER IN STUDENT ACTIVITIES is an act so full of magical feats it could surely be a showcase at NACA's next Live event. We began exploring this topic while serving on a panel discussion at the 2019 NACA® National Convention. That panel also included two other powerhouse moms, 2020 NACA® Live Chair Andrea Junso and Past Board of Directors Chair Demetria Anderson. This panel provided an opportunity for a candid conversation about how we strive to excel as moms at home, as professionals in our positions at our institutions, and as volunteers in the Association.

Later, we were approached by NACA to host a webinar on the topic and decided to include the perspective of a dad, Thanh Le, who will chair NACA® Live in 2021. Webinar participants sent us questions, which we answered live. We'd like to share our answers with you, as well as additional tips, statistics and best practices.

Describing Family Structures

Families, whether they are blended, extended, nuclear etc., each have their own unique story. Parenting structures vary, as well. While some homes are led by single parents, others are managed by two parents, guardians and/or other types of caregivers. Regardless of the structure, how do things actually work when one or both adults in the family work in one of the busiest (frequent late-night and weekend work), yet rewarding professions around?

Seeking and Giving Support

While our field can be challenging, with the right approach and planning, doing this work while parenting can be accomplished very successfully. Communicating your needs and the potential impact of certain duties or assignments with your supervisor is what we consider most important. Do not be afraid to use "I statements" when expressing your needs, and remember that you are the expert on your family dynamic.

Sometimes, childcare needs will necessitate you bringing your children to campus for programs and/or meetings. For example, at my (Henry) previous institution, I picked up my daughter every day at 5 p.m. from daycare and brought her right back to campus because I advised eight organizations that programmed and met daily.

To balance schedules, it truly takes a village. Find your support circle and reward them for their cooperation and/or assistance. Do you have a dedicated team of babysitters on whom you can rely? Do you have students who would love to watch your little ones?

But what happens when your child has a doctor's appointment at the same time as a board meeting is scheduled? That's where supervisory support can be critical. When you don't feel supported by your supervisor with regard to your children's schedules or needs, it really dampens the relationship and negatively impacts your morale at work.

What does support mean to you? Is it flex time? More professional development opportunities? Different types of discussions during one-on-one meetings? The ability to bring your children to the office when schools close or bring them to events when you're the only available caregiver?

The definition of support can vary depending on your needs, skills and circumstances. One way to seek support from your supervisor is to share an open dialogue through which you can be supportive of your supervisor's professional goals and show how some of your goals are actually very similar. Another way to seek support for being a parent in a high-demand profession is to find a mentor with children from another department to talk through things and seek professional advice. This can be especially helpful if a mentor isn't available in your own department or work area.

If you are in a supervisory role, weave these topics into one-on-one meetings with your staff members. Not only will it make your employees feel supported, it will also open lines of communication. Ask them how you can best support them and how you might be more helpful. Always strive to understand their circumstances because some things that happen will be completely out of their control.

Becoming an Advocate

In what ways has being a parent made you an advocate? What things do you now support that you never even considered before having children? For example, do you now make sure changing tables are available in every venue's restrooms? After having been at my (Stovall) current institution for two years before becoming a parent, I expeditiously advocated for changing tables in the Student Life Center.

If you're a single parent or are conscious of their needs, do you now advocate for work functions scheduled after 5 p.m. to be child friendly? What about school closings and days when daycare opening is delayed due to weather? Are you comfortable asking your supervisor if your child can come to work with you for a few hours until daycare opens? Additionally, are you comfortable exploring work-from-home options?

We both feel it is never too early to expose children to higher education. Growing up attending college carnivals and parades and hearing a variety of speakers is not a bad life (especially if free swag is included).

Lastly, it's worth noting to our colleagues who are not parents that we realize we can't always expect them to take responsibility for late-night or weekend events when our kids have ballet practice or an orchestra rehearsal. While we find parenting to be very rewarding, we must not assume our coworkers who aren't parents have nothing else to do, and, therefore, we should not assign a greater share of after 5 p.m. work to them.

Continuing the Conversation

Interested in keeping the conversation going? NACA has recently created a new community in NACA® Connect for parents and guardians who work in student activities. (Log into naca.org, choose the NACA® Connect tab, then look for Student Activities Parents &

But what happens when your child has a doctor's appointment at the same time as a board meeting is scheduled? That's where supervisory support can be critical.

Guardians.) This community evolved from a Facebook group for Student Affairs Moms (S.A.M.s) after it was pointed out there wasn't a similar support group for dads or guardians. This community is open to all and community members may invite others to join. We're hoping this new community becomes a space where parents can brag about their kids, discuss challenges they face as parents/guardians working in student activities, and share strategies for self-care and self-advocacy.

We'd like to offer special recognition to Andrea Junso of Gustavus Adolphus College (MN) and Demetria Anderson of Marquette University (WI) for helping to initiate these conversations and to Thanh Le, Ed.D., of West Virginia University for sharing a father's perspective and for his continued support.

ABOUT THE AUTHORS

Jerrica Stovall is associate director of Activities & Programs at the **University of South Florida in St Petersburg**, where she oversees Leadership, Student Organizations, Multicultural Affairs, and the Harborside Activities Board. She has been involved with NACA since 2011 on the regional and national levels, including her most recent appointment as the Leadership Fellows Coordinator. She is also the mom of a sweet two-year old daughter and the bonus mom of a vibrant eight-year-old son.

Kyonna Henry is assistant director of Student Activities and director of Special Projects at **North Carolina Agricultural & Technical State University** in Greensboro, where she oversees the Student University Activities Board and the Honda Campus All Star Challenge (an academic quiz bowl for HBCUs) and plans special events for the Office of Student Activities. She has been involved with NACA since 2013 on the regional and national levels, including being a Leadership Fellow. Her most recent appointment is to the National Volunteer Development Team. Henry adores her personality-filled two-year-old daughter, Saniyah.

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OFFICER TRANSITIONS: Build a Foundation for Success

KRISTIN KREHER

Indiana University–Purdue University Indianapolis



STUDENT ORGANIZATION OFFICER TRANSITIONS significantly impact an organization's potential for longevity, growth and success. Yet, student leaders often cite feeling ill prepared when stepping into a new role and the organization is left starting anew each term. By viewing transitions as a multi-faceted process of community building, training, culture creation and planning, students and staff alike can craft a transition plan to build a firm foundation for new officers.

Much of what we know about students' transitions to college also applies to officer transitions. Schlossberg defines transition as "any event, or non-event that results in changed relationships, routines, assumptions, and roles" (2010). When a student steps into an officer position, their change in role is often the primary focus. However, they also experience transition with regard to:

- Their relationships with peers and staff,
- Their routines within the organization and in their daily lives, and
- Their perceptions and beliefs.

Let's assume an officer position can be both exciting and stressful. To understand students' abilities to navigate transition and cope with related stress, we can examine Schlossberg's key tenants, known as the "4 S's": situation, self, social and strategies. The accompanying table outlines questions to ask about each of these.

SCHLOSSBERG'S 4 S's	
<p>Situation</p> <ul style="list-style-type: none"> • How long will the transition last? • Has the student previously experienced a transition like this; are they a first-time student leader? • How will their routines change? • What caused the change; did they seek the position or was it unexpected? 	<p>Self</p> <ul style="list-style-type: none"> • What is their attitude toward the change? • What demographic and psychographic characteristics shape their experience? • How committed are they to succeeding with this change?
<p>Social</p> <ul style="list-style-type: none"> • To whom in their networks do they reach out about this change? • How connected are they to their peers experiencing the change alongside them? 	<p>Strategies</p> <ul style="list-style-type: none"> • How much will they change themselves or expect others to change? • How will they make meaning of the change?

Understanding the answers to each of the questions in the table can help you craft a transition plan tailored specifically to the needs of each new officer, the officer group as a team, and the organization as a whole.

Goals of Student Leader Transitions

Overall, student leader transitions provide a time to build a foundation. To do this, transitions should support four goals: community building, training, culture creation, and planning.

Community Building

Community building helps form a social support system among officers and creates relationships conducive to working together. Coordinate activities to help students get to know each other in more meaningful ways, build understanding and trust, and learn how to communicate effectively. Some ways to advance community building include icebreakers, team-builders, workshops, guided conversations and reflection.

Training

Training involves capacity building: helping new officers develop skills needed to succeed in their roles and providing important information related to processes or policies. Training helps students cover the basics of their roles and understand the nuts and bolts of their positions. It may take the format of presentations, written resources, modules and more.

Culture Creation

On the simplest level, cultural elements of transitions include sharing the history of the organization, its mission, purpose and norms. An organization's culture reflects why it does what it does and how it does it. Culture also reflects the people within an organization and the context in which it operates. The most effective cultures are mutually created through dialogue and reflection.

Planning

During transitions, student leaders look forward to the future and are involved in setting goals and strategic planning, which include choosing the direction they want to pursue personally as individuals, within their specific roles, and with the organization as a

whole. Planning also offers opportunities to infuse inspiration, uniting everyone with a sense of purpose.

Tailoring Transition Plans

The above four goals are widely applicable, but the focus on each goal should be shifted to the group's unique needs. Before creating a transition plan, conduct a needs analysis. This might involve membership surveys, reviews of organizational outcomes, or feedback from advisors or campus partners. Based on the results, attribute appropriate degrees of importance to each goal.

Perhaps an organization has a culture that lacks accountability despite everyone knowing how to do their jobs. In that case, the group should spend more time during transitions advancing the culture creation goal rather than spending time on training. If officers already have a great working relationship, less time can be spent on community building. Overall, the most effective transition plans will advance all four goals, adjusting them based on the organization's needs.

Perhaps an organization has a culture that lacks accountability despite everyone knowing how to do their jobs. In that case, the group should spend more time during transitions advancing the culture creation goal rather than spending time on training. If officers already have a great working relationship, less time can be spent on community building. Overall, the most effective transition plans will advance all four goals, adjusting them based on the organization's needs.

Transition Plan Evaluation

Nearly every organization has some working format of an officer transition plan. Review the following common missteps and best practices to identify updates your plan might need.

Common Missteps

Avoid these:

- **Having a singular-focus:** The plan aims to achieve only one goal; it is solely geared toward training or community building or another goal.
- **Lacking ownership:** No one views transitions as their responsibility, and everybody waits for someone else to do it.
- **Lacking buy-in:** This happens when only one or two people are leading the transition effort and others fail to see purpose in the process.
- **Being rushed:** Effective transitions take significant time – much more than a single, one-hour meeting. Those transitioning into new positions need time to process and build.
- **Lacking impartiality:** It may be tempting to keep everything exactly as it has been when making your way through transitions. However, new leadership opens the door for positive changes. Neutral, impartial transitions help students gain knowledge and

skills they need without inhibiting their individual ideas and strengths.

- **Depending solely on the binder:** A well-documented guide to an officer position can be helpful, but it is not the be-all-end-all of leadership transition. A binder handed from officer to officer will be ineffective if not accompanied by dialogue and other supporting efforts.

Best Practices

To help ensure your transition plans are effective and successful:

- **Set clearly defined goals.** After your needs analysis has identified the most important goals, map all parts of your transition plan with these goals in mind.
- **Share ownership of and involvement in the process.** Involve the appropriate people (e.g., outgoing officers, incoming top leadership) in spearheading the transition and emphasize to everyone the importance of effective transitions.
- **Be multi-faceted.** Involve multiple facilitators in transition and appeal to a variety of learning styles. Have individual incumbents transition their successors but also transition groups as a whole.
- **Be structured.** Have your transition sessions build on each other and proceed logically.
- **Manage logistical details.** Have your rooms booked, sessions scheduled, handouts ready and, if applicable, budget allocated to support transitions.
- **Make it a year-round effort.** Work to advance transition goals all year long, educating the entire group, instilling strong culture at every level, and creating a pipeline to leadership positions.
- **Be non-restrictive.** Share expectations for the transition plan but encourage students to add to it and go above and beyond what you expect in transitioning the new team.

Why, How, What

With all of this in mind, you are ready to create or update your transition plan. It may be most effective to use a “Why, How, What” format as shown in the accompanying display below, which includes some examples. You may choose to use this as a template for your own transition plan.

ABOUT THE AUTHOR




Kristin Kreher is a communications specialist in digital media at **Indiana University-Purdue University Indianapolis**, where she previously served as coordinator of Student Programs and Promotions. She was a graduate assistant for Student Center Programs at Ball State University (IN), where she earned a master’s degree in student affairs administration in higher education. She was a full-time intern to the vice president for Student Affairs at Bradley University (IL), where she earned a bachelor’s degree in advertising. In NACA, she is the coordinator for the Student Government Institute-East. In NACA® Mid America, she was named its 2018 Outstanding New Professional and also advised the region’s 2018 Outstanding Programming Organization. She is affiliated with NASPA, serving as its Region IV-E web and design coordinator, after having served as a NASPA Annual Conference professional development intern.

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OFFICER TRANSITION PLAN		
Goal – Why <i>Select from community building, training, culture creation, and planning.</i>	Session – How <i>What is the main focus of the session?</i>	Description – What <i>Include details on the session, who is involved, when and where it will take place, etc. What will you include to achieve the goal?</i>
Community Building	Get to know you and your team.	Wednesday, March 25 during Officers Meeting: Outgoing president will facilitate True Colors workshop with all outgoing and incoming officers, with significant debriefing and written reflection activity.
Training	Share who’s who in the student involvement office.	Wednesday, April 1 during Officers Meeting: Advisor will deliver a presentation and Kahoot highlighting staff in the office and how student leaders may interact with them.



“This Institution Is MINE” Psychological Ownership on a College Campus

LESLIE COTHREN, Ph.D.
Cameron University (OK)

Many terms are used to describe a student’s relationship with the institution they attend, including school spirit, institutional connection, institutional commitment, institutional loyalty and institutional identification. These terms all describe a one-way relationship from the student to the institution and focus on the feelings, not the actions, of the student. The research in this area described here sought to apply a more comprehensive term, psychological ownership, to this relationship.

Psychological ownership explores the relationship between individuals and objects, either material or abstract, and occurs when individuals feel something is “theirs” (Pierce, Kostova & Dirks, 2001). At the core of this concept is a feeling of possession and a psychological connection to an object. Specifically, the theory of psychological ownership is composed of two elements: human needs, which serve as the building blocks of psychological ownership (roots of), and pathways to developing psychological ownership (routes to).

Roots of Psychological Ownership

The roots of psychological ownership refer to why psychological ownership occurs and what facilitates the development of psychological ownership in individuals. These roots encompass both genetic factors and experiences and serve as the glue that attaches individuals to objects. Additionally, they are categorized into promotion and prevention motivations.

Promotion motivations may focus on the individual’s goals that reflect aspirations and dreams and include: efficacy and effectance, the desire and ability to control and interact with the environment; self-identity, the need to define oneself through relationships with objects; sense of place/belongingness, the desire to feel one belongs; and accountability, the expected right to hold others accountable and the expectation to be held accountable for one’s influence on the target (Baxter, Aurisicchio, & Childs, 2015; Avey, Avolio, Crossley & Luthans, 2009).

Prevention motivation focuses more on actions that reduce punishment and is territoriality, the behavioral expression of an individual’s feelings of ownership toward an object (Brown, Lawrence & Robinson, 2005).

Routes to Psychological Ownership

Relating to the routes of psychological ownership, individuals can feel psychological ownership through a sense of control of the object, intimate knowledge of the object, and investing oneself in the object (Pierce et al., 2001).

This research sought to better understand a student’s relationship with the institution and possibly expand the current terminology to be more comprehensive and action-oriented. Specifically, it explored four questions:

- Do students develop feelings of psychological ownership toward the institution?

- Is there a relationship between students' feelings of psychological ownership and individual demographics?
- Is there a relationship between students' feelings of psychological ownership and their feelings of satisfaction with the institution?
- Is there a relationship between students' feelings of psychological ownership and their perceptions of their involvement on campus?

Online Survey Results

To explore these questions, all students at a mid-sized regional public institution were sent a link to an online survey. Regarding psychological ownership, the survey included a modified 16-item matrix relating to the individual's feelings based on the promotion- and prevention-oriented roots of psychological ownership with responses on a six-point Likert scale. To measure feelings of student involvement with the institution, participants were provided a definition of student involvement and responded with their agreement on a five-point Likert scale. A student's satisfaction with the institution was measured using one question addressing the student's overall satisfaction with the experience at the institution thus far, with responses on a five-point Likert scale. Demographic information was collected using questions replicated from the National Survey of Student Engagement (NSSE, 2018). Of the approximately 3,600 students attending the institution in fall 2018, 389 respondents (10.8%) were included in the final analysis.

This research found that students did develop feelings of psychological ownership toward the institution they attend. However, demographics did not matter. The only exception was for students working on campus, which was found to have a positive correlation with feelings of psychological ownership. Of note are the small sample size and the fact that many categories received only a few participant responses. A more diverse and robust respondent group could produce more significance.

Student satisfaction was positively related to psychological ownership. Additionally, student feelings of involvement were also positively related to psychological ownership. Satisfaction explained almost 30% of the total psychological ownership score while involvement explained 7.5% of it. Collectively, they accounted for 34.4% of the total psychological ownership score.

Furthermore, the prevention/territoriality motivation was not correlated with total psychological ownership scores. This shows that prevention and territoriality may not be present in students that attend higher education institutions.

Ownership, Retention and Engagement

As institutions are constantly searching for ways to retain and engage students, psychological ownership can provide a structure through which campus administrators can intentionally focus their energy and resources. Furthermore, research outside of higher education shows that simple interventions designed to encourage psychological ownership can significantly affect how individuals feel about and interact with the institution/organization. Practitioners can implement small, intentional strategies targeting specific constructs of psychological ownership to help students strengthen their feelings toward the institution.

In addition, methods for enhancing feelings of psychological ownership can overlap with efforts to encourage student success. Many findings that are important to student success directly intersect with the routes to and roots of psychological ownership. However, higher education professionals should be intentional in their efforts to create programs that target the various routes to and roots of psychological ownership. Examples of how practitioners can do this include:

- Educating students through orientations and shared campus ceremonies and stories can instill the importance of rituals and symbols in students, leading to a stronger self-identity with the institution, linking directly to stronger feelings of psychological ownership.
- Encouraging students to serve on a university committee can connect them directly to the psychological ownership concepts of intimate knowledge of the target, investing oneself in the target, and sense of control and the promotion constructs of efficacy and effectance and sense of place/belongingness.
- Encouraging students to seek elected leadership positions, which fits into the psychological ownership promotion concepts of efficacy and effectance and self-identity. Co-curricular involvement is not only important to student success, but also relates to the psychological ownership concept of investing oneself in the target.

Examples that meet the accountability construct include assessment, timely feedback, setting high standards and expectations for student performance, and providing course syllabi and institutional handbooks explaining policies and procedures.

Psychological Ownership for All

As opposed to creating individual interventions for specific populations, broader efforts could be made across campus to encourage psychological ownership for all, targeting the promotion concepts of accountability, efficacy and effectance, sense of place/belongingness, and self-identity and the individual constructs of intimate knowledge of the target, investing oneself in the target, and sense of control.

No matter how hard institutions try, there are many things they cannot control about the student experience. However, psychological ownership can be invested in, developed and managed, whereas few of the other concepts used to describe a student's feelings about the institution can be treated similarly. The psychological ownership construct can be examined and applied to create specific programs to enhance the student experience and create connections to the institution.

ABOUT THE AUTHOR



Leslie Cothren, Ph.D. serves as director of Campus Life at **Cameron University (OK)**. She received a doctorate in educational leadership and policy studies from Oklahoma State University in May 2019. She also holds a master's degree from the University of Arkansas.

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YOUR BEST CAMPUS TRADITION™ VIDEO COMPETITION WINNER – SCHOOLS UNDER 5,000 FTE

Longwood University's First Friday Back and the G.A.M.E.

By
MIC BRUNNER
Beloit College (WI)

NACA's Your Best Campus Tradition™ Video Competition was offered for a number of years before ending with awards presented at the 2019 NACA® National Convention in Columbus, OH. Each year, winners were given the opportunity to describe their winning competitions in Campus Activities Programming® magazine.



At the 2018 First Friday Back and the G.A.M.E. event, students watch a field hockey game. In fact, the 2,073 attendance total set an NCAA record for the largest attendance at a regular season field hockey game.

IT IS MID-AUGUST 2018 IN CENTRAL VIRGINIA, and the heat and humidity are almost unbearable. Classes have just begun at Longwood University, a small to midsize public institution, and campus is buzzing with the return of students. Everyone is anxiously awaiting Friday for one of the biggest campus events of the year – First Friday Back and the G.A.M.E. (Greatest Athletics March Ever). This long-anticipated traditional event has collaborative support all across campus and a multitude of components, none of which hold a candle to “the scarf,” a soccer-style scarf featuring a unique design that is available to participants only as part of this event.

The day begins with setting up wristband distribution stations for students. With this event gaining popularity and demand, the determination has been made to prioritize first-year and transfer students. A secondary location is also set up to serve returning students and faculty/staff. The wristband distribution provides a way for us to accurately ensure that those receiving scarves are actually students and each student receives only one scarf.

After everyone has their wristbands, they can relax and enjoy the festivities of First Friday Back, a carnival-style event hosted by Lancer Productions (the Longwood student programming board), Fraternity and Sorority Life, and Campus Recreation. It features rides and inflatables, novelty food, games, a DJ, and spirit-themed swag. This popular event makes campus feel alive again as students return!

After the carnival, the focus shifts towards the stage where a pep rally engages the audience in anticipation of the march. At the rally, a student committee formed by representatives from Athletics, Fraternity and Sorority Life, and Lancer Productions (along with other groups, depending on the year), reveals the design of this year’s scarf. Afterward, the crowd follows the university president and some members of the president’s cabinet on the 1.5-mile march from the main part of campus to the athletics complex.

The march is a sight to behold as it shows the great town-gown relationship Longwood University has with Farmville, VA. It takes a great deal of coordination to secure the march route and work



with the local police department to close the roads involved. While on the march, local businesses love to see students walk by, and a flower shop along the route gives away single-stemmed roses students either keep or give away to town members who live along the march route and watch the procession. As the march proceeds, cheers and chants can be heard from the masses in anticipation for the athletic event.

One of the trickiest coordination aspects for this event is working out the timing so that immediately after marchers arrive at the athletics complex, the national anthem is played and the game begins. When everyone arrives at the athletics complex, a team of volunteers is ready and waiting to assist with scarf distribution. Students file through the entrance and trade their wristband for a much-anticipated scarf. There is, of course, a separate line for those without a wristband who hope there might be leftover scarves. There are usually a few.

The last component of the event allows students to watch their peers play in the soccer or field hockey game, and perhaps enjoy a hot dog sponsored by the president's office. For students who are 21 and older, there is a beer garden, the only time of the year this is offered. This event provides a great time for students to relax and simply enjoy being part of the Longwood community. At the event's conclusion, students are able to take a shuttle back to campus.

In 2018, Longwood University set an NCAA record for the largest attendance at a regular season field hockey game with 2,073 attendees. At the time, this also ranked as the third largest attendance at an NCAA field hockey game ever behind two national championship games.

As many events do, this event has evolved over the years. It began as a collaboration between the First Year Experience office and the women's soccer team that took place on the Sunday of New Lancer Days (our week of welcome), the day before classes started. It was moved

to Friday and joined forces with the longstanding Fraternity and Sorority Live event, First Friday Back, in 2016 and has continued to grow ever since. This past fall (2019), the G.A.M.E. celebrated its 10th anniversary. To see a three-minute video about the event, visit <https://bit.ly/FFBGAME>.



Students show their pleasure in receiving “the scarf,” a highly valued aspect of the First Friday Back and the G.A.M.E. event at Longwood University (VA).

ABOUT THE AUTHOR



At the time this winning event was held, **Mic Brunner** was assistant director for Student Activities and Building Operations at **Longwood University (VA)**. He has since become director of Student Engagement and Leadership at **Beloit College (WI)**. He earned a master's degree in organizational leadership from Newman University (KS) and bachelor's degrees in education, mathematics and music from Concordia University (IL). He has enjoyed multiple volunteer roles within NACA, including serving on the NACA® South, NACA® Northern Plains and National Convention program committees.

Special thanks to Susan Sullivan, director of the University Center and Student Activities and Alaina Scott, president of Lancer Productions (student programming board), at Longwood University (VA), as well as to the rest of the 2018 First Friday Back/G.A.M.E. Committee: Chloe Abshire, Megan Earls Byrnes, Nick Costa, Jen Cox, Caroline Gibbs, Emily Gilbert, Macrae Hammond, Joe Kaminski, Steve Robertson, Dylan Warnell and Jamal White.

AFTER EVERY GREAT PERFORMANCE,
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THE NACA® SPOTLIGHT

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

Inspire Live Recognizes Volunteers for Outstanding Achievement

Just as NACA® Live (Feb. 22–26 in Denver, CO) was a reimagined version of the annual National Convention, Inspire Live offered a new take on recognizing NACA's outstanding volunteers and programs for accomplishments during the past year. The Inspire Live ceremony was held Feb. 25 during the final evening of NACA® Live.

LEGACY AWARD

The Legacy Award was created in honor of NACA's 50th anniversary. It provides a year of NACA professional development opportunities for up to two NACA leaders who have the potential to serve the Association at a higher level for a significant period of time. Recipients also receive a complimentary registration to either one NACA regional conference or one Institute or to NACA® Live.



Randy Flowers

Baker University (KS)

Flowers was recognized for "his ability to create dynamic programming, complete strategic planning and create insightful responses based on data and assessment." Additionally, "he is well respected by his campus peers and is a proven leader in the Student Affairs Division on campus." He has also held numerous leadership positions in NACA and expresses much enthusiasm for the Association.

NACA® FOUNDERS AWARD

The Association's highest honor, the Founders Award is presented to individuals who, over the years, have given their time and talents in such a way as to contribute significantly to NACA.



Shelley Bannish

Centralia College (WA)

Bannish, who has a 30-plus year career in campus activities and has been a long-time volunteer for NACA® West, was recognized as "a humble volunteer and someone members know they can turn to when they need help with an opening on a conference committee, last-minute advice or any other NACA need." "She is known as a straight shooter, an active participant and a terrific leader. She walks the walk and talks the talk!" said one nominator. Another nominator called her "one of the most committed, hard-working and ethical campus activities professionals with whom I have ever worked."



Harris Goldberg

Concert Ideas (NY)

Goldberg was credited for making a lasting impact on the Association. "For most of the Association's history, [he] has been an integral part. He has taught and mentored generations of students and ... advisors, too," a nominator said. "He has provided valuable education on all aspects of producing a concert on a college campus. ... As an early pioneer in the whole business of being a middle agent, [he] is a trailblazer who has spent most of his professional life supporting NACA. He has inspired and mentored generations of students and professionals, provided tens of thousands of shows on college campuses and has been a staunch supporter of NACA."



LIFETIME MEMBERSHIP AWARD

This honor is presented to individuals who have unselfishly and tirelessly contributed to NACA on the regional or national levels. Lifetime Membership is a way to recognize and express gratitude to school staff members and associate members who have given of themselves beyond the norm expected of volunteers or staff.



David Nevins

University of Wisconsin-Platteville (Retired)

Nevins was recognized for the "tremendous impact" he's had in the University of Wisconsin system, "on his students and staff, and especially on the Association as a longtime volunteer in the Northern Plains Region and nationally. He was described as "kind, generous, hardworking, respectful and selfless in his service," going out of his way to be inclusive to new professionals and mentor them professionally and with respect to NACA. "He genuinely wanted to make not only himself better, but also those around him, including those who were new to our profession. Everyone was welcome in David's circle," said colleague Rich Ramos of Simpson College (IA)



naca.org

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CAMPUS LEGEND AWARD

The Campus Legend Award was established to honor and acknowledge NACA associate members who've demonstrated long-standing commitment to college and university campus entertainment. The honorees are among those associates who've made a lasting impact in the realm of campus activities and college and university edu-tainment without the advantage of Hollywood notoriety.



Rudy Currence

EVO Entertainment (PA)
Currence has been a part of NACA since 2005. In that time, he has been noted not only for his talent but also for his commitment to students. "Over the years, it has truly been a pleasure to watch him with my students and cultivate a sense of community," said one nominator. "Our campus is comprised of a diverse group of students and he seemingly found a way to connect with each of them through his artistry," added another nominator.



Jason LeVasseur

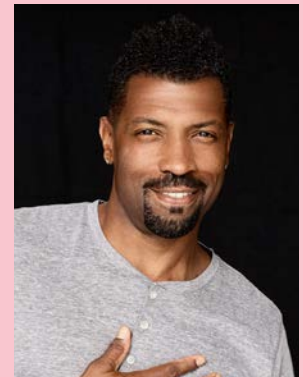
Jason LeVasseur & The Rock Star Project®
LeVasseur was recognized as an award-winning performer, entertainer, speaker and workshop facilitator who is a long-term NACA member and is "honest, caring and deeply invested in the success of not just his act, but in the student groups he works with, and in the Association." "He embodies our values of civility, treating everyone he comes across with mutual respect, fairness and politeness," said one nominator. "He is a pleasure to interact with and is someone who truly cares about NACA and our volunteers."

NACA® HALL OF FAME AWARD

Deon Cole

The NACA® Hall of Fame Award honors and recognizes individuals or groups who've appeared on national or regional showcases and have distinguished themselves in the arts.

Deon Cole, the 2020 inductee into the NACA® Hall of Fame, showcased at the NACA® Northeast, Mid Atlantic and Mid America conferences in 2008 and 2009. He is an Emmy-nominated actor, comedian and comedy writer known for "Black-ish," "Grown-ish," "Barbershop: The Next Cut," and "Angie Tribeca." He has performed stand-up on "John Oliver's New York Stand-Up Show," "Mash Up" and "Lopez Tonight." He is the host of the game show "Face Value" on BET and, last fall, he released a Netflix stand-up special called "Deon Cole: Cole Hearted."



C. SHAW SMITH NEW PROFESSIONAL AWARD

The C. Shaw Smith New Professional Award honors a beloved NACA founder. C. Shaw Smith's influence, affection and support of new professionals entering campus activities is reflected in this award that recognizes an individual who demonstrates the potential and commitment for excellence in service to student leaders.



Timothy "Tim" Johnson

Syracuse University (NY)
Johnson was praised by nominators as an "exceptionally talented new professional who brings excellence in serving students every day" and who has shown "what type of advisor everyone deserves to have." "I've seen him share his story with students in a way that made them see that their circumstances will never define who they are capable of becoming," another nominator said.

FRANK HARRIS OUTSTANDING STUDENT GOVERNMENT ADVISOR AWARD

The Frank Harris Outstanding Student Government Advisor Award honors first Chair of the NACA® Board of Directors Frank Harris, who served in 1968-1969 and advised student government associations throughout his career until retiring in 1997. This award recognizes individuals who have the commitment to challenge and advise student government.



Shana Meyer

Missouri Western State University
Meyer was described as "someone who brings energy and excitement to her role every day and puts students first." "I have yet to meet an advisor who has opened their calendar, their office, their home and their heart like she has for the SGA students she has advised," one nominator said. "Because of people like her, I have come to believe that everything is possible at Missouri Western," wrote one of her students. "She inspired me to use the same story that I felt was haunting me to my advantage, and in doing so, I have turned into a leader on my campus."

PATSY MORLEY OUTSTANDING PROGRAMMER AWARD

The Patsy Morley Outstanding Programmer Award recognizes the individual who best exemplifies outstanding achievement in campus activities advisement. It honors the late Patsy Morley, a former chair of the NACA® Board of Directors.



Tomika Smith

Harvard College (MA)
Smith "excels in her ability to create vision while building high-performing student leader teams who care deeply about the experiences of their peers at the college," said one nominator. She was also credited with taking a struggling programming organization, revitalizing it with a new mission, vision and structure and expanding the number of its events from eight to well over 30 per year in a remarkably short period of time.

OUTSTANDING DIVERSITY ACHIEVEMENT AWARD – CAMPUS PROGRAM

The Outstanding Diversity Achievement Award – Campus Program recognizes programs at NACA member institutions that positively contribute to the development of a diverse culture on campus. Three programs were recognized.

Albertus Magnus College (CT) – LatinX Voices Panel

This program began when the institution started actively recruiting international students and was designed to help those students feel included and supported. However, it evolved into a program to educate and engage the entire student body. “We reached out and connected with multiple students who identified as LatinX and asked if they would share their insight on their cultures and heritage,” said a program representative. “After the event, the students stayed and mingled with each other, and a lot of the students in the audience began to talk about their culture and share their own stories.” Consequently, the institution has plans to conduct a series of panels incorporating different cultures each month.

Gettysburg College (PA) – Burgburst

This event, in its seventh year, includes student clubs and organizations, academic departments and community members. It allows participants the opportunity to share food, performances, traditional outfits and other aspects of their ancestry. Nine clubs and organizations cooperate to plan and implement the event and funds raised are donated to a community non-profit organization. This past year, over 500 students, campus and community members participated in this one-night cultural extravaganza.

Baker University (KS) – iLead

This program was designed to break stereotypes and help students with little or no engagement with people from under-represented groups learn about identities other than their own. At a two-day, overnight leadership retreat, students were able to identify which aspects of their own identities were important to them while challenging and dissolving stereotypes and biases they may have had regarding other identities. “The level of transparency and sharing created empathy and understanding between participants, which ultimately led to friend[ships] between student populations that historically have had conflicts,” a nominator wrote.

OUTSTANDING DIVERSITY ACHIEVEMENT AWARD – INDIVIDUAL

The Outstanding Diversity Achievement Award – Individual recognizes professional staff who positively contribute to the development of a diverse culture on campus.



Travis Tucker

Washington University
in St. Louis (MO)

Tucker was described as “someone who actively creates an inclusive environment through the implementation of high-impact programs, advocacy work, and ensuring that social justice is at the core of all he does.” “Among the various leadership development programs in our division, [his] program ... is one of the most sought-after by students,” said his nominator. “DestinationQ, a two-day overnight retreat for students engaged in LGBTQIA communities, allows students to explore leadership and identity development while building connections with those who hold similar identities. This program is so popular and over capacity that our office is exploring ways to expand.”



Brittani Hunt

High Point University (NC)

Relatively new to her institution, Hunt was credited for developing in a short period of time “a comprehensive slate of diversity and identity programming” and implementing a bias response policy and protocol for her division. She also implemented a diversity enrichment track, which is a multicultural competency certificate program offered in partnership with her institution’s Office of Global Education and the Center for Career and Professional Development. “Her work is a model for fruitful cross-divisional partnerships and the benefits to our students and university community have been endless,” her nominator said.

Are You a New Volunteer?

If so, we’re going to need a little information about you, including your contact information, headshot, a brief professional/volunteer bio and any special accommodations you might require while participating in NACA events. Just complete the Volunteer Information Request Form. It’s easy, takes only a few minutes and we won’t have to pester you later when we need your bio, headshot or other information. To find this form, visit naca.org/Volunteer, then choose the Current Volunteer Resources Tab. Questions? Contact Laura Jeffcoat Sosa at lauraj@naca.org.



Refer a New Member; Get a Free Registration or Membership!

Recruit new members through the Amplify referral program and you can earn free registrations and memberships. Free registrations that you earn may now be used immediately at any upcoming NACA event. Just be sure to use them within a year of when they were awarded to you. Learn more: naca.org/amplify



Welcome, New NACA Members!

These members joined Nov. 25, 2019–Feb. 14, 2020.

SCHOOLS

STANDARD MEMBERSHIP

- Adams State University (CO)
- Alvin Community College (TX)
- Arapahoe Community College (CO)
- Great Falls College MSU (MT)
- Grinnell College (IA)
- Independence Community College (KS)
- Midwestern State University (TX)
- Missouri Southern State University
- Molloy College (NY)
- Montgomery College (MD)
- Montgomery College–Germantown Campus (MD)
- Northern Virginia Community College–Alexandria
- Pikes Peak Community College (CO)
- Rocky Mountain College (MT)

- San Francisco State University – Student Activities and Events (CA)
- Southern University and A&M College (LA)
- Trinidad State Junior College (CO)
- University of Colorado at Denver/Anschutz Medical Campus
- Valdosta State University (GA)
- Viterbo University (WI)

ASSOCIATES

NATIONAL GENERAL LEVEL 1

- Co Event Pros (CO)
- eventbrite (CA)
- Innocence Project (NY)
- Mediatainment (CA)
- Smash – The Mobile Rage Room (WA)
- The Wow Factor (IL)
- True Colors International (CA)

NATIONAL SELF-REPRESENTED OR SOLO ARTIST

- Beyond Chaotic (FL)
- Destiny Malibu (CA)
- FunFlicks (CA)
- Kristine Mirelle (NV)
- Live Life Headphones (GA)
- Overcoming Graduation (CA)
- PaintJam Starring Harvey Dunn (TX)
- Rufus the Dufus Entertainment LC (MI)

REGIONAL GENERAL

- ARS Events (MD)
- Jump and Slide Atlanta (GA)
- Synergy Experiences (FL)

REGIONAL SELF-REPRESENTED OR SOLO ARTIST

- Anil Salem (NJ)
- DELANILA (NY)
- Diverse Directions (IA)
- Good Chat Entertainment (CA)
- Queerdo (MN)
- Sesay (MN)
- Seth Power (MS)
- Soul Glitch (CA)
- The Baysics (NY)
- The Bultongez Group LLC (TX)
- Wes Barker (ON)

Member Milestones

Jon Dooley, a past Chair of the NACA® Board of Directors, has observed his sixth anniversary with **Elon University (NC)**.

G.G. Greg of the **G.G. Greg Agency (OH)** has marked his 39th year with NACA. He has served on a number of conference committees, steering committees and site selection committees and has been a conference presenter and a writer for Campus Activities Programming® magazine. He is also a past recipient of the former Great Lakes Region's Hall of Fame Award.

Shelby Harris, Ph.D. has marked 12 years at the **University of Massachusetts-Boston**, where she is currently associate dean of students.

Nathan Hofer is now director of Campus Operations at **Lost&Found (SD)**.

Jason LeVasseur of **Jason LeVasseur & The Rock Star Project®** is celebrating his 25th year as a performer, speaker and writer (“Curtain Call” for NACA’s Campus Activities Programming® magazine) with NACA.

Joshua Luce is now assistant dean of Engagement and director of Student Involvement at the Barbara Walters Campus Center at **Sarah Lawrence College (NY)**.

Valentijn Sloot, a talent agent with **The Gersh Agency (CA)**, has marked three years with the company.

Mike Wacksman recently became associate director for Student Leadership at **SUNY-Cobleskill**.

Grant Winslow is now associate director of Union Operations at the **University of Wisconsin-Green Bay**. He previously served as program coordinator in Student Life and worked with Good Times Programming at the institution.

Have member milestones you’d like to see in the NACA® Spotlight? Send them to glennf@naca.org.

Member Benefit Highlights

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

NACA® Connect

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

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

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

NEW! Gaming & Esports Community in NACA® Connect

Are you new to esports? Would you like advice from peers who’ve brought this exciting new type of programming to their campuses? Join our Gaming & Esports Community in NACA® Connect and share your experiences and questions with other campus activities professionals. Visit naca.org, click on the Resources tab, then choose NACA® Connect.

What’s NEXT for Your Students?

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

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



Webinars on Demand: ENCORE Is Ready for You!

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

NACA's Regional Structure and Upcoming Events

NACA® Live
Feb. 20-24, 2021 • Pittsburgh, PA



**NACA® South
Regional Conference**
Oct. 1-4, 2020 • Atlanta, GA

**NACA® Central
Regional Conference**
Oct. 8-11, 2020 • Oklahoma City, OK

**NACA® Mid Atlantic
Regional Conference**
Oct. 15-18, 2020 • Lancaster, PA

**NACA® Mid America
Regional Conference**
Oct. 22-25, 2020 • Fort Wayne, IN

**NACA® Northeast
Regional Conference**
Nov. 5-8, 2020 • Hartford, CT

**NACA® West
Regional Conference**
Nov. 19-22, 2020 • Spokane, WA

**NACA® Northern Plains
Regional Conference**
April 2-5, 2020 • St. Paul, MN

Write for Publication

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

Journal of Campus Activities Practice and Scholarship (JCAPS)

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

Campus Activities Programming®

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



FOUNDATION UPDATES

2019 Foundation Contributors

The NACA® Foundation was established in 1982 to develop and provide educational programs and services for college and university students, professional staff and others who work in the student activities field. The Foundation offers 29 scholarships and six research grants annually.

The NACA® Foundation recognizes and thanks the following contributors:

2019 LIFETIME GIFTS

INDIVIDUAL GIFTS

Foundation Legacy

\$5,000-Plus

Obtained New Level:
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Ken Abrahams
Robert J. Beodeker
Dr. Skip Daugherty
Alan Davis
Dr. Jon Dooley
M.K. Fahey
Harris Goldberg
Frank Heust
Leslie Heusted
Rich Ramos
Bob Silverstein
Caryl M. Stern

Trustee's Circle

\$3,500-\$4,999

Obtained New Level:
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Michelle M. Delaney
Jim Gillespie
Brian Johnson
Thomas E. Matthews
Dr. Paul & Stacey Shrode
Dr. beth tripplett
Dr. Steve Westbrook

Chair's Club

\$2,500-\$3,499

Obtained New Level:
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Thomas Hailey
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Judson Laipply
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Linda Picklesimer
Billye M. Potts
Susette Redwine
Chuck Simpson
Max V. Vest

Patron

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Dr. Regina Young Hyatt

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\$1,500-\$1,999

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Cecilia Brinker
Adam Frank
Samuel Frushour
Courtney James
Dr. Joseph Lizza
Edie McCracken
Charles Morrell
Dr. Gayle Spencer

Demetria B. Anderson
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Dr. John Robinson
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Dr. Gayle Spencer
Ernie Stufflebean
Dr. Tony Warner

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CORPORATE GIFTS

Corporate Visionaries

\$10,000-plus

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Concert Ideas, Inc. (NY)
FUN Enterprises, Inc. (MI)
Funny Business Agency (MI)
Matrix Entertainment (MI)
NACA® Mid America
NACA® Mid Atlantic
NACA® National Convention
NACA® Northeast
Party People, Inc. (CT)
Riddle & Bloom (SC)

Corporate Advocates

\$5,000-\$9,999

Collegiate EmPowerment (PA)
DCA Productions (NY)
Herff Jones Photography (PA)
JOEY EDMONDS Presents (CA)
Johnson & Wales University-
Providence (RI)
NACA® Central
NACA® Northern Plains
NACA® South
NACA® West
Party Vision, LLC (NH)
Roger Williams University (RI)
The Smith Agency, Inc. (MI)

Corporate Fellows

\$2,500-\$4,999

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A+ Success (MN)
Admire Entertainment, Inc. (NY)
Albertus Magnus College (CT)
Auburn Moon Agency (MI)
Best Entertainers (TX)
Bryant University (RI)
Coleman Productions, Inc. (OH)
Eastern Connecticut State
University (CT)
ECE Touring/EastCoast
Entertainment (VA)
High Impact Training (MN)
Hypnotist Kerry Sharp (UT)
LTE Consulting, Inc. (MS)
Michael Anthony
Productions (FL)
Outright Speakers
and Talent Bureau (SC)
Rate My Professors (NY)
Real People's Music (IL)
Seacoast Events (MA)
Sophie K. Entertainment,
Inc. (NC)
Southern New Hampshire
University (NH)
State of the Art Distributors (PA)
University of Connecticut-Storrs
(CT)

Corporate Trustees

\$1,000-\$2,499

Obtained New Level:
Brave Enough Artist
Agency (TN)

Augustana College (IL)
Brave Enough Artist Agency (TN)
Bridgewater Credit Union (MA)
Bridgewater State
University (MA)
Bruce Smick Amusements, Inc.
(MA)
Central Connecticut State
University (CT)
Class Act Performing Artists &
Speakers, Inc. (WI)
Collegiate Concepts Custom
Decorated Products (MN)
Forbes Marketing Group (NH)
G. G. Greg Entertainment
Agency (OH)
Game World Event Services,
LLC (MO)
Hasbro, Inc. (RI)
Hendrix College AR)
JetBlue Airways (NY)
Josten School Products (NJ)
Lenmar Communications (OH)

Massachusetts College of Liberal
Arts-MCLA (MA)
Promotions & Unicorns, Too (NJ)
Silver Screen Design (MA)
SMILE & Think, Inc. (FL)
Southwest Airlines (TX)
Stonehill College (MA)
Suffolk University (MA)
Swank Motion Pictures, Inc. (MO)
The College Agency (MN)
Wand Enterprises, The Hypnosis
Agency, LTD (IL)
Williams College (MA)

2019 ANNUAL GIFTS

INDIVIDUAL GIFTS

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CORPORATE GIFTS

School/Company Pacesetters

\$1,000-plus

Brave Enough Artist Agency (TN)
Hypnotist Kerry Sharp (UT)
NACA® Mid Atlantic
NACA® National Convention
NACA® South
Riddle & Bloom (SC)

School/Company

Promisors

\$500-\$999

NACA® Central
NACA® Mid America

School/Company

Contributors

\$100-\$499

5 Cents T-shirt Design (FL)
Babco Entertainment LLC (FL)
Burger Moe's (MN)
Campus Marketing
Specialists (OR)
Fantasy World
Entertainment (MD)
FUN Enterprises, Inc. (MA)
Keppler Speakers (VA)
NACA® Northern Plains
NACA® West
Spin Magic - Spin Painting (MN)

2019 Foundation Scholarships

Congratulations to the 2019 NACA® Foundation Scholarship Recipients.

Alan Davis Scholarship

Kendall Vowels, Missouri State University

M. Kevin Fahey Graduate Assistant Award

Kadie Dickson, University of Massachusetts-Lowell

David A. Ross New Professional Award

Julie Koivisto, Springfield College (MA)

Kenneth M. Bedini Student Leader Award

Andrea Austin, Mount Saint Mary College (NY)

Kali Barnhart, Springfield College (MA)

Amanda Hyden, Dean College (MA)

Joshua Sprague-Oliveira, Quinnipiac University (CT)

Victoria Weisenhorn, Fitchburg State University (MA)

Lori Rhett Memorial Scholarship

Justin Holmstead, Brigham Young University (UT)

Markley Scholarship

Cameron Edmonson, Missouri Western State University

Maureen McDermott/Michelle Delaney Staff Programmer Award

Sarah Potrikus, Worcester State University (MA)

NACA® Mid Atlantic Undergraduate Scholarship

Kyra-Lee Harry, New York University

Rashad Wood, Ashford University (CA)

NACA® South Student Leadership Scholarship

Jameerah Ali, North Carolina Central University

Andrea Rathje, University of Georgia

Tanika Santos, Wingate University (NC)

Cicely Wise, Columbia College (SC)

NACA® Northern Plains

Regional Student Leadership Scholarship

Magann Dykema, University of Wisconsin-La Crosse

Tese Calderelli Memorial Scholarship

Kelly Wrobel, Grand Valley University (MI)

NACA® FOUNDATION GRADUATE SCHOLARSHIPS

D. L. McCullough Graduate Scholarship

Doris Munoz, Methodist University (NC)

Hayward M. "Skip" Daugherty, Jr. Graduate Scholarship

Kelly Wrobel, Grand Valley State University (MI)

McCullough Graduate Scholarship

Kanayo Uchemefuna, Tufts University (MA)

William E. Brattain Graduate Scholarship

Anna Lindstrom, Oral Roberts University (OK)

SCHOLARSHIPS FOR STUDENT LEADERS

John Zagunis Scholarship for Student Leaders

Kimberly McDowel, Wayne State University (MI)

NACA® Central/Mid America Scholarship for Student Leaders

Keyari Page, Richland Community College (IL)

NACA® Mid Atlantic Thomas E. Matthews Scholarship for Student Leaders

Karla Palmer, American University (DC)

NACA® Northeast Scholarship for Student Leaders

Kali Barnhart, Springfield College (MA)

NACA® Silver Anniversary Scholarship for Student Leaders

Joshua Cantong, Azusa Pacific University (CA)

Public Media Films Scholarship for Student Leaders

Megan McLaughlin, University of Richmond (VA)

NACA® FOUNDATION SCHOLARSHIP OPPORTUNITIES

Available for undergraduate students, graduate students, professional staff and associate members.

NACA® Northern Plains Regional Student Leadership Scholarship

NACA® Mid Atlantic Undergraduate Scholarship for Student Leaders

NACA® South Student Leadership Scholarship

Multicultural Scholarship Grant

NACA® Mid Atlantic Graduate Student Scholarship

NACA® Foundation Graduate Scholarships

NACA® Mid Atlantic Higher Education Research Scholarship

Lori Rhett Memorial Scholarship

Barry Drake Professional Development Scholarship

Markley Scholarship

NACA® Mid Atlantic Associate Member Professional

Development Scholarship

Ross Fahey Scholarships

Scholarships for Student Leaders

Zagunis Student Leader Scholarship

Tese Caldarelli Memorial Scholarship

Alan Davis Scholarship

For qualifying information, application deadlines and more, visit naca.org/foundation





News, deadlines and other information from the NACA® Diversity Advisory Group

The NACA® Leadership Fellows Program: What Does It Mean to You?

Jerrica Stovall (she/her/hers)
 University of South Florida–St. Petersburg
 Leadership Fellow, 2015



Since serving as a Fellow, what other volunteer opportunities have you held?
 Leadership Fellows Mentor, NACA® Programming Basics Institute Coordinator, Spirit Institute Team Member, DAG Member, Leadership Fellows Coordinator.

What does the Fellows program mean to you?
 It means having a professional family that keeps you on your a game both personally and professionally!

Note: The deadline for applying for the NACA® Leadership Fellows Program will be announced soon! Stay tuned to NACA publications for details.

Social Justice Tip



From Yabi Demissie (she/her/hers)
 Georgia State University

One huge thing I’ve noticed since being in the field is the power of assumptions and the importance of asking questions. So many times in our lives, we forget to do what’s most simple – just ask questions. Many people in today’s society live off of ideas they create in their own heads instead of asking the right questions in the right ways to learn more about a specific topic, someone’s background, or anything else. To me, this tip is very broad, but can hold so much power if we learn how to do it right. We can gain so much knowledge and experience by just asking the right questions. It’s the first way to begin change.

10 QUESTIONS WITH ...

Akyanna Smith

Assistant Director for Student Activities

University of Massachusetts-Lowell



1 Leadership/management book you are currently reading?

“Generation Z Goes to College” by Corey Seemiller, Ph.D., which I began in preparation for her presentation at the recent NACA® Live.

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

Carnivals were really common at my previous institution, the University of South Florida-St. Petersburg. We presented one during Homecoming that offered rides, an ice cream bar, music and games. We held it in a location where we didn't typically program, we held it later in the evening, and were pleased to attract over 300 students. This was record attendance for our institution, especially for such an important programming week. It was an example of a program we continued to enhance and make bigger while I was there.

3 Favorite campus program in your entire career and why?

Cardboard Boat Race! We would have the campus community build boats out of cardboard, duct tape and trash bags and sail them around a track in the bay next to campus. It was so funny seeing which boats would make it around the track and which ones would fail as soon as they hit the water. It was a campus tradition for a number of years, one to which the whole campus looked forward.

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

I always reach for my sticky notes, my notebook and my water bottle! I need all three to be successful during the day.

5 Best teaching tool for your students?

Unmet expectations. When my students have been disappointed because certain aspects of their events didn't go well, we followed up on how those situations made them feel and what could have been done to avoid resulting problems. Students definitely respond to negative feedback, which is hard for me sometimes as an advisor, but I think it can be necessary to change certain behaviors or working styles.

6 Technology that most benefits you at work?

Google Hangouts. It's so helpful to be able to send a quick message to students or colleagues if I have a quick question and don't want to flood email inboxes or pick up the phone.

7 Most challenging aspect of your job?

Saying no to my students. I always want to provide everything for them, but I've learned that building accountability means saying no when boundaries have been crossed or deadlines have been missed.

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

I don't receive office email on my phone. And I don't respond to work texts/GroupMe messages after 6 p.m. or on the weekends unless it's a huge emergency. This was a boundary I needed to create for myself because previously I was thinking about work at all hours every day and that behavior didn't support me taking a break or having a life outside work.

9 Best programming advice you've ever received?

Always, always, always have a weather back-up location and/or date. My first years as an activities graduate student and professional involved working in Florida where it can be really hot and rainy and subject to other weird weather patterns. Having a weather location or time established in advance was an important lesson for me because there were times we had to completely cancel an event at the last minute due to weather. Although I'm an avid proactive planner, this presented a huge learning curve for me.

10 Something unique about your programming board?

My former programming board was comprised of seven students who were predominantly commuters. Only three actually lived on campus. ■

(Editor's note: Smith answered our 10 Questions shortly before departing the University of South Florida-St. Petersburg, where she served as student programs coordinator in Student Life and Engagement.)

“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.

Why should you attend a NACA regional conference?

It's a chance for students, staff and associates to come together and engage in the business process.

Three areas of NACA® events work together to help school and associate members conduct effective business:



SHOWCASE

Performers apply and are selected through an extensive process to showcase their talent.

Engage in the business process by giving your full attention and taking notes. Come with an open mind about how acts could possibly fit on your campus.



MARKETPLACE

An exhibition by associate members of campus entertainment and services.

Engage in the business process by interacting with all of the booths, developing relationships with associates and inquiring about artist needs if you plan to move forward in the booking process.



BLOCK BOOKING

When three or more geographically close schools book the same artist, maximizing routing and saving everyone money.

Engage in the business process by formally showing interest or booking an act by submitting a form through the NACA® 24/7 system. This member-only benefit occurs only during a live NACA event, any special pricing offers are available for a limited time only to NACA® Live attendees.



naca[®] 24/7

What's in it for you?



Think outside the box. Go beyond the blocks.



The **NACA[®] 24/7** platform is one of the most helpful benefits of NACA membership. It assists schools and associates in successfully block booking acts, allowing acts to get more efficient routing and schools to pay lower booking fees.

Also, if you're an artist or agent, you can update artist profiles and pricing and upload photos and videos – anytime, anywhere from your computer, tablet or smartphone.

And, if you're a school representative, you can check artist profiles and comments about their performances as you seek the perfect act for upcoming campus events – anytime, anywhere from your computer, table or smartphone.

But there are exciting changes coming to this popular platform that will make it even more useful to both schools and associates. Check the **NACA[®] 24/7** tutorial schedule in the Business Hub in the Campus Activities Marketplace and learn new ways to “go beyond the blocks.”

naca.org/NACA247



NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

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Proud to be the exclusive marketing partner for NACA.

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